



PEABODY

R E F L E C T O R

*Peabody's
Roots:*

**YOUR
FAVORITE
PROFESSORS**



William Walker:

The Man Who Would Be Emperor

One hundred forty years ago, one of the most notorious men ever associated with Peabody met his demise at the age of 36 before a Honduran firing squad, the victim of his own burning ambition.

A lawyer, surgeon, newspaper editor, filibuster, and slavery proponent, William Walker is today all but forgotten. During the mid-1800s, though, he was hailed across the United States as the “Gray-Eyed Man of Destiny” who would lead a young expansionist-minded nation in efforts to extend its boundaries southward. Dime novelist Bret Harte used Walker as a model for one of his fictional heroes.

Walker was born in antebellum Nashville in 1824. His mother was a slaveholder. His father, a Scotch banker, wished for his oldest son to become a Presbyterian minister, and young William was trained to that end. His interests ran more toward medicine, however, and while still a boy William enrolled at Peabody’s forerunner, the University of Nashville, which boasted a medical school that at one time was the third largest in America.

A child prodigy, Walker graduated from the University of Nashville at age 14, then went abroad, studying at the universities of Edinburgh, Gottingen, Heidelberg, and Paris. Political revolution was brewing across the Continent, and Walker probably was influenced by what he saw there.

Upon his return to America, he practiced as a surgeon briefly in Nashville and Philadelphia, then studied law in New Orleans, gaining admittance to the Louisiana bar. He purchased half interest in the *New Orleans Crescent*, writing impassioned columns, but the newspaper soon folded and his sweetheart died of yellow fever.

By 1852, lured by the California Gold Rush, Walker had landed in San Francisco and was editing the *San Francisco Herald*. The following year he led an armed invasion of Baja California, Mexico, proclaiming himself president of the new independent republic of Sonora and Baja California. His supplies depleted, however, he was forced to surrender.

Walker viewed establishment of a new slaveholding territory in Central America as a solution to disputes about slavery threat-

ening to divide the United States. When in 1854 the Liberal Party of Nicaragua enlisted his aid in fighting the opposition Conservative party, Walker led an invasion. Bankrolling the expedition was industrialist Cornelius Vanderbilt, who owned a transport company that took passengers from New York to San Francisco via the Nicaraguan jungle.

With only 57 men, the 5-foot-5, 120-pound Walker defeated the Nicaraguan forces. Believing himself to be the fair-skinned “gray-eyed man of destiny” foretold in a Central American Indian legend, Walker set himself up as president of Nicaragua and turned his energies to uniting all of Central America under one empire—his. When he quarreled with Vanderbilt and appropriated Vanderbilt’s transit company, though, Vanderbilt financed the forces that overthrew Walker in 1857.

Bowed but unbroken, Walker returned to widespread acclaim in his native country. Huge crowds turned out to hail him as a conquering hero in New Orleans and New York. In 1858 he returned briefly to Nashville, spending a week at his father’s home while he drummed up support and lectured on the curious topic of “The Progress of the Arts.”

Within a few months, he was back in Central America. Several subsequent attempts at recapturing Nicaragua failed. When Walker’s men sacked the British customhouse in Nicaragua, they were captured, their leader turned over to the Honduran government.

Walker spent three days in a rat-infested Honduran jail. Then, in a scene straight out of a spaghetti western, he was marched before a firing squad in the village square. One florid account of the day reported that it took three soldiers firing at 20 feet, and finally a sergeant with a pistol standing over Walker, to kill him.

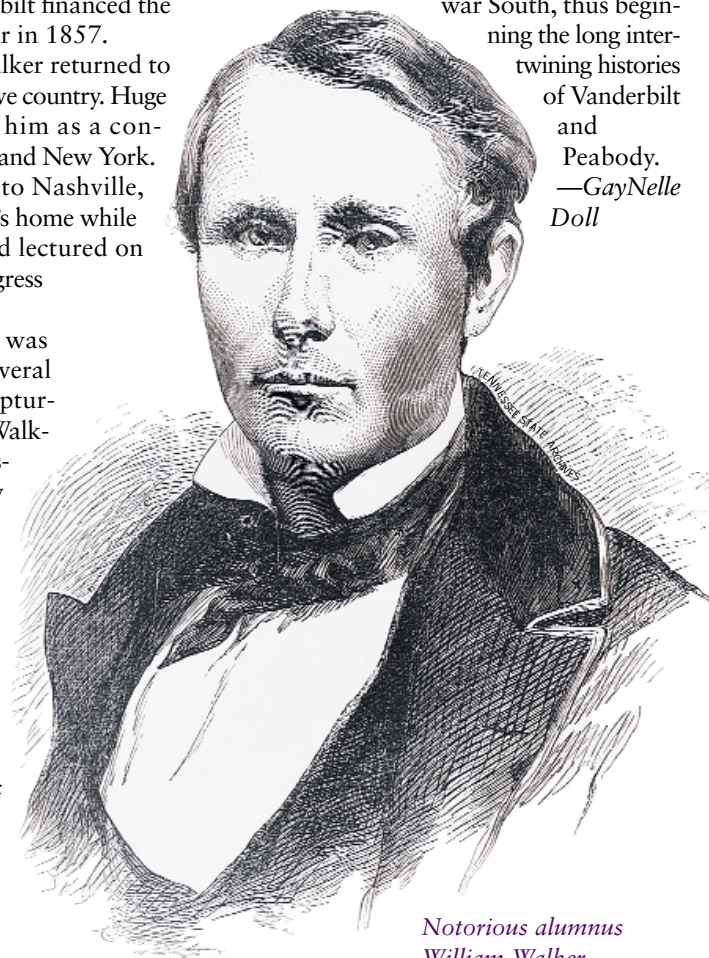
One witness to the execution, according to family legend, was a young adventurer named Antonio Gotto, great-grandfather of namesake Antonio Gotto, BA’57, MD’65 (Vanderbilt). Gotto, who is dean of the Joan and Sanford I. Weill Medical College of Cor-

nell University, is married to the former Anita Safford, BS’59 (Peabody)—and was Vanderbilt’s distinguished alumnus for 2000.

In neighboring Costa Rica, where the war that Walker instigated spawned a cholera epidemic that killed one-tenth of the population, the Costa Ricans erected a marble statue depicting the republic as a young woman with her foot upon the neck of Walker.

A year after Walker’s execution, the trouble that had long fomented over the issue of slavery erupted in the American Civil War. A decade after the war ended, the famously parsimonious Cornelius Vanderbilt, in his final years, was persuaded to give over a million dollars for the building of a university from the ashes of the post-war South, thus beginning the long intertwining histories

of Vanderbilt and Peabody.
—GayNelle Doll



Notorious alumnus William Walker, the “Gray-Eyed Man of Destiny”



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Visit Peabody College’s
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<http://peabody.vanderbilt.edu/>

ON THE COVER: Peabody College’s tremendous faculty through the years is the root of Peabody’s strength today as one of the nation’s top colleges of education and human development. Our readers tell us about their favorites, beginning on page 17.

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PEABODY

REFLECTOR

Volume 70 No. 1

Spring 2001

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THE PEABODY REFLECTOR is published biannually by George Peabody College of Education and Human Development at Vanderbilt University, Peabody Box 161, 230 Appleton Place, Nashville, TN 37203-5701, in cooperation with the Vanderbilt Office of Alumni Communications and Publications. The magazine is mailed free of charge to Peabody graduates of the last ten years, parents of current Peabody students, and to alumni and friends of Peabody who make an annual gift of \$25 or more to the College. Gifts should be mailed to the address above. Other correspondence, including letters to the editor and Class Notes submissions, should be mailed to: THE PEABODY REFLECTOR, Office of Alumni Communications and Publications, VU Station B 357703, 2301 Vanderbilt Place, Nashville, TN 37235-7703. Comments about the magazine in the form of e-mail are welcome by writing the editor at phillip.b.tucker@vanderbilt.edu.

Kennedy Center Expanding, Acting Director Named

Stephen M. Camarata, associate professor of hearing and speech sciences and associate professor of special education, has been named acting director of the John F. Kennedy Center for Research and Human Development while the University searches for a permanent director to lead an expanded and strengthened program, says Peabody Dean Camilla Benbow.

Camarata's appointment follows the resignation of Travis Thompson, who led the Kennedy Center for nine years. Thompson is now the Smith Professor of Psychiatry and director of the Institute for Child Development at the University of Kansas Medical Center.

"We have every confidence that Dr. Camarata will provide strong leadership as we continue with our plans to position the Kennedy Center as a University-wide institute," says Benbow.

A committee with representatives of Peabody, Vanderbilt Medical Center, and the College of Arts and Science has been established to search for the successor to Thompson. The committee is co-chaired by Dan Reschly, chair of Peabody's Department of Special Education, and Elaine Sanders-Bush, professor of pharmacology and psychiatry.

During the committee's search, the Center will continue administratively as part of Peabody College, as it has since its establishment in 1965. Once a new director is in place, however, he or she will report to the

provost and the vice chancellor for health affairs rather than the Peabody dean. The change in reporting structure results from the University's plans to transition the Kennedy Center to a campus-wide developmental disabilities research center.

"As a result of the expansion of the Kennedy Center's research initiatives to include genetic, pharmacological, and neurological facets of developmental disabilities, the Kennedy Center has outgrown Peabody College," says Benbow. "As a University-wide center, it will have greater access to resources and new investments that are being made in neuroscience and other areas. It also gives the Center an opportunity to grow and develop with the times."

The Kennedy Center is one in a network of national centers for collaborative research, training, and information dissemination on behavioral, intellectual, and brain development. Last August the Center's core grant from the National Institute of Child Health and Human Development was renewed.

Camarata says he is glad to help Peabody and the Kennedy Center during this transition until a permanent director is identified. "However, we will certainly miss Travis Thompson, whose leadership during the past nine years has helped increase the Center's recognition within the national research community," he says.

In honor of Thompson's many contributions to the Kennedy Center, a doctoral research prize has been established in his name. The Travis Thompson Scholar prize will be awarded annually to a graduate student conducting research on developmental disabilities. Gifts to the fund that makes the prize possible may be sent to Elise McMillan, director of development, John F. Kennedy Center, Vanderbilt University, Peabody Box 40, 230 Appleton Place, Nashville, TN 37203-5701.



Travis Thompson, departing director of the Kennedy Center, accepts an apropos farewell gift at a reception held in his honor last August. The gift is a ceramic plate painted by Laura Craig McNellis, a celebrated self-taught artist with learning disabilities whose work has been featured in galleries around the world, as well as in several Kennedy Center art exhibits. Thompson, who is a fan of McNellis's work, instituted the series of art exhibits in 1994 in conjunction with the Metropolitan Nashville Arts Commission.

HOD Fifth-Year Master's Programs Created

Two new master's degree options build on Peabody's wildly popular undergraduate program in human and organizational development (HOD)—and each is designed to enable students to complete the program in just one year, if they so choose.

The master's degree program in Organizational Leadership (OL) provides advanced study designed to prepare leaders for private-sector positions and leadership roles in nonprofit and government agencies. It continues the course of study begun in the Leadership and Organizational Effectiveness track of the undergraduate HOD program.

The master's program in Human, Organizational, and Community Development (HOCDD) is designed to prepare students for leadership in community improvement activities in such roles as community agency administrator, community development specialist, and program planning and evaluation specialist. It continues the course



Stephen Camarata has been appointed acting director of the John F. Kennedy Center.

Feed BACK

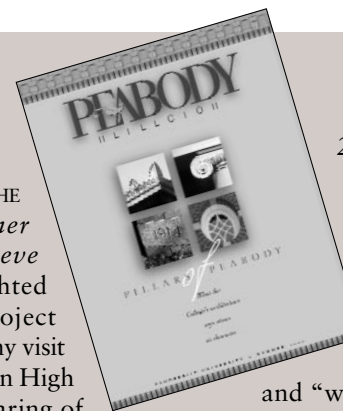
GENERAL CONSENSUS

Thank you for the [article in] THE PEABODY REFLECTOR (*Summer 2000*, "Project Set to 'Achieve Dreams'," p. 8). I was delighted to learn of the success of Project GRAD and remember fondly my visit with the students at Pearl-Cohn High School. I look forward to hearing of the continued success as Project GRAD works in partnership with Vanderbilt and the Nashville community to provide additional kids with the opportunity to attend college and gain the needed resources for a successful future. Thanks again for keeping me up to date.

—COLIN L. POWELL
General, U.S. Army (Ret.)
U.S. Secretary of State
Alexandria, Va.

CRITICAL REPORT A "BEST" IDEA?

Although I graduated from Peabody long ago, I enjoy learning what is going on around campus through the REFLECTOR. However, I cannot keep silent about an article in the latest issue. I was absolutely aghast to see what was chosen by the distinguished panel convened to identify "The 20th Century's Best and Worst Education Ideas" (*Summer*



2000, p. 22). I refer specifically to their selection of the 1983 report *A Nation at Risk* as a "best" idea, despite their characterizing that vicious attack on the public schools as "flawed," "bombastic," and "wrongheaded analytically,"

as well as admission that it was "flawed management more than inept schooling that was hampering U.S. trade efforts."

The consequences of that report and the 1989 Charlottesville Summit can be seen today as high-stakes testing mania destroys learning in the schools, converting them to joyless test-cramming institutions permeated by fear of the consequences for kids, teachers, administrators, and whole school systems if test scores do not meet expectations. One need only read Susan Ohanian's *One Size Fits Few: The Folly of Educational Standards* (Heinemann, 1999) or Alfie Kohn's recent pronouncements to see what a disaster this campaign of coercion has proved to be. It is not necessary to accept the hypothesis that this is a conspiracy by the "military-industrial-infotainment complex" to destroy the public schools, but it is plain to see the harmfulness of this top-down approach.

It will be interesting to see if you get other responses to your article. Incidentally, since 1961 I have edited a quarterly newsletter on developments in education, especially those related to the kind of progressive, integrative education known as "core curriculum."

—GORDON F. VARS, EDD'58
Kent, Ohio

PROFESSORS TO REMEMBER

My sister, Barbara, and I were delighted to learn that our submission about our favorite Peabody professor would indeed be published ("Your Favorite Professors," this issue, p. 17). We look forward with much pleasure to the spring issue of the REFLECTOR. THE PEABODY REFLECTOR is a warm link to a happy past. We hope you will receive many other tributes, and we will truly enjoy reading them. I started [attending Peabody] in the Nursery School, and during my many years at Peabody there were so many outstanding faculty members.

—ELAINE GORE AMIS, BA'52
Memphis, Tenn.



of study begun in the Community Development and Social Policy and Health and Human Services tracks of the undergraduate program.

Both master's programs require 36 hours of course work, as well as some sort of practical experience, similar to an internship.

Undergraduate HOD students who wish to pursue one of the two master's programs as a fifth-year option would apply in the spring of their junior year. If accepted, they then may take up to six hours of master's-level course work during their senior year, leaving only 30 graduate hours to complete during the next year—therefore saving them time and money.

"The master's programs are organized so that students enrolled in both programs take

an initial spring graduate seminar together, as well as a common capstone course," says Janet Eyler, associate professor of the practice of education and director of the OL master's program.

"Each program has a different focus, although students may choose electives that cross both departments. Essentially, the idea is for the student to develop more advanced organizational theory understanding and organizational analysis skills."

Eyler says current students and alumni have shown great interest in the fledgling master's programs, which got under way this academic year. While only a handful of students are now enrolled, a large number have expressed interest in applying for next year.

For more information about the OL program, contact Eyler by e-mail at janet.s.eyler@vanderbilt.edu. For information about the HOCDD master's program, contact Vera A. Chatman, professor of the practice of human and organizational development and director of the HOCDD program, at vera.a.chatman@vanderbilt.edu.

Bransford Receives Top Psychology Honor

John D. Bransford, Centennial Professor of Psychology, professor of education, and co-director of Peabody's Learning Technology Center, has been named the 2001 recipient of the American Psychological Association's E.L. Thorndike Award.

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A substantial number of faculty members across the Peabody College community participated in leadership roles during the **American Educational Research Association's** annual meeting, held last spring in New Orleans.

Human and Organizational Development

Vera Stevens Chatman, professor of the practice of human and organizational development, served as co-director with Deborah German (associate dean for students in the Vanderbilt School of Medicine) of the second annual Tennessee Governor's School for the Health Sciences, held on campus last summer for high school students drawn from across Tennessee.

Joseph J. Cunningham, associate professor of human and organizational development and special education, has been named chair of the Department of Human and Organizational Development. Cunningham has served in numerous faculty and administrative leadership roles since joining the Peabody faculty in 1969.

Gina Frieden, assistant professor of the practice of human and organizational development, has been awarded a \$39,000 research grant by the Daughters of Charity for "Creed Stress Reduction Program Evaluation." Brian Griffith is co-principal investigator.

Craig Anne Heflinger, associate professor of human and organizational development, has been awarded a three-year, nearly \$1.1 million research grant by the Department of Health and Human Services for "Special Adolescent Populations and Managed Care." She also has been awarded a \$227,250 grant by the Public Health Service for "Co-Occurring Drug and Mental Disorders in Youth."

Leadership and Organizations

Jacob E. Adams Jr., associate professor of education and public policy, is author of a new book, *Taking Charge of Curriculum: Teacher Networks and Curriculum Implementation*, published by Teachers College Press, New York.

Adams gave an invited lecture, "Educational Adequacy," at the National Academies Millennium Conference on Achieving High Educational Standards for All, held in Washington, D.C., last fall.

John M. Braxton, professor of education, participated with co-author Alan Bayer in an "author meets critic" session to discuss their book, *Faculty Misconduct in Collegiate Teaching*, at the annual meeting of the Southern Sociological Society in New Orleans last fall.

Braxton also has been asked to serve as an external reviewer for the higher education program at Pennsylvania State University.

Janet Eyler, associate professor of the practice of education, presented the keynote address, "Preparing World-Ready Youth," last summer at the Service-Learning Seminar of the Youth Sec-

The award, which is considered the most prestigious in educational psychology, recognizes Bransford for his career achievements in educational psychology research. He will be presented the award at the APA's national convention in San Francisco in August.

Internationally known for his research on cognition and learning and the applications of technology to improve instructional environments, Bransford is author or co-author of seven books. The most recent, *How People Learn: Brain, Mind, Experience, and School*, resulted from a three-year initiative he co-chaired for the National Academy of Sciences. The book has received widespread acclaim and has become a resource for educators and education policy makers nationally.

Through his leadership and research in the Learning Technology Center, Bransford also has made significant contributions to educational psychology with award-winning multimedia products such as *The Adventures of Jasper Woodbury* and the Little Planet Literacy Series, both of which are used in classrooms around the world.

Previous recipients of the E.L. Thorndike Award include such distinguished psychologists as Jean Piaget and B.F. Skinner. The



John Bransford

APA award honors Thorndike, who is recognized as the father of educational psychology. He taught more than 40 years at Teachers College, Columbia University, and spent several summers on the faculty of George Peabody College for Teachers during its earliest days.

Project GRAD Granted \$5.7M

Vanderbilt has received a five-year, \$5.7 million federal grant to help underprivileged Nashville middle-school students go to college.

Kudos Awards Honor Peabody Students

Vanderbilt's annual Kudos Awards presentation during Parents' Weekend last spring recognized the recipients of many University scholarships, awards, and prizes, including several Peabody students:

The **Peabody Alumni Award** went to *Carolyn Denny, BS'00*. The Peabody Alumni Association gives this award to a member of the graduating class who demonstrates outstanding qualities of scholarship and leadership.

The **Willis D. Hawley Award** went to *Brooke Blackwell, BS'00*. Established in 1989 in honor of the former professor and first dean of Peabody College of Vanderbilt University, this award is presented by the students of Peabody to a senior who has exemplified in his or her career Peabody's commitment to service.

The **Jere Pinson Phillips Honor Scholarship** went to senior *Kathryn Greenslade*. Established in 1994 by Alton W. Phillips, Warren Phillips, and Keith Phillips to honor Jere Phillips, wife and mother, this full-tuition scholarship is awarded to a rising senior at Peabody College who has demonstrated extraordinary qualities of leadership and service.

The **Nora C. Chaffin Scholarship** went to junior *Pamela Anne Ferguson*. Established in 1956 by the Vanderbilt Women's Student Government Association in appreciation of the former dean of women's 20 years of service, this \$2,500 award is given to a rising senior who "has displayed service to the University in the areas

of student government, religious, literary and scholastic activity, and in the arts."

The **John T. and Lizzie Allen McGill Award** went to two Peabody students: senior *Everol Richards* and *Kathleen Wilburn, BS'00*. Established in 1994, the award and a \$400 check are given to an upperclass student "who is academically accomplished, has demonstrated qualities of leadership, and whose efforts have led to an increased understanding of other students' needs and a more civil campus atmosphere."

The **Jim Robins Award** went to *James Strong, BS'00*. This award is given in memory of James A. Robins, Vanderbilt Class of 1892, to "a Vanderbilt athlete of the senior class in whose life virtues are most evident."

The **Robert Peter Pratt Memorial Award** went to *Nicole Massie, BS'00*. This award was established in 1991 to honor Robert Peter Pratt (1954–1991), former Vanderbilt associate director of undergraduate admissions. A \$500 check is presented to a junior or senior Chancellor's Scholar whose accomplishments best exemplify Pratt's "commitment to diversity and unity, leadership and cooperation, warmth and openness, and unselfish service to others."

The **El-Hajj Malik El-Shabazz Award for Leadership** went to *Michael Calloway, BS'00*. This award is presented to an African American student who has shown a tireless commitment to the projects, organizations, and events of the University during the given academic year.

The grant, awarded by the U.S. Department of Education's GEAR UP program, will allow the University to expand Project GRAD (Graduation Really Achieves Dreams), which works to prepare inner-city Nashville students for academic success beginning in pre-kindergarten and continuing all the way through high school. The cornerstone of Project GRAD is the guarantee of scholarship assistance to any student who graduates with a 2.5 grade point average from a high school participating in the program.

For the last two academic years, Peabody College's incoming freshman classes have been the most selective and, however, in terms of both SAT scores and grade point averages. Incoming students have averaged an SAT score of 1232—the highest among Peabody's peer institutions—and their average overall grade point average has reached 3.41.

Project GRAD already provides teachers with resources and professional-development training in behavior management, reading/language arts instruction, and mathematics instruction. The program also involves parents and local community agencies to coordinate and expand family and student support services. The new grant allows for greater concentration of program efforts at the middle-school level, thereby expanding the program into several additional Nashville schools.

Project GRAD is based on a successful Houston program and was initiated by former Peabody student Katie Dunwoody, who now is a senior in the College of Arts and Science, and her family. Marcy Singer Gabella, Vanderbilt assistant provost for initiatives in education, is the program's executive director. She and Joe Cunningham, associate professor and chair of Peabody's Department of Human and Organizational Development, were co-authors of the GEAR UP grant proposal.

GEAR UP, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs, awarded \$45.6 million in grants nationwide last September, including the grant to Vanderbilt.

Saturn Corp. Learns from HOD Students

Human and organizational development students offered a cultural lesson last spring to key leaders from the Saturn automobile corporation who were interested in knowing what makes the students tick.

With a presentation backed by fast-paced music, home-shot video, and clips from recent films targeted to their age group, the students in Amy Batiste's Advanced Organiza-

tional Theory class gave Saturn team members a snapshot of "Generation Y," a key demographic for the company's marketing efforts. The largest and most cross-cultural generation in U.S. history, the 78 million members of Generation Y—born between 1977 and 1994—spent \$64 billion of their own money in 1994 alone, according to the students' research.

"Generation Y is here, and they want to drive," said sophomore Tom Burns.

Divided into three teams focusing on consumer analysis, competitor analysis, and strategic marketing analysis, the students were commissioned by the automaker's Competitive Benchmarking Team to "lift the veil" on Generation Y, said Batiste, an advanced doctoral student who has been a five-year Saturn team member herself in the supplier quality and development division.

Members of "Gen Y," said the students, are characterized by technological savvy, environmental and community concern, and group behavior. They "wear what everyone else is wearing and do what everyone else is doing," said junior Allison Brown, quoting a Finnish university study.



Junior HOD student Richard Ellis explains to Saturn team members some marketing options that could appeal to Generation Y.

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tor in Singapore, sponsored by the National Youth Council. On the same visit, she led a workshop for the Singapore International Foundation to help its staff design a training program for facilitators of service-learning programs in Southeast Asia. In September, Eyler also gave the keynote address—titled "Where's the Learning in Service-Learning?"—at Brigham Young University's Conference on Service and Learning, sponsored by the Jacobsen Center for Service and Learning and Utah Campus Compact.

Psychology and Human Development

Camilla P. Benbow, Peabody College dean, professor of psychology, and Kennedy Center investigator and senior fellow, has been invited to serve as a trustee on the board of the American Psychological Foundation from 2001 to 2004. The APF is a philanthropic organization that provides scholarships, grants, and awards in order to advance the science and the practice of psychology for the understanding of behavior and the benefit of human welfare.

Elaine Coonrod, a graduate student in psychology, has received a Merck Scholars Award. The award is presented to outstanding students in the John F. Kennedy Center's Mental Retardation Training Program, in collaboration with the departments of special education and psychology and human development, to help them prepare for careers in which they will work with children with special needs and their families.

Judy Garber, professor of psychology and Kennedy Center investigator, has been awarded two recent research grants by the Public Health Service: \$240,451 for "Life-Span Development of Normal and Abnormal Behavior" and \$295,713 for "Treatment of Depression in Parents: Impact on Children."

Susan Goldman, professor of psychology, is one of three editors of *Narrative Comprehension, Causality, and Coherence: Essays in Honor of Tom Trabasso*, published recently by Erlbaum Associates, Mahwah, N.J. Goldman also is co-editor of *The Construction of Mental Representations During Reading*, published by Erlbaum.

James W. Pellegrino, the Frank W. Mayborn Professor of Cognitive Studies, has been awarded a \$43,840 research grant by the National Academies of Science for "National Academies Agreement."

Pellegrino gave the keynote address, "Connecting Learning Theory and Instruction: Principles, Practices, and Possibilities," at the International Conference on Teaching and Learning Within Vocational and Occupational Education and Training, held in Goettingen, Germany.

Jeanne M. Plas, associate professor of psychology, was honored at Vanderbilt's fall Faculty Assembly for 25 years of service to the University. She is author of *Person-Centered Leadership: An American Approach to Participatory*

DEPARTMENT NOTES

Management (Sage, 1996), and she is co-author (with Kathleen Hoover-Dempsey) of *Working Up a Storm: Anger, Anxiety, Joy, and Tears on the Job* (W.W. Norton, 1988), which received national attention for its willingness to examine strong emotions in the workplace.

Ellen E. Pinderhughes, research assistant professor of psychology and Kennedy Center investigator and fellow, has been awarded a \$1.55 million research grant by the Public Health Service for “Multi-Site Prevention of Adolescent Problem Behaviors.”

John J. Rieser, professor of psychology and Kennedy Center senior fellow, made an invited presentation last summer for the Attention and Performance XIX meeting at the University of Munich, Germany.

Special Education

Last June the Office of Special Education Projects at Peabody held a Leadership Project Directors’ Conference in Washington, D.C. Vanderbilt participants included **Georgine Pion**, research associate professor of psychology and human development; **Deborah Smith**, research professor of special education and director of the Alliance Project; and **Naomi Tyler**, research assistant professor of special education. They took part in making three presentations. Following the leadership conference was a Research Project Directors’ Conference, chaired by **Doug Fuchs**, professor of special education. **Craig Kennedy**, associate professor of special education, gave a presentation on functional assessment.

Stephanie Al Otaiba, research assistant professor of special education, was awarded the 1999 American Educational Research Association’s Division C Research Award for her paper “Characteristics of Children Who Are Unresponsive to Early Literacy Intervention,” which was co-written by professors **Doug Fuchs** and **Lynn Fuchs** when Al Otaiba was still a Peabody doctoral student. The award was presented in New Orleans last spring at the annual AERA conference, where Al Otaiba also presented her paper.

Doug H. Fuchs, professor of special education and co-director of the Kennedy Center Research Program on Learning Accommodations for Individuals with Special Needs, has been awarded a \$180,000 research grant by the U.S. Department of Education for “Providing a Solid Foundation for Preschoolers with Disabilities to Learn to Read.” **Lynn S. Fuchs** is co-principal investigator.

Doug Fuchs has been appointed to the editorial board of *Contemporary Educational Psychology*.

Lynn S. Fuchs, professor of special education and co-director of the Kennedy Center Research Program on Learning Accommodations for Individuals with Special Needs, has been awarded several recent research grants by the U.S. Department of Education: \$89,930 for “Gauging Outcomes to Accelerate Learning and Success: GOALS for Students with Disabilities; \$700,000 for “Cen-

The student strategic marketing group translated the characteristics of Gen Y into how car companies market to them. The group analyzed the appeal of various Saturn television ads, test drove Saturn competitors, and developed a list of “must have” options for Gen-Y members, including air conditioning, MP3/CD player, upgradeable technology port, and extensive storage.

“We thought if Jansport made a car, we’d definitely buy it,” said senior Boyd Christian, referring to the popular backpack manufacturer. “We’re not the cupholder generation anymore.” Students also outlined promotional ideas and suggested the automaker update its friendly and honest advertising style with a bold, independent edge.

“The Saturn project not only gave the students a chance to link theory and practice, but it allowed them to meet a real business need,” says instructor Amy Batiste. “They were challenged by the opportunity to deal with a real client—from contracting the work to the delivery of a tangible product.”

Lubinski Wins Prize for “Positive Psychology”

David Lubinski, associate professor of psychology and an investigator and fellow in the John F. Kennedy Center, is one of four researchers nationally to receive an inaugural John Marks Templeton Positive Psychology Prize from the American Psychological Association.

Peabody College is the only top-ranked college of education in the country that offers both undergraduate and graduate programs in education and human development.

Did you know

Recognized for his research on talent development among intellectually precocious youth, Lubinski received a \$20,000 cash award that will go toward continuance of his research. He is co-director (with Peabody Dean Camilla Benbow) of a 50-year longitudinal study, now in its third decade, that is tracking more than 5,000 mathematically and verbally precocious students and the impact of various educational interventions upon their development. (See feature article “Tug of War,” p. 24.)

Lubinski advocates the need for increased enrichment opportunities for gifted students in schools. “We need to cultivate these children more than we have,” he said. “They have a tremendous amount to contribute, and doing little for them is a recipe for underachievement.”

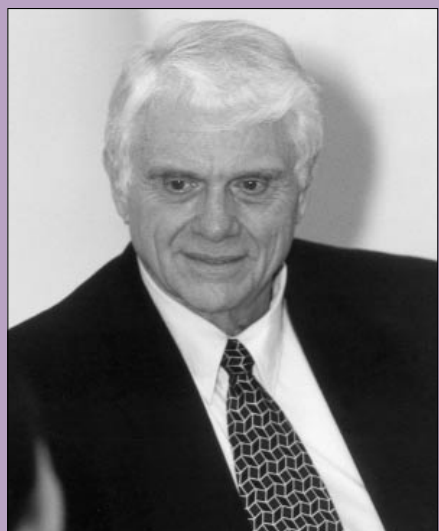
Each of the four recipients of this year’s Templeton Prize is considered a pathfinder in the fledgling “positive psychology” movement, which supports research that cultivates and builds on human strengths rather than focusing on the negative aspects of human emotion. The prize is highly competitive and is financed by the Templeton Foundation of Philadelphia.



David Lubinski

A Call for World Peace

Dwight Allen, eminent professor of education reform at Old Dominion University in Norfolk, Virginia, hosts a discussion on “Education for World Peace” at Peabody last October. Allen is author of the book Schools for a New Century and is co-founder of PRIME, a long-term project to restructure Norfolk’s inner-city schools. His visit was one of several Vanderbilt-sponsored lectures held in conjunction with Symposium 2000, a 16-day series of worldwide events celebrating the 125th anniversary of Albert Schweitzer’s birth and the 250th anniversary of J.S. Bach’s death. Symposium 2000 focused on “world peace through reverence for life.”



Ellen Brier’s Special Calling

Peabody dean’s office is reaching out and touching students

Student retention. The mere mention of it can glaze the eyes of even the most adroit university administrator. After all, the work of ensuring that students stay enrolled is an age-old challenge. For Ellen Brier, however, it’s a passion—and a practical opportunity to put her research to the test.

In the early 1990s Brier joined the faculty of Peabody’s Department of Leadership and Organizations, where she remained until an injury and several rounds of spinal surgery put her life on hold. After more than three years of physical therapy, she returned to the Peabody campus in January 1999 as director of student affairs and adjunct professor of education.

As director of student affairs, Brier brings to the job several years of research on student retention, one of her primary areas of concern at Peabody. She sees herself as the personification of the University’s commitment to students’ happiness and academic success—which means it’s her job to make sure every student discovers his or her place at Vanderbilt. If students feel a real affiliation with the University, says Brier, chances are greater they’ll stay.

“I look especially at students in transition—freshmen, transfer students, and others who are marginal for a variety of reasons—because they are at highest risk and are most vulnerable in their relationship with the University,” says Brier. “Typically, students are lost at first in this large, unfamiliar culture. They can’t find their place. And it’s their social and academic integration, their connectedness to the University community, that contributes to their retention.

“While it’s not my goal to retain every student, it is my goal to ensure that every student has the opportunity to find out whether or not Vanderbilt is the right fit for them. And there are simple ways in which we can reach out to them.”

One of those ways is, in fact, simple, but has yielded remarkable results. Once each fall and spring semester, Brier telephones each and every Peabody freshman—all 250 of them—just to ask how they’re doing. Really.

She asks students how well they are



DAVID GREENSTADT

Ellen Brier, director of Peabody student affairs, telephones all freshmen twice a year to ask how they’re doing.

adjusting to Vanderbilt, how their classes are going, whether they are enjoying their course work, and how they’re being challenged. She asks about the roommate experience, life in the residence hall and, finally, what associations they have made with the University. Have they signed up for any activities? Are they involved in a campus organization?

And the timing of the calls, particularly in the fall, is deliberate. Brier calls the students between the fourth and sixth weeks of school, prior to midterm exams.

“By the fourth week, some of the honeymoon’s over, the work has started to kick in, students are feeling homesick, and they’re starting to look around and think every-



body knows more than they do,” explains Brier. “At Peabody we deal with high achievers, and very often it’s more difficult for them to reach out. They’re facing tremendous pressure.”

Student response to Brier’s calls is frequently astonishment—and always appreciation. Brier takes notes on each conversation, and when she contacts students again in the spring, she follows up on specific matters of importance to them. Last year she expanded her initiative by adding sophomores to her call list.

“I’m genuinely concerned about them,” says Brier. “Home-to-college is one of the most difficult transitions a person makes

in a lifetime. And I don’t let anyone else make these calls because I want to hear, in their voices and not just their words, what’s going on. I trust my instincts, and I pick up on a lot.”

After nearly two years of experience with her student-calling initiative, Brier has fine-tuned the process a bit to better identify students who may be struggling. She then is able to direct them to one of the many services offered by the University that may be of help.

“It’s a very proactive intervention,” says Brier. “My personal reward is in actually getting to know some students. And what they remember is that the woman in the dean’s office called me, and I can go there for help. There’s someone there who can help me when I don’t know where to go.”

Not only have students and faculty members taken notice of Brier’s efforts, but so have parents—sometimes with humorous consequences. Last year Brier received a call from the concerned mother of a student Brier had phoned the week before.

“She said, ‘John told me you called him to see how he was doing, and he insisted it wasn’t because he’s in some kind of trouble, but I have to know: Is he in trouble?’” laughs Brier. “When I told her that he was not in trouble, she asked, ‘You mean you really *did* call him just to see how he’s doing?’ She had a tough time believing me.”

Believe it or not, Brier’s work, along with important efforts of the entire Peabody community, seems to be paying off. Of the 239 students who matriculated as freshmen at Peabody in the fall of 1999, all but 13 returned in the fall of 2000—an impressive retention rate of 95 percent, and an improvement over previous years.

Brier’s work is informed in part by a body of research on retention that she has helped to shape as a scholar. Now that her career has shifted, she finds herself in the role of practitioner.

“Very few people who have had academic careers get the opportunity to actually test their own work and apply it,” she says. “I’m now able to bring together a variety of pieces from my past, and there’s no question that the effort is really making a difference. That’s a wonderful position to be in!”

—Phillip B. Tucker

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ter to Accelerate Student Learning” (CASL); \$180,000 for “Curriculum-Based Measurement with Diagnostic Analysis to Improve Reading Outcomes for Students with Disabilities”; \$200,000 for “MAPS”; and \$180,000 for “Project IMPACT.” **Doug H. Fuchs** is co-principal investigator for each of these grants.

Lynn Fuchs has been appointed to the editorial board of the *Journal of Educational Psychology*.

Doug Fuchs and **Lynn Fuchs** are among 172 individuals selected as “Influential Persons in the Development of the Field of Special Education” in the November/December 2000 issue of *Remedial and Special Education*. They are noted for their contributions to research on educational interventions, including curriculum-based measures and empirically validated approaches, and advocacy for research’s role in inclusion issues. Also included was **Lloyd Dunn**, former Peabody coordinator of special education, who served on the faculty from 1953 to 1968 and was the first director of the Kennedy Center’s Institute on Mental Retardation and Intellectual Development. The list also includes individuals of the stature of Helen Keller, Jean Piaget, and John F. Kennedy.

Doug Fuchs and **Lynn Fuchs** were honored last fall by the Peabody Alumni Association as the Distinguished Faculty Scholars for 2000. The Fuchses, who are especially known for their work to meet the needs of diverse learners within a single classroom, presented the third annual Distinguished Scholar Lecture at the October meeting of the Alumni Association Board of Directors.

Ann P. Kaiser, professor of special education, has been awarded three recent research grants: \$200,000 by the U.S. Department of Education for “Leadership Training in ECSE”; \$581,312 by the Public Health Service for “Preventing Problems in Children’s Social Behavior”; and \$199,997 by the U.S. Department of Health and Human Services for “Early Identification and Prevention of Conduct Disorder in Head Start Children.”

Craig Kennedy, professor of special education and a Kennedy Center fellow, has been appointed associate editor of the *Journal of Applied Behavior Analysis* for a three-year term. The publication, now in its 33rd year, is the primary journal for behavioral research relating to people with developmental disabilities.

Cathy (Huaqing) Qi, a doctoral student in special education, has received a Head Start Research Scholars Grant, which provides two years of funding for dissertation research on the classroom behavior of preschoolers with language and behavior problems. Qi’s proposal was one of 10 funded nationally.

Daniel J. Reschly, department chair and professor of education, has been named chair of the National Academy of Sciences/National Research Council Committee on Disability Determination in Mental Retardation. The committee, established by a congressional appropriation, will examine procedures and criteria for determining Social Security system eligibility in mental retar-



Lore Camialani Arakawa Rodriguez wears a traditional Hawaiian lei headpiece for commencement ceremonies. Rodriguez, who earned her master of education degree in special education, is from Kaneohe, Hawaii.

College Awards 480 Degrees in 2000

Former Vanderbilt Chancellor Joe B. Wyatt congratulated more than 2,800 graduates of the Class of 2000 in commencement ceremonies last May and added that he was also “graduating” as he delivered his 18th and final farewell speech. He retired as Vanderbilt’s chief executive four months later.

“I’ve had the privilege of conferring more than 45,000 degrees at Vanderbilt, which



Steven Craig DeCaluwe, who graduated summa cum laude with a double major in elementary education and mathematics, receives the 2000 Peabody Founder’s Medal for highest honors from Dean Camilla Benbow.

means shaking almost as many hands, which I have been privileged to do,” said Wyatt. “Now I shall venture forth to life after Vanderbilt. And, like you, I do so with a mixture of pride, exhilaration, and reflection.”

Wyatt now is a senior research fellow in the Department of Leadership and Organizations at Peabody, which awarded a total of 480 degrees that day—276 at the undergraduate ceremony on Vanderbilt’s Alumni Lawn and 204 at the graduate-degree ceremony on the Peabody campus.

During the undergraduate ceremony, which was attended by a crowd of about 15,000 people, Wyatt and Peabody College Dean Camilla Benbow presented the 2000 Peabody Founder’s Medalist to Steven Craig DeCaluwe of Chicago. DeCaluwe graduated summa cum laude with a double major in elementary education and mathematics. As a student he worked with Habitat for Humanity and Vanderbilt Student Volunteers for Science, which sends student teachers into Nashville public schools to talk about science. He also was a disk jockey on the campus radio station, WRVU, and a student instructor for rock climbing, caving, white-water paddling, and other wilderness skills.

At the graduate student ceremony, Dean Benbow welcomed graduates and guests by reminding them about financier George Peabody’s 1867 gift of \$2 million that established the fund with which Peabody College was founded. His gift was, at that time, the largest gift to education in history.

“Peabody College rose to the challenge of providing education for all—the humble as well as the elite, women as well as men,” Benbow said. “Teachers and administrators went out from the College to design, build, and strengthen the public school system. They also formed the nucleus of the educa-

What Happened to the Time Capsule?



Alumni of Peabody College who were students in April of 1980 will remember the burial of a time capsule that was to be exhumed in 2000. Containing mostly letters written by Peabody students, faculty, staff, and friends, the capsule was buried in a six-foot-deep hole in front of the Social Religious Building (now the Wyatt Center) to mark the end of the first full academic year following the 1979 merger of Peabody and Vanderbilt University. Last year, calls from a few Peabody alumni who recalled the occasion prompted a full-fledged investigative search for the capsule’s whereabouts—with disappointing results. Apparently, the time capsule was uncovered just four years ago during an excavation project. But the cylinder and its contents had been so badly damaged by the elements through the years that the work crew was unable to identify its odd-looking discovery and, unfortunately, disposed of it.

tion faculties in colleges and universities throughout the region.”

More than 29,000 Peabody alumni have since followed this tradition.

Award-winning Professor Elizabeth Goldman, who had been on the Peabody College faculty since 1968 and served as both a Peabody associate dean and associate provost for academic affairs for the University, retired in 2000 and was honored by Benbow at commencement with the “emerita” designation.

Benbow also presented the 2000 Distinguished Alumni Award to Imogene Forte, BS’55, MA’60, and, posthumously, to Logan Wright, MA’62, PhD’64. (See “Thinking Big and Wide,” p. 28, for a closer look at the lives of these two outstanding Peabody alumni.)

Before degrees were conferred, the commencement address was delivered by Dale Farran, professor of education and director of the John F. Kennedy Center’s Susan Gray School for Children, who challenged graduates with the idea that, in an age of unprecedented affluence and therefore unprecedented options, the many life choices one faces today add to a sense of stress.

“Having some habitual practices is really helpful,” said Farran. “They free up mental energy for other ideas, for time actually to attend to the people around us, to listen to them and appreciate them.”

The day’s events ended with a reception for graduates and their friends and families, as well as induction ceremonies for the newest members of the Peabody Pioneers—alumni who graduated 50 years or more ago. Several members of the Class of 1950 were in attendance for the induction.

Susan Gray School Open to All Children

The John F. Kennedy Center’s Susan Gray School for Children has expanded its services to become a model program for inclusive early childhood education research and demonstration.

In the past, while the School’s enrollment has been open to children with developmental delays from the entire Nashville community, enrollment of children without disabilities was limited to the children of Vanderbilt faculty, staff, or students. Now, for the first time, enrollment of typically developing children is open to the entire Nashville community.

Several important initiatives made this possible. First, the staff sought and received a separate license for the School from the state Department of Human Services as a “stand-alone” child-care facility. Next, teaching positions were redefined and organized

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dation for children and adults.

Teris K. Schery, research professor of special education and hearing and speech sciences, has been awarded a \$276,735 research grant by the U.S. Department of Education for “Multidisciplinary Personnel Training for Work with Deaf Children with Cochlear Implants in Rural Settings.” **Anne Marie Tharpe** is co-principal investigator.

Joseph H. Wehby, assistant professor of special education and a Kennedy Center fellow, has been awarded two recent research grants by the U.S. Department of Education: \$220,274 for “Leadership Training in Learning Disabilities” and \$180,000 for “Project CLASS.”

Teaching and Learning

Linda Barron, research associate professor of mathematics education, was honored at Vanderbilt’s fall Faculty Assembly for 25 years of service to the University. She teaches mathematics content and methods courses for early childhood and elementary education majors, and she is director of undergraduate studies for the Department of Teaching and Learning.

David Bloome, professor of education, has been elected vice president of the National Council of Teachers of English.

John D. Bransford, professor of education, Centennial Professor of Psychology, and director of the Learning Technology Center, gave an address on “How People Learn” for the National Acad-

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emies Millennium Conference on Achieving High Educational Standards for All, held in Washington, D.C., last fall.

Paul Cobb, professor of education, has been awarded two recent research grants: \$209,278 by the U.S. Department of Education for "Designing Learning Environments and Assessment Practices to Support Development of Mathematical and Scientific Understanding," and \$253,354 by the National Science Foundation for "Developing and Sustaining Technology-Intensive Classrooms Where Mathematics Is Learned with Understanding."

Philip S. Crooke III, professor of education and professor of mathematics (Arts & Science), attended the semiannual board of advisers meeting of the Eisenhower Regional Consortium for Mathematics and Science Education at AEL last October in Arlington, Va. Crooke is one of 12 board members appointed to this consortium, which serves Kentucky, Tennessee, Virginia, and West Virginia. AEL is a nonprofit, regionally oriented education research, development, and service institution whose work is funded through several contracts and grants from the U.S. Department of Education. The Eisenhower Consortium sponsors professional development training with an emphasis on technology.

Charles Kinzer, associate professor of reading education, is co-principal investigator of a major grant from the National Science Foundation. The five-year, \$5.55 million-dollar grant is titled "Best Practices, Teacher Preparation, and Technology: Connections That Enhance Children's Literacy Acquisition and Reading Achievement." As a subcontractor to the University of Georgia, Kinzer will be principal investigator of the Vanderbilt-Peabody portion. This grant was one of seven awarded nationally.

Kinzer was appointed last summer as editor of *The Electronic Classroom*, a division of *Reading Online*, the electronic journal published by the International Reading Association.

Xiaodong Lin, assistant professor of education, has received the American Educational Research Association's Jan Hawkins Early Career Award for Humanistic Scholarship in Learning Technology. She received the award in New Orleans at last spring's AERA annual conference.

Charles B. Myers, professor of social studies education, has been appointed to the board of the Project 30 Alliance, a group for colleges of education and arts and science who take joint responsibility in teacher education on their campuses.

Victoria J. Risko, professor of education, was honored at Vanderbilt's fall Faculty Assembly for 25 years of service to the University. Her research focuses on literacy development for students experiencing difficulties, reading comprehension and meaningful learning, and uses of technology to support problem solving and social engagement within literacy contexts.

into teams who work closely to plan each day. Finally, a plan for increased staff development and training opportunities was put into place.

As a result, each classroom now has a lead teacher and one or more early childhood teachers, and families may choose either a full day's services or a three-quarter day's services. For those families, it is now possible to enroll a child all the way from toddler through the preschool years in a seamless program.

"All our teachers are trained to meet the developmental and educational needs of young children with and without disabilities," says Dale Farran, director of the School and professor of education. "We are in a stronger position than ever to meet the needs of all children."

The Susan Gray School provides early intervention for children with disabilities up to 3 years old in classrooms that include young children without disabilities. It also provides early childhood education for typically developing children from 14 months old to kindergarten entry. Home and community outreach services also are offered for children up to 3 years old with disabilities.

The School trains undergraduate and graduate students from a variety of Peabody departments and programs, and it serves as a model demonstration site for visitors from education agencies. The School's staff



is in the process of applying for accreditation through the National Association for the Education of Young Children.

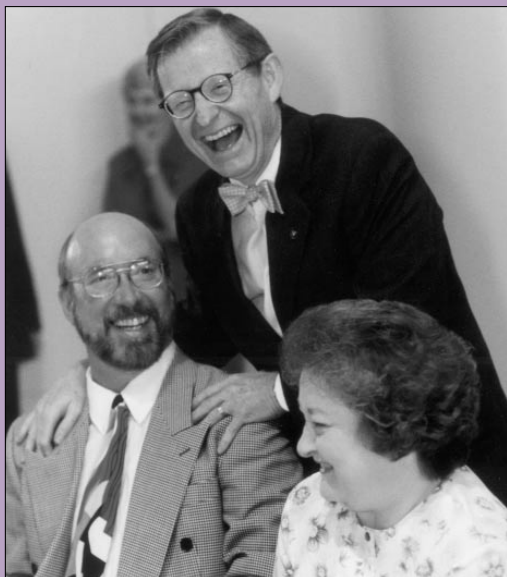
"Many of the School's features are not new," explains Farran, "but the combination of these features means we can now do the best job of meeting the School's threefold mission of providing high-quality services for children and families, providing training for future teachers and researchers, and promoting research on child development and early childhood education and intervention."

More than two years of consultation and planning culminated in the series of initiatives to expand the School's services. The process involved parents of children at the School, the School's staff, Kennedy Center researchers, Peabody faculty, community leaders, outside consultants, and senior Peabody College administrators. Members of the School's advisory board and Friends of the Susan Gray School were consulted throughout the process.

"Our goal from the outset has been to develop a premiere demonstration and research school for young children that would simultaneously relate to the research and training needs of Peabody College and the Kennedy Center," says Peabody Dean Camilla Benbow. "This model accomplishes both these goals while doing an even better job of serving the Nashville community."

Bow-Tie Breakfast

Vanderbilt Chancellor Gordon Gee visits with Pat Thompson, professor of mathematics education, and Denise Hammond, administrative assistant for the Department of Teaching and Learning, at the fall 2000 Peabody staff appreciation breakfast. Gee was the event's featured speaker, addressing a crowd of nearly 100 staff members on the subject of competence and passion. "We are all teachers," said Gee. "Our competence and passion are the tools by which we teach others about the University." Several staff members were recognized at the breakfast for their years of service to Peabody College.



Rosalynn Carter Addresses Hobbs Society

Former First Lady Rosalynn Carter, right, visits with Peabody College Dean Camilla P. Benbow and David Lubinski, associate professor of psychology, following Carter's address at the 2000 John F. Kennedy Center Leadership Dinner last spring. Carter, who has maintained a lifelong dedication to issues affecting women and children, is president of the board of directors for Georgia Southwestern State University's Rosalynn Carter Institute, which provides help for family and professional caregivers of people with mental illness, other chronic illnesses, and developmental disabilities. She



has been in the role of caregiver herself for several family members and is co-author of the book Helping Yourself Help Others: A Book for Caregivers. Carter's address to members of the Kennedy Center's Nicholas Hobbs Society came as the Center celebrated its 35th year as a national developmental disabilities research institute.

New Faculty 2000-2001

Fifteen new faculty members joined Peabody's five academic departments at the beginning of the fall semester:

Human and Organizational Development
Susan K. Friedman, *lecturer*
Craig Anne Heflinger, *associate professor**
Douglas Perkins, *associate professor*

Leadership and Organizations
Constance Bumgarner Gee, *associate professor*
Stephen Heyneman, *professor*
Joe B. Wyatt, *senior research faculty fellow**

Psychology and Human Development
Georgene Troseth, *assistant professor*

Special Education
Donald Compton, *assistant professor*
Ann Garfinkle, *assistant professor*
Kristin Lundgren, *assistant professor of the practice*
Stephanie Al Otaiba, *research assistant professor*
Mark Wolery, *professor*
Ruth Ashworth Wolery, *assistant professor of the practice*

Teaching and Learning
Brooke Frassinelli, *lecturer*
Amy Palmeri, *assistant professor of the practice**

** These individuals are not new to the Vanderbilt faculty or administration, but the appointments are new.*



New faculty members for the current school year are, left to right: Ruth Ashworth Wolery, Craig Anne Heflinger, Amy Palmeri, Donald Compton, Susan K. Friedman, Brooke Frassinelli, Stephanie Al Otaiba, Georgene Troseth, Kristin Lundgren, Ann Garfinkle, and Stephen Heyneman. Not pictured are Constance Bumgarner Gee, Douglas Perkins, Mark Wolery, and Joe B. Wyatt.

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Deborah W. Rowe, associate professor of early childhood education, has been appointed to the Committee on Early Childhood Testing of the National Council of Teachers of English.

Patrick W. Thompson, department chair and professor of mathematics education, has been awarded a \$176,575 research grant by the National Science Foundation for "An Investigation of Multiplicative Reasoning as a Foundation for Teaching and Learning Stochastic Reasoning."

Staff

Margaret Moore, special assistant to the Peabody College dean for nearly 15 years, received a certificate of recognition at the University's 14th Affirmative Action and Diversity Initiatives Awards Program last October. The program recognizes employees and students who actively support the University's commitment to diversity. For several years Moore has represented Peabody on the University Committee. One of her more important roles in the dean's office is coordination of the new-faculty orientation each year, and the handbook she prepares for new faculty members pays particular attention to those with special needs.

John F. Kennedy Center

Stephen Camarata, acting Center director, associate professor of special education, and associate professor of hearing and speech sciences, has been awarded a \$1.2 million research grant by the Public Health Service for the John F. Kennedy Center.

H. Carl Haywood, Kennedy Center scholar and emeritus professor of psychology, has retired as dean of the School of Education and Psychology at Touro College in New York City. He founded the school in 1993 and served as dean of both graduate and undergraduate programs until August 2000. Haywood also was recently elected to the board of trust of the American University in Rome.

Elaine Sanders-Bush, professor of pharmacology and psychiatry and Kennedy Center investigator, has been asked to serve on the National Advisory Council for the National Institute of Mental Health. She began her term in October.

Richard Steinhart, Kennedy Center director of administration, received a certificate of recognition at the University's 14th Affirmative Action and Diversity Initiatives Awards Program last October. The program recognizes employees and students who actively support the University's commitment to diversity. Steinhart is an advocate for Peabody and Kennedy Center employees with disabilities and is a resource for referring job applicants with disabilities. He has actively helped to improve accessibility for visitors to the Kennedy Center, and he personally has made many aesthetic and physical improvements inside and outside the Center's Mental Retardation Building.



Stay Connected to Peabody Online!

New and improved online services for alumni make it easier than ever to reconnect with Peabody College and the entire Vanderbilt community.

Need to find a former classmate? Now you can. Need to change your address or submit a Class Notes entry about your new job? You can do that, too. Or perhaps you'd like to read the latest issue of THE PEABODY REFLECTOR or VANDERBILT MAGAZINE? It's there for you to see.

Vanderbilt's alumni Web site at www.vanderbilt.edu/alumni/ is your starting point. There you will find these free services and more, most of which are bundled into a new, multi-feature online community exclusively for alumni called "Dore2Dore."

By going Dore2Dore, you can sign up for Vanderbilt's **Permanent E-Mail Forwarding Service**, which allows alumni to keep the same e-mail address no matter how many times they change Internet service providers. Alumni will still need an active e-mail account with an Internet service provider, their school, or through their employer, but whenever those accounts change, alumni simply notify Vanderbilt about the change. When friends send e-mail messages to the alumnus's Vanderbilt address (alumni.name@alumni.vanderbilt.edu), they will be forwarded to the new account.

Dore2Dore also offers an **Online Alumni Directory** that enables alumni to search for other alumni by name, geographical area, class year, and other criteria in an easy-to-use format. Only alumni may access the information via a password-protected login, and you may limit which information about you appears to other alumni who use the directory. The privacy of your personal information is top priority; only you and select Vanderbilt staff members may access and update your personal profile.

A printed alumni directory also has been published for purchase exclusively by alumni. Surveys mailed to alumni in 2000 provided the opportunity to exclude any personal information from either the printed or online version of the directory.

The **Commodore Career Connection**, another service offered by Dore2Dore, is a database of alumni who have volunteered to be career contacts and provide informational interviews about their careers to alumni and current students. The CCC contains business and personal information for alumni so they may contact other alumni in their field and establish working relationships. Current students may access the CCC to find out about a career field and then make decisions based on this advice. The CCC is not designed as a job placement or recruiting service, but as a networking and advisory tool.

Have you moved? Do you have a new job or name change to tell us about? Then go to Dore2Dore's easy **Alumni Records/Online Directory Update Form** and fill it out. The University will then have an accurate record of your contact information.

Finally, Dore2Dore provides an online **Class Notes Form** that allows alumni to submit written updates about themselves that may appear in their particular alumni publication, including VANDERBILT MAGAZINE and THE PEABODY REFLECTOR. The forms are forwarded electronically to the University's Office of Alumni Communications and Publications.

Alumni who wish to use Dore2Dore first must go to the Dore2Dore homepage and complete an authentication and password process to ensure privacy of the information provided by the various services. The Dore2Dore site may be accessed through the main Vanderbilt alumni Web site (www.vanderbilt.edu/alumni/) or directly at www.dore2dore.net. A recent mailing to all Vanderbilt alumni provides additional information about Dore2Dore and how to sign up to use it.

In addition to those services offered by Dore2Dore, alumni will continue to find information about the Alumni Association, Reunion, Homecoming, Alumni Clubs, the Alumni Travel Program, and how to give to Vanderbilt—all on the Vanderbilt alumni Web site. There's even a link to the latest online versions of all Vanderbilt alumni publications, including VANDERBILT MAGAZINE and THE PEABODY REFLECTOR.

As a special service to Peabody alumni, the online REFLECTOR is being expanded to include many more feature articles and campus news from the printed version than in the past. If you've lost your printed copy of the PEABODY REFLECTOR, or if you know of alumni who have lost touch with Peabody and might enjoy reconnecting, then the online version can be of help.

The Alumni Web site includes a Frequently Asked Questions link that may answer your questions about the many online services now offered. There's also a Help Page for those experiencing problems with these services. Enjoy surfing!

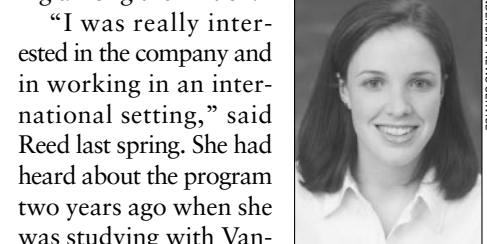
Two May 2000 Peabody graduates are spending their first year after graduation working at the prestigious insurance company Lloyd's of London.

Two Peabody Alumni Off to London

Laura E. Griffin, BS'00, and Brook P. Reed, BS'00, each were awarded the Walter C. Wattles fellowship last spring, along with Arts and Science graduate Anne E. Corona, BA'00. The three seniors were selected from among 44 Vanderbilt applicants.

The Wattles fellowship, now in its 31st year, allows three women graduates to work in the underwriting room at Lloyd's of London, providing them with a unique career and cultural experience working among the British.

"I was really interested in the company and in working in an international setting," said Reed last spring. She had heard about the program two years ago when she was studying with Vanderbilt's Humanities in



Laura E. Griffin

Brook P. Reed

Lost and Found ... 37 Years Later

Like they say, you can't run from your past. In the spring of 1963, Judy Morrow was a student employee working in Peabody's Education Library when one day she left her purse unattended in the work area. Her wallet, along with quite a bit of cash, was stolen and was never again to be seen—until last summer during a library maintenance project, when it was discovered on top of an exposed air duct near the ceiling.

Unfortunately, the money was gone, but the wallet's other contents had remained undisturbed for 37 years. Photos of friends and family, a book of five-cent stamps, her Social Security card, Peabody student identification cards, and—our favorite—her Dottie West Fan Club card were all neatly tucked inside the brittle, but intact, vinyl wallet.

And what of its owner? She would be destined to spend her professional



life among the stacks. Today, Judith Morrow Walton, BS'64, MLS'65, is interim director of Mobile, Ala., Public Libraries—and is thrilled to have her wallet back.

London program and became acquainted with one of the participants. She returned to London the next year as the program's teaching assistant and toured Lloyd's while there.

Griffin, who studied abroad in Australia her junior year, also learned about the Wattles fellowship through friends who have been selected for the program. "I think it will be a valuable experience to work with Europeans for a year," she said.

Three alternates for the program also were selected, including then-Peabody senior Nancy S. Woodworth, BS'00.

Walter C. Wattles, who graduated from the College of Arts and Science in 1936, established the student fellowship program in 1969. His goal was to create an opportunity for women to work at Lloyd's of London, which formerly was a male-dominated work environment.

In 1976 the program was limited to Vanderbilt graduates, and since 1978 three women have been chosen each year. Wattles and former participants in the program select the recipients.

Wattles program participants must take the Lloyd's Market Procedures and Practices Examination, competing with British workers who have had several years of experience. Each year's participants have passed with high scores.

Hall of Fame Honors Peabody Alumni

Peabody College alumni are well represented among the 29 members of the Tennessee Teachers Hall of Fame, a statewide endeavor sponsored by Middle Tennessee State University in Murfreesboro.

MTSU's College of Education and Behavioral Science instituted the Hall of Fame in 1994 to honor educators who have made exemplary lifelong contributions to the profession and to the lives of young people. Nominations, which are made by a board of governors representing all major state professional organizations, are open to both active and retired teachers in the public or private K-12 school systems of Tennessee.

Ten of the 29 current Hall of Fame inductees are Peabody alumni. They are Ruth Bowdoin of Murfreesboro; Pauline Brumit of Elizabethton; Mary Smithson Craighead of Nashville; Wallace A. Dillard, BS'49, MA'51, of Columbia; Adrian McClaren of Memphis; Eleanor Barnes Murray, BS'37, MA'61, of Belvedere; Lucille Corkran Nabors, MA'67, of Brentwood; John Pechonick, MA'50, formerly of Jackson and now of Neptune Beach, Fla.; James A. Poston, MA'60, of Nashville; and Terry Weeks, EdD'93, of Murfreesboro. (Degrees and class years were not available for all inductees.)

Peabody College Alumni Association

Peabody welcomes the following new members of the 32-member Alumni Association Board of Directors. A complete listing of Alumni Board members may be found on page 38 of this magazine.

Linda Blair Cline, MA'72
Glencoe, Ill.

Jonathan N. Dyke, BS'93
Washington, D.C.

Tricia L. Everest, BS'93
Oklahoma City

Ruth Hagerty, MA'61, EdD'84
Gallatin, Tenn.

Olympia Kershner, BS'96
Houston

John W. Madden II, BS'88
Dallas

Marian Haynesworth Maier, BS'98
St. Simons Island, Ga.

John B. Mazyck, BS'95
Montgomery, Ala.

Charles Z. Moore, BS'59, MA'60
Brentwood, Tenn.

Catherine A. Mountcastle, BS'79
Nashville

Patsy Stansell Patten, BS'70
Nashville

Joel Sutton Pizzuti, BS'94
Columbus, Ohio

Patricia Owen Powers, BS'84
Nashville

Margaret Dill Smith, PhD'81
Bainbridge, Ga.

Katy Keeble Sudlow, BS'98
Atlanta

Julie Johns Taylor, BS'95, MEd'96
New York City

Karen Daniels Treadwell, BS'89
Dadeville, Ala.

Carol Rogers Westlake, BS'79, MEd'84
Nashville

Janice B. Zimmerman, BS'70, MA'71, EdS'72
Nashville

Peabody offers a practical new breed of interdisciplinary research training

Peabody College and the Kennedy Center create a context that is crucial for the success of interdisciplinary research and research training.

At a time when complex social and educational problems require broad solutions, graduate programs preparing our nation's future researchers seem to get narrower—but not at Peabody. Here students in the Developmental Disabilities Research Training Program and the Developmental Psychopathology Training Program are receiving the kind of interdisciplinary preparation that will equip them to answer complex questions about human development in a new century of exploding knowledge.

"I became interested in research on developmental disabilities in my junior year at Emory after I got experience working at a summer camp for people with mental retardation," explains psychology and human development graduate student Anastasia Dimitropoulos.

"When I began looking at graduate schools, I searched for places that had mental retardation interests. When I saw the brochure for Peabody's Developmental Disabilities

Developmental Disabilities Research Training Program

Peabody was a pioneer in interdisciplinary graduate study with its Mental Retardation Research Training Program, as it was called when it was founded in 1954. The program has trained many of the nation's leading researchers in developmental disabilities and has been continuously funded more than four decades by the National Institute of Child Health and Human Development.

Today the program is

tion with basic research on human development, typical and atypical, that we can derive from psychology," says co-director Kennedy.

"We ask our students to look at those two disciplines and see how they intermesh as they are thinking about specific problems they want to solve in their research. We keep them looking at the bigger picture."

The program's goal is to produce first-rate scientists who will become leading contributors to understanding biological, psychological, and social mechanisms in the development of disabilities in order to prevent disabilities or develop effective interventions. Recent fellows have investigated topics such as autism, social-emotional processes, early communication skills, life transitions, social relationships, and behavior disorders.

While the program has been interdisciplinary since its inception, today students also learn genetics, neuroscience, and brain imaging methodologies. "Our students are exposed to issues relating to molecular biology, brain chemistry, environmental influences on learning, as well as issues relating to current federal policy and legal issues regarding education of individuals with disabilities," says Kennedy.

One way the program accomplishes this is through course work covering a variety of research agendas, approaches, and research paradigms that all focus on the basic problem of how one understands human development and how development can go awry.

The second important dimension is the students' engagement in interdisciplinary research with faculty, as the experience of postdoctoral fellow Marygrace Yale demonstrates. "What was interesting to me here at Peabody was the psychology and special education component

and the Kennedy Center's new EEG system," says Yale. "The program offered opportunities to learn a new line of research, since I didn't have any experience in biophysiology."

Yale is conducting research on joint attention between parents and children with Paul Yoder, research professor of special education and a Kennedy Center investigator. "Yoder's study was looking at the relationship between joint attention and brain activity, or EEG, in young children," Yale explains. EEG, or electroencephalogram, is a harmless way of measuring brain activity through an array of electrodes on a skull cap.

"What I brought to this study was my background in early joint attention. What I've gained is an understanding of the different facets of EEG, how to run and collect EEG data, and how to analyze and understand the data. That project has opened up for me a whole new area of research that has become a hot topic not only in biopsychology but in developmental psychology as well."

Yale also values the experience she has gained in working with graduate trainees. As the program's postdoctoral fellow, she has been responsible for organizing the monthly proseminars at which guest researchers discuss their work in a variety of areas in developmental disabilities.

Anastasia Dimitropoulos has completed three years in the training program and begins this year as a Merck Scholar focusing on her doctoral dissertation. "The training program has been a great fit for me, as I've seen firsthand how the different disciplines work together," she says.

"Some people have backgrounds in special education, some have specific interests like autism, and others are more interested in child development. We've looked at developmental disabilities research historically and how it's changing. You can't think about the field without thinking of the Human Genome project and where our careers are going to be in 20 years."

Attention to research ethics was another aspect of her experience that Dimitropoulos values, along with her work with faculty researchers from many disciplines involved in the Kennedy Center's study of the genetics and behavior of Prader-Willi syndrome. She was already interested in this genetic disability when she entered the training program.

Individuals with Prader-Willi syndrome have obsessive behavior, especially related to food, have obesity that

Professor Paul Yoder and postdoctoral fellow Marygrace Yale demonstrate EEG, a harmless way of measuring brain activity through electrodes on a skull cap. Yoder and Yale are conducting research on joint attention between parents and children.

"We've looked at developmental disabilities research historically and how it's changing. You can't think about the field without thinking of the Human Genome project and where our careers are going to be in 20 years."



Graduate student Anastasia Dimitropoulos

Professors Tedra Walden and Craig Kennedy talk with children from the Kennedy Center's Susan Gray School for Children. Walden and Kennedy are co-directors of the Developmental Disabilities Research Training Program.

"You have to think interdisciplinary if you want to understand the development of psychopathology."

can be life threatening, and often have mental retardation. As an undergraduate working in the camp for individuals with disabilities, Dimitropoulos was counselor for a teenager with Prader-Willi syndrome and was in charge of food control.

"I saw behavior that struck me as very difficult for her," she says. Because of that experience, Dimitropoulos jumped at the chance to work on the Prader-Willi syndrome project at Peabody, and she now is investigating the compulsive behavioral problems of young children with the disorder.

She says her involvement on the project and in the training program have also introduced her to "learning how to use imaging techniques, how to work with researchers in the Medical Center, and how to try to bridge the gap between one's interest and applying imaging studies to it."

Developmental Psychopathology Research Training Program

begun in 1989, the Developmental Psychopathology program focuses on the development, life course, and prevention of abnormal behavior. Trainees are enrolled in the Department of Psychology and Human Development at Peabody or in the Department of Psychology in the College of Arts and Science. Program faculty are drawn from several disciplines: psychology, psychiatry, pediatrics, special education, and sociology.

"You have to think interdisciplinary if you want to understand the development of psychopathology," says Judy Garber, Peabody professor of psychology and program director. "You must understand normal processes at all levels—cognitively, biologically, socially—and all contextual variables from the individual to the family to the community. The field forces people to go beyond their own narrow focus.

"When you're a developmentalist, you have to think about early infant development—neurobiology, neurochemistry, and the structure of the brain. Then as children get older, at 1, 2 and 3 years old, the social context becomes so important."

Bruce Ellis, a postdoctoral fellow who is now assistant professor of psychology at the University of Canterbury in New Zealand, found that he "learned a new set of data analytic techniques at Peabody that are now central to my research. I developed an understanding of the theories and methods of developmental psychopathology, which greatly expanded my knowledge and ability as a scientist. I was able to work with and contribute to some of the best longitudinal data sets in the world.

"Best of all, I actually had time to do my work and apply what I learned. Taken together, this enabled me to produce a number of good publications that really got my career on track."

Each year the training program brings in four or five nationally and internationally known scholars from different areas. "We try to get a variety of perspectives represented—biological, psychosocial, methodologists, individuals who focus on infant development and those who study adolescents," says Garber. "Students sit down weeks before and after to see how they can apply these

perspectives to their own work."

Ellis valued meeting and networking with many of the leading figures in the field of developmental psychopathology. "With one visitor, Tom Boyce of the University of California, I began an active collaboration that continues to this day," he says. "Another visitor, Jay Belsky of Penn State University, became a kind of mentor to me, reading and commenting on multiple drafts of my articles, which greatly facilitated the development of my research program on pubertal timing."

Margaret Keiley, a postdoctoral graduate of the program who now is assistant professor of child development and family studies at Purdue University, agrees regarding the value of the proseminar and its faculty leaders who "encouraged us to think about the development of our own research program in a systematic manner."

Keiley studies emotion regulation and emotional attachment. For example, she is assessing an intervention program for incarcerated adolescents and their parents, and an intervention program for drug-abusing women and their partners. She also continues work begun here on the development of depression—when children are most at risk for becoming depressed and what predicts the onset of depression.

The mentoring relationships formed with faculty at Peabody continue in Keiley's professional life, as she conducts research and publishes with them. Equally important, she says, are her student colleagues—the other postdoctoral fellows, and graduate and undergraduate students—with whom she also continues to collaborate today.

A Rare Combination

Peabody College and the Kennedy Center create a context that is crucial for the success of interdisciplinary research and research training.

"We bring together applied research that is on the cutting edge—how to provide useful, meaningful, feasible instructional techniques and support strategies for students with disabilities or children who are developmentally at risk—and we combine this with basic biomedical and psychological research on fundamental questions of human development," says Craig Kennedy.

"It's done in a context that melds science and values, which is one of the most difficult and rarely attained syntheses."

Dimitropoulos is articulate about the value of Peabody's graduate interdisciplinary research training. "We have gotten a taste of how to bridge gaps between departments and how to look at how our fields are changing and where they are going. I would have been a lot less interested in research if I hadn't been able to take this path.

"My faculty mentors have taught me not to be afraid of doing interdisciplinary research. The doors are open."

Jan Rosemergy is director of communications and community relations for Vanderbilt's John F. Kennedy Center for Research on Human Development.



YOUR FAVORITE PROFESSORS



REFLECTOR
readers tell us about
the professors
who inspired, amused,
and believed
in them

Margaret Keiley, a postdoctoral graduate of the Developmental Psychopathology Research Training Program, is today an assistant professor of child development and family studies at Purdue University. Her primary research interest is emotion regulation and emotional attachment.

In the last two issues of THE PEABODY REFLECTOR, we asked you to take a stroll down memory lane and share with us your stories about the one 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. To our great delight, letters and e-mail poured in from alumni all around the nation—each one a vignette of the Peabody experience through the years. We are pleased to share these tributes written by you, the readers, and we hope you enjoy them as much as we have.

A. Edwin Anderson

Dr. Edwin Anderson is Peabody to me. With no idea how demanding his classes were, I signed up for Mythology and Bible Literature in the summer of 1954. I should have moved my bed over to JUL! When Dr. Anderson realized the second week that he was seeing me twice daily, he asked me to come to his office. Terrified, I appeared, but with kindness he told me no one took two of his classes at once and asked which I wanted to drop. I loved both. He was leading me into new worlds, so I replied that I'd try to survive both. "Very well" was his response, and I was determined to make A's to prove I could handle whatever came.

I made the A's, lost 15 pounds doing it, and took every course he offered in coming quarters—one at a time! My only regret is that I never wrote him and thanked him for demanding my best.

—Jane Gross Leigh, MA'56
Centerville, Ohio



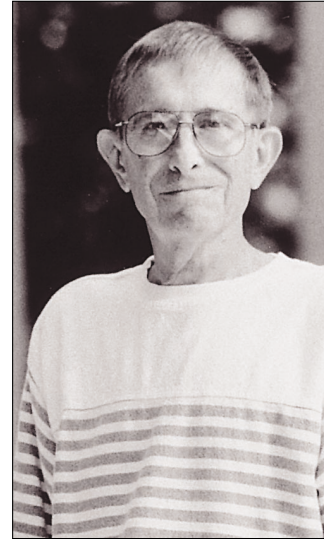
Roger Aubrey

Unfortunately, I have very little time to flip through the pages of the REFLECTOR. I have moved 2,000 miles away from Vanderbilt and have put my career on hold for my 20-month-old and another on the way. But as I pried the latest issue from my toddler's hand, a page ripped and I was drawn into reliving my past. I flipped through, and my heart stopped when I read your plea for a favorite professor story. I am not submitting this to blow Roger Aubrey's horn. On the contrary, I am writing this to work through my own emotions, which is exactly what Roger would have wanted.

Through my tears I have to say that Roger Aubrey didn't just influence my career or character. He was the most influential person in my life. When I entered the Human Development Counseling program, he was assigned as my adviser. He paced me, befriended me, and gently helped to shape the person and counselor I was to become. Up until that time, my family and friends couldn't have supported me more, but Roger *believed* in me. The strength and fragility of character he mentored for me led me to where I am today.

Roger once told me that happiness is an emotion, not a stationary place, and to look for contentment. My life is so full and blessed with a wonderful husband, joyful child, and enriching family and friends. I know that if Roger hadn't blessed my life, this path wouldn't have opened itself to me. I pray that Roger has reached complete contentment. I have never met anyone who would be more deserving.

—Charla Walston Cooper, MEd'94
Boise, Idaho



The strength and fragility of character he mentored for me led me to where I am today.

Roosevelt Basler

As a school principal and veteran of World War II, I was privileged to attend George Peabody College for Teachers during summer months. Peabody professors with whom I interacted were too numerous for me to identify one who influenced me most. Forty-four years later, however, I fondly recall a counselor who positively affected my life as a high school principal, college teacher/administrator, and career civil-service supervisory educational specialist.



Dr. Roosevelt Basler provided inspiration, enlightenment, patience, and perseverance to a fledgling graduate student who was in a pivotal stage of adjusting to college teaching and administration after frustrating experiences at the high school level.

With an M.A. degree and limited experience as a naive principal, I accepted the challenge to apply for admission to a doctoral program. Having taken an extra quarter of classroom work in lieu of writing a thesis to get the master's degree, I was advised to demonstrate ability to conduct research by writing a thesis in partial fulfillment of requirements for an educational specialist degree. With Dr. Basler as mentor, I accepted the advice.

My mentor skillfully piloted the project that enabled me to earn the Ed.S. degree. Fourteen years later I received an Ed.D. degree from the University of Georgia. Without Roosevelt Basler's encouragement, this Peabody Pioneer would not have progressed. Dr. Basler taught me the difference between education and training and how best to combine the two. He was a scholar who was equally at ease in ivory towers or in basement workshops.

—John Acker Vanderford, MA'49, EdS'56
Jacksonville, Ala.

John E. Brewton

My favorite Peabody professor was Dr. John Brewton, professor of English. Dr. Brewton was a very kind and happy man who showed his kindness and happiness every time he stepped into the classroom. He came into the classroom with a smile, and left with a smile. He never had a bad day. I took his folklore class, and to this day I still add to the folklore [book] collection that I started in his class. He gave me a love for a subject in which I thought I had no interest.

Dr. Brewton was the author of many excellent children's books, mostly poetry collections, and these can be found in libraries throughout our nation.

I had many fine teachers at Peabody, but it is Dr. Brewton who stands out in my mind as a "great" teacher.

—Ann Kemp, MLS'65
Madisonville, Ky.

Arthur Cook

Returning to Peabody during the summer of 1953 to take some isolated science courses in order to add science to the areas of my teaching certification, I took a course in parasitology taught by Professor Arthur Cook.

Professor Cook was not a Ph.D., but his smile and kind manner made him a winner to me. He told us to hand in our biological drawings when *we* were satisfied with them, and then they would be acceptable to him. I've never forgotten what a challenge that was to me, and I have used this idea with some of my own students. What an ideal of responsibility and self-respect this idea instilled in me!

Incidentally, I still have the little plastic apron I bought for the lab work, and I never look at it without remembering a wonderful professor.

—Arcatia Floyd Duncan, MA'50
Johnson City, Tenn.





Susan B. Riley

She was about the most striking woman I'd ever seen, with her aquiline nose and graying hair swept back into a pristine bun. A woman of regal stature, she moved assuredly into the classroom with grace and presence.

Susan B. Riley wasted not a minute. She breezed through the syllabus for the course and, noting that we had much to cover in one short term, added briskly, "So, let us be up and doing!"

She made the words on a page come alive, illustrating for us how the poets chose those words with care, placing them with equal regard into rhythms appropriate for the subject. Percy Shelley, she noted, missed the mark with his description of death: "Death is here and death is there, / Death is busy everywhere."

By contrast, Dr. Riley read us the sonorous lines from Shakespeare's *Julius Caesar*: "Of all the wonders that I yet have heard, / It

seems to me most strange that men should fear; / Seeing that

death, a necessary end, / Will come when it will come."

Dr. Riley's romance with words stays with me still, both as a writer and as a reader. Also with me, as I weigh the weighty topic of life and death or simply face the everyday routine matters that must be addressed, I hear Dr. Riley's admonition: "Let us be up and doing!"

—Martha Henegar, BA'59, MA'60
DeLand, Fla.

When I entered George Peabody College for Teachers in September of 1948, I knew three things: I wanted to become a teacher; I had graduated from a small rural high school; and to be successful in college, I would need a mentor. Although I was not the best-prepared student who had ever entered Peabody, I had read a great deal, and I enjoyed writing.

I soon discovered that by persevering I could do college work, but it was not until I registered for an American literature class in my junior year that I found the teacher who would guide me through my junior and senior years, a master's program and, a few years later, a specialist degree. Dr. Susan B. Riley was not only an inspiring instructor, but she was a friend and a demanding mentor.

I found Dr. Riley to be a scholar and also a perceptive teacher who could see the humor in certain classroom situations. I well remember the day when fellow student Claudia Allen entered class a few moments late. Claudia had made a name for herself as an actress by appearing in several college theatrical productions. It was snowing heavily that day, and as Claudia closed the door she paused to brush the snow from her hair and shoulders. Dr. Riley interrupted her lecture, looked at Claudia, and with a twinkle in her eye said, "Well, I see that Lillian Gish is once again *Snowbound*!"

—Ovid S. Vickers, BA'52, MA'52, EdS'65
Decatur, Miss.

When I was a graduate student at Peabody in the late 1930s, my favorite professor was Dr. Susan B. Riley. In the summer of 1937, when I first entered Peabody, Dr. Riley represented for me exterior and interior beauty and elegance. She exhibited exterior beauty in her dress, carriage, and speech. Her interior beauty was shown in her intelligence, her knowledge of literature, and in the kindness and personal interest she showed to her students. I felt she cared about me.

Dr. Riley held attention in class, for she was a fascinating lecturer who knew her material well. Her tests and grades were fair, and she always wrote encouraging notes on our papers.

After I had taught for a number of years, I returned to Peabody one summer to take another class with Dr. Riley. I wanted to see if she still held the same fascination that I had experienced in my younger years. I enrolled in a class in southern literature and was not disappointed; I still found myself in awe of her teaching qualities.

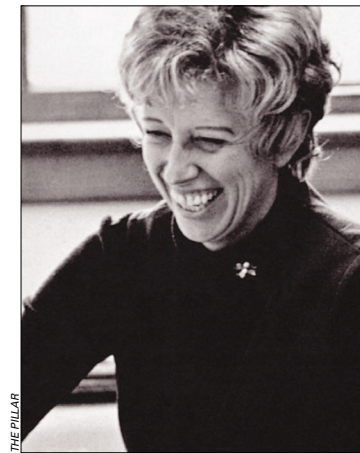
As for Dr. Riley's influence on my teaching, it was immediate and lasting. When I returned to teaching English, French, and Latin in the county high school after graduation in 1940, I made a corner of my classroom into a reading center just as Dr. Riley had suggested in our methods course. I had pictures on the wall above and *objets d'art* scattered about as well as bouquets of flowers, all to attract students to read. I tried also, like Dr. Riley, to be an interesting teacher and an encourager of students.

When Dr. Milton Shane passed away and Peabody needed a French professor, I applied. At that time Dr. Riley was dean of the graduate school. When I appeared before her to talk about the position, I found a friend who treated me with kindness and respect. I felt she was largely responsible for my being hired in 1965 to teach French at Peabody.

In later years, after Dr. Riley had moved to Mississippi and was suffering from cancer, I wrote her a letter of appreciation in what I thought was a farewell letter. Imagine my surprise to receive a gracious reply expressing gratitude! Even at the end of her life, she was still an example of beauty of heart and actions.

—Sara W. Whitten, MA'40, PhD'68
Nashville

Lois Sauer Degler



I was a graduate student in 1974–76 when I had classes with Dr. Lois Sauer Degler. I had just graduated from Oberlin College and was really hoping that teaching was what I wanted to do. Dr. Degler taught children's literature and probably basic reading techniques, too.

She gave us a participatory introduction to classics in children's lit and encouraged us to check out and read armloads, and then evaluate them.

She had a quiet and quirky sense of humor, and I think she appreciated having a couple of us grad students mixed in. I still can't walk past any of the *Amelia Bedelia* or *What Do You Say, Dear?* books without a happy smile for Dr. Degler.

Now I own, buy for, and work in a specialty children's bookstore, after five years of teaching. My bookstore is a big hit with school librarians and fellow teachers, and particularly with grandparents who want the classics they grew up with.

In addition, my family includes three sons who learned to read phonetically (one of whom has Down syndrome and reads very well) and who still love it when I read aloud at night. We're halfway through *The Yearling* right now. That's a major ripple effect from one very favorite professor at Peabody!

—Sarah Loveland Kreofsky, MS'76
Kellogg, Minn.

L. Lawton Gore

The question posed in the recent issue of the REFLECTOR sent us on a trip down memory lane. As graduates of both the Peabody Demonstration School (now the University School of Nashville) and of George Peabody College for Teachers, we have wonderful memories of the interesting, helpful, and diverse faculty whose combined influence gave us the most important gift of all—a love for the process of learning.

Our favorite professor, however, was one with whom neither of us had ever taken a formal class but who literally shaped our lives—our father, Dr. L. Lawton Gore.

Dr. Gore was a Peabody faculty member from 1925 until his death in 1963, and was longtime chairman of



COURTESY FAMILY OF L. LAWTON GORE

the Industrial Art Department. He founded the Peabody Printing Press and taught classes in architecture, house planning, drafting, and design. The students in one of his classes built a small airplane that was later used as a mail carrier at the local airport.

As children, going to the Industrial Arts Building was high adventure. While we were looking at scale models built in the house planning class, collecting discarded colored paper from the print shop, working with clay, or hammering pieces of copper into tiny trays, the professors of the I.A. Department were also patiently teaching two curious little girls to love the creative process.

We are continually grateful for the wisdom and superior teaching that was characteristic of the faculty during the years we called the Peabody campus "home."

—Elaine Gore Amis, BA'52, and
Barbara Gore Bomar Kortrey, BA'55
Memphis, Tenn.

William J. Griffin

Dr. William J. Griffin, professor of English, was a wonderful teacher. He was kind, considerate of the needs of his students, professional in every manner, willing to help students with their problems in class, an able man in every way, and truly an asset to Peabody College. He frequently had lunch with students, assisted them in planning other college classes, and gave advice about further graduate programs.

I never met a student who did not like Dr. Griffin. I lived on campus, saw him frequently on the grounds and in the halls, and always had a pleasant exchange of words. I still remember how he helped me in my writing and literature classes. (I went on to complete my Ph.D. in 16th-century English at the University of Liverpool in England.) He was a great human being, and I still cherish the year I had him as a teacher. Thank you for the opportunity to tell you about him.

—John C. Greider, MA'56
Kennesaw, Ga.



THE PILLAR

A woman of regal stature, she moved assuredly into the classroom with grace and presence.

He was a great human being, an able man in every way, and truly an asset to Peabody.

Charles Kinzer

Upon my arrival at Vanderbilt from Seattle, the first professor I met was Dr. Charles Kinzer. I was delighted to have his Literacy Development course during my first semester, despite warnings from second-year students. My excitement dwindled as he assigned me the task of explaining one of the selected readings during the second week of class. He sat there with this humorous expression as I gave an idiotic explanation of Gough's model of reading. Just as I thought he was going to rip my explanation to shreds, he began asking questions to help redirect my thinking towards a more appropriate interpretation.

That was only the beginning of Dr. Kinzer's ongoing supportive actions. When I was concerned about finances, he helped me secure an assistantship. When my mother became seriously ill, he made arrangements for me to receive incompletes until I could return to Nashville. He welcomed me into his home on several occasions, and when I got married, Dr. Kinzer was the only guest allowed to remain in the foyer of the chapel to take pictures before my dad walked me down the aisle. When I had family problems during my last semester, he never asked any questions but supplied me with some of his famous sarcastic humor when he knew I needed to laugh.

Dr. Charles Kinzer was my favorite professor because he was my mentor, adviser, confidant, and "father away from home" while I was at Peabody.

—Krystal A. Vincent, MEd'96
Detroit

Ralph Kirkman



VO PHOTO ARCHIVES

I write this letter in honor of Dr. Ralph Kirkman, who demonstrated a keen interest in his students. He motivated us to improve our skills of communication, especially our style of writing. One of his methods of teaching was to challenge us to write in the active voice and to minimize the use of weak passive verbs.

As a middle-aged student, I learned a better style of writing for my doctoral studies under his tutelage. It changed both my thinking and writing skills.

Furthermore, he shared important wisdom and insights



PEYTON HOGE

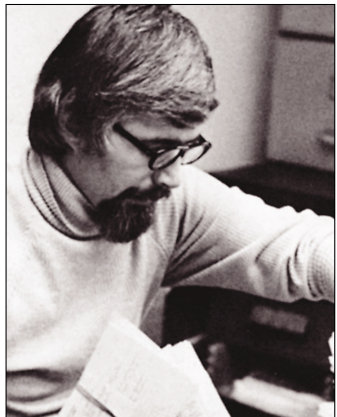
in the area of higher education administration. He always encouraged his students to make practical applications of learning to their professions. In this encouragement he joined theory and practice. His teaching and concern for lifelong learning challenged me to emulate some of his sterling qualities.

—Robert S. Clark, EdD'85
Campbellsville, Ky.

J. Michael Rothacker

Dr. Michael Rothacker, the Kenny Rogers/Mel Tillis of the Library School, was particularly helpful to me. I visited his crowded office one day for his gracious help on my résumé. While we talked, a small white moth flew out of its hiding place in Dr. Rothacker's beard. Silently, he watched it rise toward the ceiling, then continued our discussion. With tremendous effort I kept a straight face until I left the office, but the memory never fails to make me smile now.

—Carol Reid, MLS'87
Nashville



THE PHILAR

Howard Sandler

Reflecting back on my six years at Vanderbilt, where I earned a B.S. in human development (Peabody) and psychology (Arts and Science), and an M.S. in psychology, I had some excellent professors who conveyed their disciplines well. However, I had only one professor who stretched me to think differently, and who empowered me to challenge conventional thinking. This wise and provocative professor is Dr. Howard Sandler.

Dr. Sandler helped hone my ability to look at issues through multiple sets of lenses. I vividly remember his asking me, "Because it is printed in some well respected publication, you believe it?" He taught me to analyze data and to draw meaningful conclusions based on the data, not based on biases or wishful thinking. He encouraged me to challenge myself and to take risks, such as entering the Ph.D. program at a young age.

After many years in-house at the Chase Manhattan Bank and Motorola University in executive education, in 1997 I founded Executive Leverage Inc., which designs, develops, and delivers executive development solutions



DAVID CHENSHAW

to senior executives at *Fortune* 250 companies. In this capacity I have the good fortune of working with well known business-school faculty from Harvard, Wharton, Stanford, and the like—they keep me on a constant learning curve that was made possible by Howard.

I use little of the textbook content I received at Vanderbilt, but I use *all* of the critical-thinking skills, inquiry skills, listening skills, and advocacy skills that Howard imparted and reinforced with his students. Howard Sandler gave me the gift of lifelong learning!

—Racquel Robbins Dolson, BS'86, MS'88
Barrington, Ill.

Barbara S. Wallston

One of my favorite Peabody professors was Barbara Wallston. She offered encouraging words that helped me continue my graduate education at a time when I nearly gave up.

During my first or second month in graduate school, I had a conversation with a professor who had invited me to critique a journal article he had authored. I was somewhat insecure, as I think many new doctoral students are, and his response to my naive comments devastated me. I was flooded with doubts about my intellectual abilities, and I confided in a classmate who suggested I talk to Barbara.

Barbara lived up to her reputation as a supportive mentor for female students. She was a compassionate and patient listener who gave me practical as well as emotional support. Over the following years in seminars, informal conversations, and as an adviser, she conveyed confidence and enthusiasm in women scholars that continues to inspire me.



ALUMNI PUBLICATIONS FILE PHOTO

Recently, with the help of my friend Ruth Czirr (MS'81, PhD'84), I acquainted some classmates and faculty at St. Louis University (where I am enrolled in the master's program in public health) with some of Barbara's ideas about feminist contributions to social science research methodology. Her impact lives on.

—Rebecca Selove, PhD'84
St. Louis

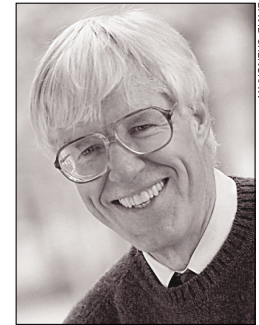
Kent Weeks

Kent Weeks is amazing! After an intensive four-week summer class in Higher Education Law, I was eager to take his Strategic Marketing and Planning for Higher Education class. He stimulated an interest in the subject at hand for students with his extensive knowledge and experience in the field. My vocabulary expanded because I was constantly looking up new words in the dictionary.

Kent is in command of the classroom from the minute the class begins. Giving great verbal feedback is one of his many strengths. He sets high expectations for his classes, and students rise to meet them. Kent is very demanding, but the hard work and effort were extremely worthwhile.

I credit many of my improved writing skills to him. He forced us to choose our words carefully. He encouraged me to edit one of my papers for publication, and with his help I am now published. Both his home and office are open to students. Kent taught me the proper use of the word "unique." Kent is not truly unique, but a unique individual.

—Anne Edmunds, BA'94, MEd'99
Nashville



DAVID CHENSHAW

Faculty of the Policy Development and Program Evaluation (PDPE) Program

Pick a favorite? Foul! No offense, but the question "Who was your favorite Peabody professor?" isn't even close to fair for former graduate students like us. It's akin to asking the tortured prisoner, "Which punishment did you enjoy the most?"

Each of our profs had quirks, pet peeves, and analytical habits—our economics guru, Cliff Russell, once wrote that one of us should "eschew the rhetoric" and that the "use of language was much too imprecise for the course"—but collectively they comprised what we knew as the PDPE program. And much like children who discover that their parents separate after they move away, we are saddened by the dissolution of the remarkable PDPE family.

It helps to know that being graduate students was different for us than for most. We ran the March Madness basketball pool. We dove in dumpsters for dis-

carded treasures. We founded the graduate student group and a newsletter in our department. All to delay the inevitable: finishing our dissertations and getting real jobs.

But there were those whose aspirations were higher. Professors like John Folger and Dave Cordray, our dissertation advisers, whose valiant efforts at molding our fertilizing minds may eventually pay off. And Mark Lipsey, whose guidance turned out to be golden for both of us. And Janet Eyler, who gave us both a chance in our assistantships. And Len Bickman, Erwin Hargrove, Tim Smeeding and, yes, Cliff Russell—each name brings back a flood of memories. Pick one favorite Peabody professor? It just isn't fair.

—John R. Barker, MPP'90, PhD'97, Brandon, Miss.,
and Robert L. Fischer, MPP'89, PhD'94, Decatur, Ga.

TUG OF WAR

Education can be equitable without neglecting America's brightest kids

By Camilla P. Benbow and David Lubinski

In his 1984 book, *Excellence: Can We Be Equal and Excellent Too?*, J.W. Gardner concludes that American society operates on an underlying faith “that everyone

would be free to perform at the level of his or her ability, motivation, and qualities of character and be rewarded accordingly.” That is, individuals should have the opportunity to go where their talents take them.

At the same time, however, we also hold dear the belief that all should be equal. To make that possible, we provide unequal treatment of “unequals” in educational progress to foster greater equality, such as through Head Start and Title 1.

Unfortunately, these two deeply held convictions are perceived to be opposing rather than complementary values and frequently are pitted against each other in recurring political contests over the purpose of schooling in a democratic society. As Diane Ravitch wrote in her 1974 book, *The Great School Wars: New York City, 1805–1973*, each contest, as with all “school wars,” is “characterized by the combat of principle against principle, of one set of rights against another, of the strongly held interests of one group against those of another” that eventually is

resolved through political settlement.

Yet, because the underlying philosophical pursuits and tensions remain, this conflict plays out over and over again at different times and in different parts of the country.

At Peabody College, historically we have questioned the need for this zero-sum game involving equity and excellence. This orientation dates back at least to the early days of the legendary Nicholas Hobbs, founding director of the John F. Kennedy Center. While committing most of his energy to helping children at risk, Hobbs often spoke eloquently about society's failure to appreciate the important role of the community in the development of gifted children. “Citizens and experts alike have not generally become aware of the community's significance, for good or ill, in the life of the gifted child,” he said 50 years ago.

At Peabody we have sought rapprochement of these two values rather than contest, for societal progress surely depends upon dealing with both challenges. And both challenges remain.

BENIGN NEGLECT

The distribution of educational opportunity has not been and still is not equitable. No one disputes this sad fact. Unfortunately, we also are not achieving excellence, even among America's ablest students—and the situation is getting worse.

While equity is a pressing issue with a greater sense of immediacy and urgency, a neglect of excellence could lead to serious decline in our country's progress and well being. Concern already is being expressed over our dependence on imported math and science talent—talent that was developed in other countries but, fortunately for us, moved to the United States. Can we remain dependent upon imported talent?

We, the authors, have focused the attention of our research on the development of talent and true excellence. If we expect talented individuals to be well prepared when society needs them—and it surely will, especially in our knowledge-based and technology-driven world—we need to be there for them when they need us. That time is when they are young and in school.

Some may express surprise at the claim that America's very best students do not compare well with similar students in other countries. Many believe that, while the typical American student may not be internationally competitive, our very best students can certainly “whip” any other country's top students. Don't we, after all, have some of the greatest universities in the world? And don't we lead the world in scientific discoveries and in our economy?

In 1996 our research found that the achievement of America's brightest students had declined over the past three decades, lagging even further behind their counterparts in other nations. Just recently, the Third International Math and Science Study (TIMSS) confirmed this. And now a National Academy of Sciences panel, of which one of us, Camilla Benbow, is a member, is studying the issue to make national recommendations on advanced study in mathematics and science.

Top American students simply do not compare well in terms of achievement, as measured by standardized

tests, with the top students in many other countries. In fact, our best and brightest students today may be even less well prepared academically than they were a generation ago. It even has been suggested that, while today's students may be better at identifying how they *feel* about problems, they are less facile in *thinking* about problems. Yet, it is the thinking about problems and arriving at solutions on which societal progress is dependent.

Individuals who can apply scientific ingenuity to alleviate human suffering and solve social problems are needed. Such persons are not just born, contrary to some popular myths. True, some individuals are born with strong propensities to learn and to develop intellectually at extraordinarily high levels, but they also must be nurtured and provided the educational opportunities required for developing to their fullest.

Despite the importance of such opportunities, schools infrequently provide them—a form of benign neglect, we would say, for these schools often truly believe that talented students will make it on their own. As noted above, this is not true. What we teach matters for talented students, too, and so does being challenged and learning something new each day.

IDENTIFYING TALENTED STUDENTS

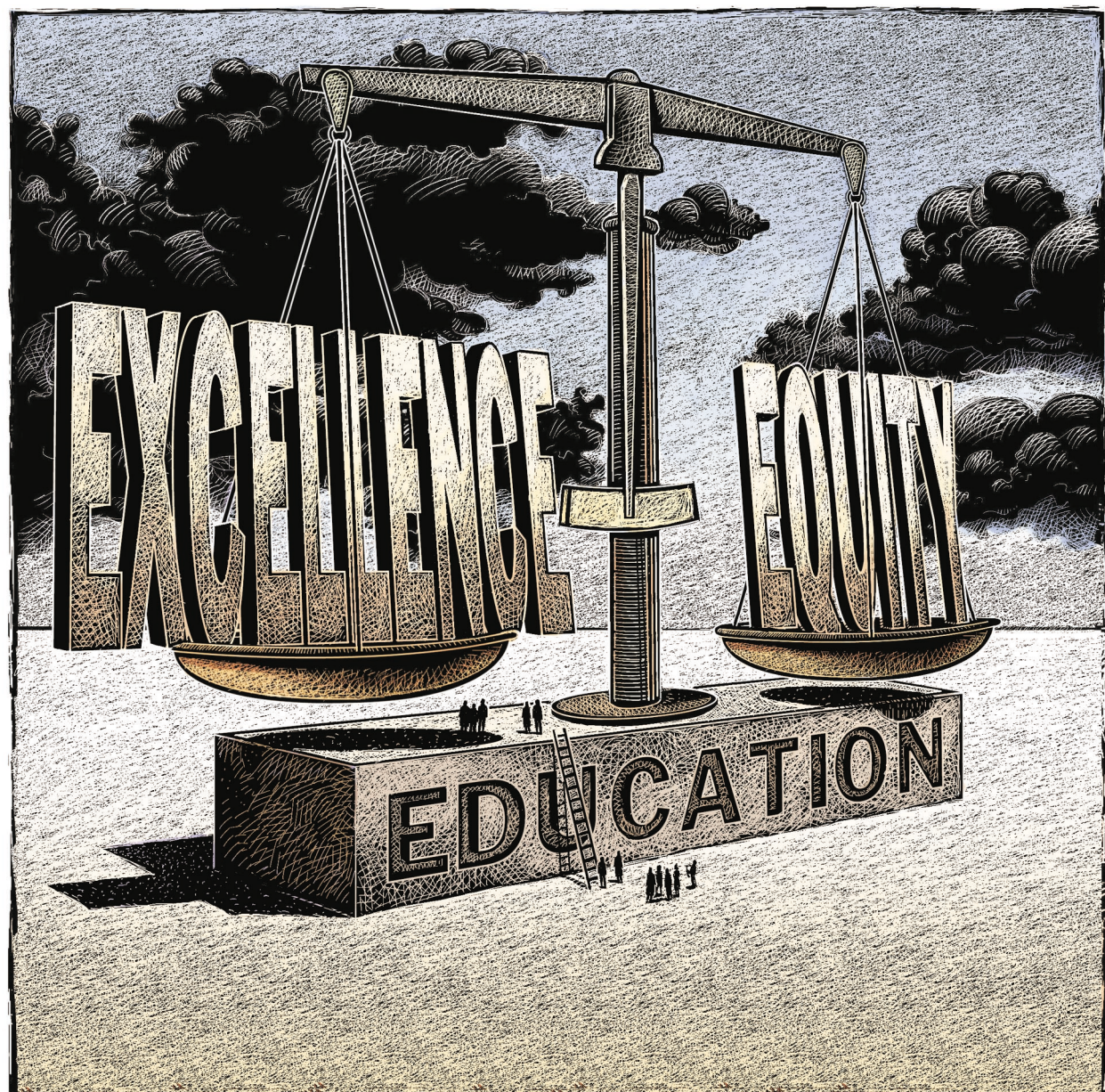
If exceptional achievement and creativity are to be developed, we must realize that such achievements emerge through a talent development process that begins early and is sustained over a long period of time. It takes much effort and practice to develop true excellence—a concept we underappreciate in the United States when it comes to academics. Consequently, Nicholas Hobbs believed counseling psychologists should take leadership roles in this regard.

In his 1958 *Personnel and Guidance Journal* article “The Compleat Counselor,” Hobbs wrote, “The compleat counselor will also be asked to help in the development of new generations of people trained to levels commensurate with their abilities. We have been prodigal of talent in America, being content to let lie fallow or refuse to cultivate much of our human potential. But things were changing even before the launching of the [Sputnik] satellites, and gifted children, after years of neglect in education, are all the rage.

“One cannot but welcome this change in attitude. Though we suddenly see in teachers' magazines and popular periodicals altruistically toned articles stating the case for the gifted child, we should recognize that this sudden interest in intelligence springs from concern with prospects for national survival. I would hope that our compleat counselor would be one of the most effective people in identifying talented youngsters and in helping to plan educational programs to ensure their fullest development.”

We have argued that to develop excellence of the type that moves society forward requires the synergy created when individuals with the necessary attributes are matched with an environment that draws out their potential. (*Edu-care*, the Latin root word for “education,” means “to lead forth or bring out something that is potentially pre-

Top American
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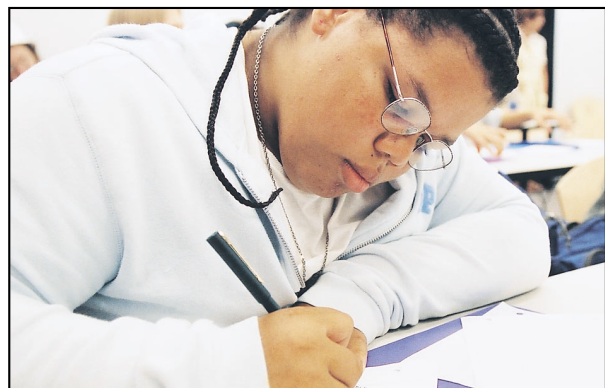
SMPY's programs and interventions have touched the lives of well over 2 million students in its 30 years of existence.

sent.”) Excellence can develop only in certain niches, and different domains have differing requirements.

Understanding the niche for excellence and finding ways to create it, both in and outside of our schools, have been the focuses of our work and our longitudinal study, which began in the early 1970s. The remainder of this article will share what we have learned from our Study of Mathematically Precocious Youth (SMPY).

SMPY officially began in September 1971 at Johns Hopkins University under the leadership of Julian C. Stanley, a former Peabody faculty member (1949–1953) who became Camilla Benbow’s mentor and graduate adviser while she was a student at Hopkins. (Camilla calls Stanley her professional father; David simply calls him one of his best friends.) SMPY eventually moved to Iowa State University and, after a dozen years there, is now here at Vanderbilt.

From 1972 through 1979, SMPY pioneered at Johns Hopkins the concept of identifying youth who reason exceptionally well mathematically via a talent search. In 1980 the talent search was extended to verbally gifted youth. For the students identified by the talent searches,



SMPY experimented with various forms of educational facilitation by utilizing acceleration in its many variants, or what we prefer to call “appropriate developmental placement.” That is, we used existing curricula in a flexible manner and without regard to age. During those exciting pioneering years, SMPY also developed fast-paced academic programs offered primarily in the summer.

When, by the end of the 1970s, SMPY had established the need and viability of the talent searches and their associated services and programs, centers were established at several universities—including Duke, Iowa State, Johns Hopkins, Northwestern, and the University of Denver—to carry out and spread the reach of SMPY’s programs and interventions.

Today these centers conduct verbal and mathematics talent searches covering the entire nation. Each year nearly 200,000 gifted students in seventh and eighth grades participate in the talent searches by taking the College Board’s SAT or the ACT, and thousands of them also are served by residential summer programs offered by the centers and others. The reach of SMPY thereby has been extended and now has touched the lives of well over 2 million students in its 30 years of existence. We believe that is pretty impressive!

A VANDERBILT INTERVENTION

While space does not permit description of all of SMPY’s interventions, let us focus on one type: the summer residential program, such as the one established last summer here at Vanderbilt.

The Vanderbilt Program for Talented Youth (VPTY), like its counterparts at other universities, invites young adolescents whose seventh-grade scores on the SAT or ACT exceeded the mean of college-bound seniors to enroll in the program. Within three weeks many of the students routinely assimilate a full high school course, such as chemistry, Latin, or math.

Rather than feeling rushed, these students thrive in such learning environments, which are deeply enriching, and tend to crave more. In our experience, about 40 percent of participants in these summer programs return the following year for additional learning opportunities developmentally tailored to their level and rate of growth. We expect the same to be true of Vanderbilt’s program.

“The program’s instruction is aimed at the very characteristics that make students so gifted: their ability to

Summer Scholars

The inaugural Vanderbilt Program for Talented Youth (VPTY), a three-week summer program for academically gifted middle and high school students, drew to campus 85 students from the mid-South last June and July for advanced study in chemistry, mathematics, computer science, and writing. A collaborative effort by Peabody, the College of Arts and Science, and the Office of Undergraduate Admissions, the VPTY admitted rising eighth through 11th graders whose SAT or ACT scores placed them academically among the top 2 percent of students nationally. The program is co-directed by professors Patrick Thompson and Matthew Gould.

make connections among seemingly disparate ideas, to assimilate new information rapidly, and to be challenged by the subject matter,” says Patrick Thompson, VPTY co-director and Peabody professor of mathematics education. Matthew Gould, professor of mathematics in the College of Arts and Science, is also program co-director.

The amazing story of 12-year-old Thomas Szczarkowski is just one example that emerged from the success of last summer’s program. The youngest student in his group of 23, Thomas was given the assignment to work with a computer software application called Interactive Physics, which is designed to simulate experiments in Newtonian mechanics. He was told by his instructor, Peabody teacher-in-residence Glyn Burton, to be creative in exploring the software’s uses.

After several hours Burton realized Thomas had gone far beyond tinkering with the software. He had actually discovered how to use it to simulate charged particle physics—something even the software’s designers never intended for it to do.

“I admit I was doubtful at first of what Thomas had done, but he quickly made a believer out of me,” says Burton. “The work he did was unique—I had to take notes from him to learn how he did it!”

“The whole point of the course was for the students to investigate, to study, to go as far as possible, and he certainly did that. That’s what education is all about.”

Both gifted boys and girls evaluate these SMPY-inspired summer programs positively, even 20 years later, and yet a reliable gender difference is characteristically found: Girls tend to report more positive effects. It appears that peer pressure on gifted girls in most schools is harsher than on gifted boys. When talented girls are placed in an environment where pressure not to achieve is absent, they not only enjoy the experience more fully, but they are especially relieved by the absence of negative peer pressure. Indeed, they often report finally being able to “be themselves.” The same sentiments are reported by boys, but less intensely.

We never know whether participants are more deeply affected academically or socially by these experiences. Many highly gifted students feel alienated in their school setting, but at these programs they finally find themselves surrounded by individuals who understand them and their feelings.

“My favorite thing is probably hanging out in the lounge with my friends,” reported Bonnie Gay, a VPTY participant last summer. “They have activities, and we get to meet a lot of cool people.”

DEMANDING A CHALLENGE

The identification of intellectually able students and the impact of various educational options upon their development also are being studied by SMPY through its planned 50-year longitudinal study, which involves studying more than 5,000 mathematically and verbally precocious students throughout their lives. This study, which is about to enter its fourth decade, helps SMPY evaluate and refine its programs. It also provides information about the development, needs, and characteristics of precocious youth.

The key long-term goal of our study is to characterize the talent development process that leads to creative work and high achievement, particularly in mathematics and the sciences. The data collected by this study are essential for planning programmatic change and school renewal, as well as for better understanding the nature, nurture, and consequences of mathematical and verbal precocity.

Data collected during SMPY’s first three decades have shown that most SMPY students do achieve a great deal of high academic success in high school, college, and even graduate school. They are off to a great start as productive adults. Yet, we also have learned that intellectually talented students will not necessarily achieve to their full potential unless provided appropriate educational opportunities. We especially worry about those children with great spatial ability that dominates their mathematical and verbal abilities and who are not now identified.

But what do we mean when saying that these individuals are doing well, especially if we have intervened in their lives?

In the most able cohort of our longitudinal study, which included individuals with whom we worked rather intensively who were ranked in the top one in 10,000 in ability, we find some interesting results. For example, they have earned doctoral degrees at 50 times the base rate and twice the rate of individuals in the top 1 percent in ability who received less of an intervention—and they went to higher-ranked programs. One of these individuals became a full professor in mathematics at a major research university before age 25. You may be playing another participant’s video game.

In closing, our work has focused on ensuring appropriate developmental placement in school for talented students, identifying those students who have such needs (which often go undetected), and providing supplemental educational opportunities demanding that such students are challenged and that their passion for learning is kept alive rather than extinguished by curricula that is too slow paced or at the wrong level.

We are developing unique human capital. But the interesting thing is how readily our principles of talent development can be applied to all students in an effort to help them lead more fulfilling and productive lives. These principles include: finding one’s passion; setting high goals and expectations; taking full advantage of opportunities presented because they will lead to additional opportunities to develop one’s talent if capitalized upon (a multiplicative effect); working hard; and perseverance—for oftentimes successful people are more defined by how they respond to failure than to success.

Put simply, our advice is, “Just do it!”

Camilla P. Benbow is dean of Peabody College and a professor of psychology and human development, and David Lubinski is associate professor of psychology and human development. Both are John F. Kennedy Center investigators and fellows. The longtime research collaborators married two years ago.



Many highly gifted students feel alienated in their school setting, but in these programs they finally find themselves surrounded by individuals who understand them and their feelings.

Thinking BIG and WIDE

Peabody College presents its Distinguished Alumni Award to two entrepreneurial educators

by Julia Helgason

A former colleague once called Imogene Forte “revolt-ingly well adjusted.” Calm, collected, and confident, Forte’s manner bespeaks a secure childhood in a comfortable home with two supportive parents.

“If I had told my father I thought I should fly to the moon,” says Forte, “he would have asked, ‘What can I do to help?’”

By contrast, Logan Wright Jr. was raised in poverty by his widowed mother whose skill as a seamstress barely put food on the table. As a youth he wore shirts made of burlap bags his mother had stitched together. No one called Wright “well adjusted.” He was most often described as “competitive,” “intense,” “driven.”

Strangers from very different backgrounds, these two began their careers as teachers before branching into related professions. Wright’s field was pediatric psychology. Forte founded and still operates Incentive Publications, a trend-setting publisher of supplementary educational materials for teachers and students.

Both Wright and Forte reached for the top rung and caught it, in the process receiving more honors and trophies than they could count. In 2000 the two were joint recipients of Peabody’s highest honor—the Distinguished Alumni Award.

Wright’s award was bestowed posthumously. Five months after his death, son Brooks Wright, a certified public accountant from Oklahoma City, was gratified to accept the award on behalf of his father.

“My dad was sort of my hero,” he confides.

Both Forte and Wright have appreciated the limelight, but their ultimate satisfaction came not so much from awards or recognition as from the journey that took them there.

A Reputation for Innovation

Financially secure and beyond retirement age, Imogene Forte says the “R” word is not in her vocabulary. She won’t even slow down. Her company’s most recent accomplishment was also its most ambitious: a 52-book series on basic skills for kindergarten through eighth grade, with an accompanying Internet assessment program. The series was co-developed by Forte and long-time colleague Marjorie Frank. Although she has written more than 200 research-based books, journal articles, and curriculum guides, Forte is greedy for more.

“With Imogene it’s all about the next project and the one after that,” says Frank, an Oregon-based writer. “Imogene is forever thinking ahead, planning ahead, thinking big and wide. Sometimes we wish we could shut her down for a few weeks ‘til the rest of us catch up.”

The results—a profusion of them, with slick, colorful covers and whimsical titles like *If You Don’t Feed the Teachers, They’ll Eat the Children*—fill the shelves of a glass-walled room in her office suite.

Born Imogene Cherry in Clay County, Tenn., she met Henry Forte at age 15. They married in 1945 as World War II’s Pacific Theater was heating up. “In those days you just didn’t know what the future might bring,” says Forte, “so we didn’t wait.” Fifty-five years later the marriage is still solid.

After the war the couple settled in Nashville, where he enrolled in Vanderbilt’s School of Engineering and she in George Peabody College. She earned her B.S. degree in 1955 and her M.A. in elementary education in 1960. By this time the Fortes’ only child, daughter Cherrie, had arrived and Imogene became a stay-at-home mom.

“I had no burning career goals,” she says. “I would have liked more children, but they didn’t come.” When Cherrie started to school, Forte began volunteering—as room mother, Brownie scout leader, and as a substitute teacher in Peabody’s Demonstration School where student teachers practiced.

As an educator, Forte was a stand-out and soon was a full-time faculty member. When private, affluent Oak Hill School opened in 1961, Forte was asked to become its first director. “I didn’t go looking for the job,” she says. “I was invited to it.”

Though pleased with the opportunity to experience a

Ideas come thick and fast for Forte. Designing and creating materials for teachers and students is more like fun than work.

different phase of the educational process, she missed the personal day-to-day contact with students. After a year she joined the Peabody faculty and ultimately became associate professor of higher education, acquiring a national reputation for innovation, creativity, and research.

In 1969 Forte was among a few national educators selected to join the start-up advisory board for Children’s World, a Dallas-based, educational day-care corporation. Little did Forte suspect her appointment as vice president and director of curriculum would prove to be the first step in her transition from teacher to entrepreneur.

“I began looking for curriculum materials, and there simply weren’t any,” says Forte. “I realized I would have to create them myself.”

Ideas came thick and fast for Forte. Designing and creating materials for teachers and students was more like fun than work. And it netted substantial financial rewards. The company grew so rapidly that Henry Forte, who previously had lent a hand in financial matters, gave up his promising engineering career to join his wife’s enterprise. He’s still there.

All publications are produced in the company’s Nashville offices a few miles south of the Vanderbilt campus by 13 employees—all experts in design, editing, electronic publishing, and marketing. The company boasts distributors in every major English-speaking city in the world.

“You have to believe in yourself. You have to have a vision. You have to have a plan. And if the plan doesn’t work, you get another plan,” says Forte of her business success. “You have to stay abreast of your field. And you have to be willing to take risks.”

Psychologist, Restaurateur, and Rancher

Like Forte, Logan Wright never stopped working. He was born in Wellington, Kan., in 1933, and five years later his father died. Wright’s son Brooks says the family apparently was afraid the truth about his father’s death would traumatize little Logan. Suicide sounded so ugly. So they told the child his father had died of a heart attack.

“I guess my dad figured that if his dad had died young from a heart attack, then he would, too. He worked twice as

hard to accomplish as much as possible in the time he had,” says Brooks. “He was past 40 before he knew the truth.”

A running track proved to be Wright’s path out of poverty. He was so fast that Oklahoma Baptist University offered him a track scholarship. A natural leader as well as a natural athlete, he was captain of the track



Distinguished Alumna Imogene Forte, left, is congratulated by longtime friend Ida Reale, former administrative assistant in the Department of Leadership and Organizations. Peabody’s Alumni Association surprised Forte with the award announcement at a reception attended by family and friends.



Incentive Publications President Imogene Forte is flanked by Henry, her husband of 55 years, and Peabody Dean Camilla Benbow at last May’s commencement, during which Forte received the Distinguished Alumna Award.

After years as an influential pediatric psychologist and educator, Distinguished Alumnus Logan Wright Jr. “retired” to his working ranch outside Oklahoma City, where he also operated 66 Sonic Drive-In restaurants.

sertation. He kept up with Wright’s career and nominated him for the Distinguished Alumni Award. “Logan was such a thinker and doer,” he says. “The man was amazing. I can’t imagine anyone more deserving.”

Wright’s ambition appealed to Dr. Harris Riley, now Vanderbilt Medical Center professor of pediatrics, who recruited Wright in 1966 to set up the nation’s first pediatric psychology department at the University of Oklahoma. At that time Riley was medical director of Children’s Hospital of Oklahoma and determined to create a psychology department devoted solely to the interests of infants and children.

“I chose Logan because he was dynamic, and because I felt he and I would work well together,” says Riley. The pair developed a training program for pediatric psychologists, a national society of pediatric psychologists, and a scholarly journal of pediatric psychology.

Wright was active in professional associations, serving as president of the American Psychological Associ-



Brooks Wright, son of Logan Wright, accepts Peabody’s Distinguished Alumnus Award last May on behalf of his deceased father.

Hopi Indian girls who didn’t speak English, farm kids who’d never seen a city. He wanted to help them broaden their horizons and develop their talents.”

Then came the crown prince of Tanzania. Wright’s diplomatic work with the APA took him all over the world. During his travels he met the king of Tanzania, and they became friends. The king was concerned that the crown prince was not motivated beyond self-interest, so Logan Wright took the young man home to Oklahoma and put him to work car hopping at a Sonic Drive-In.

The star runner from Oklahoma Baptist kept up his running as an adult. He happened to be jogging along the Great Wall of China when he noticed a couple of loose bricks, says Brooks. “So Dad went back to his room, grabbed a coat, came back to the wall and pried out a brick, and hid it in his pocket.”

He smuggled a chunk of the Great Wall out of China and used it as a paperweight for years. It was among his most treasured possessions.

Wright founded the American Psychological Society in 1988, and membership reached 5,000 in just six months. Today nearly 15,000 psychological scientists from 50 nations are APS members.

Wright published too many journal articles to count, and he also wrote a few books. The first, *Parent Power: A Guide to Responsible Childrearing*, published in 1978, promulgated his strong conviction that children thrive on discipline. In 1979 Wright published his *Encyclopedia of Pediatric Psychology* to standardize the language of psychology.

When Wright was granted emeritus status from the University of Oklahoma in 1995,

he packed away the suits and ties in favor of jeans, western shirts, and cowboy boots and became a full-time rancher. “He did everything you could do on a ranch,” says Brooks. “He dug ditches, built fences, laid brick, hauled hay, herded cattle, branded and tagged ears.”

Though he had experienced heart problems in the 1980s, he seemed to be in good health. But on December 18, 1999, as he tended a brush fire on the ranch, Wright collapsed and died. With his boots on.

He would have liked that.

Julia Helgason, formerly a staff writer for the Dayton Daily News, is now a freelance writer living in Nashville.



CHEERS TO YOU, JOHN

John Murrell bids a fond farewell to Peabody College

By Phillip B. Tucker

As John Murrell tells it, his association with Peabody College’s human and organizational development (HOD) program began in 1984 during a conversation between acts at Nashville’s Bluebird Cafe.

Murrell, who is on the faculty of Homerton College of the University of Cambridge, England, was a visiting scholar at Peabody that spring. His companions at the Bluebird were Peabody associate dean Jim Hogge and professor Bob Innes, who was in the early stages of developing what was then called the human development program.

As Innes described this innovative course of study, Murrell was particularly struck by what he calls “a stroke of genius”: the program’s internship requirement. Just as teachers have student teaching experiences and physicians have clinical practice, HOD students have an internship during which they may test the theories they’ve been presented in class.

“I thought, my goodness, what a good idea,” says Murrell. “I then said to Bob, ‘Why don’t you send me one of your interns? I’ll find a place in Cambridge and keep an eye on him or her.’ Being Bob Innes, of course, he sent two.”

From the arrival of those first two HOD interns in England emerged a prosperous 15-year partnership between Peabody College and Homerton College. Within a few short years, the Homerton program expanded to include not only HOD interns but also education majors who came to Cambridge for their student-teaching placements. Homerton also became a part of Vanderbilt’s junior-year abroad program, in which Peabody students who have met stringent academic qualifications may enroll at Homerton during their entire junior year.

Since 1985 more than 200 Peabody students have spent at least one semester or one summer in Cambridge. And right in the thick of it all has been John Murrell.

This academic year marks the end of Murrell’s official association with Peabody, as he will retire this summer from the program he helped to create. Last November, during a visit to Nashville to interview and hand-select his final group of HOD interns, he attend-



John Murrell, the George Peabody Professor of Education and Human Development at Homerton College in Cambridge, England, stands before the statue of financier George Peabody in London. The statue, which was unveiled by the Prince of Wales in 1869, is located on the east side of the Royal Exchange, the center of commerce and finance in England.

ed a farewell reception held in his honor at Peabody.

“Most of what I’ve done in education has been a personal indulgence,” admits Murrell, reflecting on his work with Peabody. “It’s a matter of being astonished that I’m being paid to do something so interesting and so pleasurable. There’s almost a guilt element involved.”

“Don’t Say Weird. Say Different.”

Though Murrell’s friends know him to be gregarious and witty, the selection of students for the Homerton program, particularly the interns, is something he has taken very seriously. He is careful to state that his periodic trips to Nashville are for student selection, not recruitment, and that certain students who

ation in 1986–87. But when he perceived that the APA was not meeting the needs of all its members, he founded the American Psychological Society in 1988—and membership reached 5,000 in just six months. Today nearly 15,000 psychological scientists from 50 nations are APS members.

Wright remained at the University of Oklahoma the rest of his professional life. He bought a ranch, operated 66 Sonic Drive-In restaurant franchises, and established a charitable foundation to help troubled children who cannot afford psychological treatment. He collected young people the way some people collect pets, says his son Brooks.

“My father was always bringing someone to live at our house—unmarried expectant mothers, a couple of

“My greatest satisfaction has been the laughter and the fun.”

apply to take part in the program simply do not have what it takes to do so.

“During the time I have with each applicant, I try to tease out whether they are, in fact, courageous enough to take on the challenges ahead of them, flexible enough to deal with the cultural barriers they will encounter, and humble enough to learn from their mistakes,” says Murrell. “The people we try to select have to be smilers.”

Those smiling students quickly become familiar with Murrell’s repertoire of valuable—and sometimes tongue-in-cheek—maxims, such as, “Remember, you can still fail.” Or “I don’t care what you feel. I want to know what you *think*.” And most important, “Don’t say *weird*. Say *different*.”

Murrell is particularly fond of the last one because Peabody students, in exploring their new surroundings, often are tempted to label differences between the American and British cultures as “weird.”

“It’s so easy to say, ‘Isn’t it weird that they drive on the left-hand side of the road?’ when the question to ask is, ‘Why do *we* drive on the right?’” says Murrell. “That’s reflection. The caliber of people we select for our program are precisely the ones who react very well to that.”

For 15 years, not only has Murrell been responsible for final selection of program applicants, but he also has directed the placement of interns with numerous Cambridge-area companies, such as Arthur Andersen, the British Broadcasting Corp. (BBC), Holiday Inn Crowne Plaza, the Duxford Imperial War Museum, and the Cambridge Arts Theatre, as well as several nonprofit community-service organizations.

The internship concept was a new one for Britain in the mid-’80s, and Murrell initially had some difficulty placing students in Cambridge. Today, thanks in great part to the success of Peabody’s interns through the years, businesses not only embrace the idea but are enthusiastic about helping Murrell determine the compatibility of the business and the student.

“Inevitably, there will be mismatches over a period of time, but those are remarkably few,” says Murrell. “What’s also remarkable is that we manage to find young people

who have such a degree of flexibility that they can take on the assignments they’re given. They share this ability to adapt.”

A Singular Honor

In 1992, Peabody’s acting dean, Joseph Cunningham, who now chairs the Department of Human and Organizational Development, worked with Homerton College to establish a full-time joint faculty appointment for Murrell. He was named the George Peabody Professor of Education and Human Development at Homerton, an appellation Murrell has carried with great pride.

“John will have the distinction of being the first, and probably the only, George Peabody Professor of Education,” says Jim Hogge, Peabody’s associate dean and a close friend of Murrell’s. “The title has meant a great deal to him, and he has taken it seriously. John has studied the life of George Peabody and is very interested in seeing the College do a better job of honoring our connection to him as our founder. We tend to underestimate his contributions.”

As Murrell prepares for his retirement, plans are under way to ensure that the Cambridge internship program will continue—and possibly expand. Dwight E. Giles, professor of the practice of human and organizational development, continues to oversee the HOD internship program from this side of the Atlantic and is working with Murrell’s staff and colleagues at Homerton to iron out the details.

Murrell will continue to hold a teaching post at Homerton for a few more years and also plans to work as a consultant to the legal department of the British government.

“When I think back to the first two interns we had 15 years ago, I realize how crucial they were in terms of whether there was going to be a good program,” says Murrell. “If they had been a couple of bummers, we would’ve said that’s enough of that! But they were far from that. They were absolutely outstanding.”

One of those first two interns, Aimée Favrot Bell, BS’86, surprised Murrell with her attendance at the November reception held in his honor. (Incidentally, Murrell has attended the weddings of eight of his former Peabody students, including Bell.)

“Seeing her at the reception was one of the most immensely moving events of my academic career,” says Murrell. “I turned around and there was Aimée, who had flown up from New Orleans with her husband, her mom, and her dad, just for that event. I can’t tell you how touched I was by that. I mean, how can you take money for being involved with people like that?”

A broad smile crosses Murrell’s face as he muses about his association with Peabody College.

“My greatest satisfaction has been the laughter and the fun,” he says. “That’s what I will remember. I will remember just holding my sides, and laughing.”



Murrell reminisces with Aimée Favrot Bell, BS’86, one of the first two interns to participate in the Cambridge program, at a reception given last November in honor of Murrell’s retirement. Bell flew to Nashville from New Orleans to attend the event.



C L A S S



N O T E S

Alumni news may be submitted to THE PEABODY REFLECTOR, *Class Notes* editor, VU Station B 357703, 2301 Vanderbilt Place, Nashville, TN 37235-7703. You also may submit your news by e-mail to nelson.bryan@mcmail.vanderbilt.edu.

’32

Edwin D. Schreiber Sr., BS, MA’38, at age 96, has become the oldest person ever to graduate from Memphis Theological Seminary. Last June the Nashvillian was ordained as a pastor in the Cumberland Presbyterian church, and in July he completed his seminary studies. Schreiber, who considers himself to be “chronologically gifted” rather

than old, had enrolled in the seminary program in 1997, some 22 years after retiring as a high school teacher and municipal planner. “I just have fun living,” he says. “I have a good sense of humor and common sense. I take exercise, I study and have a purpose. I want to be a good influence.” Schreiber next plans to learn Spanish.

’40

William D. Eppes, BS, of Peterborough, N.H., presented the first Eppes Arts and Humanities Award to a Keene State College senior at the College’s annual honors convocation last spring. Eppes personally presented the \$1,000 award and a student-designed medallion to

Amber E. Coughlin, a magna cum laude English student. Eppes established the award in his name to be presented to a student majoring in one of the arts and humanities disciplines at Keene State.

’48

June Cruce O’Shields, BA, lives in a community of active seniors in Castroville, Calif. After a career in teaching French and English, she earned her law degree. Now retired from the legal profession for several years, O’Shields enjoys spending time with her two children and two grandchildren, and writing a monthly column in her community newsletter.

’50

Charles M. Dorn, BA, MA, was recipient of the 2000 Southeastern Higher Education Art Educator of the Year Award presented last April in Los Angeles by the National Art Education Association. The annual award recognizes one NAEA member for exemplary contribution, service, and achievement at a regional level within each division. Dorn is professor of art education at Florida State University in Tallahassee.

Roy T. Primm Jr., BS, and his wife, Cathryn, of Nashville celebrated their 50th wedding anniversary in November by returning to New York’s elegant Waldorf-Astoria Hotel, where they spent their honeymoon. A Waldorf-Astoria policy allows guests like the Primms to stay their first night at the hotel for the same rate they paid 50 years ago, if they can produce an original receipt. As fortune would have it, Cathryn had saved their receipt, and the Primms paid only \$14.70 for their first night—a far cry from the hotel’s usual \$450–\$500 rate. (They then paid only \$125 per night for the rest of their stay.)

’56

Jane Gross Leigh, MA, of Dayton, Ohio, has been inducted into the Sam Andrews Educational Hall of Honor, created in 1980 to honor educators in the Oakwood community who have demonstrated strong leadership skills and a commitment to the achievement of their students. Leigh, who used to serve RC Colas and Moon Pies to her English class when it read *The Grapes of Wrath*, taught at Oakwood junior and senior high schools from 1978 until her retirement in 1994.

Ernest D. Riggsby, MA, EdD’64, of Columbus, Ga., is a delegate to the third World Aviation and Safety Congress in Kathmandu, Nepal. A past

vice president of the World Aerospace Education Organization, Riggsby is retired professor of science education and aerospace science at Columbus State University.

’62

Linda Windrow Veirs, MAL, is director of the East Granby, Conn., Public Library. She recently participated in groundbreaking ceremonies for the library’s new building, for which she has led fund-raising and planning initiatives. Veirs and her husband, James W. Veirs Jr., BE’62 (Engineering), MS’69 (Graduate School), have two children and two grandchildren.

’64

Donald A. Charpentier, EdS, is emeritus professor of psychology at the University of Wisconsin–River Falls, from which he recently retired after 35 years of teaching and supervising graduate students in school psychology. He previously served 22 years as a school psychologist for the Baldwin-Woodville, Wis., School District. He is married to Janice Gettings Charpentier, MA.

’68

Joe Lena Collins, MA, EdS’75, of Nashville has retired after 40 years in the teaching profession. She has been selected for inclusion in the 2000 edition of Marquis’ *Who’s Who of American Women*, and she recently was named a “Woman of Purpose” by the United Methodist Women of Belle Meade United Methodist Church.

’70

Siew Tung Wong, BA, MA’71, of Sarawak, Malaysia, has been selected for inclusion in the 2000 edition of Gibralter’s *International Who’s Who of Professionals*. He writes that he is grateful for the honor and credits Peabody, in part, for his success: “My education and experience at Peabody have motivated me and taken me to greater heights in my career.” Wong taught high-school English 27 years until his retirement in 1998, and he now is a lecturer in English at a private college. He and his wife, who also is a high-school English teacher, have three children.

’71

Beth Parkinson McCoy, MME, recently received the Conductor’s Award from the Johnson City (Tenn.) Symphony Orchestra in recognition of her contributions to music. For six years she has directed the East Tennessee Chil-



LEADERSHIP DINNER SET *for* SPRING

The next Peabody Leadership Dinner, recognizing educators who have been honored by members of THE ROUNDTABLE donor society, will be held on March 21, 2002. If you would like more information on how you too may help Peabody College while also honoring an educator of your choice with a ROUNDTABLE gift of \$1,000 or more, please call Peabody's Office of Alumni and Development at 615/322-8500. We would love to see you next March!

dren's Choir, and she teaches private piano lessons to about 50 students. She also writes scores for various choirs and serves as a diaconal minister of music for her church. McCoy lives in Abingdon, Va.

Leo J. Neifer, PhD, a retired professor of English, lives in Hosmer, S.D. Last July he gave a two-part presentation at the international convention of the Germans from Russia Heritage Society. After his condensed history of the Germans' 500-year "*Drang Nach Osten*," he described the salient reasons for Russia's 500-year failure to unite its hundreds of ethnic groups as well as its continuing failure to develop its vast resources.

Nancy Alderman Ransom, MAT, EdD'88, was honored in October as one of six new inductees in the Nashville YWCA Academy for Women of Achievement. The Academy seeks to honor women whose excellence and leadership in their chosen fields serve as models for other young women and girls. Ransom served as founder and director of the Margaret Cuninggim Women's Center at Vanderbilt University from 1978 until her retirement in 1997.

'75

James B. Mitchell, MA, has been inducted into the Phi Kappa Phi Academic Hall of Fame at Austin Peay State University in Clarksville, Tenn. Mitchell, who received his undergraduate degree from APSU in 1970, works in Bethesda, Md., for the National Cancer Institute's senior biomedical research service and as chief of the radiation biology branch. Mitchell has written or co-written 243 scientific articles, has been issued 13 patents since 1995, and has been an invited lecturer more than 90 times in the past 20 years at universities all over the world.

'76

John J. Colozzi, PhD, has retired from the U.S. Treasury in Washington, D.C., where he served as the international liaison to the Office of the Vine and Wine in Paris (OIV). The OIV, an organization of 50 wine-producing countries, serves as a forum for initiating and developing trade regulations to facilitate trade between member countries. Colozzi had been a teacher from 1965 until 1978, when he moved to Washington. In preparation for his work with the OIV, he was trained in wine making in the Napa and Sonoma valleys of California and in selected European sites. He invites friends and former classmates to contact him by e-mail at jjcolozzi@erols.com.

'77

Moses J. Akpanudo, EdD, MBM'75 (Owen), is founder and director of the Gene and Sue Lamb Nursery and Elementary School, Obong Christian High School, African College of Management, and Akwabia Hospital in Akwa Ibom, Nigeria. He now is working to establish the private University of Africa, of which his African College of Management will be a part. A former legislator for the Cross River State House of Assembly, Akpanudo chairs the Dr. Moses Akpanudo Foundation in Nigeria.

'78

Joyce Espy Searcy, MS, was honored in October as one of six new inductees in the Nashville YWCA Academy for Women of Achievement. The Academy seeks to honor women whose excellence and leadership in their chosen fields serve as models for other young women and girls. Searcy has served as chief executive officer of Bethlehem Centers of Nashville since 1987, providing leadership for two community centers and a camp that serve more than 6,000 at-risk families. She is responsible for the creation of a homicide and violence prevention program for African

American male youth that has received national recognition from the U.S. Department of Juvenile Justice.

'79

Pamela Maize Harris, MLS, is the new chair of the communications department at Walla Walla College in College Place, Wash. An award-winning free-lance writer, she previously was editor of *Classic Chevy World* magazine, *Texas Farm & Ranch News*, and covered city government for *Chattanooga* magazine. She recently was elected president of the Society of Adventist Communicators.

'81

Glenn H. Buck, MEd, has been appointed the Elizabeth M. Forsyth Professor in Education and Human Development, an endowed professorship at Lynchburg College in Virginia. A Lynchburg faculty member since 1993, Buck is also the 1999 recipient of the Elsie E. Bock Faculty Citizenship Award for campus and community service.

'83

Kimberly S. Tolman, MLS, BA'82 (Arts & Science), JD'86 (Law), is an attorney with the Social Security Administration in Minneapolis. Recently, she and her husband, Gary A. Debele, adopted a baby girl, Madeleine Tolman Debele, born Sept. 28, 1999, in South Korea.

'84

Joseph Henderson, EdD, of Harvest, Ala., was one of six distinguished coaches and athletes inducted into the Alabama A&M University Athletic Hall of Fame for 2000. Henderson served as women's head track and cross country coach for 20 years and as men's track and field coach for nine years.

Jane Templeman Lewis, EdD, of Fayetteville, N.C., recently was awarded a Certificate of Appreciation by the Heritage Place Residents Association for her dedication in compiling the *History of Heritage Place 1982-2000*.

'85

Ella Price Hunter, PhD, has received an Eastern Kentucky University Foundation Professorship, the university's highest honor for teaching, awarded annually by the EKU Foundation. The two-year professorship recognizes faculty members who have demonstrated outstanding performance as teachers and who are recognized by their colleagues as exemplifying outstanding qualities in teaching, service, and research. Hunter is professor of baccalaureate and graduate nursing.

'86

REUNION JUNE 1-2, 2001

Evans Parker Whitaker, MEd, PhD'99, has won the H.S. Warwick Dissertation of the Year Award from the Council for Advancement and Support of Education (CASE) for the 1999 dissertation he wrote as part of his Peabody Ph.D. coursework in education and human development (emphasis in educational leadership). The title of his dissertation was "The Linkage of College and University Seniors to Their Institution: A Study of Factors Related to Institutional Loyalty." The Warwick Award, presented last summer in Toronto, recognizes outstanding research in the field of institutional advancement for higher education. Whitaker is vice president for development at Belmont University in Nashville.

'88

Anne Hyman, BS, married Stuart Aaron Fierman on June 17, 2000. They live in Atlanta.

'89

Bridget Melissa Jones Cotham, MEd, received the Ed.D. degree from the University of Louisville (Ky.) in May 2000 and has been promoted to assistant dean of extended services at Columbia (Tenn.) State Community College.

Barbara D. Dilligard, EdD, deputy superintendent of schools for Charleston County, S.C., traveled to Germany last October, an opportunity made possible by a Fulbright grant, to study the nation's culture. The Fulbright program is sponsored by the U.S. State Department's Bureau of Educational and Cultural Affairs.

George P. White, EdD, professor of education and human services and coordinator of the educational leadership program at Lehigh University in Bethlehem, Pa., has received the university's Christian R. and Mary F. Lindback Foundation Award, bestowed upon senior faculty members in recognition of distinguished teaching. White joined the Lehigh faculty in 1989.

'90

Sarah F. Barlow, EdD, professor of biology at Middle Tennessee State University in Murfreesboro has received the 1999-2000 Outstanding Honors Faculty Award, presented by the MTSU College of University Honors.

Erin M. Maloney, MPP, BS'83 (Arts & Science), is in her third year as an instructor at Bilkent University in Ankara, Turkey. She teaches computer courses and an American culture course to Turkish students at the English-speaking university. Classmates may listen electronically to her week-

ly radio program, "Country Music Edge," by logging on to www.bilkent.edu/~radio.

Karen Napoli Schulz, BS, and her husband, Garth, announce the birth of their second child, a daughter, Ainsley Jane, born Aug. 1, 2000. The family lives in Rye, N.Y.

'91

REUNION JUNE 1-2, 2001

Patricia Derkum Aguilar, BS, and her husband, Mike, announce the birth of their daughter, Emily Elizabeth. The family lives in Moorpark, Calif., where Patricia is a kindergarten teacher for the Moorpark Unified School District.

Wayne M. Burton, EdD, has been named president of North Shore Community College in Danvers, Mass.—the college's first new president in 26 years. A former New Hampshire state legislator and decorated Vietnam War veteran, Burton previously served as dean of Salem State College's School of Busi-

ness. North Shore Community College has approximately 10,000 students and 800 faculty members.

Mark A. Edwards, EdD, was named Virginia's 2000 Superintendent of the Year last May at the annual conference of the Virginia Association of School Superintendents (VASS). He was selected from among eight regional superintendents of the year by the leaders of five of the state's major education organizations. Edwards is superintendent of Henrico County Schools, Virginia's highest-performing division on state achievement tests, as well as one of the largest and fastest-growing school divisions in the state. Edwards' instructional leadership, which has included visiting every classroom every school year for the past six years, was cited by a VASS official as the key to his success and the success of his school system.

'92

James Gregory Carter, MEd, is assistant principal for East and West middle schools in Tullahoma, Tenn. Last summer he spent a month as a Rotary International Group Study Exchange participant in Austria and Hungary, touring schools, universities, group homes, art and music academies, and other educational facilities and sharing his education and work experiences with his counterparts abroad. "The experience was fascinating and enlightening for me," writes Carter. "I will spend years discovering the lessons learned in Eastern Europe and would love to share my experiences with anyone interested."

Elizabeth Goodwin Frein, BS, and her husband, Jay, BA (Arts & Science), write that they have returned to Nashville after several years in Chicago and are enjoying the warmer weather, renovation of an old house, and new jobs.

Elizabeth is an art teacher at Walnut Grove Elementary School in Williamson County, and Jay is vice president of sales for Fisher Investments Inc.

Deana Pace Wegenast, MEd, and her husband, Dennis, announce the birth of their son, Evan Joseph, on May 7, 2000. They also have a 2-year-old son, Zachary. Deana is information systems manager for Caritas Physician Group Inc. in Louisville, Ky.

'93

Vincent M. Auricchio, BS, announces his marriage to Victoria J. Szurgot on May 13, 2000, in Chicago, where the couple live. Auricchio is an associate attorney with the McBreen Kopko McKay & Nora law firm.

Allison Withers Edwards, BS, MEd'94, is an associate with Fulbright & Jaworski L.L.P. and recently transferred to the firm's Austin, Texas, office from its Houston office. She now is part of the



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

Carolyn Baldwin Tucker (PhD'82)

A Life Devoted to Learning

Carolyn Baldwin Tucker cannot seem to keep her nose out of the books. She haunted university libraries to earn her B.S. and M.Ed. degrees from Tennessee State University, her Ed.S. from the University of Tennessee-Knoxville, and her Ph.D. from Peabody. While doing so, she worked three decades for Metropolitan Nashville Public Schools, serving five years as teacher, 22 years as principal, and three years as the system's director of elementary schools.

"I'm a lifelong learner," says Baldwin Tucker. "Every time I was out of school, I felt the need to get back—to remain connected. If I'm not in the mode of learning, I'm not really being productive."

Baldwin Tucker recently was named director of graduate studies in education at Lipscomb University, and in 1999 she was elected to the Metropolitan Nashville-Davidson County Council where she serves on the Education Committee. She is the first African American woman to be elected to an at-large seat and the first to win a countywide race in the history of Davidson County.

Her list of accomplishments, publi-

cations, awards and honors, and memberships in professional and community organizations fill several pages and is a testament to an individual devoted to serving others.

And she is still learning. Today, Baldwin Tucker can be found researching articles and exploring the Internet for valuable information about the prevention of violence in schools. Her top goal is to facilitate the creation of safe environments in which children may learn.

"We must do a better job of preparing teachers to avert the possibility of violence erupting in the classroom," she says. "The classroom teacher *can* create a learning environment that is not conducive to disruption, and focuses on student learning."

The foundation of knowledge she acquired while at Peabody has served Baldwin Tucker well. There she had the opportunity to study the work of many educational theorists and philosophies that she has incorporated into her work as a teacher, principal, and even as a member of the Metro Council.

"I haven't used those theories in

Carolyn Baldwin Tucker is a university administrator and member of Nashville's city council.



DAVID GREENHAW

isolation," she claims. "I've used them in application. In my current work I apply the theories of human behavior, group dynamics, interpersonal relationships, and problem solving. Those are the ones I really learned at Peabody."

Baldwin Tucker's ultimate mission is to help create better principals and teachers so that more students will get excited about school and become lifelong learners like herself.

"Children are our future," she says. "If we view them as our most natural and vital resource, then we'll do whatever is needed to invest in their future. I look at it as a business venture. We're talking long-term capital gains. And if we invest little, and develop little, we may see long-term capital losses."

—Ned Andrew Solomon



firm's intellectual property and technology practice.

Susan Stone Kessler, BS, MEd'94, EdD'00, is assistant principal of Fairview High School in Williamson County, Tenn. She and her husband, Eugene, BA'80 (Arts & Science), live in Brentwood and are the proud parents of a second child, Zachary Matthew Stone Kessler, born April 14, 1999. Their older son is Bradley.

'95

Amanda Carrie Smith, BS, married Robert Phillips on April 29, 2000. Her maid of honor was **Cindy Burt Hudson**, BS (Arts & Science), and her bridesmaids included **Britton Kincheloe**, BA (A&S), and **Alexandra Simon**, BS'96 (A&S). Amanda is a benefits specialist with JA Jones in Charlotte, N.C.

'96

REUNION JUNE 1-2, 2001

Joy Coleman Godshall, MEd, announces her marriage to William S. Ivester III on March 25, 2000, in Greenville, S.C., where the couple now live. She works for the School of Medicine at the University of South Carolina in Columbia as coordinator for the university's transition systems change grant.

Roland S. Waguespack III, BS, writes that he married Jessica Gordon on April 1, 2000, and the next month received his M.D. degree from Louisiana State University in New Orleans. In July he began his residency in emergency medicine at Charity Hospital in New Orleans.

'97

Kimberly Secrist Ashby, MEd, BA'95 (Arts & Science), graduated last June with the master of divinity degree from Union Theological Seminary and Presbyterian School of Christian Education, where she was a Chester B. Friest Scholar. She now is associate pastor for the First Presbyterian Church in Richmond, Ky.

Douglas C. George, MEd, lives in Brooklyn, N.Y., and teaches history to students in grades seven through 12 at the Choir Academy of Harlem, a small, alternative public school for students in the Harlem Boys Choir and the Girls Choir. Last August the *New York Times* ran an article about him, his work, and his commitment to the teaching profession.

Amy C. Keappler, BS, graduated from the University of Alabama-Birmingham in March 2000 with her master's degree in physical therapy. She continues to live in Birmingham. Last June she took a 10-day missions trip to the Ukraine to work with orphaned children, repair a condemned church build-

ing, and teach vacation Bible school.

'98

Micah Dailey Douthit, BS, and her husband, **Todd A. Douthit**, BS'96, of Antioch, Tenn., announce the birth of their twin sons, David Reid and Samuel Warren, Nov. 1, 1999. The six-pound boys were delivered at Vanderbilt Hospital.

Ashley J. Fogg, BA, has joined Kilgannon McReynolds Inc., an Atlanta advertising and interactive agency, as account executive for the agency's Procuri.com and Digital Insurance accounts. She previously was account executive at Clarion Marketing, where she worked on the BellSouth, Equant, and General Motors accounts.

Sara E. Kwiatkowski, BS, married David Alan Clark in December 1999. They live near Richmond, Va., in Glen Allen, where Sara is a manager with Capital One.

Darren M. Ross, BS, relocated to Atlanta last spring in search of an apartment and a job. "Luckily, I found both," he writes. He is now working for Merrill Lynch as a financial consultant and is living in the Atlanta suburb of Dunwoody. "I'm the only Vandy grad in my office, but I held my own during the basketball season and am keeping my fingers crossed for the football team's first bowl game in over a decade." Sorry to disappoint you, Darren.

Julie Zeck Smithey, MEd, BS'97 (Engineering), is a fourth-grade teacher at Madison (Mich.) Elementary School. Her husband, David Smithey, BA'97 (Engineering), is a product engineer for Brazeway Inc. Extrusion and Refrigeration in Adrian, Mich.

'99

David F. Benson, BS, reports that he has left his job with Hewitt Associates and has enrolled in the Chicago-Kent College of Law, where he is attending on a merit scholarship. In October he was elected to the Student Bar Association as a first-year student representative.

Jennifer M. Bewley, BS, lives in Nashville where she is in her second year of teaching first grade at Eakin Elementary School.

Catherine Broadhead, MEd, lives in Allston, Mass., and teaches eighth-grade language arts in Framingham.

Jane E. Harrison, BS, married Lt. James L. Mazurek on Aug. 19, 2000, in Savannah, Ga., where they now live. Jane is working toward her master's degree in fine arts in interior design at the Savannah College of Art and Design, and James is stationed at Ft. Stewart as part of the 1st Battalion, 64th Armor Regiment, 3rd Infantry Division (mecha-

nized). He is a 1998 graduate of the U.S. Military Academy.

Jessica Liess, BS, MEd'00, has completed her Peabody master's degree in behavior disorders and emotional disturbance and now is teaching special education at New Trier High School just north of Chicago.

Matthew Bruce McClellan, BS, is teaching ninth- and tenth-grade English at the Lovett School in Atlanta.

Kathleen Evelyn Rands, BS, married **Kung W. Tang**, BE (Engineering), on May 22, 1999. They live in Raleigh, N.C., where Kathleen teaches in the Wake County Public Schools and Kung is a software engineer with EMC.

'00

Martin M. Gibson, BS, lives in New York City where she is a personal banker with First Republic Bank on Park Avenue.

Kasie Michelle Kline, BS, lives in the Houston area where she teaches fourth grade at Mittelstadt Elementary School. She says she now teaches with four of her former elementary-school teachers, one of whom is her principal.

Dorothy Privott Sledge, BS, is human resources and facilities coordinator for Boulton, Cummings, Conners, & Berry, a Nashville law firm.

M. Elizabeth Vise, BS, has joined *Coastal Living* magazine as promotion assistant, responsible for overseeing the magazine's reader response program. The magazine is published by Southern Progress Corp., the Birmingham, Ala.-based subsidiary of Time Inc. that also publishes *Southern Living*, *Cooking Light*, *Southern Accents*, and *Progressive Farmer* magazines.

Deaths

Dorothy Virginia Spence, '21, of West Point, Ga., July 12, 2000.

F. Fagan Thompson, BS'25, MA'26 (Graduate School), BD'28 (Divinity), of Wimberley, Texas, June 16, 2000.

Margaret Hope Thomason, MA'31, of Mobile, Ala., May 31, 2000.

Sue R. Walker, BS'32, of Live Oak, Fla., Aug. 8, 2000.

Mary Elizabeth Allen, BS'34, of Columbia, S.C., May 26, 2000.

Marion Baker Burton, MA'34, of Nicholasville, Ky., Feb. 26, 2000.

Ola Lee Barnett, MA'35, of Clinton, Mo., March 5, 2000.

Rodney Lycurgus Leftwich, BS'38, MA'41, of Cullowhee, N.C., Dec. 3, 1999.

Amanda Baskette May, BS'38, of Fort Lauderdale, Fla., May 15, 2000.

Samuel Crass Hastings, MA'39, of Cantonment, Fla., April 10, 1999.

Howard Tidwell, MA'39, of Eustis, Fla., June 2, 2000.

Doris Wiley Rollins, BLS'39, of Manchester, Tenn., July 2, 2000.

Lois Bean Still, MA'40, of Rogersville, Tenn., April 15, 2000.

Rubye Murrell, MA'41, of Lafayette, La., 2000.

Mary Margaret Peebles, BLS'41, of State College, Miss., Jan. 31, 2000.

Col. Robert Scott Russell, MA'41, of Mt. Vernon, Va., July 23, 2000.

Mrs. James Storm, BLS'41, of Summerville, S.C., June 4, 1999.

Frances Melton Bell, BLS'42, of Seabree, Ky., June 16, 2000.

Norma Nance Leiby, MA'43, of Colorado Springs, Colo., July 12, 2000.

Sara Kittrell Schwam, MA'45, of Maryville, Tenn., March 31, 1999.

Ralph Kale, MA'46, of Hartsville, S.C., 1999.

Clarence Paul Parker, MA'47, of Searcy, Ark., Dec. 25, 1999.

Margaret Guilene Towery, BLS'47, of Plantersville, Miss., 2000.

Stephanie F. Wawryszczuk, BS'48, of Tustin, Calif., June 27, 1999.

Henry Lee Cravens, BS'49, of Oklahoma City, Aug. 6, 1999.

James Matthew Elrod, MA'49, of Palatka, Fla., April 15, 1999.

Alfred Tyler Estes Jr., MA'49, of Grandview, Mo., March 14, 1999.

Leah Davis, BS'50, of Memphis, Tenn., June 19, 2000.

Murlie Whaley, MA'50, of Paden City, W.Va., 2000.

Lee Henry Galloway, MA'51, of Morganton, N.C., July 23, 2000.

Tresa Grueter, BS'51, MA'53, of Salt Lake City, March 14, 2000.

Richard Prewitte Copeland, MA'52, of Lake Park, Ga., February 2000.

Erskine Cleveland Key, MA'52, EdD'64, of Jacksonville, Fla., Jan. 18, 2000.

William Kitching, MA'52, of Graceville, Fla., Aug. 28, 1999.

Richard Conner Knight, MA'52, of Chattanooga, Tenn., Oct. 30, 1999.

Edith Smith Davis Posey, MA'52, of Tuscumbia, Ala., Jan. 15, 2000.

Alma Lois Teeple, MA'52, of Monterey, Tenn., July 2000.

Clifford Matthew Gentry, MA'53, of Gainesboro, Tenn., 2000.

Horace Whitty Moore, MA'53, of Santa Barbara, Calif., Jan. 6, 2000.

S. Jay Smith, MEd'53, of Atlanta, July 10, 2000.

Cuba Beauford Clubb, MA'54, of Cape Girardeau, Mo., Feb. 19, 2000.

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

Christopher J. Barbic (BS'92)

Enterprising Educator

Last year a five-year-old charter school housed in temporary buildings on an inner-city parking lot in Houston took top honors among Texas high schools based on academic achievement and attendance records. The school's founder, director—and miracle worker—is 30-year-old Peabody alumnus Christopher Barbic.

The YES College Preparatory School is an open-enrollment school whose students are primarily underprivileged Hispanic youth. Last year 99 percent of the student body passed the state's academic skills test, as compared to neighborhood averages of 35 to 50 percent. SAT scores averaged 960 while neighborhood schools averaged 750.

Relying on creative solutions and a missionary zeal, Barbic launched the YES School under the auspices of the Houston Independent School District in 1995. Three years later he wrote a new charter that placed the school under state jurisdiction and afforded Barbic the autonomy he needed to make it work. Although YES is state funded, Barbic solicits private donations for the extras—about \$750,000 in the last two years. He hopes to buy land and begin construction on a permanent school building soon.

"I don't think I could do this anywhere else," says Barbic. "Houston still has that cowboy, wild-catter mentality. These people don't mind taking risks."

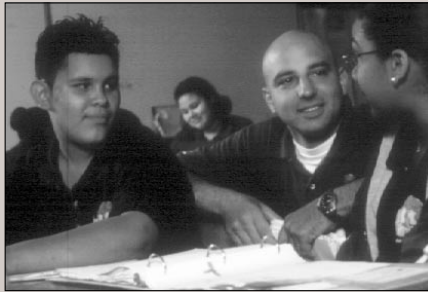
The YES motto is "Whatever It Takes"—and what it takes is plenty of energy. For 11 months of the year, classes begin at 7:30 A.M. weekdays and end at 5 P.M. (an hour earlier on Fridays). Students also are required to attend six-hour Saturday classes twice each month. Even so, 400 enrolled students and their parents have signed contracts of compliance, and another 250 are on a waiting list.

"They see a college education as a way out of poverty," says Barbic. "That's the motivation."

As a Vanderbilt student, Barbic majored in human and organizational development and English—not in education—so his first teaching experience came as a volunteer for the campus service organization Vanderbuddies, when he tutored youngsters at Nashville's Bethlehem Center. "I loved going down there and working with those kids. I guess I was born with teaching in my blood," says Barbic, whose mother and aunt are teachers.

His newfound love for teaching prompted him to choose "Teach for America" as his senior research project. "Teach for America" is a program offering teacher certification in exchange for a two-year commitment to teach in impoverished neighborhoods. After graduation Barbic signed up and was hustled off to teach sixth graders in one of Houston's inner-city schools.

"I could get the kids excited about



THOMAS LAVENHUE

Christopher Barbic is founder and director of a successful inner-city charter school in Houston.

learning, but when they went off to junior high, it all unraveled," he explains. "We needed a better answer." That answer was YES.

YES stands for "Youth Engaged in Service," and when Barbic talks about building better communities through service, he means it. YES students volunteer for everything from collecting food and toys to pounding hammers and wielding wrenches.

Barbic believes a critical mass of college-educated people can make a neighborhood thrive. He encourages his students—whom he calls "trailblazers"—to get their college educations and then come back home where they can make a difference. On his desk, a symbolic crystal paperweight shaped like a mountain reminds him of this mission.

"I tell the kids it's not enough to climb the mountain. When they get up there, they've got to reach down and help someone else to the top." —*Julia Helgason*

Mary Mann Crabtree, MA'54, of Grand Prairie, Texas, 2000.

Richard Harold Escott, MA'54, of Amity, Ore., 2000.

Maggie Mae Bowers Jamison, MA'54, of Granger, Ind., February 1999.

Frances J. Cummins Moon, BA'54, MA'56, of Marietta, Ga., May 6, 2000.

Sarah Jane Richards Eagon, MA'55, of Amherst Junction, Wis., Aug. 6, 2000.

John A. Kuzara, MA'55, MAT'55, of Buffalo, Wyo., July 2, 2000.

Maj. Mary E. Clements Porter, BS'55, of Birmingham, Ala., Sept. 27, 2000.

Barbara L. Martin, BA'56, MA'57,

of Walnut Creek, Calif., 1999.

John Edwin Miller, MA'56, of Greenville, N.C., Oct. 16, 1999.

David Neil Darnell, BS'57, of Wichita Falls, Texas, Jan. 4, 2000.

Mary Belle Eldridge, MA'57, of Rogersville, Ala., Aug. 2, 2000.

James Odel Mays, MA'57, of Williamsburg, Va., Sept. 24, 2000.

James E. Murphy, MA'57, of Menasha, Wis., Feb. 3, 2000.

Louise Vowell Oliver, MA'57, of Ballwin, Mo., Jan. 17, 1999.

Joseph Lawrence Thompson, MA'57, of Conyers, Ga., May 28, 2000.

Earl Lamar O'Neal, MA'58, of Con-

yers, Ga., June 13, 2000.

Curtis B. Williams, EdS'58, of Sykesville, Md., Sept. 4, 1999.

Thelma Penland Axley, BS'59, of Murphy N.C., May 30, 2000.

Claude Conklin Bond, EdS'59, of Chattanooga, Tenn., July 11, 2000.

Sarah Pauline Stone Glover, MAT'62 (Graduate School), EdD'87, of Obion, Tenn., June 19, 2000.

Edna Wood Holt, BS'62, of Spanish Fort, Ala., March 25, 2000.

Florence Lawrence Harper, MAL'63, of Pflugerville, Texas, 2000.

Marjorie Smith, MA'64, of Bruceton, Tenn., July 2000.

Connie H. Bawcum, MA'65, of El Cajon, Calif., July 2000.

William Robert Insko, MA'65, of Lexington, Ky., Sept. 18, 1999.

Rev. Bobbie E. Oliver, MST'65 (Divinity), MLS'68, of Memphis, Tenn., May 20, 2000.

Anne Bradley Hill, EdS'68, PhD'78, of Sparta, Tenn., 2000.

James Coleman Anglea, BS'70, of Franklin, Tenn., Aug. 19, 2000.

Emily Beauchamp Littleton, EdS'70, of Nashville, March 13, 1999.

Candace Myers, MLS'73, of Hillsboro, Tenn., 2000.

Anna Kathryn Stein, MLS'75, of



Nashville, May 26, 1999.

Lenore Ross Page, EdD'80, of Chicago, April 19, 2000.

Elizabeth Stoffel Baur, MLS'87, of Evanston, Ill., Nov. 11, 1999.

Kristin Linnea Skvarla, BS'96, of Glenview, Ill., April 10, 2000.

Faculty/Staff

Mary Thompson Hobbs, 91, wife of the late **Nicholas Hobbs**, Peabody emeritus professor of psychology, died in her sleep September 21, 2000, at home in Fort Collins, Colo. A memorial service was held for her November 24 at Vanderbilt's Benton Chapel. Mary Hobbs was a psychologist who received her bachelor's degree from the University of Missouri, her master's degree from Teachers College-Columbia University, and her Ph.D. from Columbia. She served as an officer in the Coast Guard during World War II and later was a lecturer at Queens College (New York), Belmont University (Nashville), and Vanderbilt. In 1949 she married **Nicholas Hobbs**, a former director of the John F. Kennedy Center whose pioneering mental health and child development research at Peabody is nationally celebrated. He died in 1983. From 1963 to 1971, Mrs. Hobbs served as director of research at Fisk University in Nashville. Survivors include her son, Tom Hobbs, of Fort Collins, and two grandchildren. Memorial gifts may be made to the Nicholas Hobbs Society, Vanderbilt University Gift Records Office, 201 Alumni Hall, 2201 West End Ave., Nashville, TN 37203-9977.

Frank Mitchell Farris Jr., 84, a life member of the Vanderbilt Board of Trust, died September 26, 2000, of an undisclosed illness at his Nashville home. He was a trustee and general counsel for George Peabody College for Teachers until its merger with Vanderbilt in 1979, at which time he was elected to the Vanderbilt Board of Trust. He later was voted a lifetime trustee and served as a member of the Board's Executive Committee. Farris, who graduated with a B.A. degree from Vanderbilt in 1937 and a law degree from New York Law School in 1939, practiced law in Nashville for more than 60 years and was founder of one of the city's most prominent law firms, Farris, Warfield and Kanady. Farris was a director emeritus of Third National Bank, established in Nashville in 1927 by his father, Frank Farris Sr. It is now SunTrust Bank. Farris was an elder and deacon for many years at First Presbyterian Church. He is survived by his wife, Genevieve Baird Farris, and daughter, Genevieve B. Farris.

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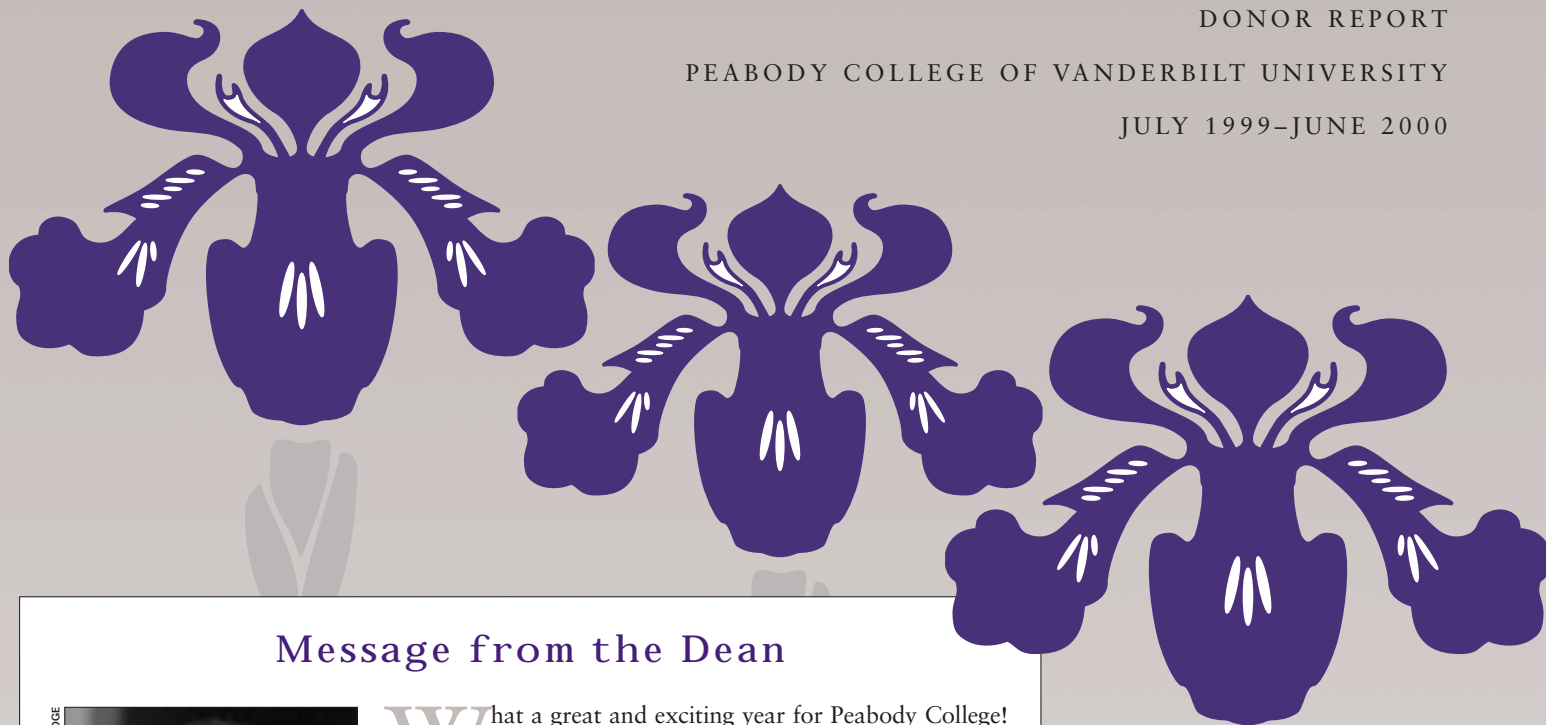
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If you have questions or suggestions about the Alumni Association and its activities, please contact the Board member in your area.



Members of Peabody's Alumni Association Board of Directors gathered for their semiannual meeting last fall. Front row, left to right: Hal Ramer, Tricia Everest. Second row: LeRoy Cole, Patricia Owen Powers, Linda Blair Cline, Katy Keeble Sudlow, Anne Whitefield, Olympia Ammon Kershner. Third row: Patricia Castles Williams, John Lifsey, Julie Johns Taylor, Mary Cain Helfrich, Margaret Dill Smith, Marian Haynesworth Maier, Patsy Stansell Patten. Back row: Jerry Stephens (past president), John Mazyck, Gene Baker, Joel Pizzuti, John Madden, Frank Bonsal (president), Dean Camilla Benbow, Charles Moore.



Message from the Dean

PEYTON HOGE



What a great and exciting year for Peabody College! Alumni, parents, and friends once again stepped forward and generously supported Peabody, both with unrestricted gifts totaling \$655,000—nearly a 10 percent increase over last year's totals and a new record for the College—and more than \$4 million designated to a wide array of endowed funds and programs.

Giving to Peabody has increased steadily for the past five years. This is a direct result of an increase in the number of alumni and parents contributing to the College, as well as an increase in the amount of the average gift received. This year alumni contributed \$790,991, while parents gave \$241,781.

Non-alumni friends, as well as corporations and foundations, also continue to give generously, contributing \$1.23 million and \$2.07 million, respectively, this year. It is important to keep in mind that much of our corporate and foundation support is generated through the efforts of alumni, parents, and friends who are involved with these organizations. We are grateful for their advocacy on our behalf.

Our success would not be possible without the individuals behind the numbers. Small gifts from hundreds of donors combine to make a powerful impact on the College. The large contributions from just a few donors have a transforming effect on what we are able to accomplish.

One of these transforming gifts came this year from the bequest of a friend of Peabody. Through the estate of James Lanham, whose mother, Mina Lanham, was an 1897 Peabody graduate, more than \$1.17 million was added to the Mina Latimer Lanham Scholarship Fund. The earnings from this fund will be used to provide need-based scholarships for deserving students who might not otherwise be able to attend Peabody without this assistance. We are indebted to Mr. Lanham and his sister Elizabeth, who established the fund many years ago, for their vision and generosity in honoring their mother in this way.

Although not included in this year's totals, another very special commitment was made recently from longtime Peabody supporters Patricia and Rodes Hart. The Harts are charter members of THE ROUNDTABLE, with Rodes having served as the first Steering Committee chair in 1982. Through their generosity, the Patricia and Rodes Hart Chair of Education and Human Development will be established. You can read more about this wonderful gift on page 43.

From the entire Peabody community, we thank our friends for their dedication to the College, its mission, and its great legacy.

Sincerely,

Camilla P. Benbow, *Dean*

DONOR
REPORT

The Chairpersons of THE ROUNDTABLE

Serving in their second year as chairs of Peabody’s leadership society, THE ROUNDTABLE, were Jan and Stephen Riven, who helped lead the society to unprecedented levels of success. Their work resulted in the College’s fund-raising goals being met and surpassed. Most important, they have been unwavering advocates of Peabody themselves, helping greatly to increase its circle of friends and supporters. In this photo, the Rivens (right) enjoy a moment with Brad and Minna Gioia during last fall’s Peabody Leadership Dinner. Mr. Gioia, who is headmaster of Montgomery Bell Academy in Nashville, was honored by the Rivens with their ROUNDTABLE gift last year.



PEYTON HOGE

THE ROUNDTABLE

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This report reflects gifts made to Peabody College between July 1, 1999, and June 30, 2000. Every effort has been made to ensure its accuracy. If an error has been made, we offer our sincerest apology and ask that you bring it to our attention by contacting the Peabody College Office of Alumni and Development at 615/322-8500.

*Italics indicate 1982–83 charter members of THE ROUNDTABLE
* indicates individuals who are deceased*

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Rodes and Patricia Hart
Endow \$3 Million
Dean's Chair at Peabody

Patricia Ingram Hart and H. Rodes Hart, longtime Peabody College friends and supporters, have made their first gift toward endowing a new \$3 million faculty chair—only the third such chair to be endowed at Peabody.

The Patricia and Rodes Hart Chair of Education and Human Development, when fully funded, will actually be a dean's chair, to be occupied in perpetuity by the dean of Peabody College. The first to occupy the Hart Chair will be Dean Camilla P. Benbow.

The awarding of a named professorship, which helps support compensation, research, and teaching for the faculty member who holds it, not only represents recognition of scholarship and a tangible expression of confidence in that person's abilities, but also aids the University in attracting superior candidates for certain faculty positions. Although it will be one of some 105 endowed faculty chairs at Vanderbilt, the new Hart Chair will be only the second dean's chair to be established at the University. Kent Syverud, dean of Vanderbilt Law School, holds the other.

At Peabody, the only other two faculty chairs are the Frank W. Mayborn Chair in Cognitive Studies, which is held by psychology professor James W. Pellegrino, and the Dunn Family Chair in Psychoeducational Assessment, which has yet to be appointed.

“Teaching is one of the noblest of professions. We believe the quality of those involved in learning and research at Peabody will have a tremendously positive impact on the quality of education nationwide,” says Rodes Hart in explaining why he and Mrs. Hart felt compelled to fund the Peabody chair.

“Education reform is necessary. Innovations for creating this reform can come from Peabody, will come from Peabody, and are coming from Peabody. We endorse the mission that Dean Benbow and Chancellor Gordon Gee are supporting for the College, and it is essential for education in this country that the money be raised to carry out that mission.”

A black and white photograph of a man and a woman. The man, on the left, is balding with a receding hairline, smiling, and wearing a dark tuxedo jacket, a white shirt, and a dark bow tie. The woman, on the right, has short, wavy, light-colored hair, is smiling, and wearing a light-colored, possibly white, dress with a high collar. They are standing in front of a dark background that appears to be a bookshelf filled with books.

H. Rodes and Patricia Hart have endowed a dean's chair for Peabody College—only the second such chair at Vanderbilt.

Rodes and Patricia Hart—both graduates of Vanderbilt's College of Arts and Science—have been avid supporters of the work at Peabody for decades. Mr. Hart, who is principal owner, chairman, and CEO of Franklin Industries Inc. in Nashville, served as a Peabody College trustee from 1967 until the College's 1979 merger with Vanderbilt. He immediately was appointed to Vanderbilt's Board of Trust, on which he continues to serve.

In 1982 the Harts founded THE ROUNDTABLE, Peabody's leadership society, and Mr. Hart has chaired that organization four times. As the University prepares during the next year to launch its most ambitious fund-raising campaign ever, the Harts are hopeful that their example of support for Peabody will encourage others to follow their lead.

"A huge amount of money must be raised in this next campaign, and a significant portion of it will go toward the work at Peabody," says Rodes Hart. "The success of the Peabody mission is critical to education reform. That success is only assured by a compelling campaign that appeals sufficiently to qualified donors."

"That is the challenge for all of us who believe in Peabody College at Vanderbilt and the positive impact that Peabody is having on improving the quality of education universally."

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Gordon Scholarship Rewards HOD Students

Two students who plan to combine their degrees in human and organizational development with careers in nursing are the first recipients of a scholarship designed with their uncommon academic paths in mind.

Peabody seniors Marie D’Aniello of Housatonic, Mass., and Lindsey Alderson O’Neil of Bloomington, Ill., are the first to receive the Joel C. Gordon Honor Scholarship, endowed in 1998 by Nashville health-care administrator William Hamburg in honor of Gordon, his friend and mentor. The scholarship was set up to benefit junior or senior Peabody students majoring in human and organizational development (HOD) who are interested in a career in health care.

Both D’Aniello and O’Neil are academic leaders who also have been active in various Vanderbilt and community service organizations. In addition to their undergraduate enrollment, they are pursuing master’s degrees in nursing through a five-year bridge program offered jointly by Peabody and the Vanderbilt School of Nursing. D’Aniello eventually hopes to work as a nurse practitioner, focusing on the needs of older adults who are indigent or underserved while also researching chronic pain in the older-adult population. O’Neil plans to be a certified nurse midwife/family nurse practitioner, working with underserved populations in a community health center.

Each woman says Peabody’s very popular HOD major has been the ideal spring-board to a nursing career because of its focus on communication, leadership styles, and the structure of complex organizations—important topics to understand in a health-care environment.

“Health-care organizations are made up of administrators and clinically focused individuals. And though these two groups are

dependent on one another to keep the organization running, very rarely do they understand each other,” says O’Neil, a marathon runner who has participated in Vanderbilt’s study-abroad program in London. “The knowledge I’ve gained from the HOD program will help me to understand administrative processes and why they work the way they do.

“As a provider I will have the capability to communicate and collaborate with administrators to help them understand the clinical perspective, while I will have a good handle on their perspective. I hope to be a pioneer in this effort of collaboration, breaking down the barriers that are tearing apart so many health-care organizations today.”

For D’Aniello, the Joel C. Gordon Honor Scholarship and other financial aid she has received is literally making her Vanderbilt education possible. As one of five children from a family of “modest means,” she feels fortunate to be in a place where she is able to work toward a profession she is passionate about.

“Not only has the Gordon Scholarship provided me with needed financial support, but it’s also enabled me to make exciting connections with some interesting people, including Joel and Bernice Gordon,” says D’Aniello. “I have always endeavored to make myself and my family proud, but because of this scholarship I also now strive to make the Gordons and the Peabody community proud of me.

“Sometimes when I’m tired and running low on motivation, thoughts of the people who are supporting me inspire me to continue. For this I’m very thankful.”

William Hamburg, who endowed the



Peabody seniors Lindsey O’Neil (left, center) and Marie D’Aniello (right, center) are flanked by Bernice and Joel Gordon at last fall’s Peabody Leadership Dinner. O’Neil and D’Aniello are the first recipients of the Joel C. Gordon Honor Scholarship.

Gordon Scholarship, is CEO of MediSphere Health Partners, a health-care services company that partners with physicians to help them enhance their professional practice and income. The company also develops specialty hospitals, surgery centers, and imaging centers that allow partner physicians to control the delivery of medical care to their patients. Hamburg established the Gordon Scholarship to honor entrepreneur Joel Gordon, who is CEO of The Gordon Group in Nashville and has had a great influence on Hamburg’s life.

Gordon and his wife, Bernice (Peabody BS’56), are longtime Peabody supporters themselves.

“Joel Gordon has taught me so much about business ethics, people, and partnering skills,” says Hamburg. “I thought the best way to honor him would be to set up something that would enable him indirectly to make a difference in the lives of young men and women who may have an interest in the health-care field. I owe a great deal to him.”

—Phillip B. Tucker

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Foundation Pledges to Fight School Violence

A \$200,000 grant from the Jack C. Massey Foundation of Nashville is making possible the development of a Peabody pilot program aimed at the prevention of violence in America's schools. The gift supports the research of Joseph Wehby, assistant professor of special education and a fellow in the John F. Kennedy Center, who for several years has focused his work on the identification of students who are at risk for emotional or behavioral disorders, as well as on the prevention of classroom aggression. His approach to the problem of school violence is holistic, involving all relevant school constituencies in a commitment to stop tragedies before they occur. Barbara Massey Rogers, who authorized the gift from her father's foundation, says school violence is an important issue to her, which is why she supports implementation of Wehby's program. "I have grandchildren in school, and all my friends have either children or grandchildren in school," says Rogers, who is a 1960 alumna of Vanderbilt's College of Arts and Science. "The statistics on violence are frightening—it's a problem that affects a lot of people." According to the U.S. departments of education and justice, about ten of every 1,000 students are victims of serious violent crimes either at school or while traveling to and from school. Between 1992 and 1996, an average of 123,000 violent acts were committed against teachers each year. Rogers' daughter, Rachel Kate Rogers, received her

master's degree in elementary education at Peabody in 1994 and was instrumental in making her mother aware of Wehby and his research. Thanks to the generous support of Barbara Rogers, through the Jack C. Massey Foundation, this research may now move from the classroom to the laboratory that counts most—real schools in real communities. Peabody's model program proposes to train school communities in several effective strategies of early intervention and violence prevention. They include parent training for families whose children are exhibiting early problem behavior, curriculum restructuring to address the needs of those students, social-skills training for all children to address conflict resolution and positive peer interactions, and individual behavioral interventions to help children with serious behavior disorders. The project would begin in two school sites—one rural and one urban in the Middle Tennessee area—during the first year of funding, and would expand to additional sites upon demonstrated success of the program. "The real key is in educating teachers to recognize problems in children," says Rogers. "Teachers are with our children a great percentage of the time when they're growing up. I believe if we're going to make strides in preventing violence in schools, then this is how it's going to get done."

—Phillip B. Tucker

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M A R C H 2 0 0 1

- 30–April 1** Parents Weekend; contact Bonnie Daniel, Parents and Family Office, 615/322-3963; bonnie.v.daniel@vanderbilt.edu
- 30** Peabody College Leadership Luncheon, Wyatt Center Rotunda, noon; contact Tres Mullis, Peabody Alumni and Development, 615/322-8500; tres.mullis@vanderbilt.edu

A P R I L

- 24** Last day of spring classes
- 25–May 3** Reading days and examinations
- 27–28** Spring meeting of the Vanderbilt University Board of Trust

M A Y

- 7–June 1** May Session classes
- 10** University-wide reception for graduating seniors and their parents and families, sponsored by the Vanderbilt Alumni Association, Student Recreation Center, 5 P.M.; contact Donna Johnson, Office of Alumni Programs, 615/322-2929; donna.s.johnson@vanderbilt.edu
- 11** Vanderbilt Commencement (undergraduates), Alumni Lawn, 9 A.M.; contact Office of University Events, 615/343-4470; felicity.peck@vanderbilt.edu
- 11** Peabody Commencement (graduate/professional students) and recognition of the Distinguished Alumnus, Wyatt Center Lawn, 11 A.M.; contact Office of University Events, 615/343-4470; felicity.peck@vanderbilt.edu
- 11** Peabody Pioneers Induction Reception (honoring 50-year graduates), Wyatt Center Parlor, following graduate Commencement; contact Tres Mullis, Peabody Alumni and Development, 615/322-8500; tres.mullis@vanderbilt.edu

J U N E

- 1** Spring meeting of the Peabody Alumni Association Board of Directors; contact Tres Mullis, Peabody Alumni and Development, 615/322-8500; tres.mullis@vanderbilt.edu
- 1–2** Vanderbilt Reunion for undergraduate alumni, Classes of 1981, 1986, 1991, 1996; contact Undergraduate Reunion Office, 615/322-6034; www.vanderbilt.edu/alumni/reunion.html
- 5–6, 8–9, 12–13** Summer Academic Orientation Program for incoming Peabody freshmen; contact Dean of Students Office, 615/343-3200; saop@vanderbilt.edu
- 5–July 6** First-Half Summer Session for Peabody undergraduates
- 11–July 6** Module 1 for Peabody professional students

J U L Y

- 9–Aug. 3** Module 2 for Peabody professional students
- 10–Aug. 10** Second-Half Summer Session for Peabody undergraduates

A U G U S T

- 22–25** Squirrel Camp Orientation for registered freshmen
- 25** Orientation begins for new undergraduate students
- 29** Fall classes begin

S E P T E M B E R

- 12–13** Vanderbilt Homecoming Weekend (dates subject to change); contact Office of Alumni Programs, 615/322-2929
- 12** Fall meeting of the Peabody Alumni Association Board of Directors; contact Tres Mullis, Peabody Alumni and Development, 615/322-8500; tres.mullis@vanderbilt.edu
- 13** Homecoming football game against Georgia, Dudley Field



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"Shadow and Substance," left, and "Map Turtle: Graptemys Geographica" are two new sculptures on the Peabody campus that are part of Vanderbilt's "Garden of Great Ideas," a series of 11 outdoor bronzed sculptures sponsored by the New York-based Newington-Cropsey Foundation. "Shadow and Substance," created by 25-year-old Michael Locascio and inspired by Plato's Republic, represents the nude male form kneeling upon his distorted, three-dimensional reflection. "The [reflection] is rippled to give the sense he is in water, and to convey that during self-analysis you are limited by the human brain regarding what you can see of yourself," says Locascio. The sculpture is located between the Jesup and Payne buildings. "Map Turtle" was created by Kristen Cadieux and is located in front of the East Residence Hall.