

# BEREA COLLEGE

MAGAZINE

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The Bridge Through  
Exploring Berea's unique  
support for students

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Caleb '24 shapes up Gagan '26 during a Chop It Up event in the College's Carter G. Woodson Center for Interracial Education. Offering haircuts to students on campus helps them find a sense of belonging within a community with few-to-no barber shops and feel seen and appreciated for who they are.

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Throughout the magazine you'll see pictures of blurred motion surrounding a particular subject focus. The blurred motion represents movement *through* someone's story. Each story focuses on a supportive moment, relationship or experience on a student's journey *through* Berea.

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## LETTER FROM THE EDITOR

## Dear Berea Alumni and Friends,

I attended Berea College from 1999-2003. It is the '03 after my name in publications and email signatures that designates me as an alumna and my era of attendance. I try not to focus too much on the fact that the first number tells people I started college last century. But the dash in between is the totality of my college experience. The dash represents the four years I journeyed through Berea. The dash is the professors, classes, friends, tears, celebrations, parties, broken hearts, memories, shared bathrooms, 2 a.m. fire drills, laughter, lazy Saturdays, road trips, work, sports, love, experience, support—the life I journeyed through!

Every student has such a dash, and this magazine focuses on how Berea supports students through their dash.

Though I could point to friendships I cherish and still invest in today, or life in D-suite in Kettering Hall or (again) to the amazing man I met and have shared 19 years of marriage with, instead I want to share a glimpse into the way faculty and staff lifted me up throughout my four years.

Dr. Stephanie Browner was one of my most influential College professors. She was intimidating and sometimes her high expectations almost felt ruthless. Yet, I took her for five classes because I loved the way she pushed me in my writing and thinking (and dancing during one short-term course). Yet one moment—outside of class—will stay with me forever. We had an assignment that involved watching a film and writing a commentary on it. The senior seminar class of seven students had to share one VHS throughout the week to complete the assignment. I was the last to get the video and went to Dr. Browner's home to pick it up. She came outside as I pulled up, video in hand—it should have been a short exchange. But, by this point she knew me. She knew the look on my face meant I wasn't OK. And instead of handing me the video, she invited me in. Several hours, many tears and two cups of coffee later, I returned to my residence hall lighter—she had helped lift a burden that had become too much to carry. She reminded me that I wasn't alone and that my troubles were momentary, as she conveyed all she saw in me and hoped for my future.

She has since left Berea, so I've only seen her once since graduating 20 years ago, but what she imparted to me that night with her willingness to drop everything and be what I needed in that moment stays with me each time I feel overwhelmed, underappreciated and unseen. Yes, Berea offers SO many tangible supports to students which fill the following pages of this publication—from free laptops, to first-time study abroad experiences, to tailored writing support—but the human connections are what make this place special. Faculty and staff who stand in the gap for students who don't always have someone else to turn to; who don't just understand but appreciate the challenges students face and the beauty they can bring into the classroom or workplace and into their lives. It is this human support that has carried generations of Bereans *through* college into lives of extraordinary purpose.

Abbie Tanyhill Darst '03  
Editor

# A Little Odyssey About Destiney

By Jason Lee Miller

**D**estiney McCoy '23 came from Birmingham, Ala. She didn't think much about her surroundings growing up. It was merely a normality in which she was immersed. All she really understood about her locale at the time was that she lived in the projects, and that had good and bad aspects. The good part was that everybody around her was in the same situation, and she didn't feel poor because of that. Her neighbors helped raise her, and they were always helping in some way.

But the world outside was rougher, and it seemed like there were bad

influences everywhere. People called her 'ghetto,' and she didn't like that and didn't think it was true. So, McCoy chose other paths to follow, and they were usually at school.

"When you live in an environment like that," McCoy said, "there are so many personalities surrounding you. But I was always kind of different, and I always had school on my side."

She kept herself busy to avoid any trouble. She joined clubs like the Girl Scouts and acted in plays and attended after-school programs, just about anything so she didn't have to go home. And when she was at home, she lost herself in books.

"It was always the story about the girl who got out and went to the big city," she said. "I used to read stories about college or finding love. I'd fantasize about anything that was not where I was from."

She enjoyed the musical arts as well, and joined the choir and the dance team even though she wasn't a strong dancer. McCoy was exploring the options for herself and thought a lot about her future and what it might entail.

"That's where it started falling into place," she said. "I knew that I wasn't the type of person to be outside doing bad stuff. That wasn't me."

At 14, she started going to the community center, and that's where she was introduced to the personal elevator pitch, just a little story about herself that she could tell others. She couldn't remember exactly what her first pitch said, but she had imagined delivering it to Beyoncé. About that same time, she wrote a letter to herself about going to

law school.

At 16, McCoy started working. She got a job first at Captain D's and then at a nursing home. The jobs helped her decide what she wanted to be and didn't want to be. In the process, she encountered Black women in positions of power and professional settings, which inspired her. They gave her advice and time to explore colleges. Soon, she was shadowing lawyers, visiting courtrooms and meeting judges, and law school started to seem like a real possibility.

"During that time," McCoy said, "I was hitting the statistics. Philosophy majors had the highest LSAT scores. That's when I started looking into philosophy."

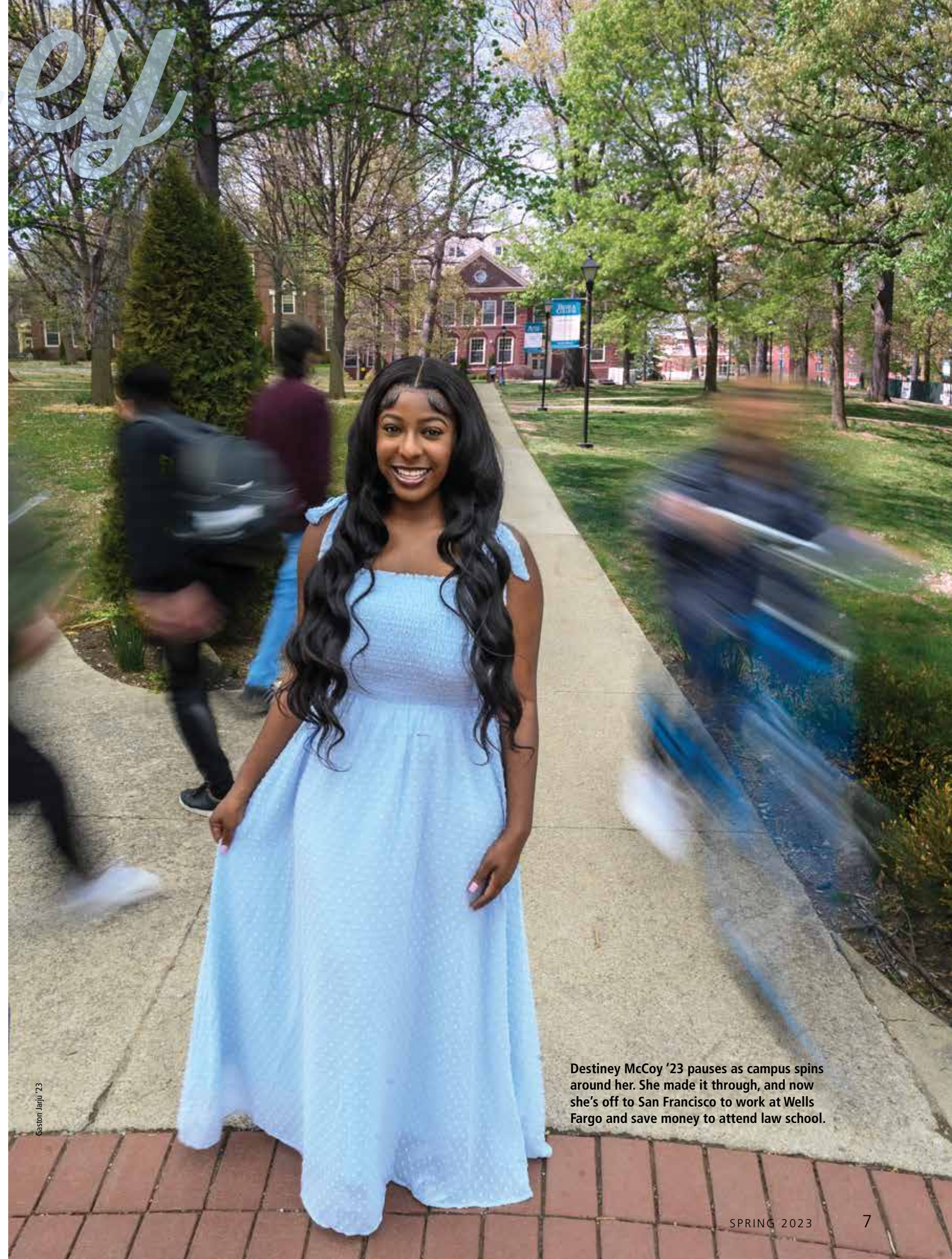
But her high school counselor wasn't so sure about that path, and thought maybe she'd change her mind later, so she suggested going into computer science. McCoy took that idea with her, too, and kept an open mind about it. After she graduated, she interned at a law firm and met another Black woman who struck McCoy as a person who was her authentic self.

"She didn't try to talk a certain way to make people like her or make herself look smarter," McCoy said. "You could tell she was educated, and I liked that, so it was a lot of feeling going out about what should I do?"

So, McCoy tucked that little story into herself and went on to Berea College, but decided she was going to be her authentic self, too. At orientation, she visited both the computer science and philosophy departments to explore her options. She had liked the idea of philosophy, but computer science



Destiney McCoy '23 works with equipment in Berea's computer science lab. She paired computer science with philosophy to solve problems while also exploring ethics and logic.



Destiney McCoy '23 pauses as campus spins around her. She made it through, and now she's off to San Francisco to work at Wells Fargo and save money to attend law school.

seemed like a fun way to solve problems. She thought she might major in one and minor in the other.

McCoy enrolled in a philosophy class and liked exploring subjects like ethics, and logic helped her discover what was true for herself. And she was good at writing, but computer science seemed like a path that might be harder, because she had this other issue. She wasn't very good at math. There was a reason for this, and it started back in high school.

"So, inner city, bad school," McCoy explained, "and a lot goes on. My teachers would quit in the middle of the semester, or they would have a baby, or something always happened. We always had substitutes, and they don't really know. We were not learning."

When it came time to take the ACT, McCoy got a 32 in reading, but a 17 in math. So, when she got to Berea and discovered she might like computer science, too, she had to enroll in Developmental Math, where she met Teri Thesing, who taught the classes.

Thesing had been teaching math for a long time, and she was a specialist in teaching students who had math anxiety. Her favorite part of her work is watching students grow confidence in their abilities, and she saw something special in McCoy.

"She was an amazing student," Thesing said. "She was the type of student who wasn't just trying to get a good grade. She wanted to make sure that she understood the material. That was such an important part of her attitude. I knew she would be successful because she had this drive to really learn."

Thesing wanted to help McCoy recognize that about herself and to believe it. She did what she could to show her that she could learn the



Professor of Computer and Information Science Jan Pearce was instrumental in Destiny McCoy's journey through Berea, serving as both a professor and mentor in the computer science field.

material and to encourage her to keep going. Not long later, McCoy was able to declare herself a computer science major. She'd moved on from developmental math, but later Thesing would invite her back to share her story with other students so they could believe in themselves, too, and McCoy became a mentor for them. She shared stories of internships, including one she'd done in Louisville, but the best stories came from one she'd done with Disney Media and Entertainment Distribution in Los Angeles.

"[Destiney] was the type of student who wasn't just trying to get a good grade. She wanted to make sure that she understood the material. That was such an important part of her attitude. I knew she would be successful because she had this drive to really learn. — Teri Thesing

"She told the students about her interview with a woman from Disney," Thesing said. "The woman said to her, 'tell me your story. Tell me who you are.' McCoy told her story and she asked, 'Do you want me to code now?' The

woman told her, 'You don't need to. You are the type of person we're looking for.'"

At Disney, McCoy found herself surrounded by students from schools like Harvard, Yale and Duke. She told them she went to a little school in Kentucky, and this next part brought

Thesing to tears. McCoy told those other big-school students that she felt like she belonged at Berea, and she felt she belonged alongside them at Disney, too, and could do whatever they could do. Back in Berea, she told other students that story and that they belonged there, also, and could do whatever they wanted if they worked hard.

Well, that's how Thesing tells it. McCoy told the story a little differently. She said she wasn't *afraid* of those Harvard and Yale students.

She graduated in early May, and McCoy is off to a new adventure in San Francisco, where she landed a job with Wells Fargo. She plans to save some money and go on to law school because she's interested in the intersections between the worlds of technology and the legal system. She's a little nervous about such a big trip, but she has a new elevator pitch to take with her. She hasn't quite whittled it down yet, but it's a little story about Birmingham and Berea and putting your best foot forward. In other words, it's about being her authentic self. [B](#)

# Support The Way Out Fund



Many Berea students struggle to fund their own internships. Their families lack the networks that higher-wealth families have, and there is no way for Berea students to take an unpaid internship because families don't have the means to support them. Finding a way to pay for travel, room, board and professional clothing during such an experience can be a daunting task. **The Way Out Fund** provides Berea's students with the financial support they need to make their internship dreams a reality.

Make a gift to support The Way Out Fund today, and your gift will be matched.

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[bera.edu/give/thewayoutfund](https://bera.edu/give/thewayoutfund)

# We Chose You

By Abbie Tanyhill Darst '03



Math Professor Teri Thesing not only supports students in the classroom, but encourages them to nurture their bodies through participating in the President's Run/Walk Club. Thesing, an avid runner, inspired one of her students to chase her dream of trying out for the cross-country team. The student told Thesing that the confidence she gained in the classroom gave her the push she needed to begin training to join the cross-country team in the fall.

Sometimes the smallest items can have the biggest impact. For José Ramos-Macias '23, something as small as a business card changed the course of his college career. Given to him in a developmental math course his first year, the simple white cardstock says, "We chose you!" Ramos-Macias, who has carried this card in his wallet for four years, will tell you that it's not necessarily the card itself, but the realization that he was capable and his place on this campus was purposeful that had such a lasting impact.

"They gave us this (card) and told us that it wasn't a mistake that we made it into Berea College," Ramos-Macias reflected. "And that the College did choose us. So, I carry this around with me because it's a really nice sentiment that makes you remember that you're good at something and that you made it here."

For decades, Berea College has offered developmental math classes to about 20 percent of the student population whose math test scores and their score on Berea's placement test signified they needed extra attention before heading into a typical college-level math course. Often students' weakness in a particular subject is directly related to the poor quality of education they received in schools in low-income, high-risk areas from which Berea specifically pulls its students. Unfortunately, but not unexpectedly, since the COVID-19 pandemic, that number of incoming students who needed these courses increased significantly.

"It's been a challenge to serve almost twice as many students," said Teri Thesing, director of developmental

mathematics. "The great thing is that though students have come in at a lower level than in the past, they have worked so hard to get caught up. I can't say enough how proud I am and how hard they have worked. Most of them have shown up outside of office hours for

to support [them] every step of the way." For that student who says, "No one took the time to explain math to me before," Thesing and the other three instructors who teach developmental courses are careful to explain each step, through each phase—putting in the

They gave us this card and told us that it wasn't a mistake that we made it into Berea College. And that the College did choose us. So, I carry this around with me because it's a really nice sentiment that makes you remember that you're good at something and that you made it here.

— José Ramos-Macias '23

help. They want to learn, and they know it is important."

While courses like Math 010, 011 and 012 are not uncommon at other colleges and universities, the one-to-one support and encouragement Berea's professors provide their students is exemplary. Students come in with varying degrees of math anxiety and deep-rooted mindsets that they hate math and are incapable of succeeding in the subject, Thesing said.

"Math anxiety is real," she said, "and I tell students, 'Let's talk about that.' It's about a growth mindset versus a fixed mindset, fighting imposter syndrome and making sure they understand we believe they can be successful here. We know it is challenging, but we are here

extra hours to ensure every student has the chance to be successful and complete their courses.

"To help them see they can do math when their mindset is different, to get to see that process and getting them to believe in themselves—this is an exciting place to be," Thesing said of her work. "It's exciting to work with them and to get to be a part of that transformation."

And that transformative mindset doesn't stop when a student completes Math 012. The realization that they are

capable of conquering something they formerly believed they could not carry over into all aspects of their college career, Thesing said.

"One thing we try to work on so much is helping them believe in themselves," she said. "Once that light goes on and they realize they can do this, it carries over beyond our courses."

Thesing recalled a student she had this past fall semester who came to her after the first day of class in tears because she was so stressed. On day two, she cried more, and Thesing said, 'Let's talk about it,' and helped her find ways to manage her stress and fears, including guidance to reach out to Counseling Services for assistance.

"Then three weeks later I got an email that said, 'I'm doing so much better. I haven't cried in days. When I get to a problem I don't know how to do, I don't panic,'" Thesing explained. "That

was my favorite part. That was such a sign of growth because she was trusting her ability to work through it."

The teaching assistants (TA) for the developmental classes are also a huge part of the built-in support students receive. TAs, often former developmental math students, offer peer-led assistance and encouragement and lead math labs in the evenings.

Thinking back to the card each student receives at the beginning of Math 012, Thesing said they want to remind students they were chosen for a reason.

"We tell them, 'You have to realize there are hundreds of students that applied, and Admissions looked at you and chose you over all other students,'" she said. "That's a powerful message for them to hear. We chose you because we believe in you and will always believe in you." ■



This small business card touting, "We chose you!" is given to every student at the beginning of Math 012, the last level of developmental math. It reminds students that Berea College chose them out of thousands of applicants and believes in their ability to succeed. Taking a remedial math course does not change their potential to accomplish great things.

# Sweeping Success: The Art of Broommaking with Christopher Robbins

By Cora Allison '22

While broomcraft was largely an artform left in the past with an estimated 250 makers globally, the craft is now making a resurgence. Berea College Director of Broomcraft Christopher Robbins is one of those leading the movement.

Raised on a farm where he kept his hands busy, by a parent who worked as a schoolteacher, it was only natural for Robbins to follow suit and teach broommaking. He began working with the College in 2010 and has been making brooms ever since.

"Berea College has been making brooms for over 100 years, so I don't take this position lightly," Robbins said. "I went from making brooms for myself to having 10 employees, and I love teaching them."

While the practice of broommaking has historically been exclusive and coveted, Robbins takes pride in teaching the craft and passing down its traditions.

"If there's someone who wants to learn, I invite them to come sit down and do it with me," Robbins said. "I've met broommakers who refused to teach for the sake of competition, and I'll never have that approach."

At Berea—one of 10 federally recognized work colleges—broommaking is work not competition. Robbins supervises 15 broomcraft students who work at least 10 hours a week as part of the College's labor program.

"I not only teach them how to make something most people wouldn't think twice about (the common household broom)," Robbins said, "I also teach them to take pride in what they do and to love what they do."

Robbins recognizes the importance of not only having a creative outlet, but also crafting a tangible product. He encourages his students to keep their first broom, no matter how rough it may be.

"Even today, after making brooms for more than half my life, I still love to hear someone admire something I made with my hands," Robbins said.



Christopher Robbins is a master broomsmith who has served in Berea College Broomcraft since 2010. Robbins loves training students and changing their perception of broommaking from entry to exit.

Student Craft products are admired at Berea and beyond. The online catalog showcases students' beautiful work, and Broomcraft has received accolades from all over the country. Robbins and his students have been featured in *The New York Times* and even *The Smithsonian Magazine*.

This past July marked the 24th anniversary of Robbins' very first kitchen broom, and he still has it. A product of a two-hour teaching session on a random Saturday, Robbins has Jim Harmon to thank for his passion for the craft. While attending a craft festival in Berea, Ky., he met Harmon from Shaker Village, a national historic landmark in Kentucky dedicated to Kentucky Shakers that houses the largest private collection of original 19th-century buildings. At first, he was reluctant to teach young Robbins.

"He joked that he might be increasing his own competition by teaching me," Robbins said. "But he was impressed by my age and interest in something other than video games, so he gave in."

Little did either of them know that Robbins would not only master the craft but pass down the tradition.

That one lesson was all it took. Robbins was hooked on the craft and began making brooms on weekends and after school. In high school, he arranged his schedule so he could simultaneously take business classes at Somerset Community College. He had a vision: hone his craft and sell brooms.

"I did between 10 and 12 shows a year," he said. "At the time, there were very few people in the world who made brooms, so I became pretty well known."

Since coming to Berea, Robbins has acted in many roles: mentor, teacher and manager.

"My favorite part of my job is watching their progress," Robbins said of his students. "Anytime they run into a situation they don't feel like they can succeed, I tell them to look back at that first, likely ugly broom. They didn't know how a broom was made when they first came to Berea, now look at what they can do!"

Berea's broommaking cohort's next steps include an exhibit at the University of Wisconsin. Each staff member in Student Craft has been given 80 paid hours to develop their skills and create a craft item for display in the exhibit. The opportunity to be financially supported as an artist, regardless of sales, is hard to come by.

"The guarantee to be paid as an artist and to have paid opportunities to hone my own skills is a game changer," Robbins said. "It helps us make our business better, too."

Beyond the labor program, Berea also has a new apprenticeship program for makers to observe and practice the craft with the support of experts on campus. Robbins is confident the broommaking program will continue to grow and hopes the craft continues to gain visibility across the globe. ■

# BIGGER than the CLASSROOM

By Abbie Tanyhill Darst '03

“I would be incredibly honored to call you ‘daughter’ so someone who doesn’t see your value is missing it,” Dr. José Pimienta-Bey, chair of the African and African American Studies department, said to one of his students. Throughout the semester, the contempt she had for her father had made its way into class conversations and negatively affected the way she adapted to school overall. With his background in both history and psychology, Pimienta-Bey supported her and encouraged her to not only go to counseling, but also to have a conversation with her father. When that conversation was unsuccessful, Pimienta-Bey continued to speak affirming words to this student when she arrived to class or during office hours. He knew from his training that as an authority figure, his affirmation would elevate her sense of value and confidence. But he knew from his heart that lifting students up is what he is called to do.

“Many students come from challenged backgrounds,” Pimienta-Bey said of Berea’s students. “Students come in who don’t have positive role models—parents or male figures. I was quite aware of that when I came to Berea.”

It’s why he has no problem taking extra care with those students who need it and seek him out as a trusted source of support and encouragement. It’s also why he is part of the Models and Mentors class he leads along with other Berea College faculty. The course focuses on mentorship of Berea’s young men specifically.

“This is not just a class; this is



Dr. José Pimienta-Bey has been at Berea since 2006 and is currently the chair of the African and African American Studies department. Pimienta-Bey focuses on students in several ways, including serving as faculty liaison for a martial arts student organization. The “gi” or uniform he’s wearing includes patches honoring some of the styles he has studied: Kenpo, Tae Kwon Do and Wing Chun. Pimienta-Bey was excited to re-start this club this spring after the COVID-19 pandemic forced them to take a couple of years off.



Dr. Steve Gowler, Chester D. Tripp Chair in Humanities, invites students to his home each semester for a class session. Taken from an experience he had as an undergraduate student, Gowler believes welcoming students into his home gives them a different opportunity to learn and share outside of the classroom setting.

literally life,” Pimienta-Bey said of the course. “We talk about what will happen when they leave. The class is not just interesting facts and information that is relevant only to the course. I am trying to help these young men more effectively navigate a challenging world with as much preparation as possible for what awaits them—bad and good.”

## A culture of support

Beyond free tuition and a radically inclusive history, one thing that sets Berea apart from other colleges is its extensive levels of support to anticipate and meet the needs of the population which the College serves. Between low-income status and 67 percent of Berea’s students being first-generation college students, coming to college and navigating its ups and downs can be very challenging. Berea offers a plethora of resources, programs and courses to assist every student in traversing their new landscape. But one of the best resources are the people—faculty and staff—who come alongside students and help boost them to reach their highest success.

“I do know that some faculty colleagues sometimes really go the extra mile,” said Dr. Steve Gowler, Chester D. Tripp Chair in Humanities and General

Studies professor. “I know that there are Berea College faculty members who are very much alongside students as friends and support them in times of serious problems.”

But Gowler understands that support doesn’t have to be monumental to be life changing. As a matter of fact, recently Gowler received an email from a student he had never had in class but encountered nearly 30 years ago when he was working as a librarian at Hutchins Library. He had chanced upon this student reading a book of Robert Frost poems and chatted with him about Frost’s poetry and how he interpreted it. All these years later, the student’s message told Gowler how that conversation and poem changed the way he thought about liberal arts education and all sorts of things.

“That was an enlightening moment for me,” Gowler said about the email. “It’s about not knowing what will sink in and make a difference in the way someone perceives the world.”

Gowler has continued making

impacts on students for decades and was mentioned as one of nearly a dozen professors and a supervisor who made an impact on the life of an alumnus in a recent social media post.

“To be honest, Berea is the type of place where multiple faculty and staff made an impact on my life,” Ricky Kirk ’99 wrote in a recent post on

Berea’s alumni Facebook page. “I think it is rare to find that one faculty or staff member that makes an impression on your life but to have so many, it speaks volumes about Berea. I am who I am today due in large part to these individuals. I’m grateful for each one of them!”

## Outside the classroom

One of the ways Gowler has intentionally made those unique connections is by inviting students to his house for at least one class each semester. A practice he remembered fondly from one of his college professors, Gowler welcomes his students to his home for a meal and class

meeting. While sitting in his living room, eating a simple meal and conversing in a different, relaxed atmosphere, Gowler said he's always amazed at how certain students open up and flourish in that setting.

"The way I think about it is trying to create the conditions in which folks

“One thing I do think can be said of Berea students is they pull for each other and support each other. — Dr. Steve Gowler”

can have the fullest, most satisfying experience they can,” Gowler said. “I try to create that atmosphere, but what happens is about the student, not about me. If they are ready for a change and need a transformation, I feel like that is something that comes from within students. The community can do a lot to show support for them, and some will find their way.”

Interacting with students in a different environment often makes connection more impactful. Gowler says one of his favorite experiences is traveling with students. He has traveled to Europe seven times and has taken a half dozen trips to Washington, D.C., with students. Whether it's three days or an entire month, Gowler said these trips have been meaningful experiences for him and his students.

Similarly, Pimienta-Bey also has traveled out of the country with students. He and computer science professor, Dr. Jan Pearce, studied capoeira, an Afro-Brazilian mix of martial arts and dance, in Brazil and tango in Argentina. Pimienta-Bey has studied martial arts since he was 17 years old, and this trip combined many of his passions, allowing him to share aspects of his teaching, martial arts and spiritual background and insights with his students.

"It was an incredible opportunity to take students to study capoeira with a master teacher (called a 'mestre') in Brazil who also emphasized this idea that there is more to capoeira than just fighting," he said. "You can apply this to

your studies as a student and see this as grounding you spiritually and ethically. That was a trip that was very powerful."

Pimienta-Bey also is the faculty liaison for a martial arts student organization. He has trained in many martial arts styles and says this club is a place to help students gain a greater sense of

confidence, inner courage, focus and discipline. One specific form he teaches is Wing Chun, a close-quarters form of self-defense invented 500 years ago by a Chinese Buddhist nun.

"[Wing Chun] has helped young women and men, but especially women, who hadn't initially had the confidence to defend themselves or even to walk across campus," Pimienta-Bey said. "It allows them to train and learn as young

women and develop mentally, physically and emotionally."

## Something special

"This role is outside of my responsibility as a faculty member, but it is my responsibility as a model and mentor," he continued, "because I had models and mentors that told me how to deal with challenges in the world, and I saw those who did not have models and mentors and the route they took. My responsibility is not just as an academic. I am supposed to be a scholar-activist—someone who engages in this sort of mentoring—teaching and empowering students outside of the classroom."

It's no wonder Pimienta-Bey considers Berea's students special because of their commitment to social justice. "Most students at Berea unequivocally tend to come in with a greater sense of social justice or empathy or interest in making the world a better place," he

## LONG-LASTING ADVICE

In 1980, Berea students Ron Robinette '82 and Elizabeth Mullins '82 decided to get married. They were young, in love and not giving much thought to life's practicalities. However, before they married, John Heniesen, then associate dean of labor and financial aid, asked the couple to submit a budget.

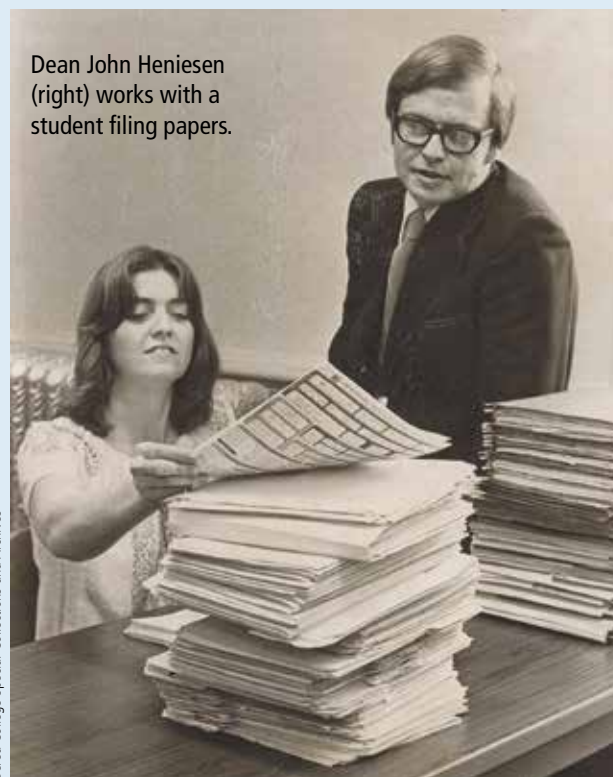
"He made it clear he wanted to ensure we were being realistic regarding living expenses," Elizabeth recalled. "His goal was not to sanction our marriage but to make sure we stayed in school. We accepted his advice in the spirit it was given and submitted a budget."

Soon after, Ron and Elizabeth were married in Danforth Chapel and went on to graduate from Berea, complete master's degrees and have very successful careers.

"To this day, we have managed our finances per his advice," Elizabeth said. "In hindsight, we could have not accepted his advice (in the spirit it was intended) and discounted it as trying to prevent us from marrying young. Instead, his budgeting advice and feedback has been the foundation for many, many financial decisions over the years."

For Elizabeth, this marks her 20-year anniversary at Eli Lilly and Company; Ron served in the U.S. Navy, and the two have celebrated 42 years of marriage.

Dean John Heniesen (right) works with a student filing papers.



"Berea's tuition-free promise, education quality, diversity exposure, work ethic and good advice from Dean Heniesen and Berea faculty and staff," Elizabeth said, "continue to make a difference in our lives many years later."



Students gather at Dr. Steve Gowler's house for food, fellowship and class discussion. Apart from the opportunity to travel with students, Gowler says sharing these out-of-class experiences in his home with students is a favorite part of his teaching career.

said. "Not all, but many or most of our students are more attuned to the need to affect change for the better—that idea that humanity needs greater care, and we need to be more conscious of what is going on."

"Our students are great human beings," Gowler agreed. "Of course, I'd say that wherever I was. But I'm totally fascinated, from the beginning to the present, of the basic values and commitments and what [the College] stands for. Many of our students are driven to

achieve all they can, but not to the detriment of someone else. And that kind of listening to one another and

“I think it is rare to find that one faculty or staff member that makes an impression on your life but to have so many, it speaks volumes about Berea.”  
— Ricky Kirk '99

speaking on behalf and being there for one another—one thing that I do think can be said of Berea students is they pull for each other and support each other."

And that care and support are modeled for students by faculty and staff members across campus. Feeling listened

to, accepted and challenged to be their best is what allows students to feel that much-needed sense of belonging—and ultimately to find success on their journey through and after Berea. ■

## DID YOU KNOW

Public Safety offers a Lights Out program that helps get student vehicles ready to travel back home. Learn more at [www.berea.college/LightsOut](http://www.berea.college/LightsOut)

FROM FACEBOOK



# With Gratitude

We asked Berea College alumni on Facebook to tell us how faculty and staff impacted their lives. Here's what they said.

## Robin Mason (Child Development)

"She said something in passing one day but it has stuck with me for 32 years: 'Every stage of parenting has wonderful moments. Don't miss them.' I kept this in mind throughout the parenting of my two girls, and I have shared it with countless other parents when they're struggling. It's SO true!"

— Sarah Teegarden Higgins '91

## Barbara Power (Theatre)

"Barbara Power was the most influential person that mentored me at Berea College. She was my supervisor during my freshman year at Berea. She quickly became a mentor. If anyone needed a mentor, it was myself. I was a hot mess at times. I learned so much about life and how to handle myself from Mrs. Power. She encouraged me during my years at Berea and was always there for me. She believed in me when others did not. She taught me to be an effective member of college society. Her office door was always open. She taught me what fights were needed and ones from which I needed to walk away. I am the person I am today because Mrs. Power saw my potential and saw to it that I flourished at Berea. Her impact on my life is immeasurable."

— Nelson Alexander '00

## Dr. Peggy Rivage-Seul (Education and Women's and Gender Studies)

"Dr. Peggy Rivage-Seul opened my eyes to what teaching is to be. Dr. Rivage-Seul broke every pre-conceived notion I had for my role as a teacher. I now find myself 31 years as an educator and still using the lessons I learned from that EDU 101 class."

— Steve Thompson Jr. '92

## Dr. Robert Foster (Asian Studies)

"Dr. Foster changed the trajectory of my life, a change that I remain incredibly thankful for to this day. I entered Berea as a Biology major with a particular interest in environmental studies/science. In my first semester I enrolled in Dr. Foster's Introduction to China course due to an interest in world history/politics. The class was

challenging, eye opening and fascinating. Dr. Foster was an exceptional and engaging professor. By the end of the semester, I was trying to figure out how to study abroad in East Asia ASAP. Soon thereafter I was blessed to be accepted to a one-year program at Kyushu University in Fukuoka, Japan. To prep for that, I enrolled in Dr. Foster's Introduction to Japan class in the spring semester. The class was outstanding. My year in Japan was one of the best of my life; a year I'd happily relive a thousand times. I returned to Berea for a semester and then studied in Japan for short term and spent the spring semester in South Korea. In my senior year, Dr. Foster taught my independent Asian Studies capstone course, and I was blessed to serve as his TA. Two years after graduating from Berea, I returned to Kyushu University to earn my M.A. in East Asian Comparative Political Science. Finally, returning to East Asia was a key factor that led to my current career path, and while my job has unfortunately not got me back to Japan, my time there and future visits are on my mind daily. I know that I am just one of dozens of students that had their lives changed for the better by the care, mentoring and education that Dr. Foster provided. I am forever grateful." — Paul Clawson '03

## Coach Roland Wierwille (Men's Basketball)

"Presently, I'm a retired teacher and starting work with The Bridge Church's (Alexandria, Ky.) outreach program. We had our first leadership training yesterday and were discussing problems.

I shared with them a mindset Coach Roland Wierwille imparted to me 37 years ago, and I have tried to live by through 28 years of teaching/coaching/athletic and recreation directing.

I told our minister yesterday those words Coach shared with me: 'Keith, we don't have problems, we have opportunities.'

Rather than just lament on problems in my adult life, I have tried to focus on what opportunity is presenting itself through this problem. [It's the] same mindset I will take into outreach through The Bridge—what an opportunity to reach out to people

and let them know what Jesus did for them through his sacrifice and love.

Thirty-seven years later, and Coach is still impacting my life."

— E. Keith Smith '88

## Dr. Michael Panciera (Agriculture) and Dr. José Pimienta-Bey (African and African American Studies)

"Oh my goodness, where to start? I have so many, but the most impactful were definitely Dr. Michael Panciera and Dr. Jose Pimienta-Bey. Dr. Panciera told me my second year of being an Agriculture major that anyone had what it takes to be an Ag major—they just had to believe in themselves and their passion for the greater good of those precious natural resources I so dearly love to really stand and make a difference. (I do wish I'd stayed in the Ag major now looking back, Dr. P). Dr. Pimienta-Bey was always so vibrant and full of life in his classes. There was never a day (even in the short-term class that was several hours long) when I didn't look forward to going to his classes because I knew they were about much more than what was written in textbooks." — Mary Johnson '09

## Marc Rowley (Biology)

"I have literally a novel's worth of people who influenced me during my time at Berea, but the one who sticks out the most was one of my biology professors, who eventually became my advisor and labor supervisor when I was a TA, Marc Rowley. Not only was he a great professor (I absolutely LOVED his classes!), but he was the kind of advisor that made time for his students, and as someone who has worked in higher education for several years now, that's not always a priority. He genuinely cared for and believed in his students, he loved teaching, and he was good at it! I had a blast TA'ing for his Human Physiology and BIO 110 classes—it didn't feel like a job! I learned a lot of valuable lessons from him, not just academically, but about life, and empathy and how to relate to people. When I pondered career goals a few years after graduating from Berea, I kept going back to the experiences I had, and it

was because of him—that was one of the reasons that made me want to become an advisor myself."

— Holly Korb Rabanott '12

## Virgil Burnside (Student Life)

"Virgil Burnside was the advisor for the Non-Traditional Student Association when we brought it back in 2010. We asked him for a room to meet in. He gave us a cottage. I'll never forget that." — Melissa Benson '11

## Dr. Gene Startzman (English)

"Thank you for giving so much of yourself to so many of us. You helped many of us break cycles of poverty and then some while also learning self-confidence and adventures in a way that only the 'S professors' could deliver upon. Your impact is immeasurable." — Gina Fugate '02

## Mary Ann Shupe (costume head for the Theatre department)

"I started college as a crafty kid who'd only used a sewing machine once or twice and was interested in all kinds of arts and crafts but was focused on performance. I lucked out and got a labor position in the costume (department) my freshman year, and almost immediately realized 'Why have I never thought about this as a career?!' I ended up working there all four years and focused on costuming as well as performance for my degree. Now my work has taken me all over. I've created outfits for hundreds of characters and made countless costumes, puppets and animatronics for shows performed all over the United States and on at least three continents, as well as at sea. I couldn't have done any of it without the training I got from Mary Shupe, the strong foundation she gave me in the art of costumes and the wonderful friendship we've shared. She is near-endlessly patient, kind, intelligent, a great teacher and leader, an incredible creative mind—the list could go on. After graduating, I would still call her up and we'd talk for hours, relating what we were working on and brainstorming ideas, or just chatting about our lives, and it was always a balm to the soul."

— Laura E. Haskell '05

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# All the Way through and Then Some

By Kim Brown

Successfully crossing the bridge through Berea College is impossible without the support of faculty and staff. A trio of retired alumni—each with close to 40 years of service to Berea—offered a guiding hand, stern lessons and second chances to hundreds of students who crossed their paths from the late 1970s to the 2020s.

## The Professor

Every student who took a general studies course with Professor Andrew Baskin '73 knows the cardinal rule: be on time or be locked out of class. Aside from all the knowledge he shared, that rule and the feelings it produced when the door closed on a late-arriving student resonate the most. He says it was a lesson about impressions.

"I tried to get my students to understand that their impressions were important," shared Baskin, who taught at Berea for 36 years. "That's the reason I've put so much emphasis on punctuality. If people see you getting somewhere on time, that helps [make a good impression]. Then, of course, you still have to do whatever you need to do after you get there. But walking in late all the time, that leaves a certain impression."

The Alcoa, Tenn., native left quite an impression on his students. He says he also wanted to make sure his students knew they had a voice and that their voice was important. He had an open-door policy. Students were welcome to visit his office to just talk or complain. Baskin says he would allow them to cry or have a pity party, but after 10 minutes

he would encourage them to act. He'd say, "Now, what are you going to do about this situation? What is your strategy? You can have all the dreams you want to, but you've got to initiate some steps and make those dreams a reality."

And Baskin held them to and supported them in those dreams. Today, when a former student makes a social media post about earning an advanced degree, getting a promotion or another monumental life moment, Baskin is one of the first to comment, saying, "I knew you would do it; I'm so proud of you."

## The Recruiter

A visit from Carl Thomas '78 was usually the first step for students in Alabama looking to make their college dreams a reality. For nearly 40 years, the Birmingham native split time between Berea and his hometown, building a transformative pipeline that brought more than 850 students from Alabama to Berea College. As the associate director of Admissions and the coordinator of minority services, Thomas' recruitment work was central to the College's Black student enrollment increasing from 6 to 8 percent in the 1980s to its current level of 26 percent. While his wife, Deborah '80, and their three children

lived in Birmingham, he traveled hundreds of thousands of miles and made an immeasurable impact on the College and the students he recruited.

Frank Polion was one of those students.

"To me, Carl Thomas is affectionately known as 'The Godfather,'" Polion explained. "I call him the Godfather because he made me an offer that I just could not refuse."

The offer was to attend Berea College. A 1989 graduate, Polion worked in corporate America for years before returning to Berea in 2018 to serve in the Admissions office as the coordinator of minority recruitment. He said he takes considerable pride in serving in a role once held by Thomas, a role that provides him with a tremendous amount of satisfaction. He credits Thomas for instilling a passion for recruiting in him.

"Carl is that person who is the catalyst behind me staying passionate and staying on fire for recruiting," Polion said. "He often gave me lots of insight coming into this role. And one of the things he shared with me was 'try to always be early and try to

be the last one out of whatever recruitment event you are participating in. It makes a difference.'"

Thomas made a difference in

the lives of many of the students he recruited. Once those students arrived on campus, he checked on them periodically throughout their time at Berea. Those connections continued after graduation, with Thomas attending weddings, funerals, christenings and celebrations of academic achievements—making him a Godfather to generations of Bereans.

## The Relationship Builder

Virgil Burnside '74 certainly made a difference at Berea College. Over a 39-year career, he held eight staff positions before retiring in 2019 as vice president for Student Life. Each of those roles allowed him to make personal connections with students, faculty, staff and members of the community surrounding the College.

"I'm a personal person," admitted Burnside, a political science major from Lincoln County, Ky., who volunteered with Big Brothers/Big Sisters and served on the hospital benefit board. "And so, I

When I met you [Virgil Burnside], there was a strength behind you, there was a lot of wisdom, and I appreciated the way you looked out for students...."

— Carl Thomas '78

always took it upon myself, personally, to engage people to help change thinking or attitudes when I could."

On campus, his work in Student Life often required him to be a disciplinarian. His established relationships with lawyers and judges in the community were beneficial when students found themselves in difficult situations away from campus. That engaging style, interest in politics and the relationships he built in the community—as a student and through his work at the College—helped him win election to the Berea City Council. He said a sense of service and the realization that living in the community made him part of the community spurred him to want to make Berea a better community for all people. He won re-election seven times, serving a total of 16 years.

While his service to the College and the Berea community were evident, Burnside may not have been aware of the mentorship he provided to colleagues.

"Virgil has been a mentor for me since I arrived at Berea," Thomas said. "I told him recently, 'When I met you, there was a strength behind you, there was a lot of wisdom, and I appreciated the way that you looked out for students in trying to help us to progress and navigate through this Berea College experience.'"

Though their approaches may have differed, the results were the same: they helped four decades of students bridge through Berea. They continue to nurture those relationships with former students and colleagues. ■



Pictured left to right, Carl Thomas '78, Andrew Baskin '73 and Virgil Burnside '77 collectively helped usher thousands of students in and through their Berea experience during careers that each spanned nearly 40 years.

# Mad Skills and a Little Spunk

By Jason Lee Miller

In August 2009, Kelci Reed '13 left her small-town Indiana home and the single mother who had raised her and cried all the way to Berea. A self-described homebody, Reed said her mom and that little place outside of Muncie was all she knew, and at 18 years old, she and her mother spent their last dinners together mourning her departure.

As a kid, she had been a competitive swimmer, but now, after a little thought, she aimed to be a teacher. To get there, she was going to have to navigate a new world much different than the one in which she'd grown up. On the second

day of class, she encountered some luck that would help her get through it: she met her future husband, Brett Roddy '12.

She also made a pack of friends who would be there for her throughout. Otherwise, adjusting to her new environment was pretty tough, and she'd need the help of her teachers. The first of her special teachers was Dr. Bobby Starnes, professor of General Studies and Appalachian Studies, who would become an important mentor as Reed worked her way through college. In her classes, Reed was learning things about herself, primarily what her strengths and weaknesses were.

"There were things I was good at," Reed said. "I was good at coming up with ideas. I was pretty good in a classroom with kids. But there were things that I wasn't great at. I was not a great writer. I wasn't good with grammar because this wasn't really something that my high school stressed at all. I'm not a great tester. Some didn't feel like I would be a good educator, but I kept pushing. I was constantly in somebody's office."

One of those offices Reed was constantly in was that of Dr. Althea Webb, associate professor of Education Studies.

Webb was fairly new to Berea at the time. She had read about the College while completing her Ph.D. at the University of Kentucky and wished she had heard about it sooner. Webb had come from western Kentucky and would have been eligible to attend Berea as a young person, but no one told her about

it, so she relied on grants and scholarships to start her collegiate journey at a different liberal arts school. When she finally landed at Berea College to teach future educators, Webb identified with the students immediately.

"I come from a working-class background," Webb said. "So, I understand that part. I come from poverty, and I knew that didn't necessarily limit your intellectual capabilities. And then to find this whole school that's been here forever. The students are delightful. They are respectful. They are passionate. They understand the stakes are high, and I'm just happy to help them reach their goals. That's my joy."

Webb also said she's particularly drawn to students who have "a little spunk in them," and some push-back, ones who challenge you. "I don't take it personally," she said. "To me, that's a survival instinct."

And Kelci Reed was one of those students who had a little spunk.

"Her spirit is strong," Webb explained. "And she had strong women in her family—her mother and her grandmother—so she was going to be a strong woman. And you know, sometimes the world pushes back against strong women. Our society expects women to be obedient, and that's not necessarily in our own interest. Kelci was someone who was fully who she was, and sometimes that's difficult for people around you. I saw it in myself as a young woman, and all I did was give Kelci her freedom to spread her wings and be who she was. She wanted to be a teacher with all her heart, and she just blossomed."



Dr. Althea Webb and Kelci Reed Roddy '13 reunite on campus while Kelci's children explore the lobby of Knapp Hall, Berea's education building. Webb and Roddy are still close a decade after Roddy's graduation.

While Dr. Webb saw herself in Reed, Kelci saw someone else in Dr. Webb: a mother who had been missing in her life since she left home.

"She changed my life," Reed explained. "She did. I would not have made it through without her. Some of the other professors were hard to adjust to, and I don't know whether it was personality or curriculum, but it made for a lot of rough days. You're very much trying to figure out who you are without your parents, and it's so very foreign. So, to have that mother-figure was what I needed."

The two women shared a similar story where they really connected in class. It involved a group project about Ruby Bridges, the civil rights activist who was the first child to integrate a school in New Orleans and who was the subject of a famous Norman Rockwell painting. One goal was for the students to act out characters in Bridges' story, and another was for them to present their own versions of it. For Reed, it was the classic tension of the collegiate group project: she felt she was doing all the work. But she also felt Dr. Webb acknowledged that and rewarded her

for her effort. But Webb's version is a little different. She said she didn't designate a leader for the project, but Reed took on the role naturally and managed to get the other students to do more work for Kelci than they had done for Dr. Webb. Reed's natural leadership skills were what impressed her most.

"Teaching is so rewarding," Dr. Webb reflected, "to have that ability to make connections with people individually. And you never really know how it plays out in their life. I've never done anything that I've enjoyed more, and I've enjoyed teaching here more than any other place I've ever taught. I'm getting close to retirement. Without a doubt, it's going to be hard to leave."

In December 2013, Kelci graduated. A couple months later, she had a graduation party back home, and Dr. Webb was unable to attend. But she sent a letter to Kelci that she tucked in with her diploma, and Kelci took with her out into life thereafter. In the letter, Dr. Webb reminds her of the joy and laughter they shared and then acknowledged that she had a hard time getting through, but also that she was more than


a few scores on a portfolio assessment.

"You are strong, beautiful and intelligent," Webb wrote. "That little girl who was the competitive swimmer at age 7 has grown into a woman with 'mad skills.'"

She closed that she would always be there when Reed needs her but doesn't think that she will.

Though Webb couldn't make it to Reed's graduation party, she did show up for her wedding.

"When I got married," Reed said, "she drove for hours, rolled up and just gave me and mom a hug, said I love you, and got in her car and left."

Ten years later, Kelci, the teacher, still sends Webb Christmas cards and gifts. The most recent gift was a coffee mug that reads simply, "Read the syllabus." And whenever Reed visits Berea, she brings her kids with her so Dr. Webb can hold them, because cuddling babies is Webb's other specialty. 



Dr. Althea Webb drove several hours to share this special moment at Kelci's wedding.

**bell hooks center (Director: Dr. M. Shadee Malaklou)**

The bell hooks center is an inclusive space where historically under-represented students can come to be as they are, outside of the social scripts that circumscribe their living.

Designed to be appealing to students—especially women, students of color and gender non-binary students, but also students who don't identify as such but are simply looking for a safe place to lay their head—the center has an inclusive dynamic display; comfortable couches, bean bag chairs and wool blankets; individual and group study spaces; and reading nooks. The center gives space to those who are looking to unload their baggage, who are looking for a space where they can come to be as they are.

"It was important to me," said Director M. Shadee Malaklou, "that this space be beautiful (adorned, for example, with original, commissioned art and with Persian, Turkish and Afghan rugs) as well as size-inclusive and ADA-friendly, so that our students, most of whom live at the intersections of socioeconomic oppression, racism, sexism, homo- and trans-phobia, fat-phobia, ableism and the like, would know that Berea College is committed to making them feel safe and seen. I feel that we have accomplished this.

"I also wanted to create a space that encourages students to become social justice leaders," she continued, "following in bell's legacy to speak plainly and personally about the way the world works and their place in it, so that they can imagine and enact new relationships that change this world."

**Loyal Jones Appalachian Center (Director: Dr. Chris Green)**

The Loyal Jones Appalachian Center (LJAC) strives to stimulate student and scholarly interest in Appalachian Studies. The center serves as one of the nation's information sources to educate others about the region. It fosters teaching and learning for all undergraduates regarding Appalachia, while supporting the academic, career and social success of students from Appalachian counties.

"The LJAC serves as a home away from home for students from throughout the region and beyond," said LJAC Director Dr. Chris Green. "At LJAC, students relax and learn, connect and create. We advocate for students from the region and help the entire campus learn about the region itself through the lens of the Eight Great Commitments."

**Center for Teaching and Learning (Director: Dr. Leslie Ortquist-Ahrens)**

The Center for Teaching and Learning (CTL) brings faculty, staff and students together with trained faculty, staff and student leaders to deepen their confidence, skills, perspectives and insights as readers, writers, learners and teachers. Students experience direct support as writers through the services offered by Writing Resources, but also as writing consultants who hone their skills and leadership acumen through their labor positions (read more on pg. 32). Students are also supported as teaching assistants who are prepared by the director of Teaching and Learning Assistant Programs to help peers with coursework and with navigating college challenges. As students in the Student-Faculty Partnerships Program, they experience growth by collaborating on enhancing a faculty member's target course to better support student learning. Supporting students is the ultimate goal of all CTL programming, including faculty development. To extend the reach of the staff, the unit works with many members of the community—from labor students to faculty—to equip them to also provide direct support for students.

**Black Cultural Center (Director: Kristina Gamble)**

The Black Cultural Center (BCC), established in 1983, provides a supportive environment and services that target the needs of Black/African American people at Berea College. Through programming, the center supports the recruitment, retention and graduation of Black students.

"Black students are provided the opportunity to find community and receive leadership development enrichment specifically designed to equip them with tools necessary to navigate campus, community and career endeavors as a Black scholar," said BCC Director Kristina Gamble. "Our center proudly hosts signature programs such as Kula Kusoma, Sankofa Scholars, Black Male Leadership Initiative and the Sisterhood of Queens United Among the Diaspora (S.Q.U.A.D.)."

Through the BCC, all students, faculty and staff are provided with an open invitation to learn about Black history and culture from a Berean perspective and from national and global perspectives as well.

**Willis D. Weatherford, Jr. Campus Christian Center (Dean: Reverend Dr. LeSette Wright)**

The Campus Christian Center (CCC) provides devotional study of Christian scripture, interfaith conversations and events, and intellectual and spiritual engagement with the Christian faith through convocations, lectureships, workshops and occasional spiritual retreats. Through weekly chapel services and interfaith programming, the CCC connects students from all faith backgrounds, helping every student feel a sense of belonging and acceptance of their spiritual beliefs and fostering the learning that can occur across religious differences.

**Carter G. Woodson Center for Interracial Education (Director: Dr. Jessica Klanderud)**

Founded in 2011, the Carter G. Woodson Center for Interracial Education (CGWC) focuses its work on the interrelationship of race and poverty through coalition building. Overall, the center's goal is to build coalitions for anti-racism in the wider area of central and eastern Kentucky. The CGWC fosters communication around Berea College's Fifth Great Commitment: To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among Blacks and whites as a foundation for building community among all peoples of the earth.

In service to faculty, staff, students and the broader community, the center is a space that offers programming and hosts numerous events to educate, build community and support healthy understanding and interaction among campus constituents.

**Espacio Cultural Latinx (Student Support Coordinator: Juan Jaimes Costilla)**

The Espacio Cultural Latinx (ECL) is a dedicated space run by a full-time staff person and by students through the labor program. The ECL helps raise awareness of Latinx issues and cultures through its programming, broadening the perspectives of all students and making Berea College a more inclusive and diverse community.

"We accomplish this through our various initiatives including: a Latina support group, the Latino Male Initiative, various Latinx student organizations, more than 30 annual events and programs, and through mentorship and community building engagements," said Student Support Coordinator Juan Jaimes Costilla.

The ECL is also a collaborative space where students come for mutual support, study and enriching conversation.

"We partner and collaborate with various departments, centers and offices to ensure that our resources and services reach all students who would benefit from the ECL," Costilla said. "We take the lead on Hispanic Heritage Month and coordinate programming for all of campus to enjoy and celebrate our Latinx cultures and traditions. We also organize our Latinx graduate recognition ceremony, which is held in late April and is used to recognize our Latinx graduates and their accomplishments at Berea College.

**Francis and Louise Hutchins Center for International Education (Director: Dr. Richard Cahill)**

Created in 1998, the Francis and Louise Hutchins Center for International Education (CIE) fosters understanding of, and respect for, all peoples of the earth. The center supports Berea's international student population from before they arrive on campus through to post-graduate assistance.

The CIE runs an extensive orientation for incoming F-1 international students. An F-1 visa allows a student to enter the U.S. as a full-time student at an accredited institution of learning. From making up their dorm rooms with sheets and bedding to setting up a bank account and taking them to the social security office to get a social security number needed to work in the Labor program, the CIE's orientation is comprehensive, explained Director Dr. Richard Cahill.

"The CIE provides all incoming F-1 students with a quarter-credit course in their first semester on campus titled Integrating Cultures," Cahill said. "This course helps new international students learn about American culture and Berea's history and resources, navigate local relationships, stay safe and how to remain 'in status' (relative to their F-1 visa)."

The CIE also supports and guides students to study abroad. Pre-COVID, almost 50 percent of Berea graduates had studied abroad, with most of those study abroad experiences supported by generous grants provided by the College.

The CIE also guides students through amazing post-graduation opportunities, such as Watson Fellowship and Fulbright scholarships. And importantly, the CIE helps F-1 international students with their "OPT" application, which allows them to work for 12 to 23 months after graduation in the field in which they majored.

**Center for Excellence in Learning through Service (Director: Ashley Cochrane)**

The Center for Excellence in Learning through Service (CELTS) educates students for leadership in service and social justice through promotion and coordination of academic service-learning and student-led community service. Through the work of CELTS, community-campus collaborations are a reminder that every person has something to contribute, and every person can play a role in making the community stronger.

"In other words, everyone is a teacher, and everyone is a learner," explained CELTS Director Ashley Cochrane. "Through working and serving with CELTS, students discover and contribute to a supportive and empowering community of people who are all invested in sharing resources, skills and knowledge in service to others. Students find meaning in their community engaged work, and they realize that they have the power to create positive change."

# CENTERED

*Distinct gathering and learning spaces help students belong and flourish*

## SOME PERSONAL MAGIC

by Jason Lee Miller

Dawn '25, a northern Virginia native, liked to paint as a kid, but her junior year in high school, she took a class to be certified as a medical assistant. And there, she met registered nurses, and Dawn wanted to be one, too.

Her parents had saved money to send her to college and planned to send her to a state school nearby. But Dawn, in her research, discovered an interesting place called Berea College. It was a small school, and unlike the state university, Dawn saw a chance to get individualized attention. Also, Berea's nursing department had a 100 percent pass-rate for the big, important nursing exam. And last was the kicker: Berea didn't charge tuition, which meant Dawn's mother could save her hard-earned money for herself.

But first, Dawn had to convince her mother that Berea was a real place in the world, and eventually she did. Dawn applied, was accepted and was off on a new adventure to Kentucky.

Before she left home, Dawn got her labor assignment. She expected to work in the Visitor Center & Shoppe or dining because of her background in customer service. Instead, Dawn was assigned to broomcraft, something she had never done before.

"I wasn't mad about it," Dawn said. "I looked it up and saw all their products, and it looked really cool. I was pretty excited, actually."

When she got there, she wasn't so sure anymore because it appeared to be a kind of boys' club. But that wasn't the case, and she actually made good friends and settled into the work with them. It was production work, but Dawn found broommaking pretty interesting.

"I'd never made a broom before," she said, "so it was really cool to see it come together and actually be functional."

Making the first broom didn't go so well because the broomcorn bundle was twice the size it should be, but it was still special to Dawn because she had made it; it worked regardless, so she decided to keep it. Over time, Dawn got better at the craft and was liking it.

"I really enjoy my work here," Dawn said. "It's really chill. I like the vibe. I can go and not feel super stressed. It's more of a stress-reliever, despite being a labor assignment. It gives me a nice creative outlet."

It's now her fourth semester making brooms, and Dawn's personal focus is on painted handles. On the first handle, she painted strawberries, her favorite fruit, and was encouraged to continue. Dawn worked her natural surroundings into the next one: black walnut, goldenrod and marigold. Her next handle uses paw-paws, a native Kentucky fruit.

That's still experimental and personal, so if people want to purchase a broom handmade by Dawn, they'll need to pick up the Berea Rocket Broom instead, which Dawn says is a sort of Harry Potter item.

"If you were to draw a broom for a witch, that would be what it is," she said. The Log House Craft Gallery website, which sells the broom, notes the magic is not included, but Dawn's personal magic certainly is.

Dawn has a couple of years left before she finishes her nursing degree. In the meantime, she traveled with the Craft Education Outreach Program for a broommaking demonstration at the Smithsonian in Washington, D.C.



Photo by Crystal Wylie '05

# Letters of Encouragement

Sree P S '24

In the day and age of internet messengers and social media, communicating through hand-written letters is a dying art. But when Cecelia McKinney '56 posted on a Berea Facebook group asking if Berea students wanted a grandmother as a pen pal, the response was so overwhelming she had to take the post down within a few days.

"I put a little note on the page that I was a grandma, and if students would like a grandma to give them pats on the back or to be sad with them, give me their post office box," McKinney said.

Of the more than 40 students who replied, she kept regular contact with 14 students. Two Bereans kept exchanging letters with McKinney for all four years of college and beyond.

The expressions of genuine care that McKinney put into the students' CPO (campus post office) boxes gave them much-needed relief from the challenges of academic life—a reminder that there are people who care.

For McKinney, the epistolary exchanges were ways to give back to a community with which she had a longstanding connection. Her father was born in the city of Berea, and her grandfather laid the foundation stone of Fairchild Residence Hall. When it was time for McKinney to pursue higher education, Berea's no-tuition promise came to her aid.

McKinney moved to Berea from New York when she was 16 to pursue her dream of becoming an educator, the first from her family to go to college.

"I knew that I was going to be a teacher from the time I was 5 years old," McKinney said. After graduating from Berea, she moved to Florida with her

husband and taught in the same county for 32 years until retirement. Currently, she volunteers her time in kindergarten classrooms and elementary schools. She is relentlessly committed to the welfare of the communities that helped her grow.

"I am very, very attached to Berea," she said. "Because my parents moved a lot, I usually went to two and sometimes three schools, each grade level. When I went to Berea, it was four years of school. I knew the same people and the same place. I think that's probably why it's so special."

It is still her yearly tradition to visit campus at least once with her daughter. She has published two memoirs that feature her time in her beloved Berea.

Reflecting on her time in Berea, she remembers the professors who welcomed her into their homes and all the people

who made her feel she belonged. She also acknowledges her challenges, like the spells of homesickness she endured as a first-year student.

"I was so homesick as a freshman, and my mother was the only one who wrote to me," McKinney said. "I thought if I enjoyed [her letters] that much, maybe some of the current students will [enjoy my letters], too. If they had a test coming up, I would write, 'You can do it!' If they have a paper, I encourage them. I tell them about the kindergarteners I read to, and they tell me about home."

McKinney translates her love for Berea into the care and kindness she imparts to its students. She wants Berea to be the second home it was for her and contributes to the community however she can. ■



Cecelia McKinney '56, aka Grandma Cecelia, has been sending students handwritten letters for years, offering them the listening ear and encouragement of a stand-in grandmother. In addition to letters, McKinney made special items for some students to commemorate their graduation from the nursing program or other exciting accomplishments that she learned of through her letter communication.

## EVERY PIECE TELLS A STORY

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

# Seeking the World Beyond

Sree P S '24

Dr. Princess Nash '07 leads a life of equal parts adventure and academic rigor. She is a planner who welcomes the diversity of the world's experiences and executes her goals like a visionary. Last year, Dr. Nash finished her Ph.D. in public health at the University of Alabama while working for the Department of Veterans Affairs. She recently travelled to Tahiti, the 43rd country in which she has set foot.

Nash grew up spending time between her grandmother's farm in White Lily, Ky., and London, Ky., after her mother returned from the military. Her academic journey began when Berea's Educational Talent Search Program for Appalachian Youth recognized her caliber in sixth grade. She went on to participate in the Carter G. Woodson Scholarship program and the Upward Bound program, which prepared her for college.

"The public school system didn't necessarily give me a leg up, if you will," Nash said of growing up in rural southeastern Kentucky. "The additional resources from Berea really helped prepare me for my future career."

Inspired by her mother's post-military career as a teacher, Nash pursued a degree in early childhood education. She spent her time at Berea volunteering and working at the Boyd and Gaynell Fowler Child Development Lab. She worked as a resident assistant and then a hall coordinator as a part of her labor experience.

However, it was after she started her student-teaching experience at Berea

Community School that she realized she needed to find a different career path.

"Thankfully, Berea teaches you to outgrow it and seek the world beyond," Nash said. When she got on a plane for the first time and left the country, she discovered what she wanted to do for the rest of her life. She spent a semester abroad in Denmark with the Kentucky Institute for International Studies (KIIS) program and studied their educational system, and in the summer of her senior year, she spent time in Mexico learning Spanish and indulging her appetite for travel. Berea's support and encouragement for students to travel abroad facilitated Nash's first-time travel experiences and jumpstarted a love for travel.

"The travel bug bit me hard," Nash said. "It was a truly immersive experience that I really enjoyed. [It was a] pivotal point to me thinking about a different career path that involved more travel and more experiences across the globe, and seeing how I can use the skills that I have gained already to enhance my future career choices."

After graduating from Berea, she started her master's degree focused on maternal and child health in the public health sector at the University of Alabama in Birmingham. She completed her practicum experience working for the Aga Khan Health Services in Mombasa, Kenya.

After graduate school, she joined the Peace Corps, a U.S. government program that trains volunteers to provide development assistance to developing countries and remote communities. She

was stationed in Guyana, South America. She grew to love the country and developed long-lasting relationships with people in the two years she served there.

After her service, Nash toured the entire United States with a friend she met in Guyana. During the trip she interviewed for a position at the Department of Veterans Affairs from a hotel room in Florida over Skype. She landed the job, which involved even more travel. While working full time, she started her doctoral degree at the University of Alabama, exploring the healthcare experiences and related outcomes of military servicewomen, inspired by her mother's military service.

Six years ago, she started her own consulting business, Pioneer Consulting, which runs a qualitative data arm for research studies. "I do focus groups; I do one-on-one individual interviews; I transcribe interviews for people," Nash explained. "I do thematic coding and create analytic reports for research studies."

Currently living in Tuscaloosa, Ala., she spends her leisure time as a member of the Druid City Derby league, a rollerskating contact sport known for its athleticism as well as theatrics. Here, the skills she developed at Berea came to her aid in surprising ways.

"Berea is where I got introduced to grant writing and applying for federal funding," Nash said. "And that is a skill that has been very beneficial throughout my entire career. Even with the roller derby, I've written two grants for the derby that have been fully funded. And then my dissertation—I wrote a grant,

and that was my first federal principal investigator funding for research that was awarded to me."

She had applied for funding from sources like the European Union to help the communities she had served in Mombasa and Guyana.

People often tell Nash that she leads an "interesting" life. Reflecting on the variety of things to which she commits her time, Nash admits that managing her time and choosing how to invest her time is challenging.

"[In graduate school], some semesters, I would work as a teaching assistant," she explained. "And then, I was doing my consulting work and taking my classes. [The] past few years have been very chaotic and hectic. But Berea did prepare me for that. At Berea, you are doing extracurricular activities and

clubs alongside academics and labor. It helped me to learn how to manage my time to get the most out of it."

Despite her busy schedule, Nash finds time to nurture the connections with people who helped her grow. During her first year living in Pearsons Residence Hall, she built close relationships with the collegium members in residence, Dr. Dwayne Mack and Dr. Felicia Mack.

"In the decade-plus since I left Berea," Nash said, "I visit them every time I go back to Kentucky, and both of them have just been instrumental in showing me what life could be like and always reminded me to keep my options open and go into everything with an open heart and open mind."

Greece 2021



Denmark 2006 (first travel-abroad experience)



Kenya 2008



Druid City Derby League



India 2016



Iceland 2018

All photos submitted

# Laptop Program

Many Berea College students were raised in the digital divide—the gap that exists between those who have access to the internet and the technology that powers our lives and those without such access. Aside from providing every student with a tuition-free education, one of the most empowering demonstrations of the College’s supportive environment is the provision of a brand-new laptop computer students can keep upon graduation. The College has partnered with Dell since 2002 as part of the EDGE or Empowering a Dynamic Generation through Education program.



**\$1,385**

average value of each  
laptop issued to students  
for the 2022-23  
academic year

**6,000+**  
laptops issued through  
the EDGE program



**2,925**

number of campus  
computers/laptops  
supported by  
Information Systems  
and Services (IS&S)



Mac computers are not issued to students, but they have access to a number of Macs in several labs and work locations around campus.

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# Be My Guide

## Writing Resources students help peers become better writers

By Kim Kobersmith



Leeroy '23 (seated on left) found tremendous help in the Writing Resources Center because of students like Callista '23 (seated on right), who offer peer-to-peer assistance for any kind of writing assignment. The peer-led environment can often foster a different conversation that feels safe and allows students to be more genuine when discussing their writing challenges.

Berea student Leeroy '23 doesn't know how he would have made it through college without the support of Writing Resources.

"I don't like the writing process, and the consultants helped me develop a more efficient writing style," he said. "I tend to include multiple perspectives, and they helped me narrow it down to one topic. It has elevated all of my writing."

Leeroy, a senior Biology major, originally consulted with the Writing Resources staff about a technical paper for a law class his first year and has since sought feedback on other papers, scholarship applications and his personal statement for medical school. Receiving scholarships, with Writing Resources assistance, has been essential to his experience at Berea.

Myasia Watson '22 is a Berea alum who utilized Writing Resources every semester of college. She continues to benefit while studying in the Master of Social Work program at West Virginia University.

"There was a big leap in writing from high school to college," Watson said. "I am really bad at grammar, and the consultants' explaining why they were making changes really prepared me for graduate school."

These students are not alone. According to Dr. Amy Nichols, director of Writing Resources, the staff serves 450 students per year through more than 1,000 individualized consultations. That is more than a quarter of the Berea College student body. They are welcome to consult on any writing piece, from a capstone project to a love letter.

Berea has had some form of writing assistance program since the 1980s. Writing Resources is easily accessible, conveniently housed in the basement of the campus library. Along with comfortable furniture and space for conversations, the space hosts a display of writing tip sheets covering all aspects of the art and skill of good writing.

Beyond one-on-one sessions with students, consultants lead more than 50 workshops a year. Professors can request



Dr. Amy Nichols directs the Writing Resources Center, which serves 450 students each year. She trains student workers to coordinate and facilitate more than 1,000 individual consultations each year. In addition, Nichols helps lead and supports more than 50 workshops each year and provides presentations for professors' classes.

a variety of presentations including integrating sources, plagiarism, introduction to Writing Resources and styles of citations. Student leaders personalize them for each class, taking into account what they are currently studying.

Many students are first exposed to the program during their required general studies classes (GSTR), which are mandatory all four years at Berea. The required research paper gets longer each year, from five pages at first to 20 pages as a senior.

"These are massive research papers, and most GSTR classes are not taught by writing professors," explains Callista '23, Writing Resources student labor manager. "It is important that students have another avenue of support that is not the internet."

Writing Resources offers that support in a third space, utilizing a student-centered, peer-to-peer model. A peer-led environment can feel safer, and can foster a different kind of conversation, than an expert-led one.

"It is easier to be more vulnerable about writing and accept feedback from other students," Callista said. "They can genuinely talk to us and not conceal parts of themselves to seem professional. It is not a stiff academic space."

It is important for leaders that students have ownership and agency in the consulting process. That means meeting them where they are and following their lead in sessions. Consultants guide gently with questions: What would you like help with? What are your

goals? How do you want this paper to be received? The process focuses on what the student wants to do with this writing in the moment.

Through extensive training, consultants gain College Reading and Learning Association certification as tutors. It covers not just the nuts and bolts of basic grammar, how to organize an essay and taking a paper to the next level, but the soft skills necessary to make students feel welcome and supported in one-on-one sessions.

"Our student-oriented training work reminds consultants we are working with a person, not just a paper," Callista said.

Callista has worked at Writing Resources for three years as part of her labor assignment. She particularly remembers one student who arrived at her consultation stressed and anxious about her assignment. Callista was able to reassure her, calm her down, and work through the problem with her. Through subsequent meetings, the two developed a productive and dynamic working relationship.

"To watch her writing get better was so amazing," Callista said. "At her last appointment I was able to say her work was perfect and didn't need anything. It is rewarding to really guide somebody and help them."

Ultimately, Writing Resources staff are not grading, but supporting, student writing. "The consultation is actually a very empowering process," Leeroy said. "At the Writing Center, my vision is understood. I am understood." ■

# Bigger than Hair

By Jason Lee Miller

It's a Saturday afternoon, and the main room of the Carter G. Woodson Center for Interracial Education is abuzz with people of color but with a diversity of age and gender among them, and some curious local media trying to tell the story in their own ways. In the back of the room, Joel Wilson '02 is cutting hair as part of the Chop It Up program, a kind of on-campus barber shop he developed for students of color. And soon in the adjoining Black Cultural Center, the ribbon will be cut for the inaugural opening of a beauty-care product vending machine for Black students—the first of its kind in Kentucky.

Entering this space as a white man tasked with telling a story about people of color and their hair, I decided to approach the issue cautiously because it was new territory for me. This story was an opportunity for me to learn, and

while it might seem odd that I be the one to report on it, something about it also fit right in with the vibe and purpose of Berea College: that Bereans with different identities can come together and appreciate their common humanity.

As I walked around the event, I approached the vending machine containing a plethora of products that addressed the care of hair, skin, nails and even eyelashes. A kind woman nearby explained two things: that it was hard and expensive for young women of color at Berea to travel to Lexington, where the nearest salons were with stylists who understood different textures of hair; and that many of the products in the machine could not be found in local stores and were cost-prohibitive online. She also explained the importance of the use of satin materials because of the way it interacted with kinky or coily hair.



Robert '26 gets a haircut from Caleb '24 at a Chop It Up event. Program leader Joel Wilson '02 ensures the program is open to all students—not just Black males—who want to participate and find a sense of community.



Melanie Day, top right, joins Kristina Gamble, beside her, to cut the ribbon on Kentucky's first beauty product vending machine.

## The Vending Machine

The haircare vending machine installed at Berea was the brainchild of Melanie Day, curly-hair and hair-loss specialist, consultant and owner of You've Got Curls and Hair Loss Center in Lexington, Ky. A native Lexingtonian, Day grew up in an entrepreneurial family that quickly understood she had a passion and talent for haircare and encouraged her to pursue it as a career.

"I started beauty school when I was 17," said Day, who noted that there wasn't much in the curriculum at that time about different textures of hair. "I didn't want to be stuck just doing one type of hair. I have friends from all over the world. That's where my love for all textures of hair really started."

So, Day made hair textures her main focus and, in addition to what she was learning at beauty school, she began networking with other stylists to make up for what the school couldn't teach her. Eventually, she had her own shop where she applied her special knowledge.

"I've had quite a few clients who are either current Berea students or graduated from Berea over the years," Day related, explaining how far they had to travel to see her, but also the diversity of students who came. There were young women of color, certainly, but also young white men with their own kind of curly hair who wanted to know how to manage it.

"It's experiences like that," Day continued, "where the community comes in. You can have differences, whether it's physical, political, ideological, whatever, but you can have a bond over your hair."

Day sympathized with the distance Berea College students were traveling, some even up to northern Kentucky, and the problem sparked an idea to bring her salon to campus through the haircare vending machine. Certain trade secrets prevented her from describing how it went from idea to reality, but the celebratory unveiling of the machine on campus helped Day realize something else about it.

"This is bigger than hair," she said, "because oftentimes you're told you're not good enough or your hair is unprofessional. It's a big deal to have products for your hair and skin so you can look good and feel good about yourself. It's bigger than hair—it's to be seen."

While Day brings a vending machine to campus, the campus is bringing students to her salon for internships. There, they learn how small businesses work by doing cost comparisons and price adjustments, along with public relations and social media management. But also, they're being *seen*.

## The Barber Shop as Sanctuary

Joel Wilson matriculated at Berea more than 20 years ago; he was recruited by Darlene Lattimore-Cartwright '87, who was brought to Berea by Virgil Burnside '74, retired vice president for student life. Wilson earned other degrees after he graduated from Berea and, just before coming back, worked in nearby Richmond as a mental health therapist for people suffering from opioid addiction. Fate and past connections brought Wilson back to Berea in 2019 to work as a psychotherapist in the College's Counseling Services. His job description, though, had an interesting twist: find new ways to extend counseling



Joel Wilson '02 gives Victor Faluyi '23 a trim at a Chop It Up event last fall. Wilson describes the barber shop as a sanctuary where young men and older men can share a vulnerable space that creates opportunities for father-figure relationships to grow.

services to historically underrepresented students, especially students of color.

"One of the things I observed that hadn't really changed much was that students still had hair, and people still needed haircuts. And they still didn't have barber shops in the area."

Wilson remembered his own experience at Berea, where he had to cut his own hair, a practice he'd incorporated since a move to Kentucky when he was 14. By sophomore year at Berea, he had become a barber for other young men and has been cutting hair ever since.

"So, there is a phrase a lot of people

use in the communities I'm connected to," Wilson said, "when we're sitting down and talking or processing things that I just kept hearing: let's chop it up; let's sit down and talk."

In the process, Wilson discovered a bridge between cutting hair and getting students to talk about things. "That's how it got started," he said, "a place students can come and talk, so you're literally chopping hair and chopping up issues."

Then Wilson connected the mundane setting of the barber shop to another place that transcends racial and ethnic categories: the sanctuary.

"The idea of a sanctuary," he continued, "is that something spiritual is happening; a person can come in and feel seen and appreciated just as they are."

His imagery also has to do with uncles and father figures. He grew up in two places, in Cincinnati, where he could find a sort of uncle at a barber shop on any given day to get a haircut; then he moved to Kentucky and lost that connection because the barber shops in his new place involved white men cutting white men's hair. They were older men, chopping it up in their own way, talking about the daily news or what was going on in town.

Wilson talked about barber shop "shenanigans" and good times, but also conversations about serious matters of the heart and young men being in a space with older men and the intimate, vulnerable outcroppings of missed opportunities that these father-figure relationships fill in, like learning to tie a tie, how to treat a lady or how to shave.

"That is a counseling session in its own way," he said. "It's very sacred because everybody wants to be seen, and sometimes we might go about it in a dysfunctional way, but in that setting, you don't have to do that—you're literally shedding hair, and you're literally shedding parts of yourself."

In the United States, the experiences of people of color are harder in many ways, but also when it comes to hair.

Across the nation's tense history, Black people especially looked for ways to straighten their hair or use chemicals to better conform to white culture in order to survive or just find a job. This creates a psychologically damaging "double consciousness," in Wilson's words, where people must hide away important parts of themselves and in the process of self-denial create an inner world of unpacked trauma. "Ultimately," he said, "the true trauma is when we have to betray the truth we know about ourselves in our situation." The barber shop becomes a therapeutic sanctuary for releasing and resolving these tensions.

So, when it comes to people of color and trying to change their hair, he explained, the process not only denies a sense of self-worth but it manifests into the world as disbelief in the future self: With my tightly coiled or loosely coiled or biracial hair, will I be called back for an interview? Do I have what it takes, just being me, to become CEO or senator?

Wilson also wanted to highlight one other thing: a student, young, white and Appalachian, told him he wanted a haircut and wanted it done at Chop It Up despite being able to go anywhere in town, but he didn't want to take a space away from his peers of color. Wilson told him that no matter what, there would be a space for him because this is Berea, and everybody deserves to be seen.

## Crowns and Black Girl Magic

It was Kristina Gamble, director of Berea College's Black Cultural Center and an Appalachian person of color, who made the deal with Day to bring the haircare and beauty product vending machine to campus, an arrangement that also included the participation of

Campus Life. Gamble expressed how the home kitchen, instead of the barber shop, is a kind of sanctuary as well, where women of color, as sisters, gather for several hours at a time and do each other's hair and talk about issues. On campus, so far away from salons and stores with the right products, the home kitchen has taken shape in residence hall spaces, where the same things go on.

When it comes to the hair itself, Gamble uses the image of a crown.

"For Black women," she said, "our hair represents our crowns. Being Black is not a monolith. Our crowns come in different shapes, sizes, textures, curl patterns and hues. Our crowns deserve care as they represent strength and self-love on a spiritual level."

"Getting our hair done collectively and collaboratively represents sisterhood and a way to build community," she continued. "It's not uncommon for us to spend three hours or more caring for our hair. Many hairstyles, like braiding, can take four (hours)—even longer to complete. This provides plenty of time for conversation. It doesn't matter your background, age, career or socioeconomic status. You're just able to participate in dialogue sister to sister. We talk about our hair, of course, relationships, dreams and goals—a beautiful experience filled with laughter, advice, pride, wisdom and love that sums up what is affectionately known as Black Girl Magic."

Gamble reiterated how excited she was to be able to provide Berea students with accessible and affordable haircare solutions on campus and how long overdue it was. She hopes other institutions across the country will follow Berea's example. And so do I. 🖐️



Chop It Up events are not just about cutting hair. Joel Wilson '02, who serves as a psychotherapist for the College, also provides programming to help all students identify and deal with emotional triggers. Here Valentine '25 was encouraged to take out her stress on the punching bag Wilson is holding.

### HEAR FROM STUDENTS

Chop It Up and the hair care vending machine are powerfully impacting our students' campus experience. Hear it in their own words at [www.berea.college/bigger-than-hair](http://www.berea.college/bigger-than-hair).





Carl Evans Fd. '62 and Dr. Ann Evans have generously offered to match the next **\$1 million** raised for this campaign. Join them in building a brighter future by making a gift today!

**“NO GREAT PROJECT IS ACCOMPLISHED BY ONE PERSON. TOGETHER, WE AS A COMMUNITY OF DONORS AND SUPPORTERS CAN MAKE MUCH MORE PROGRESS, AND WE CAN DO IT MORE QUICKLY. SO, WE INVITE ANYONE WHO HAS A HEART FOR BEREA STUDENTS TO PLEASE MAKE A GIFT TODAY.”**

– Carl Evans Fd. '62, 2023 Alumni Loyalty Award recipient

– Ann Evans, Honorary Alumna, Class of 2023

Learn more about this initiative at <https://campaign.berea.edu>

### Berea College Pair Honored with KYSHAPE Awards

Robert '24, a member of the Berea College track and cross-country team since 2020, was named College Physical Education Student of the Year, and Dr. Michelle Thornton was presented with the College Professor of the Year award during the 2022 Kentucky Society of Health and Physical Educators (KYSHAPE) annual awards.

Robert is working toward a bachelor's degree in health and human performance P-12 education. Thornton is an associate professor of Health and Human Performance who has been a member of the Berea faculty since 2016.



Photo submitted

### Bereans Help with Flood Clean-up Efforts in Eastern Kentucky

Faculty members Dr. Chris Green and Dr. Sarah Hall, along with nine Berea College students, joined with a group from Warren Wilson College to assist with flood clean-up near Blackey, Ky., in early March.

Since the flood in July 2022, Blackey residents had been living with lakes along Main Street after rains, particularly in front of the water plant, library and Mt. Olivet Church. The clean-up crew helped clean the drain at the library and removed mud and unstopped drains and pipes to reduce or eliminate standing water at the library and church. Additionally, first-year student, Angela, who is an experienced painter in both the construction and artistic sense, sealed and stained the stage deck.

After helping clean-up in Blackey, the group moved on up Route 7 to remove debris from a community garden site to render it fit for planting this spring, and they filled many garbage bags with debris left from the flood.

"We were very impressed with all of them, and thought you'd be pleased to hear they live up to Berea's standards," Blackey residents Nina '61 and Dean Cornett '55 stated in an email to President Lyle Roelofs.

"I'm aware that this single story has been multiplied hundreds of times by other Bereans with the flood (and how small that is of all that has been and remains to be done) and multiplied a million or more times by such work as Bereans have always done," Green said of this group's contributions.



Photo submitted

### Association for Teaching Black History in Kentucky Names Inaugural Executive Director

The Association for Teaching Black History in Kentucky—constituted by Berea College, Kentucky State University, the Muhammad Ali Center and Kentucky History Resources, LLC—has hired Chaka Cummings '02 as its inaugural executive director.

The recently formed association, which will be housed at the Carter G. Woodson Center for Interracial Education at Berea College, will work with the state's public schools to help ensure the many social, historical and cultural contributions of Black Kentuckians are not forgotten, but instead are woven into the teaching of the state's—and the nation's—history. The Association's goal is to provide an inclusive experience for all students that supports their academic success.

"The opportunity to lead the work of elevating and centering the experiences and history of Black Kentuckians is truly an

honor and a tremendous responsibility," Cummings said. "As a teacher, I look forward to collaborating with and supporting fellow educators in this endeavor."

Cummings' career in education spans various roles including that of a teacher, administrator and diversity practitioner. He specialized in teaching social sciences. The NBC affiliate in Lexington named him Kentucky's "Best of the Bluegrass Teacher of the Week" in January 2021 for his incorporated lessons about Dr. Martin Luther King Jr. across different grade levels.

Cummings earned a bachelor's degree in Education Studies from Berea College and a master's degree from the University of Kentucky. He currently is working toward a Ph.D. in Higher Education Studies.



Brocklynn Kenney

## Team Kentucky Gallery Includes Photos by Two Berea College Seniors

Photos by two Berea College students are currently on display in the Team Kentucky Gallery, located in the state Capitol Building in Frankfort. Eduardo Alvarez-Esparza '23 and Gaston Jarju '23 had images chosen from more than 150 entries submitted from across the state. Only 38 photos were chosen for display.

Alvarez-Esparza's photograph, titled "Underground Silhouette," is a candid shot captured on a trip to Carter Caves State Resort Park in Olive Hill, Ky. Jarju's photograph, titled "Adventures with Mountaineers," was taken during Berea College's annual Mountain Day at the Pinnacles of Berea.



Eduardo Alvarez-Esparza '23



Gaston Jarju '23

## Berea College Board of Trustees Elects Two New Members



Dr. Yolanda "Yoli" M. Gallardo



Dr. Dwayne Compton

The Berea College Board of Trustees has elected Dr. Yolanda "Yoli" M. Gallardo and Dr. Dwayne Compton to serve on the Berea College Board of Trustees.

Dr. Gallardo currently serves as dean of both the School of Education and the School of Leadership Studies at Gonzaga University. Prior to moving to Gonzaga, she served as faculty at Berea College, holding the Robert Charles Billings Endowed Chair in Education and chairing the Education Studies department.

Gallardo came to Berea College from Georgetown College, where she served as

associate dean of undergraduate education and dean of education, and, before that, she served as associate director of the dual language program at Kansas State University. She also co-founded Mexicayotl Academy, a school focused on bilingual and bicultural education.

Dr. Compton, a native of Louisville, Ky., earned a Bachelor of Science degree from Berea College, a master's degree in education from the University of Louisville and an Ed.D. in leadership from Spalding University.

Compton currently serves as the chief diversity officer, associate dean for community engagement and diversity and as an assistant professor in the School of Medicine at the University of Louisville.

Compton serves as director of the Southern Region of the National Association for Medical Minority Educators. Additionally, he serves on the PNC Bank Louis-Edward Nicklies scholarship and Alpha Lambda Education Foundation scholarship committees. Compton is a former associate director of Admissions and assistant men's basketball coach at Berea College.

Both members have been elected to six-year terms as trustees.

## Brown to Undertake a Fulbright Scholarship in Cambodia

Dr. Jarrod Brown '04, assistant professor of Philosophy, received a Fulbright U.S. Scholar Program award to Cambodia for the 2023-2024 academic year from the U.S. Department of State and the Fulbright Foreign Scholarship Board. Dr. Brown is among more than 800 U.S. citizens who will teach or conduct research abroad for the 2023-2024 academic year through the Fulbright U.S. Scholar Program. Fulbrighters engage in cutting-edge research and expand their professional networks, often continuing research collaborations started abroad and laying the groundwork for forging future partnerships between institutions.

In addition, beginning May 14, Brown is traveling to Vietnam with four students through an AsiaNetwork Freeman Faculty-Student Fellows grant.

Brown's academic background is in Western, South Asian and Islamic philosophy and Southeast Asian studies. He has lived, worked and studied in India, Malaysia, Indonesia and Cambodia and has conducted extensive fieldwork in Japan, Myanmar and Vietnam. At the University of Hawai'i at Manoa, Brown's coursework focused on canonical texts in the Western tradition, contemporary metaphysics, South Asian philosophy (Indian and Buddhist) and Islamic legal philosophy. Learn more about Dr. Brown at <https://bit.ly/Jarrod-Brown>



Dr. Jarrod Brown

# ACHIEVE THE Return of a Lifetime

WITH A GIFT ANNUITY AT BEREA COLLEGE

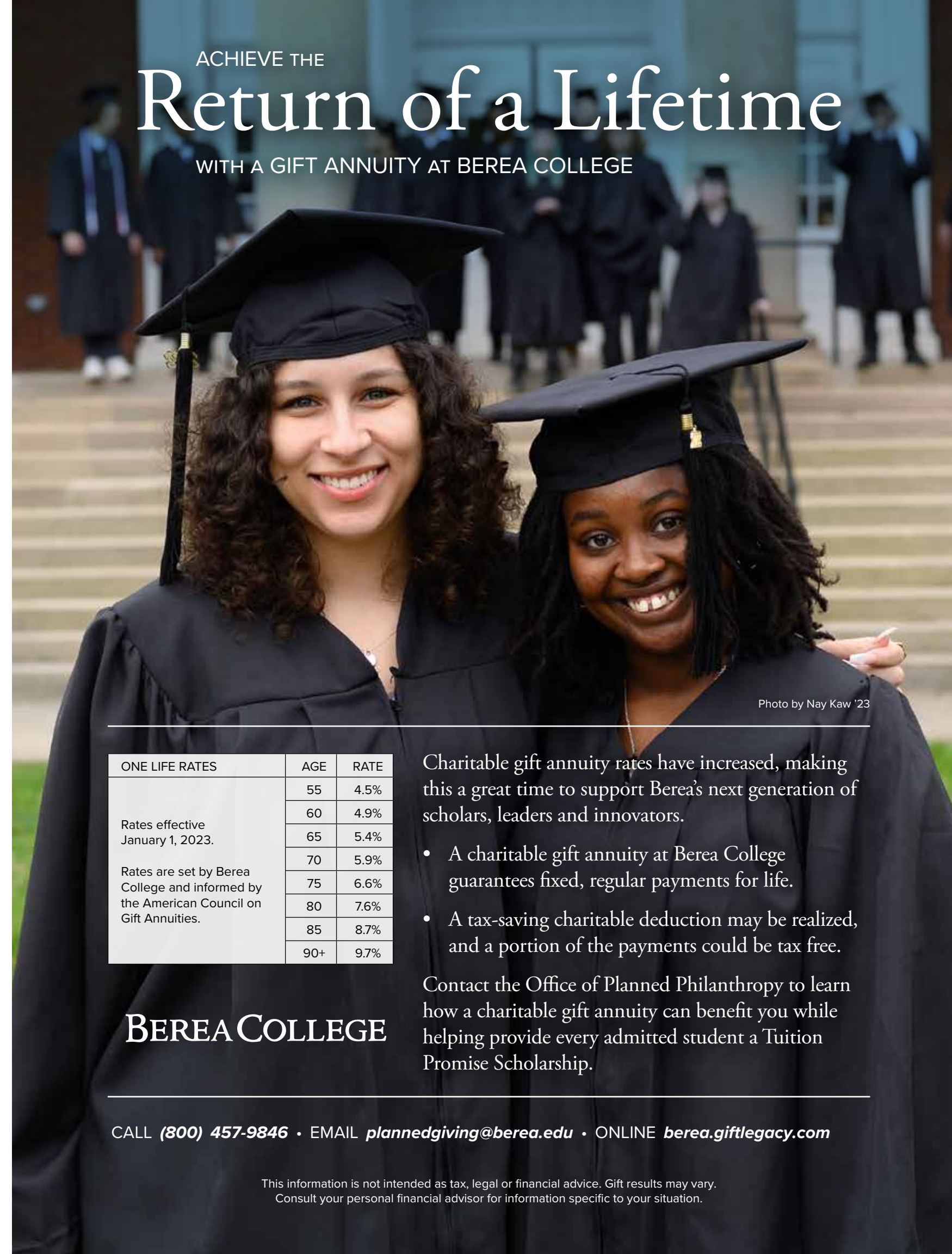


Photo by Nay Kaw '23

ONE LIFE RATES	AGE	RATE
Rates effective January 1, 2023.	55	4.5%
	60	4.9%
	65	5.4%
Rates are set by Berea College and informed by the American Council on Gift Annuities.	70	5.9%
	75	6.6%
	80	7.6%
	85	8.7%
	90+	9.7%

Charitable gift annuity rates have increased, making this a great time to support Berea's next generation of scholars, leaders and innovators.

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- A tax-saving charitable deduction may be realized, and a portion of the payments could be tax free.

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## BEREA COLLEGE

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This information is not intended as tax, legal or financial advice. Gift results may vary. Consult your personal financial advisor for information specific to your situation.

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](http://www.berea.edu/alumni/classnote)

## 1961

**Ann Wadsworth’s** second novel “Libretto” was released by Wheatmark Press in September 2022. The lush environment of central Italy infuses this grand opera of a novel, in which an ailing composer, a music critic in search of an elusive story and a struggling stage director join forces to save a production headed for disaster. Available online in all formats and in selected bookstores.

## 1966

**E.G. Moody** retired Sept. 1, 2022, after practicing law with the firm Hawkins, Moody, Bingham & Miller in Kingsport, Tenn., for 35 years and serving as the Chancellor of Sullivan County Chancery Court for the past 16 years.

## 1972

**Janet Ballengee Estep** and her husband, Larry Estep, celebrated their 50th wedding anniversary Dec. 20, 2022 at Monte Vista Hotel in Black Mountain, N.C.



## 1973

**Andrew Baskin** thanks Blount County, Tenn., for allowing him the opportunity to be the keynote speaker at the county’s Martin Luther King Jr. Day celebration.

**Phillip Huddleston** and his wife, Pat Moreland Huddleston, are retired. They live in Frankfort, Ky. They have a daughter, a granddaughter and a grandson.

## 1977

**Leslie Whittington** retired from the North Carolina Department of Juvenile Justice and is living in Weaverville, N.C.

## 1978

**John Alexander** was at the Hungry Mother Festival in October, showing the world how he makes the world a better place one broom at a time. He has been passing down the trade to his children and grandchildren. Alexander learned broomcraft at Berea College. Read more: <http://bit.ly/3xQirxu>

## 1982

**Rebecca McClure Isaacs** ran for election to the Berea City Council. Read more: <http://bit.ly/3Z1kScB>

## 1984

**Alonzo “Lonnie” Allen**, Alumni Executive Council member, won a seat on the Georgetown (Ky.) City Council.

**Chaplain (Colonel) Joey T. Byrd** is retiring from the U.S. Army after 32 years of military service to our nation as an Army chaplain. His most notable senior leadership accomplishments were serving as the command chaplain for the U.S. Army Central Command, Third Army headquartered in Sumter, S.C., from January 2018 until June 2020, followed by serving as the command chaplain for the U.S. Central Command headquartered in Tampa, Fla., from July 2020 until April 2022. Chaplain Byrd had extensive experiences throughout the Middle East. His military awards include the Defense Superior Service medal, the Legion of Merit and the Bronze Star.

Joey and **Carol Jaynes Byrd ‘82** are clergy of the Presbyterian Church (USA.) The Reverend Dr. Carol J. Byrd is serving as parish associate for congregational care at Eastminster Presbyterian Church in Columbia, S.C. The Byrds plan to reside in Columbia upon Joey’s retirement.



**Timothy Setters** has retired from VZW as of May 2019.



## 1985

**Joy Faye Raymer Heines** was inducted as the 136th member of the Kentucky Track and Cross-Country Coaches Association (KTCCCA) Hall of Fame. She joins Berea College coach Mike Johnson as another Mountaineer with this distinction. In a Jan. 7 ceremony in Lexington, KTCCCA assistant executive director Tim King hailed Heines as “the matriarch of elementary cross-country and track in Jefferson County.”

Heines, who retired from Jefferson County Public Schools (JCPS) in 2018 after 33 years as a physical education teacher and coach, started the first JCPS elementary school cross-country team at Hite Elementary School in Middletown, and encouraged other P.E. teachers to follow suit. Within a few years, several JCPS elementary schools had formed cross-country and track teams and the “fever” was spreading throughout the state. Heines was instrumental in the implementa-

tion of a state meet for elementary school cross-country and track, and her teams appeared on the podium many times as state champions, runners-up or top-five teams. Her boys’ track team won the first-ever Kentucky elementary school state meet.

Many of Heines’ cross-country and track alumni have gone on to compete in high school and college. She is the former coach of several Division I NCAA athletes. She continues to help coach a local post-season cross-country running club, the Louisville TigerSharks, who have won several national titles in various age groups.

Heines resides with her husband **Rob Heines ‘86**, at 148 Running Creek Circle, Shepherdsville, KY 40165. She and Rob have three children. Betsy is a graduate of Transylvania University with a Ph.D. in mathematics from the University of Tennessee, and she works for the U.S. Department of Justice in Washington, D.C., as an analyst for the Office of the Inspector General. Helen Joy, a teacher, and librarian with JCPS in Louisville, earned bachelor’s and master’s degrees from Western Kentucky University and a master’s in library science from the University of the Cumberlands. Isaac earned his bachelor’s degree and Doctor of Physical Therapy degree from Bellarmine University in Louisville and practices at Encompass Health Rehabilitation Hospital in Elizabethtown, Ky.



## 1992

**Dana Murray Patterson** was named chief diversity officer at Wingate University. Read more: <http://bit.ly/41CvLTY>

## 1993

**Melinda Glenn** is the new principal of Wittenburg Elementary School. Read more: <http://bit.ly/3ZkVBd7>

## 1995

**John Payne** ran for reelection to the Berea City Council. Read more: <http://bit.ly/3mazA2w>

**April Townsend Pieper** was named director of state schools by the Kentucky Department of Education. As director of the division of state schools, Pieper will provide oversight of the operations and management of the Kentucky School for the Blind in Louisville and the Kentucky School for the Deaf in Danville, while also providing support to school leaders and working with stakeholders to improve student outcomes. Read more: <http://bit.ly/3KG0vLR>



## 1997

**Jane Cinnamon** was one of 400 teachers selected by the Fiesta Bowl Organization’s annual tradition of honoring, supporting and celebrating educators throughout Arizona. Fiesta Bowl Charities granted 400 teachers \$2,500 each through the Palo Verde Fiesta Bowl Charities Wishes for Teachers Draft Day. Cinnamon is currently a special education teacher at Ray Borane Middle School in Douglas, Ariz., and wishes to use the funding to purchase new books for special education classrooms. Read more: <http://bit.ly/3KBCTJY>

## 2000

**Jessica Blankenship** is now the executive director of the Kentucky Music Hall of Fame Museum, as well as Mt. Vernon-Rockcastle County Tourism.

**Robert Hayes** successfully defended his Ph.D. dissertation in December 2022 at the University of Kentucky.

**Kisha Lashley** became an associate professor of strategy at Harvard Business School. Read more: <http://bit.ly/3lty5DP>



## 2003

**Steven M. Goodpaster**, MAI, MRE was appointed by Knox County (Tenn.) Mayor Glenn Jacobs to the Knox County Ethics Committee to serve a four-year term beginning Nov. 1, 2022.



## 2004

**Anna-Jeannine Kemper Griesacker** was appointed interim executive director of the Center for Applied Drama and Autism in August 2022. She is a master’s candidate in arts administration at the University of Akron. Her continuing research explores how the pandemic affected theaters in the northeast Ohio region for her forthcoming thesis “Growing a Viral Culture: The Evolution of Performing Arts Administration in the Age of COVID-19.”



## 2005

**Ashley Miller Anderson**, a 2001 graduate of duPont Manual High School, was inducted into the school's Hall of Fame in 2020. Read more: <http://bit.ly/3m5o9Jc>

## 2007

**Princess Nash** earned a Ph.D. in public health from the University of Alabama at Birmingham. Her dissertation was a mixed-methods study focused on female veterans' healthcare experiences and related outcomes using Veterans Affairs healthcare. Dr. Nash works as a health research scientist for the Department of Veterans Affairs in Tuscaloosa, Ala. For more on Dr. Nash, see page 28.



## 2008

**Micah Smith** received a Doctor of Philosophy in Education from the University of Kentucky in December 2022.

## 2012

**BIRTH:** a son, Rowan Berea Smith, born Dec. 1, 2022, to **Katie Smith** and **Micah Smith '08**.



## 2014

**Victoria Barbour** has completed a book collaboration. The book is called "Elevation to Queen Status" and can be found on Amazon.



## 2015

**BIRTH:** a daughter, Jaclyn Kay Holland, born Oct. 17, 2022, to **Cinda Holland** and **Rick Holland '18**.



**Preston Tucker** is attending Life West Chiropractic College in Hayward, Calif.

## 2016

**Joscelin Rocha-Hidalgo** successfully defended her Ph.D. at Georgetown University in lifespan cognitive neuroscience in June 2022. Her dissertation was titled "Bilingualism and Memory Processing during Infancy & Early Childhood."



## 2018

**Guerds Indjine Jean** and her twin sister recently opened an online clothing store called JEANie Couture. At JEANie Couture, the Jean twins pride themselves on bringing customers styles that bring out the best in them. Their business provides luxury on a budget. JEANie Couture pieces allow you the luxury of being committed to YOU and your growth.



**Olivia Cundiff** is based in Washington, D.C., where she works at the U.S. State Department on issues related to Pacific Islands. Cundiff completed her M.A. in Asian studies at George Washington University, supported by a U.S. Department of Education Foreign Language and Area Studies Fellowship, which provides a generous stipend in addition to covering the costs of tuition. She then was awarded a Presidential Management Fellowship—the U.S. government's flagship leadership development program for advanced degree holders across all academic disciplines, which recruits and develops future government leaders by providing a two-year, full-time, paid fellowship at a federal agency. This year, Cundiff will transition to the U.S. Department of Commerce, where she will research emerging technology and export control with regard to China. "Thanks to Berea," Cundiff says, "I now get to dabble in a bit of everything in East Asia!"

Cundiff welcomes contact with any current students who share her interests in Asia, policy and security issues.



## 2019

**Derby Ozioma Chukwudi** was crowned Miss New Jersey USA 2023 in March. She will prepare to represent New Jersey at the Miss USA 2023 national final in Reno, Nevada later this year. Read more: <http://bit.ly/3M3phrB>



## 2022

**Darya Likhacheva** received the Phi Kappa Phi "Love of Learning" award. Read more: <http://bit.ly/3Z0vsAz>

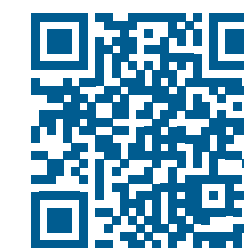
**Cody Wolfe** received the Phi Kappa Phi "Love of Learning" award. Read more: <https://bit.ly/3Z0vsAz>



## CALLING BEREA COLLEGE ALUMNI VOLUNTEERS!

Would you like to reconnect with old friends and help continue your class legacy? Berea needs your help creating fundraising goals and personalized messages for your classmates for your reunion celebration. Contact us about serving as Reunion Giving Chair for your class.

To learn more, visit <https://next.berea.edu/reunion-giving> or email **Daniela Pirela-Manares** at [pirelamanaresd2@bereda.edu](mailto:pirelamanaresd2@bereda.edu).



**BEREA COLLEGE**

**Corrections in the Winter 2023 Magazine**  
Joe Y. Pope '49 is actually Mrs. Joe Y. Pope, JoAnn (Harris) Pope '49

Harold Meeks '54 is actually Mrs. Harold Meeks, Margaret Ann Meeks '54

Harold Denton '59 is actually Mrs. Harold Denton, Mary Francis Denton '59

Staff & Faculty

**Philip Valen Spears**  
Professor Emeritus of Business & Economics (1968-2006)  
Nov. 21, 2022

**Joyce Stephens**  
Financial Aid Office (1978-2000)  
Jan. 4, 2023

**1940s**  
**James L. Brady, III Navy V-12 '43**  
Oct. 11, 2022

**Dr. E. Keith Brake '43**  
April 17, 2022

**Mary Kate Carter Barclay '44**  
Sept. 11, 2022

**Robert Louis Green Navy V-12 '44**  
Nov. 25, 2011

**Alice Refo Xiques Acad '44**  
Nov. 8, 2022

**Sara Joyce Casey Hopper Acad '47**  
Nov. 7, 1999

**Eva Fothergill Howard '47**  
Dec. 15, 2022

**Gloria Pfalzer Wanland '47**  
Dec. 16, 2022

**Hazel Reynolds Hale '48**  
Obituary Unavailable

**Nell Davis Smith '48**  
Oct. 24, 2022

**Jessie Downs Cabe '49**  
Sept. 11, 2022

**Dr. Emogene Hogg Hartman '49**  
Oct. 5, 2022

**Charles L. Metcalf '49**  
Oct. 3, 2022

**Elaine Charles Moore '49**  
Aug. 18, 2021

**Beverly C. Mullins '49**  
Oct. 11, 2022

**Dora Campbell Pakulski '49**  
Sept. 8, 2022

**Josef B. Wilson '49**  
Oct. 29, 2022

**1950s**  
**Pauline Pettit Bracht '50**  
Dec. 11, 2022

**Martha Gibson Deveneau '50**  
Sept. 10, 2022

**Jacky Hopper Shadowen '50**  
Sept. 23, 2022

**R. Eugene Bowling '51**  
Oct. 10, 2022

**Hazel Watson Cantrell '51**  
Jan. 11, 2020

**John Franklin Derting '51**  
Oct. 2, 2022

**Helen Baker Purkey Fd. '51**  
Nov. 21, 2022

**Leah Ann Alley Kidd '52**  
Nov. 25, 2022

**Howard Kuhl Jr. '52**  
Feb. 27. 2022

**Anna Planck McNeill '52**  
Nov. 26, 2022

**Ida D. Miller '52**  
Oct. 26, 2022

**Mary Musser Nash '52**  
Sept. 17, 2022

**Ignacio Torres Cruz '53**  
Nov. 10, 2022

**Jack Cavalier**  
Spouse of **Mary Cavalier '54**  
Obituary Unavailable

**Reba Blevins Cornett '54**  
Oct. 28, 2022

**Mary Ballard Denney '54**  
Oct. 2, 2022

**Joanne Carr DeWitt '54**  
Nov. 1, 2022

**Elwood N. Harper '54**  
Sept. 15, 2022

**Bessie Hagy Koehn '54**  
Sept. 26, 2022

**Vernon L. Williams '54**  
July 14, 2022

**Joe Cable '55**  
Sept. 28, 2022

**David Russell '55**  
Nov. 20, 2022

**R. Douglas Taylor Fd. '55**  
Obituary Unavailable

**Dorothy Lee Wing '55**  
Nov. 11, 2022

**Betty Perkins Eller Fd. '51, '56**  
Sept. 24, 2022

**Marshall D. Campbell '57**  
Sept. 28, 2022

**Ray W. Rose '57**  
Aug. 31, 2022

**Sophia Stivers '57**  
Obituary Unavailable

**Billie Barnette Taylor Fd. '57**  
Obituary Unavailable

**Judy Hacker Kirby Fd. '58**  
Obituary Unavailable

**Irene Lamb '58**  
Nov. 28, 2022

**Edna J. Sherrill Murphy '58**  
Aug. 24, 2022

**Wilma Mahaffey Peercy '58**  
Oct. 3, 2022

**O. Wendell White '58**  
Sept. 15, 2022

**Emma Schink Terpening '59**  
Obituary Unavailable

**1960s**  
**Connie Radford Campbell Fd. '56, '60**  
Oct. 28, 2022

**Marilyn Nixon-Bridges '60**  
Sept. 19, 2022

**Rev. Vance P. Davis, Ph.D. '61**  
Oct. 24, 2022

**Kathleen King Prince '61**  
Aug. 19, 2022

**Shirley F. Swift '61**  
Oct. 17, 2022

**Gerald D. Tomberlin Sr. '61**  
Sept. 8, 2022

**Sherrena Jones Forester '62**  
Nov. 22, 2022

**Barbara Terry**  
Spouse of **James R. Terry '62**  
Obituary Unavailable

**Harry M. Wheeler '62**  
Oct. 17, 2022

**Ollie May Taulbee McGuire '63**  
Nov. 26, 2022

**Willard Ratliff Jr. '63**  
Aug. 22, 2022

**Claire Anne Hamrick Crawford '64**  
Oct. 16, 2022

**Dr. Willard R. Duckett '64**  
Sept. 23, 2022

**Donald Bruce Slusher '64**  
Nov. 18, 2022

**Geraldine Cain Ellison '65**  
Aug. 18, 2021

**Mary Seneker Kissel '65**  
Nov. 6, 2022

**Ronald Albert Conley '66**  
Jan. 3, 2023

**Carolyn Hart Sizemore '66**  
Aug. 16, 2022

**Rosemary Evans Stinson '66**  
Nov. 16, 2022

**Laura McIntosh Deck '67**  
May 3, 2022

**Linda Waters Hershberger '67**  
Dec. 11, 2022

**Boon T. Lee '67**  
Sept. 29, 2022

**Matthew L. McEnnerney '67**  
Obituary Unavailable

**Grayson L. Deel '68**  
March 17, 2022

**1970s**  
**Edsel J. Massey '72**  
Obituary Unavailable

**Karen Christine Guthrie '73**  
May 5, 2018

**L. Thomas Horton '73**  
Oct. 8, 2022

**Carolyn Lewis '73**  
Oct. 23, 2018

**Paul T. Renner '76**  
Dec. 5, 2022

**Nyla D. Utterback '77**  
Oct. 4, 2022

**William F. Richards '78**  
Aug. 30, 2022

**Richard W. Smith '79**  
Oct. 25, 2022

**1980s**  
**William Crabtree**  
Spouse of **Beverly Clay Crabtree '81**  
Jan. 17, 2022

**David Halsted Huber '83**  
Nov. 3, 2022

**Willis D. Weatherford III '83**  
Dec. 9, 2022

**Regina Russell Martin '86**  
Oct. 23, 2022

**Jerry W. Deaton '89**  
Feb. 25, 2020

**1990s**  
**Hank E. Williams '90**  
Oct. 10, 2022

**Nicole Dowdy Chapman '91**  
Oct. 10, 2022

**Susan Louise Buckenmyer Loughlin '92**  
Nov. 18, 2017

**Amy Lynette Brandum '94**  
July 22, 2022

**Sara Elizabeth Catron '94**  
Nov. 13, 2022

**Deborah D. Lovern '96**  
Nov. 15, 2022

**2000s**  
**Brian Keith Taylor '07**  
Oct. 24, 2021

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





# Log House

## CRAFT GALLERY

### *Epicurean Delights*

As a retailer of high-end kitchen goods, we are delighted to bring you a brand new line of spices. Epicurean Delights is a line of single and blended spices that cooks will love. Our selection includes spice blends for meats, salads, soups and more. Once you try one, you'll want them all. Make room in your pantry!

THE LOG HOUSE CRAFT GALLERY  
IS PROUD TO PRESENT OUR  
NEW LINE OF GOURMET SPICES:  
*EPICUREAN DELIGHTS.*