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Typing contests like the one pictured here were part of Labor Day Contests held each year at Berea. The contests were a unique and unusual practice in the academic world. Instead of competing in athletics, debate and spelling like other educational institutions, Berea had students competing against each other in activities such as milking cows, baking and weaving in front of a set of judges and crowd of spectators. Contests varied from year to year. Outdoor event contests such as milking cows, transplanting plants and hitching mules to a wagon were held on the athletic fields. Other events such as painting, broom making, typing and sewing were held in the chapel or the Seabury Gymnasium.



Berea College Special Collections and Archives

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ONLINE EXCLUSIVE:

Berea stood as a model to other colleges and universities across the nation when it chose to cancel in-person classes for the semester in early March. Hear from staff members across campus about how their work experience changed in the COVID-19 response. www.berea.college/covid19-response



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Jada Pettus '20

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LETTER FROM THE EDITOR

Dear Berea Alumni and Friends,

In January, I asked, "What does it mean to be radical?" Who could have known that by March our world would be radically different? Pandemic, social-distancing, quarantine, COVID-19—these terms meant nothing to me when I wrote my last letter. Yet these now everyday terms have changed our entire way of life. I am typing this letter while working remotely. As a mother of three, I'm not only editing a magazine from home, I'm editing school work, directing time-management tactics, strategizing ways to divert pent-up energy now that sports are cancelled and gymnasiums are closed, and grasping for ways to keep the pantry stocked with a teenager and two pre-teens. This is all done while participating in video conference calls, digital editing sessions and brainstorming with a team I can't see face to face each day.

On March 10, Berea College President Lyle Roelofs announced the College would cease on-campus instruction three days later. As a preemptive measure in response to the COVID-19 pandemic, the school again acted from a radically different perspective amid worldwide uncertainty. The announcement shined a spotlight on our small college as many thought the decision was an overreaction. Some praised our boldness and commitment to the safety of our campus community. It was a decision that was not made lightly. The barrage of questions and judgments came immediately. Our administration met each concern head on—advocating for students whose lives felt uprooted and uncertain. As the majority of our 1,600+ students were sent home to complete their semester, the hardships imposed were foreseen. Students without reliable internet access were assisted with mobile hot spots. Students without resources to travel home were given financial support. Students without a proper home to return to were provided respite on campus. And all students, whether on campus or not, continued to receive payments from the work program.

Berea once again stood in the tension—being the voice speaking clearly in the midst of chaos, the eyes seeking justice amid inequity and the heart pursuing love in surmounting fear. This is a radically different institution, living out eight Great Commitments that stem from guiding principles inherent since our founding. And as we continue to walk through this pandemic, we also invite you (in your increased free time) to engage with the stories in this publication and to reflect on how Berea's commitments to educating and serving the whole student continue—even when most are not on campus. You'll find articles about our always adapting work program, as well as new understandings of gender equity and creating balanced, intuitive graduates through our liberal arts approach.

None of us knows exactly what the future holds, but what we do know is Berea will continue to make service to our students and community its top priority, even if it seemingly goes against the grain. It's what we've done since 1855.


Abbie Tanyhill Darst '03
Editor

Dignity with DISTINCTION

A profile of Sylvia Asante, dean of Labor

By Jason Lee Miller



Dr. Sylvia Asante, dean of labor, comes to Berea via Jamaica, New York and Pennsylvania. She brings with her a depth of knowledge and experience to impart to Berea's most valuable staff members: the students.

Michael Johnson '20

Berea's dean of labor, Dr. Sylvia Asante, had some idea about the work that goes on at Berea College before she came because she had done some research on work colleges in the past. And she had heard some things from friends, as well.

"My friend said, 'Berea's very clean, you know, Sylvia, because the students do [so much of] the work. They take pride in the place.'"

This legend proved true, in her estimation, and as she leans into a storied role at Berea College, Asante hopes to encourage students to take that same sort of pride in themselves as they move on to their lives and careers after graduation.

"I'm helping students to formulate who they are," she said. "We look at students, mentor them and mold them into successful human beings. It's important to me because I know the value of education, the value of making a difference."

The first woman and first immigrant to take the role, Asante came to the United States from Jamaica. She settled first in Brooklyn among a large immigrant population and then moved to Pennsylvania, where she studied sociology while working at Gettysburg College. Asante continued her professional and academic career at Shippensburg University, where she studied student college personnel and counseling, and Antioch University, where she completed a doctorate in leadership and change. In the course of her career, Asante has received numerous awards, including "Woman of Distinction" and the Martin Luther King, Jr. "Living the Dream Award."

"A family member said you can come to America and be whatever you want to be," she said. "Just be dedicated to the cause of what you're doing."

Asante also brings the Jamaican cultural value of the "side hustle," the

idea of having skills to fall back on in the event one career aspiration doesn't quite work out, which she believes Berea instills in students through the Labor program.

"If you're going to be a nurse, that's fine," she said, "but maybe you want to know how to bake a good cake or how to run a restaurant."

Another value Asante brings with her that incorporates well into the Berea model is the idea that there is dignity in all work that needs to be done.

"The Fourth Commitment is oh so beautiful," Asante said. "I have it framed on my desk. I want our students to be aware of the beauty of it. If you look through the centuries, it's those who worked in the fields and brought bread to the table and took care of people's children who made up the backbone of different places all over the world. So yes, dignity, understanding there is dignity in the work."

"If you're here on campus, and you're working in dining, helping to make the bread, that's a skillset you have

"I'm helping students to formulate who they are. We look at students, mentor them and mold them into successful human beings."

— Dr. Sylvia Asante

now accomplished," she continued. "Berea is giving you a gift, one you can pass on to others."

The gifts Berea offers to its students also align

with Asante's spiritual commitments. "I consider myself a Christian, living by Christian principles, and Berea speaks to that in so many ways, making a difference and giving back."

She collects admissions materials and sends them to her home church in Pennsylvania to encourage the congregation to consider Berea College for their children. One young man has matriculated at Berea as a result of this effort.

"I'm proud of that," she said. "The parents said 'We didn't know a place like this existed. We thought he was going to have to go into the military.' Those are the things that fulfill me, allow me to give back and to be thankful for what I

have been given."

Asante sees that sense of wanting to give back in labor supervisors, as well, noting how dedicated they are to the cause of training students to succeed in the workforce. "Supervisors will bring food for a student, or if a student is not properly dressed [for winter], you say 'Do you need an extra coat?' We find ways. Here, we open the door and say, 'If we're going to help you, we're going to help you all the way.'"

Part of helping students all the way is enabling the sharing of knowledge and the development of a variety of skillsets. Asante works toward these ends, but there are other important aspects of preparing students for the workforce. There are soft skills, for example, learning how to shake hands or dress for a presentation or interview. And there is also an area that is perhaps overlooked: financial wellness. When students leave college, they also leave the support structure of the college and, because of their financial backgrounds, don't have parents of means to assist them in setting up their lives.

"They don't have a dad to say, 'OK, come into the business that I've prepared for you for 30 years.' They don't have someone who says 'Call your Uncle Bill or Aunt Mary.' They don't have that, so they have to come prepared and ready to move ahead."

Preparing them to move ahead means equipping them to succeed financially and professionally, and the Labor program at Berea can turn its attention to these aspects of life after college. As the Labor program takes on the 21st century, this is where Asante will make her mark.

"When you leave Berea," she said, "you can leave with your diploma and a transcript of the work you have done, which will testify to the work you are capable of doing. When Berea students show up [to a job interview], they are selected because people know they have been through it. They know how to be disciplined and how to get the work done." ■

Works in Progress: Berea College Labor Stories

By Jason Lee Miller

Berea College doesn't just admit students, it hires them, too. Though in the beginning, the Labor program provided a means of support while attending school, today many of these jobs provide opportunities to discover and explore passions while developing professional skillsets. Students are required to work at least 10 hours per week, but many work up to 20 hours. Here are just a few of their stories told with not only words, but images taken by student photographers. The work of these photographers brings to life the work and stories of their peers' labor positions across campus.

Crystal Wylie '05

The art of putting yourself back together

Jennifer Lance '20 turns 40 this June. She graduates in December, and a lot of her life happened before these milestones. She sums up that life, and coming to this point, with a metaphor—the Japanese art of “kintsugi,” the practice of repairing broken pottery by fusing the pieces together with gold.

“I am a child of parents who had parents with substance abuse,” Lance said. “They had me at 16. My dad joined the military. It saved his life because he never had structure. I feel like my growth was stunted because my parents never unpacked their own problems. I was holding myself together with super glue.”

She describes the broken pieces of her life as estrangement from her parents and failed relationships. “I didn't know how to pick a partner that respected my boundaries. My dad was a drill sergeant, and there's no such thing as boundaries in that.”

Lance came to Berea three years ago, a single mom who had been working as a medical receptionist making \$14 per hour. That was not enough to support herself and her daughter, Kerrigan, even in a crime-ridden Lexington neighborhood.

“I had \$80 a month for us to eat on. I did not qualify for food stamps. I made a little bit too much. It was hard.”

Pharmaceutical representatives would leave food at the doctor's office, and she was allowed to take it home with her on the weekends. “We wouldn't have eaten if it hadn't been for them.”

Lance decided she needed to go back to school and was accepted to St. Catharine College to study radiation therapy, but the school suddenly closed in 2016 for financial reasons. Her options again had grown short in number, but a spiritual community she had joined was familiar with Berea College and recommended she apply.

“When I researched Berea College, I was like, they are never going to give this to me. This is for children with hard-



Jennifer Lance '20 and her daughter, Kerrigan, window shop at College Square on campus

Oluwatobi Adejumo '20

ships. I am older. I've made mistakes in life. But there was no other way I was going to finish college because I had no money. When I got my acceptance letter, I just fell in the floor crying. They said yes.”

Lance came in as a biology major and took a job in the Marketing and Communications office as a photographer. It was in doing this kind of work that she found an unfamiliar feeling: happiness.

“My artistic side was repressed for a long time. I was allowed to have artistic hobbies, but not as a career. Photography's an escape. I'm able to zone out and focus on the subject. There's a reason this picture needs to be taken, and there's an emotion we're trying to convey, so it's intentional, not just snapping away.”

And though she had thought of her age as a detriment in the beginning, Lance discovered she had something important to bring to the table for the young people with whom she worked. “There was this one student who came in for a portrait session, and there was hardship in her life. I told her ‘I want you to think about all the people who

told you that you can't. I want you to hear those words right now, and then I said open your eyes and show me that you made it.’ She had a whole different look on her face, and we were able to capture that. So it's not just photography. It's seeing people and coaching them.”

My artistic side was repressed for a long time...Photography's an escape. I'm able to zone out and focus on the subject. There's a reason this picture needs to be taken, and there's an emotion we're trying to convey, so it's intentional, not just snapping away.

— Jennifer Lance '20

In 2019, Lance was awarded the Sloan

Shelton Arts and Humanities grant that allowed her to spend a summer month in California to hone her photography skills. By the end of that experience, she understood her true passion lay in this field. When she returned to campus, she changed her major to communication.

“I had a good chunk of time recently to really focus on what employment looks like after Berea. I got with the Career Development office, explored the Chamber of Commerce website to find out what jobs were there that I'm interested in, started writing people and offering to do pro bono work for them on the weekend. So I have some leads that come out of this photography experience. It's allowed me to build a portfolio so I can show my work. I've never had anything to point to.”



Abbie Phelps '22, apprentice forester, working with horse, Willow, Forestry Outreach Center. All photographs, this page, by Jennifer Lance '20



This is what she means by “kintsugi,” the broken pieces of her life put back together in a sense of renewal and usefulness. “Without Berea,” she said,

“I don’t know that I would be anything. I’m not afraid to graduate. I’m not afraid of what our life looks like, even though I don’t know where I’m going. I know it’s

never going to be the way it was. I never have to go back. Because of the Berea community, I’ll never be that alone again.”

GUIDED LEARNING

Isis “Ice” Hill '21 and Sydney Coleman '21 work as tour guides in the Berea College Visitor Center and Shoppe. Their positions require a comprehensive knowledge of Berea College history, the crafts program and Berea’s efforts in sustainability as they lead visitors around campus.

While aspiring students and out-of-town guests are impressed with the stories they hear, Coleman, a psychology major from Fairhope, Ala., says they are especially impressed with the Labor program.

“I’ll give people tours and tell them that any place on campus that needs hands, a student fills that role,” she said. “People are so amazed. They’re surprised students are the ones who put in all that work and are still going to school

or are in clubs or athletics.”

Hill, a health and human performance major from Columbia, S.C., and center for the women’s basketball team, says she learns valuable skills at her job, including flexibility, scheduling, communication and work ethic. Though she now gives tours, she began at Berea cleaning the Seabury Center, Berea’s

athletics and academic facility.

“I worked at 6 a.m.—that was the most heartbreaking thing, but it was character building,” she said. “I always respected people who clean up buildings. That’s how I was raised, but when you are the one cleaning, you respect it 10 times as much because you are the person doing it.”



Isis Hill '21



Sydney Coleman '21



Student tour guide leading a group through Boone Tavern Hotel and Restaurant.

Berea College students stand with President William Hutchins with their representative Labor position banners, used during Labor Day festivities at the College.



Berea College Special Collections and Archives

The objects of her desire

As a kid, Megan McEahern '22 loved everything about museums, except for one thing. She wasn't allowed to touch stuff.

"I was always a tactile learner," she said. "I like to experience things with my hands. I love clay. I do a lot of origami. There's something about feeling an object that is completely different from looking at it."

She felt this urge to touch things in earnest during a museum visit in middle school when a Samurai helmet grabbed her attention. "My mom would say the thing had an energy to it. I looked at the helmet and got chills everywhere. The hairs on the back of my neck stood up. Every time I went, it was the first thing I had to see, and it was the last thing I had to see."

Through this love of objects the sophomore art history major from Oak Ridge, Tenn., discovered she wanted to work in museums. After her parents divorced, McEahern's college options were limited, but she came to Berea College as a Pinnacle Scholar unaware that she might have a chance to live out her aspirations as a student through the Labor program.

She paid some dues her first year by joining the student janitorial staff, which had her handling cleaning supplies at 6 a.m., but this year, she found a place for herself at the Doris Ulmann Galleries handling the very objects of her desire.

"I love that in this job, I get to actually touch the objects," she said. "I feel like I'm in a secret club. I get to be the one who touches these things. Some of them are priceless."

The demands of the job are many and varied. McEahern pulls objects from the collection for use in the classroom, researches the objects and photographs them for an online database, and is involved in every aspect of building new exhibits.

"That includes measuring the walls, putting up tacks where each painting is going to go and planning out the space according to what the artist wants," she explained. "Sometimes the artist says just do what you think looks best, in which case, I get to curate."

But her best days are spent in the collection room. "I'm usually very introverted, and I like working alone," she said. "My favorite days at work are when I come in and my supervisor gives

me a list of objects to pull. Those are my favorite days because I just get to be in the collection. The collection is a big cement room, a big box basically. I'll just play music while I'm in there alone pulling these objects."

McEahern doesn't know yet exactly what her career will look like after

college, but she knows it will involve museums and objects.

"I feel really lucky because I basically will have this three-year internship before I'm out of college," she said. "I don't think many people can say that."



Michael Johnson '20

Megan McEahern '22, an art history major, was thrilled to move from her first-year janitorial position the Doris Ulmann Galleries, where she has been able to fulfill her personal aspiration of working in an art gallery.

**The Fourth Commitment:
Dignity of Labor**

Berea College commits itself to promote learning and serving in community through the student Labor program, honoring the dignity and utility of all work, mental and manual, and taking pride in work well done.



Jennifer Lance '20



Jennifer Lance '20



Michael Johnson '20



Jennifer Lance '20



Jennifer Lance '20



Michael Johnson '20

SOCIALLY SAVVY

Ken Kincaid '22 came to Berea from Metcalfe County, Ky. The Asian Studies major has general plans for the field of linguistics and has been learning Chinese, Korean and Japanese. For his labor position, he works with the Berea College social media team. He responds to messages on Facebook, Instagram and Twitter; works with the social media coordinator on concepts like branding and brand standards, basic graphic design and photography, colors and fonts; and pitches ideas for content.

"I love this job," he said. "I love the people, the atmosphere. It's kind of like a family. These aren't just people you work with. These are people you build connections with, the people who will be writing you a reference letter, and hopefully they see the best side of you. Be loyal, accountable, responsible. It's really important to have these connections."



118

The number of labor departments where Berea College students work a minimum of 10 hours per week.

92

Percentage of students in 2017-18 who credited skills they learned in their labor position as supporting their academic development.

15,541

Total hours students worked on campus per week in 2017-18.



63

Average number of minutes it takes a student worker to make one broom.



Percentage of alumni who say their labor experience helped them learn to take initiative.

\$28,856

Amount raised in 2018-19 by Berea students giving back to the College out of their labor earnings.



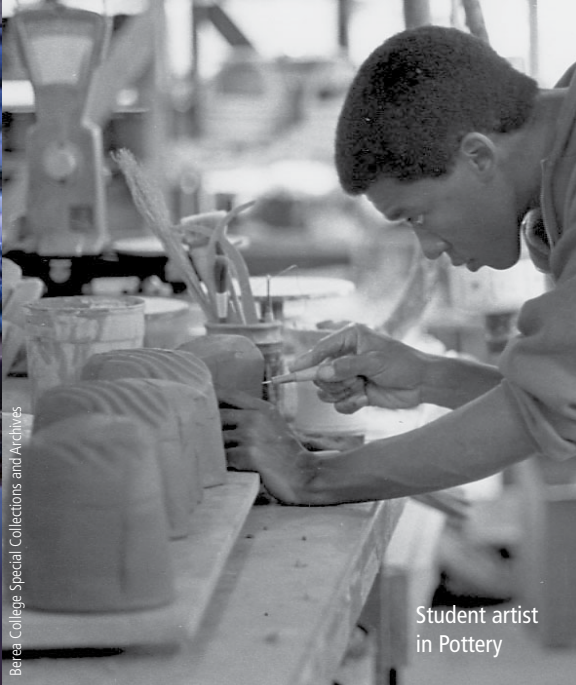
Makeup artists, Berea College Theatre department. All photographs, this page, by Moriah Avery '21.





Student worker
in Public Safety

Crystal Wylie '05
Berea College Special Collections and Archives

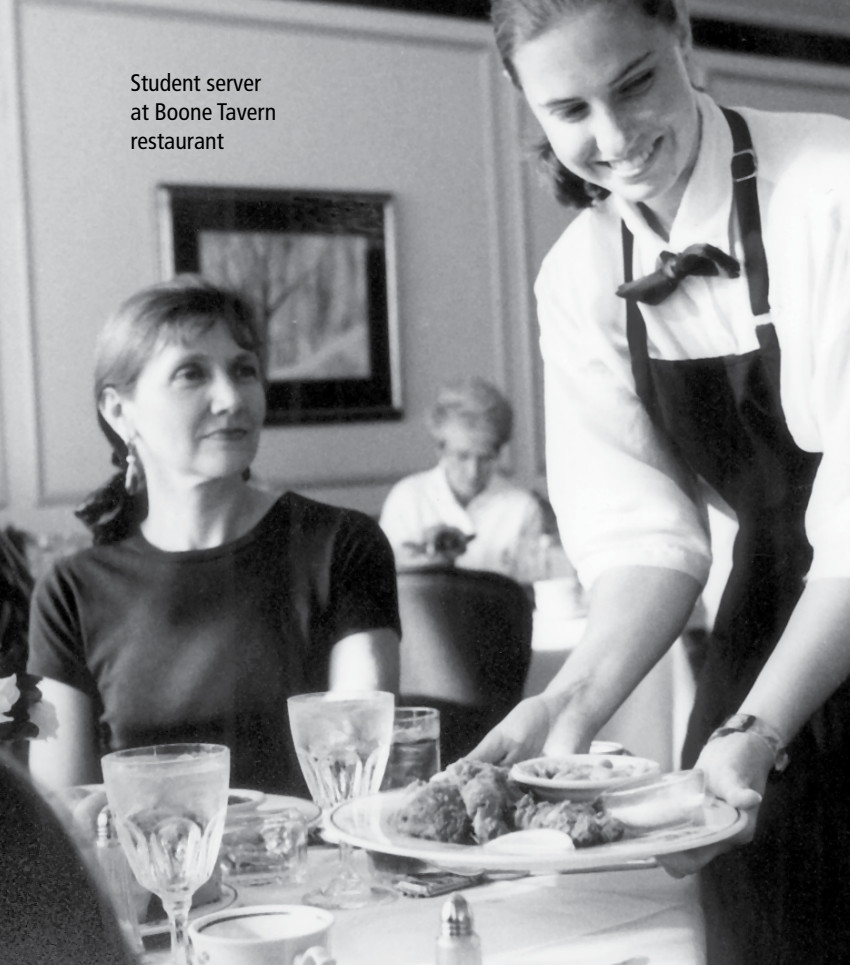


Student artist
in Pottery



Student photographer
in Marketing and
Communications

Crystal Wylie '05



Student server
at Boone Tavern
restaurant



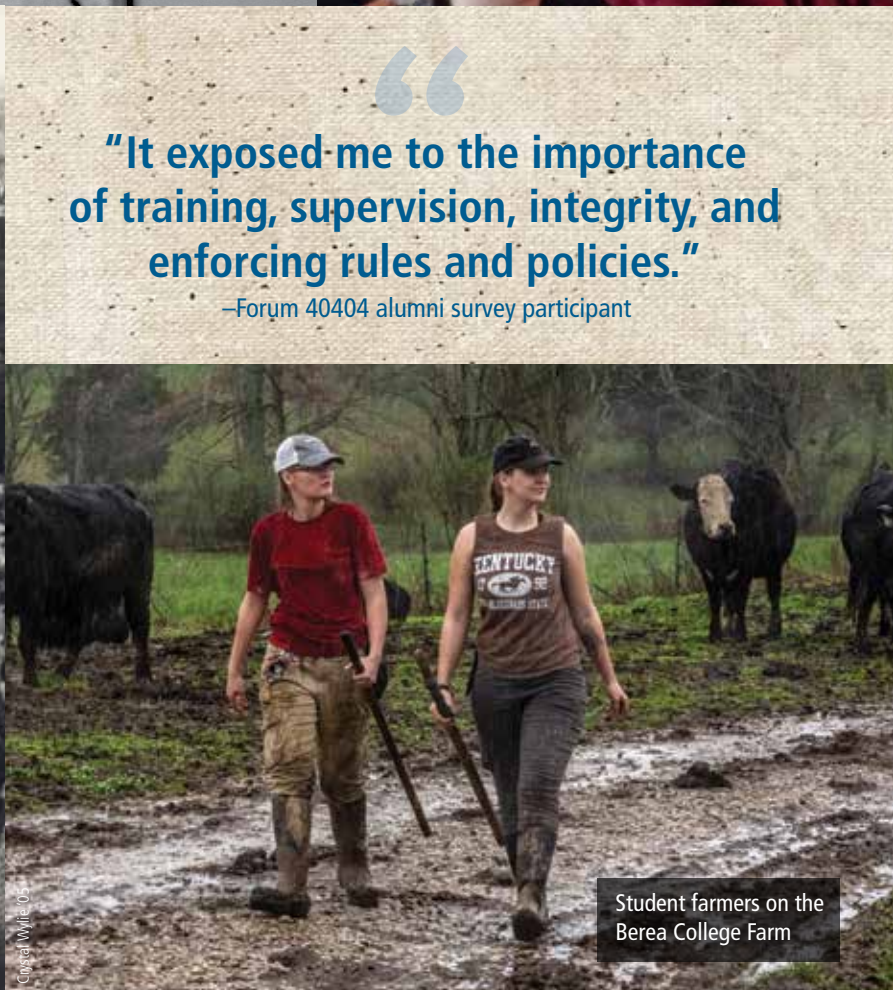
Student workers at the
Berea College Farm Store

Crystal Wylie '05



President William
Hutchins at Labor Day
convocation, ca. 1930

Berea College Special Collections and Archives



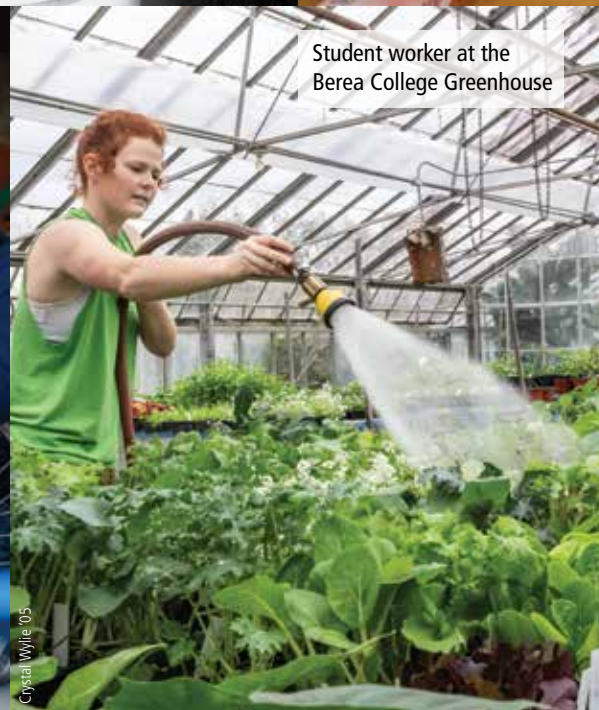
Student farmers on the
Berea College Farm

Crystal Wylie '05



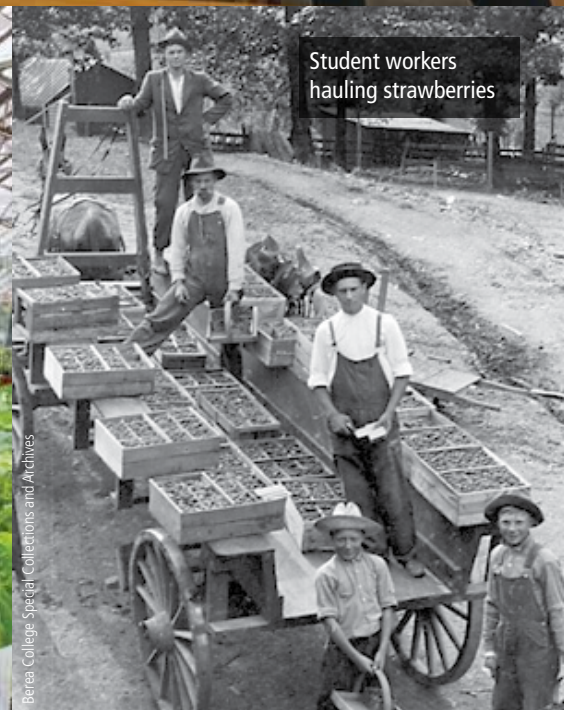
Student working with Berea
Bikes for the Office of
Sustainability

Michael Johnson '20



Student worker at the
Berea College Greenhouse

Crystal Wylie '05



Student workers
hauling strawberries

Berea College Special Collections and Archives



Student technicians
for the Technology
Resource Center



Student ironworker
ca. 1970

Crystal Wylie '05
Berea College Special Collections and Archives



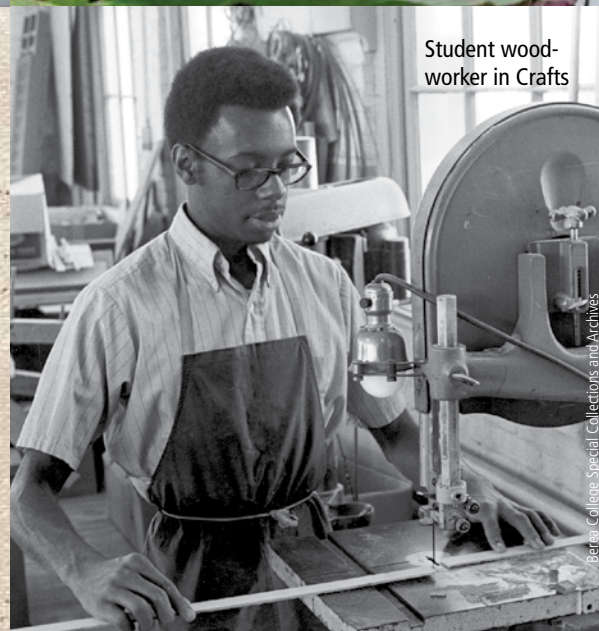
Student worker
in the College
herpetarium

Jennifer Lance '20



**"My jobs provided me
with insight in my class-
room studies. I could
actually visualize and
apply what was being
discussed in class."**

—Forum 40404 alumni survey participant



Student wood-
worker in Crafts



Student workers at
the Berea College
Visitor Center &
Shoppe

Crystal Wylie '05

A FULL PLATE

A graduate's journey from student worker to dining services director

By Daniela I. Pirela-Manares '20

The Mountaineer Dining Hall is always crowded. Dining services employees ensure there is always warm food and good service. For the past 15 years, David McHargue '90 has been the driving force behind that service.

Feeding and helping students was McHargue's priority, to which he has dedicated his life and career since he arrived as a first-year student in 1986.

"To me, dining services was the best place to work on campus," McHargue said. "It was hard work; it was not work everybody wanted to do, but to me, it was rewarding because I got to serve the students, and I had a blast."

McHargue was a student worker at dining services during his four years in school. After graduating from Berea in 1990 with a degree in business administration and working in the food service industry at other universities, he could not wait to come back to and serve his alma mater.

"Let's put it this way, when I got a call from the district manager saying a Berea job is open, I didn't let him finish the question," McHargue recalled. "I told him, 'Put me down, I will apply,' because that was my dream to come back and run dining services." McHargue served as the director of dining services from 2005 until his retirement in February.

As student manager, McHargue enjoyed training people and relished seeing new students perform and achieve. Throughout his tenure, he encouraged students to get the best



David McHargue '90 worked in Berea's dining services all four years of his college career. This experience launched his career in the food service industry and eventually brought him back to Berea as the director of dining services in 2005.

experience out of their labor positions and sought to help them grow in whatever way he could.

"I was in their shoes—I remember what it was like as a freshman at Berea College because I was that freshman," he said. "It doesn't matter if you're in dining services, working in Seabury or if you're a teaching assistant. With the Labor program you learn concepts and ways of handling things in life, not just as a student, but as an individual in the workforce."

Berea students, or as McHargue affectionately calls them, his "kids," are the reason he wanted to come back and

work for Berea. He looked for opportunities for his student workers to grow, and he created relationships on campus by asking students for feedback on the quality of dining services.

McHargue believes working and studying at Berea helps students learn about the dignity of work.

"Everybody's work is beneficial, everybody's work is needed," he said. "There are jobs that need to be done, and it doesn't matter who does them. All that matters is that it gets done, and it gets done well."

"We cannot run dining services without our kids," McHargue added.

Working on a day-to-day basis at the dining hall is chaos, McHargue explained. Though some days everything can go smoothly, McHargue said there are days where nothing goes right. "During that time, I'm making decisions, calling people to come in to work, working in the dish room, whatever. We do whatever we have to do to get our kids fed."

"I know our work is underrated, and that is okay," he continued. "We put our heart and soul into doing everything, and the staff is great. These are people who put their life into the College with a smile on their faces."

Had it not been for Berea, McHargue said he probably would not have pursued an education.

"Berea is a special place," he said, "and most people don't see this until after they are gone. The best way I could see to give back to this school was to work here. And I have done that."

McHargue's work as the general manager of dining services reflects both his passion and his commitment to Berea and its students. In addition to commuting one hour back and forth from his home in Corbin, Ky., he tells stories of sleeping in his office for three days during storms to make sure the

dining hall was open to students with nowhere else to eat.

Leaving a legacy

McHargue explained that one of his goals is to make sure that he leaves every place he has worked better than he found it. He hopes to have done that for Berea College, too.

After working in the food industry for 34 years, including time at Maryville College, University of the South, Tusculum University and Lee University—all in Tennessee, as well as Transylvania University in Lexington, Ky., McHargue retired from Berea in February to work in a place closer to his home. This will not stop him from coming back to visit Berea.

"I haven't gone to a class reunion in 14 years without working it," he remarked with a smile. He also hopes to attend basketball games and other events.

Looking back at his legacy, McHargue recounted experiences with students he mentored who later went into higher positions or returned to work with Berea, including dining manager Courtney Roddy and former catering manager Rasheka Richardson.

As a student worker, McHargue said Richardson didn't do so well, and he had to let her go. But Richardson used that experience as a turning point in her life. A few years later McHargue hired Richardson as his catering manager where she was extremely successful, he said.

Richardson is now working as the administrative assistant for the Carter G. Woodson Center for Interracial Education and the Black Cultural Center, "and she's doing a great job," McHargue said. He credits this to the students' work in dining, which can teach them time management, conflict resolution and among others, how to be productive members of society.

"I remember what it was like working in dining services when I didn't choose to work at dining services," McHargue recalled. "I chose to make the best out of it and ended up making a career out of it, for 34 years."

McHargue sees himself as a proud Berea ambassador, and he likes telling the story of Berea. "People can say what they want, but one thing they can't dispute is my story and how Berea has affected me and every part of my life, even my kids' lives," he explained. "They didn't go to school here, but they understand Berea because I went to Berea." ■



David McHargue (left) addressed those gathered at his retirement ceremony in February. President Lyle Roelofs (right) praised his 15 years of service as director of the Berea's dining services.



McHargue receives hugs from First Lady Laurie Roelofs (left) and Channell Barbour '91, vice president for Student Life, during his retirement ceremony.



McHargue and his wife, Kelly, unwrap a retirement gift from his colleagues.

Cracking the Code

Computer science students pair work and classroom learning to build a more efficient campus

By Cora Allison '22

Berea College has a long history of doing things a little differently—the work requirement being an important example. Soon after the College's founding, students began to work in a variety of positions to sustain the institution, earn money to support themselves and contribute to the surrounding community. Over the years, it became apparent the work experience provided an important learning enhancement to the student experience.

Berea continues to marry academics and labor, often providing students with real-life applications of their education. The Student Software Development team, comprised of 10 computer science students, has made significant contributions to the efficiency of technological processes at Berea, while learning how to apply the coding skills they gain in the classroom to real-world problems.

Under the direction of Dr. Scott Heggen, assistant professor of computer science and director of the program, and software engineer Brian Ramsay, students are working to standardize and streamline the application development infrastructure. Their work mutually benefits them and the College.

"The work the students have done over the past five years has improved business processes and enabled new possibilities across many different departments, from receiving new works to display in the art gallery, to improving administrators' ability to review research proposals, to coordinating the whole

campus's pool of student labor," Ramsay said.

Hila Manalai '22, a computer science major, says she has always found joy in problem solving.

"After being exposed to computer science in my first internship as an [information technology] assistant," Manalai said, "I was naturally attracted to the field, primarily because of its puzzle-like nature."

The College encourages work placement related to the students' intended course of study, but it is not required. However, Manalai has found the overlap between work and academics especially helpful in something as complicated as coding and says it has been really advantageous in and out of class.

"Because I am exposed to coding practices at my job, I feel more confident in my abilities as a programmer inside the classroom," Manalai said.

Guillermo Cruz '21, the lead student on the Student Software Development team, explains that some of the responsibilities of his position include performing security and coding standard reviews as well as managing issue queues and debugging code.

The team is responsible for the creation of eight applications that assist campus processes. One of the most notable is Labor Status Forms (LSF), a system that has proven to be crucial to the Labor office and allows labor supervisors to submit forms to hire students, modify labor positions and


see the labor history of current and past students, among other things.

"The LSF is in the final stages of being completely rebuilt as we've been working on this since the middle of the semester," Cruz said.

"This application dramatically reduces the paperwork required to manage all of the student labor on campus," Ramsay added. "It increases the speed with which Labor supervisors can create and update their labor positions and provides a central location for Labor office employees to view relevant information and resolve conflicts that arise."

Another program, the Berea College Syllabus Repository (BCSR), is utilized by professors and administrators to archive syllabi and categorize them.

"The BCSR maintains a record of every syllabus for every regular course taught here since the application's inception," Ramsay explained. "This lets us provide our accreditor with several years of a comprehensive history of the education that happens at Berea College without requiring a large administrative and departmental effort to gather this data each time it is requested."

Both Manalai and Cruz intend to pursue careers in computer science and software development after graduation, and both share the sentiment that working for the Computer Science department has been an incredible opportunity. 



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Sawyer '21

EVERYBODY *and the Whole Person*

By Jason Lee Miller

Imagine a scene somewhere in eastern Kentucky, around 1914. A tent revival is underway. The preacher speaks for a while, then relinquishes the pulpit to a college professor, who speaks on the science of growing beans. This is followed by another sermon and a discussion of Shakespeare. The result is the edification of mind and soul, with a little practical application sprinkled in for good measure.

You might call it a democratization of knowledge, the idea that knowledge should be accessible and useful, and that everyone comes with a certain expertise that can be shared within the community. What you could not call it is elitist. This is education by and for the people. And until this little tent revival, this kind of education was reserved only for folks with the funds to acquire it.

“It is the desire of the Trustees to bring the advantages of the school, as far as possible, within the reach of all.”

So reads a Berea College fundraising pamphlet from 1875. The trustees mentioned include Rev. John G. Fee, the college founder; J. A. R. Rogers, Berea’s first professor; and Henry Fairchild, the first president of the school. That same year, Berea College boasted three graduates, two white, one black.

There were many more students on campus, working their way toward college and/or careers in what we know today as elementary, high and vocational schools. Berea was providing what the state could not for white and black students from the highlands and lowlands.

Educating both races together came from the founders’ chief objective: “to eradicate prejudice and caste.” They deemed their experiment successful, noting that whites often “come with their prejudices and return without them.”

To an audience they hope will join them in the pursuit, they regale with pride the eclectic makeup of commencement attendees, “the rich in their carriages from the plains, and the poor from the mountains on horses and mules” coming together and “listening to the speakers and singers of all shades of complexion.”

The scene they describe is nearly idyllic, but so is the goal that “no child shall be excluded on account of poverty.” This education was especially designed for students who could least afford it, and people came 60 miles on foot without a dollar to their name to get it. When they arrived in town, administrators helped students find work to support themselves while attending school. When William Goodell Frost took over the college presidency in 1892, he did away with tuition altogether and formalized the promise of work through the creation of the Labor program.

Frost made a number of important advancements for the cause. From the mountains, he brought traditional trades like woodworking and weaving, and he divided campus into various schools for students of varying intentions. In addition to the College, there was an industrial campus, a school for people who wanted to become teachers, a high

school for students who wanted to go to college and a high school for students who did not.

Christopher Miller, college curator and associate director of the Loyal Jones Appalachian Center, maintains the artifacts of this College history. He describes Frost’s efforts as a true blending of classical education with practical knowledge, created with this specific cohort of students in mind.

“He had programs of different lengths,” Miller said. “At that time, Berea was in trimesters—fall, winter, spring—and part of it was that so many people worked in agriculture. Fall, you’re doing harvest; spring, you’re doing planting.” For them, Frost introduced seasonal dormitories to stay in while attending in the winter-time.

And at Berea, they could learn practically anything. In the early days of electricity, for example, schooling might include learning how to wire a house. Or, “if all you want to do is fix steam engines,” Miller said, “we’ll teach you how to fix steam engines. But if you want to learn the classics or learn a little Greek, we can do that, too. That was pretty radical.”



Christopher Miller

From practical to personal

What was an education for everybody became an education also for the whole person, to include physical education and demonstrations of ways to build a better life.

Before physical education instructor Oscar Gunkler came to campus in the 1930s, there was no dancing at Berea College, nor was there soccer or swimming. Gunkler brought with him the idea that the body as well as the mind should be educated. That expanded conception has grown into an integral part of the Berea experience through a continuation of folk dancing and modern wellness initiatives to encourage healthy living throughout the community.

And the requirement that students learn to swim still persists as part of the general education curriculum.

“We still have a swim requirement,” said Scott Steele, associate vice president and dean of curriculum and student success. “Some people think it’s strange, but many of us have seen students who don’t know how to swim, who are petrified of swimming, actually learn how to swim. The impact on these

students is far-reaching and empowering. When they learn to do something they never thought they could, they walk a little taller and begin looking for other mountains to climb.”

At its most fundamental levels, educating everybody and the whole person is about personal empowerment. The student population mostly hails from areas and economic situations where empowerment is in short supply. In response, the present-day curriculum at Berea has been shaped to integrate those personal and life skills with the liberal arts and opportunities for professional training.

“There aren’t a lot of liberal arts colleges like us that have a business program, a technology and applied design program, agricultural and natural resources, education studies and nursing,” Steele said. “That’s a radical approach, the professional programs interwoven with our traditional humanities. We say we not only make the nurse, we make the nurse better. We make the accountant better by giving the accountant a business education in the context of the liberal arts.”

Also different from other institu-



Through the contributions of Oscar Gunkler, Berea has a robust dance culture spanning from modern dance to folk dance. Each spring, students, faculty and staff participate in Kinetic Expressions, a curated modern dance performance.

tions, a distinctive Berea College education includes a general education curriculum that spans a student’s entire career, rather than just the first two years. There are five classes total in the program known on campus by the initials “GSTR:” two writing seminars focusing on critical thinking, the liberal arts, identity and diversity, and/or College history. In addition, students take a course on the various interpretations and the impact of Christianity, a course in scientific literacy and a senior research course on contemporary global issues.

Steele says that after going into their respective major fields, students are brought back together their senior year to apply the knowledge they’ve gained to deep discussions of issues like global poverty, human migration, disease or climate change, among others.

“We bring all the students together from all majors,” Steele said, “so they are not sitting in a classroom with only the psychologists, not only with economists or chemists. This general education program is about educating the whole person.”

GSTR course topics are varied and lively, taught by instructors who bring their particular expertise to subjects like ethics and democracy, storytelling or popular culture. An expert in environmental studies uses the poetry of Wendell Berry to drive student compositions on people’s connection to the land.



Tent revivals, like the one described above, were gatherings that allowed for the masses to be educated in a unique way, including mind, soul and practical application. In this ca. 1914 photo, Rev. Knight preaches to those gathered for this type of “by the people, for the people” educational experience.



In the 1930s, Berea began incorporating a Scandinavian education system known as sloyd, a Swedish word translated as crafts or handiwork and employs hands-on, practical education to build character and industriousness in students. "The well-rounded person," Christopher Miller explained, "should build a little model of a frame house and then go over and study Latin, and then go learn a little mathematics or learn to use a plane. Berea has always had this idea that you can teach liberal arts and have that kind of experiential learning at the same time."

Berea College Special Collections and Archives



Jennifer Lance '20

A physics professor brings his perspective to the ways people formulate and support viewpoints. And in the case of Emmanuel Joshua "E.J." Stokes '08, assistant professor of music and director of the Berea College Black Music Ensemble, Christianity is explored through a musical lens.

Stokes experienced the curriculum he now teaches as a student at Berea and was encouraged to examine his faith through an academic lens. "[The professor in that course] challenged all of us to look at our narratives of faith and understand why we believe what we believe rather than relying on what somebody told us," he said. "It really helped us reframe and reshape and learn to see the world in a different way."

Stokes describes the general educa-

tion program as an eye-opening experience. "I was in class with people from all over the world," he recalled. "Being from a small town in Tennessee, I'd never had class with international students before, so getting to have that experience with representation was really awesome. It set me up to say, 'Oh, perhaps I'm not always right. Perhaps there are other viewpoints I should take into account.'"

Stokes brings a breadth of perspectives to his junior-level general studies course, approaching his Understandings of Christianity class through his specialty of music. The class examines hip-hop artists who cross over into gospel, the content of southern spirituals and even the darker side of the spectrum, hymnals used by the Ku Klux Klan.

In his senior-level general studies class, Stokes guides students through a Seminar in Contemporary Global Issues in a way that incorporates students'

native, regional perspectives. The class looks at the context of Appalachia in the United States and uses that to better understand other resource-rich areas in the world to discover the similarities and challenges. In this research-centered course, students look at coal mining in Wales and mountaintop removal in Romania.

"I think our general studies program does a really good job of allowing space for people to know that their narrative contributes to others' educational experience," he said. "Everybody is getting to help everybody. Everybody is learning together. We can learn and try new things. We can have new challenges, but together we get to grow and move forward."

"At the core of the general studies teaching is the humanity of everyone," Stokes continued. "We do it in a way that is radically, uniquely Berean." ■

UNFORGETTABLE: *The Louise Floyd Story*

By Jenny Poole

Eventually, we all will rely on the words of our friends and family to tell the stories of our lives. This is the story of the life and career of R. Louise Floyd '69 from the voices of a daughter, a best friend, a brother, colleagues and friends.

Rosa Louise Floyd was born in November 1948, the youngest of four children, in Sevier County, Tenn. Her brother, Robert, reflected on their humble beginnings. "We lived in a little shack by the road, and I mean a shack," he said with a laugh before continuing. "To keep the cold wind out, it had newspaper lining the cracks of the walls on the inside."

To get to school they had to walk down a mountain and wait by the river

to catch the bus. Even after moving to a farmhouse in Powder Mill, Tenn., getting to school still was a challenge for the Floyd children, who regularly walked the two miles to and from their one-room schoolhouse with only one teacher for first through eighth grades.

Robert remembers his sister loved school, always very studious but also maintaining her playful side. "One time, I nailed an old can to a tree, and we would play a basketball game with a rubber ball. Louise got to be really good at it. She went on to play basketball in high school."

After high school, Floyd made her way to Berea College. Her friend, Cal Johnson, talked about her affection for Berea. "I credit Berea with forming her love of nursing," Johnson said. "She majored in nursing there. It was a really special program and was very important to her due to her financial situation."

Floyd graduated from Berea College with a bachelor of science degree in nursing and continued her education at Emory University in Atlanta, Ga., earning her master's degree in nursing. She went on to complete the Pediatric Nurse Practitioner program at the University of Alabama in 1977 and eventually earned her doctorate in nursing at the University of Alabama at

Birmingham in 1988.

Throughout her extensive schooling and early experience, Floyd developed a deep love for nursing, research and the desire to help people. She was working in Tahlequah, Okla., with the Cherokee people when she became interested in researching fetal alcohol syndrome.

"She would go to Native American reservations where

she became taken with the Native American culture and customs," said Ken Dutter, one of Floyd's best friends for more than 30 years. "It was not just a research project for her. She really came to appreciate their culture and spirituality."

The bulk of her career was working for the Centers for Disease Control and Prevention (CDC) beginning in 1988, becoming team leader and supervisory behavioral scientist for the Fetal Alcohol Syndrome Prevention Team in 1992. Coleen Boyle, Ph.D., serves as director of the National Center on Birth Defects and Disabilities at the CDC and was Floyd's supervisor for more than 10 years.

"Louise was investigating alcohol use in pregnancy and using that data in a very specific way," Boyle said. "She headed a prestigious clinical trial called Project CHOICES (Changing High-Risk Alcohol Use and Increasing

"Louise was investigating alcohol use in pregnancy and using that data....It took three to five years to complete the study, and that work serves as the basis for having healthy moms and babies."
—Coleen Boyle



Rosa Louise Floyd smiles in her Chimes yearbook photo, ca. 1969.

Contraception Effectiveness Study). She wrote the grant, performed the research, and worked with a spectrum of health-care providers and a diverse group of women in multiple settings. It took three to five years to complete the study, and that work serves as the basis for having healthy moms and babies.”

More than two-thirds of women in the CHOICES intervention program reported reducing their risk of an alcohol-exposed pregnancy compared to 54 percent of women in traditional care.

Seven pages of publications and more than 20 awards highlight Floyd’s resume. She was inducted into the National Organization on Fetal Alcohol Syndrome Hall of Fame for contributions to the field of Fetal Alcohol Spectrum Disorders in February 2011. She also received the prestigious CDC Charles C. Shepard Award for excellence in science in the category of Prevention and Control in 2008.

Despite her storied career, Floyd felt something was missing in her life. She had always wanted to be mother. She began researching adoption and turned to Dutter for help.

“Louise talked at length about wanting a child and approached it like a research project,” Dutter said. “She looked into adoption in different countries and thought China would be the best place for her to go. She asked me to act as a god parent and help out with education. By the time she got a call from the agency, Louise had asked me if I would go with her to China.”

Dutter and Floyd made the long journey to China to adopt a 3-year-old girl named Jenshe.

As a newborn, Jenshe had been left in a basket with a note on the steps of an orphanage. Floyd started the ground-work for building an extended support group of friends and family to help with Jenshe’s transition.

Robin Ikeda, M.D., M.P.H., is the



ABOVE: Louise Floyd ‘69, second from left, poses with other winners of the Charles C. Shepard Science Award in 2008. Louise won her award for her study, “Preventing alcohol-exposed pregnancies: A randomized controlled trial,” which was published in the American Journal of Preventive Medicine.

associate director for policy and strategy at the CDC and became friends with Floyd. “I first met Louise when we discovered we had daughters the same age, both adopted from China, and we were using the same daycare,” Ikeda said. “There were a few of us working at the CDC who also had adopted children from China, and we would get together as a group and celebrate Chinese New Year and really just support each other.

“As I knew her a bit better, I discovered what a top-notch scientist she was,” Ikeda continued. “Her work with mothers and children has made a difference in the world.”

I know family was really important to her. She was very much loved at the CDC...She is truly a great practitioner who helped improve lives.

—Coleen Boyle

Floyd continued to build relationships, casting a wide net. She was active in her church and enjoyed golfing, cooking and entertaining.

Around the time of Jenshe’s graduation from high school, having close friends and family come together to



Louise Floyd ‘69 wears her Berea College Nursing corsage.

celebrate the occasion, they started to notice a change in Floyd. Her high school friend, Johnson, explained that something was wrong.

“She wouldn’t remember details from recent conversations, and something just seemed really off,” he recalled.

Her brother, Robert, also noticed a change in her speech pattern. Fortunate to have access to the best doctors, Floyd began the long, hard diagnostic process that led to the discovery of early-onset Alzheimer’s disease. She once again approached the problem as a researcher.

“Louise met this almost like a clinician,” Dutter said. “She asked a lot

of questions and with little emotion.”

After some time, Floyd had to rally her troop of friends and family and prepare to deal with this unforgiving disease as she began revealing her diagnosis. She started telling church members and was brave in the face of this illness. Before knowing how it would be so vital for her, Floyd had throughout the years built a network of close relationships with friends and family. They rallied to help her with the logistics of legal and financial planning and support for Jenshe.

“She was a really good writer,” Jenshe reflected. “She always helped me with my homework because she was such a good writer. My mom is very conservative and private. We have a good relationship. She was a very genuine person, family oriented, active in her church, and she cared a lot for others. It’s so sad to see someone who is very bright, who could talk to anyone, now can’t communicate what she feels. She loved her job, and now she can’t do that.”

Ikeda, and her daughter, Lisa, continue to support Floyd’s family. Jenshe and Lisa even found themselves college roommates for a time.


“We feel very fortunate to remain connected with Louise and Jenshe,” Ikeda said. “Louise is a warm, generous and gracious human being and a brilliant scientist whose work really impacted women and children. She is someone so rare, who has a quiet grace even though she is so well known for her scientific expertise. I so admire her gentle nature. One of the things with her illness is that gentle nature remains. I’ve never seen any anger or painting herself in a bitter light with her illness.”

Dutter and Johnson continue to assist Floyd with her care and handling of some of her financial and legal matters. “Louise is and always will be my best friend,” Dutter said. “She always possessed a quiet assurance and a quiet identity in her accomplishments. Louise was a devoted humanitarian. She really used what Berea gave her.”

Floyd currently resides in a memory care unit of an assisted living facility where she receives visits from family and friends. Colleagues from the CDC visit her for lunch on a regular basis.

“I know family was really important to her,” Boyle said. “She was very much loved at the CDC...She is truly a great practitioner who helped improve lives.”

On a recent visit, Jenshe took note of something familiar. “Even though she really doesn’t talk, I can still see her personality,” Jenshe said. “I put my feet up on the couch, and she just gave me this look. She is still in there. Even though she can’t communicate, she knows me. She’s still in there.”

There are some things in life you just can’t prepare for. Floyd didn’t know she would need a team of supporters someday to be her voice, to help support her daughter, to help her manage her life. She didn’t know someday her brilliant mind would betray her, or that her voice would go silent, but she built an incredible community of friends and family. Her mind may have betrayed her, but her heart and soul triumphs. 



Floyd, pictured with her daughter, Jenshe, has lost her voice but not her ability to communicate. A sharp look delivers the message she once conveyed in words.

No More Boxes

Living and learning in a community of intersecting identities

By Kim Kobersmith

Sophomore Sabina Sabal was not planning to take a Women's and Gender Studies (WGS) class. But when she saw Intersectionality and Its Dis/Contents cross-listed with African and African American Studies, her major, she signed up. It turned out to be a uniquely broadening experience for her, opening a window into her own experience and completely changing her view of Women's and Gender Studies.

"The idea of intersectionality and looking at sexual orientation, gender identity and race together really resonates with me," she said of the class.

Berea College has a rich history of intersectional analysis, especially in the ways the College builds on the works of scholars like bell hooks.

"It helped me understand my upbringing, put a name to what I have experienced and the way I interact and act in the world."

Sabal has a passion for understanding how external factors affect the mental health of communities, especially African American ones. She plans to work in that area after graduation and knows the insights she gained through the class add a valuable new perspective.

The North Carolina native is just one of the students benefitting from a re-envisioning of the WGS department. With three new faculty members who began in fall 2019, the department is in

the midst of reworking the curriculum to reflect current and future academic concerns in the field of women's and gender studies and to better speak to the realities of students like Sabal.

Rethinking women's and gender studies

"The curriculum has not been revised in a long time," said Dr. M. Shadee Malaklou, the new department chair. "Our new direction brings questions of sex, gender and sexuality—and their intersections—into conversation with new directions in the field. The new curriculum will think about sex and gender as social constructs, as a consoli-

dation of behaviors that intersect with sexuality, race, class, ability, ethnicity, nation and region."

One key concept of the new curriculum is intersectionality, or the understanding that different experiences of identity affect and compound sex and gender constructs. "Berea College has a rich history of intersectional analysis, especially in the ways the College builds on the works of scholars like bell hooks," Dr. Malaklou said.

Like hooks, the department's new faculty see the significance of race studies to the marginalization of people in society, particularly women of color

and gender non-conforming people. They view their liberation as foundational to dismantling the structures of power enumerated by hooks. Through an interrelated study of gender, sex and sexuality with race and racism, the department will advance the Great Commitments of both race and gender equity.

"The approach of the new curriculum has a clear and certain devotion to

DR. M. SHADEE MALAKLOU Ph.D., Culture and Theory, University of California at Irvine

As a young Iranian-American woman in a wealthy, mostly white, suburb in southern California, Dr. M. Shadee Malaklou was very aware of her skin color, of how others treated her and of her reaction to that treatment. Informed by her own experiences, she found an academic home in Women's and Gender Studies.

Her research considers the most egregious form of racism, anti-blackness and the ways non-black people of color are often "brought down" to the level of blackness because of the ways they identify and communicate their gender and sexuality.

Malaklou was attracted to Berea College because of the opportunity to build something through the department re-envisioning and the launching

of the Women's and Gender Non-Conforming Center. In classroom settings, she sees the importance of creating communities of care and of inspiring in students an unflinching critique of intersecting structures of power.

"I am invested in social justice and unlike any school I know, Berea College is committed to it, too, through the no-tuition promise and the communities it solicits for admissions," she said. "It lives up to its radical potentiality."

multiple approaches and perspectives," said Dr. Jakeya Caruthers, another new faculty member who is assistant professor and department chair of African and African American Studies. "Black Feminist Theory is considered important, not as auxiliary but as one of the core classes for all majors."

While the course schedule is still in revision, four tracks are emerging as crucial elements: women, sexuality, race and activism. "As we mold this new curriculum, my hope is that students will see themselves more robustly in the curriculum and feel heard and valued," said Dr. Linda Strong-Leek, provost and vice president for diversity and inclusion. "Some WGS students are interested in activism and some are more academic. We hope to prepare them with the tools they need to do whatever part of the work interests them."

The women's, gender and sexuality discipline is one that encourages us to cross boundaries with new knowledge, insights and compassion for those once thought of as 'other.'

— Sarah Broomfield

The revision process

One of the hallmarks of Women's and Gender Studies is intentionally working across disciplinary and departmental lines. With that tenet in mind, the first step of the revision process was the convening of an advisory committee last fall in which a group of faculty, staff, administrators and alumni discussed a core course sequence and new major and minor requirements. One participant was Dr. Wendy Williams, professor of Psychology and WGS, who will teach the proposed Feminist Methods class. Another was Dr. Jan Pearce, chair of Computer Science. While she does not specifically teach WGS classes, Pearce's work is moving

Read more on Williams' career, research and advocacy at www.berea.college/williams-advocacy

the needle on the recruitment of women in computer science.

In this collaborative process, the group took special effort to consider the needs of students by including alumna Dayzaughn Graves '19, a WGS major. "Sometimes students are not

Young people are pushing us to think outside the boxes of race and gender as they embrace their complex identities. They are pushing us to be more inclusive.

—Linda Strong-Leek

invited into the space where people make these decisions," Graves remarked. "This group valued my perspective and took it very seriously."

Graves felt she had a significant contribution as an African American and as a parent, ensuring the demands of the curriculum are reasonable for students.

In addition to the broadened focus of study, the advisory committee recommends a change in the name of the department to Women's, Gender and Sexuality Studies. It reflects the new course offerings in queer and transgender theory.

Sarah Broomfield '08, executive assistant to the dean of faculty and a graduate of the WGS department, also served on the advisory committee and saw its work as imperative.

"The women's, gender and sexuality

discipline is one that encourages us to cross boundaries with new knowledge, insights and compassion for those once thought of as 'other,'" she said. "In these times of open discrimination on the basis of race, gender, class, sexual [orientation] and other signifying

identities, it is important to have access to the tools to move beyond the borders and learn how to be part of a pluralistic and multicultural society."

Next spring, the department will petition the Academic Program Council with the proposed changes. Malaklou anticipates a new curriculum will be in place by fall semester of 2021 or 2022.

Focus on Students

In parallel with the formal revision process is a student outreach plan, both to keep students updated on changes and encourage them to become WGS majors or minors. Through a monthly colloquium, the department invites alumni and community leaders for a conversation with students about the possibilities of a WGS degree beyond academia. Guests will talk about self-empowerment programs for women, how to collect and archive oral histories of LGBTQIA+ peoples and social justice entrepreneurship.

At the core of this transition are

I am invested in social justice and unlike any school I know, Berea College is committed to it, too, through the no-tuition promise and the communities it solicits for admissions. It lives up to its radical potentiality.

—Dr. Shadee Malaklou

students like Sabal, who didn't know there was a place for them in Women's and Gender Studies. These students are beginning to see themselves represented in the curriculum. They are seeking and finding ways to understand and make sense of the world and their place in it.

"Students are having a radical reclamation of all of who they are," Strong-Leek said. "Young people are pushing us to think outside the boxes of race and gender as they embrace their complex identities. They are pushing us to be more inclusive."

DR. JAKEYA CARUTHERS Ph.D., Anthropology of Education, Stanford University

Dr. Jakeya Caruthers clearly remembers her first course on black feminism as an undergraduate. "It shook my entire world view," she said. "It was not abstract, but informed the way that I see my world as a black woman. At its heart is a most profound commitment to justice."

With wide-ranging academic interests, Caruthers has studied black culture expressions and taught a queer Afro-futurist class. She currently is engaged in a research project studying the link between incarceration and gender violence, applying her scholarly training to social science. Caruthers teaches Black Feminist Art History covering classic works by Carrie Mae Weems and Kara Walker alongside up-and-coming artists like Doreen Garner.

While hired to be the chair of the African and African American Studies department, Caruthers requested the secondary appointment in Women's and Gender Studies. "The two disciplines are inseparable to me," she said.

Peanut Butter and Gender

**A LITTLE BIT QUARE
GROWING UP QUEER IN APPALACHIA**

In this talk, poet Savannah Sipple will share her experiences growing up queer and the ways she felt "othered" in the mountain south—experiences that pushed her towards feminism and away from either/or thinking. As she discusses religion's role in how she came to reckon with her sexuality, she will share some of her poems from her recently published book *WVJD and Other Poems*.

BEREA COLLEGE
WOMEN'S AND GENDER STUDIES

WEDNESDAY, SEPT 18, 2019
11:45 am-1:00 pm
Draper 106
Lunch is served.

Gender Talk

WEDNESDAY, DEC 4, 2019 DRAPER 106, 11:45-1:00
LUNCH IS SERVED.

**FROM THE SLAVE LODGE
TO THE TOTAL SHUT DOWN**

Kholeka Putuma's *Collective Amnesia* (2017) and Yvette Christianse's *Unconfessed* (2006) and *Roots of Gender-Based Violence in South Africa*

In her singular study, *Rape: A South African Nightmare* (2016), Pamela Gqola points to a decades-long history of struggle and resistance against gender-based violence in South Africa. This history returns us to the complicated nexus of colonial imposition, religious dogma and its deployment as the cornerstone of enslavement, and silencing in the face of the obligation to provide sexual labor, which for Gqola is a critical feature of "rape." Following Gqola's insights, this paper will argue that rape, and the contemporary crisis in South Africa, are literally the practices of slavery re-enacted in the present.

Visiting Assistant Professor of English, Gale Greenlee, to respond.

**ABOLITIONIST
ENCHANTMENT**

BLACK TRANS ART IN THE AFTERLIFE OF SLAVERY

In my talk, titled "Abolitionist Enchantment," I examine Black trans visual art and cinema and how Black trans artists trouble the politics of visibility. The afterlife of slavery as Saidiya Hartman says, is an "aesthetic problem." I show how Black trans artists and aesthetics demonstrate a disenchantment with representation and how these artists resist visibility through "critical fabulation" and speculation. In resisting visibility, these artists also refuse to disappear.

AFR CHAIR JAKEYA CARUTHERS TO RESPOND

Gender Talk

CHE GOSSETT

Wednesday, January 15, 2020

BEREA COLLEGE
WOMEN'S AND GENDER STUDIES
Co-sponsored by Black Cultural Center
Draper 106 • 11:45-1:00 • Lunch is served.

Gender Talk, the flagship program of the Women's and Gender Non-Conforming Center, brings in speakers from all over the region. Since the program's inception as Peanut Butter and Gender, posters like these have been displayed on campus to entice participants to join in the stimulating and challenging discussions these talks generate.



ONLINE EXCLUSIVE:

To watch Gender Talk presentations from the 2019-20 year, visit <https://bit.ly/BCGenderTalk>



DR. MEREDITH LEE

Ph.D., Culture and Theory, University of California at Irvine

As a young teen, Dr. Meredith Lee discovered *A Room of One's Own*, a feminist bookstore in Madison, Wisc. There they encountered a wealth of books by authors like bell hooks and Audre Lorde, and a community of support. This led to their pursuit of a Women's and Gender Studies education and interest in the discipline.

Lee is interested in both the theoretical and social justice aspects of WGS. They are developing several new intersectional classes, including Feminist and Queer Dis/Ability Studies. Their primary field of study is transgender studies, and in fall 2019 they taught Berea's first ever class fully dedicated to this field.

"Berea has fantastic students that are very committed to their education," Lee said. "We have had some great conversations."

HOLDING SPACE

New center is a welcoming hub for scholarship, activism and radical inclusion

By Kim Kobersmith

On a gray day in February, warm soup and stimulating conversation welcomed members of the campus community to Draper Hall, room 106. It was the first Gender Talk of 2020, and the speaker, Dr. Mark Rifkin of the University of North Carolina-Greensboro, shared his research about the relationship among protoanthropology (the study of humans prior to writing), Queer activism and indigenous scholarship, especially in regard to defining family and kinship. Then Berea anthropology professor Dr. Broughton Anderson shared a response and asked this question: Are we, Berea College, creating places of belonging and kinship?

A lively discussion ensued as students, faculty and staff reflected on Rifkin's theories and their import on both academic teaching and practical policies at the College. This kind of stimulating and challenging reflection is exactly the point of the Gender Talk series (previously named Peanut Butter and Gender), the flagship program of the new Women's and Gender Non-Conforming Center.

The center, directed by Dr. M. Shadee Malaklou, also chair of the Women's and Gender Studies (WGS) department, joins the eight other centers on campus like the Loyal Jones Appala-

chian Center and the Carter G. Woodson Center for Interracial Education. They serve to expand transformative learning beyond the classroom and into the community, and they serve as important venues for instilling a sense of belonging on campus.

Through these kinds of events, the center is engaged in deepening the campus community's knowledge. But scholarship is only one purpose of the center. It also offers a campus home for LGBTQIA+ students.

"As a gender and/or sexual minority,

[these students] routinely report they don't feel like they belong here," Malaklou said. "They walk through the world wearing protective armor and need a place where they can find respite."

Junior Mandy Snowden, a WGS

minor, can attest to the welcome at the center. When she first arrived on campus, she gravitated to the large open space in Draper by the WGS department for studying and hanging out. Now she works at the center housed there and offers its hospitality to others.

"The campus was missing a space that welcomes people who identify as LGBTQIA+," she said.

Besides the physical space, the center also holds an intangible psychic space for these minority students

through other programming. The College's Mountain Day in 2019 corresponded with International Pronoun Day. Snowden helped staff a booth that curated a photo series on inclusive pronoun usage. Visitors to the booth picked up art pins with their preferred pronouns and wrote personal reflections about what gender means. It introduced students to the center as a place open to engaging issues around gender and sexuality.

One of the exciting developments for Malaklou is the center becoming a hub for people throughout campus who think about social justice concerns. The glass doors of the center space are plastered with flyers announcing programs with Asian Studies and college counseling services. The space also is used regularly by campus activist groups.

In a relatively short time, Malaklou and her colleagues have nurtured partnerships to magnify the center's impact and establish it as an inclusive haven on campus. Dr. Jakeya Caruthers, chair of the African and African American studies department, also teaches in WGS. In February, she hosted a study salon series about Toni Morrison and chose to have it in the center.

"The space is so special," she enthused. "It is one of the warmest places to gather."

Provost Dr. Linda Strong-Leek helped cast the vision for the center. As vice president for diversity and inclusion and faculty in the WGS department, she sees the importance of its mission to serve the academic and personal needs of students.

"The intentional programming from queer, brown and Appalachian people has spoken in many ways to students' experiences," she said. "Some gender non-conforming students don't even have a safe place in their own home. I believe we are honoring John G. Fee's radical history of inclusion."

Gender Talk topics have encompassed Appalachian, Latin American, indigenous and Black perspectives on gender and sexuality. "The talks expose



For more than 20 years, students, faculty, staff and community members have joined in Gender Talk, previously called Peanut Butter and Gender. These presentations allow for open dialogue on topics of gender, race, class and sexuality.

students to the way the world works and their place in it," Dr. Malaklou said. The response from a local professor after each speaker adds a Berea-centric perspective to the discussion.

Scheduled speakers are both renowned scholars with name recognition and up-and-coming theoreticians. One of the leading speakers in the fall of 2020 will be Dr. Susan Stryker, visiting professor at Yale for 2019-20. According to Malaklou, Dr. Stryker is a leading figure in transgender studies, writing widely for both academic and public scholarship publications. A filmmaker, Stryker won an Emmy award for her documentary film "Screaming Queens: The Riot at Compton's Cafeteria."

"The Gender Talk speakers are formidable scholar-activists," Malaklou explained. "I want to raise the academic profile of WGS as well as create space for theoretical conversations for a general audience."

Along with Gender Talk, the Women's and Gender Non-Conforming Center is launching a growing cadre of programs. The monthly offering, "An

Evening with an Activist," highlights the radical work of Berea students. In February, student presenter Azis Toktobaev '20 shared how he became the target of both fake news and major media outlets in his native Kyrgyzstan after his involvement in a public protest.

At the conclusion of the fall 2019 semester, students in Malaklou's Gender, Sexuality and Black Lives Matter class hosted a teach-in and panel discussion at the center to share what they learned with the campus community.

"The panel consisted of professors, a residence hall coordinator and a student who had experience with racism," shared Destiny Easley, a first-year student in the class. "We wanted to bring attention to this issue on campus. We weren't expecting people to come, but 25 people showed up, and even guests who already agreed with the panel learned things." ■

For more on Azis Toktobaev's story, visit www.berea college/azis-activism



Ain't I a Woman?

by Abbie Tanyhill Darst '03

bell hooks is known for inspiring generations with her feminist writing, teaching and poetry on race, class and gender. In March, “TIME” magazine named her one of the 100 women of the year in its series of

University, associate professor of women’s studies and American literature at Oberlin College (Ohio) and as distinguished lecturer of English literature at the City College of New York.

In 2004, hooks joined Berea College

“You knew her classes were special. The temperature in the room seemed to change in her presence because everything felt so intense and crackling like the way the air can feel heavy before a long-awaited rain. It wasn’t just school then. No, I think, we were falling in love with thinking and imagining again.

—Min Jin Lee, *New York Times* February 2019 article

the most influential women of the past century.

Born Gloria Jean Watkins in 1952, she had a love of reading and learning from the very beginning. She was one of seven children living with working-class parents in Hopkinsville, Ky. Watkins was a 19-year-old undergraduate at Stanford University when she wrote her first draft of “Ain’t I a Woman,” and she published the book when she was 29 years old, after she received her doctorate in English from the University of California, Santa Cruz. Watkins chose ‘bell hooks’ as her pen name to honor her great-grandmother Bell Blair Hooks, but wanted it displayed in lowercase to shift the attention from her identity to her ideas.

hooks’ writing broke ground by recognizing that a woman’s race, political history, social position and economic worth to her society are just some of the factors which comprise her value and speak to the totality of her life.

She has published more than 30 books, ranging in topics from black men, patriarchy and masculinity to self-help to personal memoirs. She has held positions as professor of African American Studies and English at Yale

as a distinguished professor in residence. It is here she chose to house her papers. She also selected Berea for the location of the bell hooks Institute, knowing that people seeking to study with her or use primary sources would have to journey to Kentucky, to a small town much like the one that formed her sense of self and identity, she said.

Founded in 2014, the bell hooks Institute celebrates, honors and documents the life and work of this acclaimed intellectual, feminist theorist, cultural critic, artist and writer. Visitors have the opportunity to explore and visually engage with artifacts, images and manuscripts talked about in hooks’ work. For example, one can see the brown baby doll bell writes about in her memoir “Bone Black,” look at the Star of David quilt her grandmother gave her when she left for college and check out the international editions of her books.

The Institute seeks to bring together academics with local community members to study, learn and engage in critical dialogue. It also brings scholars and thinkers from in and outside Kentucky to engage visitors, teach and share new ideas in a setting that is local and diverse. [B](#)



In 2017, American writer, lecturer, political activist and feminist Gloria Steinem and bell hooks, Berea’s distinguished professor in residence in Appalachian Studies, spoke at the bell hooks Institute. During the event, Steinem and hooks shared memories from their distinguished careers, passages from their books and reflections about feminism and other current issues.

WOKE

Alumna DeJuana Thompson is changing the South one vote at a time

By Cora Allison '22

“If no one else is the activist in the room, then I have to be.”

Birmingham native DeJuana Thompson '05 is rocking the political boat. Thompson, a 36-year-old with a decade of experience working on Capitol Hill and at the White House, is fighting the good fight for her community.

Her program, Woke Vote, has become wildly successful in fulfilling its mission: mobilizing African American millennial and faith-based voters in Alabama.

Thompson says she was motivated by the lack of resources and engagement in Alabama's sixth district. Growing up in Birmingham, she became increasingly aware that the lack of investment in her community directly correlated to their disassociation with the governmental system. She had grown up alongside an overlooked Black community and witnessed the impact by the same system that had alienated them, sometimes at a greater rate because of their vulnerability. While Thompson acknowledges the street between government and community goes both ways, it was apparent to her there was a great missed opportunity by leadership to interact with and address issues within the community.

“People were still requiring things of my community that they hadn't invested in.”

After recognizing the need, she had an epiphany that spun Woke Vote into motion. There was a defining moment during the 2017 special election for U.S. Senate when Thompson just knew this



Crystal Wylie '05

DeJuana Thompson '05 has 15 years' worth of diverse experience serving as a fierce community activist, political strategist and consultant. She is the creator of Woke Vote, a program specifically designed to engage, mobilize and turnout an unprecedented percentage of African American millennial and faith-based voters in Alabama.

was the time to take advantage of the critical opportunity presented.

“I just knew in my gut that if we did the work to organize people, then we could make a major change in our state,” Thompson said.

She spent the next 10 months recruiting support for the program, topped off with a legendary fundraising extravaganza in the last six weeks, where Woke Vote raised \$3 million dollars for the launch.

Thompson never expected Woke

Vote would develop into an unprecedented movement.

“I just wanted to prove that black voters in the South matter,” Thompson said, and “that black voters in the South know the power of their voice.”

Her approach to the program was a little outside of the box. Thompson knew the need was much greater than just mobilizing for presidential and local election cycles. She wanted to organize for liberation, for education. Thompson was advocating for a collective power.

Advocacy in the making

From a young age, Thompson's parents instilled in her the value of involvement. She came by the itch for progressive advocacy naturally when her parents left their home church and started a new one. According to Thompson, her parents were part of a group of young people who refused to conform to the single style of worship the church had mandated. Faced with an ultimatum, they left and founded their own church, built upon the principle of community that now has the largest “Back to School” rally in the southeast.

“I care about what happens to people,” Thompson said. “I guess I always knew I would do something for other people that allowed them to speak for themselves.”

Thompson's dedication to service through creation did not stop with Woke Vote. In 2018, she co-founded Think Rubix, an innovative global social impact firm dedicated to people-centered solutions, sustainability, investment and commitment. Think Rubix offers expertise in a variety of areas, including domestic policy and civic engagement.

Thompson feels Berea gave her the foundation she needed for a successful career. While in school, she was given the opportunity to practice the real-life application of her education while avoiding student debt. A speech and communication major with a minor in African and African American studies, she says Berea prepared her to be competitive.

“Berea gave me a work ethic and a space to develop my leadership skills,” she explained.

During her time at Berea, Thompson was exposed to a wide range of cultures, widening her own perspective. It wasn't until she left that she realized she was more than on-par with alumni of other leading institutions.

“When I met these Harvard, Yale and Stanford graduates,” Thompson declared, “I realized I was not only on pace with them, but I was outpacing

them. I was so grateful for my Berea experience.”

After graduation in 2005, Thompson ran out in a hurry; she had a plane to catch, returning to Birmingham, where she was a committee assistant to the Birmingham city council president. Others caught wind of her organizational skills, and she was promoted to essential staff, making her available to other districts and council members.

While in this position, Thompson received the call to organize voters for the Barack Obama presidential campaign, rocketing her into the next step of her career. What was supposed to be three months on the campaign trail turned into 10, and Thompson remained a senior staffer for both Obama presidential campaigns.

In 2015, the White House appointed Thompson to serve as a senior advisor in the U.S. Small Business Administration to manage outreach strategy. Shortly thereafter, she served crucial roles in the Democratic National Committee. Her experience on Capitol Hill paved the way for her creative spark in the field, and both Woke Vote and Think Rubix inevitably followed.

“I care about what happens to people. I guess I always knew I would do something for other people that allowed them to speak for themselves.”
— DeJuana Thompson '05

Woke Vote made more than 100,000 contacts in the 2017 U.S. Senate race that concluded in a victory for Doug Jones—the first Democrat from Alabama in 25 years. The fellowship program, developed to train Woke Vote representatives and leaders, now has 150 participants. It has grown into 18 states and an international chapter in Ghana, West Africa. Think Rubix

continues to reach out to the community, providing expertise to create change in politically stagnant communities.

Thompson's next step is to grow these programs to best facilitate solutions and extend outreach globally. While both Woke Vote and Think Rubix have been successful, Thompson is not satisfied with the progress.

“There still is work to be done,” she said. “There still are leaders to train and so many more things to uncover and rectify.”

ONLINE EXCLUSIVE:
Listen to DeJuana Thompson's convocation presentation, “The Power of Personal Story” at <https://bit.ly/2wK6XQ2>



In February, DeJuana Thompson '05 spoke at a convocation. She shared how a GSTR 101 Berea Stories class laid the foundation that allowed her not only to help elect and serve the first black U.S. president but to subsequently serve as a national political strategist championing issues of social justice. After the convocation, Thompson met with numerous students and answered questions.

Blazing a Trail

Joy Hager served Berea as a coach, mentor and trailblazer for gender equality

By Daniela I. Pirela-Manares '20

Dr. Joy Hager was a pioneer in her work. She was an extraordinary coach whose work for women in athletics reflects the College's commitment to equality for all. Now, after more than 50 years, her students remember the tremendous impact she had on the College and their lives.

"When we faced adversity, we knew Paul and Joy were there," said Faye Collett-Sutton '65, one of Hager's students. Collett-Sutton, who graduated with political science and history degrees, was Hager's teaching assistant,

and Hager also was her field hockey coach.

"People thought that because I was her TA, it was easier," she said between laughs, "but we didn't have any breaks; we had to do like everyone else."

Hager expected 100 percent in the classroom, in work and in sports, Collett-Sutton expressed, recalling grueling workout routines fondly.

"About the first three or four days we could not walk because we were so sore," she said. "We had to use muscles we never used, and Joy would say, 'Go

work it out.'"

She credits Hager for motivating her to be better, and says that both Hager and her husband, Paul, were life mentors.

"They lived in downtown Berea," Collett-Sutton said, "and we would go to their apartment from time to time. They opened their home to us."

Besides being mentors, Collett-Sutton said the Hagers helped her grow up and adjust to college life. "They made us face life, and they helped us develop high standards of performance for ourselves," she said.

Collett-Sutton refers to her group of friends as the Berea sisterhood, and they return to their alma mater every two or three years to meet.

"It is wonderful what Berea gave you, and Joy and Paul were an integral part of us coming together," she said. "I learned things that will stay with me for the rest of my life."

"Because of her influence, I ended up majoring in physical education at Berea," said Avanelle Kidwell '65, another Berea "sister" whom Hager coached. "I also ended up working at a school for 42 years, and I am sure that was a direct result of her impact and her influence."

Kidwell describes her experience with Hager as terrific, and the two maintained contact until Hager's death in 2015. After graduating from Berea, Kidwell recalls running into Hager at professional physical education conventions, sending each other Christmas

cards and having occasional phone calls.

"I've known her for so many years. We've been through athletics together, and that was one of the best times of my life," Kidwell remembered. "I wouldn't change that for anything—with her or any other athlete I played with at Berea."

Because she started school at age 16, Kidwell explains the tremendous influence Hager had on her life and the lives of the athletes she knew.

In addition to being a mentor, Hager made exceptional strides for women in athletics. Kidwell recalls that it was a different time back then.

"I don't think there was much going on for women when we arrived," she explained. "The coaches drove because we didn't have any transportation, and we didn't have any uniforms so we all wore black shorts and white tops if we could scrounge that up at home."

Kidwell says Hager had an impact on every athlete she worked with. Remarkably, she worked to have women's full participation in a variety of sports. As a strong advocate of gender equality, Hager provided leadership in organizing women's sports in Kentucky,

and her efforts included serving on boards and holding offices in the state's Women's Intercollegiate Conference. To recognize Hager's influence on their lives at Berea, a group of alumnae started a scholarship to be granted to a female majoring in physical education.

"Although I can't thank Joy, she knows that I am paying it forward by helping others," Collett-Sutton said.

She credits Hager for teaching her students about service-learning and emphasizing spotting opportunities. "Of course I had that for my family, school and church I went to," she explained, "but Berea instilled service-learning. That has stayed; I couldn't tear it out of my mind or body if I tried."

"I will never be able to repay Joy Hager, Berea or the people before her, or the people that I've met that have helped me be successful," Collett-Sutton added,

"but what I can do is help people I see in need because that is what Berea does."

Helping others, staying healthy, providing solutions and handling tough environments are among the many things Collett-Sutton says Berea and Hager fostered in her life. "She added tremendously to Berea because she had high standards, and she knew her subject," she said. "She was a leading educator

in her field. Joy was an outstanding mentor and friend for a lifetime."

Now, as a career coach, Collett-Sutton implements Hager's teaching philosophy with her students as well. "One thing Joy taught me is to measure your results and not your intentions," she said. "I ask my students, 'What are you doing individually to help change people's lives?' We are paying it forward." ■



Joy Hager (front row, second from left) coached the Berea College field hockey team during her 49-year tenure at the College. She also coached women's basketball, served as a physical education professor, as chair of the Physical Education and Health department and as athletic director.



Sammie Wilson Wakefield '65 spoke at the dedication ceremony for the Joy Hager Gymnasium located on the second floor of Seabury Center. She described her experiences being taught and coached by Dr. Hager during her time at Berea.

Crystal Wylie '05



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entire semester

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the cost of tuition
for a student for
two months

\$35

a month completes
the cost of tuition
for a student for an
entire month

\$10

a month completes
the cost of tuition
for a student for an
entire week

Mack Appointed Vice President of Diversity, Equity and Inclusion

Dr. Dwayne Mack was appointed vice president for diversity, equity and inclusion at Berea College effective July 1, 2020. Dr. Mack has been with the College since 2003 and has taught American history, African American history and general studies. He currently serves as professor of history and the Carter G. Woodson chair in African American history. He brings to the position a wealth of knowledge from research and scholarship on diversity, equity and inclusion in higher education, the civil rights movement, interracial education and the gendered past of Berea College, as well as a record of commitment to diversity, equity and inclusion. In this position, Mack also will be a member of the Administrative Committee.

Mack earned a B.A. in American history from Methodist University (North Carolina), a M.A. in American history from North Carolina Central University and a Ph.D. in the primary fields of American history and public history and secondary field of Latin American history from Washington State University. He is the author of several peer reviewed articles, books and book chapters on the African American experience in the West and South.



Berea College Recognized as a Phi Kappa Phi Circle of Excellence Gold Chapter



The Honor Society of Phi Kappa Phi—the nation's oldest and most selective collegiate honor society for all academic disciplines—recognized the Berea College chapter of Phi Kappa Phi as a Circle of Excellence Gold Chapter, the second-highest commendation a chapter can receive from the organization. The award is given to chapters that exceed expectations in chapter operations and demonstrate sustainability and vitality as a

chapter of Phi Kappa Phi.

"It is a great honor to be awarded the Phi Kappa Phi Circle of Excellence Gold Status," said Chris Thomas, chapter president. "Like the students inducted into Phi Kappa Phi, our local chapter seeks to excel, too. I am thankful to work alongside a board that not only cares about students but strives for excellence."

IN THE NEWS

Berea Certified as a Bee Campus USA Affiliate

Berea College is now certified as an affiliate of the Bee Campus USA program, making it the nation's 85th educational institution to achieve the certification for its efforts in creating sustainable habitats for pollinators, which are vital to feeding the planet.

"College students, faculty, administrators and staff are among the nation's most stalwart champions for sustainable environmental practices," said Berea College First Lady Laurie Roelofs, who chairs Berea's Bee Campus USA committee. "We take pride in the College's commitment to minimize hazards to pollinators, such as not using harmful pesticides or herbicides."

Bee Campus USA's mission is to galvanize communities and campuses to sustain pollinators by providing them with healthy habitats rich in a variety of native plants and free of pesticides. Pollinators like bumble bees, butterflies, moths, beetles, flies, hummingbirds and others are responsible for the reproduction of almost 90 percent of the world's flowering plant species.



Samantha Shawn Earp Elected to Berea College Board of Trustees

Samantha Shawn Earp '86 was elected to serve on the Berea College Board of Trustees for a six-year term beginning in January 2020. Earp is vice president of information technology and chief information officer at Smith College, where her responsibilities include oversight of the college's IT environment and management of the central IT organization. She also serves as a member of the president's cabinet.

"Berea College's academic programs and labor experiences have been a powerful foundation for me and for generations of alumni as we pursue lives of learning, leadership and service," Earp said. "It is a

tremendous honor to join the Board of Trustees and support the mission and Great Commitments of this wonderful institution."

Earp earned a bachelor's degree in French at Berea College. She earned a master's degree in French linguistics from Indiana University, where she did further doctoral coursework in instructional systems technology and French/linguistics. Earp is a fellow of the Frye Leadership Institute, an alumna of the Educause Leadership Institute and the 2019 recipient of the Tambellini Group CIO of the Year award.

Earp resides in Florence, Mass., with her husband and son.



Wendy Williams Supports Native Women Advocacy in D.C.



In January, Dr. Wendy Williams, professor of psychology and women's and gender studies, met Kentucky congressional staffers, lobbying them to reauthorize the Violence Against Women Act (VAWA) to include tribal provisions within Senate and House bills that provide essential protections for American Indians and Alaskan Natives. Under Williams' leadership as president, the Society for the Psychological Study of Social Issues (SPSSI) began lobbying Congress during its annual executive committee meeting in Washington

D.C. SPSSI has lobbied on behalf of the Higher Education Act, treatment of international scientists and fairness for Native women.

In each case, Williams and SPSSI members use the best psychological science as the foundation for their lobbying efforts.

"The people involved have found it very beneficial, felt empowered and feel they have more efficacy about talking to legislators and making their voices heard," Williams said about the SPSSI lobbying efforts. "They feel they can take science and talk about why it is important to base policy on science."

Williams has long been an advocate for marginalized communities. As a graduate student, she became a state-licensed advocate for individuals experiencing

domestic violence, and she worked with victims in a California community center. She has dedicated her research to social class and its intersection with race and gender. As a Berea professor, Williams brings these concepts into her classroom, challenging students in their thinking and their willingness to act on the data and science they are learning. Williams' professional work and advocacy outside of the classroom serves as a model to her students in the work they will seek after graduation.

Read more on Williams' career, research and advocacy at www.berea.college/williams-advocacy.

Berea College Cited as Top Performer in Sustainability

Berea College is one of the nation's most environmentally responsible colleges, according to "The Princeton Review," the education services company that published the 2019 edition of its "Guide to Green Colleges." Known as a leader in turning the Bluegrass state green, Berea College is one of 413 schools profiled in the new guide. The guide is based on a survey the company conducted in 2018–19 of administrators at hundreds of four-year colleges about their institutions' commitments to the environment and sustainability. The guide states, "Berea College is a model for sustainability in higher education for the Appalachian region and beyond."

Berea College also gained the No. 1 spot in the nation for Campus Engagement in the 2019 Sustainable Campus Index. The Association for the Advancement of Sustainability in Higher Education recognizes top-performing colleges and universities in 17 sustainability impact areas and overall by institution type, as measured by the Sustain-

ability Tracking, Assessment & Rating System (STARS) reporting system. Berea was recognized with a perfect score for campus engagement. Since 2017, Berea College has had a "gold" STARS rating.



NPR Features Berea College's No-Tuition Policy and Labor Program

Berea College was the focus of a feature story by Jeff Tyler recently broadcast by National Public Radio. Tyler's feature focused on how Berea College and Alice Lloyd College provide no-tuition enrollment for students and offered examples other American colleges might follow. Jeff Amburgey, Berea's vice president for finance, explained how gifts to Berea's endowment allow the College to cover the cost of tuition for every student. Beginning in 1920, the board of trustees ruled that all unrestricted money given to Berea College would be invested in an endowment to grow over time to support Berea's distinctive mission. To read the full article produced by NPR, scan this QR code with your smart device or visit <https://n.pr/2VOaJSH>



Dr. Nicholas D. Hartlep Recognized By DIVERSE as a 2020 Emerging Scholar

Dr. Nicholas D. Hartlep of Berea College's education department has been named as a 2020 Emerging Scholar by "DIVERSE," a national magazine focused on diverse issues in higher education. Hartlep, who is the Robert Charles Billings chair in education and chair of Berea College's education studies department, is one of 15 minority scholars doing remarkable interdisciplinary work in the academic sphere. "DIVERSE" says the 2020 Emerging Scholars are recognized as academic leaders who represent the future of education. Read the "DIVERSE" full article: <https://bit.ly/3cq2r9D>



Jennifer Lance '20



A RELUCTANT FAREWELL

Ty Hollowell, coordinator of first-year programming and family engagement, says goodbye to sophomore Josmary Familia-Garcia as Tyler Rocquemore, also a sophomore, packs their belongings in her car. On March 10, Berea College President Lyle Roelofs announced the College would cease on-campus instruction three days later. Most students prepared to leave campus and began navigating final on-campus assignments; packing; saying goodbye to friends, faculty and staff; and arranging travel home or across campus to a new residential space. For members of the class of 2020, there was even more emotion and questions surrounding their sudden departure. Despite all the uncertainty, the entire College community banded together to support move-out efforts and ensure the seniors were afforded memories, photo opportunities and caps and gowns to commemorate the tremendous accomplishments they had worked for throughout their four years.

The Berea College Alumni Association enjoys hearing from Bereans from all over the world. The “Class Notes” section of *Berea College* magazine reports verifiable news you wish to share with your alumni friends and associates: careers, weddings, retirements, births, and other items of importance to our alumni. Please include your class year and name used while attending Berea. Notes may be edited for style and length. While we will make every effort to put your information into the next issue of BCM, some delays may occur. We appreciate your understanding.

Submit class notes and photographs at www.berea.edu/alumni/classnote

1941

Lizzie Mae (Allen) Barrett just celebrated her 103rd birthday.



1947

Annie Sue O’Daniel Teeter is 93 years old and in relatively good health.

1949

Marry Alice Neal and husband, Stanley shared their 90th birthdays on Jan. 18 at Brookdale/Skyline in Colorado Springs, CO. Their birthdays were on Jan. 17 and 19. They will be married 10 years in May 2020. They live in a small cottage and share any activities provided by Brookdale.

1952

John M. Ramsay presented and signed books at a local author’s event at the University City Public Library in St. Louis, MO in February.

Forrest Jarrett was featured in a Jan. 5 *Citizen Times* article for his 37-year career as the chief police officer for Southern Railway and Norfolk Southern in 20 states and Washington, D.C. Read more: <http://ow.ly/vg5350ytGbB>

1954

Jessie Zander said, “It’s good news to hear and read of opportunities on and off campus and in foreign countries that were not available to me in the 1950s. I like to hear of the many ways to widen the Berea experience. Go for it!”

1955

Lillian A. Everman is the proud great grandmother of twins Porter and Adeline.



Ann Larkey shared memories of Mountain Day and Devil’s Slide, Pilgrims-Indian Field Hockey game at Thanksgiving and sack suppers. She says God has been good to her health-wise, and she still works part-time as a paralegal for an estates attorney. She also served as clerk of the probate court in Cobb County, GA. She was admitted to the Georgia Bar, which she said gives her son a break from her three days a week. She and her son are holding down the family farmhouse, and miss her husband, Ben, and their daughter, Ginger, who was taken eight years ago by pancreatic cancer. She said she loves having company, so if you’re ever in the area, please stop by for a short visit, or longer, as they have extra bedrooms.

1955

Jo Ella Nuckols Sink and Jack Sink welcomed their first great-grandson, Ina Thomas Smith. They are delighted to have a baby in the family after 23 years!

1961

Dr. Blue Wooldridge, professor emeritus of Wilder School, was awarded the National Academy of Public Administration’s George Graham award for service. The George Graham award recognizes sustained and extraordinary contribution towards making NAPA a stronger and more respected organization. Read more: <http://ow.ly/q1uT50ytG3L>

Lee Pennington, poet and documentarian, was featured on an episode of *Moxie Talk*. Lee is the author of 22 books, several of which were nominated for a Pulitzer Prize in poetry. His latest book is *Daughters of Leda* (2017)—selected as a finalist for “Best Book of Poetry published in 2017” by the American Book Fest. He has had more than 1,300 poems published in more than 300 magazines, has produced nine plays and published thousands of articles and short stories. Since 1990, Lee and his late wife, Joy, have produced 21 documentaries. Lee has traveled extensively in the U.S., Canada and 90 countries. For the past dozen years, he has served as president of the Ancient Kentucky Historical Association, a group dedicated to the study and research of pre-Columbian contact in the Americas. In 2013 the University of Louisville opened the Lee & Joy Pennington Cultural Heritage Gallery. It houses all of Lee’s writings, films and many artifacts he’s collected traveling around the world. He presently lives in Kratz House, a designated historic home, in Middletown, KY with his lady, Jill Baker, an artist who has illustrated several of his books. View the full talk: <http://ow.ly/tkft50ytGcZ>

1964

Jack Roush received the Road Racers Driving Club Phil Hill Award in January. The award is presented annually to a person who has rendered outstanding service to road racing. Read more: <http://ow.ly/OriH50ytGed>

1966

John E. Fleming was named one of Dayton’s Top 10 African American Men for standout service to their community during the past difficult and traumatic year. Fleming is currently director of the National Museum of African American Music, which is scheduled to open this year in Nashville; president of JE Fleming Associates; and chairman of the board of the American Association for State and Local History. He also is director emeritus of the Cincinnati Museum Center. Read more: <http://ow.ly/6iLL50yyH16>

1967

Mike Clark, long-time conservationist, civil rights activist and founding board member of *Mountain Journal*, received an honorary doctorate from Montana State University at its December commencement ceremony. In his acceptance speech, he spoke about the challenges facing

young people and their role as citizens. Read more: <http://ow.ly/Oc4n50ytGgT>

Dr. Paul Rominger will release his book, “The Battle of Richmond, Kentucky, 1862 Weather and Civil War Digest” in the fall.

1969

Carolyn Garrison is beginning her 50th year of teaching and 47th year at Campbellsville University in the School of Education. **Bruce Garrison** has been retired 10 years from teaching public school.

1970

Lynn Ociecka returned to her hometown of Waynesville, NC, in 2017, after living in Florida for 35 years. She says the winters have been a shock.

1975

(Rod) Davis Morgan is a professor and fieldwork coordinator for the Masters of Occupational Therapy program for Tennessee Wesleyan University in Knoxville, TN. He invites anyone who went to Berea College to contact him at rmorgan@tnwesleyan.edu.



1977

Rhoda Marcum Clement and **Bill Clement** ’76 had the chance to balloon over the vineyards of Napa Valley with family in California.



1978

Mark Berry said he may have been the first Berea graduate to walk across the stage with his mom, **Stacia Saylor Berry**, who graduated with a nursing degree in 1978, the same year as Mark. Stacia worked for more than 30 years in the College’s development office, but during her time there, she was encouraged to earn a bachelor’s degree to increase her earning potential. Stacia passed away Feb. 15, 2015, so Mark wanted to share her story and her love of Berea College with fellow alumni. Read more: www.berea.college/berry-story

Rick Smith and **Janet Smith** ’79 Rick retired from SNF Chemtall, a chemical production company, after retiring from teaching at the Coastal Career Academy. Rick and Janet reside in Brunswick, GA. Janet works as an appliance specialist at Lowe’s in Yulee, FL.

1979

Judy R. Rafson, RN, MPH, FNP-BC, is now fully retired after 49.5 years as an RN and 47 years as a family nurse practitioner.

Thomas Smith was recently appointed to the Governing Board of Desert Regional Medical Center, Inc., in Palm Springs, CA. DRMC is operated by Tenet Healthcare and provides acute and critical care services, a skilled nursing unit and a level II trauma center. Smith, a seven-time international and national award-winning author, is an energetic community leader and the district executive assistant governor for Rotary International. He was honored as 2019 District Rotarian of the Year.



1980

Dr. Sandra Moore was recognized as an Eastern Kentucky University African American Council Trailblazer. She has served more than 40 years in higher education and served on the executive board of the Kentucky Association of Blacks in Higher Education for 25 years. She received her master’s degree from ECU and her doctoral degree from the University of Kentucky. She also is the recipient of the ECU Dr. Martin Luther King Jr. Lifetime Achievement award and the 2011 National Role Model Administrator Award.

Nora Swango Stanger was featured as a guest columnist in the *Ironton Tribune*. Her column, “The first time leaving home,” describes her experience first attending Berea College. Read more: <http://ow.ly/Jk6R50ytGkf>

1982

Doug Cantrell autographed copies of his most recent book, *The Making of an American: The Autobiography of a Hungarian Immigrant, Appalachian Entrepreneur, and OSS Officer* at the National Holocaust Museum and Memorial in Washington, D.C. this past March. The book was published by the University of Tennessee Press and details the life of Martin Himler, an immigrant to the U.S. from Hungary who created a cooperative coal mining company in eastern Kentucky before joining the U.S. Army during World War II, where he interrogated Nazi war criminals for the he Office of Strategic Services, the precursor to the CIA.. Some of the criminals Himler interrogated were government officials who had sent Himler’s brothers and sisters, who were Jewish, to death camps.

1985

John H. Graham, Jackson County (AL) circuit judge, was elected a Fellow of the Alabama Law Foundation and inducted Jan. 25, 2020, during ceremonies in Montgomery. The Alabama Law Foundation’s Fellows program honors bar members who have made a significant contribution to their profession and their community. No more than one percent of Alabama lawyers may become Fellows, and those elected to membership represent an exceptional group of attorneys dedicated to improving their communities and state. Judge Graham serves as vice president and president-elect of the Alabama Association of Drug Court Professionals, is a member of the Circuit Judges Association Education Committee and was appointed by the Supreme Court of Alabama to the Pattern Criminal Jury Instruction Committee and the Alabama Chemical Testing Advisory Board. Graham was first appointed Circuit Judge in 2006.

1986

Nathan Wilson, orchestra director at Leestown Middle School, received the 2020 Outstanding Educator of the Year Award (grades K-12) from the Kentucky Chapter of the American String Teachers Association. Wilson is in his 13th year at Leestown and also teaches at Sandersville Elementary. In addition, he has more than 30 years of experience performing for country dances regionally and across the country. He plays double bass with the Lexington Community Orchestra and local jazz ensembles, and he has served as music director at his church since 1998. Read more: <http://ow.ly/4hMy50ytGIM>



1987

Julie Hager Love moved from her position as coordinator of Connection Ministries with the Kentucky Annual Conference of the United Methodist Church to become the president and CEO of the Kentucky United Methodist Children's Homes in July 2019. There are two children's homes in Nicholasville and Owensboro. They also have operations in 109 Kentucky counties, where they provide counseling and family support for children and their families. She works out of Nicholasville but spends a lot of time on the road visiting churches. She and George Love still live in Mount Washington, where George continues his ministry with Hebron Presbyterian Church in Shepherdsville.

1991

Wilma Chambers' memory was honored by her daughter, Cassie, in a *New York Times* article published in January. In the article, Cassie recounts her experience of becoming a mother following Wilma's tragic death last spring. Cassie's recently published book about Wilma and the women in her family, *Hill Women*, is an incredibly moving read, and a beautiful reminder of what Wilma so generously gave to the community and those lucky enough to learn from her as parents while she was at Berea. Read more: <http://ow.ly/e06b50yApZ0>

1992

Menelaos Karamichalis is paying it forward as an adjunct professor at ACT, in Thessaloniki, Greece. A polymath and hidden physicist, Menelaos applies the scientific method and the liberal arts educational model in striving to make a difference to the local community. Menelaos can be reached at mnk951@gmail.com.

1993

Suzannah Hicks earned a master of science in analytics and data science from the University of New Hampshire in May 2018. She currently is a data scientist and strategist with the International Association of Privacy Professionals. Suzannah lives in New Hampshire with wife, Kim Armstrong, and son, Daniel Ratley.

1994

Jeremy Heidt had the amazing experience of speaking, working and building with former President Jimmy Carter and former First Lady Rosalyn Carter when the Habitat for Humanity's Carter Work Project came to Nashville in October 2019. As director of Industry and Governmental Affairs for the Tennessee Housing Development Agency, Jeremy coordinated the agency's involvement as the Carter Work Project's first and largest single sponsor. He managed the agency staff and elected officials who volunteered for the build days and participated in site visits by state

and federal legislators. Jeremy, his wife, Brenda, and grandson Ryan Hall also got to swing hammers working two days on a house for homeowner, Brenda Wilson. This past December, Jeremy had the honor of presenting Wilson with the key to her new home at the dedication ceremony for the first houses to be completed from the Carter Work Project. Read more: <http://ow.ly/rMn250ytGo9>



1995

Mark Butler received the Champion of Children Award from the Ohio Family and Children First Coordinators Association in October 2019. The association presented him with the award for his advocacy efforts, which resulted in \$18 million in funding to prevent forced custody relinquishment of multi-system youth for the purpose of obtaining necessary services.

Michael D. Sowers is an administrator in the Franklin County (KY) School System. After graduating from Berea with a BA in PE/Health, he earned his Rank II in special education and MA Rank I in instructional leadership from ECU. He has spent 23 years in public education. Mike and **April Sowers '99** have a daughter, Bella Shari, 6.

1999

April M. Sowers is an elementary teacher in Fayette County (KY) School System. After graduating from Berea with a BA in elementary education, she earned her MA Rank II in Instructional Leadership from ECU and her National Board Certification/Rank I. She has spent 20 years in public education.

2005

DeJuana Thompson was named among the 20 Women of Color in Politics to Watch in 2020 by She the People. The list highlights women of color organizers, elected leaders and strategists across the country who will play a crucial role leading up to the 2020 election. Their work will undoubtedly help shape the results of the election and the future of our democracy. All have bold, audacious plans for 2020. Read more: <http://ow.ly/D7hr50ytGuH>

2006

Gabrielle Grant has been appointed executive director of Mountain Mediation Services in western North Carolina. Read more: <http://ow.ly/IK0U50ytGva>

Brad Fletcher was presented to the Ohio Supreme Court for admission to the bar on Nov. 13, 2019. View the video: <http://ow.ly/k9ER50ytGwS>

2007

BIRTH: a daughter, Mackenna Page Galloway, to **Mary Galloway** and **Kelvin Galloway '06** on Dec. 4, 2019. Mary is the director of Major Giving for Berea College and her husband, Kelvin is a Partners for Education senior budget analyst. The family resides in Berea, KY.



2008

BIRTH: a son, Cassius Henry Heindl, to **Brenda Hornsby Heindl** and **Mike Heindl '96**, on Jan. 16, 2020. Cassius joins big brother, Mattias, 5, and was named for Cassius Clay, who helped John G. Fee found Berea College.



Martina Leforce received the Community Service Rural Spirit award from Osborn Barr Paramore, a full-service agency serving the agriculture and rural industry. This award recognizes an individual who goes above and beyond to selflessly grow their community through exceptional service. Five years ago, Leforce established the summer feeding program, Berea Kids Eat. It has since been her mission to grow the program so food is made available to children throughout the Appalachian region. Read more: <http://ow.ly/9r2S50ytGxP>

2009

MARRIED: **Adrian Safar** to Christopher Hinkle on Sept. 1, 2019. The couple resides in Washington, D.C. Adrian is the director of Business Development for It's Hospitality and Chris is the network operations manager for Netlink Resource Group.



2010

BIRTH: a son, Carter J. Calicker, to **Donovan Calicker** and **Shari Johnson Calicker** on Nov. 22, 2019. Carter's first name was inspired by Berea alumnus, Carter G. Woodson. The family resides in Jacksonville, FL.



2012

BIRTH: a son, Jordan Lee Lyons Enge to **Samantha Lyons Enge** and **David Enge** on August 13, 2019. Jordan's grandparents are **Sheila Lyons '87**, **Sarah Culbreth '76** and **Jeff Enge '86**.



2014

Saria Dawkins Lattimore attended Chase Law School at Northern Kentucky University and earned her Juris Doctorate in law. She passed the Ohio State Bar and is now licensed in Ohio. She currently practices law in Hamilton County, OH.



2016

BIRTH: a son, Landon Alexander Zech, to **Megan Zech** and Corey Zech Sept. 28, 2019. They named him Landon after the city London, where Megan and Corey met while they were studying abroad in college.




2019

Kaitlin Morris was named a Newman's Own Foundation fellow for 2019-20. The fellowship program offers recent college graduates an opportunity to work in the nonprofit sector and receive a stipend while getting professional training and coaching through the foundation. Each fellow is paired with a nonprofit for a one-year commitment, matching the individual's skills and interests with the needs of the organization. The program provides a valuable experience to young people as they embark on their professional careers. Read more: <http://ow.ly/Kzya50yrQ2W>

Jordan Byrnes spent his summer living and working in Red River Gorge (KY), Alaska and California. He recently accepted a job as a program coordinator/challenge course manager at Life Adventure Center in Versailles, KY, which includes outdoor recreation/education/nature therapy, challenge course, climbing, horses, paddling, mountain biking and other rewarding opportunities. He thanks Berea for helping him learn and grow, and he says Berea "has improved my life drastically for the better."

What's Hot on Social

 26.2K reach, 2.6K engagement

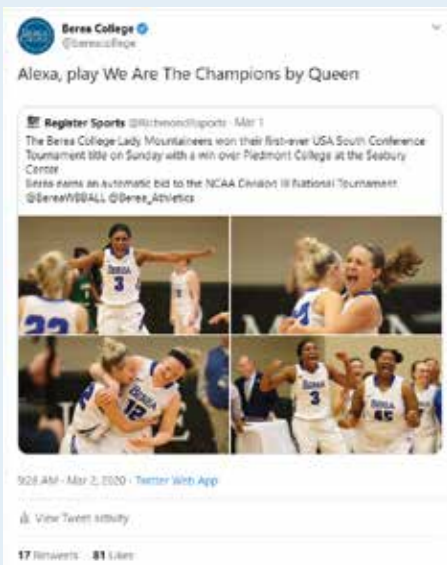
 7,768 impressions

 5,185 reach



"We are thrilled to be ranked at the top of this impressive list of colleges and universities and are proud to be leading a cohort of schools that are committed to the important American ideal of social mobility through educational opportunity. Our no-tuition policy allows us to provide talented students, who might not otherwise be able to afford access, a high-quality liberal arts education and transformative experiences, and it enables them to graduate with little or no debt."

— Berea College President Lyle Roelofs



The Berea College Lady Mountaineers won their first-ever USA South Conference Tournament title with a win over Piedmont College at the Seabury Center. Berea earned an automatic bid to the NCAA Division III National Tournament @BereaWBBALL @Berea_Athletics



In the midst of all this uncertainty, it's increasingly important to focus on the things that bring us joy. Today, we honored our #Classof2020 graduates. While unconventional, the moments we shared today gathered on the steps of Union Church, dressed in graduation garb and laughing with friends, brought us immense pride.



Attention Homecoming Reunion classes of 1995, 2000, 2005, 2010, and 2015!

We are looking for enthusiastic volunteers to lead a Reunion Giving Campaign in honor of your Homecoming this year (November 20-22)! To sign up to be a Reunion Giving Class Volunteer or to learn more please visit:

www.berea.edu/give/chair/

Staff & Faculty

Donald Eugene Bewley
Superintendent of Utilities
Nov. 9, 2019

Janie Wyatt Horn
Laundry (1956-2004)
Oct. 14, 2019

Dr. Carol Gesner
Professor of English Literature (ret. 1998)
Oct. 1, 2019

1900s

Mr. Victor Clay Isaacs 1908
Obituary Unavailable

1910s

Pearl Kimsey
Wife of **George G. Kimsey 1918**
Obituary Unavailable

1920s

Ms. Virginia Ruth Woods '25
Obituary Unavailable

1930s

Anna Virginia Copeland '32
Jan. 25, 1999

1940s

Rev. Kern Eutsler '40
Jan. 2, 2020

Arvel C. Rector Acad '41
Jan. 30, 2019

Vivian R. Frazier Leffler '42
Sept. 26, 2019

Kathleen Propps Jenkins '43
Dec. 21, 2019

Dr. Richard Lindquist Navy V-12 '44
Sept. 10, 2019

Eleanor Bent Plank KH '44
May 26, 2013

Avis Jarrell Triplett Acad '44
Dec. 16, 2019

L. Kenneth Mavity '45
May 5, 2015

Jack D. Simmons Navy V-12 '45
March 25, 2018

Richard Fowler
Husband of **Anna Lee Flower '46**
Obituary Unavailable

Albert J. Riehle Navy V-12 '46
Sept. 10, 2019

Mary Lou Keener Finlayson Acad '43, '47
Dec. 14, 2019

Norma York Stock '47
Jan. 21, 2020

Elizabeth Anne Churchill '48
Oct. 26, 2019

Frances Barnes Crabtree '48
Dec. 9, 2019

Alene Ray Jarrett '48
Jan. 4, 2020

John Myers Ptacek '48
Obituary Unavailable

Eleanor Weekes Gruman Acad '44, '49
Nov. 3, 2019

William H. Hogsten '49
July 6, 2019

Linzee Wells Packard Acad '45, '49
July 24, 2012

Dr. Eugene Q. Parr '49
Nov. 19, 2019

1950s

Dorothy Brannan Hackley '50
Jan. 4, 2020

Edith Adkins Goodman Acad '47, '50
Oct. 14, 2019

Nancy Stevenson Hodge '50
Oct. 13, 2019

Mary Bowling Hurst Acad '46, '50
Oct. 22, 2019

Mitsuto Nakamura
Husband of **Joline Nakamura '50**
Feb. 3, 2020

Doyle R. Rogers '50
Jan. 9, 2020

Pablo Stone '50
Nov. 14, 2019

Gene E. Logan '51
Oct. 5, 2019

Betty Jean Abernathy Tuck '51
Nov. 12, 2019

Ivadean Roberts Wilson Fd '51
Sept. 19, 2019

Ursula Boehm Dickinson Fd '48, '52
Nov. 15, 2019

PASSAGES

Walter W. Jacobs Fd '48, '52
Oct. 31, 2019

Reynard Conley Shrewsberry '52
Jan. 27, 2020

Nancy Renkenberger Woolsey '52
Obituary Unavailable

Frances Dillingham Price '53
Nov. 21, 2019

Stella Ramsey Burleson '54
Sept. 24, 2019

Leroy D. Soper
Husband of **Imogen Soper '54**
Nov. 12, 2019

Dr. Jesse Leroy Bobbitt '55
Oct. 22, 2019

Joyce Reynolds Koostra '55
Jan. 4, 2020

Hugh A. Bailey '56
Jan. 7, 2020

Lois Potter Grissom '56
Nov. 7, 2019

Marvel Fielden
Husband of **Erma Fielden '56**
Sept. 28, 2019

Emma Bradley McKinle Mehl '56
Dec. 24, 2018

Kathleen Gibson Bailey '57
Nov. 18, 2019

Jill Wolfe Brown '57
Feb. 2, 2020

Bernice E. Dick '57
May 3, 2018

Vera McKinney Hyman '57
Oct. 10, 2019

Celia Parker Lawrence '57
Oct. 18, 2019

E. Harold Smith '57
Sept. 13, 2019

Dorothy Vanhorn Wharton '57
Sept. 8, 2019

Dr. James S. Burton '58
Jan. 21, 2020

F. Carol Meade '58
Oct. 16, 2019

John D. Potts '58
Oct. 13, 2019

David Mead Brodrick '59
Nov. 1, 2019

John Bruce Midkiff '59
Jan. 8, 2016

Arthur Smith, Jr. '59
Oct. 11, 2019

1960s
W. E. Batson '60
Dec. 18, 2018

Elizabeth Tester Davis '60
Oct. 19, 2019

Joseph W. Richen '60
Sept. 27, 2019

Gail Coleman Olin Mays '61
Jan. 4, 2000

Ambrose C. McDow '61
Jan. 4, 2020

Barbara C. Parks
Wife of **Dr. James E. Parks '61**
Nov. 26, 2019

Dr. Ray Allen Gibson '62
Dec. 16, 2019

Dr. Gary Thomas Lane '63
Dec. 11, 2019

Dr. James Charles Mills, III '63
Jan. 7, 2020

Dr. Vader "Buddy" Shelton '63
Dec. 19, 2019

Linda Frey Belcher '65
Nov. 17, 2019

Scottie J. Butler
Husband of **Gwenda Sue Butler '65**
Nov. 21, 2019

Sylvia P. Carter '65
Oct. 2, 2019

Jimmy Lou Jackson '65
Oct. 30, 2019

R. Frank Kebbell, Jr.
Husband of **Ms. Sharon Lea Stumbo '66**
June 6, 2019

Sharon Dailey Bartley '67
Feb. 12, 2020

Mitchell G. Romans '67
Jan. 5, 2020

Ed Shytle '67
Nov. 17, 2019

Ann Roberts Simpson Fd '63, '67
Nov. 20, 2012

Judith Irvine Dickey '68
Jan. 28, 2020

Dennis P. Wooton '68
Dec. 10, 2019

1970s
K. Dean Whitaker '71
Oct. 4, 2019

Novena F. Trimble '72
Dec. 14, 2019

Ernest Hubert Hunt '73
Jan. 11, 2020

James Thindwa '78
Jan. 19, 2020

Thomas L. Smith '79
Jan. 21, 2020

1980s
Georgia Kay Njagu
Wife of **Paul Njagu '83'**
Dec. 29, 2019

Curtis Tyrone Mills '85
Aug. 15, 2019

Mark Isham
Husband of **Kimberly Ilene Isham '87**
Aug. 12, 2018

1990s
Dr. John Russell Burch '90
Oct. 25, 2019

Jerry Lee Finley '94
Oct. 26, 2019

2010s
Kenan G. Stotts '19
Oct. 19, 2019

Read full obituaries on our website at
[https:// magazine.berea.edu](https://magazine.berea.edu)



CONGRATULATIONS TO AALIYAH HAMPTON!

- National NCAA Division III Rookie of the Year
- USA South Conference Player of the Year
- USA South Conference Rookie of the Year

Aaliyah averaged 19.8 points per game to lead the Mountaineers to their first-ever NCAA DIII Tournament appearance.

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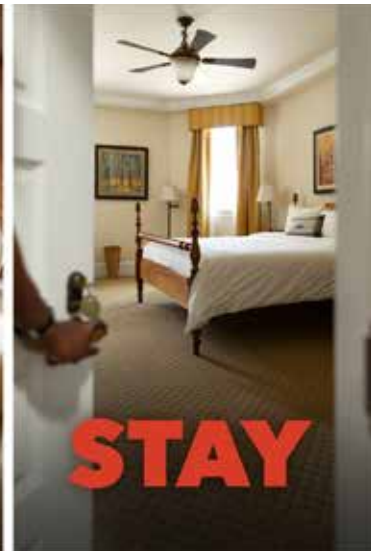
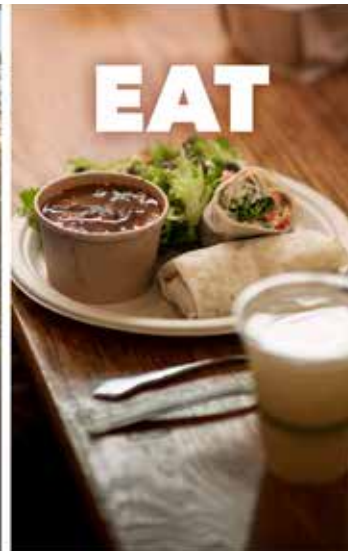
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