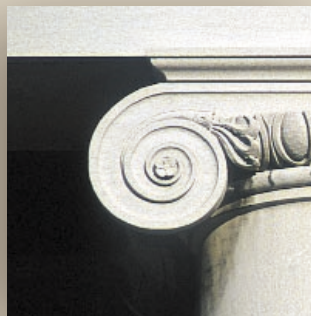


PEABODY

REFLECTOR



PILLARS OF PEABODY

*What the
College's architecture
says about
its character*

Dwelling on the past

"Edgehill" house provides a window to Peabody's history



"Edgehill" on its original site, approximately where the John F. Kennedy Center's MRL Building now stands, in 1889



"Edgehill" on its present site, 14 years after an extensive renovation by the current owner

When Peabody Normal College became George Peabody College for Teachers in 1909, the fledgling institution required a new campus. The property selected for that campus was located just east of Vanderbilt University across Hillsboro Turnpike (now 21st Avenue), and bordered to the north by Edgehill Avenue. It would be another five years before the College would open its doors at the new site—the site where it remains today.

But before the land was cleared and buildings were erected, a large house called "Edgehill" sat at the corner of Hillsboro Turnpike and Edgehill Avenue, situated in a beautiful 12-acre grove and surrounded by magnificent gardens.

Built in 1879, Edgehill was the family home of Charles A.R. Thompson, the founder of a successful Nashville dry-goods store. In fact, Thompson and Company, located downtown on Fifth Avenue, was the city's most prominent merchant for silver, china, furs, wools, linens, and laces, as well as exquisite items such as ball gowns, bridal trousseaux, gloves, shawls, and parasols. For most of the 19th

century and until its closure in 1932, the store was a Nashville staple, serving as a social gathering place for the city's gentry.

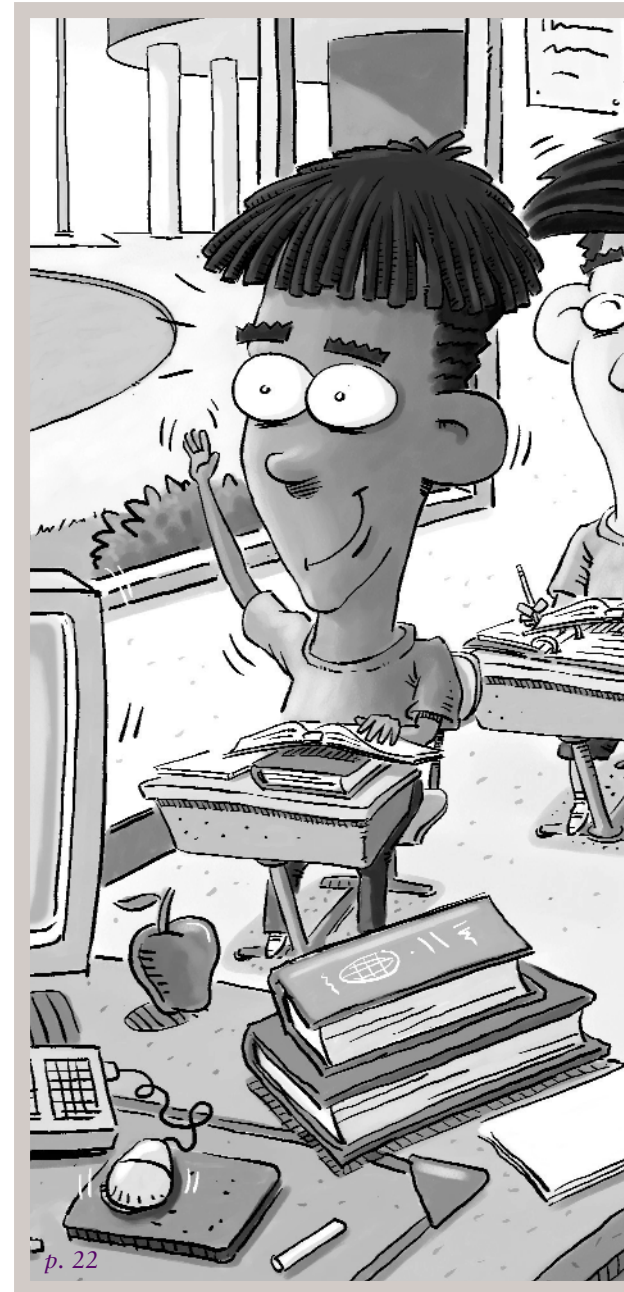
In October 1910, Edgehill was purchased from the Thompsons by Peabody College, and in 1911 the house was dismantled and moved from the site—approximately where the John F. Kennedy Center's MRL Building now stands—to its present location on Bowling Avenue, a couple of miles southwest of the Vanderbilt campus. Moved along with the house were 12 magnolia and ginkgo trees, which continue to grace the property today.

Edgehill's architecture is of the Italianate style, which dominated American home construction between 1850 and 1880 and was popular as a departure from the more formal

Colonial and Classical Revival styles. Typical Italianate detailing is found in the wide eaves supported by decorative brackets and in the well-defined entry doors. The tall, narrow windows have a suggestion of an arch on the lower level.

Steven E. Crook, an investment manager and former Nashville grocer who is the current owner of Edgehill, undertook an extensive restoration and revitalization of the house in 1986. Some of the elaborate wooden and glass cabinetry from the original Thompson and Company mercantile, designed to protect goods from the dirt of the street, are now used as the home's bookcases and cabinets. A historical marker in front of the house tells about its history and connection to Peabody.

Mr. Crook, who now calls his home "The Edge," graciously shared with the REFLECTOR the vintage photograph shown on this page, which was given to him by a relative of Charles A.R. Thompson. It is the only early photograph of Edgehill known to exist.



Visit Peabody College's World-Wide Web site at <http://peabody.vanderbilt.edu/>

ON THE COVER: The architecture of the Peabody campus is linked to the College's founding philosophies on what shape the best human environment should take. See story on page 13. (Photographs by David Crenshaw)

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PEABODY REFLECTOR

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SR Building Is New Home for Faye and Joe Wyatt Center

Five years ago, under the leadership of Vanderbilt Chancellor Joe B. Wyatt, Peabody College's historic Social Religious Building was transformed from a landmark in disrepair to one of the nation's most advanced learning environments. As a permanent tribute to the enthusiasm with which Chancellor Wyatt supported the model partnership between technology and education that now is embodied within it, the building has been renamed for Wyatt and his wife, Faye.

During a gala celebration held in the Wyatts' honor April 29, Board of Trust Chairman Martha Ingram announced that the building will now be known as the Faye and Joe Wyatt Center for Education.

"The Social Religious Building is one of this institution's signature buildings, one of the most recognizable and prominent," she said. "It is the centerpiece of one of the greatest successes of the Wyatt years—the renaissance of Peabody College."

Now housing Peabody's administrative offices, the Department of Teaching and Learning, and the Learning Technology Center, the 85-year-old building has been the focal point of the Peabody College campus since its construction in 1915. The naming of the building in honor of Vanderbilt's sixth chancellor and his wife is not only a recognition of Joe B. Wyatt's contributions to the improvement of K-12 education and his tremendous support of Peabody during his 18-year tenure, but it also illustrates in a concrete way the importance of the College to the entire Vanderbilt community.

The action marks the first time since



Outgoing Chancellor Joe B. Wyatt and his wife, Faye, react to the April 29 announcement by Board of Trust Chairman Martha Ingram that Peabody's Social Religious Building has been named in their honor.

Peabody's merger with Vanderbilt 21 years ago that a Peabody structure has been named in honor of a University leader. It follows in the venerable tradition of Old Main Building, later called College Hall and permanently renamed Kirkland Hall in 1939 in memory of James H. Kirkland, Vanderbilt's second chancellor who led the University for 44 formative years. And the Joint University Libraries complex, built in 1941 to house the cooperative venture involving Vanderbilt, Peabody, and Scarritt College, was renamed in 1983 as the Jean and Alexander Heard Library to honor Vanderbilt's fifth chancellor and his wife.

This latest honor is fitting, both for Peabody and for Joe B. Wyatt, who has been a ceaseless champion of the College's work. When he assumed the chancellorship in 1982—three years after the merger—Peabody faced an uncertain financial future and a serious enrollment decline. Recognizing a deficiency in K-12 education, Wyatt oversaw a revitalization of Peabody's campus that preserved its history, architecture, and distinguished reputation while ushering the school back to the forefront of education research and instruction, as well as fast-developing technology.

Wyatt took a personal interest in several programs being developed at the College, particularly the Learning Technology Center (LTC). He utilized his connections in the business world, for example, to help secure the backing of corporate executives in the early implementation of the innovative mathematics-education videodisc series *The Adventures of Jasper Woodbury*, developed by the LTC and now in use in classrooms throughout the country.

By the early 1990s Peabody's growth was fast outpacing the space available on campus and the decision was made to renovate and expand the Social Religious Building, which by that time had fallen into disrepair. Today, \$15 million later, it is once again the hub of Peabody's administration and houses state-of-the-art technologies, including enhanced computer classrooms, videoconferencing and multimedia seminar rooms, satellite



Lettering behind the front columns of the Social Religious Building heralds the new Faye and Joe Wyatt Center for Education. The original name of the SR Building remains engraved in stone above the columns near the building's dome.

downlink and broadcast capabilities, and video editing suites.

As Board Chairman Ingram stated April 29, the building is a "crossroads of the community," hosting tens of thousands of people each year for symposia and social events. "From this day forward," she continued, "the Faye and Joe Wyatt Center for Education will serve as a focal point for improvements in education—improvements that will advance our University as well as the cause of education in our country and around the world."

E. Gordon Gee Named New Vanderbilt Chancellor

E. Gordon Gee, 56, president of Brown University, was named Vanderbilt's seventh chancellor in February. His appointment is effective August 1.

Gee's unanimous election at a special February 7 meeting of the Vanderbilt Board of Trust came after a nine-month national search that began last April when Chancellor Joe B. Wyatt announced his intention to retire in July 2000.

President of Brown since 1997, Gee—pronounced with a hard "g"—also held a faculty appointment as professor of education and public policy. Under his leadership the Providence, Rhode Island, university launched new interdisciplinary programs in human values and life sciences and doubled its annual contributions in the span of two years. He will hold a faculty position at Vanderbilt Law School.

Constance Bumgarner Gee, wife of the chancellor, is a well-regarded scholar of arts

MERGER MERIT

The article about the Peabody and Vanderbilt merger (*"Partners in Time," Winter 2000*) strikes me as excellent. My firsthand knowledge ended, of course, with my retirement on June 30, 1982. You handle the complexities and sensitivities before that date very well, and from what I can tell from a distance following that date, the same is true of the more recent treatment.

The tone, sensitivity, and attention to the important dimensions of the story all contribute to an understanding of the wisdom and success of the merger. Thank you for the careful hard work that made the article successful.

—ALEXANDER HEARD
(Chancellor, Vanderbilt University, 1963–1982), Nashville

My congratulations to you on the Peabody-Vanderbilt story in the REFLECTOR. The story's historical orientation helped immeasurably in defining the issues and placing them in perspective.

The merger is a success story of tremendous proportions, thanks to the vision and efforts of so many dedicated and wonderful people both at Vanderbilt and at Peabody. Prominent on that honor roll should be the names of the many distinguished lay members of the boards of both institutions. Their dedication and steadfast commitment continues to this day, and they deserve great honor.

Your positive emphasis on the mutual advantages of the merger was particularly inspiring and appreciated. Today Peabody is a very strong institution of unqualified prominence and excellence providing global leadership in many areas vital to mankind. The same may be said of Vanderbilt. That the merger contributed to these accomplishments is a legacy of which we may all be proud. I know I am.

—JOHN DUNWORTH
(President, George Peabody College for Teachers, 1974–1979), Pensacola, Florida

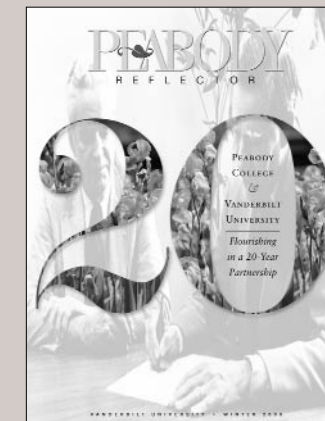
I thought the entire winter issue an outstanding one, in content and appearance. The "Where Are We Now?" article [within the "Partners in Time" article] is a great overview and reflection, especially, I think, for the growing proportion on campus who weren't here when the events happened. And I loved the article on a longtime friend—and grandfather to one of my own children's best friends—Charlie Allen (*"Dream Builder"*). So thank you on all counts!

—KATHY HOOVER-DEMPSEY
(Chair, Department of Psychology and Human Development, Peabody College), Nashville

TOO MUCH REFLECTOR REFLECTION

I wanted to write and voice appreciation for the last two issues of the REFLECTOR (*Summer 1999, Winter 2000*). Makes me proud to be one of those 25,000 alumni of Peabody. I found it an interesting read to recall my days on campus before that [merger] transition and the many conversations I had with Dr. Ida Long Rogers.

That said, I want to offer a word of concern about the readability of the sidebars. My 52-year-old eyes have great difficulty reading the sidebar contents due to the strength of the hue and the glossy shine. I read the issue under conventional light this morning



and had a difficult time. I notice while composing this letter that, under fluorescent light and at a particular angle, it is easier to read. Might some consideration be given to this?

—HAROLD IVAN SMITH, EDS'74
Kansas City, Missouri

EDITOR'S NOTE: Mr. Smith is referring to the metallic teal ink used throughout the magazine as a background color within boxed articles and the "Department Notes" section. The metallic properties of the ink create the glossy shine that has been a problem for Mr. Smith and some of our other readers who have voiced the same concern. Beginning with this issue, a flat ink of a lighter color is replacing the troublesome metallic.

GETTING HIS MONEY'S WORTH

I enclose a modest donation as an alumnus because I've neglected in the past to do so, partially. I also was motivated by the superb issue of the REFLECTOR (*Summer 1999*)—not that I had not read previous issues. But this one had interesting stories about the new dean (*"Simply the Best"*) and the scholar who is researching multicultural, international issues and problems (*"A Man of the World"*). Other shorter articles were also quite interesting.

—EDGAR M. RICHARDSON, MAT'55, EdS'60
Cincinnati

ALUMNI APPROVAL

Dear Pygmalion, What a job of merchandising! (*Summer 1999, Peabody Profile, "Where Everybody Knows His Name," p. 31*) You can take common clay, Eliza, and even David Brown can come out a Peabodian as tall as the pillars. Thank you. —Mr. Galatea

—DAVID BROWN PARRISH, BA'50, MA'52
Gallatin, Tennessee

Letters may be submitted to THE PEABODY REFLECTOR, Editor, Box 7703, Station B, Nashville, TN 37235.



education policy who now brings her talents to Peabody College as an associate professor in the Department of Leadership and Organizations (see story, right).

“Over the past few months, I have heard time and again that Vanderbilt is a special place, and I have come to believe it,” Chancellor Gee said at a February press conference announcing his new appointment. “There is no other university in the country that already does so many things so well and yet has almost limitless possibilities and a solid foundation on which to build for the future. Vanderbilt is blessed with rich traditions and even richer opportunities for learning, for discovery, and for service.”

A committee of trustees led by Board of Trust Vice Chairman Dennis C. Bottorff considered more than 150 candidates before nominating Gee to be chancellor.

A native of Vernal, Utah, Gee was graduated from the University of Utah in 1968 with a bachelor's degree in history. He earned a law degree and a doctorate in education from Columbia University in 1971 and 1972, respectively.

Gee, who began his career in academia as assistant dean of the law school at the University of Utah, first served as a chief executive officer at the age of 37 when he was elected president of West Virginia University. He became president of the University of Colorado in 1985, and in 1990 he was named president of Ohio State University.

With more than 50,000 students, 30,000 faculty and staff, and an operating budget of \$2 billion, Ohio State is the nation's largest single university campus. As president, Gee led a major academic and administrative restructuring and initiated a billion-dollar capital campaign.

For additional information, visit www.vanderbilt.edu/chancellorsearch/ on the Web.



E. Gordon Gee, Vanderbilt's seventh chancellor, meets students after the February press conference announcing his appointment.

Constance Gee Joins Peabody Faculty

Constance Bumgarner Gee, wife of new Vanderbilt Chancellor E. Gordon Gee and a scholar of arts education policy, has joined Peabody's Department of Leadership and Organizations as an associate professor of public policy and education.

Gee's early professional training was in fine arts with an emphasis on painting and sculpture. She holds a bachelor's degree in fine arts from East Carolina University—located near her hometown of Raleigh, North Carolina—and a master's degree in fine arts from the Pratt Institute in New York. During her graduate studies at Penn State University, from which she earned the Ph.D. in arts education in 1991, she became focused on arts education and policy issues.

Arts education policy is a small field, but Gee has emerged as an active and reputable scholar. She served as director of the Arts Policy and Administration Program at Ohio State University before joining the Brown University faculty as assistant professor of public policy and education. Gee also is executive editor of the *Arts Educa-*

tion Policy Review.

She married E. Gordon Gee in 1994 during her tenure at Ohio State.

While pursuing her doctorate at Penn State, a very public national debate on arts policy piqued her interest. In the summer of 1989, a U.S. Senate appropriations subcommittee unanimously approved a five-year funding ban of two art groups that funded controversial art exhibits, including the works of photographer Robert Mapplethorpe.

“I was fascinated by the intensity of the controversy and the questions that were being asked about public support of the arts,” says Gee. “Should government support the arts? That lured me in and sort of sealed my fate.”

In the years since, Gee has published and presented around the nation on the subject and plans to do more of the same in Nashville.



VANDERBILT REGISTER

“Pioneer” Travis Thompson Receives Top Research Award

Travis I. Thompson, director of the John F. Kennedy Center for Research on Human Development and a leading researcher in the field of developmental disabilities, is recipient of the 1999 Earl Sutherland Prize for Achievement in Research.

The prize is Vanderbilt University's top research award and was presented to Thompson in November by the University's board of trust. Recipients of the prize are selected by the chancellor at the recommendation of the University Research Council.

Thompson, who is a professor of psychology, psychiatry, and special education, as well as co-director of the Kennedy Center's Research Program on Genetics, Brain, and Behavioral Development, is known nationally for his work in mental retardation research. He currently is principal investigator of more than \$5 million in research grants dedicated to the study of developmental disabilities and to the genetics and behavior associated with Prader-Willi syndrome, a severe eating

disorder characterized by mental retardation and behavior problems.

He also recently took on the role of directing Vanderbilt's new program in genomics of brain development and behavior, an effort involving Peabody College, the College of Arts and Science, and Vanderbilt Medical

Center designed to expand critical neuroscience initiatives of the Kennedy Center.

“Professor Thompson is quite simply a pioneer,” said Chancellor Joe B. Wyatt of Thompson's award. “His remarkable and continuing impact to the field is most evident in the fact that an overwhelming majority of treatment programs for the mentally retarded in our country is based on his innovative analytic practices. He is a leader and a trailblazer for others to follow.”

Since joining the Vanderbilt faculty in 1991, Thompson has been recognized with an impressive array of honors that includes the Research Award from the American Association for Mental Retardation (1995), the Distinguished Research Award from The Arc of the United States (1996), the George A. Miller Award (with David Lubinski) from the



Travis Thompson

American Psychological Association (1996), and the Career Scientist Award from the Academy of Mental Retardation (1998).

He also was named Vanderbilt's Harvie Branscomb Distinguished Professor for the current academic year.

Library Lecture Hall Funded by Cox Gift

Peabody's Education Library soon will be home to a high-tech lecture hall, thanks to a recent \$50,000 grant from the James M. Cox Jr. Foundation of Atlanta.

The new hall will be connected to the Social Religious Building's existing audio and video routing system, providing the library with instant access to satellite downlinks that may be viewed live in the lecture hall. As in several other buildings on the Peabody campus, this technology will allow students and faculty to participate, for example, in a symposium taking place



DAVID CRISHAW

The same foundation that is now making possible a new Education Library lecture hall provided funds in 1998 to revitalize the library's Curriculum Laboratory. That \$50,000 grant has enabled the lab to update its holdings, provide easier access to materials through state-of-the-art technology, and offer the latest versions of computer-based instructional materials.

across the country or in a videoconference with practicing teachers at some other site.

A four-year tradition of generous support is continued with this latest gift from the Cox Foundation and Cox Enterprises Inc., which heads a multibillion-dollar family of media and other communications companies. In 1998 another \$50,000 Cox grant funded the revitalization of the Education Library's curriculum laboratory holdings.

“We are fortunate to have this relationship with Cox Enterprises,” says Tres Mullis, Peabody's director of development. “The library lecture hall project is a natural extension of their previous support of the lab and furthers our goal of transforming the library into a 21st-century learning center.”

Pending completion of some additional library improvements, work on the new lecture hall should begin within the next year.

“Catalyst” Grant Awarded for Technology Training

As demand grows for new teachers with technological experience, more of them will be trained at Peabody, thanks to a prestigious, \$2 million “Catalyst” grant recently awarded by the U.S. Department of Education.

Issued through the department's “Preparing Tomorrow's Teachers to Use Technology” program, Catalyst grants provide three years of support to national, regional, or statewide consortia that have the expertise and resources to stimulate large-scale improvements in the development of technology-proficient teach-

Human and Organizational Development

Human and organizational development is no longer an “interim” department but has achieved formal departmental status. The announcement was made in late April. Howard Sandler, professor of psychology, is chair of the new department.

Dwight Giles Jr., professor of the practice of human and organizational development, is co-author with Janet Eyler, associate professor of the practice of education, of a new book, *Where's the Learning in Service-Learning?*, published by Jossey-Bass Publishers.

Richard Percy, associate professor of education and director of the human development counseling program, has been named president-elect of Chi Sigma Iota International. His term began May 1 and extends through April 2002.

Leadership and Organizations

Jacob Adams, associate professor of education and public policy, has joined the editorial board of the new *Journal of Educational Resources: Leadership & Policy*.

John Braxton, associate professor of education, presented “Scholarship Inventoried: A Hands-On Workshop in the Inventory and Assessment of Boyer's Four Domains” at the American Association of Higher Education's recent Forum on Faculty Roles and Rewards. Co-presenters included doctoral students Patricia Helland, Wanda Coneal, Sylvia Carey, and William Luckey.

Bruce “Woody” Caine, assistant professor of the practice of human and organizational development, presented three workshops at the recent 38th National Conference on Student Services in New Orleans.

Wilburn Clouse, associate professor of education, has been elected vice president of the Corporate Entrepreneurship Division of the U.S. Association for Small Business and Entrepreneurship.

Clouse made two presentations on entrepreneurship at the recent National Conference of the United States Association for Small Business and Entrepreneurship in San Antonio, and he chaired a session on “Practitioner Partners” with graduate student Terry Goodin.

Marvin Dewey, who earned his doctoral degree in higher education administration in 1998, has received the Dissertation of the Year Award from the Association for the Study of Higher Education, headquartered at the University of Missouri-Columbia. John Braxton was Dewey's dissertation supervisor. This is the second time in four years that a graduate of Peabody's higher education administration program has received the award.

James Guthrie, department chair, professor of public policy and education, and director of the Peabody Center for Education Policy, has been named editor of the next edition of the *Encyclopedia of*

STEADY AT 6TH

March 2000 *U.S. News & World Report* magazine's ranking of the nation's top graduate schools of education (among 187 programs):

- 1 Harvard
- 2 Stanford
- 3 Columbia
- 4 California, Berkeley
- 5 California, Los Angeles
- 6 Peabody



Ranking of Peabody's academic specialties:

- 2 Special Education
- 5 Administration/Supervision
- 9 Elementary Teacher Education
- 10 Curriculum/Instruction

Education. The encyclopedia, which will consist of eight volumes and more than two million words, is scheduled for worldwide distribution in 2004. The last edition was published in 1974.

Joseph F. Murphy, professor of leadership and organizations, is author of a new book, *The Quest for a Center: Notes on the State of the Profession of Educational Leadership*, published by the University Council for Educational Administration, Columbia, Missouri.

Psychology and Human Development

Leonard Bickman, professor of psychology and psychiatry and director of the Vanderbilt Institute for Public Policy Studies Mental Health Policy Center, has been awarded a \$35,702 research grant by J.C. Penney for "Evaluation Project Between Customer and Contractor."

Bickman is editor of two new volumes sponsored by the American Evaluation Association and published as the AEA's major memorial to Donald Campbell's contributions to evaluation and the social sciences. Volume one is titled *Validity and Social Experimentation: Donald Campbell's Legacy*, and volume two is titled *Research Design: Donald Campbell's Legacy*.

Judy Garber, associate professor of psychology, assistant professor of psychiatry, Institute for Public Policy Studies senior fellow, and Kennedy Center investigator, has been awarded a \$34,117 research grant by the W.T. Grant Foundation for "A Family Cognitive-Diathesis Stress Model of Depression in Children and Adolescents."

Susan Goldman, professor of psychology, has been awarded an \$80,000 research grant by the Metropolitan Nashville-Davidson County Public Schools for "Evaluation of the Schools for Thought Program." **John Bransford**, professor of education and Centennial Professor of Psychology, is co-principal investigator.

Kathleen Hoover-Dempsey, associate professor of psychology and education, has been named chair of the Department of Psychology and Human Development. A respected faculty member who has taught at Peabody since 1973, Hoover-Dempsey has received numerous University honors for her teaching and service to the Vanderbilt community.

David Lubinski, associate professor of psychology and a Kennedy Center investigator and fellow, gave a recent invited address at the Novartis (formerly Ciba) Foundation in London to open a symposium about the nature of intelligence. His presentation, "Intelligence: Success and Fitness," will be published by John Wiley and Sons as part of the proceedings.

Laura Novick, associate professor of psychology, presented, with Patricia Cheng, "Assessing Interactive Causal Influence" at the 40th annual meeting of the Psychonomic Society in Los Angeles.

ers. Vanderbilt is one of only 14 colleges and universities nationwide to receive the grant.

Peabody researchers in the Learning Technology Center (LTC), the Department of Teaching and Learning, and the Department of Psychology and Human Development will use the grant money to develop curricula, teaching methods, instructional materials, and other models of teaching technology. Peabody and a consortium of 11 other institutions then will put research into practice by disseminating information to schools of education nationwide.

"The Catalyst grant provides an exciting opportunity to capture the wisdom and resources of our faculty at Peabody and Vanderbilt and share them with other colleges of teacher education," says John Bransford, professor of education, Centennial Professor of Psychology, and director of the LTC.

Bransford and James Pellegrino, the Frank Mayborn Professor of Cognitive Studies, are project co-principal investigators. William Corbin, assistant director of the LTC and lecturer in education, is project coordinator.

The Next Step for People with Disabilities

Federal programs that serve people with developmental disabilities need computer systems that talk to each other, says a top official with the U.S. Department of Health and Human Services.



Sue Swenson, far right, who is commissioner of the U.S. Administration on Developmental Disabilities, visits with guests of her February lecture, "Developmental Disabilities in the New Millennium."

Sue Swenson, commissioner of the Department's Administration on Developmental Disabilities, addressed a John F. Kennedy Center Community Forum in February regarding the ways in which she believes the world will be changing in the new millennium for people with developmental disabilities. What's coming next, she says, is a better understanding of how intimately federal programs are connected at the data level.

A person with developmental disabilities, she explained, is likely to be dependent on numerous federal services and supports throughout his or her lifetime. But current procedures and computer systems do not allow for an effective exchange of information between agencies that provide these services—or for useful feedback from citizens as to the value of those services—and the result often is frustration for the people who need them most.

"We are uniquely ill served by federal systems that are not integrated with each other," said Swenson, who herself is the mother of a son with developmental disabilities. "For people with disabilities and their families, if one system fails, often the whole house of cards collapses."

The government's massive efforts the past few years to evade computer failure by ensuring systems were "Y2K compliant" revealed the extent to which the various systems lacked intercommunication. Swenson suggested that solutions to the problem may have been unapproachable in the past because of existing technology, but that the development of systems that can analyze data from other systems should now be in reach.

Advocates for people with developmental disabilities can do their part, too, she said, by taking advantage of today's available technologies to communicate with other advocates and share mutually beneficial information.

"People are starting to get on the Internet and ask, 'If you can do that in Minnesota, why can't I do it in Iowa?' It's our job in the federal government to support the content on the Internet to make those kinds of discoveries possible, but it's your job as advocates in the states to start hooking up with your counterparts across the country and ask those questions. Because, frankly, if it's possible in Minnesota, then it is possible in Iowa. The tools are in our hands."

Engineering and LTC Collaborate in New Center

A \$10 million National Science Foundation grant is bringing together research scholars in the School of Engineering and Peabody's Learn-

ing Technology Center to develop bioengineering educational technologies and curricula for the future.

The multi-institutional grant, which provides \$2 million annually for at least five years, also calls for the creation of a national Center for Bioengineering Educational Technologies. The first of its kind, the Center strives to support and enhance the education of the next generation of bioengineers while helping to strengthen an industry that has produced such cutting-edge technologies as pacemakers, artificial kidney machines, and defibrillators.

Researchers from Vanderbilt, Northwestern University, the University of Texas, and the Harvard/MIT Health Sciences and Technology Program are participating in the new Center. Vanderbilt serves as the lead institution, drawing upon the combined expertise of the School of Engineering and Learning Technology Center.

"The scientific and engineering literature of bioengineering is vast, and yet tested teaching materials are scarce and unsatisfactory," says Thomas G. Harris, chair of biomedical engineering at Vanderbilt and director of the new Center. "There is a need to synthesize and integrate the knowledge and make it available digitally, in module units, to professors, researchers, and professional engineers."

Harris and John Bransford, Centennial Professor of Psychology and director of the Learning Technology Center, are credited with creating the partnership that now anchors the work of the Center for Bioengineering Educational Technologies.

Among other goals, the new Center seeks to provide bioengineering lecture and course support material on levels ranging from middle-school to postgraduate study; develop new teaching technologies, as well as adapt existing strategies; develop virtual labora-

tories; and function technology for the delivery of bioengineering teaching materials throughout the world.

Dean Benbow Elected to AACTE Board of Directors



Camilla Benbow

Benbow is one of seven new members of the 20-member board. Her three-year term began March 1, immediately following the annual AACTE meeting in Chicago.

"Board members will have major challenges to confront," says AACTE President David Imig of Benbow's appointment. "The Association's board of directors focuses its energies on providing leadership for the continuing transformation of professional preparation programs."

Based in Washington, D.C., the AACTE is a national, voluntary association of 700 private, state, and municipal colleges and universities that offer undergraduate and graduate teacher education programs.

Award Honors Sibling Educators

Mary Craighead and Sandra Smithson, two sisters who have devoted their lives to helping children raise themselves out of poverty through education, received Peabody College's "Changing Lives" Award in January.

The awards presentation was one of three

A Challenge for Brain Researchers

John T. Bruer, president of the James S. McDonnell Foundation of St. Louis, addresses an overflow Peabody crowd in February as distinguished speaker for the 15th annual Maycie K. Southall Lecture on the theme of public education and the futures of children. Bruer is author of the controversial 1999 book The Myth of the First Three Years: A New Understanding of Early Brain Development and Lifelong Learning, in which he challenges the prevailing theory that the most crucial brain development occurs before age three. Critical "learning and cognitive development occur throughout childhood and, indeed, throughout one's entire life," he argues. His lecture supported the use of brain science to help bridge understanding of parenting, learning, and teaching behavior through identification of the active parts of the brain that make those behaviors possible.



James W. Pellegrino, Frank W. Mayborn Professor of Cognitive Studies, has been appointed to the Expert Panel System's Impact Review Panel (IRP), which is under the direction of the U.S. Department of Education's Office of Reform Assistance and Dissemination. The IRP was established to "advise the expert panels on decisions related to evidence of effectiveness for programs the panels are considering recommending to the Secretary [of Education] as promising or exemplary."

Pellegrino also participated in a U.S. Department of Education-sponsored National Forum on Educational Technology Standards in Teacher Education, held in Washington, D.C., in December.

Georgine Pion, research associate professor of psychology and human development, presented "The 'Black Box' of Research Training: Research and Evaluation Priorities" at the annual meeting of the American Association for the Advancement of Science, held in February in Washington, D.C.

Jeanne Plas, associate professor of psychology, is co-author (with Susan E. Lewis, MS'94) of a new book, *Person-Centered Leadership for Non-profit Organizations*, published by Sage.

Daniel Schwartz, associate professor of psychology, has been awarded a \$149,878 research grant by the National Science Foundation for "Symbolizing to Prepare for Learning: Web Environments That Increase Student Readiness for Deep Understanding in Statistics." Gautam Biswas of Vanderbilt's computer science department is a co-investigator.

Special Education

Doug Fuchs and **Lynn Fuchs**, professors of special education and co-directors of the Kennedy Center Research Program on Learning Accommodations for Individuals with Special Needs, have been named winners of the 2000 Council for Exceptional Children (CEC), Division of Learning Disabilities, Samuel A. Kirk Award for the exemplary practice article from *Learning Disabilities Research and Practice* (1998 volume). Their article was "Researchers and Teachers Working Together to Adapt Instruction for Diverse Learners." The Fuchs received their award in April at the CEC 2000 Convention in Vancouver, British Columbia.

Doug Fuchs has been awarded a \$55,000 grant by the Flora Family Foundation for "Outreach for Peer-Assisted Learning Strategies." **Lynn Fuchs** is co-principal investigator.

Carolyn Hughes, associate professor of special education and a Kennedy Center investigator and fellow, is co-author (with Erik W. Carter, MED'98) of a new book, *The Transition Handbook: Strategies High School Teachers Use That Work!*, published by Paul H. Brookes Publishing Co. Inc.

Craig Kennedy, professor of special education and a Kennedy Center fellow, was named Educator of the Year by the Nashville Mayor's Advisory Committee for People with Disabilities at an October



Mary Smithson Craighead (far left) and her sister, Sister Sandra Smithson (third from left), chat with Peabody Dean Camilla Benbow and professors John Rieser and Daniel Reschly after receiving this year's "Changing Lives" Award in connection with the Martin Luther King Jr. Commemorative Series.

events sponsored by Peabody as part of the University's 2000 Martin Luther King Jr. Commemorative Series. This year's series featured two weeks of lectures, film viewings, and discussions organized around the theme "Conflict, Cooperation, and Community: Bringing Us All Together."

Craighead and Smithson grew up in north Nashville with parents who respected the

value of education, although they had little opportunity to receive it themselves.

Craighead, now 84, started teaching when she was 16. She established the first kindergarten in the Metro Nashville-Davidson County school system, served as principal of four Nashville schools, and worked for Peabody as coordinator of the Early Training Project and as an adjunct math professor.

Smithson also started her career as a teacher before becoming a Franciscan nun. The 74-year-old has taught in Milwaukee, Chicago, and Latin America and is author of a

book about black Catholicism in America.

In 1994 the sisters became determined that the children in the impoverished communities around them, who were frustrated and disenchanted with school, be given opportunities that could only be accessed through education. Foregoing retirement, they founded the Project Reflect Education Program (PREP), a nonprofit program

that offers remedial help to some of Nashville's most disadvantaged children by combining high academic standards with individual understanding.

"Teach," says Craighead. "That is *the* solution."

Established three years ago, the Changing Lives Award is sponsored by Peabody's departments of psychology and human development and special education. The award is presented annually to recognize the power of ideas to bring about positive change and to honor persons who have used knowledge in the service of those with special needs.

How to Survive in Choppy Seas

Three people—a sociologist, an engineer, and a teacher—are adrift on a raft in the ocean with only enough food and water for one. Which person should be saved?

Charles Myers, professor of social studies education, knows. During last fall's "Raft Debate," an event held in conjunction with new-student orientation, Myers convinced freshmen and fellow students serving as orientation counselors that the most noble course of action was to save the teacher.

Arriving early to assess the crowd, Myers

was told by a Peabody student that the School of Engineering had organized a large group to support Douglas Fisher, associate professor of computer science and computer engineering, because the winner would be assessed according to the applause he or she received. Also competing for the title of "survivor" was Barbara Kilbourne, assistant professor of sociology in the College of Arts and Science.



Charles Myers

"Basically, I took what I know about teaching and practiced the things that we preach," says Myers about his participation in the debate. "Commitment to the profession itself was key. I planned very carefully what I wanted to present to them, realizing this was a persuasive task that had a lot to do with assessing the audience and meeting them where they were."

Each faculty member had 10 minutes to sum up why someone in his or her particular profession should be saved from the choppy waters.

"I pointed out that all of us making an appeal on stage were teachers in addition to whatever our discipline was," says Myers. "Then I asked everyone to think for a moment of a teacher who had made a significant difference in his or her life. I paused and then said, 'Don't let that teacher die.'"

The applause was so resounding that moderator John Lachs, Centennial Professor of Philosophy, proclaimed Myers the winner beyond doubt.

Inaugural Summer Program Serves Talented Youth

Peabody College's longstanding commitment to educating underserved members of the community went a step further this summer with the creation of a three-week program for academically gifted middle and high school students.

The inaugural Vanderbilt Program for Talented Youth (VPTY)—a collaborative effort by Peabody, the College of Arts and Science, and the Vanderbilt Office of Undergraduate Admissions—ran from June 18 through July 8, drawing to campus 85 students from the mid-South for concentrated, advanced study in chemistry, mathematics, computer science, and writing.

Participants selected for the program had earned SAT or ACT scores that ranked them

academically among the top two percent of students in the nation. All will be entering eighth through 11th grades this fall.

Many young people throughout the region lack the opportunity to take advanced placement courses because they are not offered in all local schools. The VPTY was created to provide those students a challenging, technologically enriched course of study as well as a chance to interact socially with their mentors and peers—an important aspect of the program because gifted students often lack acceptance by their classmates.

"The program's instruction is aimed at the very characteristics that make students gifted: their ability to make connections among seemingly disparate ideas, to assimilate new information rapidly, and to be challenged by the subject matter," says Patrick Thompson, professor of mathematics education and co-director of the VPTY.

Peabody Dean Camilla Benbow has spent the last 20 years researching and tracking the progress of academically talented youth. She was an associate with former Peabody professor Julian Stanley, who established the first summer program of this type at Johns Hopkins University, and she created and directed a similar summer program at Iowa State before coming to Peabody last year.

Vanderbilt's chancellor and provost were eager to draw on Benbow's expertise and asked her to take the lead in developing the collaborative, University-wide program that is now the VPTY. Serving with Thompson as co-director of the project is Matthew Gould, professor of mathematics in the College of Arts and Science, and coordinating the program is Petrina L. Jesz.

Thompson says the VPTY continues Vanderbilt's tradition of serving the nation's brightest students and hopes the program will help put the University at the top of participating students' college lists. But the program's greatest benefit may be realized further down the line when it is better established.

"Eventually, we hope the VPTY will provide a site for researchers to study giftedness, thereby gaining greater insight into what makes some students develop such special talents," explains Thompson. "Perhaps we then can use those insights to improve programs for gifted and high-achieving students more broadly."

For more information about the Vanderbilt Program for Talented Youth, visit the program's Web site at <http://peabody.vanderbilt.edu/progs/pty/>, or contact Petrina L. Jesz by phone at 615/322-8261 or by e-mail at petrina.jesz@vanderbilt.edu.

Project Set to "Achieve Dreams"

Beginning in 2003, more Nashville inner-city high-school students will have the opportunity to attend college thanks to a new program called Project GRAD (Graduation Really Achieves Dreams). The idea traveled to Nashville through the efforts of Vanderbilt student Katie Dunwoody and her father, Mac Dunwoody.

Modeled after a successful program in Houston, the project guarantees college scholarship money for any student at Pearl-Cohn High School—a comprehensive inner-city school serving the north and west Nashville areas—who takes college preparatory classes, attends special summer sessions at Vanderbilt, and graduates in four years or less with a minimum grade point average of 2.5.

"Giving back to the community is consistently encouraged at Vanderbilt," says Dunwoody, a rising senior. "I had the opportunity to see the tremendous success of Project GRAD in Houston and, together with my family, wanted to bring this opportunity to the community of Nashville."

The project, sponsored by Vanderbilt, Metropolitan Nashville

Public Schools, the Ford Foundation, and the Inner City Foundation, was launched in November with the help of General Colin Powell, retired head of the U.S. Joint Chiefs of Staff, who visited Pearl-Cohn and spoke to students. The program earlier received a certificate of recognition at Vanderbilt's 1999 ceremony acknowledging campus affirmative action and diversity initiatives.



General Colin Powell launches Project GRAD with a fall appearance at Nashville's Pearl-Cohn High School.

In addition to scholarship money, Project GRAD will provide instruction in mathematics, reading/language arts, and behavior management as early as the primary and middle-school grades. Metro Nashville schools will provide staff development needed to implement the program, and Vanderbilt will host the summer academic institutes for students. The first institute was at Vanderbilt this summer.

"The strength of Project GRAD is its comprehensive approach," says Marcy Singer Gabella, Peabody assistant professor of education, assistant provost for initiatives in education, and executive director of Project GRAD. "The program

seeks to prove that, while there is no simple formula, we can overcome many of the challenges of inner-city school systems by putting the right resources, strategies, and school-community collaborations at the service of student learning."

DEPARTMENT NOTES

ceremony at Vanderbilt. He was recognized for his teacher training and research to promote the inclusion of children and adults with severe disabilities or with behavior problems.

Daniel Reschly, department chair and professor of education and psychology, has been named recipient of the 2000 Career Achievement Award from the National Association of School Psychologists. The award was presented to Reschly on March 31 in New Orleans during the organization's annual convention.

Teaching and Learning

David Bloome, professor of education, Kevin Leander, assistant professor of language and literacy education, and Ann Neely, associate professor of the practice of education, presented papers in Denver at the National Council of Teachers of English annual meeting. Bloome presented "Erica's Reading: A Sociolinguistic View of a Miscue Analysis Reading Event"; Leander presented "Impressive Speakers, Poor Writers: Tracing Positional Literacies in the Multicultural Classroom"; and Neely presented, along with graduate students Lynne Bercaw, Virginia Dubose, and Meredith Shull, "Cross-Cultural Literature Discussion Partnerships: Connecting Prospective Teachers and Elementary Students Via the Internet."

David Bloome and graduate students Mary Beth Morton, Sheila Otto, Stephanie Power, and Nora Shuart-Faris presented the paper "Texts, Practices, and Discourse Analysis" at the recent National Reading Conference in Orlando, Florida. Also presenting papers at the conference were Charles Kinzer, associate professor of education, with "Issues of Phonics Software Design: Optimizing Instructor and Learner Goals," and Victoria Risko, professor of education, with "Reflection and the Beginning Teacher of Reading: A Review of Professional Education Research."

Lynne Bercaw, Ann Neely, Victoria Risko, Charles Myers (professor of social studies education), and graduate student Lisa Stookesbury made presentations at the 42nd annual meeting of the American Association for Colleges of Teacher Education (AACTE), held in February in Chicago. Peabody Dean Camilla Benbow also participated as a newly elected member of the AACTE board of directors.

Carolyn Evertson, professor of education and assistant to the provost, gave an invited presentation on "Professional Development and Implementation of Class Size Reduction" in December at the National Invitational Conference on Class Size Reduction in Washington, D.C.

Clifford Hofwolt, associate professor of science education, was installed as president of the Mid-South Educational Research Association at its annual meeting in November. He previously served as program chair, secretary/treasurer, vice president, and president-elect.

Kevin Leander was chosen by the Education Alumni Association of the University of Illinois to receive the Outstanding Student Medal at the doctoral degree level for the 1999–2000 academic year. The award is given to one doctoral student graduating from the college of education in recognition of scholarship and service. Leander received the award at the May commencement and delivered a brief convocation address.

Charles Myers directed the National Standards Assessment Criteria Project, which produced a *Guidebook for Colleges and Universities Seeking to Meet NCSS/NCATE Program Standards for the Initial Preparation of Teachers of Social Studies*. As project director, Myers now is directing a study of university and state implementation of new performance-based standards for the preparation of social studies teachers.

Patrick Thompson, professor of mathematics education, has been named chair of the Department of Teaching and Learning. A specialist in advanced technology in the learning and teaching of mathematics, he came to the Peabody faculty in 1997 from San Diego State University.

Thompson is co-editor (with Leslie P. Steffe) of a new book, *Radical Constructivism in Action: Building on the Pioneering Work of Ernst von Glasersfeld*, published by Falmer Press. He also has been named a Spencer Foundation mentor of Spencer Ph.D. fellows in mathematics education.

John F. Kennedy Center

The Center's Susan Gray School for Children has received a \$5,000 grant from the foundation of the National Hockey League's Nashville Predators. The grant will be used to purchase Montessori-tested math and science materials for use in the School's two preschool classrooms, both of which include children from low-income families.

Dale Farran, professor of education and director of the Susan Gray School for Children, along with School staff members Lisa Archer, Nina Harris, Amy Harris-Solomon, Kristen Koenigsberger, Mamie McKenzie, and Michelle Wyatt, made presentations in December at the annual meeting of the Division for Early Childhood (DEC) of the Council for Exceptional Children in Washington, D.C. Farran's poster presentation, "Parent and Teacher Definitions of Learning in Young, Low-Income Children," was co-presented by graduate student Laura Flower.

Farran was named Professional of the Year in October by the Nashville Mayor's Advisory Committee for People with Disabilities in recognition of her commitment to improving the development and education of young children with and without disabilities, and her advocacy for children and early childhood educators. Also honored were Kennedy Center research analyst Ned Solomon, Susan Gray School coordinator Amy Harris-Solomon, and their children, Skye and Lizzy B, as Family of the Year. The Solomons were recognized for caring, creative parenting and for extending their car-

Spring Lecture Series Focuses on Diversity

The challenge of achieving cultural diversity and equity in education was the focus of a spring series of lectures co-sponsored by the Department of Teaching and Learning.

Each week, from mid-January through mid-April, invited lecturers from around the nation shared their visions of equitable education in an effort to present varying perspectives and stimulate an exchange of ideas. Carol Lee of Northwestern University, for example, espoused the importance of culture in designing learning environments. David Dennis of The Algebra Project declared that education reform is not possible without first reforming one's community.

Gloria Ladson-Billings of the University of Wisconsin challenged the definition of equitable education and asked, "Are we in pursuit of *equity* or *sameness*?" And Rochelle Gutierrez of the University of Illinois affirmed the power of the teacher community in advancing mathematics preparation among urban and Latino youth.

The lecture series was actually one initiative of a greater research project titled "Issues in Diversity and Equity: A Synthesis of Literature Relevant to Mathematics Classrooms Which Emphasize Understanding," which is funded by the National Science Foundation (NSF). Paul Cobb, Peabody professor of mathematics education, is principal investigator on the project, and speakers for the lecture series serve on a national advisory panel providing feedback on the developing work of the NSF project.

Lynn Liao Hodge, a Peabody doctoral student, is co-principal investigator on the project and was one of the lecture series organizers. "Often times we focus so much on solutions that we do not take the time to think about what diversity and equity really mean," she says. "The series emphasized an understanding of these issues rather than a rush to solutions."

Serving as coordinator of the lecture series was Felix Boateng, professor of education and director of Vanderbilt's Bishop Joseph Johnson



Erna Yackel, professor at Purdue University-Calumet, speaks in February on "Developing Autonomy in the Mathematics Classroom" as part of a spring lecture series on equity and diversity in education.

Black Cultural Center. Boateng, who had been teaching a doctoral seminar on diversity and equity during the semester, died April 26, one week after the final lecture of the series (see faculty deaths, page 40).

Co-sponsoring the lecture series with the Department of Teaching and Learning was Peabody's Office of the Dean, the Black Cultural Center, the Vanderbilt Center for Teaching, and the NSF.

Wyatt Heads National School-Reform Effort

Former Vanderbilt Chancellor Joe B. Wyatt is chairing a blue-ribbon panel charged with setting standards to help determine whether public schools are getting their money's worth from the burgeoning school-reform market.

More than ten percent of America's public schools, educating five million students, are now contracting with nonprofit and for-profit providers of school-reform assistance—a service that was nonexistent five years ago. Despite the explosive growth of these services, no standards exist by which the public may assess whether they are worth the cost.

New American Schools, a private nonprofit organization that seeks a dramatic raise in American student achievement, is leading a national initiative to develop such standards, and formation of the panel earlier this year was the first step.

"Unless those of us committed to quality band together, this opportunity to raise achievements among larger numbers of our nation's children will be lost, money allocated for school reform will be exhausted, and the public will see another promising, but failed, attempt to improve our education delivery system," says Wyatt, a member of the New American Schools Board of Directors.

The panel includes the heads of national organizations representing teachers, principals, school boards, superintendents, governors, and major employers. In addition to Wyatt, Vanderbilt is represented on the panel by James W. Guthrie, director of the Peabody Center for Education Policy and chair of the Department of Leadership and Organizations, and Chester E. Finn Jr., professor of education and public policy.

A wide range of issues influencing a school reform's effectiveness—from the research base underlying the reform to the efficiency of a provider's business operations—is being considered by the panel in drafting the set of standards, which is expected this summer.

HOD a Big Hit at Florida Conference

Eight faculty members from the Department of Human and Organizational Development (HOD) stole the show at a February conference at Florida State University on "What College Presidents Are Doing to Promote Moral Character and Civic Responsibility."

The conference was sponsored by the John Templeton Foundation, a nonprofit organization dedicated to stimulating excellence in the scholarly understanding of moral and spiritual dimensions. Peabody's contingent—which included Patricia Arnold, Bonita Barger, Kimberly Bess, Gina Frieden, Brian Griffith, Bob Innes, Robert Newbrough, and Sharon Shields—made an extensive and well-received presentation on the HOD program as a model for promoting character development in undergraduate education.

For three days the Peabody faculty members exchanged information with teams from other colleges and universities, many of which are featured in *The Templeton Guide: Colleges That Encourage Character Development*. In the guide, Peabody is listed as having one of 45 nationally recognized programs in faculty and curriculum development and one of 60 recognized programs in volunteer service development.

"We had a very strong presence at this conference," says Sharon Shields, professor of the practice of health promotions and education, "but we also heard about other programs from very compelling speakers who informed us of ways to take our program in new directions."

"We're examining places where we can take a more in-depth approach with the curriculum in order to make sure it connects

these issues of character development, moral deliberation, civic engagement, and social justice with our students in a sequential way."

In addition, the conference served as a catalyst for empowering the faculty to consider reformatting the presentation in book form. "Once we got all the pieces together," says Shields, "we realized there was great interest by other schools to know how we had framed our HOD curriculum. We feel very compelled to share that now."

The Florida presentation's content stemmed in part from weekly faculty lunches among HOD faculty during which the philosophical and intellectual core of their work is discussed and developed.

"It was out of some of that discussion that Dean Benbow felt we should go to this particular meeting," explains Shields. "The effort brought our faculty together, changed our own framing with one another, put us into a teamwork experience, and spurred us to do a lot of good thinking. We were practicing what we preach."

Media Fellows Explore High-Tech Education

Peabody College and the Learning Technology Center took center stage last fall when eight journalists from around the country visited Vanderbilt to explore how new technologies are being used to enhance learning.

The journalists were recipients of the latest in a series of "Technology in Education" fellowships offered by Vanderbilt's Division of Media Relations and the Council for Advancement and Support of Education (CASE). They represented the *Nashville Tennessean*, *Philadelphia Inquirer*, *Chicago Tribune*, *De- troit Free Press*, *Richmond Times Dispatch*,

ing to children with disabilities through their personal and professional lives.

Vicki Harris, Center investigator and associate, research assistant professor of psychiatry, and Institute for Public Policy Studies fellow, has been awarded a \$117,559 research grant by the U.S. Department of Education for "Improving the Preparation of Personnel to Serve Children with High Incidence Disabilities."

Jan Rosemergy, Center director of communications and community relations, was presented the 2000 Mary Jane Werthan Award by the Margaret Cuninggim Women's Center at Vanderbilt in recognition for her efforts as a leader in the drive for gender equity at the University. The award includes a \$1,000 cash prize. Rosemergy is a 20-year Vanderbilt staff member who has served in leadership roles in numerous university and community organizations that contribute to the advancement of women.

Jeffrey D. Schall, Center investigator and fellow and professor of psychology, has been awarded a \$174,327 research grant by the Public Health Service for "Training Grant in Vision Research."

Center Director Travis Thompson, professor of psychology, special education, and psychiatry, is co-editor (with Frank Symons, PhD'96, and David Felce) of a new book, *Behavioral Observation: Technology and Applications in Developmental Disabilities*, published by Paul H. Brookes Publishing Co. Inc., Baltimore. Thompson and several Vanderbilt faculty and staff members are among the high-profile researchers who contributed chapters to the book.

Learning Technology Center

The Division of Instructional Development (DID), the largest division within the Association for Educational Communications and Technology, has presented the 1999 Outstanding Journal Article Award to Center staff members John Bransford (director), Sean Brophy, Xiaodong Lin, and Daniel Schwartz. They were co-authors of "Software for Managing Complex Learning: Examples from an Educational Psychology Course," which appeared in *Educational Technology: Research and Development* (vol. 47, no. 2). The award was presented in February at the AECT Conference in Long Beach, California.

Bransford has been awarded a \$90,000 research grant by the Metropolitan Nashville-Davidson County Public Schools for "Metro Challenge." Susan Goldman, professor of psychology, is co-principal investigator.

Education Library

Jean Reese, librarian and associate director of the Education Library, is author of a new book, *Internet Books for Educators, Parents, and Students*, published by Libraries Unlimited. The book is an annotated guide to the most appropriate, current, and complete Internet books for the K–12 education community.

Kids' Stuff

Children create their own multi-colored necklaces at the first-ever Family Fun-Ball, a play festival for kids ages two through 12 held last fall at the John F. Kennedy Center's Susan Gray School for Children. In addition to such activities as face painting, caramel-apple making, cookie decorating, and a kick-pass-throw contest, the children enjoyed storytelling and multicultural music and dance performances. Proceeds benefited the Susan Gray School, which provides early childhood education for all children and early intervention services for children with developmental problems.





VANDERBILT REGISTER

Sheri Ziemann, a freelancer with the Chicago Tribune, learns a lesson from two first graders at Nashville's Julia Green Elementary School about the Little Planet literacy application they are using.

Washington Technology, Education Technology News, and Newton Kansan.

"The program is designed to engage journalists, teachers, Vanderbilt faculty, and other experts in discussions about educational technology as a potentially powerful, effective tool that can enhance learning when properly managed and applied," says Mike Schoenfeld, vice chancellor for media relations.

Not only did the media fellows attend sessions about trends in educational technology and questions of policy ensuring the meaningful use of that technology, but they also were treated to examples of concrete, successful ways in which computer technology is being used in classroom settings.

John Bransford, professor of education, Centennial Professor of Psychology, and director of the Learning Technology Center (LTC), provided an overview of some of the multimedia tools developed by the LTC, including the Little Planet Literacy Series and *Adventures of Jasper Woodbury* videodisc series. The journalists then got some hands-on experience solving a Jasper Woodbury adventure problem in math.

Next it was off to two Nashville elementary schools where the fellows talked with first graders using the Little Planet se-

ries. They also stepped into the classroom of Malcolm Getz, associate professor of economics, who has developed an electronic textbook for his statistics class, and visited with Chancellor Joe B. Wyatt, who talked about his involvement in promoting classroom technology.

Leading discussions were several LTC researchers, local teachers, and faculty members from Peabody's departments of teaching and learning, leadership and organizations, and special education, and from Vanderbilt's electrical engineering department.

Diversity Efforts Recognized

Three members of the Peabody community were among several people and organizations honored by the University last fall for their individual efforts to support Vanderbilt's affirmative action and diversity goals.

The 13th annual Affirmative Action and Diversity Initiative Awards ceremony recognized Vera Stevens Chatman, professor of the practice of human and organizational development, for her "unrelenting passion and understanding for all students ... in particular Peabody students of color." Chatman chairs the reception committee for Peabody Graduate and Professional Students of Color, serves on the advisory committee to the mentoring program for students of color, and is financial adviser to the Organization of Black Graduate and Professional Students.

Also awarded was Suzan B. McIntire, staff assistant in the Peabody Dean's Office,

for her longstanding support of and assistance to the College's graduate and professional students of color. McIntire has been instrumental in developing handbooks for these students, identifying networks for the mentorship programs, and arranging orientation receptions for new and returning students of color. As Commencement coordinator, she also is responsible for sensitive planning and one-on-one rehearsals with graduates with disabilities to ensure Commencement is a comfortable and positive experience for them.

In addition to the awards, a certificate of merit was presented to Ellen Brier, adjunct professor of education and director of undergraduate student services, in recognition of her commitment to making her office a welcome place for all students, especially those with disabilities.



VANDERBILT REGISTER

Chancellor Joe B. Wyatt congratulates Professor Vera Stevens Chatman for her efforts to support diversity and affirmative action at Vanderbilt.

Rhythm of Research

Nathan Hoeft, a senior musical arts major in the Blair School of Music, plays the embaire, an instrument of Uganda similar to a xylophone, at a fall Peabody poster session spotlighting research of student participants in Vanderbilt's Undergraduate Summer Research program. The program partners young Vanderbilt researchers with faculty members and provides each student with a \$3,000 stipend. "It's one of the few University-wide programs that truly brings students together from all the undergraduate colleges," says Howard Sandler, Peabody professor of psychology and chair of the program's coordinating committee. "We really want to encourage these kids to go to graduate school." Hoeft spent last summer with Gregory Barz, Blair assistant professor of musicology, traveling through Uganda, Kenya, and Tanzania to study the music traditions of the Lake Victoria culture.



VANDERBILT NEWS SERVICE

of PILLARS PEABODY

A study of campus as character

by Christine Kreyling

Architecture is an empty vessel into which we pour meaning.

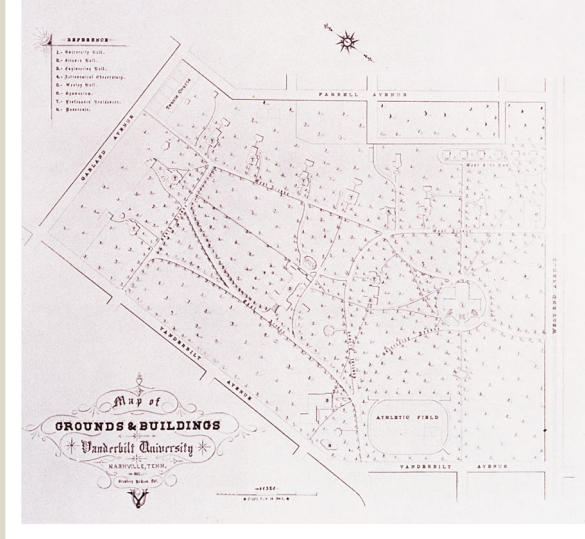
Buildings look the way they do because of what we expect them to contain. And buildings contain not mere functions, but aspirations as well.

The academic campus holds meaning beyond the architecture of its individual structures. Thomas Jefferson's belief in mind over matter—in the power of rationality to subdue chaos—is expressed on the grounds of his University of Virginia in Charlottesville no less than on the hilltop called Monticello. In the United States we have been front-loading the campus plan with ideological significance ever since.

In Nashville are two formerly unallied campuses resting side by side—Peabody College and Vanderbilt University—that convey two very different architectural messages while at the same time today representing the same institution. And I know of no better way to explain the Peabody College campus than by verbally crossing 21st Avenue to the Vanderbilt campus. For the wandering and sometimes confusing paths of Vanderbilt illuminate, by way of contrast, the clarity and order that is Peabody.



1897 map of the Vanderbilt University campus



A CELEBRATION OF NATURE

The Vanderbilt campus is a place for insiders, for people who already know their way. As the inset 1897 map by Granberry Jackson illustrates, the plan determined that the campus would function in this way from the beginning. Architectural historians would describe the Vanderbilt campus as an example of the Romantic or organic ethos, with few right angles and lots of curves. And the architecture is primarily medieval in inspiration, with uneven roof lines and textured facades characterizing such early buildings as Kirkland Hall and the Old Gym.

The landscaping style is also organic, with irregular massings of trees scattered about. The impression that the trees just grew up naturally—with the buildings spring-

ing up later—is, of course, a fiction, but one that is intentional. Bishop Holland McTyeire, Vanderbilt's co-founder and first president of the University's board, was a compulsive planter, and the largest of the magnolias are his handiwork. Nevertheless, we feel when we walk the Vanderbilt campus that somehow we have wandered into a beautiful, natural arboretum. That is by design.

The informal and Romantic plan appeared in America in the second half of the 19th century, first in cemeteries and slightly later in suburbs, with their curving tree-lined streets and cul-de-sacs. We call this plan "organic" because the intention was to celebrate the irregular shapes and textures of nature at a time when industrialism was replacing nature with roads and factories, right angles, and machines. The buildings of this vintage are medieval rather than classical in inspiration because the Victorians felt this style of architecture was more organic in outline.

The Romantic philosophy contended that a human being is at his or her best when closest to nature. And to the extent that we imitate the irregular forms of nature in the built environment, we create a place in which man and woman feel most at home. Such places are the very opposite of the urban grid and call attention to themselves as the "not-city": where we reside, not where we do business.



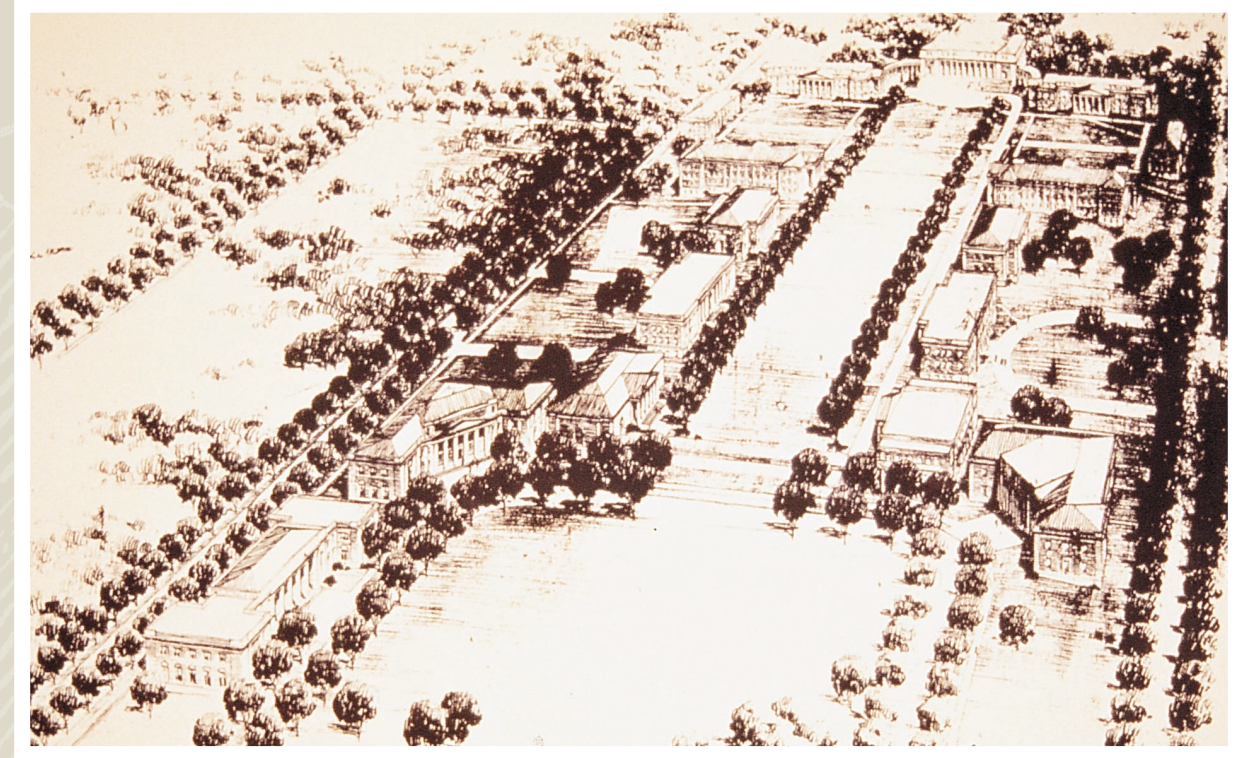
A CELEBRATION OF RATIONALITY

The Peabody campus operates from an entirely different perspective on what is the best human environment. Peabody is a place any outsider can quickly and easily comprehend. Its plan and its architecture celebrate the obviously manmade: a world of right angles and symmetrical facades, of straight *allées* of trees and smooth rectangular lawns.

This is the more ancient language of classicism, a language of calm and order designed to encourage people to think clear thoughts and believe in the perfectibility of mankind. It was the language of Thomas Jefferson, who believed that the architectural style of the Greeks and Romans could be used to tame the wilderness of his Virginia.

In the Peabody plan, the buildings grouped along the central axis define the central mission of the college—teaching and learning, library, and administration—with the space for communal gathering, where all were to come together in social and religious equality, holding pride of place at the crest. The buildings for residence and eating are grouped around the secondary axes because, while necessary, they do not define the primary purpose of Peabody. The Peabody plan celebrates rationality as the highest of human virtues.

Both Vanderbilt University and Peabody College were the result of northern philanthropy in the post-Civil War South—Yankee gestures on the part of Commodore Cornelius Vanderbilt of New York and George Peabody of Massachusetts to help heal a devastated land by means



The 1912 original plan of George Peabody College for Teachers celebrates classicism—a world of right angles, symmetrical facades, and rectangular lawns.

of education. In 1873 the Commodore gave \$1 million to realize Bishop McTyeire's vision of a central southern university to rival such northern institutions as Harvard and Yale. In 1867 George Peabody established the Peabody Education Fund with an eventual endowment of \$2 million to grant funds to teachers' schools in the South. At that time, no southern state had free public schools, and as the states moved to establish them, they needed teachers to teach in them. The Peabody Fund was to provide the help necessary to train those teachers.

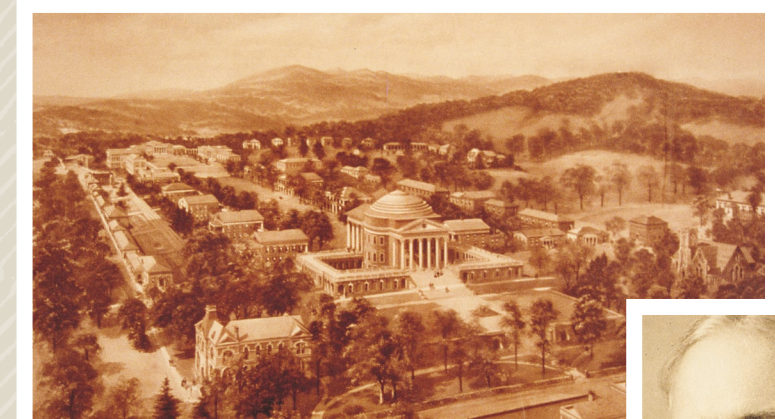
The Vanderbilt and Peabody campus plans and architectural styles reflect the distinct educational philosophies and missions of their institutions.



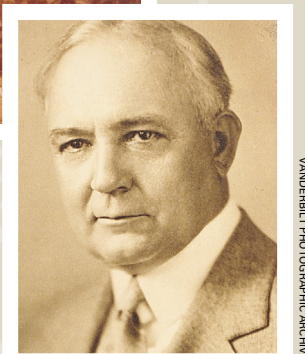
THE KIRKLAND AND PAYNE PHILOSOPHIES

The money might have come from similar impulses, but the Vanderbilt and Peabody campus plans and their architectural styles reflect the distinct educational philosophies and missions of their institutions. Vanderbilt evolved into a place for insiders because James H. Kirkland, the Vanderbilt chancellor who really shaped the character of the University, was an educational conservative, a man who believed in a certain degree of intellectual and social elitism.

Bruce Payne, the president who oversaw the planning of the Peabody campus, was an educational egalitarian. Payne believed strongly in education for the masses, for social outsiders as well as insiders, and wanted to use the latest in progressive techniques to provide that education.



Thomas Jefferson's plan for the University of Virginia inspired the Peabody campus design.



Bruce Ryburn Payne, president of Peabody College from 1911 to 1937



Vanderbilt's Old Gym, now home to the Department of Fine Arts and Fine Arts Gallery, was built in 1880 and is an example of Victorian architecture—medieval in inspiration and organic in outline.

The University of Virginia plan is simpler than Peabody's. Jefferson grouped his buildings along a single axis and assigned primacy to the library's rotunda. The two-story structures contained a series of departments, with professors living in the pavilions marked by columned facades and the students living below in rooms that flanked the central green. Each pavilion reflected a different classical order—Doric and Ionic, Corinthian and Tuscan—so the students could study the classical styles, the only styles Jefferson thought worth studying, in three dimensions.



THE CAMPUS AS A CITY

By the turn of the 20th century, when the Peabody campus was planned, the “academical village” had evolved into the ideal of the campus as a city unto itself. But these academical cities would not be the morally, ethnically, and physically disorderly spaces of the Industrial Revolution metropolis. These academical cities would be disciplined by the theory of urban planning derived from the Ecole des Beaux-Arts and known in this country as the “City Beautiful” movement.

The 1893 Columbian Exposition in Chicago—with its hierarchy of primary and secondary axes, its strong sightlines, and monumental buildings—had demonstrated to America these principles of city planning. Fragments of the City Beautiful survive today in such cities as San Francisco, but we find the most complete manifestations at colleges and universities, where a controlling discipline is more easily achieved because there is a single property owner.

Vanderbilt administrators, inspired by City Beautiful theory, hired a series of nationally known planners and design professionals to make rational order from their organic campus. But

Unlike the rectangular Peabody campus, the Vanderbilt site itself is irregular, bounded on the north by West End Avenue and then by 21st Avenue as it heads south and curves west. And at the heart of the old Vanderbilt campus, the buildings known as Old Central and Old Science (now Benson Hall) are not aligned with any street axis but are located at the intersection of these curving coordinates. This is why any attempt to add a more classical order to the placement of buildings at Vanderbilt called for the demolition of these two buildings. Vanderbilt administrators eventually came to realize that a formal regularity could not be made from irregular parts; Old Science and Old Central still stand today.

Peabody did not have to be retrofitted to express City Beautiful theory because President Payne and his team of designers were starting with a blank slate of land. The

The Vanderbilt campus is a place for insiders, for people who already know their way. Peabody is a place any outsider can quickly and easily comprehend.

George Peabody College for Teachers was built on the site of what was once Roger Williams University, an institution founded shortly after the Civil War for the education of emancipated African Americans. By the time the Peabody Fund purchased the site, the university had been abandoned, its buildings damaged by fire.



GERALD HOLLY

The majestic Social Religious Building, completed in 1915, crowns the Peabody campus mall with its ten Corinthian columns. The building was a personal gift from John D. Rockefeller.



BUILDINGS THAT “TALK TO EACH OTHER”

The first new buildings on the Peabody campus were the Industrial Arts (Mayborn Hall) and Home Economics buildings, both of which opened in 1914. The Social Religious Building followed in 1915, and soon after the Jesup Psychological Laboratory. All were designed by Ludlow and Peabody. The Carnegie endowment, which paid to construct Nashville's old downtown library as well as still-standing branch libraries in north and east Nashville, funded the Peabody library. This 1918 building by Edward Tilton suggests the abundance of knowledge contained within the collection of books through the roof cornice detail of stone baskets filled with sculptural fruit.

The best structure on the Peabody campus from the standpoint of purity in classical styling is the Cohen Building, erected in 1926 and designed by New York's McKim Mead and White. Despite gems like Cohen, however, the real importance of the Peabody campus is not lodged in the design of any individual architect but in the aggregate collection of buildings that talk to each other in a common tongue across time.

Until the 1950s Peabody was architecturally unified because the Beaux-Arts plan disciplined not only the placement of buildings but their style as well. Because the campus plan is so orderly, it was visually difficult to imagine non-classical architecture as part of the

college fabric. Until the late 1950s and early 1960s, with the construction of the Hill Student Center and John F. Kennedy Center buildings, no architect had the nerve to attempt it.

In the 1970s, Peabody College faced a series of economic crises that ultimately led to merger with Vanderbilt in 1979. Today, however, despite the alliance of the two institutions, the Peabody campus retains a distinct identity because its original outlines have not been blurred, as Vanderbilt's have, by the accretion of later buildings in various styles.

Architecture is not merely a range of styles, but a way of perceiving the world and using the art of building to persuade others to see it likewise. A walk across the Peabody campus tells teacher and student alike that they have arrived in a place where they can focus on the rationality of intellectual discipline, the clarity of social purpose exercised democratically, the belief that we all share a common and harmonious culture.

And the Peabody message gains greater strength and greater distinction from its proximity to the Vanderbilt campus, with its organic perplexities. Nowhere else in America can we find, side by side across one busy avenue, such contrasting examples of collegiate architectural history, such clear expressions of opposing philosophies of what shape the best human environment should take. In western architecture there have been, since the Renaissance, yin-and-yang revivals of the classical and medieval styles, always with new permutations that signify evolving ideologies. The campuses of Peabody and Vanderbilt illustrate this tension in one place, and simultaneously.

Freelance writer Christine Kreyling holds a master's degree in art and architectural history from Vanderbilt and serves as the award-winning architecture and urban planning critic for the Nashville Scene newspaper. She also contributes to national architectural magazines and is co-author of the book Classical Nashville, published in 1996 by Vanderbilt University Press.



Erected in 1926 as a gift from Nashville art collector George Etta Brinkley Cohen, the Cohen Building represents the purest example of classical styling on the Peabody campus. The building's elegant interior features marble columns, balustrade, wainscoting, and marble mosaic flooring.



GERALD HOLLY

The Provisions of The George E. Kessler Plan for the Campus of VANDERBILT UNIVERSITY, 1905



EXPLANATION

- Existing Buildings (as of 1905) incorporated into the Plan
- 1 University Hall (Kirkland Hall)
- 2 Wesley Hall
- 3 Mechanical Hall
- 4 Kissan Hall
- Proposed New Facilities
- A Library
- B Gymnasium
- C Science Hall
- D Physical Laboratory
- E Electrical Laboratory
- F Chemical Laboratory (Furman Hall)
- G Natural Sciences and Museum
- H Mechanical Hall Extension
- I Engineering Extensions
- J Departmental Buildings
- K Athletic Field
- L Heating Extension
- M Dormitory Extension
- N Club and Y.M.C.A.
- O Assembly Hall
- P Unassigned

The 1905 proposed redesign of the Vanderbilt campus by George Kessler

plans for the Vanderbilt campus by Richard Morris Hunt (1902), the Vanderbilt family architect, and George Kessler (1905), the designer of the City Beautiful plan for the St. Louis World's Fair, as well as a 1920s plan, faced physical challenges that hindered implementation.

The Equation of

Peabody College bids adieu to a longtime friend and powerful leader

by Jane Salem

“You not only want Liz on your committee—you want her running it.”

In May 1998, with his commencement only days away, Peabody senior and Army ROTC cadet Kevin Longinotti died as the result of injuries suffered when a pair of tornadoes tore through Nashville 18 days earlier.

The tragedy required Vanderbilt administrators to make difficult decisions in a short time period—decisions they knew would create a precedent. Longinotti had been a model student, but were his professors comfortable awarding grades based upon an incomplete semester of work? Should a diploma be presented?

A delicate balance between sensitivity to the grieving family and preservation of the University’s integrity had to be maintained.

Serving as Vanderbilt’s associate provost for academic affairs during that arduous time was Elizabeth Spencer Goldman, associate professor of mathematics education and a respected Peabody faculty member since 1968. The decision regarding Longinotti’s academic record fell to her and a handful of other administrators. Ultimately, with confirmation from Longinotti’s instructors that he had, in fact, met all requirements for graduation, the student’s degree was conferred to his mother at Commencement ceremonies.

“It was the right thing to do,” says Goldman resolutely. “I believe it showed the character of the University.”

The decision reflected Goldman’s character, too. As a distinguished educator, researcher, and administrator, she has earned a reputation for being a careful, compassionate leader—as well as “a consummate team player,” adds Professor of Education Carolyn Evertson, who served as assistant to the provost from 1996 until last year.

“Liz is the person you want when an important task is at hand. You not only want Liz on the committee; you want her *running* it. That’s because she is organized, incredibly thoughtful, and respectful of individuals’ differing opinions.”

That kind of leadership is the legacy Goldman leaves behind in her retirement, which was effective at the conclusion of the fall 1999 semester. In honor of her 32-year career, the University conferred “emerita” status upon her January 1.



PEYTON HOGE

The Essence of Teaching

Elizabeth Goldman learned to love math early in life while growing up in the tiny town of Waterproof, Louisiana. She credits an aunt who was a university mathematics professor—one of several teachers in her family—with fostering her interest in the subject. But her own elementary and secondary teachers exerted positive influences as well.

“There was a lot of encouragement, which is the essence of teaching,” says Goldman. “It made me interested in learning—and the most important thing I learned was to learn on my own.”

After earning her bachelor’s degree from Tulane, Goldman came to Vanderbilt in 1964 to pursue a master’s degree and then a Ph.D. in mathematics. She enjoyed her time as a student at Vanderbilt and in Nashville, so when she was presented with the opportunity in 1968 to teach at neighboring George Peabody College, it seemed like both a wise career move and a way to remain in her new hometown.

Peabody also felt like the natural place for her, in light of her family ties to the College. Her aunt and grandmother had attended Peabody, and her great-grandfather had earned a medical degree from the University of Nashville, one of Peabody’s forerunners.

Changing Times, Changing Roles

As a faculty member in a university, one can change one’s environment as she feels the desire to do so,” says Goldman.

Her exceptional career with Peabody College is a case in point. While variety is inherent in teaching, as professors see new faces or develop new curricula from one semester to the next, opportunities also abound in administration, research, and faculty leadership. That, to Goldman, is one of the most attractive aspects of a career in higher education.

Elizabeth Goldman

Goldman has been able to take on a new role every few years, earning several prestigious University honors along the way. In 1983 she won the Ellen Gregg Ingalls Award for Excellence in Classroom Teaching, and in 1988 she received the Thomas Jefferson Award for her extraordinary contributions as a faculty member to the University’s councils and government. She has chaired both the University Faculty Senate and Peabody’s Faculty Council.

Having begun her career in 1965 as a secondary mathematics teacher, Goldman gravitated early toward mathematics teacher education and joined the Peabody faculty in 1968. In the years that followed, she taught undergraduate and graduate mathematics courses and mathematics methods courses for prospective elementary teachers, and she supervised field placements. She also taught two years in the College of Arts and Science after Peabody merged with Vanderbilt in 1979.

It was Willis Hawley, Peabody’s first post-merger dean, who urged Goldman to try her hand at administration when he asked her to serve as associate dean for undergraduate student affairs for the new Peabody College of Vanderbilt University. She accepted the job, but the new administrator and her colleagues faced an immediate pair of formidable tasks.

First, they needed to restore enrollment—which dropped to 336 at its lowest point in 1982—because the College’s financial base was undergraduate tuition. And second, the College’s academic policies had to be reformulated to make them consistent with Vanderbilt’s. Both goals were met, but Goldman is quick not to take sole credit. She says Hawley’s efforts in developing new programs and attracting distinguished faculty helped to increase enrollment, which today stands at 1,040 students, and she cites Professor Joseph Cunningham and others as key to the College’s successful integration into the Vanderbilt system.

Teacher Education Goes High Tech

The next phase of Goldman’s career began in 1987 when she left the dean’s office and began directing or co-directing a number of funded research projects, including three major projects sponsored by the National Science Foundation. The purpose of her research, which was in collaboration with Research Associate Professor of Education Linda Barron and others, was to measure the effectiveness of certain types of instructional technology in mathematics and science teacher education.

Using videotape to demonstrate the positive dynamics of a typical middle-school classroom, argued Goldman, was more efficient than sending students out on actual observations each time. “Often when students are sent out to observe a classroom,” she says, “either what you hope will happen doesn’t happen, or it does happen but is so subtle that the novice teachers don’t catch it.”

Videotape and the use of multiple cameras, on the other hand, allow the student teacher to focus upon individual children and their reactions to the instruction, enabling in-depth analysis. Such techniques, coupled with live classroom observation, are central to Peabody’s methods courses today.

As a professor and administrator, Goldman has faced numerous challenges through the years, from managing crises to grappling with the fluctuating nature of the student body. Her contributions as associate provost, which capped off her years with Vanderbilt, included service as self-study director for the laborious process of reaffirming the University’s accreditation by the Southern Association of Colleges and Schools. As overseer of Vanderbilt’s ROTC units, she also was selected by the Pentagon as one of 60 civilians to participate in the military’s 1997 Joint Civilian Orientation Conference, a one-week nationwide tour of military bases.

Vanderbilt is fortunate in that Goldman continues to serve the University as a consultant in her retirement. But her colleagues lament the loss of her day-to-day influence.

“Liz has a way of working through dilemmas so that everyone feels they’ve been heard and the most has been achieved from deliberations,” concludes Professor Carolyn Evertson. “That is such a rare strength. We’ve really lost a powerful leader from the Vanderbilt community.”

Jane Salem is a Nashville freelance writer who also serves as editor-at-large for Wisconsin Opinions, a weekly newspaper for Wisconsin lawyers. A former practicing attorney and high-school Spanish teacher, Salem also has taught as an adjunct professor at Ottawa University.





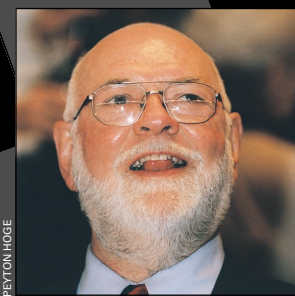
An eventful evening was made even more so when the Social Religious Building's fire alarms unexpectedly—and falsely—sounded during Saturday evening's Grand Reunion Dinner.



Dressed to the nines, reunion guests dance the night away in the Rotunda of the Social Religious Building.



Carolyn H. Hite (BA'59) of Nashville, William James Calhoun (BS'42, MA'48) of Opelika, Alabama, and Richard L. Stockard (BA'57) of Hendersonville, Tennessee, get reacquainted with old friends.



THOSE WERE THE DAYS

The "Fabulous '40s and '50s" return to the Rotunda

The 1940s and 1950s were prosperous, exciting years in America, and Peabody College reaped the benefits through record growth in enrollment and in its distinguished academic programs. More than 7,000 alumni from those two decades are scattered around the globe today, all bound by their Peabody memories.

In September nearly 250 Peabodians from the classes of 1940 through 1959 migrated to campus for the second "Fabulous '40s & '50s" Homecoming Reunion—a weekend celebration that included campus and city tours, a look at Peabody's history and architecture, compelling demonstrations of today's technology advancements in teacher education, entertainment, dancing, and plenty of food and reminiscing. A committee of 46 dedicated alumni, led by T. Earl Hinton (BMus'51, MMus'54, EdD'69), planned the reunion, which built upon the success of a similar event held in 1994.

True to the promise of its name, the 1999 reunion was indeed fabulous, and THE PEABODY REFLECTOR's cameras were on hand to capture the fun.

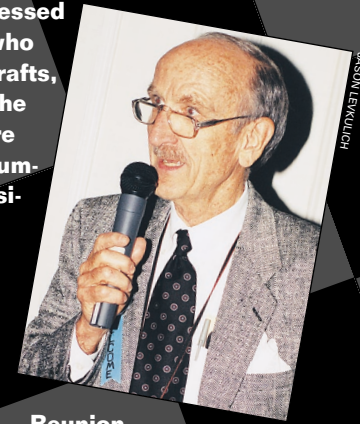
—Phillip B. Tucker



Lydia Caroline Plank (MLS'58) of Harrisonburg, Virginia, peruses through the reunion's display of *Pillar* yearbooks, *Peabody Post* newspapers, and other memorabilia.



Minnie Pearl—a.k.a. Anne Rogers—greets Edna Threlkeld Scales (MA'49) of Nashville and Gene Glass Wozniak (BA'48) of New Smyrna Beach, Florida, while Doris Tippens, wife of the Rev. James Tippens (BS'50) of Epland, North Carolina, looks on. Anne is the daughter of Norman and Estelle Ansley Worrell (both BA'51) of Nashville, who turned the reunion into a family affair. Each dressed as icons from the era: Anne as Minnie Pearl, who used to entertain at Peabody's summer arts, crafts, and folk festivals; Norman as Davy Crockett, the hero of Walt Disney's hit 1955 action-adventure film; and Estelle as a clown representing the summer circuses produced by the elementary physical education department.



Reunion Committee Chairman T. Earl Hinton (BMus'51, MMus'54, EdD'69) welcomes guests to opening night.



Charles Kinzer, associate professor of reading education, gives a high-tech demonstration of some of the ways in which Peabody is using the latest technologies to enhance the teacher education process.

The 20th Century's **BEST** and **WORST** Education Ideas

by James W. Guthrie

A panel of experts debates hits and misses in education

For every endeavor of mankind, the 20th century represented a time of rapid change and new discovery. Advancements in science and medicine eclipsed those made during all previous centuries combined. We flew to the moon, constructed 100-story buildings, and survived two world wars. Technology and communication became industries, and human rights became a movement.

The American education landscape during the past century certainly saw its share of hills and valleys, too—great successes as well as failures. But what were those successes? What were the failures? And what is the state of American education today as we enter a new century?

Last fall a panel of Peabody College faculty members and other education policy experts* convened on campus to discuss and debate these questions. The spirited conversation ranged widely, and some of the people, policies, and practices that did *not* make the century's "best dressed" list of education ideas are as significant for their exclusion as several that did.

Of course, these being academics, agreement was far from complete regarding any particular idea. Still, a general consensus of opinion emerged among these experts regarding the 20th century's education strengths and weaknesses.

Education for All

Participants concluded that the 1954 *Brown v. Board of Education* U.S. Supreme Court decision desegregating the nation's once racially separated schools may well have been the most significant education event of the century. Indeed, it may even have been the century's most important domestic policy decision for the entire society, let alone for our schools.

The *Brown* decision triggered other significant efforts to make the nation's schools more democratic. Prior to the last quarter of the 20th century, most students did not graduate from high school and only an elite few went to college. Kindergarten and preschool were rarities, and if you were physically or mentally disabled or did not speak English well, public schools may not have held a place for you at all.

Today our schools are free from legally enforced racial segregation, kindergarten has become universal, and preschooling is headed in the same direction. More than 90 percent of students graduate from high school. Dis-

abled students are guaranteed places in classrooms. Federal and state programs assist financially in the schooling of recent immigrants. Community colleges have been created to bring higher education closer to home. College and university enrollments have vastly expanded, and public loan programs now financially enfranchise many more college students than ever before.

Consolidation was the beginning of the end for intimate neighborhood schools that closely linked teachers to parents.

But opening our schools and colleges to all citizens was not the only high point of the century's education efforts. Great strides also have been made in the theories underlying the measurement of human ability and in the technical practices of testing. Much of the fundamental understanding of scientific measurement of human abilities occurred in connection with World Wars I and II and thereafter. Performance testing programs, now used by more than 40 states and in most school districts and classrooms—as well as increasing use of computer technology to instruct and appraise student performance—are grounded in these measurement developments.

Participants were quick to assert that efforts during the past 25 years to equalize finances available to support students in school districts and states were another significant development. Earlier in the century, some districts had more than 20 times the dollars per pupil to spend than did neighboring schools in the same state. In the last quarter of the century, governors, legislatures, and courts vastly narrowed, although not yet eliminated, these resource gaps. Today, two-thirds of the nation's per-pupil spending differences occur among states rather than among local districts, an inequity that really only the federal government is in a position to redress.

Demand for Higher Achievement

The 20th century is also notable for the firm recognition that out-of-school factors influence a student's academic performance. Perhaps the most symbolic crystallization of this idea resides in the 1965 enactment of the Elementary and Secondary Education Act, which authorizes federal funds for improving the schooling of youngsters from low-income households.

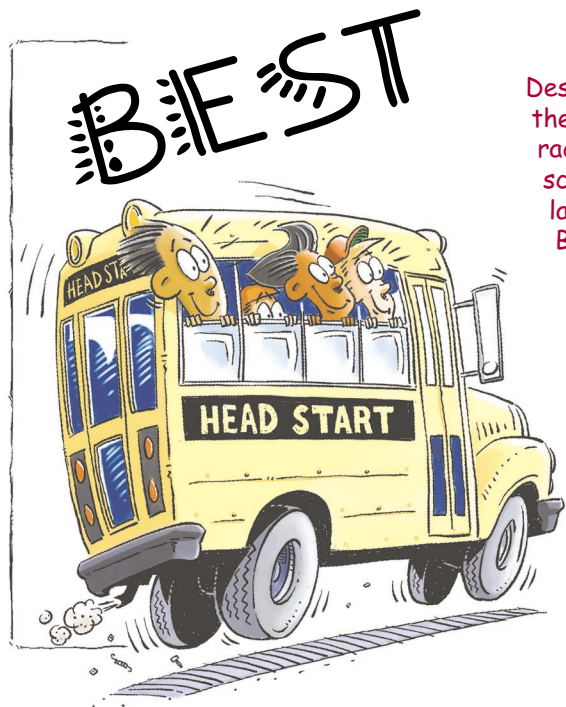
A result of that act, for example, is Project Head Start, the federal preschool child development program for children and families who live below the poverty level. The program, which has served more than 13 million children since 1965, was inspired by the celebrated research of the late Peabody psychology professor Susan Gray.

The recognition of out-of-school influences on learning is not a one-sided blessing. Some school critics con-



ILLUSTRATIONS BY DREW WHITE

The 1954 *Brown v. Board of Education* ruling may have been the century's most important domestic policy decision for the entire society, let alone for our schools.



Desegregation of the nation's once racially separated schools with the landmark *Brown v. Board of Education* ruling of 1954

Provision of equal education resources for students with disabilities

Assessment of student progress through standardized performance tests

Efforts to equalize funding among school districts and states

The Elementary and Secondary Education Act of 1965, which created programs such as Project Head Start to improve the schooling of children from low-income families

New forms of schooling (charter and magnet schools, "whole school reforms") that are injecting variety into public school systems

Publication of 1983 report *A Nation at Risk*, which, despite its flawed thesis, sparked societal demand for higher levels of academic achievement

tend that such knowledge too easily provides educators with excuses for not succeeding with low-income and non-English-speaking students. Texas Governor George W. Bush, for example, refers to "the soft bigotry of low expectations" in criticizing this phenomenon.

Panel participants contended that the recent evolution of new forms of schooling such as magnet schools and charter schools, and "whole school reforms" such as Success for All, Roots and Wings, Waldorf Schools, Edison Schools, the Modern Red Schoolhouse, and possibly even voucher plans were hopeful because they may inject great variety into what is, in too many places, a moribund public school system.

Finally, on the positive side, the panelists unanimously claimed that the 1983 publication of the bombastic report *A Nation at Risk* was a good thing for the United States. We now see in retrospect that the report had a flawed thesis, in that it claimed a flabby school system was placing the nation at risk in terms of international economic competition. Today, with the benefit of hindsight and with the United States' occupying the top rung on the world's economic ladder, we can see that it was sloppy management far more than inept schooling that was hampering U.S. trade efforts.

Still, seminar participants believed *A Nation at Risk* was a significant and valuable publication because it spurred societal demand for higher levels of achievement. It fueled today's concern for measuring schooling outcomes, for assessing the academic performance of pupils, and for legislative calls for more effective schools. And it stimulated the historic 1989 Charlottesville Summit at which the president and the nation's governors specified the first-ever set of national education performance goals. Thus, even if wrongheaded analytically, *A Nation at Risk* was influential in the evolution of better schools.

Red Tape and School Closures

The negative side of the education reform ledger also garnered plenty of attention by the Peabody panelists. High on the list of detrimental ideas was the invention of the Carnegie Unit with which most schools and colleges today measure student progress. This measure counts time spent in a class, rather than performance, as the *numeraire* of schooling. Participants collectively lamented that the nation is so willing to accept the number of "units" or hours in subjects, rather than measures of knowledge, as the coin of educational success.

The federal government, or at least the manner in which it has chosen to structure financial aid to schools, also came in for a substantial share of criticism. Many participants blamed federal funding programs for eviscerating the fundamental integrity of the instructional process by intrusive accounting procedures and unjustifiable regulatory measures.

The massive "consolidation" effort at the turn of the century, which eliminated literally tens of thousands of the nation's small and rural schools and combined them into larger schools and school districts, was seen by many panelists as a bad idea. Consolidation was the beginning of the end for intimate neighborhood schools that closely linked teachers to parents. And early 20th-century "Progressive Era" reforms were the beginning of dysfunctionally large city schools and insensitive school bureaucracies as the nation gathered its burgeoning numbers of pupils into ever-larger, big-city systems.

Finally, on the negative side, seminar participants expressed disappointment in the widespread abandonment, in schools of education and many college academic departments, of rigorous intellectual procedures for discovering and verifying knowledge. Acceptance by academics of so-called "critical theory"—which purports that the biases of a researcher can never be overcome and doubts the utility of the scientific method—was seen as

a major impediment to gathering useful knowledge for practitioners about how students learn and how teachers might effectively instruct.

The Century Ahead of Us

What about the current hot-button issues in education today? Not many of them held up when subjected to the perspective of an entire century of significant developments.

For example, panelists omitted school violence from serious consideration because, despite television and newspaper hype over incidents such as the Columbine High School tragedy in Colorado, schools are actually safer now than they have been in half a century. Interest in school uniforms comes and goes and, whatever the current concern, no real evidence yet supports the claim that uniforms influence student learning.

Teaching methods, such as phonics versus whole-language approaches to reading, are a tempest in a teapot that excites lawmakers and some parents. However, good teachers have long known that a blend of instructional methods, tailored to the needs of the individual student, is always the right approach. It is difficult to find an elementary teacher who is not an eclectic when it comes to phonics and whole language.

What about growing private-school enrollments? They aren't. Private-school enrollments are actually declining nationally. What about taxpayer revolts in paying for schools? They aren't. Education now costs the nation nearly \$2 billion per day, with the trajectory climbing.

So what lies ahead? Participant Joseph Murphy observed that the 19th century was characterized by a nationwide effort to make our schools public while the 20th century was spent making our schools accessible. (This is the "democratization" effort for which the Brown decision was so crucial.) When seminar participants turned to their crystal balls, they concluded that the 21st century, or at least the early part of it, would be concerned with efforts to render the nation's schools effective and

more productive.

This is the legacy of *A Nation at Risk*, the Charlottesville Summit, and the actions of literally dozens of states in setting student performance standards, implementing statewide testing systems, and designing accountability plans.

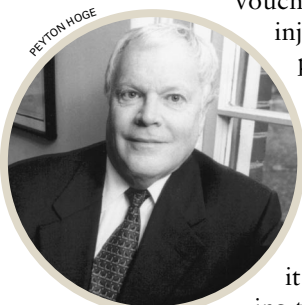
And what about technology and the Internet?

This is a difficult topic to address because it is still too early to predict the impact. Students are certainly learning from computers and the Internet, but they may be learning more on their own and more at home than they are at school. Although exciting instructional software relying upon the Internet is emerging rapidly, teachers are not yet being trained appropriately in the use of technology for instruction. Peabody is leading the way in technology training for tomorrow's teachers, and the impact could be dramatic, but a reassessment of these developments is needed a bit further downstream.

In response, the participants agreed to convene in 2099 to undertake a similar conversation.

The 19th century was characterized by efforts to make our schools public while the 20th century was spent making our schools accessible. The 21st century could be concerned with rendering schools effective and more productive.

(*In addition to the author, panel participants included Peabody faculty members Jacob Adams, associate professor of education and public policy; Dean Camilla Benbow, professor of psychology and Kennedy Center investigator and senior fellow; Ellen Goldring, professor of educational leadership and senior fellow in the Institute for Public Policy Studies; Joseph Murphy, professor of educational leadership; Claire Smrekar, associate professor of educational leadership and fellow in the Institute for Public Policy Studies; and Kent Weeks, professor of the practice of education and former Nashville School Board member. Also participating was Sally Kilgore, president of the Modern Red Schoolhouse.)



Author James W. Guthrie is chairman of Peabody's Department of Leadership and Organizations, professor of public policy and education, and director of the Peabody Center for Education Policy.



Creation of the Carnegie Unit as a measure of student progress

Arcane structuring of federal financial aid to schools

Intrusive government red tape and regulatory measures

Consolidation of small, rural schools into dysfunctionally large districts with impersonal bureaucracies

Acceptance of critical theory by academics, which has led to loss of rigorous intellectual procedures for discovering knowledge

Miscommunication regarding the state of public education in the United States



“Out of the Shell”

The Child Language Intervention Project is helping kids with language delays to speak for themselves

Stopping by a Sonic restaurant on her way home, Evelyn Threet asks the small boys in the back seat what they want to eat. “Hamburger, fries, ketchup, no cheese, and a Coke,” says five-year-old Ashton. This perky response gives Mom great pleasure. It wasn’t too long ago that she would have been guessing Ashton’s order from unintelligible sounds and gestures, kind of like charades. “Now he can tell us what he wants instead of just crying,” says Evelyn.

Ashton and Evelyn are clients of a Peabody program called CLIP—the Child Language Intervention Project. Although the intervention has required mother and son to attend two 50-minute language intervention sessions a week for six months, Evelyn believes Ashton’s progress has been swift and dramatic. “I feel like I went to Vanderbilt a couple of times,” says Evelyn, “and when I came home I didn’t have the kid I went there with.”

Evelyn is not alone in her perception. CLIP, now in its second year of operation, is helping to put words in the mouths of many young Middle Tennessee children, and is helping families navigate the sometimes difficult world of language services.

“He’s My Success Story”

CLIP, which is housed at the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences and the John F. Kennedy Center for Research on Human Development, consists of three sub-projects. The first is the Milieu Teaching Project (MTP), under the direction of Ann Kaiser, professor of special education and psychology and director of the Kennedy Center Research Program on Communication, Cognitive, and Emotional Development. Next is the Teach-

“The CLIP project taught me to give my son his speech, so that he would have it to give back to me.”

ing Articulation & Grammar (TAG) project, headed up by Paul Yoder, research professor of special education and investigator and senior fellow with the John F. Kennedy Center, and Stephen Camarata, associate professor of hearing and speech sciences and special education, and Kennedy Center deputy director for behavioral research. Finally is the Teaching Expressive Language (TEL) project, whose co-principal investigators are Stephen Camarata and Keith Nelson, who is professor of psychology at Pennsylvania State University.

Although each of the sub-projects identifies and specializes in a slightly different segment of the language-delayed population, commonalities abound, including a by-product of improved relationships between parents and children as communication develops or improves.

Take the case of Christopher Chambers. He and his older brother, Nicholas, both participated in the TEL program, and Mom and Dad couldn’t be more grateful for it. Christopher, whose language delay was less severe, was seen for only a year, while Christopher will be in language training for nearly three years or until he’s ready to join his peers in kindergarten.

According to Heather Chambers, the boys’ mother, the intervention has paid off big in only a short time. Christopher has progressed from speaking a total of five to ten words at two years old to regularly constructing sentences of five or six words after only one year in the study. “At this point, finding new language targets is getting very difficult,” laughs Heather, realizing it’s a pretty good problem to have. “He’s my success story.”

She also is fully aware of the changes that have occurred in her relationship with her younger son. “It was very difficult for us to have a relationship because it was so hard to understand him,” recalls Heather. “Sometimes trying to communicate was actually aggravating. He would get upset when we did not understand him, and that, in turn, would upset us. It’s so much easier now that he has a larger vocabulary and can communicate his wants and needs.”



PEYTON HOGE

by Ned Andrew Solomon

director. “We had come up

with similar kinds of interventions from very different theoretical perspectives. It seemed as if we had stumbled upon some general learning principles for language. The idea with CLIP was to bring together different interventions and have cross-discussions for ideas. It made sense to find out what pieces were universal, and then figure out how to adjust them for individual children.”

After years of groundwork, the proposed project was recognized by the National Institutes of Health, along with \$4.5 million in funding and the designation as a

Evelyn Threet uses balls and chutes in a Kennedy Center training room to help elicit language from her five-year-old son, Ashton, who is demonstrating dramatic progress in just six months of CLIP language intervention sessions. The sessions also have helped Evelyn, who has been trained to be a language guide for her son.

national center for the study of language intervention. Additional funding from the Scottish Rite Masons of Nashville and other private donors help pay for the initial screenings and language interventions.

The “national center” label has brought with it major responsibilities, including the necessity to make the project accessible to a global community eager for the latest news from the language research front. Long-distance sites collaborating with CLIP have surfaced in Kansas, Chicago, Tampa, Philadelphia, and Santa Barbara, California. Camarata and his staff exchange objectives and research findings with countless others every day by e-mail, phone, and fax.

CLIP is now serving 200 local children and 400 children in other states and countries. Participating families are referred by a number of different sources, including pediatric groups, school systems, child-care centers, early intervention centers, Tennessee Early Intervention Services (TEIS), the Child Development Center at Vanderbilt Medical Center, Tennessee State University, and the Lentz Health Clinic. An equal number of participants wind up on CLIP’s doorstep through word-of-mouth referrals. At certain times of the year, the waiting list becomes lengthy, but CLIP has pledged to see families within a month of the time they first call, even if that means hiring extra people or working late into the evening.

In some cases, a particular child with language needs may not qualify for any of the sub-projects, but rather than allow such families to drift aimlessly, CLIP is also committed to referring them to other language services. Once the initial assessment is completed, CLIP tracks qualifying and non-qualifying families through follow-up phone calls and often supports them in other ways, including accompanying family members to IFSP (Individualized Family Service Plan) and IEP (Indi-

“Sometimes trying to communicate was aggravating. He would get upset when we didn’t understand him. It’s so much easier now that he has a larger vocabulary.”

A Collaborative Vision

By most research standards, Christopher’s TEL speech pathologist, Valerie Parsons, goes far beyond the call of duty to make sure her trainee gets the language support he needs. She meets regularly with Christopher’s preschool speech pathologist to exchange ideas and relate his latest language targets.

That kind of scenario is just what Stephen Camarata had in mind when he and his colleagues first envisioned the project eight years ago. The idea for a collaborative language-skills effort arose when Camarata, Kaiser, Yoder, Nelson, and former Peabody faculty member Steve Warren began brainstorming.

“Several of us were working independently,” explains Camarata, CLIP’s project



REYTON HOGE

Speech pathologist Valerie Parsons, left, uses a picture book to assess the language development of young Christopher Chambers, a participant in CLIP's Teaching Expressive Language program, while his mother, Heather, looks on. One year in the program has enabled Christopher to progress in his communication from speaking only a few words to constructing complete sentences.

vidualized Education Program) team meetings with the school system. All testing, treatment, and support services are offered free of charge.

Support Without Labels

The initial screening process conducted by CLIP steers each family toward the project best suited to the child's language needs. Children between the ages of two and five with speech that is difficult to understand, or language that is immature for their chronological age, comprise the target population. The screening includes language assessments, an articulation evaluation, a videotaped language sample, an IQ test, and hearing and oral motor examinations. If the child's language skills seem appropriate for one of the sub-projects, further screening may take place.

Mary Camarata, CLIP coordinator and speech pathologist at the Vanderbilt Bill Wilkerson Center, believes this aspect of families starting at one point is the program's greatest asset. Alternatively, parents can spend weeks researching various programs and visiting potential sites. "It's so difficult just to get one good appointment," she says. "People's lives are extremely busy."

CLIP also is helpful to families who have wondered about their child's language development but were perhaps hesitant to assign a diagnostic name to their suspicions. "Many of our parents have been told all sorts of things about their children," says Mary Camarata. "They're nervous about coming in. They're afraid of their children being labeled. I allay their fears with the fact

CLIP is helpful to families who have wondered about their child's language development but were perhaps hesitant to assign a diagnostic name to their suspicions.

that we simply don't label the child, especially at two years old. Instead I might say, 'We need to give him some extra support in the area of expressive language.'

But often there are other emotional obstacles to overcome. "Parents come in feeling a lot of responsibility, believing they did this to their child," says Camarata. "But our message to them is very clear: We are not indicting you at all. You did not do this. You need to interact normally with your child, and we want you to have fun doing it."

To that end, most intervention sessions revolve around a popular toy or play activity. The hope is that the child will be reinforced to talk by attending to an activity he or she really enjoys.

Parents as Students

Play is what worked for Alan Mullins. Connie Mullins simply didn't realize her son was having difficulty communicating. At three and a half years old, his speech repertoire consisted almost entirely of grunts and animal sounds, but Connie was convinced his behavior had more to do with boys starting to talk later than girls than a specific language disorder. Besides, she and her son had no difficulties communicating. "I could figure out everything Alan wanted," says Connie, "so I just got it for him."

Luckily, Connie happened upon an article in a local parenting magazine that mentioned the new CLIP project. She decided to have her son tested and discovered there was more to the situation than male immaturity.

"I shudder to think my lack of knowledge could have really harmed my child," she says, "but I didn't really see it as a problem. Then, thanks to CLIP, this tremendous transformation took place. I can't praise it enough. The day we finished the program, I was in tears." After six months of intervention, Alan is communicating quite well with his parents and with his young peers.

Evelyn Threet describes her son's language transformation in poetic terms. "Before, I felt like Ashton was in a shell that was partially cracked," she explains. "And now the whole top of it is open, and he's standing outside the shell. It's an entirely different world. It brought out the real Ashton that I guess was hiding."

Christopher Chambers and Alan Mullins received direct treatment from trainers with TEL and TAG, respectively. In Ashton Threet's case, Mom was the one trained to be a language guide for her own son by a parent trainer with MTP.

"The CLIP project taught me to give him his speech, so that he would have it to give back to me," says Evelyn. "I know that's how kids learn—by how their parents teach them. But sometimes parents have to be taught how to teach their kids."

Ned Andrew Solomon is a program coordinator in Peabody's special education department and John F. Kennedy Center. His research includes work with the CLIP project. More information about CLIP is available by calling 615/936-5125.



A Common Love for Peabody

Margaret Seebert passed away last September, just one month shy of her 100th birthday, leaving Peabody College a life insurance policy worth \$1,200. Robert Betts, a Florida librarian who had been a wise investor of his salary through the years, died in 1998, leaving stock worth nearly \$3 million to Peabody in his will. And Franklin and Betty Parker, whose association with the College has inspired years of research on the life of philanthropist George Peabody, have created a charitable gift annuity that benefits both them and Peabody College as they grow older.

Although each of these stories is unique, the people in them share one thing in common: a love for Peabody College and a feeling of indebtedness for the difference their educational experiences made in their lives.

Many alumni desire to express their appreciation for Peabody's influence by making provisions to give of their means either while they are living or after they have died, but often they do not know what options are available for doing so. The stories of Margaret Seebert, Robert Betts, and Franklin and Betty Parker illustrate three typical examples of such planned giving opportunities.

Margaret Seebert earned her bachelor's degree from Peabody in 1922 and lived in Lexington, Virginia, at the time of her death at age 99 last fall. For 20 years she had paid on the insurance policy for which Peabody was named the beneficiary—an effort of which she was proud. Miss Seebert had been unable to give to the College during her lifetime but was gratified in knowing that the policy ensured she could do so at her death.

While a \$1,200 bequest may not seem like a large sum of money, it should be remembered that small gifts represent the lion's share of alumni giving to the College and do, in fact, add up. The College's general scholarship fund, in particular, is rooted in such giving.

Equally important are the occasional major gifts, which alone can provide full funding for a particular College need. Such is the case with the gift of Robert Betts through his will. Mr. Betts, who lived in St. Petersburg, Florida, earned his bachelor's degree in library science in 1943 and had always been thankful for the career opportunities made possible because of his Peabody education. He lived quite modestly, and those who knew him were completely unaware that he had amassed a fortune investing his librarian salary.

Mr. Betts' gift to Peabody of nearly \$3 million was offered, in part, to establish a graduate fellowship in honor of his mother, Lois

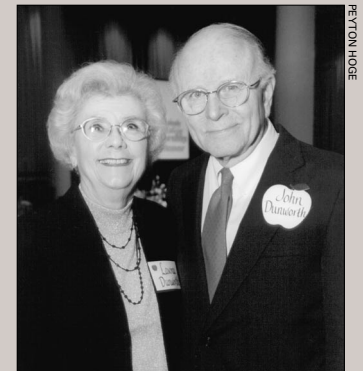
Leadership Dinner Honors Educators

Schoolteachers, principals, college professors, deans, clergymen, and other educators were honored in November at the annual Leadership Dinner sponsored by Peabody's donor society, THE ROUNDTABLE.

With their gift of \$1,000 or more, ROUNDTABLE members are given the opportunity to recognize an outstanding educator at the dinner. More than 300 people attended the 1999 celebration, which was chaired by former Peabody Alumni Board president Bernice Weingart Gordon, BS'56. Serving as co-chairs of THE ROUNDTABLE for 1998-99 were Jan Riven and Stephen S. Riven, BA'60 (Arts & Science).

Outgoing Vanderbilt Chancellor Joe B. Wyatt gave the evening's invited address, after which he was recognized by Peabody and THE ROUNDTABLE for his "tireless efforts as a champion of education." He was presented with an original painting by local artist Ronald Porter, who also is a lecturer in fine arts at Vanderbilt.

For more information about THE ROUNDTABLE, contact Tres Mullis, Peabody College's director of development, by calling 615/322-8500.



REYTON HOGE

ROUNDTABLE charter members Lavona and John Dumworth of Pensacola, Florida, attended November's dinner. Dumworth, who was the last president of George Peabody College for Teachers before its merger with Vanderbilt in 1979, was honored at the 1999 dinner with a ROUNDTABLE gift from Cherry Allen, BS'41, and Jack Allen, MA'38, PhD'41, Peabody emeritus professor of history.



REYTON HOGE

ROUNDTABLE member Dr. Thomas F. Frist Jr., BA'61 (Arts & Science), HO'65 (Medicine), stands with Leadership Dinner chair Bernice W. Gordon, BS'56, and ROUNDTABLE co-chair Stephen S. Riven, BA'60 (Arts & Science).



REYTON HOGE

Flanking Peabody Dean Camilla Benbow and outgoing Vanderbilt Chancellor Joe B. Wyatt at the Leadership Dinner are Irwin and Lucy Roberts of Raleigh, North Carolina. The Roberts' son, Hanes, graduated in May 2000 with his bachelor's degree in human and organizational development, earned through Peabody.



REYTON HOGE

Leadership Dinner entertainment is provided by Blair School of Music senior Christopher Hughlett of Lancaster, Pennsylvania, and the Dodecaphonics vocal group.



Autrey Betts, and those wishes are being carried out. With the blessing of Mr. Betts' surviving family, plans also are being made for the larger portion of the gift to endow a new academic chair that will attract to Peabody a scholar of exceptional talent. Details of this effort will be forthcoming.

Gifts also may be made that benefit Peabody and the donor during his or her lifetime, such as with a charitable gift annuity. A gift annuity enables a person to make a gift while also receiving an income-tax charitable deduction, favorable capital-gains treatment, and an annual income until death. Upon the person's death, Peabody receives the balance of the fund. A gift annuity may be created for as little as \$10,000.

Franklin Parker, EdD'56, and Betty June Parker, MA'56, of Pleasant Hill, Tennessee, each of whom has written several books, gave appreciated shares from a mutual fund to create their gift annuity. Mr. Parker recalls that the life of George Peabody was the subject of his doctoral dissertation. That research eventually led to his book *George Peabody: A Biography*, published by Vanderbilt University Press in 1971, as well as 50 or more articles written by the Parkers about George Peabody. The book was reissued in 1995, with additions, in celebration of the bicentennial of George Peabody's birth.

"We've often thought that George Peabody was a neglected hero," says Mr. Parker, who is the retired Benedum Professor of Education at West Virginia University in Morgantown. "His was the first multimillion-dollar foundation in the United States, created at a crucial time for the development of areas defeated in the Civil War, and it helped the whole country. We have a great respect for him, great pride in the man and in the institutions established by him, including Peabody College. We have seen what good it did in our time and since, and we are proud of it."

"We just feel we owe our lives, in part, to Peabody College because it launched our careers," says Mrs. Parker, a former high-school and college English teacher who has worked the past 25 years as a freelance writer and editor. "We've always believed that the fact George Peabody was a philanthropist should inspire Peabody alumni to be equally generous in proportion to their means. All of us who received a good education at this institution, which was made possible by someone else's beneficence, should be encouraged to give back to it."

For more information about these and other giving opportunities, please contact Peabody's Office of Alumni and Development by calling 615/322-8500.

National Awards Recognize Peabody Alumni

Two Peabody graduates—one a seasoned professional and the other a first-year educator—are recipients of prestigious national teacher-recognition awards presented last fall.

Sharon Henderson Chaney, EdD'91, an advanced-placement senior English teacher at Hunters Lane Comprehensive High School in Nashville, was awarded a Milken Family Foundation National Educator Award in October. The nation's largest educator awards program surprised 172 elementary and secondary schoolteachers, principals, and other K-12 educators in 41 states with the award, which includes a cash prize of \$25,000 for each recipient.



Sharon Chaney, EdD'91, an advanced-placement senior English teacher at a Nashville high school, is recipient of a 1999 Milken Family Foundation National Educator Award. The award included an invitation to the Foundation's professional development conference in Los Angeles and a check for \$25,000.

Chaney was recognized for holding her students to a high standard of intellectual rigor. For example, for her independent literature project, "An Assignment That Speaks," each student chooses an author, writes an in-depth analysis of at least three of that author's works, and then delivers a presentation about the author in front of parents and peers. Students' topics have ranged from "Euripides: A Man of the People" to the search for individualism and recognition in Alice Walker's female characters.

In June, Chaney and the other award recipients attended the annual Milken Family Foundation National Education Conference, a three-day professional development conference in Los Angeles. Since 1987, the Milken Family Foundation has awarded more than \$37.5 million to 1,502 educators nationwide. Criteria for selection include exceptional talent, promise, and distinguished achievement in developing innovative curricula, programs, and/or teaching methods.

Also honored was Heather Crisp Dent, BS'98, a special education teacher at Glencoe South Elementary School near Chicago, who received the Sallie Mae First Class Teacher Award for the state of Illinois. The awards program, which is administered by the American Association of School Administrators and sponsored by the Sallie Mae Trust for Education, annually recognizes one exemplary, first-year K-12 teacher from each state and territory with a \$1,500 cash prize and an all-expenses-paid trip to Washington, D.C., for a U.S. Department of Education symposium on education issues. About 1,400 nominations were submitted last year by school districts nationwide for award consideration.

Now in her second year of teaching, Dent teaches seven children, ages six through eight, who have a variety of developmental disabilities. "Her classroom is a happy, productive place to be," says Jean Prindiville, an administrator with Dent's school district. "She is one of those people who really hears children's voices, fills her classroom with things they love, and follows their lead to build interest and motivation. She is a quick study and enters new teaching strategies smoothly into her teaching repertoire."

"I wake up every morning excited about what I am doing," says Dent, "and I always try at the end of every day to think about what I can do to help the children's learning to be more meaningful for them."

Chaney and Dent are the latest among an impressive number of Peabody graduates who have received significant teacher awards over the last several years, particularly awards honoring early-career educators. This heritage of excellence is a testament to Peabody's teacher training program and its top national ranking.

A Word of Thanks

Peabody College's annual list of alumni and friends who supported the College financially during the previous fiscal year (July 1998-June 1999) appeared in the Winter 2000 PEABODY REFLECTOR. Thanks to the enthusiastic support of the entire Peabody community, gifts totaling \$6.1 million were received during that year. Regrettably, a computer error resulted in the deletion of a large number of people from the Donor Report. The names of those people appear below. The staff of THE PEABODY REFLECTOR and the Peabody Office of Alumni and Development offer their sincerest apologies to these individuals for the omission and are pleased to honor them here for their generosity.

THE ROUNDTABLE
Dean's List
(gifts of \$5,000 to \$9,000)
Ann and Monroe J. Carell Jr.

THE ROUNDTABLE
Members Level
(gifts of \$1,000 to \$2,499)
Patricia and Kent Kyger

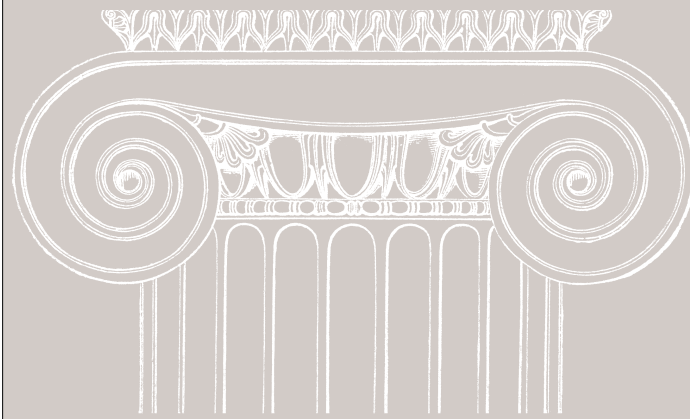
Century Society
(gifts of \$100 to \$249)
Clara B. Riley
Minnie M. Ripy
Tracy V. Robb
Wayne B. Roberts
Jean T. Rochelle
Beverly A. and Joe T. Rodgers Jr.
Elizabeth M. Rodgers
Glenn B. Rogers
Frances W. and Robert C. Rollins
John D. Roper
Alvin C. Rose Jr.
Robert C. Rothman
Judith K. Rovins
Mary S. Rowan
Sarah C. Rowan
Ann E. Rudloff
Joannene and Frank Russo
Virginia A. Rust
Anne R. Rutan
Mamie S. Rye
Joseph P. Samaritano Jr.
Frances F. Sampson
Diane and Howard Sandler
Judith Saunders-Burton
Donna L. and Thomas R. Schiff
N. Marshall Schools
Aimee L. Schory
Patrice A. and William F. Schottelkotte
Edwin D. Schreiber
Boyd B. Schultz
Florence T. Schultz
Sara K. Schwam
Daniel Schwartz
M. Kirk Scobey Jr.
Samuel E. Scott
Claudia C. Shanks
Alice N. and Samuel H. Shannon
Leslie C. Shaw

Donald W. Shira Jr.
David L. Shores
Judith C. Siegrist
Stephanie F. Silverman
Vola P. Simpson
Benita R. Sims
H. Craig Sipe
Susan M. Smartt
Edgar O. Smith
James O. Smith
Diane L. and James P. Smith
Jane H. and Carl E. Smith
Mildred K. Smith
Stewart P. Smith
Marjorie S. Snyder
William D. Spears
Beth D. Spenadel
Frank P. Spence
Susan W. Stare
Ann G. St. Clair
Beth W. and Frederick V. Standley
Helen C. and Donald J. Stedman
Mae B. and Jean W. Stephens
Helen W. Sterling
Linda Y. Street
Louise V. Sutherland
Kathleen O. Swann
Anne P. Swift
Esther C. Swink
Vicki A. Switzer
Kate F. Sykes
Daisy L. and Colin S. Tam
Mary E. Tanner
Martha M. and Arthur B. Tappan Jr.
L. Duane Tennant
Betty T. Thackston
Debra W. Thomas
Sophronia L. Thomas
James E. Thompson
S. Kenneth Thurman
Joanna Todd
Barbara F. Tolbert
Charles A. Tollett
Elbert T. Townsend
Nevin C. Trammell Jr.
Karen D. Treadwell
Richard W. Trollinger
Martha S. Tucker
Ida P. Tyer
Barbara N. Upchurch

DONOR REPORT ADDENDUM



Who was your favorite Peabody professor?



In the last issue of THE PEABODY REFLECTOR, we asked for your stories about the Peabody professor who most influenced your career or character, who went the extra mile for you when you were a student, or with whom you shared a humorous experience. Several submissions were received from readers, but we'd like to give the rest of you one more opportunity to join them!

Take a few minutes to stroll down memory lane and tell us your story in 250 words or less. Then drop it in the mail to THE PEABODY REFLECTOR, Vanderbilt University Office of Alumni Publications, Box 7703, Station B, Nashville, TN 37235. Or you may fax your story to 615/343-8547 or e-mail it to phillip.b.tucker@vanderbilt.edu. The deadline for submissions, which may be edited for space limitations, is **September 15, 2000**. Please include your full name, class year, and current address with your submission. The stories will then be featured in the next issue of the REFLECTOR, so let us hear from you!

Alumni news may be submitted to THE PEABODY REFLECTOR, Class Notes editor, Box 7703, Station B, Nashville, TN 37235.

'27

Carrie Boals, BS, MA'31, was profiled in the *Jackson* (Tennessee) *Sun* newspaper for having lived in three centuries. At 102 years old, she lives in a Jackson retirement home.

'41

Arthur W. Brewington, PhD, of Green Valley, Arizona, is emeritus professor of speech science at Towson State University. His biography is included in the 2000 edition of *Who's Who in the United States*.

'42

Al Hurwitz, BS, MA'43, of Baltimore was honored last fall at the Maryland Institute College of Art. Art educators from across the country feted him at a luncheon as a suite of classrooms was named after him. A former student gave \$50,000 to create the Hurwitz Study Center in honor of Hurwitz, a renowned art educator who came out of retirement in 1983 to oversee the Institute's art education programs. At 78, Hurwitz also occasionally tries his hand at acting and has appeared in minor roles in three films—*Sleepless in Seattle*, *Lost Highway*, and *The Virginian*—all of which starred his son-in-law, actor Bill Pullman.

'48

June Cruce O'Shields, BA, writes that she now lives in Castroville, California, in a community of active seniors. She runs an exercise class, works on a monthly bulletin, and walks daily.

'49

Mary Dolphy Park, MA, is retired from teaching in the Memphis, Tennessee, public school system and now volunteers as a teacher of English to international students. "This has been a rewarding experience," she writes. "Now I have friends in many parts of the world."

'50

Glen Byers, MA, and his wife, Bonnie, were featured in the Lebanon, Missouri, *Daily Record* newspaper last November in recognition of their con-

tributions to the community and their careers in education.

'53

"Dowdy" **Evelyn Hardy Miller, MA**, of Summerville, South Carolina, was honored by her family on her 70th birthday in December 1999 with the establishment of the Dowdy Hardy Miller Fund, which is administered by the Presbyterian Church (U.S.A.) Foundation and designed to benefit Christian children's ministries of the Summerville Presbyterian Church. Her husband of 44 years, John N. Miller, is a former pastor who writes that Dowdy always insisted on contributing to Peabody's Annual Fund, despite his modest salary, reminding him, "I want to give back something on the opportunity Peabody College gave me!" Dowdy taught school for a few years before marrying and rearing the couple's two sons. She had hopes of starting her own kindergarten, but a stroke at age 36 prevented her from doing so. Still, says her husband, Dowdy has lived a life dedicated to the education of children, particularly in her active church service.

'54

Gladys Massey, MA, is retired and living at Country Cottage, an assisted-living facility in Russellville, Alabama. Massey, who grew up on a cotton, corn, and dairy farm, taught first grade for 40 years in several Alabama communities.

'56

J. Ann Ritch Brantley, MA, of Charlotte, North Carolina, writes that although she and her husband, Paul, were married in 1962, "it took us 37 years to become grandparents. The newest citizen of Greensboro, North Carolina, is Melissa Brantley Kobvin: seven pounds, five ounces—and cute."

'57

Roland Bauer Wurster, MA, an emeritus professor of Whitworth College in Spokane, Washington, was honored at Peabody's 1999 Leadership Dinner by **Mildred Scheel, BS'55**, with her gift to THE ROUNDTABLE. Wurster taught 20 years in Alaska before enrolling at Peabody, where he says he particularly appreciated Professor Susan Riley's poetry studies and readings. After retirement in Spokane, Scheel introduced him to the teaching of English as a second language to those seek-

P E A B O D Y P R O F I L E

Bess Fullerton Tipton (BS'28) A Life Touching Three Centuries

The ides of March this year marked a milestone in the life of Bess Fullerton Tipton as she celebrated her 106th birthday. Surrounded by friends, former students, and longtime colleagues, the retired Florence, Alabama, teacher spent her day laughing and enjoying life—a life that has touched three centuries.

Born March 15, 1894, in Shiloh National Park, Tennessee, Tipton graduated from National Teachers Normal and Business College (now Freed-Hardeman University) in 1915 and from Florence State Normal School (now the University of North Alabama) in 1918. In 1928 she earned her bachelor's degree from George Peabody College for Teachers and went on to earn a master's degree from the University of Alabama in 1940. She also pursued graduate study in teacher supervision at Auburn University.

Tipton's teaching career began in one-teacher schoolhouses of rural Alabama, followed by four years at Patton School in Florence. After earning her Peabody degree, she served 20 years as supervi-



Bess Fullerton Tipton, who still lives in her own Florence, Alabama, home, celebrates her 106th birthday with friends, former students, and longtime colleagues from the University of North Alabama.

sor of education for Blount County, Alabama, and from 1948 to 1957 she was supervising teacher at Auburn. She married William R. Tipton in 1931 and reared four children.

In 1957, in her early 60s, Tipton

returned to Florence and joined the staff of the University of North Alabama as a dormitory head resident. She later served as hostess of a campus social center, her last position before retiring in 1973 at age 79.

"My mother has entertained us for years telling of her early teaching experiences in one-room schools, teaching Native American children in Oklahoma, and driving from school to school as supervisor of education over unpaved roads in rainy weather," says her son, James C. Tipton of Richardson, Texas. "On one occasion, she had to be pulled from the ditch seven times by farmers with teams of horses!"

Today Bess Tipton continues to live in her own home, a memento-filled cottage at the edge of the University of North Alabama campus. According to her son, she

"remains alert, enjoys a wide circle of friends, and a delightful sense of humor. She must surely be among your oldest living alumni. Living into her third century, and being aware of that fact, is quite an accomplishment."

ing U.S. citizenship. He now lives in Seattle.

'59

Jesse Edgar Nichols Jr., MA, EdS'61, writes that he paints and writes poetry at his home in Piggott, Arkansas, and in Florida during the winters.

'60

Bill Chappell, MA, of Dalton, Georgia, has been named to the Georgia Sports Hall of Fame. He is the third-winningest coach in the history of Georgia high school football.

Billy O. Wireman, PhD, president of Queens College in Charlotte, North Carolina, has been named a member of the Alumni Hall of Fame in the

University of Kentucky's College of Education.

'62

Joyce Parker, MA, retired in June 1998 as professor of English at Coastal Carolina University. She received the university's Distinguished Teaching Award in 1971.

Geneva Sparling, MA, reports that she has been retired for five years after being an assistant principal in Georgia and Indiana for 38 years. She lives in Fortville, Indiana, and spends time on her numerous hobbies and with her grandchildren. "Loved my summers at Peabody—some of the greatest professors and experiences of my life," she writes.

'63

James L. Delaney, MA, of Lebanon, Tennessee, married Butterfly Rose Christian on July 17, 1999.

'64

Patricia Huggins Morrow, MA, is director of Project Key, a service for students with learning disabilities based at Faulkner University in Montgomery, Alabama. Last year she presented a paper on accommodations and modifications for students with learning disabilities in the postsecondary classroom at an international conference on higher education and disabilities held in Innsbruck, Austria.

'65

Mary Lee Manier, MLS, of Nashville

last spring received the Sara Rodes Community Service Award from Crittenton Services, a 125-year-old organization and national leader in services for pregnant and parenting teens.

Karol Rose, BS, MA'68, is managing director of DCC Consulting in Westport, Connecticut. She previously served as a principal with the New Jersey office of Pricewaterhouse Coopers.

Vinson Thomas, MA, retired as director of Obion County, Tennessee, Schools last July after more than 20 years of service.

Harry Whitver, BA, was featured in Nashville's Sunday *Tennessean* newspaper for his 20 years of creating technical illustrations for Nashville companies. His drawing of the new



Yvonne Simmons Howze (EdD'90)

Secrets of Success

Spend a few minutes talking with Yvonne Howze, and you get the impression she's the world's best-kept secret—except for the fact that someone's already let the cat out of the bag. Her remarkable accomplishments as superintendent of the Missouri School for the Blind in St. Louis are well documented.

A few years ago the future of the 148-year-old residential school was in serious doubt. Suffering from high staff turnover, less-than-stellar student scores, and the real possibility that the institution would be closed down, Howze led the charge to rebuild an establishment that the students, staff, parents, and community could be proud of.

Last year the school won the Missouri Quality Award presented by the Excellence in Missouri Foundation, an entity created by the governor of Missouri nine years ago. The school is the first K-12 program in the state to receive the honor.

Today the school not only flourishes, but it has extended its outreach locally, nationally, and globally, becoming a role model for other educational institutions for the blind and visually impaired. A full roster of students is served on-site, and another 1,300 children are served throughout the state.

In addition, Howze has jump-started a distance-learning initiative to educate students in remote locations through the Internet, as well as a foreign-exchange



Yvonne Howze, here with two of her students, revitalized the Missouri School for the Blind, which had been in danger of closure.

program involving visually impaired students from Spanish-speaking countries.

As effective as Howze's efforts may be, occasionally her advocacy for separate schooling for students with visual impairments butts up against the philosophies

of supporters of inclusive education. But, as she explains, "It's not about *separate*. It's about *support*. Not enough professionals are being trained in the field of visual disabilities, and a residential school can provide a concentrated effort in terms of expertise and resources."

Howze currently is one of only two known African Americans in the nation with a doctorate in visual disabilities, which she earned at Peabody. She believes her experience at Vanderbilt aided her in many ways, but most important, she says, the experience helped to move her from simple practitioner to capable researcher.

"Peabody caused me to look outside the traditional way I'd been trained. It introduced me to a level of professionalism that I had no idea really existed."

In August, Howze celebrated her 50th birthday. That, along with her completion of a decade of service to the Missouri School for the Blind, has caused her to do some serious thinking about her future. That doesn't mean retirement, she says—just a shifting of gears.

"I'm looking for a gifted boss, someone who's not intimidated by my creativity and intelligence, and who recognizes that whatever I do will benefit us both." It's the approach Howze has tried to take in her own supervisory position, "and it's taken its toll!" she admits. "Now it's my turn to find that kind of boss."

—Ned Andrew Solomon

U.S. military aircraft V-22 Osprey appeared on the November 1998 cover of the Smithsonian Institution's *Air & Space* magazine.

Jean Templeton Williams, MA, of McMinnville, Tennessee, is included in the sixth edition of *Who's Who Among America's Teachers*. Williams is associate professor of psychology and sociology at Motlow College, where she is faculty sponsor of the Psychology Club and Phi Theta Kappa honor society. She also is listed in *Who's Who in the South and Southeast* and received Motlow College's Faculty Excellence Award for the 1998-99 school year.

'66

Elaine Atkins Harriss, BME, MME'67, EdS'68, has been elected national president of the Kindermusik Educators Association. She is director of Kindermusik of Martin, Tennessee, and principal flutist of the Paducah, Kentucky, Symphony Orchestra.

Earline Kendall, MA, PhD'77, former Peabody professor of the practice of education, and **Sheryl Jaynes-Andrews, MTS'92 (Divinity)**, have formed a non-profit organization, Financial Resources for Women and Children Inc., to address

the financial needs of battered women and their children. The organization, based in Boston, uses the microcredit model developed by 1996 Vanderbilt Distinguished Alumnus **Muhammad Yunus, PhD'71 (Graduate School)**, and makes small grants to domestic-violence programs that loan money to women who are living independently with their children after fleeing a batterer.

'67

Kathryn Reed Edge, BA, was installed as president of the Tennessee Bar Association in June. She is only the second woman to hold that office in the association's 120-year history. Edge is a partner in the Nashville office of regional law firm Miller & Martin LLP.

Elizabeth Jane Franks, BS, was honored as an outstanding alumna of the Nashville School of Law (1971) at the school's annual recognition dinner in April. Now retired, Franks served as the only general sessions and juvenile court judge in Williamson County, Tennessee, for nearly 20 years, beginning in 1978. During that time she created numerous child advocacy

and continuing education programs in the area. Franks, who is the mother of 12 children, practiced law independently in Nashville from 1971 to 1978, specializing in trial law.

Fran Marcum, BS, chairman of the board and chief executive officer of Micro Craft Inc. in Tullahoma, Tennessee, has been elected to the 77-member Commission on Colleges of the Southern Association of Colleges and also elected chairwoman of the board of the Nashville branch of the Federal Reserve Bank of Atlanta.

Jim Van Hook, MME, was featured last September in the business section of the Sunday *Tennessean* newspaper as chairman of the successful Provident Music Group, a Christian recording company based in Franklin, Tennessee.

'68

Jean Litterer, MA, EdS'71, PhD'81, has retired from the Metro Nashville school system and is now interim director of the University School of Nashville, formerly the Peabody Demonstration School.

Paul Joseph Valleroy, MA, was honored last July 4 by St. Augustine's Roman Catholic Church in Signal Mountain, Tennessee, for his 25-year service to the diocese of East Tennessee.

'69

Tina Alston, MA, PhD'83, of Gatlinburg, Tennessee, has joined the *Mountain Press* newspaper as a staff writer covering feature material and Pigeon Forge city news.

Terry Kopansky, BS, MA'70, EdD'95, of Nashville has been selected a member of the Fulbright Memorial Fund Teacher Program's U.S. delegation to visit and study in Japan during November 2000. Kopansky is principal of the Harris-Hillman School.

'70

Mary Lu Batey, BS, a former teacher in Metro Nashville schools, is now an agent with the Hendersonville, Tennessee, office of Crye-Leike Realtors.

Gania Tidwell Clayton, BS, is an associate with Fridrich & Clark Realty in Nashville.

Annelle Huggins, MLS, interim director of libraries at the University of Memphis, received the 1999 Tennessee Resource Sharing Award from the Ten-

nessee Library Association for promoting resource sharing among and within Tennessee libraries.

'71

Cecilia Joyner Baker, MLS, of Batesville, Arkansas, is a library media specialist for grades seven through 12 with the Cord-Charlotte School District. She recently moved into a new library facility and is webmaster of the library's new Web site at <http://Charlottesweb.K12.ar.us>.

Robert L. Early, BA, MDiv'76 (Divinity), has been named associate vice chancellor for major gifts at Vanderbilt, overseeing and monitoring the University's major gift fund-raising. He previously served as associate executive director of development for the University. In his new role, Early directs several specialized areas, including corporate and foundation relations, planned giving, the undergraduate parents program, and the regional and athletics major gift offices. He also oversees the Office of Prospect Development, which identifies, researches, and tracks major prospects. Early is a minister in the Presbyterian Church, U.S.A., and chair-elect of the board of directors of Martha

O'Bryan Community Center in Nashville.

Donald T. Hales, MA, principal of Columbia Elementary School in Mississippi, was named 1998-1999 Administrator of the Year for the Columbia School District.

Janet Jernigan, MA, executive director of Senior Citizens in Nashville, was profiled in a May 1999 issue of the *Nashville Business Journal*.

Martha Kathryn "M.K." Key, BA, MA'73, PhD'75, founding partner of Key Associates, published two books in 1998: *Corporate Celebration: Play, Purpose and Profit at Work* (Berrett-Koehler) and *Managing Change in Healthcare: Innovative Solutions for People-Based Organizations* (McGraw-Hill).

Phil Mathis, EdS, biology professor at Middle Tennessee State University in Murfreesboro, received a national 1999 Outstanding Undergraduate Science Teacher Award.

Leo J. Neifer, PhD, a retired professor of English, is involved with the Germans from Russia Heritage Society. He has spoken at several internation-

al conventions and at the Center for Western Studies at Augustana University in Sioux Falls, South Dakota.

'72

Brian Burr, BMus, of Nashville was named chief financial officer for Dollar General Corporation last March.

Frances N. Coleman, MLS, dean of libraries at Mississippi State University, has been named to a five-year term on the Mississippi Library Commission Board of Commissioners.

John R. Lindahl Jr., BS, has received the Silver Beaver Award, one of the highest honors presented by the Boy Scouts of America to volunteers who have provided youth with noteworthy service of exceptional character. Lindahl is senior vice president of marketing for State Industries and president of Reliance Water Heater Co. in Ashland City, Tennessee, as well as Pacesetter chairman for the 2000 Friends of Scouting Campaign.

Katie Rawls, MA, of Nashville has been appointed vice president of economic development for the Tennessee Valley Authority.

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Charlotte M. McBee (MA'72) *The Buzz in Ms. McBee's Room*

A strange phenomenon is taking place at McGavock Comprehensive High School in Nashville: Students are constantly talking with exclamation points. Investigation reveals that the source of this bizarre behavior seems to be Charlotte M. McBee's Honors and Advanced Placement Biology class. And McBee herself is the apparent instigator—the “queen bee” of the positively punctuated utterance.

“Biology is wonderful!” McBee exclaims, selling the point with the most earnest of expression. “It’s wonderful because it changes. You don’t go outside and find the same thing every year. Last week I collected mosses. This week it was ferns. Looking at a real specimen is so very different from looking at one on a computer. Students need to touch, feel, and see!”

McBee’s enthusiasm for bringing the outside world inside—and her biology students outside—has garnered her two prestigious education awards recently. In 1999 she was named High School Educator of the Year by the National High School Association, as well as Tennessee Teacher of the Year by the National Association of Biology Teachers.

Both acknowledgements were initiated with nominations by her peers and take into consideration her writings, curriculum, objectives, and personal philosophies about teaching.

McBee sums up her philosophy simply. “I like to have fun and laugh with my students. I might stand on a stool. I wave

at them, jump up and down, do cartwheels—just about anything to keep their attention. They like to ask me, ‘You really like this stuff, don’t you?’”

Ironically, much of what fuels McBee’s engaging attitude about teaching biology stems from high school and college sci-



Charlotte M. McBee entertains and educates her Advanced Placement Biology class at Nashville’s McGavock High School.

ence experiences that were less than fascinating. The dull textbooks and uninspired lab work she encountered did not enhance her affinity for living things, instilled in childhood by her mother and grandmother.

“I thought, Labs should be better than this,” says McBee. “It should be more than preserved specimens. Everyone thinks of biology as dissection, but that’s such a small part of it. I do like for everybody to get a feel for loving life!”

McBee has been teaching her life-loving course at McGavock High School, one of Nashville’s largest, since it opened

three decades ago. At the time, she was earning her master’s degree at Peabody College, which she says gave her “a broader sense of knowledge regarding my teaching techniques. It definitely grew me up some.” While in the program, McBee wrote a nature trail guide for the Sycamore Hills Girl Scout Camp that was used for several years.

Today McBee spends a great deal of time writing labs for her students and for Bio-Rad, a company that produces DNA-analysis equipment for schools and forensics laboratories. Retirement from teaching may be in her near future, but slowing down is not. She looks forward to consulting and writing for Bio-Rad, painting, getting involved with church activities, and taking senior citizens for nature walks.

Her impressive awards and writing aside, McBee’s legacy most likely will be the love for learning she has imbued in her students. Two of her current crop are living proof.

“I haven’t really liked science class before,” says Karen Baer, “but this one is different. She teaches stuff that I can go home and tell my mom—practical, useful things like how to kill weeds or salt pork. It’s not just learning how far away the earth is from the sun.”

“Maybe one day one of my kids will ask, ‘Dad, what is that flower?’” says Darron Word, another advanced-placement student, “and I’ll think back to ninth-grade biology and say, ‘That’s an iris! My teacher, Ms. McBee, taught me that!’”

—Ned Andrew Solomon

John V. Richardson, MLS, professor in the graduate school of education at the University of California-Los Angeles, has been reappointed by the University of Chicago Publications Board to another five-year term as editor of *The Library Quarterly*. He also was project director of a team that created a bilingual library and information science dictionary in Russian on the Internet.

Elbert Thomas Townsend, EdS, of Wilmington, North Carolina, was honored for his service to veterans over the past 15 years in an article in the *Army-Navy-Air Force Times*.

'73

Robert Smotherman, PhD, superintendent of the Bardstown City Schools in Kentucky, was named president-elect

of the National Association for Year-Round Schools last February.

'75

Nancy Hardin, BA, was featured in a Sunday profile in the Dyersburg, Tennessee, *State Gazette* newspaper in recognition of her 20 years as a foreign language teacher at Dyersburg High School and her world travels.

Glenda Brown Hayes, MLS, was profiled in the *Demopolis Times* newspaper in Demopolis, Alabama, where she is a librarian and reading and vocabulary teacher at John Essex School.

Bob Watson, MLS, of Chicago is included in the latest edition of *Who's Who in America*.

'76

Phyllis Unger Hiller, MS, an author, composer, and counselor in Petaluma, California, was profiled in the October 6, 1999, edition of the *Petaluma Argus-Courier* newspaper.

'77

Martha Burton, MS, has been named Metropolitan Nashville-Davidson County Public Schools' 2001 Teacher of the Year for the high school division. A vocational education teacher at Pearl-Cohn High School, Burton also has taught at the Tennessee Technology Center, run her own day-care center, and worked as a child development specialist at General Hospital in Nashville. “I worked so long with new teen-age moms that I wanted to return to the classroom where I knew I could be on the prevention side, versus the crisis-management side, of people’s lives,” she says.

'78

Sister Barbara Wheeley, MS, PhD'81, has been elected to a four-year term as president of the council of the Sisters of Mercy in Baltimore. The Baltimore native had been serving as the council’s vice president.

'82

Gary Burns, BS, baseball coach at Rockhurst University in Kansas City, Missouri, was named NCAA Central Region Baseball Coach of the Year in 1999 after his team finished fourth in the NCAA II World Series. He was a member of Vanderbilt’s 1980 SEC championship team under Coach Roy Mewbourne.

'83

Pamela Jean Estes, MLS, has been appointed senior pastor of the First United Methodist Church of Blytheville, Arkansas (North Arkansas Conference) after serving ten years in the Little Rock Conference. Leaving Little Rock means leaving behind her work as board member of Friends of the Central Arkansas Libraries and president of the Order of Bookfellows, one of Little Rock’s oldest clubs, but she writes that she looks forward to serving in a new place. “I’ve already checked the alumni directory!” she says.

'84

Leslie Rawlings, BS, MTS'90, married Victor Slezak on August 4, 1999, on Great Diamond Island, Maine.

Suzanne Scott, BS, of Brentwood, Tennessee, married Lawrence Emerson Hayes Jr. on July 24, 1999, in Wightman Chapel at the Scarritt-Bennett Center in Nashville.

'85

Eric Doss, EdD, a psychologist, counselor, and teacher at Tennessee State University in Nashville, has been named to the board of the National Society of Experiential Education.

Ruth Stone, EdD, was named a Poet of Merit by the International Society of Poets in Washington, D.C., September 4, 1999. She was inducted into the society and given the award after her poem “Snow” was selected by the National Library of Poetry for inclusion in its publication, *The Other Side of Midnight*. She teaches psychology at Northwest Shoals Community College in Muscle Shoals, Alabama.

'86 REUNION JUNE 1-2, 2001

Bob R. Agee, PhD, president emeritus of Oklahoma Baptist University in Shawnee, has been named to the Oklahoma Higher Education Hall of Fame in Oklahoma City. Since his retirement, the Jackson, Tennessee, resident has served as executive director of the Association of Southern Baptist Colleges and Schools.

Carol Ann Hilton, MEd, of Arlington, Virginia, is working as a proposal writer for Deloitte & Touche.

Sally Holmes Thomas, BS, is a poet living in Cambridge, England, with her husband, Ron, six-year-old daughter, Ada, and two-year-old son, Joel. The family moved from Salt Lake City to Cambridge one year ago so Ron could pursue a Ph.D. in systematic theology. In the last ten years, Sally’s poetry has appeared in such publications as *The New Yorker*, *The New Republic*, *First Things*, *The Greensboro Review*, *Ascent*, and *Willow Springs*, among others.

'87

Mary Kaye Milmo Chryssicas, BS, of Wellesley, Massachusetts, announces the birth of her son, Grant James Chryssicas, January 24, 1999, joining sisters Tyler and Ashton.

'88

Mike Bell, MEd, has joined the Hospice of the Florida Suncoast as vice president of development and community relations in Largo, Florida.

Catherine Dietrich D'Antonio, BS, and

her husband, **Marc**, JD'91 (Law), announce the birth of their second child, John Patrick (“Jack”), September 9, 1999. They live in Columbus, Georgia.

Ann Dupree, MEd, of Griffin, Georgia, was featured last August in a *Griffin Daily News* article profiling her work as a public services librarian.

Pamela Schroering, MEd, married Mark Perkinson on January 22, 2000, in the Louisville (Kentucky) Presbyterian Theological Seminary’s Caldwell Chapel.

Rebecca Norman Webb, BS, MEd'92, and her husband, Scott, announce the birth of their first child, Brian Evan, May 7, 1999. They live in Franklin, Tennessee, and Rebecca works for the City of Brentwood in human resources.

'89

Holly Middlebrooks Albright, BS, MEd'90, and her husband, **Erik Albright**, JD'90 (Law), announce the birth of their son, Jared Thomas, January 25, 2000. The Albrights live in Greensboro, North Carolina, where Holly works for The Canterbury School and Erik is a partner with the Smith Helms law firm.

Suzanne Boone, MEd, of Nashville has been named executive director of High Hopes, a nonprofit therapeutic center serving children with special needs and their families.

Shannon Davis, BS, married Charlie Blocker on August 28, 1999. Vanderbilt friends in the wedding included **Terri Egan Follis**, BS, **Nancy Clarke Mannon**, BS, MEd'93, and **Kristen Cook Oliver**, BA'90 (Arts & Science), MEd'91. The couple lives in St. Louis.

'90

Julienne Marie Brown, BS, MEd'91, married Randall Vaughn Parker on July 10, 1999. They live in Danville, Virginia.

Stephanie Barger Conner, BS, has been appointed executive director of the Tennessee Film, Entertainment, and Music Commission by Governor Don Sundquist.

Wendy Hamilton Hoelscher, MEd, EdD'93, has joined Duke University as manager of the major interventions practice team in learning and organizational development.

Sydney Rutherford Milling, BS, MEd'91,

and her husband, **Brooks**, BA'91 (Arts & Science), announce the birth of their son, Brooks Pitman Milling Jr., July 1, 1998, joining sister Nell. They live in Mobile, Alabama.

Betsy Almoney Reale, BS, and her husband, Mark, announce the birth of their first child, Andrew Balfour Reale, April 27, 1999. They live in San Francisco.

Adelaide Vienneau, BS, has been named community outreach manager in the communications department at Nashville’s new Frist Center for the Visual Arts.

'91 REUNION JUNE 1-2, 2001

Meera Ballal, BS, is an attorney with the Nashville office of Miller & Martin LLP, a regional law firm. She concentrates her practice on litigation, representing national and regional clients in the areas of medical malpractice defense, insurance defense, and worker’s compensation. Ballal is a member of the Nashville and American Bar Associations and serves as membership co-chair for the Lawyers Association for Women.

Katie Kelly Bell, MEd, and her husband, David, announce the birth of their second son, Harrison Decherd Bell, July 9, 1999. They live in Decatur, Georgia.

Camille Brown McMurray, BS, and her husband, Chris, announce the birth of their second child, Meghan Allison, July 16, 1999, joining three-year-old sister Madeleine Jane. They live in Bellingham, Washington, where Camille is a stay-at-home mom “loving every minute and using every day the education degree I earned!”

Laura Elaine Monson, MEd, married Stephen Edward Gravatte on August 28, 1999. They live in Louisville, Kentucky.

'92

Vera Blake, EdD, principal of Falls Church (Virginia) High School, last November was named Fairfax County Public Schools Principal of the Year and received the *Washington Post* Distinguished Leadership Award.

Maggie Bollar, MEd, has been named youth services librarian at the new Carlisle, Ohio, library after an eight-month search.

Jerry Mansfield, EdD, has been appointed by Kentucky Governor Paul Patton





to the Kentucky Emergency Response Commission. Jerry is an emergency management specialist with the United States Enrichment Corporation in Paducah.

Rachel Beth Nuber, BS, MEd'93, of Memphis married Rick Kuykendall on January 22, 2000.

Kimberly Royer Patton, BS, and her husband, Spencer, announce the birth of their daughter, Madison Hughes, October 22, 1999. They live in Atlanta where Kim is an advertising manager for the Coca-Cola Company.

Robin Cernuda Perry, BS, and **Will Perry**, BS (Arts & Science), announce the birth of their son, William Rhett Perry IV, March 24, 1999. They live in Atlanta.

Bonnie Leigh Terwilliger, BS, MEd'94, married Grant D. Leadbetter on June 19, 1999. They live in Atlanta where she teaches elementary school.

'93

Andrea Pieser Dickstein, BS, writes that she is taking time off from teaching first grade in Atlanta to be a full-time mom to her daughter, Alison Frances Dickstein, born December 8, 1999. "She loves her class of one!" says Andrea.

Ennis Hillhouse Everette, BS, and her husband, Sam, announce the birth of their second child, Madeline Ennis Everette, December 16, 1999, in Birmingham, Alabama.

Catherine E. Freeman, BS, of North Potomac, Maryland, received the Ph.D. in education policy from Vanderbilt Graduate School in May.

Kathryn O'Neill Garrett, BS, and her husband, **Weston Ross Garrett**, BA'94 (Arts & Science), announce the birth of their daughter, Hayden Kendall, September 30, 1999. She joins her two-year-old brother, Harrison James. The Garretts live in Charlotte, North Carolina, where Weston is a vice president with First Union Capital Markets and Kathryn is a full-time wife, mother, and community volunteer.

Melissa Merriman, MEd, married Robert Armistead Frist Jr. on September 11, 1999. She also has been named development manager for the Dede Wallace Center in Nashville and serves as development counsel for Luton Mental Health Services.

Anthony J. Meyer Jr., MEd, has been

named president and CEO of the Greenville Hospital System Foundation, a 1,200-bed system that operates four hospitals throughout upstate South Carolina.

Carolyn Grace Millican, BS, married Charles Ivor Berry on July 31, 1999. They live in Nashville.

Linda L. Roberts, MEd, teaches Spanish I and II at Calvert High School in North Beach, Maryland. She also is assistant cheerleading coach during football season and dance-team coach during basketball season.

Allison Withers, BS, MEd'94, has joined the Houston law office of Fulbright & Jaworski as an associate in the practice of commercial litigation.

Anita Gail Worley, MEd, married Dahlen T. Jordan on May 11, 1999. They live in Spring Hill, Tennessee.

'95

Melanie Lynn Conwill, BS, MEd'97, married Christopher Patrick Beck on July 31, 1999. They live in Nashville.

Layne Harris Heacock, BS, MEd'98, married **Robert B. Pickett**, BE'93 (Engineering), on September 18, 1999. They live in Nashville.

Ingrid Lang, BS, married David Beede Jr. in Darien, Connecticut, May 20, 2000. Her maid of honor was Engineering School alumna **Jennifer Foley**, and serving as a bridesmaid was **Katherine Majowka**, BS'95. The Beedes live in Tampa, Florida.

Bennie Gerald McMorris Jr., EdD, has been named dean of students at Hampton University in Virginia. In this position he oversees all policies, programs, and departments that affect the student population at Hampton. McMorris most recently was director of the Higher Education Opportunity Program at the Pratt Institute in New York.

Carrie Renee Mitchell, BS, married Anthony Van Ess in September 1999. They live in West Bloomfield, Michigan, where she is procurement manager for the glass fabrication group of Guardian Industries.

Judy Jones Pointer, MEd, has been appointed executive director/administrator of the Walter N. Ridley Scholarship Fund at the University of Virginia-Charlottesville. The fund is operated through the Alumni Association and was created by the UVA Black Alumni Association.

Alison E. Roberts, BS, has married Brad Guzda, a professional hockey player with the Bakersfield Condors. Vanderbilt alumni attending the wedding included **Greg Roberts**, BE'94 (Engineering), **Macon Miller**, BS'97, **Colleen Hughey**, BA'97 (Arts & Science), and **Paul Hopkins**, BS. A graduate of the University of Tennessee Law School, Alison and her husband moved to California where she is now the drug coordinator for Kern County.

'96 REUNION JUNE 1-2, 2001

Lisa Marie Budd Blackmon, BS, writes that 1999 brought many changes. She married **Matthew Blackmon**, BS'98 (Arts & Science), on June 19, nearly five years after they met at McGill Hall. Other "McGillites" in the wedding party included Arts and Science alumni **Jennifer Howard**, BA, **Don Strawser**, BA'95, and **Michael Kincaid**, BA'97. The couple moved to Houston where he works as a software engineer for Enron Communications and she teaches fourth-grade math and science.

Sarah "Sally" Bright, BS, is merchandising coordinator for Mephisto Inc. in Chicago. She writes that she has enjoyed learning her way around Chicago while reuniting with great Vanderbilt friends **Tina LaPlant Reilly**, BA'96 (Arts & Science), **Kelly Coopersmith**, BA'96 (Arts & Science), and her new roommate, Peabody alumna **Meredith Martin**, BS'97.

Murray Fournie, MEd, formerly a planned giving officer for the Florida Division of the American Cancer Society, has been appointed director of development at St. Bonaventure University in New York.

Susan B. Holmes, MEd, writes that she has accepted the position of associate vice president for academic affairs at Chattanooga State Technical Community College. She also is "having fun running a weekend B&B in a restored 1872 home in Sewanee, Tennessee," with her husband, Greg Maynard, and their nine-year-old son, Robert.

'97

Phil Ayres, BS, is the anti-submarine warfare officer aboard the USS *McInerney* (FFG-8) in Jacksonville, Florida.

Brent Borders, BS, was profiled in the January 6, 2000, issue of the *Atlanta Journal-Constitution* newspaper after completing a seven-month trek along the Appalachian Trail, which stretches from Georgia to Maine. Brent lives

in Fayetteville, Georgia.

Toby G. Cannon, MEd, of Nashville has joined music performing-rights organization BMI as director of training and development and general licensing.

Tammy Green, MEd, has been named banking officer at Franklin National Bank in Tennessee.

Ross J. Loder, MPP, is research director for the Tennessee Municipal League in Nashville. He previously served as senior research associate for the Tennessee Advisory Commission on Intergovernmental Relations.

Megan von Gremp Morgan, BS, MSN'98 (Nursing), writes that she was married in October and bought her first home in Bentonville, Arkansas. She also enjoys a busy primary-care practice as a family nurse practitioner.

'98

Jacquelyn K. Hutson, BS, a second lieutenant in the U.S. Marine Corps, last September reported for duty with the Second Radio Battalion, Second Surveillance, Reconnaissance, Intelligence Group at Camp Lejeune, North Carolina.

Christine Robinson, EdD, has been named director of academic affairs for the graduate program in the Extended Studies Division at Indiana Institute of Technology in Fort Wayne. She previously chaired Peabody College's mentoring program.

Amanda W. Rusch, BS, is teaching a second and third grade bilingual class in Chula Vista, California.

Ada Aliece Silva, BS, married Bradley King on May 27, 2000. Members of the wedding party included Vanderbilt alumni **Elizabeth "Bitsy" Clark**, BS'98; **Heather Dent**, BS'98; **Laura Gerhardt**, BS'99 (Arts & Science); **Garth Savidge**, BS'98 (Arts & Science); and **Lily Ustariz**, BS'98. Ada is director of education at the Carnegie Center for Art and History in New Albany, Indiana.

Kathryn P. Styne, BS, is in law school at the University of Memphis after serving 18 months as a criminal investigator with the public defender's office in Nashville.

Allyson Young, MEd, has been named senior vice president of operations for Bethlehem Centers of Nashville. She previously was assistant executive director.

'99

Brian Diller, MEd, and **Dayle Savage**, MEd, have opened a human resource service firm in Nashville called SpiralLearning.

Courtney Felber, BS, has joined the Nashville office of international career management consulting firm Lee Hecht Harrison as job developer, for which she serves as liaison between clients and the hiring community during the job search and placement process. She previously was a marketing coordinator with the Principal Financial Group.

Deaths

Margaret S. Seebert, BS'22, of Lexington, Virginia, October 24, 1999.

Mary Elizabeth Lowry Rowan, MA'26, of Nashville, April 1, 2000.

B.C. Langley, BS'27, of Providence, Kentucky, March 1999.

Clyde Arrendale Pleasants English, BS'28, MA'44, of Tiger, Georgia, August 21, 1999.

Harriet Johnson O'Malley, BS'29, MA'40, of Louisville, Kentucky, July 16, 1999.

Marion Ferguson, BS'30, of Washington, D.C., October 13, 1999.

Annie Jo Carter, BS'31, BLS'38, of Westmoreland, Tennessee, August 7, 1999.

Elizabeth "Lib" Huggins, BS'31, MA'32, of Nashville, February 9, 2000.

Frances E. Potts, MA'31, of Commerce, Texas, November 13, 1997.

Lela Eloise Henry Carter, BS'33, of Dyersburg, Tennessee, May 25, 1999.

Verna Bloodworth Mason, BS'34, of Gulfport, Mississippi, April 1, 1999.

H.E. "Bert" Hamilton, MA'35, EdD'54, of Macon, Georgia, October 12, 1999.

Eleanor Southern Hill, BLS'37, of Greenville, South Carolina, February 15, 2000.

John Wilbur Pursell, BS'37, BD'40 (Divinity), of Jefferson City, Tennessee, March 7, 2000.

Samuel Joseph Todd Jr., MA'38, of Rock Hill, North Carolina, January 22, 2000.

Mrs. Lewis McLendon, BS'39, of Maitland, Florida, August 9, 1999.

Marshall L. Williams, BLS'39, of Bridgewater, Virginia, August 20, 1999.

Elizabeth Spears Castle, BLS'40, of Hopkinsville, Kentucky, March 6, 2000.

Thomas D. McDonald, BS'40, of Huntsville, Alabama, September 4, 1999.

James Leland Bethurum, MA'41, of Colorado Springs, Colorado, September 19, 1999.

Lucie Boyd Jamison, MA'42, of Otto, North Carolina, April 12, 1999.

Elizabeth T. Maves, BS'43, of Evansville, Indiana, July 21, 1999.

Nora Gilliam McNutt, MA'43, of Winter Haven, Florida, November 29, 1999.

Alice Wray Myers, BS'43, of Quincy, Illinois, January 24, 1999.

Huldreich H. Kuhlman, MA'45, of Collegedale, Tennessee, October 5, 1999.

Aileen Lucas, BLS'45, of Bridgeport, West Virginia, December 28, 1999.

Marjorie Minton Sloan, MA'45, of Dunlap, Tennessee, September 5, 1999.

John Ethel "Johnny" Measells, MA'46, BLS'51, of Amory, Mississippi, December 20, 1999.

Charles Martin Murphy, MA'46, of Murfreesboro, Tennessee, January 31, 1999.

Martha Kinney Chernault, BS'47, of Ormond Beach, Florida, August 20, 1999.

Barbara Clarke Inman, BS'47, of St. Simons Island, Georgia, April 2, 2000.

John Waldo Power, MA'47, of Cookeville, Tennessee, February 22, 2000.

Gladys Mann Boyd, BS'48, of Nashville, March 1, 2000.

Marian Schap, MA'48, of Naperville, Illinois, December 16, 1999.

Omar Stevens, MA'48, of North Little Rock, Arkansas, July 5, 1999.

James Wilburn Byrd, MA'49, PhD'55, of Kemp, Texas, February 24, 2000.

John Malcolm Crothers, BA'49, MA'50, of Nashville, March 5, 2000.

Hazel Hill, BLS'49, of Crossett, Arkansas, January 19, 2000.

Mrs. Bill Lasher, MA'49, of Pompano Beach, Florida, October 7, 1999.

Vivian Lorraine Hoyle, MA'50, of York, Nebraska, January 17, 2000.

George D. Reagan, MA'50, of Memphis, January 20, 2000.

Florence Helen Walde, BLS'50, of Orinda, California, January 4, 1999.

Marshall T. White, BS'50, of Acme, North Carolina.

Joe Ed Wilhite, MA'50, of Sparta, Tennessee, January 1999.

Warren G. Dixon, BS'51, MA'52, of Prospect, Tennessee, September 21, 1999.

Loraine Young Duncan, BS'51, MA'52, of Punta Gorda, Florida, January 20, 1997.

Leslie George Flick, MA'51, MEd'55, of Carrollton, Illinois.

Vernon Russell Parks, MA'51, MLS'52, of Lewiston, Idaho, March 8, 2000.

Emmett Louis Williams, BA'51, MA'60, PhD'63, of Waynesville, North Carolina, April 6, 2000.

August Wright Bazemore, MA'52, of Valdosta, Georgia, June 22, 1999.

Mae Newcomer Burford, BS'52, of Potosi, Missouri, August 3, 1999.

John Sherman Crubaugh, MEd'52, of Shannon, Mississippi, January 19, 2000.

Letitia Phillips Hakim, MA'52, of Agra, India, 1999.

Hoy Harol Isaacs, MA'52, of Reidsville, North Carolina, December 28, 1999.

Lorrin Kennamer, PhD'52, of Austin, Texas, December 23, 1999.

Audrey Maxine Logan, MA'52, of Rosa, Alabama, April 25, 2000.

Eual Shelton McCauley, MA'52, of Crawfordsville, Indiana, March 6, 2000.

Charlotte Gould Owens, MLS'52, of Ventura, California, April 5, 2000.

Eugene Tennison, MA'52, of Booneville, Mississippi, September 23, 1999.

Jacob Kenneth Wells, MA'52, of Marble Hill, Missouri, August 1, 1999.

Luther Denton White, MA'52, of Birmingham, Alabama, August 15, 1997.

Bess Hullender, MA'53, of Waldron, Arkansas, August 3, 1999.

Mildred Carson Lentz, MA'53, of Florence, Alabama, November 23, 1997.

Ben T. Sheppard Jr., MA'53, of Columbus, Georgia, August 3, 1999.

Ruby Nell Sisk, MA'53, of Dawson Springs, Kentucky, 1999.

Margaret Chapman Esler, BS'54, of Platte City, Missouri, May 19, 1999.

Nancy Jane Kelly Herring, MLS'54, of Auburn, Alabama, January 9, 2000.

Charlie C. Maupin, MA'54, of Atlanta, December 26, 1999.

Mabel Galloway Field, BS'56, of Shawnee Mission, Kansas, February 20, 2000.

Edward A. Hartel, MA'56, of Perryville, Missouri, August 28, 1999.

Lyman "Buddy" Davis Howard, MA'56, of Lithonia, Georgia, September 21, 1999.

Ethel Sams, MA'56, of Richmond, Kentucky.

Lois Rogers Knittel, BS'57, of Atlanta, February 20, 2000.

Mary G. Martin, MA'57, of Geraldine, Alabama, April 10, 1999.

Ethel Mildred Stewart, MA'57, of Mooresville, North Carolina, December 1999.

Raymond Donald Weaver, MA'57, of West Plains, Missouri.

Douglas R. Jones, EdD'58, of Greenville, North Carolina, July 6, 1999.

Raymond S. Larsen, BA'58, of Oklahoma City, February 17, 2000.

O. Alden Smith, MA'58, of Tulsa, Oklahoma, October 18, 1997.

Avis Irene Synco, MA'58, of Troy, Alabama, August 23, 1999.

Walter Washington, EdS'58, of Jackson, Mississippi, December 1, 1999.

Ester Leona Munsterman, MA'59, of Alexandria, Virginia, December 4, 1999.

Lenore Percell, MA'59, of Osceola, Iowa, 1999.

James Ausie Carpenter, EdS'60, of Bowling Green, Kentucky, August 28, 1999.

Carmen J. Traylor, MA'60, of Arab, Alabama, September 4, 1999.

Belle Speer Burks, EdS'61, of Glasgow, Kentucky, January 15, 1997.

Betty Ann Cannon, MA'61, of Frostproof, Florida, August 17, 1999.





BOARD OF DIRECTORS OF THE
PEABODY ALUMNI ASSOCIATION

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If you have questions or suggestions about the Alumni Association and its activities, please contact the Board member in your area.

Marion Thomas Payne Jr., MA'61, of Lynchburg, Virginia, June 26, 1999.

Pearl Massey Brakonecke, MA'62, of Columbus, Georgia, March 23, 1998.

Frances Chalker Medlock, MA'62, of Norcross, Georgia, December 29, 1999.

Logan Wright, MA'62, PhD'64, of Oklahoma City, December 18, 1999.

Genevieve L. Esterling, BA'64, of Dundee, Illinois.

Marion Pearl Taylor Roberts, MA'64, of Washington, D.C., November 13, 1999.

John L. Sellers, MA'64, of Chaumont, New York, April 5, 2000.

Shirley Smith Danielson, BA'65, of Easley, South Carolina, January 17, 2000.

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Burleigh Brae Turner Jr., MA'65, of Newark, Delaware, October 23, 1999.

Helen H. Thomas, EdS'67, of Richmond, Virginia, June 17, 1999.

Dottie M. Griffith, BS'68, of Atlanta, January 2, 2000.

Laverne Ashby Martin, EdD'68, of Independence, Missouri, November 1998.

Allen C. Eastman, MA'70, of Amherst, Massachusetts, October 26, 1999.

Marjanna Joan Frising, MLS'71, of Hopkinsville, Kentucky, January 20, 1999.

Catherine Fontaine Jones Richardson, MLS'71, of Hattiesburg, Mississippi, January 6, 2000.

William Howell McDonald, MA'72, of Pensacola, Florida, March 22, 1999.

Frances Helen Verble, MLS'76, of Lexington, Kentucky, November 12, 1998.

John "Chip" H.H. Forsythe Jr., EdS'77, of Allegany, New York, November 29, 1999.

Virginia Lee Stephanz, EdD'79, of Annandale, Virginia, October 30, 1999.

Dossie C. Phillips Jr., EdS'80, EdD'83, of St. Meinrad, Indiana, February 2, 2000.

Curtis R. English, EdD'85, of Madisonville, Tennessee, November 13, 1999.

Noel Andre Le Veaux, EdD'92, of Oak

Park, Illinois, December 11, 1999.

Lisa Marie Fucile, MEd'95, of Holbrook, Massachusetts, 1999.

Faculty

Felix Boateng, 57, director of Vanderbilt's Bishop Joseph Johnson Black Cultural Center, professor of African American studies, and a professor of education in Peabody College, died at Vanderbilt University Medical Center on April 27, 2000, after a brief illness. A native of Ghana, Boateng set out to make the Black Cultural Center a home away from home at Vanderbilt for African American students but also developed programs aimed at helping the entire University community better appreciate and understand cultural diversity. He initiated a series of weekly one-hour conversations with black faculty members and worked closely with the Association of Black Graduate Students to develop mentoring and tutorial programs for African American students. Boateng began his career as a high school teacher in 1968, receiving an award for Most Outstanding Teacher of the Year following his first year of teaching. He went on to serve as assistant director of the Center for International/Intercultural Education at the University of Southern California-Los Angeles and as director of both the Heritage House-African American Educational/Cultural Center and the Black Studies Program at Washington State University in Pullman. He then served as director of the Black Education Program at Eastern Washington University, receiving the Black Educator of the Year Award from the Black Education Association of Spokane in 1991. Considered a walking encyclopedia of African culture and history, Boateng earned his bachelor's degree in history and African studies from the University of Ghana and his master's degree in international and intercultural education from the University of Southern California in 1972. Five years later he received a doctorate in social and philosophical foundations of education from USC. His research and scholarly writing focused on African American studies, education in Africa, African cultural traditions in America, and cultural relevance and diversity in the curriculum. He was a member of the National Board of the Council for Black Studies. Boateng is survived by his wife, Ophelia, and two daughters, Brenda and Michelle, all of Nashville; his mother, Felicia Agyako Mensah, of Ghana; and six brothers and sisters.

COMING ATTRACTIONS

AUGUST 2000

- 4 Module 2 for professional students ends
- 11 Second-half summer session for undergraduates ends
- 23-26 Squirrel Camp Orientation for registered freshmen
- 26 Orientation begins for new undergraduate students
- 30 Fall classes begin

SEPTEMBER

- 14 Conversation on performing and visual arts for students with disabilities, followed by reception for "Touch the Sky," an exhibit of photographs, video, and student art and writing documenting the production of the original musical "Touch the Sky" by Nashville's Madison School; Foyer, John F. Kennedy Center MRL Building, begins 4 P.M.
- 23 Freshman Family Weekend; contact Bonnie Daniel, director of the Parent and Family Office, 615/322-3963

OCTOBER

- Through December: "Creative Expressions 6," an art exhibit organized by the Nashville Mayor's Advisory Committee for People with Disabilities and the John F. Kennedy Center; Foyer, Kennedy Center MRL Building
- 20-21 Vanderbilt Homecoming Weekend
- 20 Peabody Alumni Association Board of Directors fall meeting
- 21 Homecoming football game against South Carolina, Dudley Field, 1 P.M. (time subject to change); contact Donna Johnson, 615/322-2929

NOVEMBER

- 8 Peabody ROUNDTABLE Leadership Dinner, Stadium Club (date subject to change); contact Peabody Office of Alumni and Development, 615/322-8500
- 6 Spring registration
- 18-26 Thanksgiving holidays

DECEMBER

- 12 Last day of fall classes
- 13-21 Final examinations and reading day

Vanderbilt University

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PEABODY
REFLECTOR



Parker Griffin Jr., right, a sophomore economics and psychology major from Birmingham, Alabama, serenades Lauren Bayuk, a sophomore psychology major from Cincinnati, outside Gillette Hall, their Peabody campus residence. Gillette Hall was named in memory of Peabody trustee Frank E. Gillette.