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**1855 -  
Present:**

Accounts of Equity,  
Reason, and Commitment

VOLUME II

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NOTE: This edited compendium of scholarship and reference material was designed to be an open edition that serves as an archive of information concerning Berea College and related matters including, but not limited to, social equity, innovation in education, interdisciplinary inquiry, labor, etc. This book was made to seed examination, edification, and the generation of further information.

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**Understanding Educational  
Outcomes of Students from  
Low-Income Families**

Stinebrickner, Ralph and Todd R. Stinebrickner "Understanding Educational Outcomes of Students from Low-Income Families: Evidence from a Liberal Arts College with a Full Tuition Subsidy Program" *The Journal of Human Resources*. Vol. 38, No.3 (2003): Pages 591-614

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# Understanding Educational Outcomes of Students from Low-Income Families

Evidence from a Liberal Arts College with a Full Tuition Subsidy Program

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Ralph Stinebrickner  
Todd R. Stinebrickner

## ABSTRACT

*Issues related to schooling attainment of children from low-income families arise frequently in current education policy debates. There has been a specific interest in understanding why a very high percentage of children from low-income families do not graduate from college and why the college graduation rates of children from low-income families are substantially lower than those of children from other families. Using unique new data obtained directly from a high-quality liberal arts college that maintains a full tuition subsidy program (and large room and board subsidies) for all students, this paper provides direct evidence that reasons unrelated to the direct costs of college are very important in explaining these realities.*

## I. Introduction

Issues related to the schooling attainment of children from low-income families arise frequently in current education policy debates. Although these issues span the entire spectrum of schooling levels, a recent increase in the relative wages of college graduates has contributed to a particular interest in understanding

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two interrelated facts associated with college attainment.<sup>1</sup> First, a very high percentage of the children from low-income families who graduate from high school do not graduate from college. Second, among high school graduates, the percentage of children from low-income families who graduate from college is substantially lower than the percentage of children from other families who graduate from college. Manski (1992) documents these facts using respondents from the High School and Beyond (HS&B) who were high school seniors in 1980. He finds that five and one-half years after high school graduation only 0.11 of respondents from families in the lowest income quintile had graduated from four-year colleges, whereas 0.24 of respondents from families in the middle income quintile and 0.39 of respondents from families in the highest income quintile had graduated.

In order to graduate from college, a person must first make the decision to enter college and then must persist in college until graduation. Although much previous literature has specifically examined the college entrance decision, work such as Manski and Wise (1983), Manski (1992), and Bowen and Bok (1998) has established that examining what happens after students arrive at college is also very important if one wishes to understand the two stylized facts described in the previous paragraph.<sup>2</sup> For example, with respect to the first stylized fact, descriptive evidence in Manski (1992) indicates that between 54 percent and 71 percent of HS&B students in the lowest income quintile who enter post-secondary education fail to graduate from a four-year college within 5.5 years. With respect to the second stylized fact, evidence in Manski and Wise (1992) indicates that between 51 percent and 71 percent of the HS&B college graduation gap between students in the lowest and highest income quintiles and between 48 percent and 65 percent of the HS&B college graduation gap between students in the lowest and middle income quintiles can be attributed to differences in college attrition rates between groups rather than to differences in college entrance rates between groups.<sup>3</sup>

Thus, understanding the causes of high college attrition rates of students from low-income families is important from the standpoint of understanding the low absolute and relative college graduation rates of this group that were described in the first paragraph.<sup>4</sup> An explanation along traditional lines is that the low graduation rates

arise largely for reasons related to the burden of paying for college. In considering the prominence that this explanation has traditionally received, it is worth noting that, although many students from low-income families may not face excessively high net tuition costs due to the existence of need-based financial aid, the total direct costs for these students that arise after also factoring in the costs of room and board, books, and fees will typically be nontrivially greater than zero.<sup>5</sup> Thus, the direct costs of college have the potential to be burdensome for students from poor families, especially if these families tend to be borrowing constrained.

An alternative explanation is that the high attrition rates of students from low-income families arise for reasons related to a student's background or family environment that would exist even if the direct costs of college were zero.<sup>6</sup> For example, students from low-income families may, on average, attend lower quality elementary and secondary schools, receive less encouragement from their families to take advantage of beneficial schooling opportunities within a particular school, receive less educational instruction at home, be less likely to have parents who stress the importance of obtaining a college degree, or receive less encouragement to remain in college when academic or social difficulties arise during college.<sup>7</sup> It is important to note that this family background/environment explanation is used throughout this paper to capture all reasons other than those directly related to the burden of paying for college. Thus, it also potentially includes reasons related to the interaction of borrowing constraints and financial circumstances that would be present for a student and his/her family even if direct costs were zero. For example, even in the presence of a full subsidy of direct costs, negative shocks to family income may contribute to retention differences between income groups if students from low-income families are more likely to return home to help their parents in bad economic times.<sup>8</sup> Similarly, students from low-income families may be more likely to leave school than other students if the amount of consumption that is foregone by attending college is higher for these students and students learn about their willingness to delay consumption after making the decision to begin college.<sup>9</sup>

1. For documentation of changes in the relative wages of college graduates, see, for example, Bound and Johnson (1992), Katz and Murphy (1992), and Murphy and Welch (1992).

2. For studies of college entrance see, for example, Kane (1994) and Heckman, Lochner, and Taber (1998).

3. In the previous two sentences, the exact percentages depend on the treatment of individuals who enter two-year schools after high school graduation. Low-income students are substantially less likely than other students to enter four-year institutions but are approximately equally likely to enter two-year institutions. Thus, counting individuals who enter two-year institutions when computing college entrance rates (and assuming that these students drop-out if they do not receive degrees from four-year institutions) increases both the college entrance rates and attrition rates of low-income students relative to higher income students and leads to the higher number in each pair.

4. Using the National Longitudinal Study of the High School Class of 1972 (NLS-72), Manski and Wise (1983) found that a two standard deviation increase in family income implies a 0.15 increase in the probability of college persistence and a 0.07 increase in the probability of college entrance (holding constant other observable characteristics including parental education). Bowen and Bok (1998) also find large effects of family income on college persistence using the data from The College and Beyond.

5. We stress that we use the term "high" somewhat loosely when referring to attrition rates; attrition, in and of itself, is not inherently bad and this paper does not attempt to determine what "optimal" college attrition rates would be for low-income students.

6. From a definitional standpoint, when computing the direct costs of college it is appropriate to use college room and board costs net of the costs the person would incur if he/she did not attend college (these net room and board costs may typically be positive, especially if a person tends to live at home if he/she does not attend college). However, from the standpoint of thinking about the influence of college costs on a liquidity-constrained person, it may be desirable to consider all of the room and board costs since these are the costs the individual will have to find a way to pay in order to be in school. In the remainder of the paper, we abstract from this small distinction.

7. The possibility that this type of explanation may be important in explaining differences in educational outcomes has been raised recently by Cameron and Heckman (1998), Shea (1996), and Cameron and Taber (1999). The former work suggests that "factors more basic than short-term cash constraints... determine the schooling family income relationship" and that factors such as family background "play a central role in determining schooling decisions."

8. Many of these reasons stem from the reality that students from low-income families are more likely to have parents who have not attended college. See, for example, Kiker and Condon (1981).

9. In families with lower income, the human capital of the student is likely to represent a higher proportion of total family wealth. If negative family income shocks occur, lower income families will tend to have fewer sources of wealth from which to draw and may be more likely to "cash-in" the human capital wealth of their children (especially if these families are borrowing constrained).

10. The direct costs of schooling (rather than, for example, the opportunity costs of attending) are typically the relevant policy instrument for policymakers. Addressing borrowing constraints implies an effort to help a student cover the direct costs of schooling. Thus, while family borrowing constraints may lead to



Learning about the importance of the "family environment" explanation and the "direct costs" explanation is of direct relevance to current policy, in part because government education policy has often been based on the belief that, in the absence of government intervention, post-secondary educational attainment may be limited for students from low-income families due to borrowing constraints (Taubman 1989).<sup>10</sup> For example, knowledge about the importance of the family environment explanation is valuable from the standpoint of understanding the extent to which expensive tuition subsidy programs by themselves may not equalize college graduation probabilities across income groups and from the standpoint of understanding the importance of also considering alternative educational policies that do not target the direct costs of college. Unfortunately, analyzing the importance of the family environment explanation or the direct costs explanation is a difficult empirical task. As mentioned earlier, most individuals who are currently enrolled in college face total direct costs that are not zero and these costs are determined by a complex set of interactions between family income, tuition costs, financial aid grants, financial aid loans, and ability. In short, there is typically no obvious way to "control" for the effect that directs costs are having on the absolute or relative college attrition rates of students from poor families.

This difficulty has been recognized by previous literature which emphasizes that the relative importance of the two explanations is still very much an open question. For example, in the context of a discussion of college attrition, Bowen and Bok (1998) remark, "One large question is the extent to which low national graduation rates are due to the inability of students and their families to meet college costs, rather than to academic difficulties or other factors." Similarly, when discussing differences in college attrition by family income, the findings of Manski and Wise (1983) lead them to "... raise the possibility that if one wanted educational attainment to be unrelated to family income, for example, low family income might have to be offset by external funds, even if income itself were not a major determinant of college attendance."

In an effort to improve our understanding of the college outcomes of low-income students, this paper takes a very simple and direct approach that is made possible by our fortunate access to unique new data. Specifically, we analyze data from the administrative records of Berea College, which is located in central Kentucky where the "bluegrass meets the foothills of the Appalachian mountains." As will be discussed throughout the paper, numerous features of the school and our data are desirable from the standpoint of this study.<sup>11</sup> However, of particular interest, given the

exists even if direct costs are zero (for example, if families suffer income losses), these types of exits are appropriately attributed to what we call the "family environment" explanation, because they would not be typically addressed by educational policy. That is, they would remain even under the most generous tuition/direct cost subsidy that might be considered.

10. Kane (1994) finds that the college entrance decisions of low-income high school graduates are quite sensitive to the cost of college tuition, but also finds that a one dollar decrease in tuition has a larger effect on college attendance than a one dollar increase in the current need-based Pell Grant program. Heckman, Lochner, and Taber (1998a,b) suggest that, although the partial equilibrium effects of tax and tuition subsidies are quite large, in the long run general equilibrium effects may be much smaller.

11. One feature that is not discussed in the remainder of the paper is that Berea operates a mandatory work study program. All students work approximately ten hours a week in this program and are not allowed to add additional hours in off-campus jobs. Thus, we can rule out the possibility that attrition at this school

nature of this study, is that the school provides a full tuition subsidy and large room and board subsidies to all entering students regardless of family income. Thus, the direct costs of schooling are approximately zero for the students in our data.<sup>12</sup> This unique feature, which to our knowledge only exists at perhaps one other school in the United States, allows us to directly examine two interrelated questions.<sup>13</sup> First, to what extent are the high attrition rates of students from low-income families caused by factors other than the direct costs of college. Second, to what extent are differences in attrition rates between individuals from different income groups caused by factors other than the direct costs of college.<sup>14</sup>

The paper proceeds as follows: in Section II, we discuss the data from Berea and examine descriptive Kaplan-Meier duration models that show the rate at which students leave Berea. Our findings suggest that, even though direct costs of schooling are approximately zero, roughly half of all students fail to graduate. In Section III, when we examine the attrition rates of the sample as a whole, our discussion implicitly assumes that the students at Berea can be thought of generally as a group of low-income students. While the income distribution at Berea indicates that this is more or less reasonable, substantial variation exists in the family income of the students in our sample because the poorest students are extremely poor while the "wealthiest" students can perhaps be thought of as lower middle class. In Section IV we take advantage of this variation to examine the relationship between family income and attrition. Both Kaplan Meier survivor functions and proportional hazard survivor functions indicate that although the direct costs of schooling are approximately zero for all students, a strong positive relationship remains between family income and the length of time that an individual remains at Berea. Thus, our primary results indicate that reasons unrelated to the direct costs of schooling appear to be very important in determining high attrition rates of students from low-income families and that the differences in college outcomes by family income that have been documented in past research may remain to a large extent even under full tuition subsidy programs.

In Section IV the paper explores several possible reasons that family environment is found to have such a strong effect on college outcomes. It is worth noting again

is being caused primarily by excessive nonacademic work hours during school. In addition, Stinebrickner and Stinebrickner (2003) we find no evidence that students from different income groups work different numbers of hours. As a result, we can rule out the possibility that differences in attrition between students from different income groups are caused by differences in nonacademic work during school. Using other data, controlling for the effects that working has on attrition may be difficult.

12. According to the Berea College 1998 admissions brochure, entering students at Berea have an annual room, board, and college fee bill of only approximately \$1,000. Students graduate from Berea with an average of approximately \$1,000 in student loans.

13. We know of only one other school in the United States that is similar in nature. College of the Ozarks in Point Lookout, Missouri is a liberal arts college which has a full tuition subsidy for all students. According to their web-site, total yearly cost for room, board, and fees are approximately \$2,650 a year. We also know of two more specialized schools that also offer full tuition subsidy programs. Cooper Union in New York City offers programs in architecture, fine arts, and engineering. Webb Institute in Glen Cove, New York offers a program in naval architecture and marine engineering.

14. Although students in public high schools also do not pay tuition, the high school attrition issue is somewhat different than the college attrition issue. In the former, students decide to leave school after being forced to attend school until they reach certain mandatory ages. In the latter, students have decided to leave school after deciding it was optimal to start school.

that the family environment explanation is meant to include all reasons unrelated to the direct costs of schooling, and, as a result, includes both reasons related to differences in educational preparation and encouragement and also reasons related to the interaction of borrowing constraints and financial circumstances that would be present even if the direct costs of college were zero. With respect to the former, students at Berea from lower-income families are found to receive significantly lower college grades than other students (even after controlling for college entrance exam scores and other observable characteristics) and these differences explain the majority of the difference in the attrition rates between income groups. Elementary and high school quality ratings obtained from the state of Kentucky are included in an attempt to examine whether the better academic performance of the higher income students arises because they attend better schools or have better classmates before college. On average, students from higher-income families attend better schools and school quality is found to be positively related to college grades and college persistence. Nonetheless, the effect of family income remains strong even when the school quality information is included. This suggests that parents have a strong direct effect on the academic achievement and attainment of their children. With respect to the latter, we find no evidence that negative income shocks explain differences in educational outcomes between income groups. Nonetheless, due to the imperfect nature of our data for this particular analysis, we believe that more research is needed in order to determine the extent to which borrowing constraints and financial circumstances might influence college outcomes if direct costs were zero.

Our results strongly indicate that reasons unrelated to the direct costs of college are important in determining college attrition. However, because no students at Berea pay tuition, the situation at Berea cannot provide direct evidence about the importance that direct costs currently play in determining college attrition. In an effort to provide a rough idea of the importance of the family environment explanation relative to the direct costs explanation, the duration model of attrition is reestimated in Section V using students from the National Educational Longitudinal Study: Base Year Through Third Follow-Up (NELS-88) who entered college during the middle of the 1989-97 period that is covered by our Berea College data. The effect of family income on attrition for students in the NELS-88 is found to be very similar to that found in the Berea data despite the fact that the NELS-88 students are attending institutions that charge tuition. Thus, although one must be very careful about the conclusions that can be drawn from this comparison, the exercise suggests that family environment factors may be the driving force in determining the strong relationship that has consistently been found between family income and college outcomes.

In Section VI, the paper concludes and discusses the implications of this work for tuition subsidy programs such as the one recently approved in the state of California.

## II. Berea College History, Descriptive Statistics, and Attrition of Sample as a Whole

Berea College was founded in 1855 as a one-room school on land donated to founder John G. Fee by Cassius Clay, a wealthy landowner and prominent

leader in the movement for gradual emancipation. According to the founder, the school was designed to be "anti-slavery, anti-caste, anti-rum, anti-sin." Given this background, it is not surprising that the current mission of the school is to provide an education to those of "great promise but limited economic resources." Although Berea admits students from throughout the United States and from many foreign countries, the school has a primary focus of providing an education for students from Appalachia. In 2001, Berea was ranked first among regional liberal arts colleges in the south by U.S. News and World Report. The full tuition and room and board subsidies are made possible by a sizeable endowment.

From their administrative database, Berea College made available records for the 4,089 full-time students that matriculated between the fall semester of 1989 and the fall semester of 1997. We concentrate on domestic students who did not transfer to Berea from another post-secondary institution. This eliminated six hundred students. Given the emphasis of the study on family income, the 490 students that had declared independent status were also eliminated. This left 2,999 students. The covariates which are used primarily in the study are a student's sex, race, family income at the date of matriculation (in 1997 dollars), an indicator of whether the person's permanent home is within two hours driving distance from Berea College, family size, score on the verbal portion of the American College Test (ACT), and score on the math portion of the ACT.<sup>15</sup> Only 178 individuals had a missing value of one or more of these variables.<sup>16</sup> Thus, the final sample consists of 2,821 individuals. Although the data from Berea also include information about high school grade point averages, this information is missing for 418 of the 2,821 students. Thus, we choose to primarily present results from models that do not include high school grades.<sup>17</sup>

The histogram of family income in Figure 1 reveals that many students come from very poor families. One-third of students have a family income in the first year of less than \$15,800. Another one-third of students have a family income in the first year between \$15,800 and \$28,020. Most of the remaining families have a family income in the first year of less than \$50,000. Family incomes are right truncated because, as will be discussed in more detail in Section III, eligibility for admission requires that a student's family income must be below a maximum level.

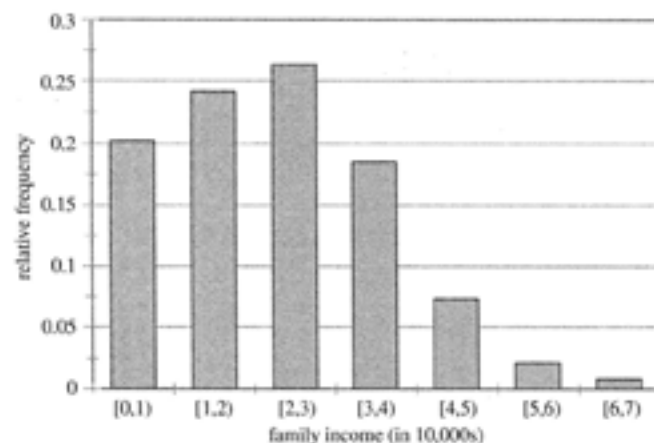
The college performance outcome that we primarily concentrate on is duration of college attendance. This is worthwhile if, as research such as Kane and Rouse (1995) suggests, completing some college leads to an increase in a person's earning potential. Another reason to study duration rather than the binary college graduation out-

15. Most individuals in our sample took the ACT exam. In cases where a student took only the Scholastic Aptitude Test (SAT), the student's SAT scores were converted to ACT "equivalents." In Section IV we discuss the interpretation of our results given the use of math ACT and verbal ACT as ability measures.

A student's distance from home is potentially endogenous. However, removing this variable had very little effect on the estimated importance of the other characteristics.

16. The number of individuals who had missing values of each variable is: sex = 17, race = 64, family income = 58, math ACT = 54, verbal ACT = 54, and family size = 11. For each variable, a probit model was estimated with an indicator of "whether or not the variable was missing" for a particular person as the dependent variable and the set of other variables as the independent variables. No evidence was found that variables are missing in systematic ways.

17. However, comparisons of our results with estimates obtained from models that include high school grades indicate our findings regarding the relationship between income and performance are robust to whether high school grades are included.



**Figure 1**  
Relative frequency of family income in 1997 dollars

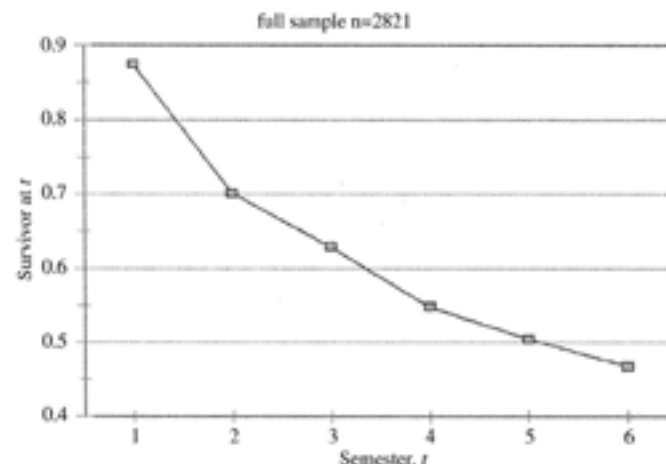
come is that, because all students who have not finished a degree by the end of the fall semester of 1997 are right censored in our data, concentrating directly on the latter would seriously limit the amount of useable data. For example, even under the assumption that no students take more than five years to graduate, it is not possible to determine graduation outcomes for individuals who matriculated after the first three years of our data. Ignoring the last five years of data is inefficient because these years contain useful information about the likelihood of college completion.

Although students can choose to leave school at any time during the school year, the data do not indicate the exact date at which a student leaves. Instead, we observe the semester in which the person leaves. Starting in the seventh semester after matriculation, some students begin to graduate. In order to avoid the complication of modeling both the attendance duration and the exit reason, the focus of the empirical work in this paper is on student retention up until the start of the seventh semester.<sup>18</sup> Stinebrickner (1998) shows that almost all individuals in this sample who return for the start of their fourth year (and are not censored) eventually graduate.<sup>19</sup> Therefore, beginning the seventh semester is almost synonymous with graduation.

Figure 2 shows a nonparametric Kaplan-Meier survivor function for the duration of time that an individual in our sample remains in college. The survivor function evaluated at time  $t$  represents the probability that a student will stay more than  $t$  full semesters before leaving school (that is, he will start at least the  $t + 1^{\text{st}}$  semester). The probability that an individual will stay more than six full semesters (start his seventh semester) is approximately 0.47. Thus, approximately half of entering stu-

18. For the empirical work, individuals who persist until the seventh semester are artificially censored at this point.

19. The hazard rate for dropping out without graduating in the seventh semester is 0.037. The hazard rate for dropping out without graduating in the eighth semester is 0.044.



**Figure 2**  
Kaplan-Meier survivor function

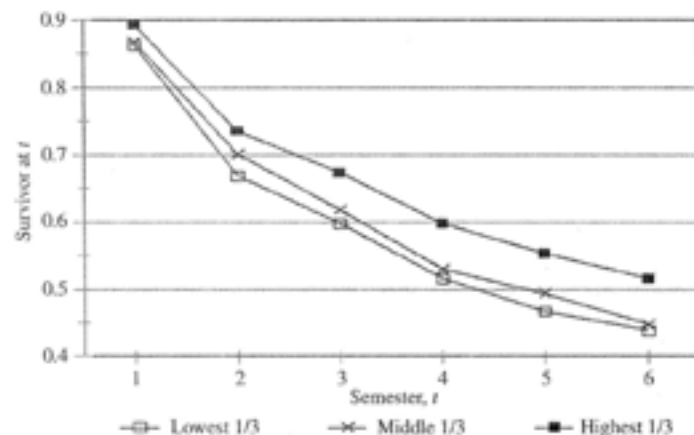
dents at Berea do not graduate even though the burden of paying for college has been removed as a possible cause of attrition.

The previous results show that many students do not graduate and that exits are for reasons unrelated to the direct costs of college. It is worth noting that what is likely to be of ultimate interest from a policy standpoint is whether individuals eventually receive a degree at this school or another four-year institution. However, the difference between educational attainment at Berea and total post-secondary educational attainment appears to be relatively small. In correspondence with the director of institutional research at Berea College, it was learned that exit interviews taken in recent years show that only approximately 0.17 of exiting students express some intent to transfer to another two-year or four-year post-secondary institution. Further, the majority of these students never actually request a transfer transcript which, in most cases, is a necessary condition for actually transferring.

### III. The Relationship between Family Income and College Outcomes at Berea

Largely because many of the students are extremely poor, a substantial amount of variation exists in the family incomes of the students in our sample. In this section, we take advantage of this variation to examine whether the type of positive relationship between family income and college attrition that has consistently been found in the literature remains in a situation where the potential burden associated with paying for college has been removed.<sup>20</sup> Kaplan-Meier survivor func-

20. We noted earlier that the highest observed family incomes in our sample are not particularly large. It seems that if the low-income individuals in this sample are found to perform differently in terms of retention (or other outcome measures) relative to higher-income individuals in this sample, they would



**Figure 3**  
Kaplan-Meier survivor functions for three income groups

tions of the sort used in Section II indicate that this is the case. In particular, Figure 3 shows that the Kaplan-Meier survivor functions differ for individuals in the lowest third, middle third, and highest third income groups. The probability that an individual in the highest third finishes more than six full semesters is 18 percent larger than the probability that an individual in the lowest income third finishes more than six full semesters (0.516 versus 0.439).

The Kaplan-Meier survivor functions do not take into account the effect that covariates have on retention. Consequently, retention differences among the income groups may be the result of differences in other observed characteristics that make students less likely remain in school. Table 1 shows descriptive statistics for the overall sample and each of the income thirds. In general, the variable means are quite similar across income groups. This result suggests that retention differences between income groups are likely to remain even after taking into account other observable characteristics. This can be verified using a proportional hazard model.

The hazard,  $h(t)$ , represents the probability that a person will leave school at time  $t$  conditional on not having left before time  $t$

$$(1) \quad h(t) = \exp(\beta X_t + \varepsilon_t + B(t))$$

where  $\beta$  is a set of coefficients which measure the effect of the exogenous characteristics  $X_t$  on the hazard rate,  $\varepsilon_t$  represents a person specific heterogeneity term, and the baseline hazard  $B(t)$  indicates how the hazard rate changes with the duration of attendance. Identification of the proportional hazard model requires that the baseline hazard be separable from other covariates. The primary results in the paper come from a specification that includes a nonparametric baseline and a parametric (normal)

also perform differently relative to individuals with family incomes greater than the truncation point in these data. Naturally one should be cautious when attempting to draw out-of-sample conclusions.

distribution for the unobserved heterogeneity.<sup>21</sup> However, as discussed in footnote 23, the results were found to be very similar when the model was specified with a flexible form for the unobserved heterogeneity of the type proposed by Heckman and Singer (1984).

Table 2 shows the maximum likelihood estimates of the proportional hazard model. Column 1 shows estimates when family income enters as a continuous variable. Column 2 shows estimates when the effect of income is estimated semiparametrically by including an indicator variable for whether a person's family income places him in the lowest third income group and an indicator variable for whether the person's family income places him in the middle third income group. Column 3 shows estimates when the effect of income is estimated semiparametrically and income is divided into six different groups. Column 4 shows estimates when income enters as a continuous variable and high school grades are also included.

The coefficient associated with a particular variable can be used to compute the factor by which the hazard rate would change if the variable increased by one unit, with a negative coefficient indicating that an increase in the variable would be associated with a lower probability of leaving. For example, the coefficient on Math ACT,  $-0.051$ , indicates that the hazard rate decreases to  $\exp(-0.051) = 0.950$  of its previous value when the Math ACT score increases by one point.

Table 2 indicates that family income has a highly significant effect, even after controlling for the effect of educational background variables and other observable characteristics. Column 1 shows that a \$10,000 increase in family income leads to a hazard rate that is lower by a factor of  $\exp(-0.083) = 0.920$ .<sup>22</sup> For a "baseline" student, Figure 4 compares the predicted survivor function for a family income of \$5,000 to the predicted survivor function for a family income of \$40,000.<sup>23</sup> The probability that the person with a \$40,000 family income remains in school for more than six full terms is 25 percent higher than the probability that the person with \$5,000 in family income remains in school more than six full terms (0.520 versus 0.416).<sup>24</sup> Column 2 shows that the income coefficients are also statistically significant and quantitatively large when income enters as two indicator variables. A person in the lowest income group and middle income group have hazard rates which are  $\exp(0.243) = 1.275$  and  $\exp(0.201) = 1.222$  as large as the hazard rate of an individual in the highest income group holding all other observable characteristics constant.

21. The baseline hazard is assumed to be constant within each of the semesters. The value of each of these constants is estimated.

22. As mentioned earlier, very little change was found when the model was specified with a flexible form for the unobserved heterogeneity of the type proposed by Heckman and Singer (1984). For example, for the specification in Column 1 of Table 2, when  $\varepsilon_t$  is assumed to be a discrete random variable with two possible values it was found that the estimated effect (standard error) of family income is  $-0.084$  (0.024) and the value of the log likelihood function is  $-3,484.05$ . The full results for this specification in the Appendix Table A1 show that estimated effects are also very similar for other observable variables. Similar results were found when the number of possible values allowed for  $\varepsilon_t$  was increased, and, as a result, these specifications are not shown. Although the results are not shown, the results in Columns 2-4 of Table 2 were also found to be robust to the specification of the unobserved heterogeneity term.

23. The baseline person was given the mean values of the continuous covariates and was given median values for the indicator variables.

24. Note that little difference is observed in the income coefficient in column four when high school grades are included.

It seems possible that many of the possible reasons related to the family environment effect would be as closely related to parental education backgrounds as they would be to family income *per se*. Unfortunately, information regarding parental education is not available in our Berea data. However, this information is available in the NELS-88. When we estimated the specification in Column 1 of Table 5 with an additional indicator of whether the student had at least one parent who had obtained a college degree, we found that this variable was statistically significant with a point estimate of  $-0.36$  and a  $t$ -statistic of  $-3.02$ . The estimated effect of family income declined to  $-0.062$  but remained statistically significant with a  $t$ -statistic of  $-2.859$ .

## VI. Conclusion

Bowen and Bok (1998) raise the possibility that low national graduation rates may be due to the inability of students and their families to meet college costs. The high overall attrition rates at Berea College, where all students receive a full tuition subsidy (and pay an average of approximately \$1,000 for room, board, and college fees), suggest that college exits often occur for reasons that are unrelated to the direct costs of college. It is important to note that it is necessary to be cautious about drawing inference about more general populations of interest on the basis of a single school. Nonetheless, given the statistically significant and quantitatively large relationship that is found between family income and performance at Berea, the discussion of the possible sources of bias that might be present in our Berea estimator that appears in Stinebrickner and Stinebrickner (2000), and the comparison to outcomes in the NELS-88, this work suggests that reasons related to family environment are the most important determinants of the differences in college outcomes by family income that have consistently been found in the literature.

The results in this paper suggest that nontrivial differences in educational attainment would exist even if direct costs were zero for all students. However, it is important to note that equality in educational outcomes among income groups could potentially be achieved by removing (reducing) the direct costs for only low-income students. This is a feature of the California tuition subsidy program that will begin full-scale operation in the fall of 2001. However, if equality in educational outcomes is achieved in cases like these, it may be important for policymakers to realize that this does not necessarily occur simply because these programs address capital market imperfections which imply that low-income individuals face liquidity constraints. It seems likely that lowering the costs of college will make staying in school (or entering school) optimal for some nonliquidity-constrained low-income individuals who would have otherwise found it optimal to leave (or not enter) after realizing that they were not well-prepared academically for college. From the standpoint of wisely using educational budgets, more research is necessary to understand the potential effectiveness of programs that would improve the educational opportunities of low-income individuals before they reach college or would address noncost difficulties that low-income individuals face after arriving at college.

13.

**The Evangelical War  
Against Slavery and Caste**

Howard, Victor B. *The Evangelical War Against Slavery and Caste: The Life and Times of John G. Fee*. Selinsgrove: Susquehanna University Press, 1996.

# The Evangelical War against Slavery and Caste

## The Life and Times of John G. Fee

Victor B. Howard



Selinsgrove: Susquehanna University Press  
London: Associated University Presses

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## Introduction

**B**etween 1782 and 1802 the seven states that had an interest in western lands ceded their rights to the United States, and all of the region, with the exception of Kentucky and the Connecticut Western Reserve in Ohio, was made a part of the public domain. Because of the Connecticut influence, the Western Reserve became a vocal and committed antislavery region. Kentucky was induced to favor slavery as a result of Virginia's tradition and social system. After 1778, Virginia had distributed land in Kentucky by means of treasury warrants so that parcels were purchased in large tracts. As a result, land in Kentucky was owned by a comparatively small group of men who rented their property to tenants. Thus Kentucky was distinctly different from all other settlements to the west of the Alleghenies in the original system of land tenure. Furthermore, Kentucky inherited from Virginia the feudal theory of a landed aristocracy that was based upon tenantry. The early inhabitants of Kentucky fell into three classes: landed proprietors, their slaves, and a tenant class of whites. After several years of petitioning by the residents of the Kentucky area for a separation from Virginia, the region was admitted to the Union as the fifteenth state on 1 June 1792.

During the Kentucky constitutional convention in 1792, there was much discussion of the slavery question, but the adversaries of slavery were not organized and as a result the opposition largely centered in the churches. The slaveholders were unified and organized, and they came to prevail, although the antislavery dissenters persisted in their opposition to the institution. Rev. David Rice, a Presbyterian from Virginia, took the lead against slavery and published a pamphlet during the convention, entitled "Slavery, Inconsistent with Justice and Good Policy," in which he urged the convention to provide for gradual emancipation. During the early days of the convention Rice delivered an address that was one of the most earnest and forceful condemnations of slavery heard during that period. The proslavery



because of the American Colonization Society for the fugitive slaves.

Soon Binney was convinced that colonization was futile, and in November 1835 he moved to Danville, Kentucky, his first year of birth.

By 1836 he had abandoned his original plan to study law and had turned to teaching in the common schools.

From his early days of teaching, Binney became an active member of the Kentucky Association of Teachers and in 1837 he was elected president of the association. In 1838 he moved to the position of assistant superintendent of the common schools in the county of Boyle. In 1839 he was elected superintendent of the common schools in the county of Boyle. In 1840 he was elected superintendent of the common schools in the county of Boyle.

In 1841 Binney was elected superintendent of the common schools in the county of Boyle. In 1842 he was elected superintendent of the common schools in the county of Boyle. In 1843 he was elected superintendent of the common schools in the county of Boyle.

In 1844 Binney was elected superintendent of the common schools in the county of Boyle. In 1845 he was elected superintendent of the common schools in the county of Boyle. In 1846 he was elected superintendent of the common schools in the county of Boyle. In 1847 he was elected superintendent of the common schools in the county of Boyle. In 1848 he was elected superintendent of the common schools in the county of Boyle. In 1849 he was elected superintendent of the common schools in the county of Boyle. In 1850 he was elected superintendent of the common schools in the county of Boyle.

The moderate antislavery movement in the North was favored by the American Colonization Society for the fugitive slaves. In 1831 Lyman Beecher was installed as president of Lane Seminary, a Presbyterian institution on the banks of Cincinnati. World arrived at Lane the next year. A short time after arriving, World founded a student abolition society and in February 1834 the students invited the faculty to attend a meeting in which the claims of colonization and immediate abolition would be debated. For two successive evenings, in an atmosphere of emotional and religious fervor, the debate continued. In the end, the students rejected colonization and demanded immediate emancipation. In the absence of Beecher, the students decided to prohibit further meetings and activity by the students society.

Presenting this decision, Theodore Weld and fifty-two students left Lane and transferred to Oberlin College in northwestern Ohio. The memory of these events was a powerful influence on John G. Fee when he entered Lane Theological Seminary in the next ten years.

John G. Fee's life, writings, and thoughts offer many insights into the major problems and issues concerning race relations in nineteenth-century America. Fee was the most important convert to the antislavery movement who was born in the South and stayed there all of his life. Fee's devotion to the antislavery cause was directed toward removing both slavery and prejudice. His struggle for racial justice and equality involved the denunciation of caste as well as the removal of slavery. In the antebellum period, he acted to remove the caste system that oppressed free blacks, and did so with as much resolution as he dedicated to the cause of abolition of slavery. Fee's early concern with the removal of caste generated his preoccupation with black progress after slavery was abolished. He stood almost alone among

abolitionists in his work among the freedmen after the Civil War. Unlike most abolitionists who addressed themselves to the problem of slavery from the security of the North, Fee chose to live and work against the peculiar institution from within its stronghold. Residence in Kentucky, the land of his birth, was fundamental to his abolition philosophy and tactics.

While Northern abolitionists had largely abandoned the tactics of moral suasion, Fee based his whole plan of destroying slavery and caste on the destruction of prejudice. He did not feel needed to use coercion. He opposed all coercive action, such as aiding slaves to escape, as counterproductive. The thoughtful abolitionist was asked to stick to such a course and was prone to be prejudiced against those who worked against slavery without the benefit of religious faith. From the day of his conversion to antislavery, Fee concentrated on unselfishness to compromise his moral convictions. Concentrating upon the one great truth that all men were created in the image of God, he maintained his stand with such singleness of purpose that even his friends and supporters sometimes felt he had a touch of fanaticism. As the commitment of the young abolitionist deepened, he became willing to take greater risks. Like others in the antislavery movement, if necessary he was prepared to surrender his life in defense of the struggle to free the slaves.

What were the possibilities of Fee and his allies succeeding in removing slavery by converting the slave owners to an antislavery Christianity? Some historians have considered the whole antislavery movement impractical, rash, undacious, and foolhardy, and its followers disturbed. Fee was aware that violence and suffering played a part in influencing public opinion. He knew religious revivals were capable of converting whole regions. Most importantly, in the early nineteenth century many slaveholders still called slavery a necessary evil. Leaders of the antislavery movement wrongly felt they would only need to show the slave owners that abolishing slavery was good for the owner as well as the slave.

By 1820 Kentucky was one of three Southern states that permitted all adult white males to vote, and Fee and his followers who were devoted to moral appeals imagined that political changes would follow a change of heart. In the early nineteenth century Kentucky had a tradition of upholding unfettered freedom of speech, and nonslaveholders outnumbered slave owners at least three to one. To the devoted antislavery Christian, a religious program that emphasized reform offered no threat to the slave owner and could bring about a chain reaction that would end slavery peacefully. More important, Kentucky was a farming rather than a plantation state. Drawing from the experience of the Northwest, many Kentuckians reasoned that if slavery was eliminated as an institution, the land values would

McClelland, a Presbyterian minister, gave impetus to a camp-meeting form of worship and revivals of religious enthusiasm in which masses of people were converted. With an emphasis upon freedom and emotional expression, camp meetings and protracted revivals became common practice on the frontier. From Logan County, Kentucky, and Cumberland County, Tennessee, revivals spread into North and South Carolina, western Virginia, and Pennsylvania. The most powerful and enduring impact of the Second Great Awakening was its impact in extending religious fervor by means of the organization to the lower classes, including free blacks and slaves. The attitude of explosive population increases and religious upsurges in Kentucky in the 1820s and 1830s created conditions in which some of the young men born between 1810 and 1820, such as John G. Fee, were inclined to reject worldly substance.

In the midst of the Kentucky religious upsurge, the state was swept by fear of slave revivals. Fear factors made the slave owners uneasy. The ancestors of free soil in the northwest, the growth of antislavery in Kentucky and in the northern states bearing Kentucky, the long tradition of opposition to slavery by liberals and nonslaveholders, and the persistence of the slaves themselves caused the slaveholders to be troubled. There were two major slave uprisings that upset Kentucky's tranquility in the late 1820s. On 17 September 1826, seventy-seven slaves on board a flatboat bound for New Orleans rebelled and hid the five white men who were guarding them. The slaves then fled to Indiana, where they were captured. The next day the slaves were executed and the others were sold in the Deep South. On 14 August 1828, twenty Maryland slaves were being transported by their new owners to Maryland. Breaking their chains, the slaves revolted, killing two white men and harrying another seriously wounded. They attempted to flee to free territory but were captured, and their leaders were summarily executed. These revivals and the Nat Turner Rebellion in Virginia in 1831 seriously upset Kentucky's slave owners and contributed to the rapid growth of the Colonization Society in the state and to the passage of the Non-Importation Law of 1833 by the Kentucky Legislature.

Revolution in Kentucky did not create an organized overt antislavery movement, but the Great Revival of western New York in 1830 did eventually lead to an antislavery society. The leading spirit of the revival in western New York was Charles G. Finney, a lawyer who became a Presbyterian evangelist. Finney did not promote abolition, but one of his converts, Theodore Weld, directed all his energy to this cause. In 1832, while visiting Reverend William Allen, a Presbyterian minister in Alabama, Weld met James G. Birney, a slaveholding planter who was living in Alabama. So convincing was Weld's argument regarding the inhumanity of slavery that Birney became a convert to antislavery. Shortly after Weld's visit, Birney

group, however, was able to easily get an article adopted to establish the very as an institution under the new constitution. The six ministers in the convention voted solidly against the slavery provision, although some of the others took an active part on the floor of the convention in opposing slavery as Rice did.

During the 1790s, antislavery sentiment in Kentucky was centered in the Baptist, Methodist, and Presbyterian churches, with Free taking the lead of the opposition forces. The efforts of Rice in the eighteenth century served as a model for the antislavery career of John G. Fee in the next century. By 1797 the activities of the clergy resulted in the formation of several abolition societies. Because of lack of support, they did not last very long, but they were able to win over public opinion in demanding a new constitution. In 1797 and 1798 the voters approved a referendum to call a second constitutional convention in July 1799. Again the antislavery forces were thwarted in their attempt to bring about emancipation by constitutional provision. The antislavery agitation, however, did not cease with the adoption of the state constitution of 1 June 1800.

The churches remained the centers of agitation during the campaign for the second constitution, but after 1800, discussion appeared in the ranks of the religious bodies. Discard sprung up within some of the Kentucky Baptist churches, resulting in the formation of the Baptist Lacking Lunatic Association, Friends of Humanity, in 1807, which consisted of dress-styng men and farmers laymen who signed an article of agreement refusing membership in the association to slaveholders. In 1808 the Friends of Humanity organized the Kentucky Abolition Society to bring about the constitutional abolition of slavery. The society published a journal, the *Abolition Advocate and Messenger Messenger*, which issued only twelve numbers. In 1827 the Kentucky Abolition Society ceased to exist because of the lack of finances and due to the rise of the Kentucky Colonization Society, which advocated colonization of the slaves in Africa.

With the passing years, while Kentucky maintained slavery, its social system became less like that found in the South and more like that of the West. This was because prairiegrange did not exist in Kentucky and the large holdings of land were subdivided among heirs and purchased by freeholders. More significantly, after 1790, the landed aristocracy was completely submerged by the flood of peddlers and small landowners who came to the state. This led to the status of slavery decided in the 1840s and 1850s; the changes in the social structure would lead to antislavery and abolition control of local government in many counties where slavery was not widespread.

Within the decade following established free Kentucky, religion in the state underwent a major upheaval. About 1799 the preaching of James

other must die," he insisted. Clay was again in touch with the Washington

He viewed that it would wield an increasing sway over the community and

### The Radical Abolitionists and the Higher Law

5

Introduction

the, free white labor would be attracted, and manufacturing would flourish

The Non-Importation Law of 1815 was partly adopted because many

Any program of change would have to take root in a local setting and

for the purpose of the slave trade for the first time new entrepreneurs were

### John G. Fee's Antislavery Conversion and Nontellowship Commitment

1

John G. Fee is a unique and rare figure in antislavery literature. Most

Fee's father was well-trial in current affairs and recognized that slip-

14.

Weavers of the  
Southern Highland

Alvic, Philis *Weavers of the Southern Highland*. Lexington:  
The University Press of Kentucky, 2003

weavers  
*of the*  
southern  
highlands



philis alvic

THE UNIVERSITY PRESS OF KENTUCKY

*To my husband Gary Schneider,  
who has been a vital part of this book  
even before it began to take the form of a book.  
He served many functions: facilitating the research,  
answering many questions, taking to the various research projects  
and in the formation of the book, consistently providing me  
to adapt new technology, and always encouraging me to keep going.*

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## contents



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The renowned mountain weaving families named their household skills book weaving

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Foundations of the Appalachian Craft Revival

Preface

...these excellent research to write this book. I addressed a study of the Sherrill House at the

Clemson School in 1998. Ella Higginson, at the time manager of the weaving program,

insisted that I take up the research that she had begun. For Mitchell, Director of Clemson

School, Inc., provided work and living space for the study, as well as other members of the

school, Dr. Eugene Fink, daughter of the school founder Henry Morris Sharp, and Virginia

Hickory, granddaughter of Fleming Bannister manager Mr. Stephen Johnson, provided space

for field research and encouragement. Frances and Helen Tate, Frances Johnson and Regis Hadden,

and others from the Henry County Historical Society and Museum assisted in the project and

in the collection of weaving tools at the Museum. The staff of many of the departments of

the Wilson Library at the University of North Carolina at Chapel Hill and at the Shaw Ar-

chives in Raleigh helped me locate valuable information.



The Wilson Library staff at the University of North Carolina at Chapel Hill, 1998. The women in the foreground are members of the Henry County Historical Society and Museum staff.

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foundations of the appalachian craft revival

Early Weaving in the Mountains

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Shaw College published the photograph of a woman in the annual volume of the Shaw Quarterly, which was circulated on the campuses of the college in the late nineteenth and early twentieth centuries.



After a largely court-built to maintain integrated education, Berea College reluctantly gave the students benefits of weaving equipped in *The Women* as part of the report to the P. Ross III membership about the progress of their activities abroad. Wintropus Building the worked a woman who got working in the fields for "wade" work. The more women that she saw working in occupations from making the soap for the student's a fringe matter now doing the care of the children, a part of need for the family in a row and general sense of themselves. Our attempts women has been an attractor women have with the personal form her weaving. "There is a strong emphasis on the job provided to women and the economic benefits in the family in all of Biddle's writings." The field object that was reached into the early investigations for weaving programs that a moderate time, although the student did not open up when the work benefits were. In 1938 Brewster Goodrich explained, "We are not happy here being in the work and their and women who were burning to weave and helping in it, I could see the growth of America. A sick student person chose make a woman in a sense of freedom. Freedom and participation in the first activity, and the exercise of those strengths of the class of the real." She claimed benefits for the very question. "She who has had no wide knowledge of economic life in this time she said she rather more did the first one to be of work and ability character whose mother was a weaver; that was their something in the child to build on."

Miss Ziddig believed that weaving represented the best option in education life. "This as we better made them 'hold up their heads' and labor in their own production than by asking women and giving just occupations in the old and cloth which being in their in education?" In her 1915 article in the *Press* "Queen's Weaving" presented Goodrich's public education for the weaver. "We weaving in glory said life is an economic advantage to have more education, occupation of a dignified and worthy character which now makes the benefits of a life which seem to largely exist in." "The art of weaving, half paid, resulted in the practice but acquiring good time."

By the 1920s, one 1924 article for the Appalachian School in Packard, North Carolina, was based on a report sent from the college of the Appalachian State of education. The view was supported by Brewster Goodrich.



## bera college and fireside industries



Many Generations and Appalachians—along with a good portion of the United States population—associate the word "Beret" with the word "college." Berea College not only indicated the focus that been in some has played a leading role in supplying the educational, political, and social needs within the Appalachian area to succeed, the southern Appalachian Mountains. The college led the arrival of weaving in the mountains and served as a model for many other weaving cooperatives.

Within the Berea community, four major weaving establishments grew during the early part of the twentieth century: two derived by the college and the other two independent enterprises. The college sponsored weaving included the Fireside Industries, which eventually employed hundreds of men women working in their own homes and girls participating in the weekend labor program. As the college grew, she used for some labor opportunities provided by Mountain Women Boys. Difficulties of working within the college structure led to the development of the Mahony Warrens and the Charcoal Warrens. As one says through the course of the presentation and the concentration, it is easy to lose sight of the real aspects of these industries. Whatever problems there might have been, thousands of years of fabric and hundreds of different terms in dozens of patterns came from the looms in and around Berea. The college production will be examined here—the other concerns will be dealt with later.

Berea's weaving played major roles in the mountains. In *Handicrafts of the Southern Highlands*, the 1937 survey of crafts in the mountains, Allan Eaton proclaimed that the Appalachian Craft Service began in 1915, shortly after William Goodell had assumed the presidency of Berea College. The Craft Service started with weaving. Under the direction of Fred, Brewster Goodrich, the Craft Service worked to help the economic, educational, and social efforts combined throughout the mountains to build the educational, economic, and social efforts combined throughout the mountains. Weaving fit into the category of economic development for women, plus it had some social benefits. The college provided men women with an outlet for the production of their looms and inspired other mountain communities to adopt weaving programs. Whether Berea, afford direct assistance or not, the Fireside Industries served as a model for the development of weaving cooperatives throughout the mountains.

In 1937 minister and abolitionist John G. Peabody's one-semester school in Berea Ridge in Madison County, Kentucky, with financial help from Cassius M. Clay and northern friends during most of the first fifty years. Berea maintained a policy of being open to all races and both sexes. In 1894 the Kentucky legislature passed the Day Law, which prohibited interracial schools. "Persons of the white and Negro races are both excluded as pupils for instruction."

pasture being their own property. They had their own looms and their own tools of each industry, were not working on a farm or in a town as many others are being.

While special schools were available for people in the area, the craft schools which had been paid by people from Berea were made financially unworkable by the summer of 1915. The University of Tennessee began offering Summer Craft Work in the early 1900s, Mountain Highland in the early 1900s. Mountain Highland followed the P. Ross III's school facilities in Galbreath, which started the Appalachian School of Arts and Crafts.<sup>19</sup> Over the years, the J.C. Campbell Folk School also found that craft themes appealed to people coming from outside the mountains to study in concentration workshops.

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Young girls weaving in the P. Ross III School in Galbreath, Tennessee.

Allan Eaton estimates a variety of work by the P. Ross III School in Galbreath, Tennessee. An Eaton might estimate a variety of work by the P. Ross III School in Galbreath, Tennessee. An Eaton might estimate a variety of work by the P. Ross III School in Galbreath, Tennessee.

## Foundations of the Appalachian Craft Service

Although Berea had only found two objectives for the Packard method of weaving, the 1914 paragraph about the Appalachian School stated a third: "Weaving goes on under the shade of our looms, and an opportunity for the expression of native genius and creative ability." The paragraph continued: "There is given a new impetus to the art of their handicrafts and a new art emerges." Teaching weaving equipped the woman's means within the home and while providing substance personal benefits. Conway, too, produced additional, but while providing substance personal benefits. Conway, too, produced additional, although vague, goals for the services aside from the much needed evidence: "To allow history show the weaving business opens new fields." The women became creative there as they drew their designs, having suggestions for their work while adding to the fabric patterns. Mary Handberg focused on the art of weaving with looms, women: "The pattern and design the product statement of American heritage is now something higher and more for making an image, while in the more times helping to lower order of complexity, terms, and practices, because the primary objective of the foundations."<sup>20</sup>

Having the type of part of weaving business a pattern for promoting the economic development of women. Even though they saw the women in two parts, the second goal of providing an income achieved the first objective of giving weaving to the mountains. Because the mountains mountain women sought to improve the general quality of women's lives, they served in an activity that they felt had value to itself. They produced the weaving embodied creativity and their character—while weaving story. After they became better looms for their products, the weaving careers developed the mountains; some about the forms of weaving.

The women of these crafts were well aware of the evidence that motivated the publicity and the service of the organization, this distributed them: In social roles, the women who were their people they presented a better education and background to the women who had them. Through their people, the organization defined their activities for themselves as well as indicating evidence for general light. Their work mirrored the memory with which they approached their cases. While the women occasionally underestimated their strength, they provided evidence in the construction of their personal dedication to social advancement through providing evidence with a new to earn money. While this may read as a later goal, it required a slightly different approach.

The founders understood through the women's somewhat make up of arts organizations, church groups, and community social service associations. Even though many Presbyterian denominations, women federations of Women's Clubs, the Daughters of the American Revolution, the P. Ross III Foundation and other women's organizations inspired weaving careers, they also acted on their individual members to buy the products. Women tirelessly drew new ideas women's groups they felt would expedite work the products. Although they directed at women, their people were not equipped for the role of social, rather than a call for change. The founders focused on marketing vehicles, improving the economic connections with descriptions of items, photos, and depicting instructions.

## Considerations of Thread

"The thread was now marketed by a careful string of large numbers of weavers in households for rather by gradual increasing of business and activity in the old time area is different part of the mountains give independence of raw materials," observed Eaton at the center of the early of the Appalachian crafts: "The weavers who served crafts which serve as a market group in



helped develop plans to expand the weaving program and suggested practices. As a leader of the Arts and Crafts Movement in the United States, Mrs. Wheeler established workshops for the hand production of textiles and accessories meant other people to start craft ventures. In a pamphlet promoting the organization of home weaving industries, Wheeler offered this motivation: "Certainly no conditions could be more favorable than those existing in the Carolinian Mountains, where wood and cotton grew upon the rough faces of an indifferently steep and barren, and dazed in the home-cabin."<sup>17</sup> Although she exaggerated the amount of weaving in the mountains around Brevard, it served as an example of the distinctly American handicraft work she championed. In a 1930 newspaper article in the *Brevard Courier*, Eleanor Hunt, wife of the college president, credited Gardner Wheeler with being the "real founder of handspinning in Brevard," who had seen the potential for weaving and overspread what the industry could become.<sup>18</sup>

During 1902 weaving and costume design at Carolina Wheeler visited Brevard College and helped develop plans to expand the weaving program and suggested practices. As a leader of the Arts and Crafts Movement in the United States, Mrs. Wheeler established workshops for the hand production of textiles and accessories meant other people to start craft ventures. In a pamphlet promoting the organization of home weaving industries, Wheeler offered this motivation: "Certainly no conditions could be more favorable than those existing in the Carolinian Mountains, where wood and cotton grew upon the rough faces of an indifferently steep and barren, and dazed in the home-cabin."<sup>17</sup> Although she exaggerated the amount of weaving in the mountains around Brevard, it served as an example of the distinctly American handicraft work she championed. In a 1930 newspaper article in the *Brevard Courier*, Eleanor Hunt, wife of the college president, credited Gardner Wheeler with being the "real founder of handspinning in Brevard," who had seen the potential for weaving and overspread what the industry could become.<sup>18</sup>

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In the early part of the twentieth century, Brevard employed a full-time weaving mistress, Helen Wright Graham of Flushing, New York. Mrs. Graham lived in and managed the industry for ten years from 1905 to 1915. The college owned the 26 x 28-foot former Baptist Church house, designated as a "business extension of big architecture," from nearby Jackson County to the campus to serve as weaving headquarters.<sup>19</sup> Characterized with handsome details, the building showed an example of comfortable living. Another cabin, originally used to house some of the college's first teachers, provided additional space for the weaving program.

In her short years, Graham developed a workforce of twenty spinners and weavers, most of them working in the new kitchen the college paid for finished prices. She tried to secure advance and reliable supplies of wool and fine spinning. She introduced the weaving of rag rugs, which sold for "about \$1.00 per square yard." The rag rug used to be made from scraps obtained from a Cincinnati manufacturer for

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#### Waters of the Southern Highlands



In the new state policy, "With forward help from Andrew Carnegie, the college established a separate independent African-American school called the Lincoln Institute in Shelby, Kentucky." The mission of Brevard College advanced to concentrate exclusively on meeting the needs of the "southern whites" of Appalachia.

Throughout most of its history, Brevard College maintained an elementary school, a high school, and a vocational school, as well as normal or teacher preparation and adult education programs—in addition to the independent college. Since Brevard might profit from areas lacking extensive financial resources, the school always provided to students with opportunities to pay for their education. In 1912 the incoming college president, William Ganssler, first provided the college mission to provide a resolution, allowing five students worked a set amount of time to earn their fees, and other paid cash to enrolled additional hours for other rooms and board. Some students whose classes included operations needed to keep the school running, such as laundry work, clerical assistance, or washing dishes. Other labor options developed daily

such as laundry, woodchopping, printing, hand and machine embroidery, or woodwork. Although only a small number of students worked in the craft industries, the college publicly made an obvious gesture in the college's approach to students.

Shortly after Hunt began as president of Brevard College, he discussed the potential role of promoting college courses with women, particularly from mountain towns. During the last part of the nineteenth century the English Arts and Crafts Movement inspired the influence of John Ruskin and William Morris across the ocean to the major cities of America, cultivating a fashionable market for handicraft items. Always on the lookout for new sources of living energy, President Hunt saw the possibilities in encouraging handicrafting. Brevard students also fit in with his general promotion of the movement. It is an article regarding the economy with mountain problems. Hunt observed that "Spinning, in fact, has helped to save the character of our race, and it is proposed to find that here in Appalachia America is a well contributing to the health and peace and skill of mountain life." Because the mountain people practiced art and craft techniques by traditional society, Hunt provided the means they made by hand in promoting unique value.

In recognizing the early history of crafts at Brevard College, an often repeated story has President Hunt regarding a local woman to weave tall a dress resembles the film, *A Hat for Mrs. T*, the woman that describes to him to demand the work involved in weaving shirley, picking and washing wool, opening the yarn, collecting dyestuffs, giving the wool, drawing the loom, and then finally weaving. The woman concludes, "I would like to see right now just as soon

#### Brevard College and Female Industries

##### Woolenry and Spinning

does we could have the same 'Mount' women. It is not likely that to weave a 'Mount' President," Production of women goods required many diverse skills and took a long time, with many of the skills and to specific seasons of the year. This role of the weaving program slowly became Hunt's mission of the competitors and work after meeting the mission of the mountains.

A student meeting held about November 22, 1905, urged young women to come to Brevard with the promise that they could "earn nearly three whole years' pay for working three hours a day. The hour suggested that students would be able to receive money for the deposit and initial expenses by selling weaving to the college." "Talk got some word in Brevard to engage a woman and bring to work to dress-makers with her. Talk got her ready to go to the college will buy good handspinning linen at about 40 cents a yard. Linen and jute at 30 cents, dove fennel 60, cordillo 34, put wool 14 cents 35."

Mount women families had put away their looms when conveniently women fabric houses cheaply available after the Civil War. Hunt thought the economy of weaving cotton and handspun linen could still be found in Brevard. She said she was no longer paying from students to disengage at one of the necessary handspun sites. With the promise of money, one of the women came and next again women took up weaving. But the weaving produced as a result of the college's own demand lacked the skill acquired from continuous practice. Academic researcher Mrs. Hunt described this problem in a 1964 edition of the *Annals of Labor* article: "I was found that the majority women students were laborers in some of the other positions which had been promised. In that the greatest fault was 3% in the work, and also because the low production another day was being used to place of the original loom and machine. The college therefore understood a worked in the quality as well as the quantity of the work."<sup>20</sup>

In response to the poor quality, Hunt considered the Hampton Park site as a viable for promoting higher standards. Hunt held in 1906 in conjunction with the Brevard College Convention, the more encouraged program people to take up handicrafts and provided good color accuracy. "Thousands of people attended Brevard's graduation exercises, so an exhibition offering many prizes and selling crafts attracted considerable attention. In addition to strict comparison of weaving, the fair provided awards for several other handwork, basketry, woodchopping, and handwork. Unfortunately, after several years production more. In her 1907 annual report, Mrs. K. U. Parsons, chair of the Hampton Park, observed that the more participation would be seen the prices were low."

Several women in the mountains around Brevard produced women goods for sale by the college. President Hunt provided on a hat woven, Susan B. Harris, to take up weaving again. Hunt thought she had her women for more time. Hunt and her husband engaged confidence in her skills.



Brevard College women working wool in preparation for spinning a new yarn for use in



The second floor of the Lewis House, designed by Anna Erberling in 1915. It provided space for the weaving and the craft sale, and had an apartment for Erberling on the second floor.

She returned with the small help cabinet assigned to the weaving program. Anna Erberling visited women to build the Lewis House. Finished in 1915, it provided space for the weaving and the craft sale, and had an apartment for Erberling on the second floor.

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**Bears College and Florida Industries**

**Witness of the Southern Myth**

Miss Cochran failed to return to Bears in the fall of 1909. She was convincing the official explanation for her absence: Efficiencies in managing the business aspects of the Florida Industries considered to her not exceeding her post. In a letter to President Pratt she explained that she had used every dollar taking money donated her life for five years. She returned, "I must soon finish to a school the year that I cannot secure the kind of a single business as now, but just have the prescribed schedule of general courses for me next year."<sup>54</sup>

With Home, Wright Cochran was convincing the college, the management of the Florida Industries fell to the hand of the Executive Secret D.H. Pratt and Faculty supervisor, Jennie Lester Hill. The four women to receive a Bachelor of Arts from Bears College, Hill had given as the administrator in her college responsibilities, although the was not a woman. Under her guidance Bears students earned credits with courses and hours and ending second term. In her 1907 annual report to President Pratt, she observed about the contemporary program that "the women themselves are taking a greater pride and interest in the work and are bringing up old ways and providing new combinations of projects. A weaving club provided from liberating subscriptions on their part for a specific pattern suitable for some occasion. Many of the projects studied by the women had been kept in families for over one hundred years."<sup>55</sup>

A booklet titled *Our Faculty of Commercial Sciences* listed the college's main priority as "the great idea of school and mission work" while stating that the movement function needed the money, often using it for school expenses. Under Mrs. Hill's direction, the Florida Industries obtained sums as part of the college's "Yigpore" for directing work of helping the women learn to read, the college granted. "We first showed these products, in by giving the women more and more, the college granted. We first showed these products, in by giving the women more and more, the college granted. We first showed these products, in by giving the women more and more, the college granted."

In a brief given to the House Quarterly for 1910, Hill lamented a school for educating girls, writing regarding women that the consumer would find compelling. She presented a narrative as a "second sister one, just the thing for summer camp or holiday." The description



Jennie Lester Hill, who was the first woman to receive a Bachelor of Arts degree from Bears College. Under the direction of Jennie Hill, she received the award of a Bachelor of Arts degree from the Department. She assumed responsibility for the weaving program after the departure of Home Wright Cochran.

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of a higher end, which, and their success ended with the suggestion: "That the thing for a high season. That this production will be large." Another essay argued that the modern world continues, describing why the college purchased less than any quality merchandise. "The old one though because a girl must have money or have school. This, when we return to weaving a new season."<sup>56</sup>

For several years Jennie Lester Hill recommended that the Florida Industries conduct the activities of a full-time experiment without any other heavy duties. Then through her interest in the work of the industry, the standard of workers diminished under her steps. By 1911—the year after Mrs. Hill's retirement—the experiment was run by the weaving business and only two women remained.

On April 18, 1911, President Pratt offered Anna Erberling of New York City \$1500 to use monthly work plus a new month's vacation at the fall town of Florida Industries. The lengthy story described Bears as a missionary school, and gave exact dollar amounts for the highest finance and advised for financial well. In the responsibilities he outlined for her, he expected that to stand in the education those workers of the new "to give the confidence of the movement women," and to make other steps in the North. "After the weaving club," he continued, "We do not wish to introduce forms of weaving which we saw and foreign to the people have in an economy and develop the same which have been hatched down by tradition from the old English and French weavers. I have believed that just one work was learned in Bears. Of course it is much older and may involve some better element that is wanted to in home to improve that which is traditional and transfer to the older women in the movement." "Care Tables," a weaving series on "gathering, etc.," wrote to Miss Cochran Hill about educating Anna Erberling, "a series of numbers—the daughter of an officer of the Swedish Army)—and an report to all kinds of weaving." In *The Hand of Providence* Carolina

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### Boys College and Florida Industries

and Wick, President Hamilton was one of the leaders of the Conference of Southern Mountain Workers. The handbook raised able discussions at the conference's annual meeting in Knoxville led to the formation of the Southern Highland Handicraft Guild. Understanding the significance of a cooperative effort for craft production, President Hamilton headed the college's fledgling handicraft branch.

### Warren of the Southern Appalachians

Yet, like several an education men in Boone, Tennessee, a board and investment the Boys College was a part of the student labor program. Promotional efforts called attention to the best qualities of the fabric and organized on the school scene. A hand bag existed in each length of yardage oriented the fabric to be woven, used and handcrafted at the Boys College Student Industries. Also, with each year of material came a walk label identifying the fabric as "Boone grade," with the names of the school and each a picture of a bag or a box. "When we made the handbag garments, the label reminded the owner of the origin of the fabric through-out to long life.

By adding a new line of products, "Service" Ration, Boy retained the marketing potential of marketing products with Appalachia. In the 1921 annual report, he pointed out that the same derived from the Service Ration (a hand woven) presentation of the revolutionary new work clothes of when Boyers in the very early stages, thus tying the products with the region and associating it with utility. The second Market garments also had words: Harry Fox, Rogers, Wing, Yoderwick, and Whangquaden. An address in the department designed a popular research grant case. Devereaux's research experiments, when Eubank visited Boyer led back over at director in 1931, the Mountain Worker Boys still operated as a financial loss.<sup>10</sup>

Boy's industrial business, but it took labeled, who knew about weaving, or how the industry was a profitable enterprise. She considered the yardage line, keeping the boys when, understanding the colors, and offering a more lightweight wool for women. Under her guidance, the production line expanded to include such things as aprons, scarves, wash cloths in several grades, and more modern coordinated with the "Boonegrade" wool. "Next from the Boys work in table, women were used through cordage making and congregate clothing items. The college discovered that men who liked the fabric often did not have of a table who could make clothing garments. So the college identified a network of tables to make tables in accordance order for men and women. For those clients who came to the campus, garments could be worn at the school.

Success was a need for handweavers fabric grew at the college. David Gilliam won 126 yards of cloth in over 100 hours for the owner of the 1327 Clinton, the college product.<sup>11</sup> In addition to the prodigious output, Gilliam earned commendations in a number of ways. The Laidlaw period ran as early as 1914 when he was an Academy participant. This led him to experience in every way possible to perfect his weaving. He also participated and visited handloom and people by them. He is a self-taught weaver and a very good student.

In June of 1911, Laidlaw recommended that the table area in Boone be expanded and remodelled into a more attractive space. The new and summary of table figures indicated that three quarters of the business originated in the Boys days, which only one quarter came in by mail. Under Laidlaw's the coming of World War II provided wool supplies, which limited production. During 1941, the last year of Laidlaw's management, nearly four students found employment at the Mountain Worker Boys, which began doing the weaving and gift making the products.<sup>12</sup>

During the two decades and longer, the success from the craft weaving compared very favorably with the Florida Industries. Some years the gross sales figures were higher than that of the Florida weaving industry. After the Mountain Worker Boys began weaving goods, their margins became much higher than Hamilton's.<sup>13</sup> Clearly the Florida industry and the Florida products have created a much smaller number of workers to succeed, when judged by profit.

### Warren of the Southern Appalachians

labeled himself to be the man of the hour. The students Warren Boyer continued as a college labor club for many years, but eventually merged into the weaving operation under the Florida Industries.

### LABOR DAY

At the end of the 1921 school year, Boyer selected an annual celebration recognizing their student industries and labor program that included a parade, awards, convocations, and games. Boyer's Labor Day occurs near the end of the school year in May, rather than on the national holiday commemorating labor on the first Monday in September. Boys College chose Labor Day as "a day in which to recognize of the labor activities which we, as individuals in the school program, have a real part of it."<sup>14</sup>

During the many competitions judiciously held and the students' performances is displayed with. The day's events included competitions between general and club developed within individual industries during a series of convocations were "Night's Telling by Boyer," "The new, Young Branches by the Campy Riders, Whig-ping Family, Students by the Laundry, Story Showing by the Linnick Bros, Seeking Baby John by Stuckard, Egg-Cooking by Paddy, Leading When, Making by Wood, and Course Fiddling by the Fire Department."<sup>15</sup>

Boys Industries occupied in several convocations, with Hilda Winstley, Winstry Hays, Frank, and Hanning Bob. Rita among the usual ones. William H. Dandrich of St. Louis, a large and former member of the college's Historical Commission, established each year for students who had come up with creative ideas or products in their labor assignments.<sup>16</sup> It is a report on the Labor Day activities, an address commented that the final awards ceremony "constituted one of the dignities and honors of labor."<sup>17</sup>

In the early years of Boone, students have functioned as a self-help program, utilizing young people without financial resources to create school success. During the 1920s many of the labor assignments could be completed at existing opportunities in production that students might follow after leaving school. In the fluctuating circumstances the focus shifted to the educational value of labor.<sup>18</sup> "When the production focus of the labor program, the dignity and honor of labor has always been promoted and addressed.

### Boyer's Influence

In examining the history of weaving in Boone, William Gould's first document credits the weaving of the period in weaving, first as a tool for promoting the college and then as a means of achieving economic development. The weaving and garmenting in work has always for developing education at Boone. By focusing the nature of the school on Appalachia, Boyer's contribu-

tion would be to provide the means for their education. However, when these laborers were away from school, they were in an economic situation that would not allow them to return to school. The students Warren Boyer continued as a college labor club for many years, but eventually merged into the weaving operation under the Florida Industries.

Boyer's influence was significant in the development of the college's labor program. He was instrumental in the formation of the Mountain Worker Boys and in the development of the college's handicraft branch. He also played a key role in the establishment of the college's labor club and in the development of the college's labor program.

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Boys College's Labor Day address at the address table students prepared to compete with a parade and convocations. Photo taken from the Mountain Worker Boys' annual report for the year.



i.

# TIMELINE

Berea College, 1855 - Present

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John Gregg Fee

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1855 1869 1890 1893 1920 1939 1967 1984 1994 BEREA COLLEGE

### JOHN GREGG FEE: Berea College Founder

- 1855: Berea College founded
- 1856: Cassius Clay sends support
- 1856: Fee writes to Gerrit Smith
- 1856: J.A.A. Rogers comes to Berea
- 1856: First Commencement
- 1859: Students given to men's class
- 1859: Plans moved to present site
- 1860: Graduates from Berea to Ohio
- 1860: John Hanson attends lecture
- 1866: Incorporation is completed
- 1866: First full or after the Civil War
- 1869: Howard Hall is built

**1855:**

Berea College was founded by John Gregg Fee, a Kentucky slaveholder's son. He was convinced that slavery was a tremendous moral and spiritual evil. Fee preached instead a "gospel of essential love" that defined not only the early programs and policies of the College but the emerging village of Berea as well. Fee stated the College "would be to Kentucky what Berlin is to Ohio, anti-slavery, anti-union."

**1856:**

Cassius Clay sends a check for \$75 to support the "schoolhouse."

**1856:**

Fee writes to Gerrit Smith, a widely known abolitionist, scholar, and social reformer: "We have for months been talking about starting an academy, and eventually led by a college - giving an education to all boys, black, cheap and through."

**1856:**

J.A.A. Rogers (future principal of Berea College) graduates from Gordon Institute and comes to Berea.

**1856:**

The College's constitution and by-laws gave substance to Fee's ideas. The opening words of the constitution, "In order to promote the cause of Christ," articulated the foundational aim of the school. The practical workings of this aim was "the search for doctrine for a thorough education to all persons of good moral character... at the least possible expense, and all inducements and facilities for manual labor which can reasonably be supplied by the Board of Trustees shall be afforded."

**1856:**

Fee, in a fundraising speech at Henry Ward Beecher's Church in Brooklyn, unintentionally takes the ears of proslavery men when he said, "We want more John Browns, not in matters of actions, but in spirit of consecration; not to go with carnal weapons, but with spiritual; men who, with Bibles in their hands, and tears in their eyes, will beseech men to be reconciled to God. God is with men, and we may yet have the South."

**1860:**

On December 28th, a confrontation with sixty-two armed horsemen leads to evasion from Berea by Fee, Rogers, Davis and others to Ohio.

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# JOHN GREGG FEE

Founder  
1855-1869

-  
**Date and Place of Birth:**

9 September 1816, in Bracken County, Kentucky

-  
**Education:**

Augusta College

-  
Miami University

-  
Lane Theological Seminary

**Died:** 11 January 1901

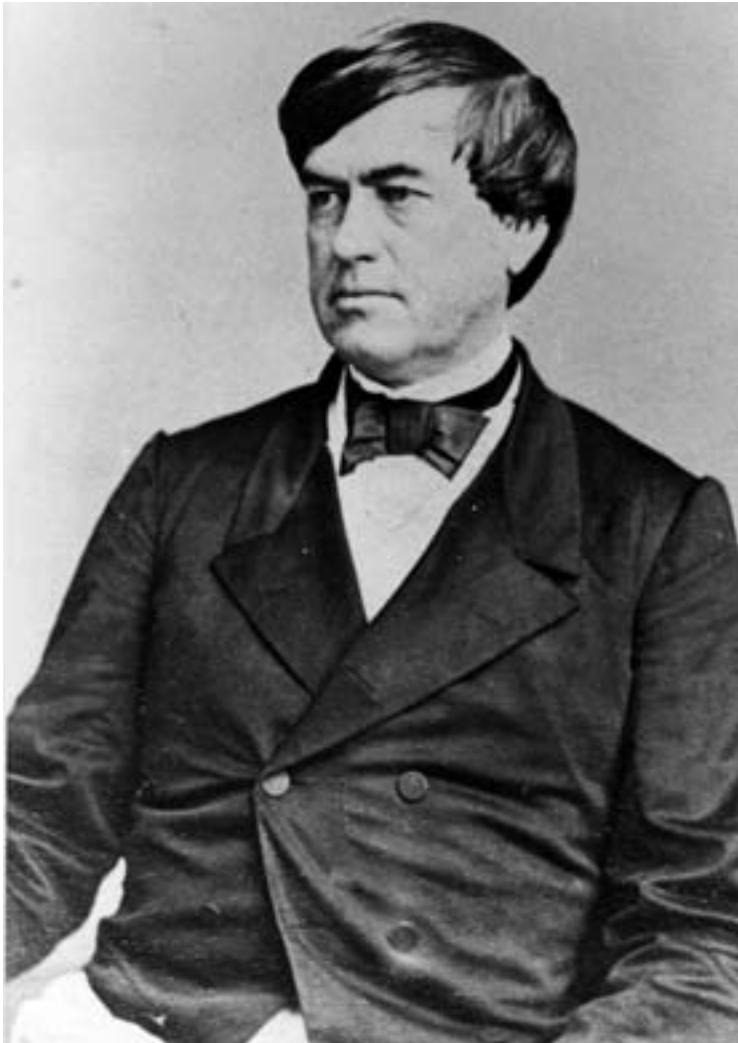
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## 1855

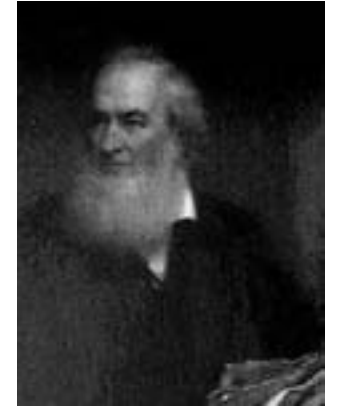
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Cassius Clay sends a check for \$25 to support the "schoolhouse."



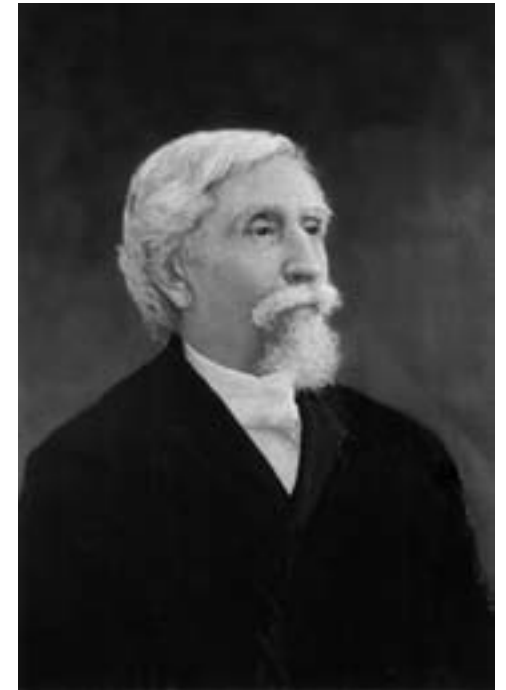
## 1856

Fee writes to Gerrit Smith, a widely known philanthropist, abolitionist, and social reformer: "We have for months been talking about starting an academy, and eventually look to a college - giving an education to all colors, classes, cheap and thorough."



## 1858

J.A.R. Rogers (future principal of Berea College) graduates from Oberlin Institute and comes to Berea.



June: Berea's First Commencement.

## 1859

The College's constitution and by-laws gave substance to Fee's ideas. The opening words of the constitution, "In order to promote the cause of Christ," articulated the foundational aim of the school. The practical application of this aim was "to furnish the facilities for a thorough education to all persons of good moral character . at the least possible expense, and all inducements and facilities for manual labor which can reasonably be supplied by the Board of Trustees shall be offered."

Fee, in a fundraising speech at Henry Ward Beecher's Church in Brooklyn, unintentionally raised the fears of proslavery men when he said, "We want more John Browns; not in manner of actions, but in spirit of consecration; not to go with carnal weapons, but with spiritual; men who, with Bibles in their hands, and tears in their eyes, will beseech men to be reconciled to God. Give us such men, and we may yet save the South."

On December 29th, a confrontation with sixty-two armed horsemen leads to exodus from Berea by Fees, Rogers, Davis' and others to Ohio.

Constitution. (1859)  
12  
Berea, Ohio, Co. Ky. July 22, 1859  
Dear Bro. Newton  
I write to inform you of  
the action of our board meeting on 14/5, 1859  
of this year at which time we fully organized  
under the following Constitution & By-laws.  
Constitution on subject of agreement  
of the Board of Berea College.  
In order to promote the cause of Christ on  
p. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 841. 842. 843. 844. 845. 846. 847. 848. 849. 850. 851. 852. 853. 854. 855. 856. 857. 858. 859. 860. 861. 862. 863. 864. 865. 866. 867. 868. 869. 870. 871. 872. 873. 874. 875. 876. 877. 878. 879. 880. 881. 882. 883. 884. 885. 886. 887. 888. 889. 890. 891. 892. 893. 894. 895. 896. 897. 898. 899. 900. 901. 902. 903. 904. 905. 906. 907. 908. 909. 910. 911. 912. 913. 914. 915. 916. 917. 918. 919. 920. 921. 922. 923. 924. 925. 926. 927. 928. 929. 930. 931. 932. 933. 934. 935. 936. 937. 938. 939. 940. 941. 942. 943. 944. 945. 946. 947. 948. 949. 950. 951. 952. 953. 954. 955. 956. 957. 958. 959. 960. 961. 962. 963. 964. 965. 966. 967. 968. 969. 970. 971. 972. 973. 974. 975. 976. 977. 978. 979. 980. 981. 982. 983. 984. 985. 986. 987. 988. 989. 990. 991. 992. 993. 994. 995. 996. 997. 998. 999. 1000.

disburse money, ~~make~~ contracts and enforce the same, audit accounts appoint examiners, and transact all other business for the interests of the Institution.

(Art V) The Board of Trustees may make such By-laws as it may deem proper to promote the interests of the Institution,

(Art VI) The persons named in these Articles of Agreement shall constitute its original Board of Trustees and new members may be elected added to said Board or vacancies therein filled

by the addition of such persons as shall be elected members thereof by the board and sign these articles of Agreement

Berea, Madison Co Ky July 11, 59

(four signatures)

and S. Butler

### By Laws

(I) The object of this college shall be to furnish the facilities for a thorough education to all persons of good moral <sup>character</sup> and, at the least, possible expense to the same, to promote this end all the facilities and inducements for manual labor, which can reasonably be supplied by the Board shall be offered its students.

(II) This college shall be under an influence strictly Christian and as such opposed to Paganism, Slave Holding, Caste, and every other wrong institution or practice.

(III) In the Election of future members of the Board, of a President and Professors, a the

employment of Teachers no sectarian <sup>tests</sup> shall be applied, but it shall be required only that the Candidate be competent to fill the office and have a Christian experience and a righteous practice

(IV) Any trustee who shall be guilty of a gross immorality may be expelled from the Board by a vote of a majority of the trustees

(V) The Board of Trustees may appoint a Prudential Committee of five or more persons who shall transact all business committed to them by the trustees

(VI) The Trustees shall hold an annual meeting at such time and place as they may designate

(VII) The Officers of the Board shall be elected at the annual meeting and hold their offices for one year or until new ones are elected

(VIII) A Special meeting of the Board of Trustees may be called by a majority of the officers of the same, due notice being previously given to each member thereof,

(IX) Any By Law may be amended or a new one added at any annual meeting by a vote of two thirds of the Trustees provided a written notice of the proposed amendment or addition shall have been <sup>sent</sup> to each trustee as much as three months previous to said meeting

(X) A majority of the Trustees shall constitute a quorum

Definitions Resolved  
By Prohibiting the application of sectarian  
tests, In By Laws we mean to say  
that in the selection of the members and  
officers named therein we will allow no  
weight in our decision, not select in view  
of the fact that the candidate is in favor  
of communion or sprinkling, or demand  
that he agreed or disagreed with us in  
respect to other theological tenets on which  
Christians differ

Bro Newton you will please  
sign these articles at this place  
I have the words for your name  
to be placed, & return the same to me  
as soon as you can conveniently,

Bro F. G. starts to night Sat & at  
1 P.M. for the convention at Columbus  
will return in about a week  
will start East in about two  
weeks from this time,

Please return with your  
signature & you will  
oblyo your Bro in Christ  
J. C. Hanson  
Secy of Board  
of Berea College

1860

In March, John Hanson, a co-founder and early trustee, attempts return to Berea but is threatened and his sawmill is destroyed.



1866

April 5: Berea College's incorporation is completed.

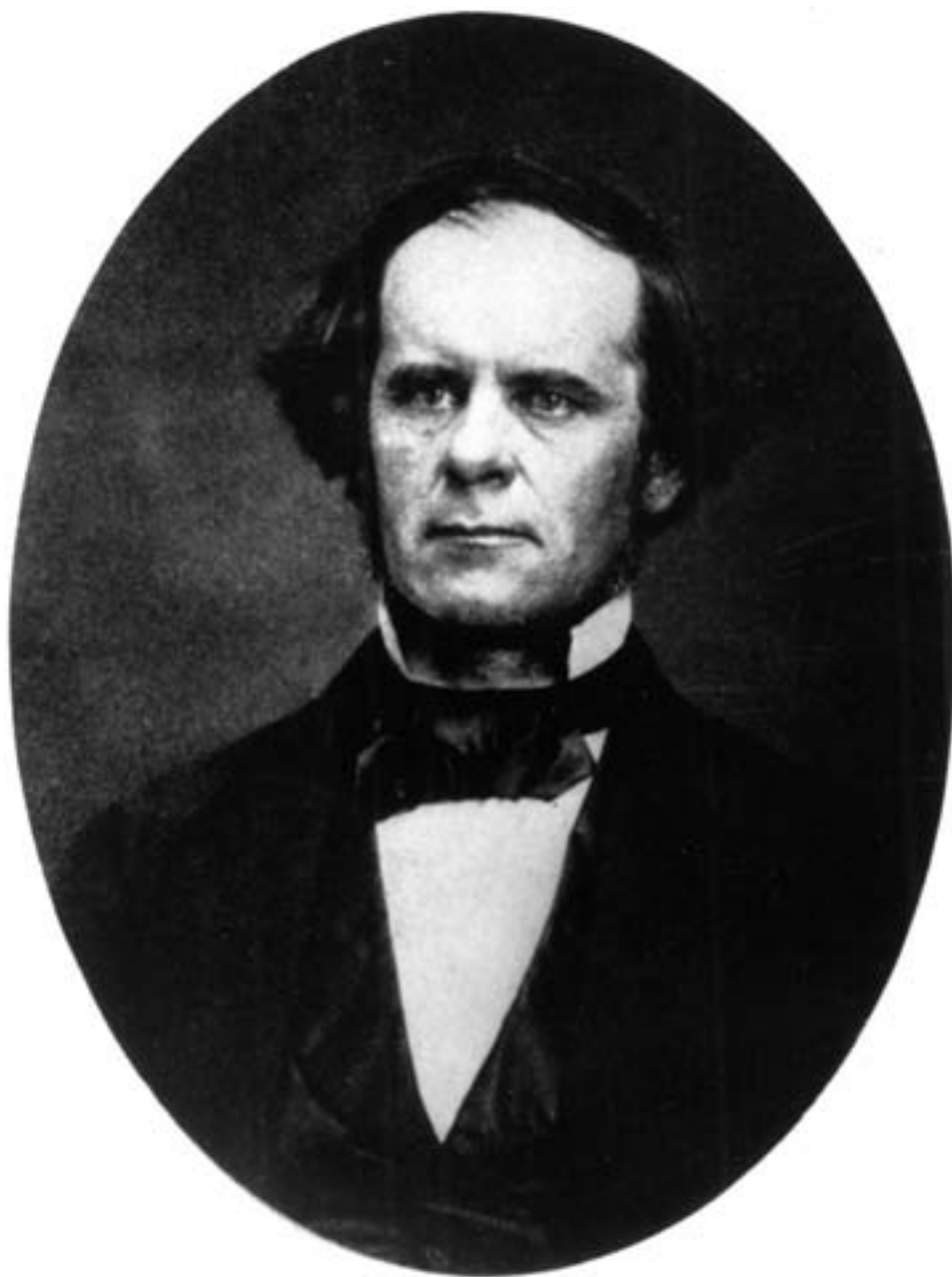
Berea's first full year of education after the Civil War. "The Berea Literary Institute had a total attendance of 187, of whom 96 were Negroes and 91 whites. Emancipation had changed the constituency of the Berea institution while it was still in its swaddling clothes."

1869

Howard Hall is built. It is named after O.O. Howard, Director of the Freedman's Bureau and civil war veteran and person for whom Howard University, Washington, DC is named.







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-  

# Edward Henry Fairchild

President

1869 - 1886/89

-  
**Date and Place of Birth:**

29 November 1815, in Stockbridge, Massachusetts

-  
**Education:**

Oberlin College, 1835

-  
**Prior Job Experience:**

Principal of the Preparatory Department at Oberlin College in Ohio

-  
**End of Term:**

Fairchild resigned in 1886 due to declining health, but remained provisional president until 1889 as no replacement had yet been found.

**Died:** October 1889

-  
-  
-  
-

1869

Edward Henry Fairchild becomes Berea's first president on July 7, 1869. The first collegiate class (of five members) was admitted in Fairchild's inaugural year, joining students in the Primary, Intermediate, Preparatory, Normal, and Ladies' departments.

1870's

Borrowed books from Berea helped remote Appalachian communities set up Sunday Schools.



1872

July 2: Berea trustees approve interracial mixing in social situations.

1873

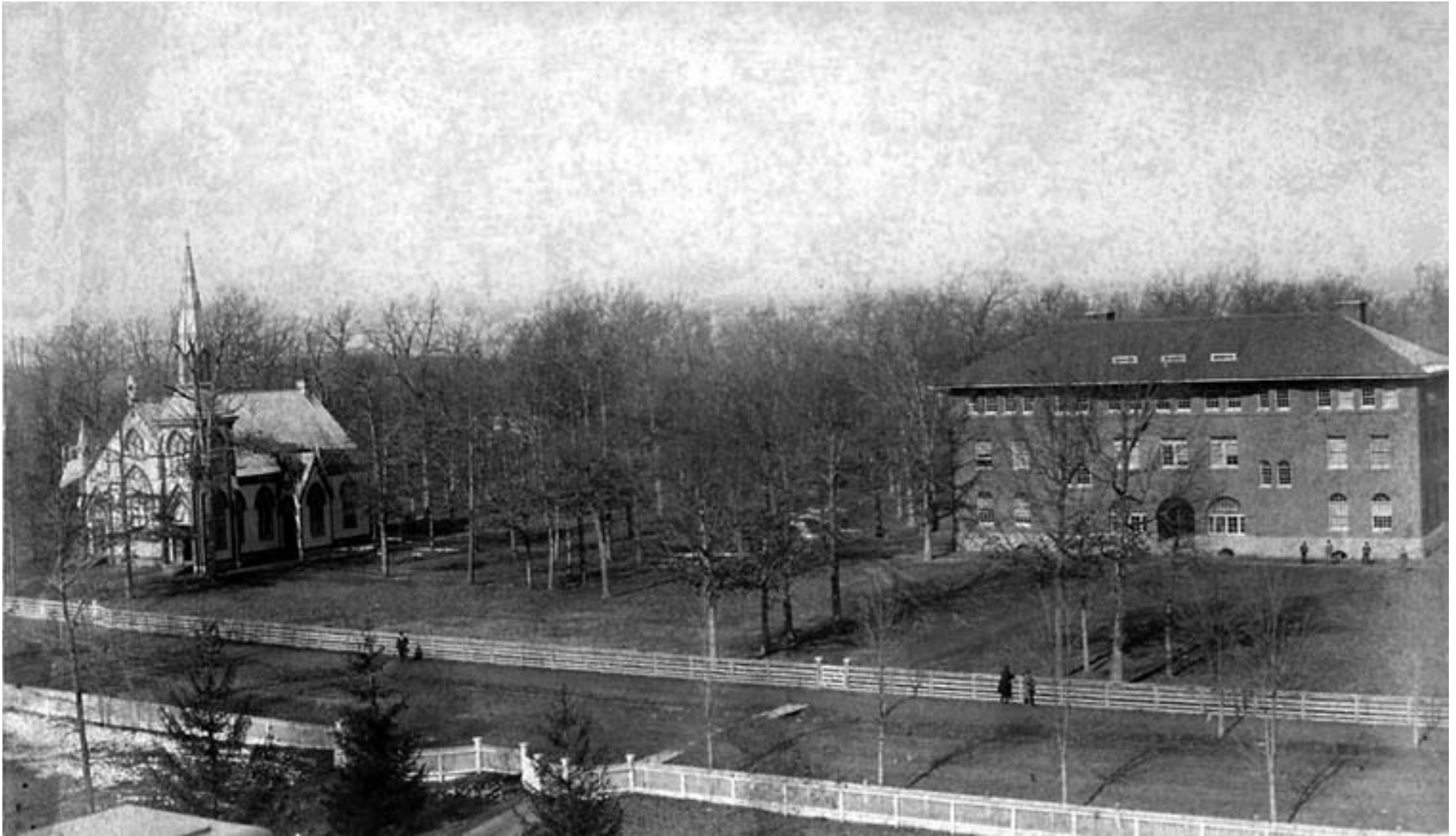
September 24: Berea's first brick structure, Julia Maria Fairchild Ladies' Hall, is dedicated.



1875

May 12: The first Mountain Day





1879  
Second Gothic College Chapel built.





-  
-  
On January 30, 1902, the second Gothic College Chapel was also destroyed by fire. The cornerstone for the third College Chapel was laid at Commencement in 1904 by Mrs. Elizabeth Rogers, who had been present when the original College Chapel had been built. When the Chapel was completed and dedicated two years later, her husband, John A. R. Rogers made the prayer of dedication, his last public service for the College which he had helped to found before the Civil War. This building celebrated its centennial in 2004.



1884

June: The faculty expands to include Greek, Latin, and Science professors.

1887

Lincoln Hall built and funded largely by Roswell C. Smith, publisher of Century Magazine.





# WILLIAM B. STEWART

President  
1890 - 1892

**Date and Place of Birth:**

1834, in Ecclefechan, Scotland

**Education:**

Annan Academy; University of Glasgow; ordained a Baptist minister in Ontario, 1859

**Prior Job Experience:**

Baptist pastor, teacher, newspaper editor in Ontario, Canada

President of Rogers Williams College in Nashville, Tennessee, 1882-1884

Principal of Collegiate Academy, Winchester, Kentucky, 1884-1890

Elected to Berea's Board of Trustees in June 1889

**End of Term:**

Stewart resigned in June 1892 after much controversy. Although he remained on Berea's Board of Trustees until 1895, he returned to Canada and served at the Toronto Bible Training School.

**Died:** 5 March 1912, in Toronto, Canada

1890

William B. Stewart becomes Berea's second president on October 12, 1890. A Baptist minister from Toronto, Canada, Stewart's views reflected Fee's perspective in that Berea offered a Christian education.

April: Students learn the printing business, and is considered the first skilled labor position created at Berea College.

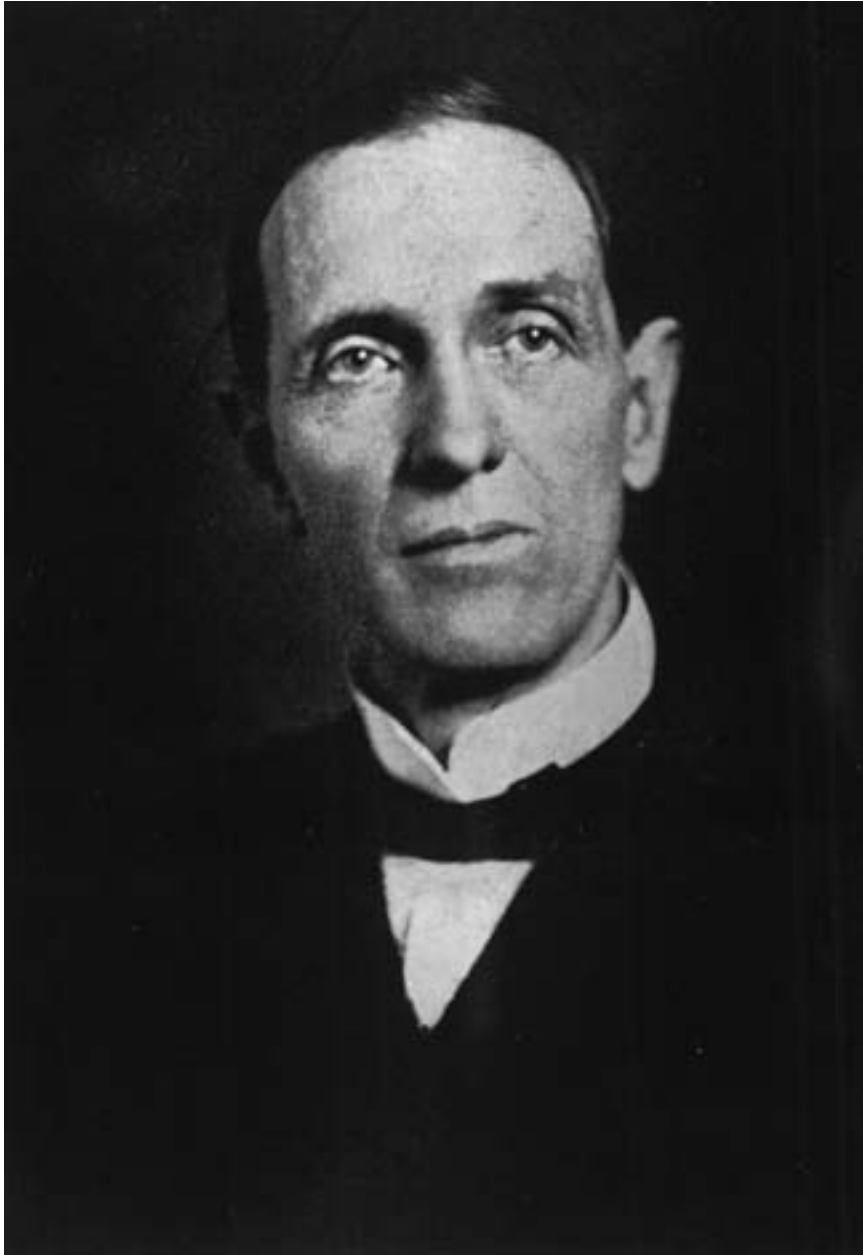
1890s

"Traveling Libraries" containing 15-20 books in a wooden box, were taken by students into the outlying mountain communities, beginning in the 1890s and for decades to come.



1892

Beginning with the fall semester, tuition from hereafter would be free.



# WILLIAM GOODELL FROST

PRESIDENT

1893 - 1920

-  
-  
**Date and Place of Birth:**

2 July 1854, in Leroy, New York

-  
-  
**Education:**

Oberlin College, 1876

Studied at Harvard and Andover Seminary, 1877-1878

Oberlin Seminary, 1879

-  
**Prior Job Experience:**

Scholar, Greek professor at Oberlin College in Ohio

**End of Term:**

Resigned in 1920 due to poor health

**Died:** 11 September 1938

-  
**Other:**

His grandfather was famous abolitionist William Goodell.

His aunt, Lavinia Goodell, was the first female attorney in the state of Wisconsin.

-

1893

William Goodell Frost is formally inaugurated as Berea's third president on June 21, 1893. He influenced every aspect of campus life from building design, and curricular reforms, to student rules and regulations, while promoting the needs of "Appalachian America."


1896

As part of Berea College's commencement, the first Homespun Fair is held, featuring handmade goods from the region.

THIRTIETH  
**Commencement**  
OF  
**BEREA COLLEGE**  
Wednesday, June 24, 1896.

SPEAKING BY STUDENTS.... 9:00 A. M.  
BASKET LUNCH.... 12:00 M.  
VISIT TO SHOPS, LIBRARY.... 12:45 P. M.

AT 2:00 P. M. OCCUR THE COMMENCEMENT ADDRESSES  
BY


**Dr. W. E. Barton, of Boston**  
 AND—  
**Rev. H. M. Penniman, of Chicago**

**Exhibit of Home Industry....**

In west room of Ladies' Hall, from 11:30 A. M. to 2:00 P. M. A first prize of \$2.00, and a second prize of \$1.00 is offered on each of the following articles:—

Homespun Cloth for Coats,	Rag Carpet,
" " for Dress,	Knitted Socks,
" Linen,	Chair,
Home-made Basket,	Ax-handle.

Miss Adelia Fox,  
Mr. & Mrs. John Kerby, Committee  
Mr. & Mrs. Frank Hays

Fall Term begins September 30th.  
Winter Term begins December 30th.

1898

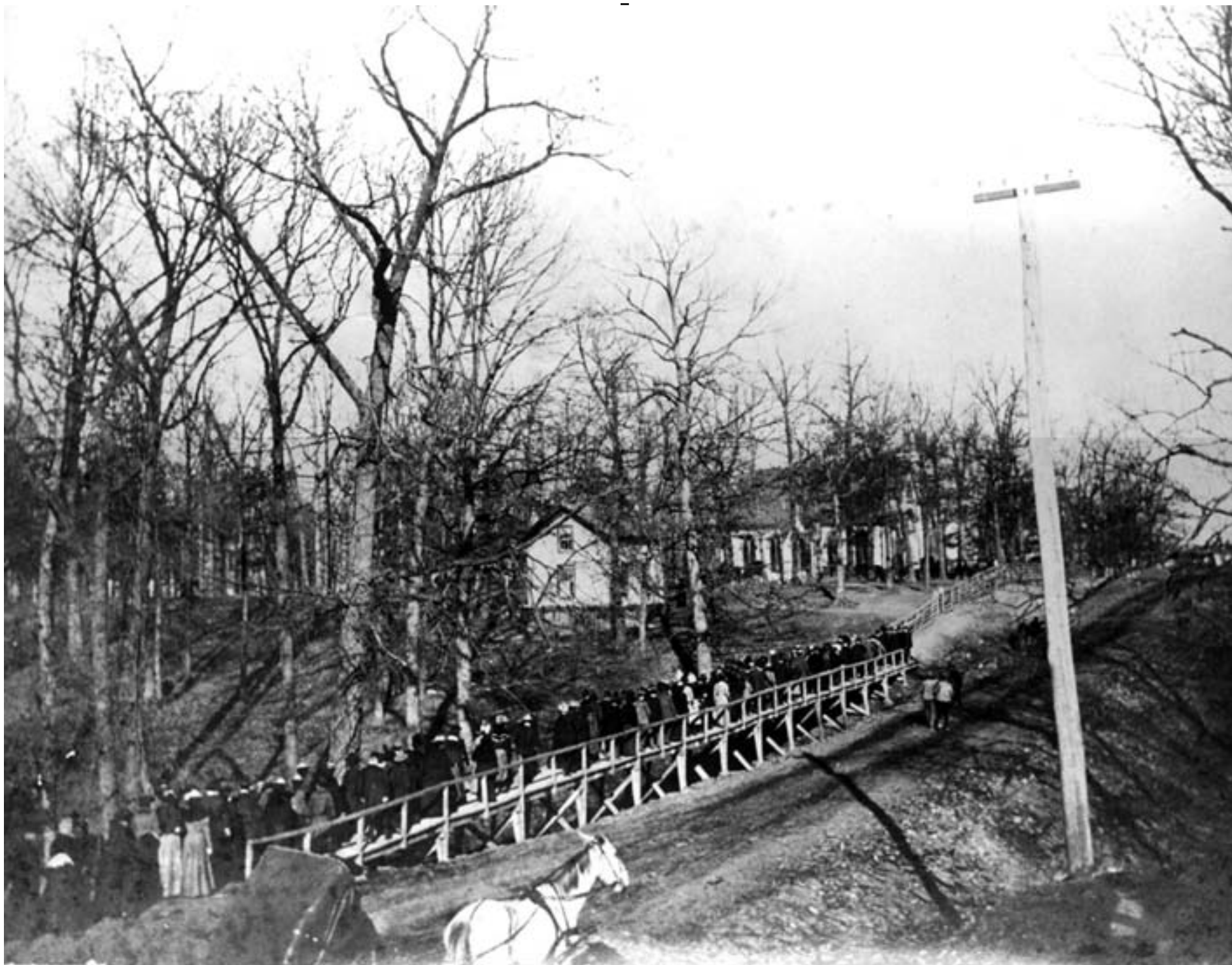
October 31: The Liberal Arts/Humanities Building is dedicated.

1900s

The college catalog of 1900 talked of an outreach program; "The College reaches out to the surrounding region with benefits of libraries, institutes, lectures, and Sunday schools, as an organized extension for humanity's sake..., (bringing) the advantages of learning and the gifts of science to all the people of this region."



William Jennings Bryan (March 19, 1860 – July 26, 1925 ) visits Berea College.



1901 John G. Fee dies on January 11.

The Rustic Cottage/Green Building is built.



1902

Trustee Addison Ballard promotes a modern water system for the campus.

1903

Carter G. Woodson (December 19, 1875 - April 3, 1950 ) graduates from Berea College and goes on to become the “Father of Black History”.



Miss Sarah B. Fay XX(shown left)XX provides funds for the purchase of forestland.



Parish House/Academy Chapel dedicated on May 10.



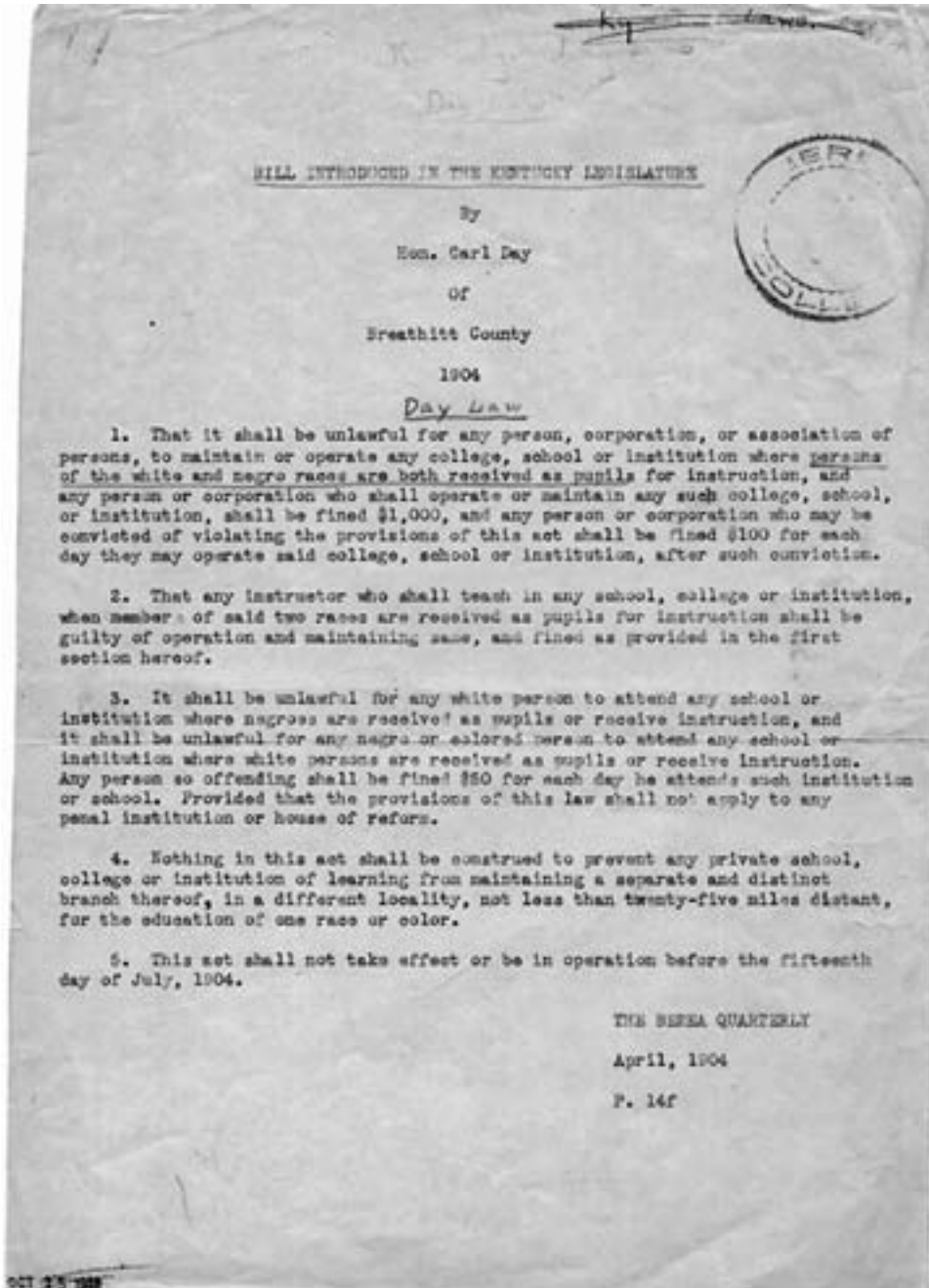
1904

December 4: Edwards/Men’s Industrial building, constructed by students, is dedicated.





On January 12, Carl Day (D) of Breathitt County, Kentucky, introduces a school segregation bill, dubbed The Day Law, targeting Berea College.



1905

Berea College waterworks dedicated on October 21-22.

June 6: The Carnegie Library (Frost) building is dedicated.

For the first time, on June 15, fresh mountain water from the Berea College watershed flows through wooden pipes to the College campus.



1906

January 7: Student-built Phelps Stokes Chapel is dedicated. The Chapel is a gift of Olivia Phelps Stokes, of New York.



1907

June 5: George Bruce Printing Building (center) is dedicated.



1908

November 9: The Supreme Court of the United States upholds The Day Law, forcing Berea College to segregate. As a result, Berea established Lincoln Institute in Shelby County as an all-black institution.



## DAY LAW ATTACKED.

### Petition Filed in U. S. Circuit Court To Test Its Constitutionality.

In a petition filed in the United States Circuit Court in Covington last night the Trustees of Berea College, Berea, Ky., attacked the constitutionality of the Day law which was passed at the last session of the General Assembly. This act prohibits the coeducation of white children and negroes. Berea College is the only educational institution in the state that admits both races, and, consequently, is the school or college affected by the act.

The Trustees held a meeting at Berea yesterday and Mr. Guy Mallon, of Cincinnati, arrived in Covington with the petition shortly after 8 o'clock last night. Mr. Mallon is a member of the Board of Trustees of Berea, and is, also, attorney for the college. Associated with him are John G. Carlisle and C. F. Burnam. Benjamin A. Crutcher, J. Tevis Cobb, N. B. Hayes, John F. Wagers, Walker Reynolds and the County of Madison, Kentucky, are named as defendants.

The petitioners allege that the enactment of this law is violative of the Fourteenth Amendment of the Federal Constitution, and, also, if allowed to stand prevents citizens of the United States going into a community and teaching Christianity as well as general education. It is contended by the petitioners that this act differs from the one which requires separate cars for passengers on transportation lines, as it is not compulsory upon any parent to send his child to the school, or for any child to attend; whereas, people by force of circumstances are compelled to ride on the trains.

## SUPREME COURT OF THE UNITED STATES.

OCTOBER TERM, 1907.

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No. 190.

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BEREA COLLEGE

vs.

THE COMMONWEALTH OF KENTUCKY.

---

IN ERROR TO THE COURT OF APPEALS OF THE STATE OF  
KENTUCKY.

---

BRIEF FOR PLAINTIFF IN ERROR.

---

J. G. CARLISLE,  
GUY WARD MALLON,  
*Attorneys for Appellant.*



1909

Boone Tavern built to house the many guests coming to Berea. Eleanor Frost realized the need for a guest house after she'd provided lodging and meals for more than 300 guests in her home during the summer of 1908.

1910

October 29: Berea College Board of Trustees votes to “limit contests with other colleges so as not to tempt our students to make athletics a too absorbing pursuit.”



1912

The United States Department of Agriculture appoints Frank Montgomery, a trained agriculturalist, as Special Investigator for Berea College and the U.S.D.A. (now known as a county agent). This was the first such federal appointment made in the state and the fifth in the United States as a whole.

1913

December 16-17: Knapp Hall is dedicated.



1916

October 4: Kentucky Hall is dedicated.



1917

June: James Talcott Hall is dedicated.



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May 2: The Log House/Log Palace is dedicated. Today it houses the Log House Craft Gallery.

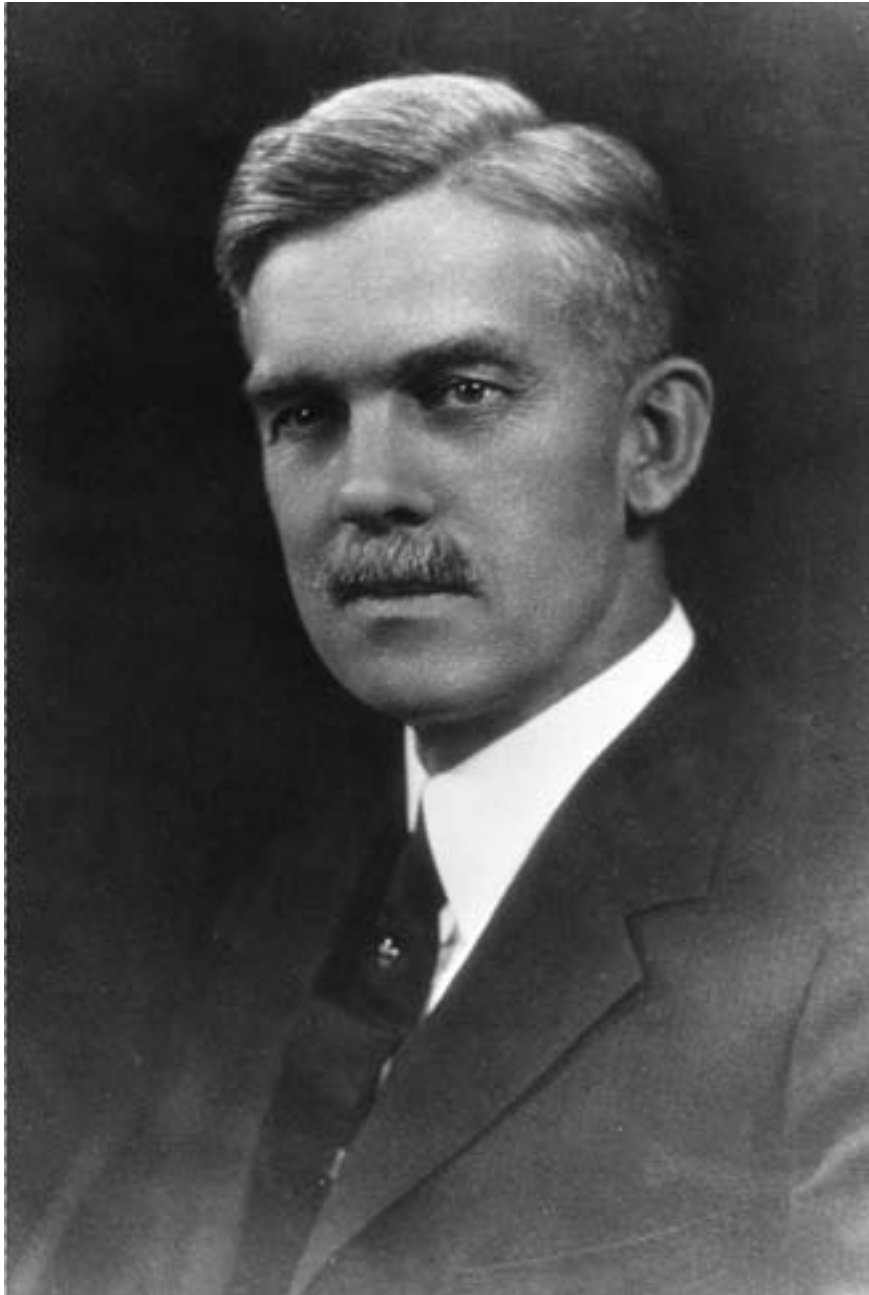


1918

September 3: James Hall is dedicated.



-



# William J. Hutchins

President  
1920 - 1939

## **Date and Place of Birth:**

July 1871, in Brooklyn, New York

## **Education:**

Oberlin College, 1888-1890

Yale University, 1892

Union Theological Seminary, 1896

## **Prior Job Experience:**

Pastor, Bedford Presbyterian Church in Brooklyn, NY 1896-1907

Professor at Oberlin School of Theology, 1907-1920

YMCA National War Work Council, Aug 1917 - Jan 1918

## **End of Term:**

Retired in 1939

**Died:** 1958

1920

William J. Hutchins becomes Berea's fourth president, on October 22, 1920. He had studied Greek under Frost while a student at Oberlin, and succeeded his former teacher at Berea. Hutchins recognized the remarkable changes in Appalachia and the United States in the wake of World War I, noting, "...we who work in Berea today inhabit a world and minister to a world radically different from that in which our predecessors lived, even a score of years ago. Adaptation, which has been the very watchword of Berea will force upon us changes of emphasis and possible changes of method."

President Hutchins asks that all bequests be placed exclusively in the endowment and similar purposes. Trustees develop such a policy.

1921

Sunshine Ballard Cottage for Fireside Industries is dedicated. It is still in use for weaving.



January 7: Berea becomes a liberal arts college.

President William Hutchins addresses students in Phelps Stokes Chapel on Labor Day.



1922

Sept 17: The new Union Church is dedicated.



1924

October 18: Mary Emery/Women's Industrial Building is dedicated.





## NEGRO SCIENTIST IN BERE A RECENTLY

12-11-24

Dr. Carver, the eminent Negro scientist of Tuskegee University, visited Berea last week and lectured to the Junior High, Foundation and Normal schools at nine-thirty o'clock Friday morning, and to the College and Academy at one o'clock the same day. He is not only a well known scientist and discoverer, but he is an artist. His paintings have attracted attention at world exhibits, and they have tried to get some of them for the Louvre, Paris. He makes his own paints, mostly from clay, and from the sweet potato. He is a Fellow of the Royal Society of England, and has attracted quite wide attention, both in America, and abroad.

Dr. Carver showed many of the 118 products which he has extracted from the sweet potato, which include several kinds of meal and flour, delicate breakfast foods and after dinner mints, and also vinegar and rubber. The writer heard a remark on emerging from chapel, in which someone wondered if Dr. Carver could make a Ford from a sweet potato. He has found 176 products in the peanut, over 300 in clay and worked similarly with other things.

The story of Dr. Carver's life is interesting. He was once sold as a slave before the Civil War. Once he was cast on the side of the road to perish and here he almost froze, and as a result of his injuries, was unable to talk until he reached the age of nineteen years. Was it Providence that rescued him, and used him to bless mankind? His cries were heard where he had been cast as dead and he was rescued and allowed to run at will like a little wild animal in the forest. His only teacher during these years was mother nature, and he drank deep. It was thus that he got acquainted with nature, and learned to know the plants and animals as his friends. In this work and discovery along the practical use of chemistry, he says that he is merely a pioneer blazing the trail, and others must come along and complete his work.

George Washington Carver  
(January, 1864 Diamond, MO -  
January 5, 1943 Tuskegee, AL)  
speaks at Berea College.

1925

The first Danish folk school for adult education is held.

February 14: Elizabeth Embree Rogers Hall is dedicated on

"Opportunity School" begins and continues until 1950. The school was for men and women who were "dissatisfied with the dullness of their lives, for plain young people who were not illiterate nonthinkers, but who vaguely craved stimulation and guidance to new interests, though they could at that time attend school for only a few weeks."



1926

October 23: Woods-Penniman Women's Gymnasium is dedicated.



1928

October 18: Vincent Goldthwait Memorial Agriculture Building is dedicated.



November 16: Charles Ward Seabury Gymnasium for Men is dedicated.



April 28: Charles Martin Hall Science Building is dedicated.



1931

May 29: Presser Hall Music Building, housing Gray Auditorium, is dedicated.



1935

April 26: John Almanza Rowley Rogers Art Building is dedicated.



1936

June 1: Library Reading Room, in the Carnegie Library building, is



1938

May 29: Danforth Chapel is dedicated.



June 6: Jesse Preston Draper Memorial Building, Berea's largest classroom building, is dedicated.

1939

November 20: The Broomcraft Building is dedicated.







# Francis Hutchins

President  
1939 - 1967

**Date and Place of Birth:**

17 August 1902, in Northfield, Massachusetts

**Education:**

Oberlin College, A.B. 1925

Yale University, M.A. 1933

**Prior Job Experience:**

Administrator for Yale-in-China, 1926-1939

**End of Term:**

Retired in 1967

**Died:** 28 November 1988 in Berea, Kentucky

1939

Francis Hutchins succeeds his father as Berea's fifth president on November 25, 1939. Berea now consisted of the College and the Foundation School, which was divided into both a high school and a junior high. Students in the last two years of College were organized into the "Upper Division" while students in the last two years of high school and first two years of college were classed into the "Lower Division."

Millstone from Wallace Nutting (November 17, 1861 in Rockbottom, MA - July 19, 1941 in Framingham, MA), one of the first creators of reproduction Early American furniture, donated to the College.

November 11 : The College creamery is dedicated.



Robert Frost (March 26, 1874 in San Francisco, CA - January 29, 1963 in Boston, MA) visits Berea College.

## Robert Frost Speaks To Berea Audience

Outstanding American Poet  
Of Today Visits on  
Campus Wednesday;  
Large Crowd Hears Him  
Recite His Poetry.

A man with a rugged New England build spoke in Berea yesterday afternoon. Students, faculty, and townspeople listened intently to what he had to say about poetry. This man was Robert Frost, perhaps the most outstanding poet of America today.

Phelps Stokes Chapel was filled by people anxious to see the famous man in person. Miss Emily Ann Smith of the English Department introduced Mr. Frost. "New and then," she remarked, "we get a chance to look at a master poet and hear him talk."

Though he had never been in Berea before, Frost had long hoped to "happen by Berea." Interspersed with his ramblings and bits of humor, he delighted his audience by reading poems; some of them were *Birches*, *The Road not Taken*, *Death of the Hired Man*, and *Departmental*. After the assembly was over many faculty and students crowded the rear entrance to get his autograph. He had spoken the day before in Lexington.

His stock and rugged build, the twinkle in his bright eyes, his thin white hair, the dark blue suit and tie, his clear deep voice, and his ever-present whimsicality seemed to typify his poetry.

The poet was born 34 years ago in California. Moving to New England soon after, Frost has called this country his home. He has been a teacher, cobbler, editor, farmer, hobbin-boy but his first love has always been poetry. Nowadays he spends much of his time at his Vermont farm. He also travels and lectures all over the country.

Much of his poetry reflects his extreme interest in New England. Nevertheless, Frost proclaims that his verse is not regional. Most of his poems have humorous touches; few are without them. His writings imply more than what is in black and white, or, in his own words: "You say things in poetry that you don't know are in it." He has been awarded the Pulitzer Prize four times for the best poetry of the year.

In June 1949, his latest book was published; Robert Frost's *Complete Poems* is a combination of verses from previous books. The 642-page book may be purchased from Henry Holt and Co., for six dollars. At the College Store copies of the Pocket Book of Robert Frost's Poems have been on sale. 500 copies were sold out last week. More are expected soon.

1943

During World War II, Berea hosted 782 Navy V-12ers. The Navy V-12 program was designed to give officer candidates preliminary training during the World War II.



Berea College participates in the WWII effort by organizing a scrap metal drive. Here students stand on iron bed frames and make a victory sign with the bed rails.



1950

The Day Law, which forced Berea to segregate in 1904, was amended and Berea became the first undergraduate institution in Kentucky to reintegrate, thus beginning a long process of reclaiming the original intent of Berea's mission.

December 2: Anna Louise Smith Residence Hall is dedicated.



1955

Indian Fort Theatre is built as part of Berea College's centennial celebration. The outdoor amphitheater in the College Forest serves as venue for "Wilderness Road" by playwright Paul Green (March 17, 1894, Lillington, NC - May 4, 1981, Chapel Hill, NC). The Wilderness Road drama originally ran in the 1950s as a major part of Berea's Centennial Celebration. The 1950s centennial celebration was the brainchild of Dr. W.D. Weatherford who put his proposition before Berea College President Francis S. Hutchins. After President Hutchins agreed, a \$100,000 outdoor theater was built, Indian Fort Theatre) near the Pinnacles and dramatist Paul Green was hired to write the script. Weatherford had several purposes which he asked Green to incorporate into his story. First was the desire to make America aware of the strong characters of the people of Appalachia. Second, the value of education to the young people of the mountains needed to be emphasized. And last, Berea College's unique role in supplying higher education for mountain youth through its work-study programs needed to become known across the country. The drama, which told of the entry into Kentucky through the Cumberland Gap by the Boone party and its journey along Wilderness Road, of the founding of Berea, and of the Civil War in Kentucky, was an immediate success and ran for several years.



Jessie Zander is the first African-American to graduate from Berea College since the repeal of the Day Law.



Elizabeth Peck, a professor of history at Berea College, writes "Berea's First 100 Years" - a history for the College's centennial.



1958

Industrial Arts Department began as the fifth Bachelor of Science degree, to provide skilled teachers to the numerous vocational high schools of the state and wider Appalachian region.



September 27: William H. Danforth Industrial Arts Building is dedicated. Louise Lovett Seabury Residence Hall is dedicated as a women's residence hall.



Louise Lovett Seabury Residence Hall is dedicated on September 27 as a women's residence hall.



1960

October 20: Robert Worth Bingham Memorial Hall is dedicated as a men's residence hall.





1961

April 15: The Alumni Memorial Building is dedicated to house Dining Services, Student Activities and other services.



May 23: Charles A. Dana Hall is dedicated as a men's residence hall.



1965

Fifty-eight students and faculty members joined Martin Luther King, Jr. on his Selma to Montgomery march.

1966

October 25 - 26: William J. and Francis S. Hutchins Library is dedicated, honoring Berea College's fourth President.

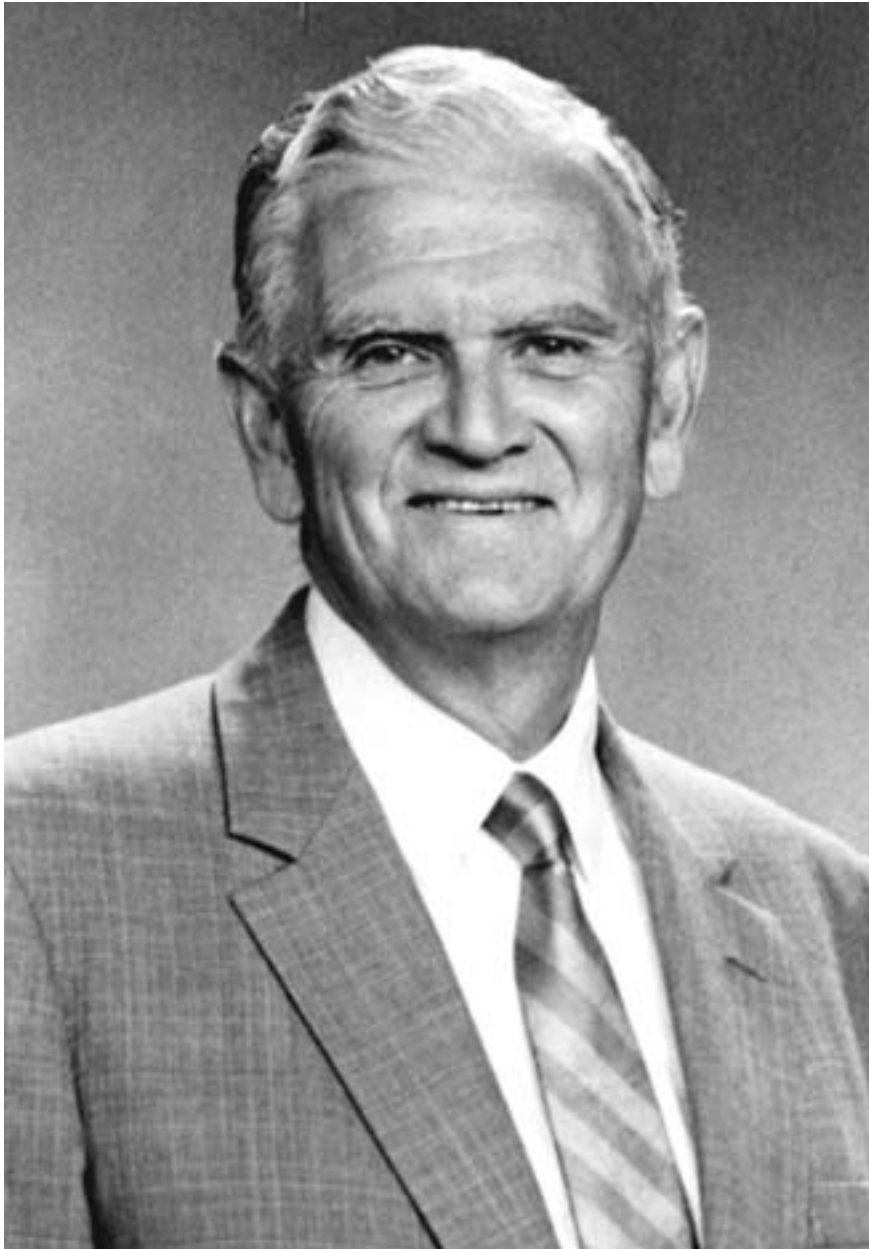


1966

November 20: Hafer-Gibson Nursing Building is dedicated.



November 28: The Berea Community School merger agreement takes place, combining the College's Foundation School with the local school.



# WILLIS WEATHERFORD

President  
1967 - 1984

## **Date and Place of Birth:**

24 June 1916, in Biltmore, North Carolina, in family home  
in Black Mountain

## **Education:**

Vanderbilt, B.A. 1937  
Yale, B.D. 1940  
Harvard, M.A. 1943  
Harvard, Ph.D. 1952

## **Prior Job Experience:**

Professor of Economics, Swarthmore, 1948-1964  
American Friends Service Committee in Europe and Africa, WWII  
American Friends Service Committee in India, 1950-1951  
Ford Foundation, research grant, 1954-1955  
United Nations, rural development adviser in Malaysia, 1959-1960  
Dean, Carleton College, 1965-1967

## **End of Term:**

Retired in 1984

**Died:** 22 May 1996

## **Other:**

All 5 of Weatherford's children attended school in Berea and graduated from Berea College. During Weatherford's presidency Berea expanded its admissions territory, opened the Appalachian Museum, began its Appalachian Studies curriculum, started the Appalachian Center, and began support for Special Collections & Archives Appalachian collections and research programs.

1967

Willis Weatherford was inaugurated October 26, 1967 as Berea's sixth president. Issues surrounding the war in Vietnam and the Civil Rights movement affected Berea just like other colleges and universities throughout the United States, yet Berea College and its students responded in ways that seemed uniquely Berean.



1969

October 24: The Great Commitments, the most concise expression of the College's character and mission, are formally adopted by the trustees.

November 4: Danforth Men's Residence Hall is dedicated.



1971

July 17: Eugene and Virginia Kettering Women's Residence Hall is dedicated.

1973

The Tabernacle (fondly remembered as "The Tab") is destroyed by fire. The structure had served variously as an open-sided pavilion, chapel, and theatre housing the "Berea Players."



1978

April 29: Melvin Traylor Memorial Art Building is dedicated.



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1980

October 24: Ross Jelkyl Drama Center is dedicated.



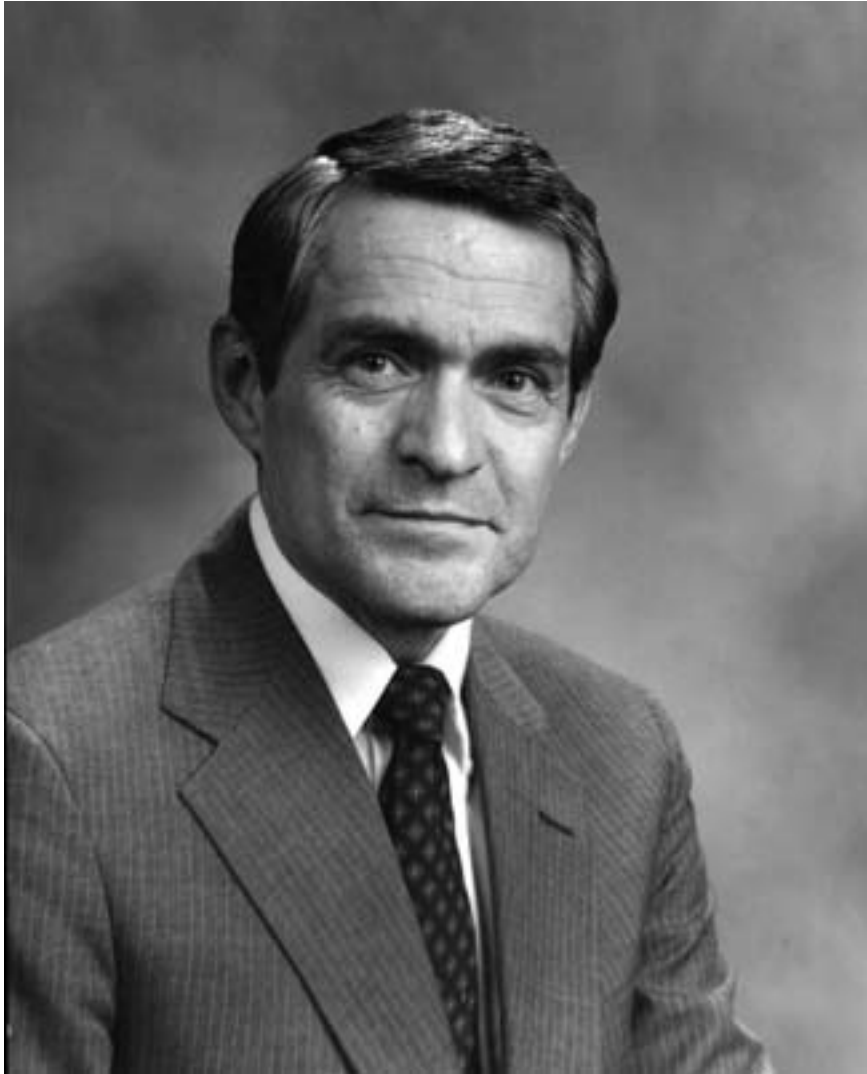
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1982

May 6: Sebastian Mueller Woodcraft Building is dedicated.

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# JOHN B. STEPHENSON

President

1984 - 1994

-  
**Date and Place of Birth:**

26 September 1937 in Staunton, Virginia

-  
**Education:**

William and Mary, B.A. 1959

-  
University of North Carolina, M.A. 1961

University of North Carolina, Ph.D. 1966

**Prior Job Experience:**

Professor, Lees-McCrae College, 1961-1964

Professor of Sociology, University of Kentucky, 1966-1970

Dean of Undergraduate Studies, University of Kentucky, 1970-1979

Director of Appalachian Center, University of Kentucky, 1979-1984

**End of Term:**

Retired in 1994

-  
**Died:** 6 December 1994  
-  
-

1984

John B. Stephenson succeeds Weatherford on October 26, 1984, becoming Berea's seventh president. A noted Appalachian scholar, Stephenson's term as president saw the development of a number of programs emblematic of his interests such as the Brushy Fork Institute for leadership development; the Black Mountain Youth Development Project for serving African-American youth in Appalachia; and the New Opportunity School for Women.

Alex Haley (seated center), author of "Roots", is named a trustee of Berea College.



1987

Jane Stephenson founds the New Opportunity School for Women.

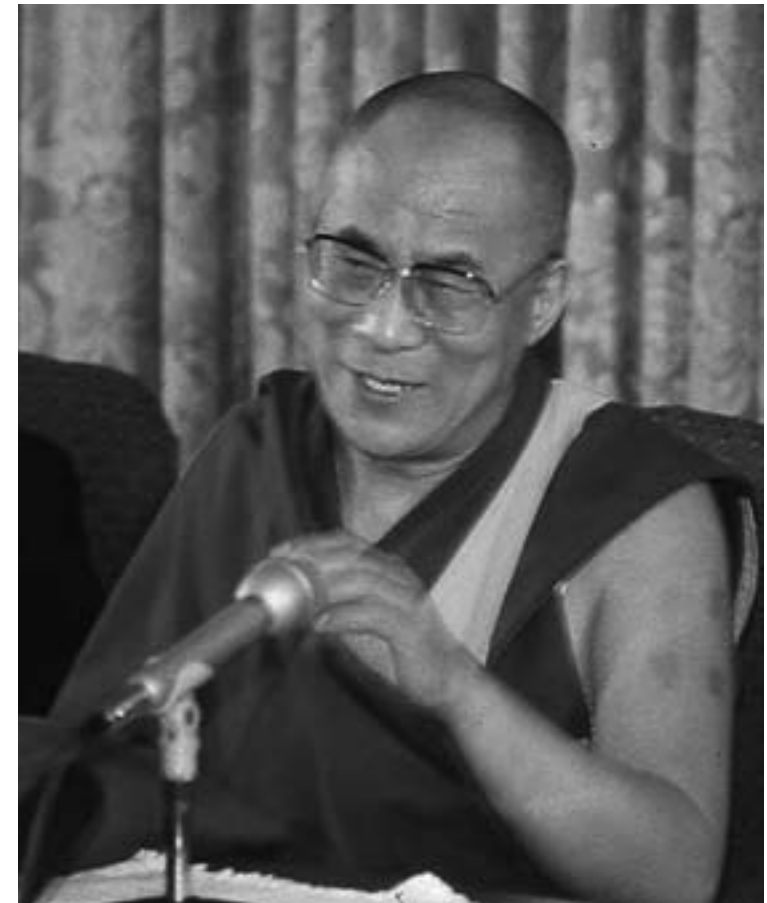


1988

The Brushy Fork Institute is created to develop strong leadership in Appalachian communities throughout Kentucky, Tennessee, Virginia, and West Virginia. An outreach program of Berea College, the Institute offers leadership training, organizational development workshops, and technical assistance to communities.

1991

Berea's service to the Tibetan refugee community began in 1991 with an agreement developed by former College president John Stephenson and His Holiness, the Dalai Lama, to enroll two Tibetan students each year. Stephenson visited Tibet in 1992, and in 1994, His Holiness made a visit to Berea's campus. The first group of Tibetan students graduated in 1995.



1993

April 24: The Great Commitments are revised and reaffirmed by the College trustees.

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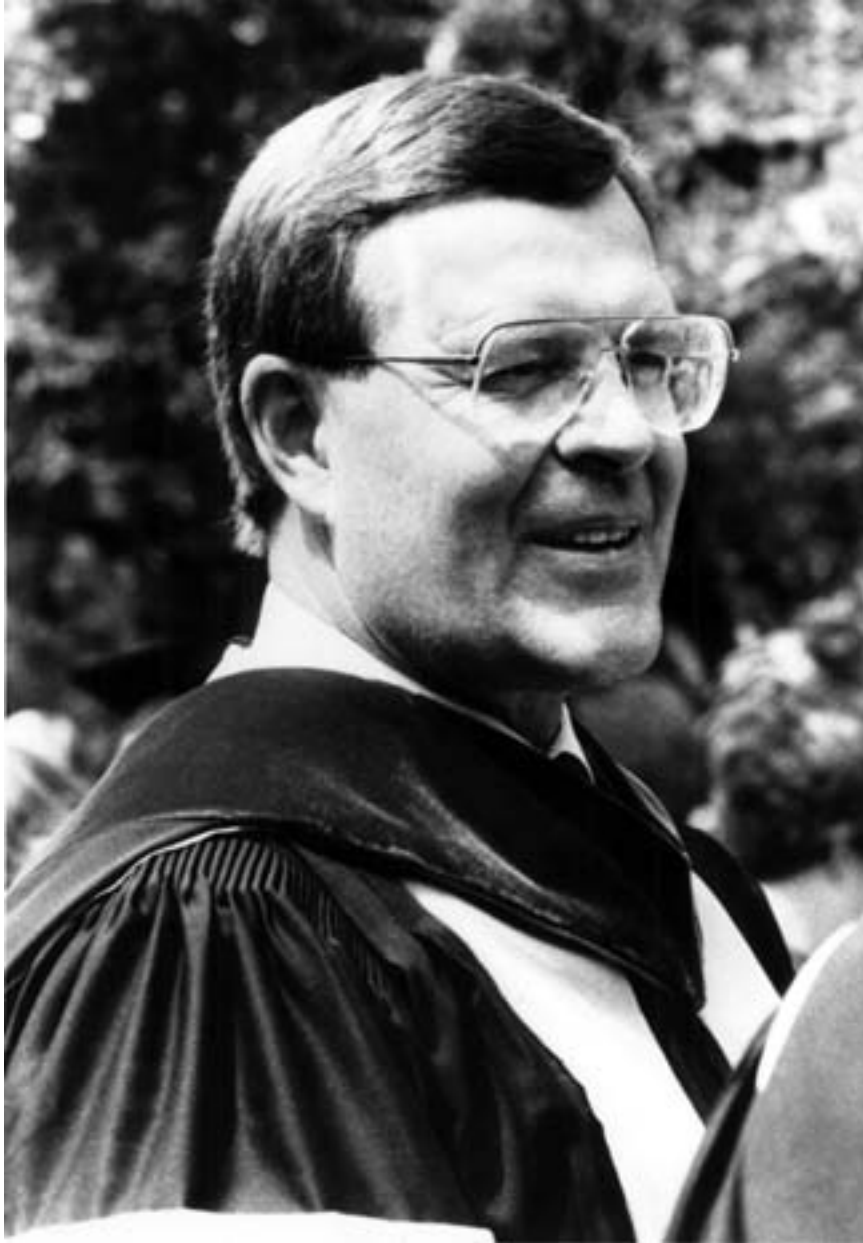
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# LARRY D. SHINN

President  
1994 - 2012

-  
**Date and Place of Birth:**

16 January 1942, near Alliance, Ohio

-  
**Education:**

Baldwin-Wallace, 1964

-  
Drew Theological Seminary, 1968

Princeton University, Ph.D. 1972

**Prior Job Experience:**

Oberlin College, 1970-1984

William H. Danforth Professor of Religion, 1984

Dean of College of Arts and Sciences, Bucknell University, 1984-1989

Vice President for Academic Affairs, Bucknell University, 1989-1994

**End of Term:**

Retired in 2012  
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1994

Larry D. Shinn becomes Berea's eighth president. Shinn led the College in strategic planning process to ensure Berea is prepared for the 21st century. Emphasizing the Berea traditions of labor, learning, and service, Shinn supported strategic initiatives in sustainability, technology, and international study - while reaffirming the College's inclusive Christian identity, academic excellence, and service to the Appalachian region.

1995

October 27: Seabury Center Gymnasium renovation and expansion project is dedicated.



1996

A tornado touches down in Berea and on various parts of the College campus. Many of the old growth trees on the Quadrangle are uprooted. Students, faculty, and staff pitch in to clean up both the College and the community.

2000s

Renovations of Frost, Draper, Lincoln Hall (with LEED certification), Talcott/Kentucky, Presser Hall/Gray Auditorium mark the beginning of the 21st century.

2003

February 21: The Dimitri Berea Gallery is dedicated.



2005

40th Anniversary of Berea College's participation in the Selma to Montgomery march.



Groundbreaking for the new Berea College Heat Plant. Using eco-friendly technologies, the new heat plant will provide for the College's heating and cooling needs in the most energy-efficient manner possible.



The City of Berea formally purchases Berea College Utilities.

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The Ecovillage, SENS House, and Boyd and Gaynell Fowler Child Development Laboratory are formally dedicated. The Ecovillage offers 32 more units of family housing for Berea College students and their families.

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# Lyle D. Roelofs

President

2012 - Present

-  
**Date and Place of Birth:**

19 December 1953 in Grand Rapids, Michigan

-  
**Education:**

Calvin College, B.S. 1975

University of Maryland, M.S. and Ph.D. 1978

Brown University, post-doc 1980

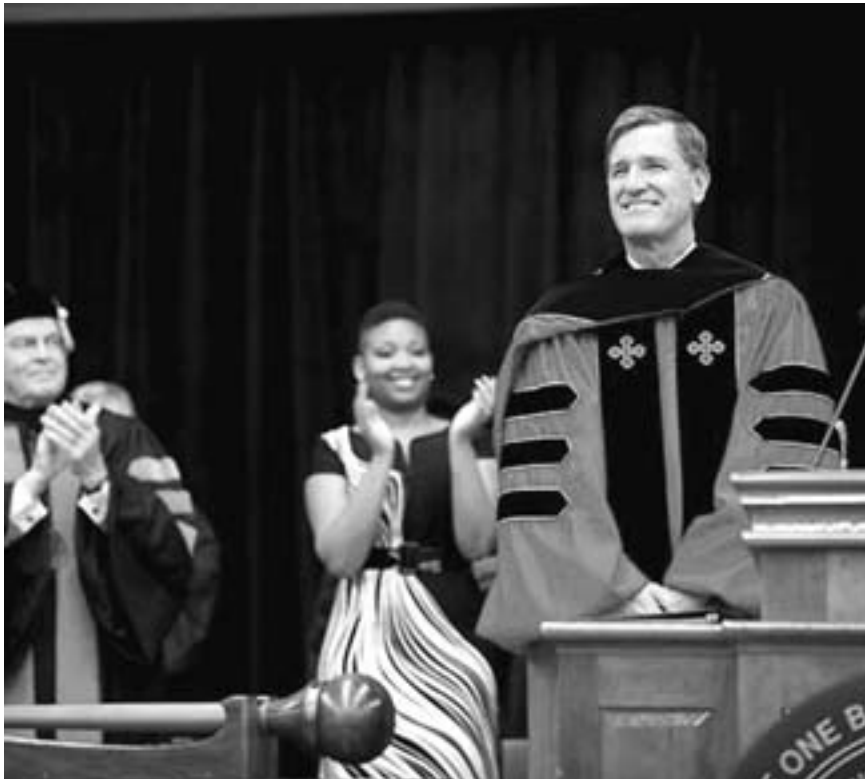
-  
**Prior Job Experience:**

Taught at the University of Maryland, Calvin College, Brown University, Haverford College and Colgate University.

Associate Provost, Haverford College

Provost and Dean of Faculty, Interim President, Colgate University

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**ii.**

The Great Commitments  
of Berea College

Originally adopted by the Berea College Board of Trustees in 1969  
Revised statement adopted April 24, 1993

# The Great Commitments of Berea College

Berea College, founded by ardent abolitionists and radical reformers, continues today as an educational institution still firmly rooted in its historic purpose “to promote the cause of Christ.” Adherence to the College’s scriptural foundation, “God has made of one blood all peoples of the earth,” shapes the College’s culture and programs so that students and staff alike can work toward both personal goals and a vision of a world shaped by Christian values, such as the power of love over hate, human dignity and equality, and peace with justice. This environment frees persons to be active learners, workers, and servers as members of the academic community and as citizens of the world. The Berea experience nurtures intellectual, physical, aesthetic, emotional, and spiritual potentials and with those the power to make meaningful commitments and translate them into action. To achieve this purpose, Berea College commits itself

To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.

To provide an education of high quality with a liberal arts foundation and outlook.

To stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others.

To provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility.

To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.

To create a democratic community dedicated to education and equality for women and men.

To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.

To serve the Appalachian region primarily through education but also by other appropriate services.

iii.

Essay for GSTR210

Shannon Wilson  
Former Head of Special Collections & Archives and Berea College Archivist

# Essay for GSTR210

Since the earliest days of Berea College, the institution has attempted to summarize its essential values and mission. Early publicity literature recounted the many adversities overcome by the founding generation to build up a school that would be open to all persons, offering labor as a means of support, and operating under “an influence strictly Christian.” E. Henry Fairchild, Berea’s first president (1869-1889), noted in his inaugural address that Berea College welcomed all persons, regardless of race or gender. He further observed that Berea was “a school for the poor,” declaring that “All possible pains will be taken to make expenses low, and to furnish the means of self-support.” The college would also strive to be “thoroughly religious” while avoiding sectarianism. Students could also expect lively teaching and instruction. “The most perfectly free discussion will be encouraged on all important subjects, but the teachers will feel under no obligation to be neutral on any subject.”<sup>1</sup> During the administration of Berea President William Goodell Frost (1892-1920), professors, teachers, and other workers were invited to sign a commission which outlined the purposes of the college as well as the duties of the staff member. Among these intentions were “to place spiritual life above everything else” and declaring that the college had “undertaken a distinctive work for those who are most in need of Christian education.” Teachers were encouraged to exhibit loyalty to the institution by understanding the rules of the college and being faithful in their academic preparations. Teachers were also reminded that “the personal influence and example of workers is even more important than their classroom or technical work.” Yet for all these declarations, years would pass before Berea offered a summary set of principles defining the college’s mission.

Berea College’s Great Commitments emerged at the suggestion of former academic dean Louis Smith. Formulated by Smith in consultation with President Francis S. Hutchins (1939-67) in 1962, the Commitments appeared as part of a grant application to the Ford Foundation entitled Profile of Berea College, 1952-1972. The primary intent of the Commitments was to provide a concise statement of the historic aims and purposes of Berea College. In 1968, President Willis D. Weatherford, Jr. used the Commitments as the organizing structure of his first presidential report. In 1969, the General Faculty ratified a revised form of the Commitments and these were adopted by the Trustees later the same year. Weatherford declared that the special aims of the college would keep Berea unique and prevent the institution from drifting “into congruence with all other colleges into a common mediocrity.” In 1972, Louis Smith published his commentary on the Commitments in his *The Great Commitments of Berea College*.<sup>2</sup>

The Commitments have appeared in various forms with commentary in the Self-Study Reports of 1962-63, 1972-73, and 1983-84. The “Whom Shall We Serve” Committee (1980) reviewed aspects of the Commitments in relation to low-income student admissions standards and extending Berea’s admissions territory. In 1983-84, the Self-Study Committee conducted a survey of Bereans—students, alumni, faculty/staff, and trustees—in order to examine the College’s effectiveness in fulfilling the Commitments. The survey revealed concerns about potential conflict within and among the Commitments. Weatherford expressed the view that the Commitments had an essential unity.

“The Appalachian and interracial commitments both represent service to groups of special need,” Weatherford observed, “The interracial commitment grows out of Christ’s view of persons as children of God. Liberal learning and learning through work experience are complementary avenues of educating the whole person. Liberal learning affirms the importance of values for noble living and Christian education gives direction to the search for values, but, as practiced at Berea, leaves freedom for rational inquiry.” Weatherford again used the Commitments to organize his final president’s report in 1984.<sup>3</sup>

During the administration of John B. Stephenson (1984-94), a review of the general education curriculum in 1991-92 prompted a review of the Great Commitments. David Swanson, chairman of Berea’s Board of Trustees; President Stephenson, and members of the General faculty, staff, and students—twenty-one people in all—formed the Committee to Review the Commitments (CRC), which began its review in September 1992. The CRC conducted surveys, held public forums, and reviewed historical documents in order to identify new ways for articulating Berea’s mission.<sup>4</sup>

Shannon Wilson  
Former Head of Special Collections & Archives and Berea College Archivist

Two significant changes in the text of the Great Commitments resulted from the CRC's work. In considering the broader implications of Berea's interracial mission, the CRC acknowledged the educational needs of Native Americans, Hispanics, and Asian Americans in the Appalachian region.

The committee affirmed the "kinship of all peoples," yet concluded that Berea's history and location demanded a continued emphasis on promoting understanding between white and African-American students. "We believe that whatever we can do to improve relationships between any groups of people," the CRC declared, "will encourage greater respect for and appreciation of all peoples and cultures." Acknowledging the unity of Berea's mission, the CRC changed the wording of the first commitment, "To provide an educational opportunity primarily for students from Appalachia, who have great promise and limited economic resources" to read "To provide an educational opportunity for students from Appalachia, black and white, who have great promise and limited economic resources."<sup>5</sup>

The second important change reflected the committee's concern that the college's long history of educating women remained hidden. Educating women on an equal basis with men reflected the college's historic commitment to equality and democracy, yet there was no obvious affirmation of this history in earlier versions of the Great Commitments. Fee and other founders were committed to coeducation and gender equality, an affirmation of human dignity and a rejection of social structures that promoted caste. Accordingly, the CRC used inclusive language to replace terms such as "brotherhood" and "mankind" with "kinship of all peoples" and "others." The CRC boldly suggested an additional commitment, "To create a democratic environment dedicated to education and equality for women and men." Since Berea had always asserted the education of women on an equal basis with men, the CRC observed, "To confront and challenge gender stereotypes requires a commitment that focuses on inclusion and understanding of women." The CRC's final report and the revised version of the Great Commitments were accepted by the Faculty and the Board of Trustees in 1993.<sup>6</sup>

The Great Commitments continue to inform Berea's mission. The strategic planning process inaugurated by President Larry Shinn has sought new ways to carry on the work articulated in the Commitments into the 21st Century. The Commitments themselves remain open to new interpretations and innovative enterprise. "Throughout its long history, Berea College has been one persistent experiment in education and service," Shinn observed in his inaugural address, "Though faithful to its venerable traditions, Berea has always been open to the future and its requirements."<sup>7</sup>

Notes

1E. H. Fairchild, "Inaugural Address," in Inauguration of Rev. E. H. Fairchild, President of Berea College, Kentucky (Cincinnati: Elm Street Printing, 1870), 14.

2Shannon H. Wilson, *Berea College: An Illustrated History* (Lexington: University Press of Kentucky, 2006), 174-75. (On-campus full-text access via NetLibrary.) Also 378.769 W753b 2006.

3General Faculty Minutes, April 21, 1969 and September 8, 1969, General Faculty Records, Record Group (hereafter RG) 5.01, Berea College Archives (hereafter BCA).

4General and College Faculty Minutes, March 9, 1995, RG 6.01, College Faculty Records, BCA; Wilson, Berea College, 195. (On-campus full-text access via NetLibrary.) Also 378.769 W753b 2006.

5 "Recommendations from the General Faculty and Report of the Committee to Review the Commitments to the Board of Trustees, March 1993," 9, 12-14, Committee to Review the Commitments files, RG 10, BCA (hereafter CRC Report); Wilson, Berea College, 197. (On-campus full-text access via NetLibrary.) Also 378.769 W753b 2006.

6CRC Report, 9-10, 15; Wilson, Berea College, 197-98.(on-campus full-text access via NetLibrary) Also 378.769 W753b 2006.

7Larry D. Shinn, "The Challenge of Deep Learning," Berea Alumnus 66 (1995): 12. See also Wilson, Berea College, 203-09. (On-campus full-text access via NetLibrary.) Also 378.769 W753b 2006.



iv.

On Research

Kelsie Greer  
Chief Deputy of Research  
The Tome, 2014

# On Research

When asked how research about Berea might relate to that which I was already engaged, I didn't have a clear answer. My current project is focused on a group of young students in the 1960s who constructed several buildings without the use of plans as a means of supplementing their education. Needless to say, this seemed to have little to do with a work college in Kentucky.

- It is obvious now, however, just how closely these projects relate. In gathering information my challenge was to simply expose source material without attempting to mediate, or tell a story, express my own ideas, or in some way persuade a reader of a position, etc.. As it turned out, this project has been a process of discovery that, much in line with my primary research, has evolved without preconceived notions or a trajectory for a projected outcome.

I have learned that to engage in research is to be comfortable with not knowing where the process will lead. If you should attempt to control the outcome right away, you limit the possibilities that may unfold. That is not to say that a product does not arise, that conclusions are not made, but in this case, these conclusions are yours to make.

What we have gathered here is just a small sample of what is available.

- From work colleges to the history of abolitionist ideology, Berea has multiple stories to tell, each significant and unique. The action of binding this book serves only as a placeholder for your own process; opening the way for you to make your own discoveries and follow your own line of inquiry. Where you go from here is entirely up to you.

Enjoy the process.

Kelsie Greer  
Chief Deputy of Research  
The Tome, 2014

V.

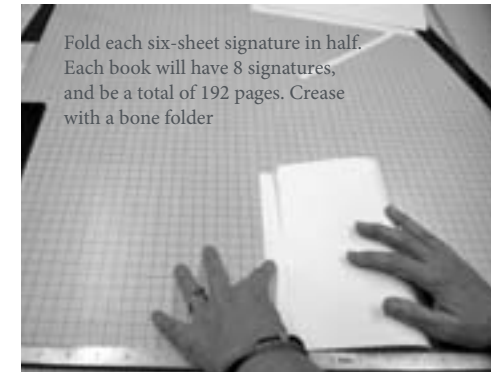
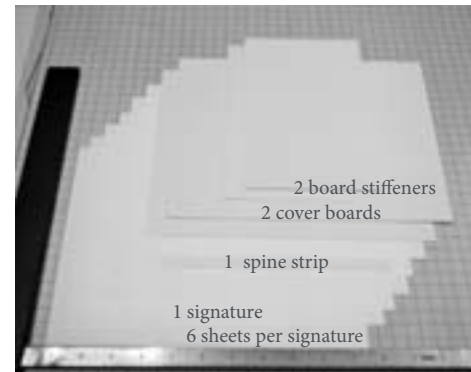
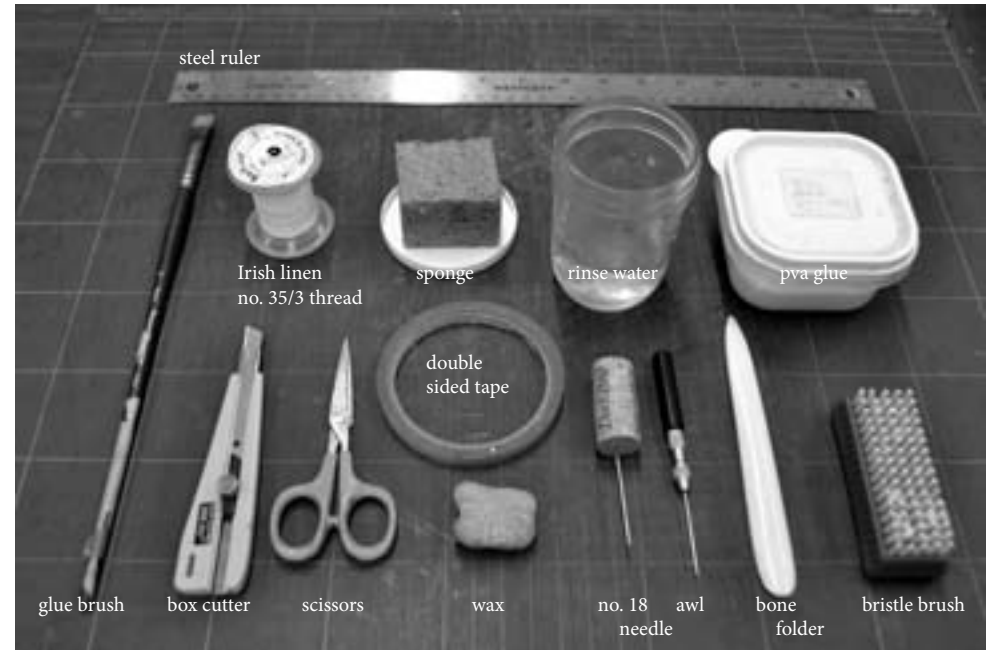
# Book Binding Production

## Instructions

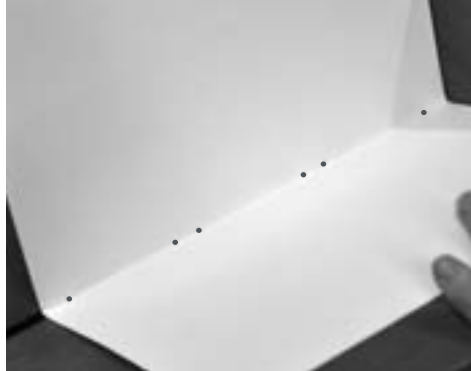
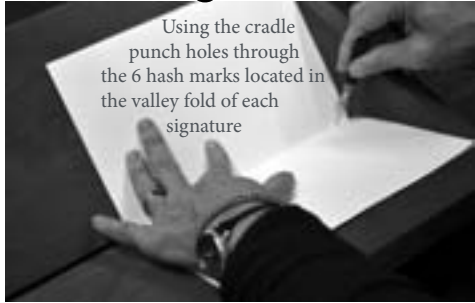
Process Designed by Marilyn Mohr  
Based on Gary Frost's *Sewn Board* Binding,  
An Adaptation of a Traditional Coptic Method

# Book Binding Production Instructions

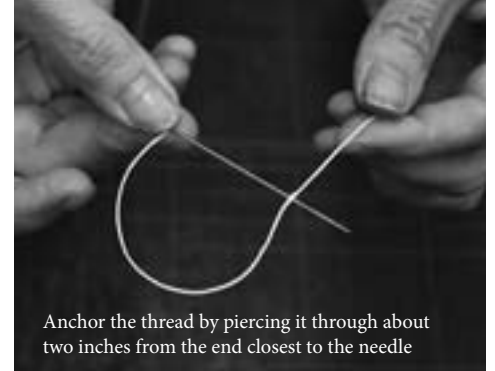
Marilyn Mohr designed this process after Gary Frost's 'Sewn Board' Binding, an adaptation of a traditional coptic method



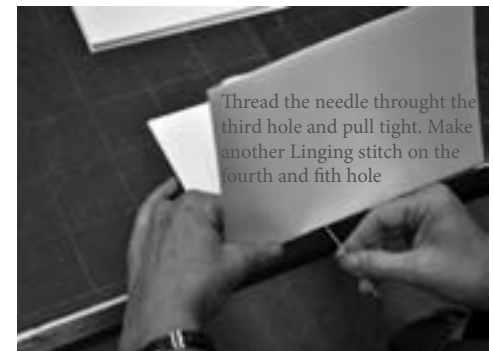
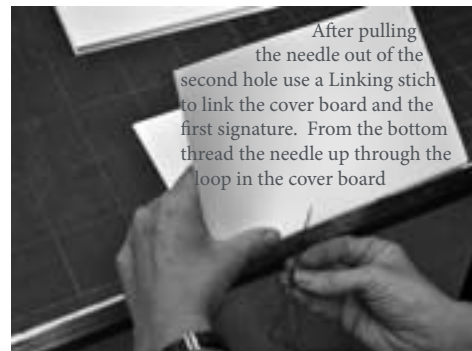
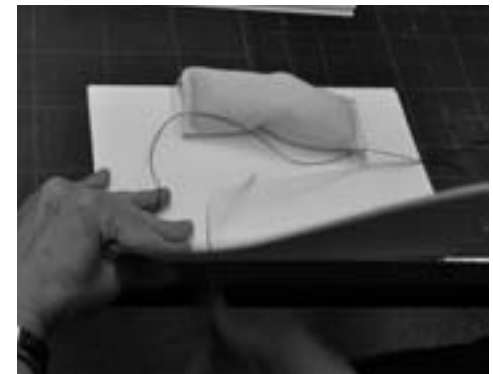
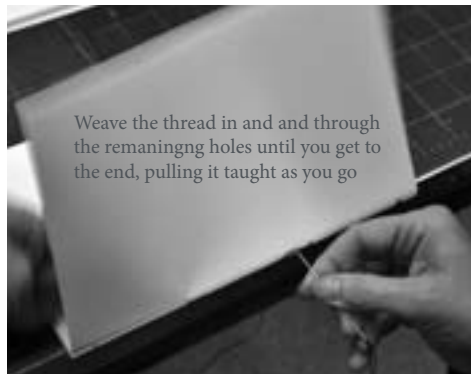
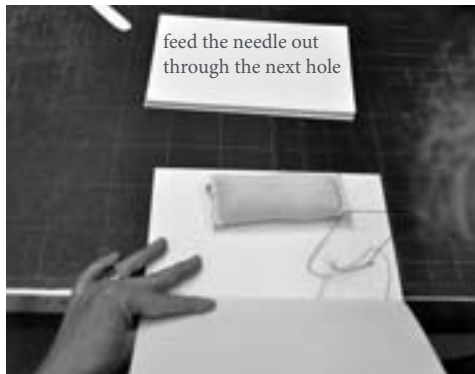
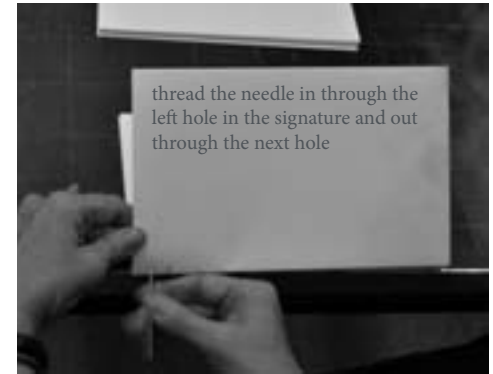
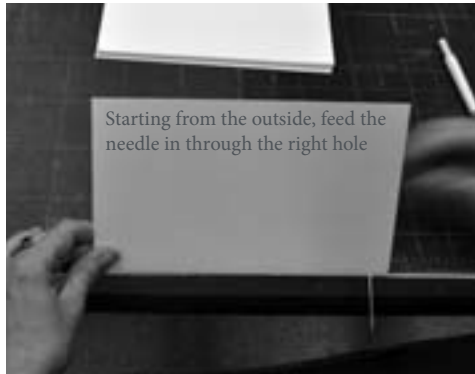
# Punching the Holes

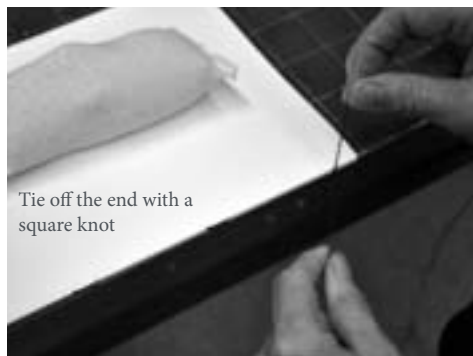


# Preparing the Thread



# Sewing the Signatures





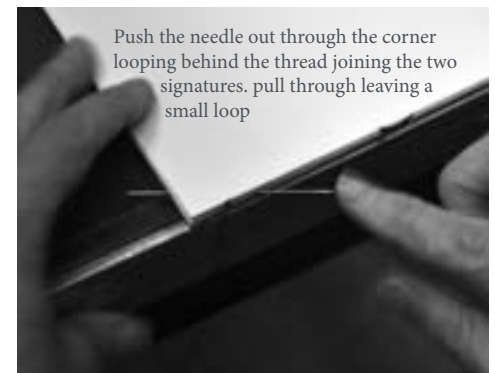
Tie off the end with a square knot



Flip signature 2 onto signature 1. Repeat the previous steps using a Linking stitch at each xxxx



To join the ends you will need to tie a Kettle stitch. Slide the needle between the cover board and signature 1

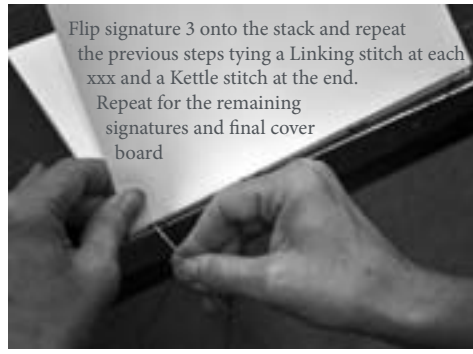


Push the needle out through the corner looping behind the thread joining the two signatures. pull through leaving a small loop



Pass the needle up through the loop and pull tight



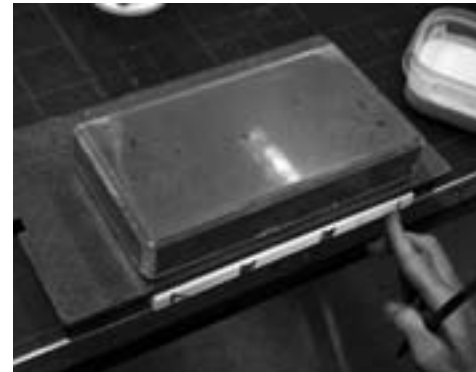
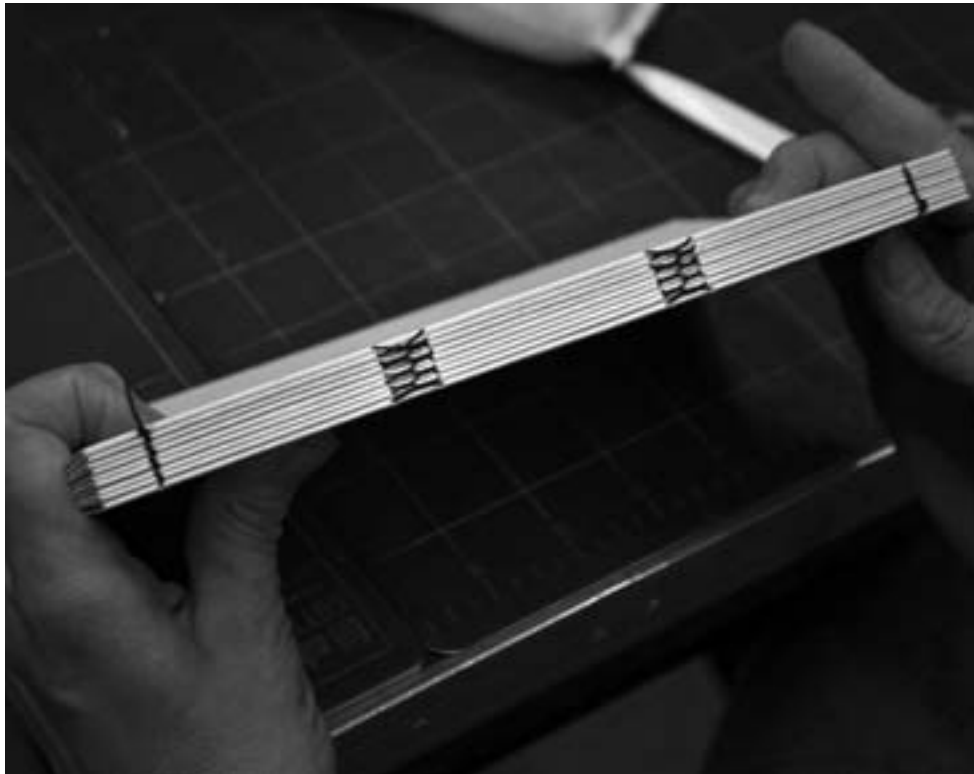
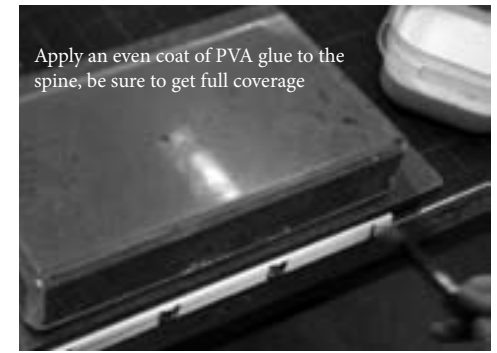
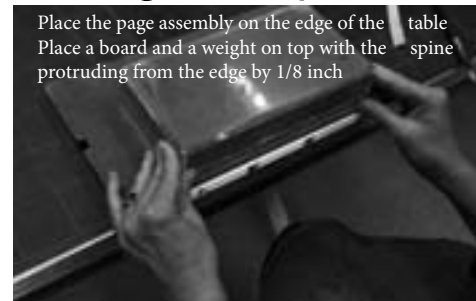








## Gluing the Spine

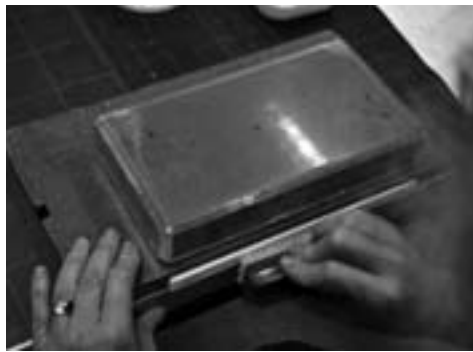


After the sewing is finished, the text block is ready to be glued. The thread should be tight and the knots tidy. Make sure the pages are alligned and squared before gluing the spine.





press tissue paper binding strip onto the spine, working it in with a bristle brush



Leave the finished text block under pressure until the glue is dry (~20 minutes).

## Finishing the Cover



prepare board stiffeners by applying double sided tape



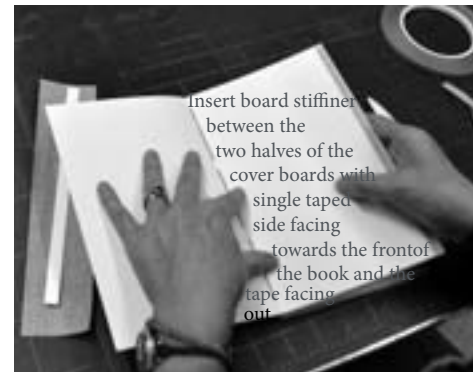
apply a strip of tape to one of the long edges



Flip the board and apply two strips of tape to the other side



Remove the backing strips from the side with two taped edges



Insert board stiffener between the two halves of the cover boards with single taped side facing towards the front of the book and the tape facing out



Remove the backing strip

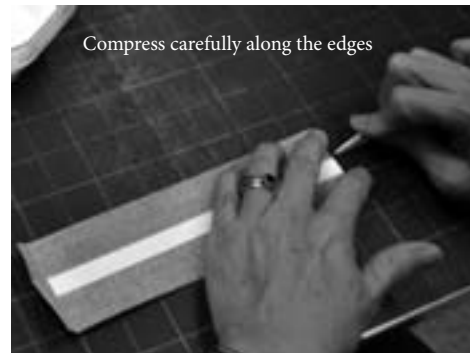
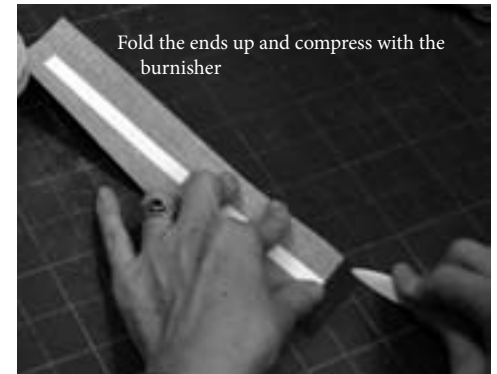
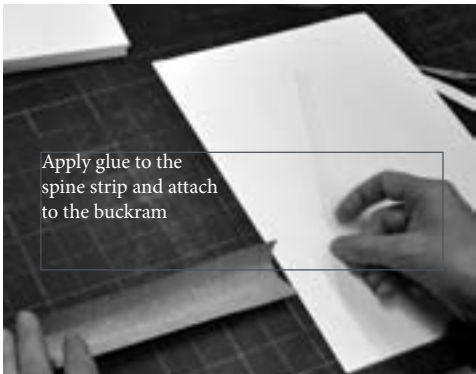
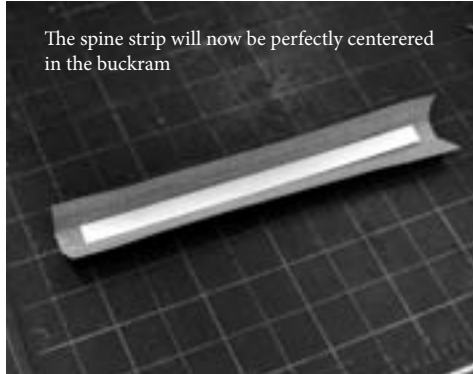
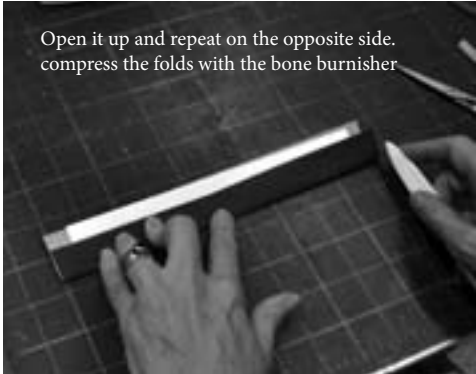
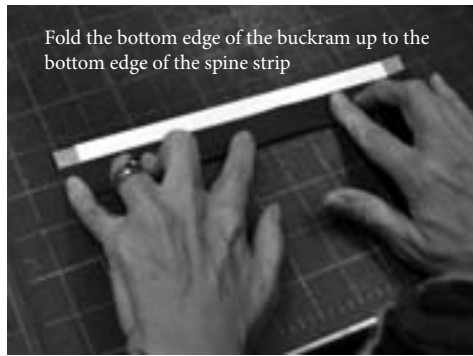
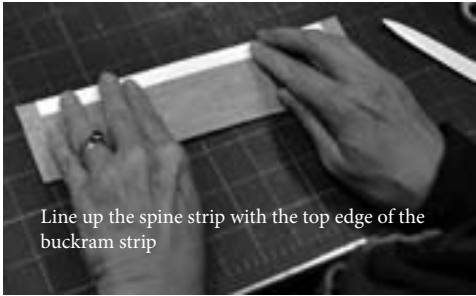


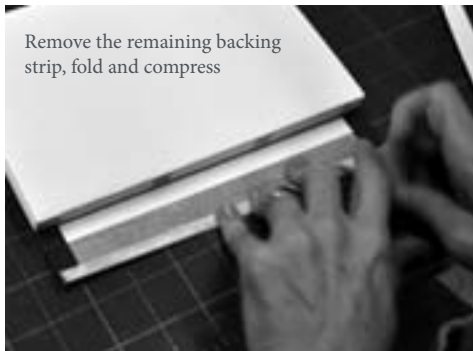
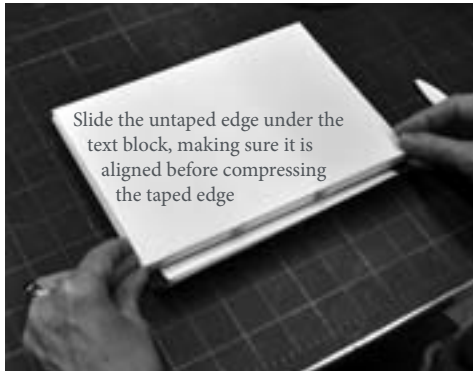
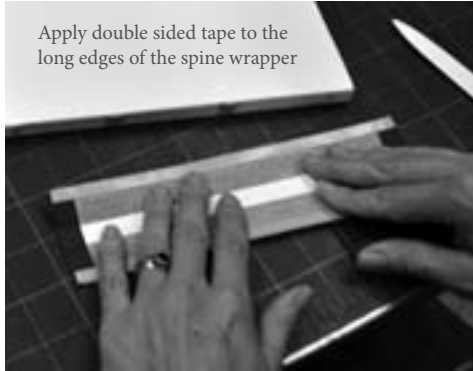
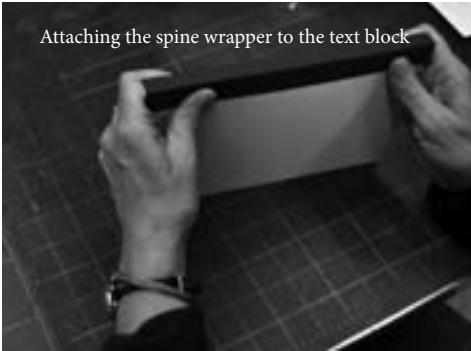
compress with bone folder



Repeat on the back side to finish the covers

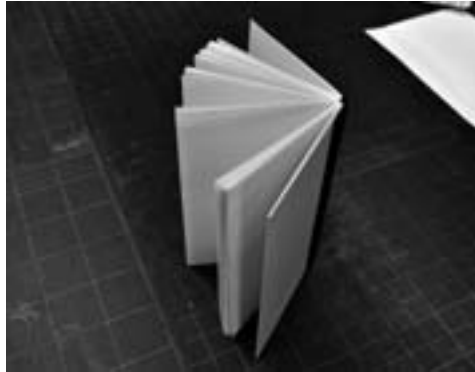
# Spine Wrapper Assembly







After compressing all of the edges the bound book is now complete.



## Weavers Knot



# NOTES



