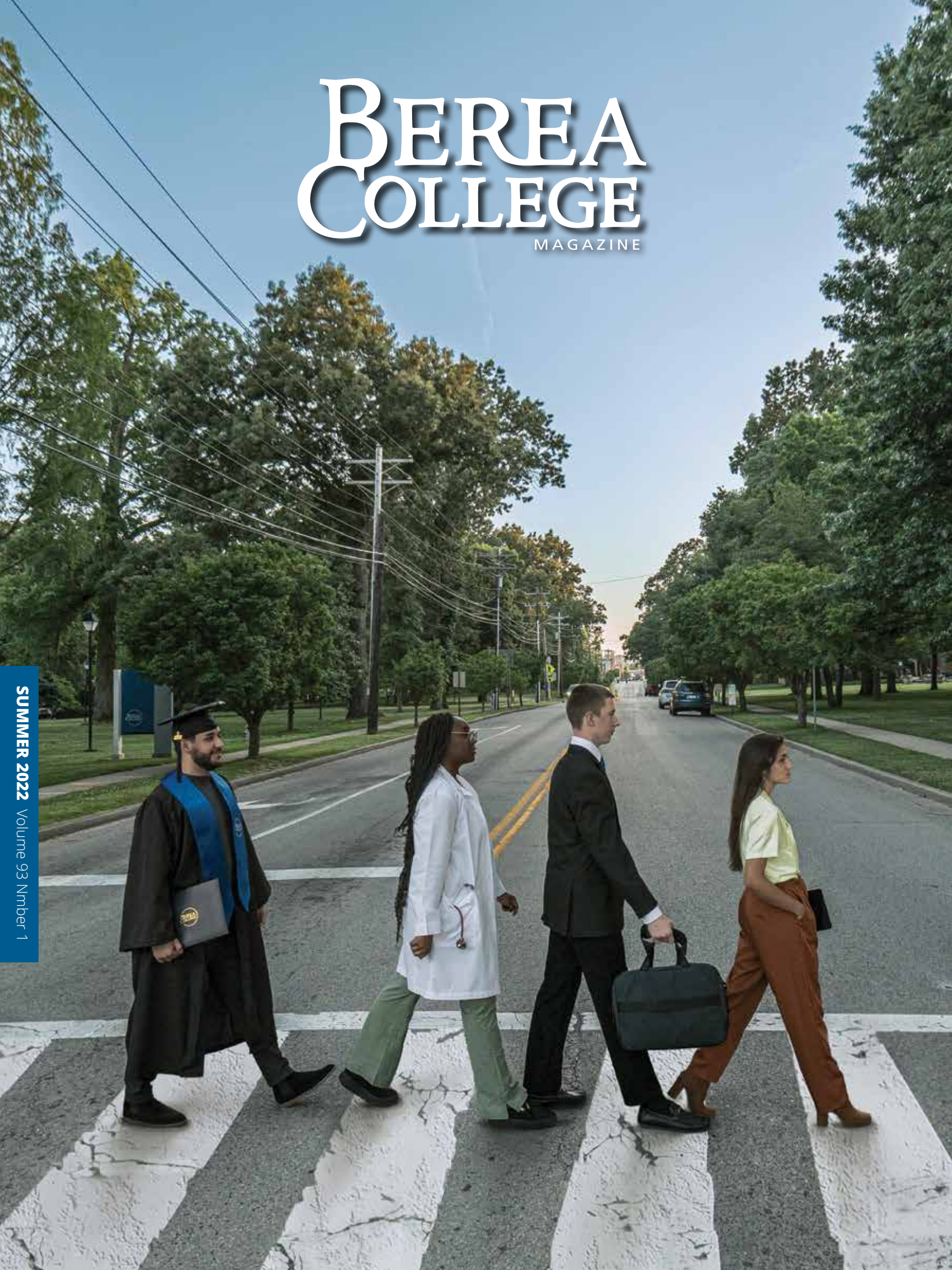


BEREA COLLEGE

MAGAZINE

SUMMER 2022 Volume 93 Number 1



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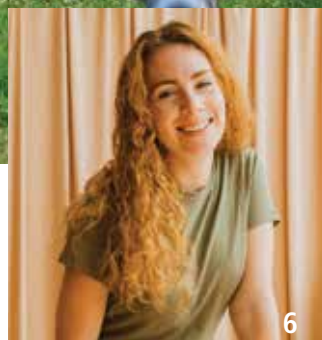
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Summer Reunion 2022 brought back alumni couples and friends from all across the country to celebrate reunions for the first time since 2019. More than 550 alumni registered and attended the festivities, and the College celebrated the past 50th reunions of the classes of 1970 and 1971 and this year's class of 1972.



6

Photo submitted



10

Jennifer Lance '20



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Photo submitted

Tyler Rocquemore '22

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ONLINE EXCLUSIVE:

Intrigued by the Cover? Visit berea.college/SummerCoverStory for details and behind-the-scenes footage.



REUNION GIVING CHAIR VOLUNTEERS

Each year, Berea welcomes alumni back to campus from all over the country and world for their reunion. To fulfill the ever-growing need for Tuition Promise Scholarships, Berea needs your assistance in creating fundraising goals and personalized messages for your classmates. Consider becoming the class of **1997, 2002, 2007, 2012, or 2017** Reunion Giving Chair.



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LETTER FROM THE EDITOR


Dear Berea Alumni and Friends,

In the winter issue you read what the value of free meant to me—the ability to graduate with extraordinarily little debt and pursue a career with which I fell in love. You were able to read the stories of alumni whose Berea experience transformed their lives, their careers and the paths of their families for generations to come. I believe these stories need to be told, and I will never tire of telling them. The conversation of tuition-free education is not new—Berea started this conversation 130 years ago when, while struggling financially, the College made the decision to no longer charge students tuition to attend. In so doing, Berea demolished a significant barrier for education-seeking students in 1892. Today, the barriers may differ, but the financial need of students from across Kentucky, Appalachia and around the world is the same.

Our winter issue began the conversation of what it means to provide tuition-free education to an underrepresented populace, and our readers joined that conversation. Some joined in extreme support, enthusiasm and gratitude for the opportunities Berea afforded them or others. Some responded with mixed feelings about the ramifications of living in a tuition-free society. Others were adamant that free tuition nationwide would be a catastrophe. And some alumni pushed back on the concept that Berea is “free” either because they were required to work or did graduate with some debt.

No matter your opinion on tuition-free education, I am ecstatic that you are willing to engage in the conversation. It is only through civil discourse and challenging of ideas and beliefs that we grow, learn and ultimately find common ground and the best course of action.

Within these pages, you will find more stories of alumni and the impact their Berea education has had on their lives. Neurosurgeon Fred Odago '02 and teacher Augusta Enns Ridley '19 are changing the world around them using both the education and values invested in them at Berea. You'll also find responses to some of the challenges readers had, as Education Associate Professor Nicholas Hartlep discusses his research on why student-loan debt has become a “wicked problem.” And Collis Robinson '13, dean of Labor at the College, talks about how Berea's work program ties in with its no-tuition promise. I hope that you will take the time to continue the conversation on the value of free and Berea's role as a thought leader in the space of tuition-free education.


Abbie Tanyhill Darst '03
Editor

In Her Shoes

Augusta Ridley '19

By Jason Lee Miller

Not too long ago, there was a girl at the Cincinnati Ballet who loved to dance. She loved other things, too, like art and playing school with her little sister—she was always the teacher—but she dreamed most at that time of being a professional ballerina. And things were going well in that respect. She was good at this thing she loved.

From the audience's perspective, one could only judge her by her movements, the way the music seemed to lift her off her feet and float her body along the stage. What they could not see was that her shoes were quickly becoming worn, and soon she would need new ones. Beneath the grace and the beauty was a story young Augusta Enns Ridley '19 was not telling anyone.

As far as she knew, people just didn't talk about their struggles. Her gleeful dancing hid the fact that the Great Recession of 2008 had hit the family hard. Her father, an architect, had lost his job. Her mother, a musician, joined the Cincinnati Ballet as a pianist to help with the expenses that came with dancing.

"Dance is a really expensive hobby," Ridley explained. "You're buying \$100 shoes every week, so my mom played her little fingers off at the piano all week so I could attend there and pay for my shoes."

Her mother, Della, did the same for her other daughter's vocal lessons. In addition, she worked as a music teacher.

The recession had not only brought hard financial times for the Enns family, for Augusta, it came also with a bit of a reality check. She had picked up work, herself, at the Cincinnati Zoo, painting faces to save money for college. And as she did, she thought of her future. A



professional dancer's career is typically very short, and an artist's life, she was learning from her parents as they struggled to make money through their own passions, was perhaps not the most stable one.

But teaching, as her mother had demonstrated, seemed recession-proof. The world would always need teachers. When it came time for college, maybe going into education would be a solid Plan B.

Weaving Passions

The town of Berea, at least, wasn't foreign to Ridley. The artistically minded family had always made it a point to stop by the Artisan Center out by the interstate for bathroom breaks on the way to South Carolina to visit relatives. Visiting the college in town was perhaps a natural choice when considering her options. When she finally did appear on campus for her admissions interview, Ridley was shown a video of what Berea had to offer.

"I came away from that video thinking it looks like people will care about me here," she said. "I won't slip through the cracks. [At a big state school], there's no free laptop. There's no clothing fund for your interviews."

Ridley declared a double major in elementary education and studio art, with a minor in dance. At first, she was disappointed Berea only offered beginning ballet, but she quickly discovered there were other kinds of dance available. She joined the Middle Eastern Dance Club and the Modern Dance Club. She studied hip hop and Latin dance.

"I thought ballet was the only thing that existed," she said, "and then I came to Berea, and I was like, 'Wow, you can learn about other cultures through dance.'"

Ridley decided early on in her Berea College career that she would soak up everything the school had to offer. She thirsted for knowledge and soon found that Plan B was not merely a concession to the reality of economics. She also loved spending time with kids.

"From a logical standpoint," she said, "I needed to ensure that I could support myself one day as an adult, but then I realized, oh, this is my passion, too."

She found more passion in her labor assignments, which allowed her to integrate campus jobs with her studies. When the library, in the process of digitizing, threw their old magazines into the recycling bin, Ridley, working for facilities management, collected them and turned them into art projects and gifts.

"I really used the stuff I found in the garbage," she said. "When you're sorting through it 10 hours a week, you get to find real treasures."

Among those treasures were *National Geographic* magazines from the 1930s, which Ridley used to create an interactive art installation that allowed people to place their thumbprints on a map of the world marking locations significant to them.

In her second year, Ridley joined the Craft Education and Outreach Program, where she learned metal working and jewelry making. In addition, she taught children to make brooms in craft workshops.

"My labor position married that love of art and education into one job," she said.

Through her classes, her extracurriculars and her labor assignments, Ridley was able to put Plan A and Plan B together.

"When I was a little girl," she related, "I told my mom I wanted to be eight things when I grew up. And she said, 'You can,' and so I did. I took as many classes as I could, and I majored in as many things as I could. I explored all my passions, and the labor program allowed me to weave those passions together."

Achieving greatness

This will only be Ridley's fourth year teaching, but already her students have made the news three times. Under her guidance, eighth graders at Jack Jouett Middle School in Charlottesville, Va., pitched new ideas about affordable housing to the Albemarle County Board of Supervisors. Their big idea: using existing but unused structures to house the homeless. The county adopted their plan and transformed a shuttered hotel into transitional housing.

"You would think, oh, an eighth grader can't affect their community through affordable housing," Ridley said. "No, they totally can. They are very, very creative and think of things that as adults we might think are impossible. But they're not as jaded as we are."

In other news, her students created a website for people in the Charlottesville area to share their social-justice stories.

Both newsworthy initiatives were the result of Ridley's project-based learning technique. A third story detailed a project on nature education to improve student mental health.

Following her mother's death in July 2021, Ridley and her husband Mackenzie Ridley '17 moved to rural Tennessee to be closer to family. This year may be the first that she has taught her classes all in person due to the pandemic. She says that while the pandemic made her more flexible and introduced her to new technologies, it's been harder to get to know the children. In her fledgling career, she has taught multiple topics in

fourth through eighth grades. This year, she is teaching sixth grade math and science.

Many of the students at her new school are low-income. Ridley says her personal

experience and her time at Berea have helped her relate to them.

"Before I came to Berea," she shared, "I would hide the fact that I was struggling financially or that my family was struggling financially. I would never discuss any personal issues that were happening to me. When I got to Berea, people were so open about that, and I realized, dang, everybody's gone through stuff. People have had some really hard times. Nowhere had I experienced a culture where it was okay to share that."

She says that openness has impacted her teaching philosophy and the way she maintains relationships.

"When I come through the door in the morning," she continued, "I remind myself that every kid has a story like that. Every kid is experiencing some level of struggle. Berea taught me it's okay to talk about my struggle to these kids. They don't need to be ashamed of what they have going on at home. It's okay to live in a family that's not perfect. You're still valuable, and you can still achieve greatness." ■

I came away from [Berea] thinking it looks like people will care about me here. I won't slip through the cracks. — Augusta Ridley '19

Finding the Open Door

Fred Odago '02

By Sree PS '23

Fred Odago '02 follows a life philosophy to take things slow and be patient in developing his interests. As a child growing up in Kenya, he watched his uncle serve their community as a physician, admiring his work with patients at local clinics. This observation set Odago on the path for a career in the medical field. In 1998, Odago was selected for one of only 30 openings for international students at Berea College, earning his spot over 3,000 applicants that year. This was his first step toward pursuing his dreams.

"Berea opened the door to academia for me," he said. "It welcomed me into a new country. It was at Berea that I had the chance to participate in Case Western's summer research program, and my mind was opened to medical research that opened a lot of subsequent doors."

While at Berea, Odago was part of a community of very talented students brought together from all over the world by the no-tuition promise. He was relieved to find the sense of community

and companionship at Berea that he thought he would miss after leaving his Kenyan home. He was surprised by the communal support systems he found at Berea, and Odago still keeps in touch with the host parents with whom he often lived during breaks and holidays.

Now a married father of four, Odago said he also appreciates the close relationship he was able to build with Berea's faculty. He remembers the names of his favorite professors, even today. "I remember Dr. Ron Rosen and his parasitology and zoology classes," Odago said. "He was the chair of the biology department while I was there. I remember Dr. Roy Scudder-Davis and his comparative anatomy class. Dr. Matthew Saderholm is still there—he taught me chemistry."

Odago was impressed by the academic excellence and the approachability of his Berea professors and their ability to make students love what they were learning.

After graduating from Berea College, he spent more than 10 years in different research and laboratory technician positions across the United States before becoming a clinical neurologist at the University of Kentucky. Though his long involvement with academia began with the biology program at Berea, his interest in research and the medical field is ongoing, with the hopes of serving patients of diverse backgrounds.


"When I was in medical school, I was fascinated by the cutting-edge research that was going on in neurology, and I could see patients alongside it. And the service aspect was important to me," Odago said.

He is excited to be involved in medical research with the potential to change people's lives such as investigating the cure for Alzheimer's disease or finding ways to end debilitating migraines.

Odago recounts how his exposure to a variety of fields and experiences helped him narrow down his specific interests. "I worked as a scientist for a biotechnology company; I was a lab technician at the University of Kentucky. I went into a master's program in toxicology and bio-medical research before starting medical school. It was a long journey."

An important part of that journey is Berea's liberal arts ethos and his engagement with diverse disciplines. It's a mindset he embraced. In his journey from Kenya to the United States, he credits his growth as a person to his curiosity and open-mindedness. Today, that mindset allows him to be an advocate for all his patients.

As an established neurologist, Odago is looking at ways to give back to the community, considering the aspects of diversity and inclusion while furthering his research and practice. "When it comes to American healthcare today, there are lots of people who do not have access to neurological care, and it is one of my goals to serve those demographics," he said. "I would like to break down those barriers."

"One of my favorite parts of being a neurologist, Odago continued, "is how I am able to significantly change patients' lives." 



ONLINE EXCLUSIVE:
Hear Fred Odago '02 talk
about his life and career at
<https://bit.ly/DrOdago>



Fred Odago '02 and 2-year-old daughter, Ana, play together in their Lexington home. A neurosurgeon at the University of Kentucky, Odago and his wife, Krista, have four children who keep them busy.



Fred Odago '02

Tyler Roquemore '22

Tyler Roquemore '22

Why is Student-Loan Debt So Misunderstood?

By Dr. Nicholas D. Hartlep

Did you know the student-loan debt crisis affects more than 43 million Americans, and together they owe a total of \$1.9 trillion in federal and private student-loan debt? It's difficult to comprehend how large a sum of money this is. In 2018, Ryan Suppe, a *USA Today* columnist, put it this way: You can think of a trillion dollars as a million million. He went on to say, "For \$1 million you could buy a very nice one-bedroom apartment in San Francisco. With \$1 trillion, you could buy a very nice apartment for everybody in the city (San Francisco's population is close to a million)." Suppe's visualization is only 1 trillion (not 1.9 trillion)!

Another way to think about these numbers is to put them in the context of the COVID-19 pandemic. At the time of this writing, about 86 million Americans have been diagnosed with COVID-19, so the "student debt pandemic" could be said to be affecting half as many citizens as have experienced COVID. Unfortunately, since exposure to student debt is a lasting problem, the analogy to long COVID is probably better. Estimates of the number of Americans suffering from long COVID range from 7.7 million to 23 million, well less than half the number dealing with debilitating student debt.

The student-debt crisis is so misunderstood, which is one reason I have labeled it a "wicked problem" in my latest book, *"Student Loan Debt as a Wicked Problem: Moving from Pessimism to Possibility and Hell to Hope."*



Jennifer Lance '20

Dr. Nicholas Hartlep, Robert Charles Billings Chair in Education

It's a national problem that involves complicated and competing features that make it entirely too difficult to understand. How can society solve problems it doesn't fully understand? I would answer, it cannot.

Many in the United States falsely say it is students themselves who are to blame for becoming indebted. The true culprit for why so many collegians have become ensnared in the student debt trap is the cost of college, which has risen faster than inflation over the past two generations. Older individuals who say because they paid for their college education, this younger generation ought to do the same, misunderstand how the current costs for attending college are not in the same ball park as the costs they paid just a generation ago. In my 2018 book, *"The Neoliberal Agenda and the Student Debt Crisis in U.S. Higher Education,"* I pointed out that a generation ago, students commonly saved for tuition by working summer jobs. But the cost of college now makes that impossible. A student working full-time at the federal minimum wage would earn \$15,080 annually before taxes. That isn't enough to pay tuition for even a semester at many colleges, much less room, board and other expenses.

In today's reality, "traditional" (full-time, 18-to-22-year-old) college students can work during the summer, but it won't be enough money to finance their college education. It is because of the current inescapable reality that many college students must seek other funding sources for their education. Some choose to work typically between 15 to 40 hours per week while they are in school. Others rely on student loans to pay for their education—and many have to do both.

The need to use student loans to fund higher education has negatively impacted this generation. When an entire generation is impacted, there are important ripple effects. The debt burden not only impacts that generation, limiting their employment options

and slowing their financial progress, but it also impacts future generations. A family will have a hard time saving up for college costs for their children if mom and dad are still paying off their loans. Ultimately, we are all affected.

In the United States, higher education has been treated as a privilege. Students and their families must finance their own education, and colleges and universities are, unfortunately, too costly for many to fund through their own resources.

As a subject-matter expert, I write books and articles and produce YouTube videos on student-loan debt. I get frequent responses from the general public. These correspondents may lack my research background, but that does not stop them from writing to me and telling me I have it all wrong. They say I am the one who misunderstands the student-loan debt problem. They tell me they don't have student debt or that they paid off theirs, so why should others' debt be forgiven?

What should we be doing about this \$1.9 trillion dollar student-debt crisis? It probably won't go away by itself.

Did you know there are many colleges and universities that could spend their endowments in ways that make access greater but choose to do otherwise? In 2013, there were 138 institutions, mostly private, that each had more than \$500 million in endowment assets, and these institutions—roughly 3.6 percent of all colleges and universities—held 75 percent of all postsecondary endowment wealth. If you are reading this magazine, you probably know that Berea College is one of these 138 wealthy institutions.

Of these 138 institutions having more than \$500 million in endowment assets, Berea College is the *only* one that focuses nearly all its opportunity on poor students. The percentage of Pell Grant recipients among first-year students in fall 2021 for Berea College was 96 percent. The closest college or university to Berea was Howard University, a historically Black institution,

which admitted 46.9 percent.

The rapid increase in costs associated with attending postsecondary education in the United States is responsible for why many students have become indebted by student loans, the very same tools that allow them to access the college classroom. Wealthy institutions could spend their money in ways that make access more equitable, but they choose to cater to the affluent. This is sad, and why I am proud to work at Berea College, the first co-educational and interracial college in the South. Arm yourself with knowledge—knowledge is the key; the lock is moral outrage. Until our country becomes morally outraged, we will not address this problem, and another generation will be lost due to the pandemic of student debt. ■

ADDITIONAL READINGS ON STUDENT DEBT

For those who wish to better understand the student-loan debt problem, Dr. Nicholas Hartlep encourages readers to explore some of these books:

"Student Loan Debt as a Wicked Problem: Moving from Pessimism to Possibility and Hell to Hope," by Nicholas D. Hartlep

"The Neoliberal Agenda and the Student Debt Crisis in U.S. Higher Education," edited by Nicholas D. Hartlep, Lucille L. T. Eckrich, and Brandon O. Hensley

"The Debt Trap: How Student Loans Became a National Catastrophe," by Josh Mitchell

"The Theft of a Decade: How the Baby Boomers Stole the Millennial's Economic Future," by Joseph C. Sternberg

The Modern Nomad

Sierra Turner '19

By Cora Allison '22

Growing up in Fort Lauderdale, Fla., Sierra N. Turner '19 was accustomed to a highly diverse environment. It was uncommon to make assumptions about an individual's race based on superficial things like language, skin color or external presentation. Even more so, it wasn't a pressing issue to classify each other at all.

"I knew I was Black, but at the same time, I had no idea the weight and significance of my race," Turner said.

While Turner appreciated the multicultural climate of Berea when choosing a school, what really drew her in was the way she felt about being on campus. "I visited Berea four times before I committed because I wanted to make sure I was making the right choice," Turner said. "Every time I came back, it felt like home."

After Turner joined the Berea family in 2015, she chose to create a major in health studies, a program she helped pioneer. She combined her interest in holistic wellness as an independent major with a minor in Spanish—a skill she would capitalize on later.

Turner says although she has benefited greatly from moving through higher education with little-to-no debt, it was the faculty who ended up transforming her Berea experience.

"Shortly after I began my freshman year, my father died," Turner recalled. "Suddenly, I was dealing with this enormous amount of grief I didn't know how to process, and I was taking five classes, most of which were science-based."

Understandably, Turner's performance in the classroom deteriorated as she struggled with her new reality. She attempted to drop a class to lighten her

course load and was surprised by the unusual response she received from the College.

"I dropped the class and literally got a call from my professor [Dr. Jackie Burnside] that I wasn't dropping the class. I didn't understand, and she told me 'I know you're hurting, but I really believe you can do this.'"

While the loss of her father was a tragically life-altering event for Turner, it also was a moment where she felt the warmth of Berea as all the supports around her moved from the ground up. Professors mentored her and the College provided a counselor who could meet with her outside of normal working hours to fit her schedule. Berea did not let Turner forget the promise she showed and held her accountable for living up to it.

"In both counseling and through my relationship with faculty at Berea, I was mentored by so many strong, Black individuals who really strengthened that part of my identity," Turner said. "Even in death and dying, there are cultural differences in the way we move through grief."

Despite a rocky start to her collegiate experience, Turner was wildly successful in the field of health studies and even published research as an undergraduate. She presented a paper at the American Public Health Association Conference (APHA), a national conference for professional development in public health. As her time at Berea drew to a close, Turner knew the "free" part of Berea was just icing on the cake.

"Free means a lot in the world of education," she said, "but the people meant so much more. As I walked down the aisle at graduation, and it was lined

by faculty on each side, I realized who really made me. It was them all along."

After graduation, Turner went to the University of Tennessee, Knoxville, where she earned her master's degree in public health with a concentration in community health education. Not even halfway through her program, COVID-19 hit the U.S., and classes became remote.

"I guess I technically graduated while living outside of the country, because I just elected to continue doing it online and travel while finishing," Turner said.

Turner is now a bilingual health educator and academic coach living in Israel and the founder of Bridging Gaps, a global teaching agency dedicated to enhancing and unlocking a learner's desired potential. The agency offers everything from Spanish-language immersion at any level to academic leadership and statistics coaching.

"Berea was about the people for me," Turner explained. "It helped prepare me for the real world in teaching me my identity as a Black woman and the power I could harness because of that truth. It makes me cry to think about it; Berea is special because everyone here has burdens, but everyone helps each other carry them." ■

For more on Sierra Turner's teaching agency, Bridging Gaps, please visit the website: www.bridginggapslearning.com.



Because of Berea

Lon & Ann Hays '78

By Jason Lee Miller

Ann Adams Hays '78 has a favorite memory of watching the yellow leaves fall from the ginkgo tree outside the old science building, which is where the biology major would meet her future husband, Lon Hays '78. Ann was following in her older brother's footsteps into medicine, and Lon, still uncertain of his path, would follow Ann wherever she was going.

Four and a half decades later, they're still together, still practicing medicine and still fondly reminiscing about their alma mater, which enabled lives of great success.

"Going to Berea was probably the best thing that happened to me in my life," Ann revealed, noting that the liberal arts setting encouraged her to nurture two sides of herself, the scientific and the artistic. She loved to draw, but she also loved her math and science classes. Plus, she was getting good field experience through her labor position at the hospital, where she worked as a lab technician, drawing blood and studying electrocardiograms. The combination of school and work, Ann says, prepared her well for medical school.

"I got a great education," she said. "The instructors were all excellent. The liberal arts education was second to none. The job is as much of a learning experience as all the classes."

Going to Berea College was perhaps the natural progression

of things. Ann grew up in Berea, so attending the local college seemed the logical choice. Her father, the postmaster, was an alumnus, and her mother was a craftsperson who had made all the furniture in their house. Her mother encouraged Ann to become a doctor, and

that is the path she took.

She also took up sports, playing for the women's basketball and field hockey teams and even men's golf when the team did not have enough players to compete. "The thing that sports did for me was it helped me get organized," she



Tyler Roquemore '22

said. "If I had golf practice or basketball practice, it would allow me to organize my time to study a little bit better."

For Lon, too, having to balance school, work and extracurricular activities led him to hone his organization skills. He worked the breakfast shift in the dining hall his first year, while playing tennis and joining up with country dancers.

"If you're working at 6 a.m.," he said, "you have classes all day and then go to country dancer practice right after tennis practice, you have to be organized or you're never going to get where you need to be."

Lon had grown up in nearby London, Ky., on the campus of Sue Bennett Junior College, a Methodist-affiliated school where his father was president. Growing up on a college campus meant frequenting the college library and playing at the tennis courts. It would be a long time before he realized that Thanksgiving dinners with international students was not the norm for everyone.

"I grew up thinking that was normal, that that's what Thanksgiving was all about," he said. "It wasn't really until I reflected on it years later that I recognized that was probably not the norm for southeastern Kentucky in the 1960s."

Lon didn't grow up knowing what he wanted to do, but after taking biology classes at Berea, he decided to major in the subject. He met Ann in those classes and asked her what she planned to do with her degree. She revealed she was going to medical school, so Lon decided that's what he was doing, too. In the meantime, he played tennis and took Berea College to nationals his junior and senior years.

Both Ann and Lon graduated from Berea without any debt and went on to medical school at the University of Kentucky with the assistance of grants from the Appalachian Fund, now the Berea College Appalachian Fund, with the mission of improving the general education, health and physical well-being

TWICE IS ENOUGH

Sometimes a little faith pays dividends. Lon Hays has experienced this twice in his life and loves to tell the story of a pair of struggling medical school students who were once strapped for cash. It was around 1982, and the newlyweds had a tight budget. Lon sent up his prayers over the family's finances and went out to wash his car.

"What's momentous about this," he said, "was that it may be the only time I've ever washed a car. My dad always said, you know, it'll rain."

And rain, it did, though not in the way he expected. As he was cleaning off the floor mat on the driver's side, Lon found an envelope beneath the brake pedal containing \$600 in traveler's checks left over from his honeymoon that he had forgotten all about.

The money helped the couple get through that semester, but not too long later, money was again in short supply. Again, Lon prayed about his financial situation and traveled to meet Ann and his father-in-law at the Keeneland horseracing track in Lexington. A friend gave him \$2 to bet the Daily Double in the first race. Lon's horse lost, but there by his seat was a ticket someone had dropped on the ground. It contained a bet on the second race, a 50-to-1 longshot on the No. 2 horse. Lon describes a scene like out of a movie, with the favorites beating the pack all around the track until, suddenly, in the last furlong, the No. 2 horse began to gain ground.

"The two came from the dead rear and blew everybody away," Lon said, and the winnings from the ticket he found on the ground amounted to more than \$300.

"That money lived in my sock drawer for the rest of the semester," he related.

That was the last time Lon prayed for money.

"I don't want to abuse that privilege at all," he explained. "Twice, but you know, I'm not going to do that anymore."

of people in Appalachia.

After three years in medical school, Lon still didn't know what kind of doctor he wanted to be. Nothing so far had called to him.

"I was always amazed at the people in our class who immediately knew that they were going to be a surgeon, or they were going to be an emergency room physician," Lon said. "I had no clue. Then our psychiatry rotation came along, and for me, it was like the sun came out and the clouds parted. I realized I had found my niche in life."

While Lon pursued his newfound love of psychiatry, Ann went into family medicine and took a job at the University of Kentucky University Health Service for students and employees. She's still there 37 years later and is now the director. When Lon finished his residency, he joined the faculty at UK and served as the chair of the psychiatry department for 20 years. In addition, Lon once served as the president of the American Board of Addiction Medicine.

Both credit Berea for fostering a good work ethic, study habits, organizational skills and acceptance of people. In fact, Lon says that while serving on the admissions committee at UK's medical school, he learned what a great reputa-

tion Berea students had for being good students and workers. He, too, has taken a sense of pride with him into life after Berea.

"Serving in the cafeteria," he explained, "I was making 61 cents an hour. I had as much pride in that job as I have in my career today."

Ann and Lon also believe the diversity at Berea helped them in their careers. "Berea gave me a diverse education," Ann said. "I can communicate with my patients better because of that."

Lon added, "Because of Berea, I have an appreciation for things in life that I might not have had otherwise. Berea furthered my ability to be open and accepting of all ethnicities, genders, lifestyles, etc. It has certainly been an asset to my career."

Both Ann and Lon say their greatest achievement in life has been the rearing of their three children, all of whom played varsity tennis at Centre College, and all of whom have become very successful in their own right. From time to time, Ann still draws, and she imagines a retirement filled with art. Lon, who has stepped down from his administrative roles, is focused on research and teaching others how to help people struggling with addiction. ■

Up, Not through: A Work College in Brief

By Jason Lee Miller

The common narrative on work colleges is that students work their way through school, paying off their tuition with their labor. It may be the common narrative because that has been, historically, the simplest way to explain it. But like many popular accounts, the reality is a bit different—and a lot more complicated.

A longer, but still relatively simple version, is that Berea College students work off a portion of their tuition, but not nearly all of it. In fact, working off the annual tuition at Berea (more than \$44,000 currently) at 10 hours per week would mean each student is paid about \$138 per hour. The more complicated reality is that students, with various hourly rates depending on level of responsibility, and in combination with government grants, are making more than \$30 per hour, with the bulk of that

money going toward their tuition in the form of a scholarship, and a portion of it coming back to them in the form of a tax-free paycheck for their incidentals. The remainder of the tuition is a gift, given by a multitude of donors through the decades.

Berea is the only work college that provides students with a regular paycheck. At most other work colleges, the entirety of student labor is applied toward tuition, and there is still a tuition remainder that must be paid by the student. All work colleges have the goal of reducing student debt, but Berea College is unique in that no admitted student is presented with a tuition bill that often must be covered by student loans. Berea College remains a nonprofit, philanthropic institution that provides the kind of education typically reserved for wealthy students, with the

additional and parallel feature of a work program that provides professional experience and education at the same time.

Berea's work program has learning goals, just like in the classroom. As students progress to more skilled and responsible levels of work, including becoming supervisors, managers or other kinds of leaders, they also learn to intertwine work, learning and service. According to Collis Robinson '13, Berea's dean of Labor, the program provides students with experiential learning opportunities through work, and learning often overlaps with a student's academic experience.

"Given that all students work, the labor program makes it possible for students to know each other as co-workers as well as classmates," Robinson said. "More importantly, linking aca-

demics and labor establishes a pattern of learning through work that follows students long after college."

Berea College is one of 10 federally recognized work colleges in the nation, and one of nine in the Work Colleges Consortium (WCC), which ensures that work colleges are in compliance with federal regulations. The other schools in the WCC are Alice Lloyd College (also in Kentucky), Bethany Global University, Blackburn College, College of the Ozarks, Kuyper College, Paul Quinn College, Sterling College and Warren Wilson College. Each school is unique and has its own model, but they share the requirement that all resident students work on campus. All work colleges are approved and overseen by the U.S. Department of Education and must meet federal requirements for operation. Though work requirements vary by institution, most require students to work a minimum of 10 hours per week.

Federal regulations also require work colleges to have a dean of work, who is called the dean of labor at Berea. There are many regulations, including those requiring compliance with the Fair Labor Standards Act. At Berea, there are

more than 30 regulations the program must pay attention to, like timely payment, ensuring students clock-in and have their time verified, having a job description for every position and making sure students are not doing homework on the clock. There are penalties for noncompliance for schools and administrators that parallel non-compliance in a regular academic program.

Money for the labor program at Berea is partially covered by government grants, but grant money must be matched dollar-for-dollar by the College. This means the labor program is more of an expense than a way to reduce operational costs. In total, this system covers about 25 percent of tuition. The rest must be covered by endowment returns and annual fundraising.

Perhaps a more accurate phrasing is that Berea College students work their way up, not through. With a mission to educate the whole person—academically and professionally—Berea College is among the nation's leading institutions in generating social and economic mobility for bright students who

otherwise could not afford a quality college education. The academic program paired with the labor program uniquely prepares students for the next level, and the proof of concept is in their success after they leave school. That, in part, is what we call "the value of free."

THE BERA COLLEGE LABOR PROGRAM IS DESIGNED TO SERVE THE FOLLOWING PURPOSES:

- Support and provide through experiential learning opportunities the learning of skills, responsibility, habits, attitudes and processes associated with work.
- Provide and encourage opportunities for students to pay costs of board, room and related educational expenses.
- Provide staff for College operations.
- Provide opportunities for service to the community and others through labor.
- Establish a lifestyle of doing and thinking, action and reflection, service and learning that carries on beyond the college years.

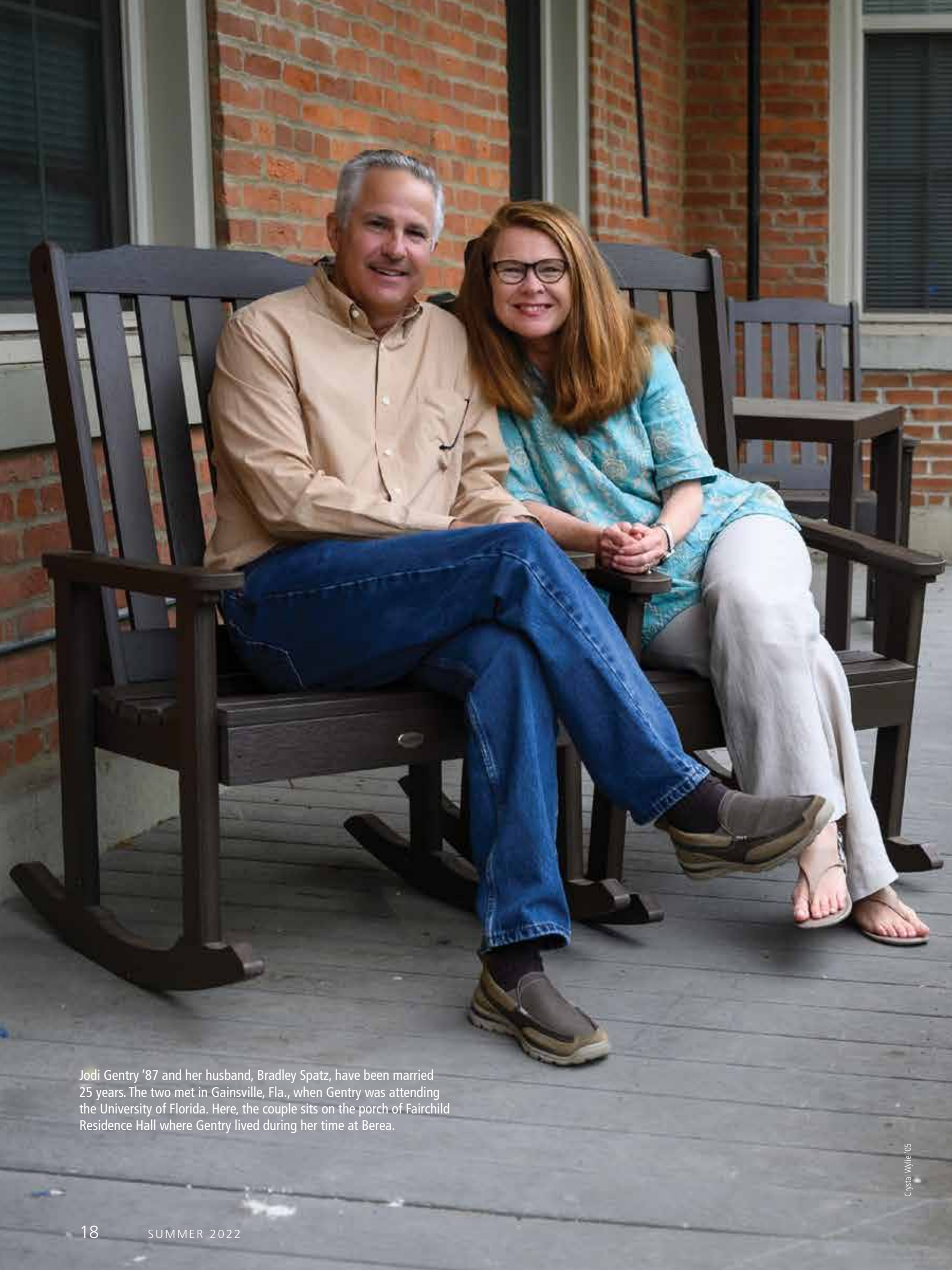
\$44,300 Cost of tuition for the 2022-23 academic year:

LABOR GRANT: **\$9,000** per academic year

\$5.80 **LOWEST HOURLY RATE:**

Labor Grant + lowest hourly rate = \$33.92 per hour





Jodi Gentry '87 and her husband, Bradley Spatz, have been married 25 years. The two met in Gainesville, Fla., when Gentry was attending the University of Florida. Here, the couple sits on the porch of Fairchild Residence Hall where Gentry lived during her time at Berea.

Crystal Wylie '05

The Handshake *Jodi Gentry '87*

By Abbie Tanyhill Darst '03

In the early part of the 1980s, as Jodi Gentry '87 was thinking about college, her options were not limited. Though living in rural Florida in a single-income household, she had never experienced poverty. Gentry's educated parents had taught her the power of education, and they believed, as she approached college, that the work ethic she would develop at Berea College would serve her well. Of course, they knew firsthand what to expect from Berea, because they were products of Berea themselves—Jacquelyn Blair Gentry '60 and Frank Gentry '59 had met and married at Berea College nearly three decades before.

"I couldn't have predicted how things would have gone in 1983, but Berea's been with me all along," Gentry said. "My origin story is not one without options. However, Berea was an incredible option for me and transformational on many fronts."

At 17 years old, Gentry boarded a plane and left home alone for the first time in her life. She stepped off that plane to a waiting John and Becky Cook—Berea's admissions director and his wife—who introduced her to Berea's welcoming and supportive environment.

"Berea was very welcoming," Gentry said. "I had a roommate with whom I lived all four years. There is a certain independence that happens when you're that far from home, but there is enough structure that you don't lose your way. And I was surrounded by people who were welcoming and supportive out of the gate, and I had a community from the beginning."

As Gentry navigated her way through Berea, she majored in English

and worked two years in Admissions and then went on to become the business manager for a theological journal in the Philosophy and Religion department.

"During this time at Berea, these experiences instilled in me a deep appreciation for the range of professions and people, in addition to exceptional faculty, that higher ed requires to fulfill its mission," Gentry said. "It was foundational in clarifying the transformational impact that education can have on an individual and, by extension, a family and community. Berea became my compass and allowed me to form a narrative about the value of education and work. And it influenced my thoughts on equity and inclusion. It became part of my general ethos."

Gentry carried those convictions with her into graduate school at the University of Florida (UF), where she earned a master's degree in public relations while serving as a graduate assistant and so continued to work as a contributing member of higher education. While at UF, Gentry completed an internship in Human Resources, which eventually opened the door to her career. Her time in HR made her aware of the knowledge, skill and behaviors employees need in a workplace, and she was intrigued. Her internship led to a position as HR's professional communicator. She then took on training responsibility and moved up to a leadership role in that area. Gentry left UF for a short time but was recruited to come back and eventually was promoted to the top role, vice president of University of Florida Human Resources.

For Gentry, Berea's work program was a powerful part of her education.

She sees the intersection of knowledge and capability as an important component of the impact higher education can have on a life.

"Berea is a handshake, not a gift," Gentry said. "There's a handshake of the work you do and the incredible endowment that Berea uses in a savvy way that distinguishes it among its peers across the country. That handshake and understanding the value of contributing to the place where you're also learning was transformational for me."

"It's the idea that education is available and working alongside of that is how you navigate life and become a person that you can be proud of what you accomplish," she continued.

The connection of work and education followed Gentry throughout her career, until her retirement early this spring. And as she reflects on the full circle of her life, she sees that Berea did, indeed, give her a gift.

"I didn't even realize at the time the incredible gift that being debt-free has for someone—it gives you more options," Gentry said about how Berea set her up for a successful career. "I had the option to go to grad school without fear—I knew I could manage that. It positioned me to be able to pursue grad school and other education, and that translated to a professional life for me of more than 30 years at the University of Florida. All because I didn't have the immediate obligation of trying to figure out how to repay that debt."

"The value of free is about making education more meaningful for all," she added. "And for me, it's that handshake. The skills and life experiences you gain—that's the value of free." ■

The Value of Free: The Alumni Executive Council Responds

Question

How did receiving a
tuition-free education
affect your life?

Question

What opportunities
were you able to pursue
because you graduated
with little-to-no debt?

Responses

Debt free, start earning money right away.

Greater opportunity in traveling the world.
– Carlos Verdecchia '91

I was able to graduate with minimal debt from a tremendous school. Not having hundreds of thousands of dollars in student-loan debt hanging over my head allowed me to focus on building savings to be used for current expenses and emergency spending.

I was able to pursue internship opportunities and other career opportunities that I don't feel I would have pursued were I to have lots of debt to pay off right away.
– Joe Saleem '08

A tuition-free education allowed me to begin an independent lifestyle as I began my nursing career. I left the college with a small savings thanks to the student work program, which also allowed me to pay the down payment on an apartment. Basically, I began my adult life and career independently.

Being debt free allowed me to examine nursing jobs in other (locations) than my hometown.
– Sherry McCulley-Hall '81

*I could travel
the world.*

I pursued a doctorate.

I would not have been able to pursue a college education with full effort and attention to learning. It would have been necessary for me to work to meet tuition expenses at other institutions. Because of my family's financial status, I could not have qualified for college loans. I had two younger brothers whom my parents needed to support in our [tobacco] sharecropping family. Our parents wanted us to go to college but had been very honest in letting us know that they could only support us through high school graduation. After that, we were on our own. As with so many Berea students, I very easily qualified on the basis of financial need (as did my brother, who started at Berea the fall of my graduation year).

I pursued a doctorate (which was 100 percent covered by a federal grant for both tuition costs and living expenses) and subsequent postdoctoral work (also covered 100 percent for research and living expenses). Most importantly, throughout my long career, I never had to give first priority to what a job would pay because I had no educational loans that I owed. This left me free to choose career pathways that meshed with my interests and skills without undue fiscal constraints.
– Donna Dean '69

*I chose a career
I loved.*

There was never a moment in my childhood when my parents did not encourage me to go to college. However, our family did not make much money and certainly did not have a financial safety net to fall back on in hard times. Berea's tuition-free scholarship alleviated the financial pressure on my family to pay for my education and opened doors beyond graduation for me to pursue my dreams.

Graduating with no debt allowed me to pursue several lifelong dreams without the pressures of financial burden. I was able to study abroad for a

It was an opportunity to acquire an education that aided me in building my future.

Having very little college debt enabled me to have a favorable "debt-to-income score," which helped me purchase my first house.
– Alonzo Allen '84

I bought a house.

I've spent over 20 years working in higher education. I've heard horror stories of students overwhelmed with debt or having to work multiple jobs to pay for their education. It comes to the point where trying to pay for school becomes more of a priority than attending school. I am incredibly fortunate that I didn't have either of those experiences and could simply focus on my time at Berea without the need or worry of having to figure out how to make money to stay in school.

I went to graduate school knowing that any money I might need to take out for that wouldn't be added to an undergraduate loan. It was incredible to eventually have three degrees, including two graduate ones, and graduate nearly debt free. It truly is a rarity today.
– Geoff Bartlett '93

graduate degree, purchase a brand-new car, build a savings account and travel. I am forever grateful to Berea for providing the path to explore, learn, serve, work and become the person I am today.
– Ethan Hamblin '14

*I pursued
my dreams.*

Continuing to Learn through Service

CELTS Students Adapt Programs to Pandemic Conditions

By Staff writers with CELTS Student Program Managers

Adaptability serves as a perennial guideword for the community-engaged work of students in the Center for Excellence in Learning through Service (CELTS). Adjusting plans and programs to the realities of day-to-day life is part of working in community, and students' skills of adaptability have been well-utilized during the COVID-19 pandemic. Some of the innovations developed during the pandemic will inform the work of CELTS into the future, offering expanded ways of serving with the community. For example, the Berea Tutoring Program developed an option for remote video tutoring, which will continue to be offered alongside traditional in-person tutoring options.

"We have developed new skills and practices during the pandemic that will strengthen the work of CELTS into the future," said CELTS Associate Director Sarah Rohrer.


Students' outreach and community-engaged work through CELTS has looked different during the pandemic, but it has never stopped. In the most recent academic year, CELTS students welcomed increased opportunities for in-person programming as pandemic circumstances allowed.

"Our services have been very different compared to what [they] used to be, but our purpose is still the same," reflected Bonner Scholar and Berea Buddies team member Wilmer '23. "I

know that when things get better, we will be able to go back to seeing those connections and relationships flourish in the CELTS space."

Looking forward, Rohrer said, "While we've been grateful to strengthen our adaptability muscles during the pandemic, we are also heartily looking forward to a new normal. We look forward to once again hosting hundreds

of Berea College student volunteers each semester, with a variety of opportunities to be engaged in the Berea community through more than 40 hours of programming a week, serving populations from kindergarten to senior citizens."

Enjoy a glimpse into a few of the service and community-engagement programs offered by students through CELTS this year. 



The Habitat for Humanity program collaborated with the Madison and Clark County Habitat Affiliate, using Bonner Community Funds, to support a repair program, including building a new accessibility ramp for a community member. "[Building the ramp] represented a significant community-building experience for the Habitat team, as we worked alongside each other, met an actual member of the Berea community and once again showed the town that our work is expanding back into the local sector," said Bonner Scholar and Habitat for Humanity team member, Chase '24 (second from right).



Adopt-a-Grandparent (AGP) volunteers have traditionally visited with and provided programs for residents of long-term care facilities. Since in-person visits were not possible during the pandemic, AGP team members created door decorations for each resident's birthday alongside holiday cards for each resident. They also created "craft-to-go" kits to provide additional opportunities for creativity and socialization. Throughout the year, at events like Mountain Day, the AGP team invited students from across campus to make cards that were delivered to residents.



In collaboration with local schools, Berea Buddies created school-based and remote programming for children, including Buddies Backpacks filled with craft supplies and activities. "Berea Buddies is important because we give children the opportunity to be seen and heard," said Bonner Scholar and Berea Buddies team member Jenna '24.



Through the Hispanic Outreach Program (HOP), students offered Spanish-language classes and tutoring, translated written materials into Spanish for organizations like the Madison County Public Library and the Madison County Clerk's Office, and offered on-campus cultural and educational programming through HOP Talks and the annual Dia de los Muertos altar. "It was beautiful hearing the reasons why our English-speaking [participants] wanted to learn Spanish. As a result, we understood each other on a more personal level and created a welcoming environment to learn Spanish," said HOP team member Ofelia '23 (pictured).



First-Year Bonner Scholars led a series of afterschool programs for students at Berea Community Middle School. They also collaborated with various community partner organizations for short-term service projects, including cooking meals for the Berea-based Room in the Inn seasonal shelter for individuals without permanent housing.



Students in service-learning courses collaborated with community partner organizations to build beehive habitats, databases and websites to provide programming and program materials for students from elementary age through adults. A student in TAD 140, Design Production in Wood, taught by Engineering Technologies and Applied Design Professor Dr. Gary Mahoney '82, said, "It's different from other design classes because in those you're not really working with anyone in practice. But in this class, we can apply what we're learning. We're serving a purpose, so it's really different. Usually, we're doing projects for ourselves or for a grade, but now it's for someone."



THE BRIGHT IDEA

by Jason Lee Miller

For Zy Garrett '22, the magic is in the details. So, when the opportunity arose to design color blocks for Berea's new line of quilts, launching this autumn, she was excited.

"I like things that are very detailed," she said. "I look at the time and the effort. It means a lot because I know what it feels like to work so hard on something. Once you get it done, you feel so good inside."

The engineering technologies and applied design (ETAD) major and computer science minor chose a yellow called "Bright Idea" for her color block, with the name and the color calling out to her. All the pieces of quilt Zy has made have featured a yellow block at the center.

"We have a lot of freedom in designing and making the quilts," she said. "That means much more. I had the freedom to create, and that makes the quilt much more personal."

Each quilt can have as many as nine students working on it, each sewing in their personal and meaningful quilt block patterns and colors. The tag on the quilt reveals the names of the quilters, their graduation years and majors. This is the first line of quilts Berea has ever produced.

These quilts, and everything being produced in the weaving studio today, are so different than what was made in years past, which relied on established historical designs and patterns. Today, students are encouraged to bring their design ideas and creativity into everything they make. "I think they're going to be well received," Zy said.

Aside from a trip to Washington, D.C., with the Craft Education and Outreach Program, Kentucky is as far away from her Oxford, Ala., home as Zy has ever been. An artist at heart and a self-described perfectionist, she got her start painting murals and designing t-shirts while volunteering at her hometown library. She aspires to become an animator and graphic designer. But first, she's going to South Korea to teach English to kindergartners.

"I really like being around kids and seeing the things they come up with," she said. "I love their energy. They're so funny, and they're so cute."

In preparation for her journey across the globe, Zy produced a stop-motion animated video to help her teach children the English alphabet.

"I've loved animation ever since I was little," she said. "I was always watching Pixar, Disney, etc., and I just love the detail and the time that people put into making graphic designs and animation."

Now at the end of her collegiate years, Zy says Berea has been a blessing. "I don't think I'd be the person I am today if I didn't come here," she said. "Berea changed me in a good way. I've become a better person. I feel more outspoken and more open to experiencing different things."

Photo by Amir Aref '25



EVERY PIECE TELLS A STORY

When you purchase a handmade Berea College Student Craft product, you are buying much more than a quilt or a blanket. Each piece is imprinted with the identity and heart of the student who made it.

Berea's new quilt line launches this fall.

BEREA COLLEGE
STUDENT CRAFT - 859-985-3220 - bcstudentcraft.com

Four Bereans Inducted into New Sports Hall of Fame

In April, four Bereans were inducted into the inaugural class of the Madison County Sports Hall of Fame. The Class of 2022 included Irvine Shanks '58, Billy Evans Fd. '50, Earle Combs Acad. 1912 and Don Richardson.

A Richmond, Ky., native, Shanks overcame the color barrier in Kentucky while playing basketball for Berea in the 1953-54 season. Shanks was the first African American to play for Berea College and the third to compete for a college team in Kentucky. The first two were from Bellarmine College: Ted Wade (1950-1951) and Freeman Franklin (1952-1953). Along with breaking the color barrier, Shanks was a member of the 1955 Berea team that upset Georgetown College to win the Kentucky Intercollegiate Athletic Conference Championship.

Combs was a centerfielder for the New York Yankees and batted leadoff for the famed Murderer's Row lineup of the 1920s. He was inducted into the Baseball Hall of Fame in Cooperstown in 1970. During his 12 years in New York, he helped lead the Yankees to four American League pennants and three World Series. He was inducted into the Kentucky Sports Hall of Fame in 1963.

Evans, a Berea native, was a standout high school tennis and basketball player at Berea Foundation School. He captured two Kentucky state high school tennis championships. He went on to play both sports at the University of Kentucky from 1953 to 1955, playing basketball for Coach Adolph Rupp. Evans also played for the 1956 gold medal-winning U.S. Olympic basketball team. He was inducted into the Kentucky Sports Hall of Fame in 1988 and the University of Kentucky Athletics Hall of Fame in 2005. His No. 42 jersey hangs in the rafters of Rupp Arena.

Richardson is the winningest high school baseball coach in the history of the Kentucky High School Athletic Association (KHSAA) with an 85.8 winning percentage. During his 35 years as coach at Madison Central High School, he compiled a record of 952-157 and guided the 1982 Indians team to a 40-0 record en route to the KHSAA Championship and the USA Today National Championship. Richardson also coached Madison Central's basketball team for 15 years, compiling 350 wins and leading the Indians to their first KHSAA Sweet 16 appearance in 1987. He was inducted into the National Baseball Coaches Hall of Fame in 1998, the KHSAA Hall of Fame in 2002, the

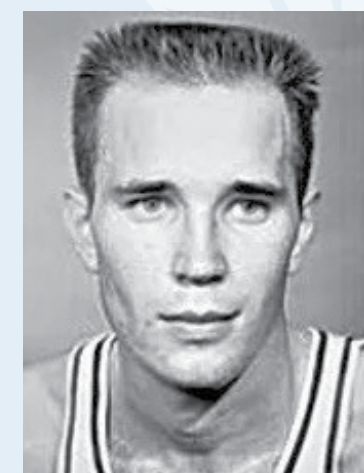
Kentucky High School Baseball Coaches Association Hall of Fame in 1998 and the Eastern Kentucky University Athletics Hall of Fame in 2019 for his pitching performance in the mid-1950s. After his high school coaching career, Richardson coached Berea College's baseball team from 1997 to 1999.

The Madison County Sports Hall of Fame enshrines individuals who have excelled as

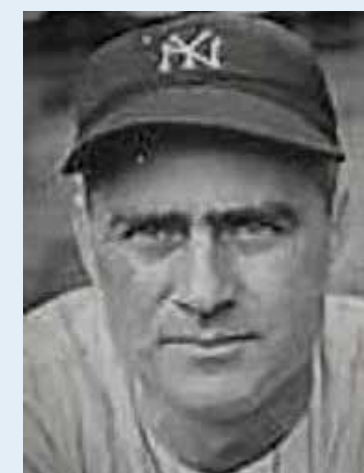
athletes, built outstanding coaching careers, served in valuable administrative and community sports leadership or volunteer roles, been instrumental as members of the sports media or sports information director professions in keeping the community informed of sports achievements and recognizes special teams that have achieved significant honors and milestones.



Irvine Shanks '58



Billy Evans Fd. '50



Earle Combs Acad. 1912



Don Richardson

Berea Joins New CCS Athletic Conference

Berea College is one of nine member institutions of the USA South Athletic Conference (USAS) that have officially been approved by the NCAA as a new Division III athletic conference, following a planned separation of USAS. This new conference, the Collegiate Conference of the South (CCS), also will include Agnes Scott College, Belhaven University, Covenant College, Huntingdon College, LaGrange College, Maryville College, Piedmont University and Wesleyan College.

The USAS was the nation's largest NCAA Division III conference, with 19 member institutions. After years of internal discussions, the USAS Presidents Council formally committed to the establishment of two viable conferences. The new CCS was officially incorporated in Georgia on Jan. 12, 2022.

The name, Collegiate Conference of the South, is indicative of the schools' geographic identity and shared commitment to academic excellence, which is commensurate with the NCAA Division III philosophy. The CCS will compete in 14 championship sports beginning in fall 2022.



Berea College Constructing Second Hydroelectric Generating Plant

Berea College is building on the success of the Matilda Hamilton Fee Hydroelectric Station at Lock 12 on the Kentucky River by partnering with Appalachian Hydro Associates to build a second hydropower plant 35 miles upstream at Lock and Dam 14 near Heidelberg in Lee County.

As the Matilda Hamilton Fee Hydroelectric Station project matured, and began receiving returns on its investment, the Board of Trustees permitted the College to proceed with this second project.

The Lock 12 project—the first new small hydro project built in Kentucky in 94 years—allowed Berea College and its partner Appalachian Hydro Associates to learn valuable lessons that are being carried over to the new project. Additionally, new equipment options and design concepts are available, allowing Lock 14 to produce 30 percent more power.

With this second project, the existing electrical usage of Berea College will be more than entirely offset by hydropower.

"With our new project at Lock 14, Berea College is once again demonstrating its commitment to environmental sustainability," Berea College President Lyle Roelofs said. "We can do something that's operationally sustainable, we can be a model for other organizations and we can do something that will benefit the economy in the counties that have been hampered by national changes in the economy," he added.

As with Lock 12, revenues generated by the project will help support Berea's mission of educating students of limited financial means from the Appalachian region and beyond.



Berea College Conducts First In-Person Commencement in Three Years

Berea College recognized 260 students during the first in-person spring commencement ceremony in three years due to COVID. This included 45 students who graduated between 2020-2022. The 215 graduates for 2022 represented 18 different countries.

Guest speaker Geoffrey Canada, globally renowned president and creator of the Harlem Children's Zone and advocate for education reform, spoke during the ceremony on meeting challenges facing our youth.

Canada was raised by a single mother in the Bronx, one of the most disadvantaged communities in the United States. Overcoming those challenging circumstances, he earned a bachelor's degree from Bowdoin College and a master's degree from the Harvard Graduate School of Education. Committed to providing opportunities for success through education to other children growing up with similar challenges, Canada created the Harlem Children's Zone, a cradle-to-career network of programs serving more than 13,000 low-income students and families in a 97-block area of central Harlem in New York City.

In 2010, President Barack Obama created the Promise Neighborhoods Initiative to replicate Canada's model across the country. In 2011, Canada was named one of *Time's* most influential people and in 2014, one of *Fortune* magazine's 50 greatest leaders.

"The promise I made as a teen, that I would get a great education and come back to rescue the children trapped in our urban ghettos, was something I took seriously," Canada said during his remarks. "And I have spent my life trying to keep that promise."



Cyril Wylie '05



Berea Student Receives National Honor

SHAPE America—Society of Health and Physical Educators honored Jaden Johnson '22 as a Major of the Year during the organization's 136th National Convention and Expo.

The award celebrates outstanding undergraduate students in the health, physical education, recreation and dance professions who are nominated by a faculty advisor or professor.

"The outstanding achievements of future professionals like Jaden are integral to the future of SHAPE America and our profession," said SHAPE America President Terri Drain, the founder and coordinator of the Health and Physical Education Collaborative.

Johnson has been an active participant for the Families and Schools Together (FAST) program at various local schools for the past three years and has grown throughout her time working with children and youth. At first, Johnson was a participant who helped implement the lesson plans that were already created. As Johnson grew in her teaching, she took on more mentoring roles by creating and implementing the lesson plans and assisting to evaluate her peers.

"Receiving this award is not only an honor to me, but also my professors, family and mentors who have made this achievement possible," Johnson said. "As I continue with my academic endeavors, with a mission to increase accessibility and inclusivity for those who are differently-abled, I will carry this achievement with me as encouragement to keep moving forward."

Johnson graduated in May with a B.S. in health and human performance P-12 education.

Money Names Berea College 10th Best in the South

Money Magazine has named Berea College its 20th overall Best College and the 10th Best College in the South. Editors also found Berea College to be the best college in affordability. While they do not compile a separate list for affordability, their scoring formula captured Berea as having the best score of all the colleges in their ranking.

"We are excited about *Money's* recognition of Berea College in this year's rankings," said Berea College President Lyle Roelofs. "As we continue to fulfill our commitment to providing educational opportunities to students who have great promise and limited economic resources—primarily from Appalachia—being recognized for that work ultimately helps us get the word out to students across the globe that even if they think they cannot afford to go to college, at Berea College, they may have that opportunity."

To compile its 2022 Best Colleges list, *Money* looked at more than 2,400 four-year colleges with sufficient data and above-average graduation rates. From there, colleges were scored on 24 measures in three areas: quality, affordability and outcomes. In short: quality measures focus on graduation rates; affordability is weighed on the net price of a degree, student and parent borrowing and loan repayment rates; and outcomes are based on median earnings, the share of alumni working and the share of alumni earning more than other high school graduates.



Board of Trustees Elects New Member



Brenda Guy Lane '79 has been elected as a member of the Berea College Board of Trustees.

After graduating from Berea College with a psychology degree, Lane was employed as a social worker with the Greenville Hospital System for 20 years. In 2000, she was hired as a selection/intake coordinator with the

Governor's Office Continuum of Care Program in South Carolina. She later was assigned to the role of service coordinator until her retirement in 2017.

Lane was the recipient of the Carter G. Woodson Award at Berea College in 1994 and the Alumni Loyalty Award in 2012. She has continued to volunteer as an Admissions alumni ambassador since 1986.

Lane has served on numerous community and agency boards. She is also very active in her church, Enoree Baptist Church, in Greenville, S.C., where she serves on the Hospitality Committee and is one of the youth advisors. She currently resides in Maudlin, S.C., with her husband, Bill Lane '76.

As one of four Alumni Trustees on the board, Lane was nominated by the Alumni Executive Council and will serve a six-year term. Other Berea alumni serve as regular members of the Berea College Board of Trustees.

ACHIEVE THE
Return of a Lifetime

WITH A GIFT ANNUITY AT BEREA COLLEGE

“We are grateful for Berea College.
The charitable gift annuity financed our
good lives in assisted living.”

Franklin Parker, '49, age 101, and
Betty Parker, '50, age 93

SAMPLE ONE LIFE RATES	AGE	RATE
Rates are set by Berea College and informed by the American Council on Gift Annuities.	55	4.1%
	65	4.8%
	75	6%
	80	7%
	90+	9.1%

At age 101, Franklin Parker isn't slowing down. Neither is his 93-year-old wife, Betty. They enjoy swimming and walking among the gardens in their retirement community and living a care-free lifestyle thanks to the guaranteed payments for life from their charitable gift annuities at Berea College. As proud alumni who benefitted from a tuition-free education, the Parkers are investing in Berea's promising students — guaranteeing they have limitless opportunities for success.

BEREA COLLEGE

CALL (800) 457-9846 • EMAIL giftplanning@berea.edu • ONLINE berea.giftlegacy.com

Photo by Crystal Wylie '05

BORN FOR GREATNESS:
KELVA NELSON

By Chad Berry



Most teachers are made, but a few are born. The late Kelva Nelson '79 seemed to have been destined to be a teacher. For three decades, she brought to life her calling to teach and develop second graders into young learners at Crabbe Elementary School in Ashland, Ky. A 2007 newspaper article honoring her said, "She is a master at getting the best out

of her young students." Plenty of people—not just her students and their families—seemed to notice Nelson's teaching mastery. In 2007, Nelson was named an American Star of Teaching by the U.S. Department of Education (USD OE). It was said at that award presentation by the then-deputy assistant secretary in the Office of Elementary and Secondary Education for the USD OE that Crabbe "[had] one of the best teachers in the nation right here in your school." Nelson was the only Kentucky teacher to receive this award.

"My son came out of her class a better person, not just a better student," said one parent who nominated Nelson for the award. In Kentucky, teachers can retire after 27 years, but in 2014, after 29 years of teaching, Nelson said, "I love what I do. I feel this is what God put me on Earth to do."

After 33 years of teaching, Nelson did retire but continued to serve as a substitute teacher.

Outside her classroom, she also taught and supported young people. At Christ Temple Church in Ashland, where her father was a long-time pastor, Nelson attended and served for 60 years as the church's youth director, Sunday School teacher, youth and adult choir director, after-school tutor, youth theatrical director and praise and worship leader.

Nelson was married to Ernest Nelson, and they had two sons, Andrew and Austin, and six grandchildren. She passed away on June 19, 2020.



The family of alumna Kelva Thomas Nelson '79 accepted a posthumous award on her behalf. Ms. Nelson was honored with the distinction of Distinguished Alumna.

THE GIFT OF TEACHING: LESLIE PARKER BORHAUG

By Chad Berry

For Leslie Parker Borhaug '90, mountains have figured prominently in her life. She was born in the mountains of North Carolina but was raised in mountainous Switzerland as a child of missionaries Jonlyn and G. Keith Parker '58. As was the custom at the time, children of missionaries were expected to attend the local schools, which meant Leslie first learned to read and write in German, although her primary spoken language was English. Despite her struggles with becoming bilingual, she enjoyed school because of the diversity she encountered, learning about various cultures, and the importance of tolerance. After graduating from high school, Leslie returned to the United States to attend Berea College, where she realized she had a passion for teaching.

In 1991, Borhaug and spouse, Tore, moved to the mountains of North Carolina, and Leslie began teaching at a middle school in Brevard. For her work with at-risk children, she was named the county's Teacher of the Year. Leslie and her students wrote and self-published three books about the county's history, which won awards from North Carolina's Society of Historians.

After 16 years of teaching, Leslie chose to stay home with her children, at which time she discovered that her first-grade daughter was not reading at a first-grade level, which concerned the teachers enough to have her evaluated for reading intervention services. Leslie observed that her daughter preferred to look at the pictures on the page and then create her own stories rather than read the "boring" words on the page. As an intervention strategy, Leslie decided to write her own story that her daughter would have to read every day when she came home from school. There were no pictures, and the story was complex, up to a third- or fourth-grade interest level, but the words and structure were written on a first-grade level. After eight weeks, her daughter was tested, and the school was shocked to find she was reading on an advanced first-grade level. She laughed when her daughter reached fourth grade and suddenly qualified for Academically Gifted in



Crystal Wylie '05

Reading, and Leslie's passion for Hi-Lo books took flight.

She co-wrote the book "Sons of Mercy and Justice: A Transylvania Story" with her father as well as three other books under the pen name L.B. Tillit. In addition to winning awards, L.B. Tillit books have positively impacted struggling readers and English-as-a-second-language learners in classrooms across the United States. Leslie also earned her master's degree in reading and literacy from Benedictine University. In 2020, she established My Easy Read Books, LLC, to create a platform for the type of books she believes engages

readers and builds fluency.

Leslie continues to advocate for struggling readers who need to be reminded that it is never too late. Through school and into the early adult years of her life, Leslie also struggled with reading and spelling. It was at Berea where so many teachers were able to see past her spelling issues and embrace her ideas and passion. She was never disparaged but was given every opportunity to grow and excel in areas that mattered. Her teachers, especially Dr. Kathryn Akural, always saw her heart for teens and mentored her even beyond the four years at Berea. She is forever grateful.

VALUES IN ACTION: TORE BORHAUG

By Chad Berry

Tore Borhaug '90 was the first student from Norway to attend Berea College. He graduated with a degree in business administration and earned an MBA at the University of Colorado at Boulder the following year. He has a calling to combine social work with business, which led him and his wife, Leslie, to Brevard, N.C., the following year.

In Brevard, he spent five years trying to start different kinds of businesses. And then he heard of a need in the community: a home for the elderly. Tore learned all he could about assisted living, eventually developing a business plan based on a model he learned from Berea College professors Ed McCormack and Wayne Tolliver.

Tore's Home was created in 1996. An investor read his business plan and helped him buy the first building and provide a loan for renovations. Over the years, he has added more facilities, with a total of 11 buildings in two counties. He has also added a home-care division, where caregivers assist people and facilitate them remaining in their own homes.

Tore's efforts did not stop, though, with providing quality care for the elderly. He was also concerned about his own employees, adopting what he calls a Berea College philosophy of giving people opportunities that had previously eluded them. In a 2017 employee survey, he discovered that employees had a need for after-hours childcare, affordable housing and transportation to and from work. He set to work, creating business plans to improve the quality of life for his employees.

He learned the North Carolina regulations allowed employees' dependents aged 6 and older to come to work. And this possibility had a double impact—on not just the employees but also the quality of life of the residents. To mitigate the effects of misbehavior from the dependents, he eventually decided to start an after-hours childcare service for employees. He also procured 10 apartments to rent to employees at affordable rates; he has plans to triple the number. Finally, he has provided daily transportation to employees for many years.

All Bereans know how inspiring and effective Berea's mission is and how values are

put into action to invest in lives of great promise. As a Berea alumnus, Tore has taken this same model and applied it to his own social enterprises, working tirelessly to put his mission and values of reducing poverty and serving the world into action.

"Anyone who has played a significant role in assisting ONE person turn his or her life around in a dramatic way knows that money alone cannot buy purpose and the satisfaction it gives to assist people in a sustainable way," Tore said. "There is definitely a deeper calling

involved in our effort to reduce poverty and other socio-economic challenges facing our nation. In addition to this deeper calling, we have discovered that our strategy is working on a small scale, which is part of the reason we continue on the quest to secure millions of dollars using the business plan concept I learned at Berea College. These are the reasons why we continue on the mission to reduce poverty and other socio-economic challenges by maximizing profits."



Crystal Wylie '05

Distinguished Alumni Award recipients Tore and Leslie Parker Borhaug, both members of the Class of 1990, pictured here with their daughters.

SUMMER REUNION 2022

Summer Reunion brought home more than 550 alumni and guests to campus June 10-13 to celebrate many special reunions from 1952 to 1992. Mark your calendars for Summer Reunion 2023, scheduled June 9-11.



President Lyle Roelofs Hon. '22 welcomes alumni celebrating their 50th class reunion into the Charles T. Morgan Society.

Crystal Wylie '05



The Country Dancers Alumni Reunion proved a great time for all who attended.

Amit Aref '25
Thomas Moonjeli '23



Nursing alumni gathered to reminisce and hear program updates from faculty.



The classes of 1970, 1971 and 1972 gathered on the lawn in front of Anna Smith Residence Hall for a reunion dinner party.

Amit Aref '25



During the Alumni Executive Council meeting, President Lyle Roelofs and First Lady Laurie Roelofs were recognized as Honorary Alumni, Class of 2022.

Cystal Wylie '05



Sweethearts who met at Berea gathered in Danforth Chapel to share their love stories.

Thomas Moonjeli '23



Dr. Esfandiar Lohrasbpour '74 addresses alumni and friends gathered to celebrate the launch of the Building a Technology Future Like No Other campaign.

Crystal Wylie '05



Classmates enjoy catching up at the Friday evening picnic.

Amit Aref '25



Philanthropy Officer Ariq Skinner (center) greets AEC member Robert Phillips '90 (left) and Trustee Celeste Armstrong '90 as they toast a "Kiss from Kentucky" at the Mocktail/Cocktail Reception for Great Commitments Society members.

Crystal Wylie '05

SUMMER REUNION CLASS PHOTOS



Tyler Rocquemore '22

LEFT TO RIGHT: Fred Winebarger, Alexander Chalmers, William Ramsay, Raymond Beverly, Gladys Thomas Parker, Glen Parker, John Thompson, Charles "Dave" Auxier



Tyler Rocquemore '22

LEFT TO RIGHT: Anna Davidson Burton, S. Carol Barrier, Marilyn Skaggs Fyffe, Verlin Webb, Rose Hayes Swope, Nancy Norman Austin, Ellen Harmon Coomer, Gary Zachary. **BACK ROW (L-R)** Randal Almarode, Helen Alexander Reid, Clayton Reid, Mike Riemann, Eleanor Lambert Workman, George Wilson



Tyler Rocquemore '22

FRONT ROW (L_R): Beverly Tonne Smith, Gail McDavid Smith, Carolyn Skeen Ledford, Elizabeth Guffey Summers, Arnold Davis, Dr. James Gordon Henry, Nancy Graves Ball. **BACK ROW (L-R):** Colleen Snapp Redman, Betty Jean Hartsell, Paul Claiborne, Roy McCall, James E. Marion, Harold "Blackie" Blackburn, Ann Walker Collins



Tyler Rocquemore '22

FRONT ROW (L_R): Steve Rich, Judy Rich, Anne Taylor Donovan, Sedahlia Jasper Crase, Paula Bohn, Jane Miller Hutchens, Carol Gilliam. **MIDDLE ROW (L-R):** Tom Hutchens, Brenda Colley, Mike Colley, Ray Barrier, William Chappell, C. Jean Burgett Morgan. **BACK ROW (L-R)** Chuck Morgan, Judy Ann Coates Fray



Crystal Wylie '05

FRONT ROW (L_R): William Churchill, Annette Hobbs, Kathlynn Atwater, Sally Robinson McEnroe, Ronald Dockery, Jenny Lovedahl Johnson, Judith Sherrow Conde, Patti Peters Frazier, Paula Mullins, Gary Mullins. **SECOND ROW (L-R):** Evelyn Combs Tolliver, Nora Legg Wooten, Joyce Meadows Richmond Taylor, Pat Hall Hinegardner, Iris Kennedy Waade, Doris Wyatt, Jo Easton Pulkkinen, Charles E. Ward, Carolyn Castle. **THIRD ROW (L-R):** Oscar "Buck" H. McNew, Lucky Jones Collins, Janet McDaniel, Charles Crowe, Dorothy Logan Lewis, Alfreda Richards Cook, Pat Kennedy, Charlie Ammons. **FOURTH ROW (L-R):** John Johnstone, Arleen Johnson, Joyce Wallen, Kay Johnson Monk, Judy Kennedy Smith, Nancy McCall Wilson, Donnese Clevinger Kern, Donnie Singleton, Larry Pigman. **FIFTH ROW (L-R):** Charlotte Beason, Jerry Golden, David Maynard, Linda Shue Hoffman, Nina Looney Hill, Ray Hill, James Arnett. **SIXTH ROW (L-R):** Gary Hilton, Jim Wolfe, Brenda McCann Irwin, Polly Graves Abney, Joe D. Elswick, John R. Frazier



Crystal Wylie '05

FRONT ROW (L_R): David Schill, Beverly Moxley Schill, Sandra Campbell, Belinda Pugh, Mabel A. Chadwell Bailey. **SECOND ROW (L-R):** Candice Strickler, Peggy Mitchell Mannering, Linda Holbrook Browning, Mary Daniel Singleton, Judy Hollandsworth Pope, Janice Harris. **THIRD ROW (L-R):** Roger Darrell Harrison, Jana Brown, Nancy Kittinger, Bob Montgomery, Bonnie Lester Golden, Lonnie C. Jones. **FOURTH ROW (L-R):** Dennis Strickler, Larry Delph, Fred Rodgers, Michael Davis, Sidney Atwater, Parke Carter, Bob Harris. **FIFTH ROW (L-R):** John Browning, Wayne Byrd, Tom Woo, James Carlton Monk, Harry Johnston, Pete Tabor



Crystal Wylie '05

FRONT ROW (L_R): Donna Griffith Hornsby, Donna Carter Yost, Van Gravitt, June Chrisley Tompkins, Linda Hendrick Hensley, Charlotte Rust, Shayla Damron Mettille. **SECOND ROW (L-R):** Freda L. Ayers, Pansy Howell Woo, Genevieve Bennett Wiley, Donna Conley Adams, Teresa Cole, Aleta Clontz Blevins, Gary G. Blevins, Maribeth Yost Hays, Peggy Harrison Prichard. **THIRD ROW (L-R):** Vonda Gabehart Stamm, Mary Cave Bowen, Lois Edwards Judd, Lowell Atchley, Kathleen Prows Atchley, Elizabeth Pansy Waycaster, Helen Hicks Baker-Mooney, April Ramsey Jones. **FOURTH ROW (L-R):** B. Delmas Castle, Kenneth W. Ross, Linda Smith Berry, Nancy Moore Melton, Earlene Hawks Prokopec, Terry Blevins King, Janie Adams Frazier. **FIFTH ROW (L-R):** Bill Weir, Lawrence King, Jerry Cruise, Ron Deaver, Jerry Doss, Glen Jennings. **SIXTH ROW (L-R):** Joey Prichard, Larry D. Collins, Ancie Hatfield, Donnie R. Davidson



Tyler Rocquemore '22

FRONT ROW (L_R): Irene Napier Alexander, Deborah Noble Edwards, Alma Kay Hendrick, Denisa Dellinger. **BACK ROW (L-R):** Jean Ebenschweller Reynolds, Jerome Grant, Sandra Manuel, Frank G. Smith



Tyler Rocquemore '22

FRONT ROW (L_R): Scharme Brunner Price, Melanie Marshall Perry, Anita Tracy, Cindy Roark Daniel, Wynne Kohout, Lucy Stout Waters. **BACK ROW (L-R):** David Hincks, Ken Roberts



Tyler Rocquemore '22

LEFT TO RIGHT: Diana Bauer Grant, Marie Stuart, Craig Salleng, Angie Chandler



Tyler Rocquemore '22

LEFT TO RIGHT: Lisa Boothe, Vicky West Adams

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

1959

Beth (Mary Elizabeth) Powell recently published her second eBook, "Don't be mad when I ask about COVID: Finding the right words." The eBook is available for purchase on Amazon. Her first eBook, titled "Talking Back to Sexual Pressure," is also available on Amazon. She writes, "As a Berea psychology major who went on in the field, I wrote this to fill the gaping hole in COVID prevention: we have the medicine, where is the psychology? From the day my mother climbed out of the Bullskin holler and ended up at Berea, I owe all the best of my life to Berea." The books can be purchased here: <https://amzn.to/3MuS5Xn>

William Ross (Fd. '55) published a book about Berea College Professor Dr. George S. Noss, who was also a master knife maker. The book may be ordered for \$70, postpaid. Orders can be made via mail to 791 Baker Brook Rd., Danby, VT 05739, by telephone at (802) 446-2050 or by email to pursebox@vermontel.net (email misprinted in Winter 2021).

1960

Sylvia Johnson shared a picture in memory of **Dr. James Burton '58**, who passed away in January 2020. Pictured left to right is **Sylvia Johnson**, **Ophelia Burton '59** and **Dr. James Burton**.



1970

Dr. Charles Crowe reflects on his memories of the historic Langston High School in Tennessee. Read more: <https://bit.ly/3PpU55c>

Carolyn Coffey-Dockery Pennington wrote that the Alumni Directory is a wonderful tool but laments some of her significant career accomplishments were omitted, most specifically, her career of 37 years in education. She shares that she retired from her career as an English teacher and professor. She earned a dual master's degree from Eastern Kentucky University, the first in American literature and the second in secondary counseling, Rank I. Pennington says, "I appreciate Berea College for the gift of education that was given to me and four siblings and other members of my extended family. Since my graduation in 1970, I have ardently recruited students for Berea, most notably serving the college now are: **John Calvin Gross '86** at the library and **William Daugherty '76** on the Board of Trustees."

1977

Jo Bumgardner Salmon retired at the end of 2021 from 44 years working as a dietitian/nutritionist in a variety of healthcare settings. She and her husband, Jimmy, moved in January from Texas to a home they built on the family farm where Salmon grew up. Their new address is 4680 Hwy. 461, Somerset, KY 42503.

1978

Steven Jones was recognized by the Berea City Council for 40 years of dedicated service to the city in the Berea Municipal Utilities Water Treatment Plant. Read more: <https://bit.ly/38F5GwP>

1984

Michael Adkins was elected Rowan County Superior Court judge in North Carolina. Read more: <https://bit.ly/3zDP092>

1991

Adrian Paul Stevens was appointed associate vice president for philanthropic giving at California State University, San Bernardino. His service at CSUSB began on March 1. Read more: <https://bit.ly/3yO48v5>

1992

Titus O. Awokuse was named international studies and programs associate dean for research and strategic partnerships. Read more: <https://bit.ly/3acJMBw>

1994

Dr. Adam Howard was promoted to an endowed chair—Charles A. Dana professor. When Howard entered Berea, his first residence hall was Dana (named after the same person as his endowed chair). At his 25th reunion he had his picture taken in front of Dana. He writes his promotion really connected him back to his Berea days when he entered higher education.



1995

Rev. Phillip Michael John Williams-Cooke earned certification as a peer specialist provisional (#NYCPS-P-3522) on Oct. 1, 2020. He became an ordained minister of the Universal Life Church Oct. 31, 2021, and was awarded an honorary doctorate in divinity from the same church on Nov. 21, 2021 (Rev. Dr. (h.c.) Phillip Williams-Cooke). He also earned his certification as a certified recovery peer advocate (#CPRA-3588) on Feb. 9.

Kathryn Coughlin successfully campaigned for a position on the Natick (Massachusetts) Select Board and was appointed to the Board in the spring. Read more: <https://bit.ly/3wGhjvt>

1997

Celebrating 25 years at Homecoming, Nov. 18-20, 2022.

2002

Celebrating 20 years at Homecoming, Nov. 18-20, 2022.

2003

Dr. Alice Driver has joined the spring class of 2022 residential fellows of the Logan Nonfiction Program. Driver will be working on her book "The Life and Death of the American Worker," which chronicles the lives and deaths of immigrant essential workers at America's largest meat and poultry processing company, Tyson Foods and exposes how immigration law and labor exploitation put growth and profit over human life. Read more: <https://bit.ly/3yLb1NN>

2004

Anna-Jeannine Kemper married Michael William Griesacker in Northeast Ohio on Friday, Nov. 12, 2021, after being thrice COVID delayed. **#HappilyEverGriesacker**



LaQuita Middleton was interviewed for the Francene Marie show. The episode is titled "Black History Lessons with LaQuita Middleton." Listen here: <https://bit.ly/3wHt98J>

2005

BIRTH: a son, Atreyu, born to **Sarah Beth Watson Khan** and **Rashed "Raj" Khan '04** in March 2021. Atreyu joins big brothers, Osiris, Taavish and Atticus.



Sarah Khan also joined Northwestern University in fall 2021 as a business analyst for student affairs IT/residential services.

2006

Chris T. Hayes presented at Berea College's convocation program on Jan. 17. His talk was titled "Open Sesame: The Black Preacher and the Black Puppeteer." Hayes also gave an interview about living his grandfather's dream. Read more: <https://yhoo.it/38BTBIA>

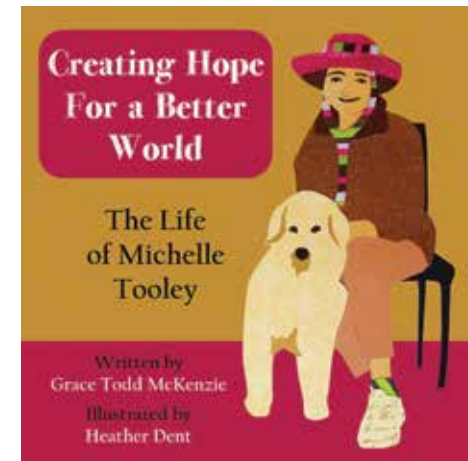
Seyram Selase writes, "I am extremely humbled and thankful to have passed the Alabama Real Estate Brokerage Exam!!! A special thanks to all of my family, friends, buyers, sellers and everyone who motivated me on getting this done! Finally, a shout out to ERA King Real Estate for everything I've been able to learn! Stay tuned and please call me for all your real estate needs!" **#Brokers #SeySells #WhoWillBeNext**

2007

Celebrating 15 years at Homecoming, Nov. 18-20, 2022.

2011

Heather Dent and **Grace Todd McKenzie '08** just released a picture book biography on Michelle Tooley, a beloved Berea College professor who passed away in 2015. They know Michelle was loved by many and hope this book will bring back fond memories as they honor her life through words and illustration. The book is available for purchase on Amazon here: <https://amzn.to/3LwzBV0>



2012

Celebrating 10 years at Homecoming, Nov. 18-20, 2022.

2013

BIRTH: a second daughter, Imelda Reese Oleka, to **Jamie Nunnery Oleka** and OJ Oleka on March 13.



2014

BIRTH: a daughter, Fiona Dillon Ruth Meadows, born to **Christina Meadows** and **Doug Meadows '16** on March 14 in Edgewood, Ky.



2016

Katelyn Blair has been hired as Frankfort High School (Ky.) head softball coach. Read more: <https://bit.ly/38CinZe>

Rossana Alejandra Diaz earned her master's degree in criminology and criminal justice from Eastern Kentucky University in July 2019 and is currently finishing her second year of her Ph.D. in sociology at the University of Tennessee. She is happy to chat with any fellow Bereans seeking to continue a path in academia, particularly any international students.

BIRTH: a daughter, Rosetta "Rosie" Andrea Wilson, born to **Liz Wilson** and **Derius Wilson '15** on Jan. 6.



2017

Celebrating five years at Homecoming, Nov. 18-20, 2022.

Steffy Michelle Molina was featured in the *Boston Globe* and *New York Times* for her previous work at a child and family welfare organization in Rhode Island. Read more here: <https://bit.ly/3Mwd0OZ> and here: <https://nyti.ms/3G1oxya>



2018

BIRTH: a son, Parker Mitchell Hannah, born to **Mikayla Hannah** and **Aaron Hannah '16** on Aug. 6, 2021 in Tuscaloosa, Ala.



2022

Celebrating its first reunion at Homecoming, Nov. 18-20, 2022.

“Songs of Slavery and Emancipation”

Author and researcher
Mat Callahan
published
a book and
recorded songs by
enslaved Black people and
abolitionists, many of which have
never before been heard.

Beginning in 2018, Berea
College co-sponsored the
project led by former
music professor Dr.
Kathy Bullock.

Bullock recruited
various alumni,
students,
faculty, staff,
community
members

and professional singers to arrange and record 10 songs
in Berea’s Danforth Chapel. The “Songs of Slavery and
Emancipation” book, CD and documentary released June
18 in New York City at the National Abolitionist Hall of
Fame Museum, where Bullock, Christella Phillipe ‘20 and
others performed selected songs.

The musical project will officially premiere in Berea with
a live convocation performance on Sept. 18 as part of the
Stephenson Memorial Concert series. The performance
will include songs that originated as early as 1784
through the Civil War composed by enslaved people and
abolitionists explicitly calling for resistance to slavery
and challenging the misconceptions of abolitionism.

Join us Sept. 18
in Phelps Stokes Chapel

Staff & Faculty

Maurice L. Davidson '69
Facilities Management 1991-2009
April 5, 2022

1940s

Lizzie Allen Barrett '41
March 23, 2022

Dr. Doshia McKnight Grosch '43
April 3, 2022

Emma Bardill Hendrick Acad '43
Sept. 30, 2021

Wilma Wilson Barath '44
Dec. 10, 2021

Eugene Alexander Waggoner Navy V-12 '44
April 4, 2022

Lucille Davis Juett '46
Feb. 15, 2022

Stanley Pleatman Navy V-12 '46
July 23, 2020

Betty Jean Shufflebarger Bergman '47
Nov. 24, 2021

June Settle Edwards '47
Feb. 3, 2022

Verna VanWinkle Saylor Acad '47
Dec. 15, 2021

Daphne Miller Williams '47
March 31, 2022

Janet Cawood Cornett '49
Dec. 12, 2019

William Jerome Crouch Acad '45, '49
Obituary Unavailable

Dale Dedman Wilson '49
Feb. 18, 2022

1950s

Forrest Earl Jarrett '50
Feb. 4, 2022

D. C. Martin Jr. '50
Feb. 22, 2022

Rev. Floyd William Finch Jr. '51
March 2, 2022

Dr. Douglas Kelley '51
Jan. 12, 2022

Isaac Kregger Musick Fd '51
April 17, 2022

Fannie Garrison Westfall '51
Nov. 23, 2021

Eddie K. Wilson Fd '47, '51
March 32, 2022

Mary Louise King Donathan Fd '48, '52
Jan. 13, 2022

Lois Carroll Godbey '52
Jan. 24, 2022

Evelyn Suthard Herider '52
Jan. 7, 2022

Nan Harris Sevy '52
Obituary Unavailable

Charles Larry Wilson Fd '52
Jan. 17, 2018

Jean Hurt Williams '53
Feb. 12, 2022

Don C. Pardue '54
April 10, 2022

Edith Campbell Todd '54
Jan. 20, 2022

Kenneth Ray Weaver Fd '54
July 1, 2021

Shirley Garland Byassee '55
Dec. 22, 2021

Jimmie Lou Rochester Nickell '55
March 28, 2022

Hallie Price Garner '56
Jan. 14, 2022

Lena Williams Hollifield '56
March 31, 2022

Eddie J. Williams
Spouse of **Wilma Hall Williams '56**
March 1, 2018

Carrie Holcomb Bottenfield '57
Oct. 15, 2021

Luther W. Center '57
Obituary Unavailable

Alan Dale Cooper '57
Feb. 11, 2022

Irene Bell Williams Glass '57
Jan. 31, 2017

Dr. Miles O. Hayes '57
March 30, 2022

Forrest Ronald Ross '57
March 16, 2021

Helen Baldwin Telfer '57
Feb. 20, 2022

Frank Howard Campbell, III '58
Nov. 21, 2021

Ruth Childress Cox '58
March 22, 2022

Margaret Morris Gibson '58
Jan. 23, 2022

Robert G. Grove '58
March 3, 2022

Patricia J. Franklin Lohrmann '58
Feb. 4, 2022

Loretta Cunningham Cox '59
March 13, 2022

Ralph W. Nevels '59
March 1, 2022

Charles W. Ramsey '59
Jan. 4, 2022

Marvin Douglas Wiseman '59
Feb. 15, 2022

1960s

Maxine Harrison Aldredge '61
Nov. 30, 2021

Yvonne Taylor Burt '61
Obituary Unavailable

Rev. Howard N. Gothard '61
Nov. 1, 2021

Dr. Darrell Cecil Belcher '62
Jan. 19, 2022

Donald R. Calfee '62
Jan. 12, 2022

Dr. James L. Campbell '62
April 12, 2022

Mildred Clark '62
March 1, 2022

Bette Wilson McClain '62
Jan. 29, 2022

Colon Sparkman '62
March 16, 2022

James L. Davis '64
Feb. 13, 2022

Douglas T. Wilder '64
March 10, 2022

Pat Barney Yates '64
Oct. 13, 2021

John S. Brown '65
Jan. 31, 2022

C. Eugene Reavis '65
Feb. 15, 2022

Douglas Willard Allison '66
Jan. 15, 2022

Dr. Everett C. Simmons '66
March 5, 2022

William T. Burkett '67
Jan. 2, 2022

Gary Steven Hale '67
March 10, 1947

Dianne Parsons Cooper Fd '68
Dec. 21, 2021

John J. Watson, Ph.D. '68
Jan. 8, 2022

Maurice L. Davidson '69
April 5, 2022

Ralph Milton Ragan '69
Jan. 13, 2021

Barry N. Wood '69
Feb. 1, 2022

1970s
Brenna Wilson
Spouse of **William Wilson '70**
Dec. 21, 2019

Robert E. Smith '72
Dec. 9, 2021

Phyllis E. Massey '73
March 30, 2022

William David Darwin '74
Nov. 11, 2021

Patricia Sneed Salyers '74
Obituary Unavailable

Freddie C. Hall '75
March 3, 2022

Jewrette Y. Johnson '77
April 6, 2022

Evelyn Blankenship Ballard '78
March 27, 2022

J. Wyatt Sasser
Spouse of **Nancy Taylor Sasser '78**
Feb. 21, 2019

Albert York '79
Dec. 17, 2021

1980s
Sue Ellen Aylstock '81
Feb. 18, 2022

Mark A. Gailey '81
Jan. 18, 2022

Jennie Shain Kiteck '81
Jan. 17, 2022

Christina Davis-Camp '82
Jan. 1, 2022

Mary Katherine Livingstone '82
Obituary Unavailable

Kelly Johnson '87
Dec. 25, 2021

Jessica Alan James '89
Feb. 5, 2022

1990s
K. Chad Tate '90
March 26, 2022

Susan G. Reed '98
Oct. 30, 2020

2000s
Jason Allan Combs '00
June 10, 2019

Jason Saunders '06
Feb. 17, 2022

2010s
Faye Elizabeth Barry '16
Obituary Unavailable

Justin Eugene Foster '18
Feb. 12, 2022

Read full obituaries on our website at <https://magazine.berea.edu>



Berea College is planning two future-focused buildings that will harness the power of computer science, digital media and information technology, applied engineering and design, sculpture, and ceramics to prepare the next generation of technology thinkers, makers and innovators.

**BEREA
COLLEGE**

Learn more at campaign.berea.edu

Call the Office of the Vice President for Alumni, Communications and Philanthropy at 859-985-3005 to learn how you can support the campaign.



Welcome to the Berea College Trace.

While some of our campus was shut down for the better part of last year, many of us have been working to ensure that when you return, we can offer you better service and more things to do and explore! We would love it if you would put us on your travel itinerary and come visit us when the time is right for you. Reach out and let us know you're coming, and we'll be more than happy to make sure you have an enjoyable stay.



Email us at bctrace@berea.edu

www.bctrace.com

