

PEABODY

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*Flourishing
in a 20-Year
Partnership*

KINDRED

A Photographic
Exhibit of
Tennesseans
with Disabilities

Photography by
Simon R. Fulford

JANUARY 18 - FEBRUARY 18, 2000 MRL BUILDING, JOHN F. KENNEDY CENTER OF PEABODY COLLEGE



They are portraits of success stories.

Take Joel "Spider" Walker, for example, seen at far right negotiating the steps of Peabody's Education Library. Once pegged by his elementary school principal as an unlikely candidate for a regular-education classroom simply because of his physical disability, he went on to perform academically in the top three percent of his classes all the way through school. Today he is a graduate student at Peabody, studying to be a teacher of children with visual impairments.

Then there's Joanna Madison, who was born with cerebral palsy in Korea and adopted as a child by an American family. As she grew older her limitations were compounded by language and learning difficulties. The confines of those disabilities—along with her Korean heritage—created a sense of isolation for Joanna during her early school years. But with the help of supportive interventions like Peabody's Peer Buddy Program, she made the transition to a Nashville high school where she soon thrived as a busy, social teenager. In the photo above, pride stretches from ear to ear as Joanna sits among her Hillsboro High School classmates, waiting to receive her special education diploma. Today she's back at Hillsboro completing the work necessary to earn a regular high school diploma.

Joel and Joanna are but two of the many success stories told through *Kindred*, a photographic exhibit of Tennesseans with disabilities now on display at Peabody's John F. Kennedy Center. The exhibit, created by the Tennessee Developmental Disabilities Council and the Kennedy Center, features photography by New Jerseyite **Simon R. Fulford**, whose work has appeared in disability magazines, national

newspapers, and in exhibits at universities, the U.S. Senate in Washington, and the French National Library. The exhibit's accompanying booklet, which tells the stories of the individuals photographed, was written by **Ned Andrew Solomon**, a research analyst in the Kennedy Center and Peabody's special education department.

Fulford and Solomon journeyed across Tennessee together, photographing and talking with individuals with disabilities in their homes, schools, work places, athletic fields, and places of worship. The result of their adventure is the *Kindred* exhibit, which will tour the cities and towns of Tennessee throughout 2000 and then be available for loan in other states. The exhibit is premiering at Peabody and runs through February 18.

Photo Above, Left

Though Joanna Madison has language and learning difficulties, in addition to cerebral palsy, she has acquired equipment and techniques to make her way in the speaking world. "She truly uses total communication," taking advantage of any method available to her, says her mother.

Photo Above, Right

"I'm academically oriented because I have to be. I knew that a good education was my only chance to get anywhere in this life because nobody's gonna hand it to you on a silver platter."

— Joel "Spider" Walker



The Kennedy Center's series of exhibits, begun in 1994, has been made possible by grants from the Metropolitan Nashville Arts Commission. Lain York is preparator of the Kennedy Center's exhibits.



Creative Expressions 5



"OldMan.5" by Tamara Altman was one of several works by Nashville-area artists with disabilities featured in *Creative Expressions 5*, the fifth annual exhibit co-sponsored by the Kennedy Center and the Nashville Mayor's Advisory Committee for People with Disabilities. Displayed at the Kennedy Center in October, November, and December, the exhibit shared work by artists with a wide range of disabilities and ages, working in a variety of media.



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The Peabody Reflector is published biannually by George Peabody College of Education and Human Development of Vanderbilt University, Box 161 Peabody Station, Nashville, TN 37203, in cooperation with the Vanderbilt Office of Alumni Publications. The magazine is mailed free of charge to recent graduates and to alumni and friends of Peabody who make an annual gift of \$25 or more to the College. Address correspondence to the Office of Alumni Publications, Box 7703 Station B, Nashville, TN 37235. Comments about the magazine in the form of e-mail are welcome by writing the editor at phillip.b.tucker@vanderbilt.edu.

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PEABODY REFLECTOR

Volume 69 No. 1

Winter 2000

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ON THE COVER: Twenty years have passed since George Peabody College for Teachers merged with Vanderbilt University, strengthening the resources of both institutions. In the background photo, Vanderbilt Chancellor Alexander Heard, right, signs the historic merger agreement in the spring of 1979 as Robert A. McGaw, secretary of the University, witnesses the moment. See story on page 15. Photographs by John Halliburton and Gerald Holly

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Kennedy Center's NICHD G121347rant Renewed

The John F. Kennedy Center continues to unlock the mysteries of development and learning, thanks to its recent successful application to the National Institute of Child Health and Human Development (NICHD) for \$4.2 million in direct costs over the next five years to support research on developmental disabilities.

The Kennedy Center is one of 13 national research centers on intellectual and other developmental disabilities supported by NICHD. The Center received a rating of "outstanding"—the highest possible designation and one of the highest priority scores for funding that a center has ever received.

"This NICHD grant is critical to our ability to function as a center," explains Center Director Travis Thompson. "The real breakthroughs are most likely to come at the intersection of psychological and educational research with neuroscience and genetics." Scientists who reviewed the Center noted its "high degree of integration of behavioral and biological research."

The NICHD grant funds research support services, which are used by 57 Vanderbilt scientists with approximately \$40 million in research funding.

Reviewers praised the Center's leadership for articulating "a vision of the Center as a translator of cutting-edge science into useable information and practice that improves the lives of individuals and families" affected by disabilities.

Magnet Schools Segregate Along Class Lines

For three years Peabody professors Ellen B. Goldring and Claire E. Smrekar studied the quality of magnet schools in Cincinnati and St. Louis, as well as the make-up of the families who accessed them. The result of their research is a new book, *School Choice in Urban America: Magnet Schools and the Pursuit of Excellence*, which not only highlights the success those schools have had in alleviating racial desegregation

but also criticizes the ways in which magnet schools segregate communities along income lines.

Cincinnati and St. Louis were chosen for the study because both cities' magnet school programs, begun in the '70s in the wake of segregation lawsuits, are well established. Nationwide, 1.2 million students in 230 districts attend magnet schools.

Through thousands of detailed surveys and interviews, comprehensive case-study analysis, and visits to magnet and nonmagnet schools in both cities,

Goldring and Smrekar conclude that school choice in a society of unequal resources does not automatically make schools better. For example, more than one-third of the parents whose children attended magnet schools in Cincinnati earned more than \$50,000 a year, as opposed to 18 percent at nonmagnet schools. The disparity raises a question as to whether a wealthier family has better access to the resources and information needed to take part in the magnet school experience.

"We learned that poor parents who are socially isolated without means of transportation and equipped with very few social networks to connect them to informed sources are particularly disadvantaged in a choice plan that does not take into account the social structure of families in poverty," says Smrekar, who is an associate professor of educational leadership.

"In the book we emphasize the need to place information regarding school choice in locations that are readily accessible to families in poverty, including federal housing rental offices, local grocery stores, public health clinics, churches, laundromats, and other community gathering places."

Smrekar and Goldring, who is a professor of educational leadership, have studied the school choice movement together for several years and next will set their sights on the impact of the post-busing era



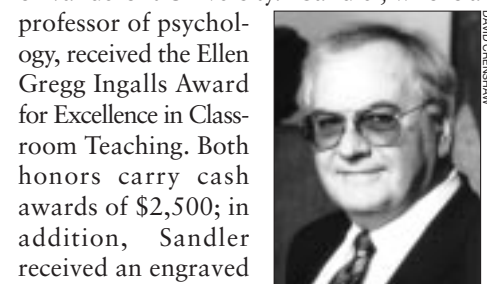
Research by Peabody professors Claire Smrekar, left, and Ellen Goldring reveals that wealthier families may have better access than lower-income families to information about magnet schools. The disparity is discussed in their new book, *School Choice in Urban America*.

in Nashville as it relates to the issues of school choice, racial diversity, and social equity. *School Choice in Urban America* is published by Teachers College Press.

Trustees Recognize Thompson and Sandler

Two Peabody professors, Travis I. Thompson and Howard Sandler, received top faculty awards presented by Vanderbilt's Board of Trust in April.

Thompson, who is director of the John F. Kennedy Center for Research on Human Development and a professor of psychology and psychiatry, was named the 1999-2000 Harvie Branscomb Distinguished Professor for "accomplishment in furthering the aims of Vanderbilt University." Sandler, who is a professor of psychology, received the Ellen Gregg Ingalls Award for Excellence in Classroom Teaching. Both honors carry cash awards of \$2,500; in addition, Sandler received an engraved pewter cup while Thompson received an engraved silver tray. Thompson will hold his honorary title for one year.



Travis Thompson

Thompson joined the Peabody faculty in 1991. He received his bachelor's, master's, and doctoral degrees from the University of Minnesota where he served on its faculty

from 1963 until coming to Peabody. A pioneer in the field of developmental behavioral pharmacology, he is conducting the first comprehensive study of Prader-Willi syndrome, a disability associated with a severe eating disorder typically leading to obesity and associated complications such as diabetes, high blood pressure, and heart problems.

"The leadership of Travis Thompson as director of the Kennedy Center helped to shift the focus into the 'Decade of the Brain,'" says John Rieser, professor and chair of the department of psychology and human development. "Together with his own programmatic research, he has deepened our understanding of the causes of developmental disabilities."

Sandler came to Peabody in 1970 and previously was honored for his talents in teaching when he received the Chancellor's Cup in 1993. A distinguished researcher with three books and numerous other publications to his credit, he helped establish the Undergraduate Summer Research project.

"Astounding numbers of students say that Sandler is the best professor they have had—one who combines intellectual challenge with personal caring," says Rieser. "It is a rare combination and awesome accomplishment."

Interim HOD Department Established

The human and organizational development (HOD) program, housing the largest undergraduate major at Vanderbilt, is reorganizing to reflect the two distinct intellectual components identified as its core. The changes are the result of an intensive two-year study of the program.

This fall, an interim department was phased in to house core courses basic to all tracks in the major, the internship, and tracks involving adult learning and development (health and human services and community development and social policy). Howard Sandler, professor of psychology, is serving as executor of this interim department until a chair is identified by the fall 2000 semester.

The leadership and organizations track of HOD is being folded into the department of leadership and organizations, housed in the Payne Building, for possible development as the department's undergraduate

major. The graduate program in human resource development is housed in the same department.

Students still begin the HOD program by taking core courses, choosing a track as sophomores, and ending with an internship during the senior year. Course work in the major continues to reflect the belief that properly scaffolded learning experiences situated in context and grounded in experience will help students recognize and solve similar problems in the real world. The reorganization is meant primarily to streamline the administrative structure of the major based on the two intellectual streams and to realign faculty committed to the program into a central department.

"Many faculty members teach and advise in HOD regardless of departmental affiliation, and that will continue to be true," says Sandler, "but our goal is to have a critical mass of HOD faculty in Mayborn."

Several positions already have been filled in the interim department. In August, Brian Griffith came on board as freshman coordinator, and Vicki Scalf was hired as the program's educational coordinator. Lynn Cool is administrative assistant for the interim department.

Progress of the reorganized program will be monitored by the Faculty Council on a monthly basis until it makes a recommendation regarding the permanent structure of HOD next spring.

"For the past two years, faculty have been actively engaged in trying to take this popular major to a new level," says Dean Camilla Benbow. "We want to continue this momentum by being engaged in a constant curricular renewal process."

"The structural changes should be mostly invisible to our current undergraduate students, except in the enhanced intellectual vigor and life of the program. This is an exciting time for HOD as it charts new directions."

First Summer Governor's School Tackles Health Sciences

Last summer 20 talented high school students from across Tennessee took part in Vanderbilt's first Governor's School for Health Sciences, coordinated jointly by the School of Medicine and Peabody College.

The four-week program was initiated to offer students a broader perspective of the health sciences, with direct experience in the fields of allied health, nursing, medicine, and scientific research. In order to participate,

DEPARTMENT NOTES

Psychology and Human Development

The 1999 biennial meeting of the Society for Research in Child Development, held in April in Albuquerque, New Mexico, included presentations by numerous departmental faculty members, graduate students, and researchers.

Several faculty members and graduate students also made presentations at the 107th annual convention of the American Psychological Association, held August 20-24 in Boston. Three faculty members received national awards and were invited lecturers at the convention: Dean Camilla Benbow, professor of psychology, and her colleague Julian Stanley received the 1999 George Miller Award for Outstanding Article in General Psychology and addressed "How Equity Can Lead to Inequity for High-Potential Students"; Leonard Bickman, professor of psychology and psychiatry and director of the Vanderbilt Institute for Public Policy Studies Mental Health Policy Center, received the Distinguished Contributions to Research in Public Policy Award and presented "Does Clinical Practice Make Perfect? What Do Research and Policy Say?"; and Niels Waller, professor of psychology, received the Distinguished Scientific Award for Early Career Contribution to Psychology in the area of Individual Differences and addressed "Model-Based Psychopathology Assessment with the MMPI-2."

Benbow has accepted an invitation from the National Academy of Sciences to serve on its newly formed Committee on Programs for Advanced Study of Math and Science in American High Schools.

Bickman has been awarded three recent research grants: \$134,468 by Science Applications International Corporation for "Policy Analysis and Review: Mental Health Wraparound Demonstration"; \$36,552 by Pressley Ridge Schools for "Instrument Development of Therapeutic Alliance Outcome Measures"; and \$157,142 by the Public Health Service for "Children's Mental Health Services Research Training."

Judy Garber, associate professor of psychology and psychiatry, has been awarded two recent grants by the Public Health Service: \$108,862 for "Life-Span Development of Normal and Abnormal Behavior" and \$234,972 for "Treatment of Depression in Parents: Impact on Children."

Susan Goldman, professor of psychology and co-director of the Learning Technology Center, has been elected vice president of Division C of the American Educational Research Association. Division C is the largest of the organization's major divisions. Goldman's two-year term, which begins in April 2000, includes membership on AERA's governing board.

Goldman served on an invited panel for the 1999 Artificial Intelligence in Education (AIED) Conference in LeMans, France, in July. Her topic was "The Impact of AIED in Schools." Sean Brophy, research associate, presented "Teachable Agents: Combining Insights from Learning Theory and Computer Science" at the same conference.

Goldman and James Pellegrino, the Frank W. Mayborn Professor of Cognitive Studies, participated in a summer institute at Fordham University on "Issues in Applied Technology: the Impact of Technology and Media on Instruction."

James Hogge, professor of psychology, has been appointed associate dean for faculty and programs at Peabody College.

David Lubinski, associate professor of psychology, has won the 1999 MENSA Education and Research Foundation Award for Excellence in Research. The award is in recognition of his article "Incorporating General Intelligence into Epidemiology and the Social Sciences," published in the journal *Intelligence*.

Pellegrino, at the invitation of the University of Kansas, made several presentations last summer to the university's faculty and alumni regarding issues of technology integration in K-12 and teacher education.

Leadership and Organizations

Jacob Adams, assistant professor of education and public policy, has been appointed to staff one of the working groups of the National Commission on Governing America's Schools, an entity of the Education Commission of the States.

Adams also has been asked by the National Academy of Sciences to write a book on school finance to be published by the National Research Council.

John Braxton, associate professor of education, is author of a new book, *Faculty Misconduct in Collegiate Teaching*, published by Johns Hopkins University Press.

Ellen Brier, adjunct professor of education, has been appointed director of undergraduate student services for Peabody College.

Wilburn Clouse, associate professor of education and director of the Center for Entrepreneurship Education, presented "Developing Creative Entrepreneurship Centers in Structured University Environments" at the fifth national conference of Collegiate Entrepreneurs of the Southwest in Albuquerque, New Mexico.

they must have completed one year in the laboratory sciences and one year of algebra.

Program goals included giving students experience in hypothesis development, background material research, statistical analysis, and presentation of findings while also enhancing their proficiency with computers through the use of e-mail, graphics, and Web page formatting. Curriculum topics included some of today's most important public health issues, such as alternative therapies, sexually transmitted diseases, prenatal and child health, and chronic disease and injury prevention. An additional requirement for the students was participation in at least one community service project with medical student members of the Community Scholars Program.

Students fortunate enough to participate in the program were enriched far beyond their textbook and classroom experiences. "These students have done things they never thought they could do," says program director Vera Chatman, who is a professor of the practice of human and organizational development at Peabody. "The success is theirs as well as their mentors'. It is so important that bright and gifted children have the opportunity to learn from mentors who challenge their thinking."

The Vanderbilt Governor's School is one of nine in Tennessee, each focusing on a different specialized curriculum for academically accelerated students. Only Vanderbilt's addresses health issues.

College Hires Director of Operations

In an effort to centralize the administrative functions of the College and improve their efficiency, Peabody has appointed its first director of operations, Julie Dolan.

Dolan comes to Vanderbilt most recently from Harvard where she served as interim dean for finance for the arts and sciences faculty. At Peabody she now oversees financial planning and capital budgeting for the College, as well as the offices of administration and student records, personnel and payroll, facilities management, and technical support.

Her initial priorities include coordination of strategic planning for the College and



Julie Dolan

development of an effective technology infrastructure for the campus.

"The quality of the faculty and staff, Dean Benbow's commitment to excellence, and her vision for the future all made this an irresistible opportunity for me," says Dolan of her new position. "I see my office as one to ensure that the administrative and financial structures of the College are solid, efficient, and effective so the academic and research missions can grow and flourish to their fullest extent."

Dolan earned her bachelor's degree in political science from Stanford and her M.B.A. from the University of Pennsylvania's Wharton Business School. In addition to short stints with *Education Week* and the Council for Basic Education, she has held leadership positions in finance and budget analysis with the University of Pennsylvania, Tufts University, and Harvard.

The creation of the director of operations position came about as one of several administrative reorganization initiatives by Dean Camilla Benbow during the past year.

Superintendents Learn to Lead Effectively

The enhancement of leadership qualities in school superintendents was the focus of this summer's annual Superintendents' Seminar Program, hosted by Peabody's Center for Support of Professional Practice in Education (CSPPE). Eight weeks of intensive training sessions drove home the theme.

"We accomplish this in two ways," says Linton Deck, the Center's managing director and a research professor of education. "One way is to provide authoritative information on specific subjects. The other way is to foster the understanding that one learns to lead not only by leading but also by thinking about it. It's not enough to have the experience; you also must think about that experience. Therefore, we try to do things that evoke reflection."

The summer session also examined aspects of the participants' lives outside the professional arena. Subjects like spirituality, investment and retirement counseling, and the ways in which spouses deal with the superintendents' time-consuming and often stressful public service careers were covered in depth.

The group even paid a visit to the University's Dayani Wellness Center for health screenings, exercise, and dietary programs—"all in an effort to help them maintain a healthy balance between work and family life," says Deck.

Teacher Among Teachers

A surprised Kathleen Hoover-Dempsey, Peabody associate professor of psychology and education, is congratulated by Vanderbilt Chancellor Joe B. Wyatt as recipient of the 1999 Chancellor's Cup, awarded annually in recognition of "the greatest contribution outside the classroom to undergraduate student-faculty relationships." Following tradition, Chancellor Wyatt presented the award unannounced while Hoover-Dempsey was teaching one of her classes. Wyatt was accompanied by Peabody Dean Camilla Benbow and John Rieser, chair of the department of psychology and human development, as well as by Nashville Vanderbilt Club President Jerry Southwood, who presented Hoover-Dempsey with a check for \$2,500. Established by the club in 1963, the award includes the cash prize, an engraved pewter cup as a permanent trophy, and one year's custody of a silver Tiffany bowl bearing the names of all recipients since 1963. Hoover-Dempsey has served on the Peabody faculty since 1973. She is the last person to receive the award from Chancellor Wyatt, who retires at the end of the school year.



In order to promote learning and leadership at all education levels, the CSPPE enables education leaders from P-12 schools and beyond to share ideas about better learning processes through professional development sessions led by some of the nation's most influential educational thinkers. Many activities are planned at the Center's home base on the second floor of Peabody's Hill Center, but others can be accessed off-site through outreach consultation, a biweekly news summary, an informative Web site (<http://peabody.vanderbilt.edu/ctrs/csppe/>), and yearly meetings in Nashville and other regions that cover the latest "hot" topic.

School superintendents, principals, other administrators, teachers, and board members, many of them Peabody graduates, use the collaborative forum for an exchange of ideas and philosophies about the learning process, and for the best ways to integrate theory with practice.

Software Takes Kids on Electronic Journey

Thanks to software developed by researchers at Peabody's Learning Technology Center (LTC), children conducting science experiments may now benefit from hands-on learning before they actually get their hands dirty.

STAR.Legacy (Software Technology for Action and Reflection) uses video, computer graphics, and easy access to educational Web sites, allowing children to deepen their understanding of a project before moving

out into the field. LTC researchers say the vibrant computer simulations sharpen the children's problem-solving skills and give them a much better concept of what they are investigating in their experiments.

Developed with a \$694,369 National Science Foundation grant, Legacy was field tested in several Nashville public schools. One such test involved middle-school students who studied pollution and pH levels in water using Legacy's "Stones River Mystery" story line. The students then traveled to Nashville's Little Harpeth River and conducted the same tests, this time as experienced researchers.

"This is not going to take the place of hands-on activities. We're hoping it will enhance," says Robert D. Sherwood, associate professor of education, who helped develop Legacy's computer simulations. "We



Nancy Vye, co-director of Peabody's Learning Technology Center, leads a field study involving Nashville middle-school students at the Little Harpeth River in June. Students prepared for the excursion using Peabody-developed STAR.Legacy software.

Ellen Goldring, professor of educational leadership, and Claire Smrekar, associate professor of educational leadership, are authors of a new book, *School Choice in Urban America: Magnet Schools and the Pursuit of Equity*, published by Teachers College Press, New York (see related article, page 2). Goldring and Smrekar also are fellows in Vanderbilt's Institute for Public Policy Studies.

James Guthrie, professor of public policy and education and director of Peabody's Center for Education Policy, has been named department chair.

Guthrie addressed this year's Teachers College-Columbia Annual Superintendents Workshop concerning emerging education policy issues and spoke to the Academy of Educational Development on the same topic.

Guthrie also addressed the National Conference of State Legislatures' annual meeting in July regarding the state of American education reform, followed by an address on "The New Legal Concept of School Finance Adequacy" for the National Center for Education Statistics' National Data Conference in Washington, D.C.

Philip Hallinger, professor of education, received an award for Outstanding Article of 1998 from the *Journal of Educational Administration* for the article "Educational Change in Southeast Asia: the Challenge of Creating Learning Systems." He also recently gave a presentation on "Leading Systems Change" for the Hong Kong Education Department.

Hallinger is co-author of "The Challenge of Educational Reform in Thailand: Jing Jai, Jing Jung, Nae Norn" in *Educational Change and Development in the Asia-Pacific Region: Challenges for the Future*, published in 1999 by Swets & Zeitlinger, Rotterdam, the Netherlands.

Dorothy Marcic, senior lecturer in human resource development, traveled abroad for several weeks last summer, giving numerous presentations to groups of executives from professional organizations and human resource companies in New Zealand, Australia, and Singapore.

Joseph Murphy, department chair, professor of educational leadership, and Kennedy Center investigator, is co-author of a new book, *Educational Administration: A Decade of Reform*, published by Corwin Press Inc., Thousand Oaks, California. He also is co-editor of the *Handbook of Research on Educational Administration, Second Edition*, published by Jossey-Bass Publishers, San Francisco.

Murphy was the invited 1999 Corwin Lecturer at the annual conference of the National Conference of Professors of Educational Administration in August. His lecture topic was "Educational Leadership: Navigating a Passage to the 21st Century."

Mary Kay Murphy, adjunct professor and adviser to Peabody's institutional advancement program, has received the 1999 H.S. Warwick Research Award for her work as editor of, and contributor to, *The Advancement President and the Academy: Profiles in Institutional Leadership*, published in 1997 by the American Council on Education and the Oryx Press.

Mary Watson, assistant professor of human resources, has received a grant of \$9,500 from the University Research Council to support her research project "Strategic Human Resources While Restructuring: Downsizing, Strategy, and the Stock Market." Another of Watson's projects, "Cross-Cultural Internet Forum," has been approved for funding through the Vanderbilt Initiative on Cultural Diversity in the Curriculum.

Kent Weeks, professor of the practice of education, recently led a panel discussion, "Staying Ahead of the Curve: Benefits of Self-Audits," at a meeting of the National Association of College and University Attorneys.

Special Education

The 32nd Annual Gatlinburg Conference, held in March in Charleston, South Carolina, included presentations by numerous departmental and John F. Kennedy Center researchers.

Several faculty members also participated in recent meetings of the Office of Special Education Programs in Washington, including Doug Fuchs, Lynn Fuchs, Carolyn Hughes, Georgine Pion, Daniel Reschly, Deborah Smith, Naomi Tyler, and Joseph Wehby.

Anne Corn, professor of special education, ophthalmology, and visual sciences, has been awarded a research grant of \$378,119 by the U.S. Department of Education for a "Pre-Service Program in Visual and Multiple Disabilities."

Douglas Fuchs, professor of special education and co-director of the Kennedy Center Institute on Learning Accommodations for Individuals with Special Needs, has been appointed by the National Center for Educational Statistics to a technical review panel for the Early Childhood Longitudinal Study. He also serves as a technical research adviser to the SRI International/U.S. Department of Education's Special Education Longitudinal Study.

Douglas Fuchs also was an invited participant in May's National Summit on Research in Learning Disabilities: Keys to Successful Learning, held at the National Academy of Sciences in Washington, D.C. He served as a member of the panel on "State and Local Districts That Are Making It Work," a discussion among teacher training professionals who are making research-based instruction a reality.

found out that if the kids could do a simulation before they went to the river, the field work was much more effective. They knew what they were looking for."

The STAR.Legacy software is an outgrowth of the Scientists-in-Action video program developed by Peabody researchers a few years ago. Legacy was designed to engage students in a much higher level of comprehension. Last summer the software was put into action as part of Vanderbilt's Virtual Watershed Institute, which invited teachers, principals, and school administrators to experience virtual learning as a means to teach scientific inquiry and environmental awareness.

Students and educators have given the Legacy software rave reviews. Its creators are hopeful that four Legacy episodes will be made available commercially through Little Planet Publishing, a partner in many of the LTC's projects.

STAR.Legacy is the creation of LTC researchers John Bransford, Sean Brophy, Dan Schwartz, Sherwood, and Nancy Vye.

508 Peabody Students Receive Degrees in May

Speaking last spring in her first Commencement as dean of Peabody College, Camilla Benbow urged graduates to "reflect upon your possible new beginnings," sharing with them wisdom and insights from her own experiences and those of well-known poets and philosophers. She reminded them that while achieving their dreams is not easy, goals that are set too low are never satisfying.

"Make sure your life memories are meaningful and rich," said Benbow. "The future is purchased by the present, and today is an opportune moment to reflect and start again."

More than 500 Peabody students—including 304 undergraduates and 204 graduate students—received degrees at the May ceremonies. They represented nearly one-fifth of Vanderbilt's graduating class, which totaled 2,844 this year.

The Founder's



U.S. House Minority Leader Richard Gephardt watches his daughter, Katherine, receive her B.S. degree in early childhood development from Peabody at the May Commencement.



Dean Camilla Benbow congratulates Donna Mazloomdoost as recipient of the 1999 Founder's Medal for highest honors in Peabody College.

Medal for highest honors in Peabody College was presented during the undergraduate Commencement ceremony to Donna Mazloomdoost of Lexington, Kentucky, who earned a perfect 4.0 grade point average and graduated summa cum laude with a bachelor of science degree in child development. Also the winner of the 1999 Willis D. Hawley Award for Service, Mazloomdoost has volunteered for numerous children's advocacy programs and held leadership positions in several campus organizations. She has worked as a volunteer with physicians and in schools in Iran, Vietnam, and India, and last year she attended an international medical conference in her parents' native country, Iran, presenting a lecture in Farsi on "Psychological Preparation of Children for Surgery."

Now enrolled with a full scholarship at the University of Louisville's school of medicine, Mazloomdoost was recipient of several prestigious grants while at Vanderbilt, including those from the Howard Hughes Medical Institute and National Science Foundation.

Honored at graduate-student Commencement ceremonies was Nashville businessman and children's issues advocate Charles Edward Allen Jr., who was named Peabody's 1999 Distinguished Alumnus. (See feature article, page 23.)

Bransford Book Targets How People Learn

Educators may need to reevaluate how they conduct their classrooms, in light of a new book co-edited by Peabody professor John Bransford.

How People Learn: Brain, Mind, Experience, and School is the latest scholarly effort by Bransford, who is professor of education, Centennial Professor of Psychology in the College of Arts and Science, and co-director of the Learning Technology Center. The book reveals exciting new brain research from the Committee on Developments in the Science of Learning, co-chaired by Bransford for the National Research Council and National Academy of Sciences.

New scientific evidence has significantly added to our understanding of what it means to know, from the neural processes that

occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines the implications of this evidence for what is taught, how it is taught, and how assessments are made of what children learn.

The book also calls into question concepts and practices firmly entrenched in our current education system.

"Those who may have been led to believe that Peabody's research base is rather shallow in this area will be surprised by the book's content and its depth," says Peabody Dean Camilla Benbow, who is enthusiastic about the publication. "I predict this book will become a classic and have considerable influ-



John Bransford

Beloved Peabody Dean Dies

Following an extended illness, Arthur H. Cook, Peabody's former dean of students, died April 27, 1999, in Grand Island, Florida. He was 78 years old.

Dean Cook was a beloved figure on campus. A Peabody alumnus (BS'49, MA'50), he began his teaching career at the College in 1950 as an instructor of biology, and became assistant professor in 1955 and associate professor in 1960. In 1956 he was named Faculty Member of the Year by the student body, and in 1962 Peabody's Student Council honored him as outstanding faculty member. That same year, he accepted the position of acting director of student affairs. He stayed in the position 17 years, the title eventually changing to dean of students, and he oversaw admissions, financial aid, recruitment, and student services for the College.

Cook's wife, Ella, served Peabody as student health counselor for 16 years. The two retired to Cook's native Florida in 1979 with an open invitation for all Peabody students and alumni to visit them. Although Cook's retirement had been planned before announcement of the merger with Vanderbilt the same year, it seemed to students at the time to mark the official changing of the guard—from the legacy of Henry Hill and Felix Robb to new days on course with

longtime neighbor Vanderbilt University.

"He was an extraordinary individual," says nephew Jack Jacques, BS'58. "I've never known anyone as unselfish as he was. He helped many people quietly. It's amazing because as time goes on, I continue to hear about how he did special things for many people that no one ever knew about. He was never restless, in his work or in retirement. He lived each day fully and enjoyed it. I think Art Cook enjoyed every part of his life.

"He had extraordinary ethics, and he was rigid from the standpoint of what he expected," continues Jacques. "But he did it in such a way that he made life fun for the people around him. He was the quintessential dean of students."

Dean Cook was preceded in death by his wife. He is survived by two sons, Arthur H. Cook Jr. of Hendersonville, Tennessee, and David Lynn Cook of Nashville, and a daughter, Patricia Ann Cook, BA'74, EdD'98, of Cullowhee, North Carolina. He also leaves two grandchildren, a sister, and a brother. In lieu of flowers, the family requests that donations be sent either to Hospice of Lake & Sumpter Inc., 12300 Lane Park Road, Tavares, FL 32778, or to Westcare Home Health and Hospice, 132 Sylva Plaza, Sylva, NC 38779.

—Bonnie Arant Ertelt



Arthur H. Cook
1920–1999

Douglas Fuchs has been awarded two recent research grants by the U.S. Department of Education: \$180,000 for "Upgrading Preparatory Work to Augment Reading Development for Students with Disabilities" and \$124,946 for "Peer-Assisted Learning Strategies."

Douglas Fuchs and Lynn Fuchs, professors of special education and co-directors of the Kennedy Center Institute on Learning Accommodations for Individuals with Special Needs, were keynote speakers at the Second International, Interdisciplinary, Biennial Conference on Evidence-Based Policies and Indicator Systems, held at the University of Durham, England. They spoke about "Peer-Assisted Learning Strategies: Programmatic Experimental Research to Make Schools More Accommodating of Diversity."

Lynn Fuchs has been awarded a \$279,928 research grant by the U.S. Department of Education for "Gauging Outcomes to Accelerate Learning and Success: GOALS for Students with Disabilities."

Ann Kaiser, professor of special education and psychology and director of the Kennedy Center Institute on Language, Social, and Cognitive Development, has received funding from the U.S. Department of Education to support the training of five doctoral students per year in early childhood special education. The training grant has a four-year term with maximum funding of \$200,000 per year.

Kaiser also has been awarded a \$575,399 research grant by the Public Health Service for "Preventing Problems in Children's Social Behavior."

Teris Schery, research professor of special education and hearing and speech sciences, has been awarded a \$157,154 research grant by the U.S. Department of Education for "Multidisciplinary Support for Deaf Children with Cochlear Implants."

Deborah Smith, research professor of special education, Kennedy Center scholar, and director of the Alliance Project, has been appointed to a national advisory board for the Virginia Department of Education's Commonwealth Special Education Endorsement Program.

Smith has been awarded a \$1.5 million research grant by the U.S. Department of Education for the Alliance Project.

Steven Warren, former professor of special education and psychology and Kennedy Center deputy director for behavioral sciences, has received the 1999 Theodore D. Tjossem Research Award from the National Down Syndrome Congress in recognition of his significant research in early intervention. The award was presented August 7 in Pittsburgh.

Warren also has been awarded four recent research grants: \$180,000 by the U.S. Department of Education for his project, "Is Prelinguistic Communication Intervention Necessary?"; \$56,521 by the State of Tennessee for "Breaking Ground"; \$104,422 by the Tennessee Developmental Disabilities Council for "Tennessee Disability Referral and Information Services"; and \$209,609 by the Public Health Service for "Research Behavioral Scientists in Mental Retardation."

Joseph Wehby, assistant professor of special education, has been awarded a \$220,274 research grant by the U.S. Department of Education for "Leadership Training Program in Learning Disabilities."

Paul Yoder, research associate professor of special education, has been awarded a \$271,288 research grant by the Public Health Service for "Facilitating the Transition to Linguistic Communication."

Teaching and Learning

Mathematics education at Peabody was well represented at October's annual meeting of the International Group for the Psychology of Mathematics Education, held in Mexico City. Kay McClain, lecturer in mathematics education, presented a paper, as did doctoral students Lynn Hodge, Jose Cortina, and Luis Saldanha. Patrick Thompson, professor of mathematics education who was elected to the organization's executive board last year, was a discussant at the opening plenary session as well as a panelist for a working group on reasoning with representations.

John D. Bransford, professor of education and co-director of the Learning Technology Center, has been awarded two recent research grants by the National Science Foundation: \$200,000 for "Center for Innovative Learning Technologies: A Learning Technologies Assessment Clearinghouse" and \$160,310 for "The Challenge Zone: Using the Internet to Support High Standards in Mathematics."

Paul Cobb, professor of education, has been awarded a \$113,547 research grant by the National Science Foundation for "Issues Diversity: A Synthesis of Literature Relevant to Mathematics Classrooms Which Promote Understanding."

Angelo Collins, associate professor of science education, received an honorary doctor of humane letters degree in May from Edgewood College (Wisconsin) in recognition of her internationally renowned work in science education and her service as director of the National Committee on Science Education Standards and Assessment of the National Research Council/National Academy of Sciences.

ence on educational practice.

"It offers hope that we can indeed approach the goal of having all children become capable of learning at a higher level."

How People Learn: Brain, Mind, Experience, and School is published by the National Academy Press, the publishing arm of the National Academy of Sciences.

Internet Auction Raises \$10,000

An annual summer fund-raising event benefiting the John F. Kennedy Center's Susan Gray School for Children moved this year from the tennis-court net to the Internet, raising more than \$10,000 in the process.

For three years, the Friends of the Susan Gray School had sponsored the English Love Match, a tennis tournament at Nashville's Hillwood Country Club featuring tennis pros, many of whom have played at Wimbledon. The event had always included a silent auction.

This year, however, major renovations in progress at the club prohibited the event's usual format. Susan Gray School supporters instead were asked to participate in "Tea on the Net," a silent auction on the Internet in June and July. Although participants also could submit their bids by fax, most bidding was done online. Bids came from as far away as California.

The English Love Match will resume in June 2000 when Hillwood's renovation is complete, but following this year's success, organizers are considering including part of the silent auction on the Internet once again.

According to Doug Nall, past president of the Friends of the Susan Gray School, proceeds from the auction and tournament enable continued delivery of excellent early education and early intervention services. Nall and his wife, Kerry, both members of the Friends board, are the parents of Hannah, who has Down syndrome and attended the School three years.

Friends of the Susan Gray School raises funds to assist in meeting a variety of needs such as transportation and the purchasing of toys, playground equipment, and library resources for families and teachers. For more information contact Elise McMillan, director of development for the Kennedy Center and Susan Gray School, by phone at 615/322-8244 or by e-mail at elise.mcmillan@vanderbilt.edu.

Spring Break Volunteers



Peabody junior Katie Dunwoody, a human and organizational development major from Greenwich, Connecticut, works with other women participants in building a storage shed for Magdalene Project, a Nashville organization that helps prostitutes get off the streets and get their lives back together. The service effort, which also included discussion sessions with Magdalene clients, was planned as part of Vanderbilt's week-long Alternative Spring Break. During the week, students give up their traditional spring break activities to volunteer in projects benefiting a variety of social service agencies.

TaLI Enriches Minority Teachers

Through the combined resources of Peabody College, Teachers College of Columbia University, the Graduate School at Harvard University, and the Southern Education Foundation, the Teachers as Leaders Initiative (TaLI) seeks to promote the quantity and quality of minority teachers. The Southern Education Foundation's Summer Scholars Program, conducted in July on the Peabody campus, was the starting point for this initiative.

TaLI is designed to support minority teachers in leadership roles while also helping them face the challenges of the teaching profession and school reform. Ten teachers gathered for the second year at Peabody to discuss learning strategies and ways to enhance—and in some cases transform—the quality of the education offered at the schools where they teach.

The teachers, representing K-12 schools in Florida, Georgia, Louisiana, and Mississippi, participated in discussions, written and oral reflections, reading and critique of materials, and conversations with education leaders. In the final week of the program, the participants drafted plans for addressing the specific problems at their individual schools.

"Given the increasing percentages of students of color, it's especially critical to attract and provide ongoing support to teachers of color," says TaLI Director Marcy Singer Gabella, assistant professor of education and assistant provost for initiatives in education. "The Summer Scholars Program succeeded in attracting talented African American college students to teaching, and TaLI was designed to help accomplish the ongoing support element."

Gabella has seen significant results from the TaLI training sessions. In many cases, former participants have returned to their school systems and enacted substantial change,



K-12 schoolteachers participating in the Teachers as Leaders Initiative last summer discuss their plans of action for improving the quality of education in their respective schools.

A Look from the Other Side

Last spring, in an effort to foster an appreciation for the unique health concerns of diverse cultures and the challenges facing health-care professionals in different regions, Native American students from the University of New Mexico-Gallup and undergraduates from Peabody College spent some time in each other's shoes.

Sixteen Peabody students from Professor Sharon Shields' Health Service Delivery to Diverse Populations course traveled to New Mexico in early March to witness firsthand how Native Americans on a Navajo reservation and Zuni pueblo cope with alcohol and drug abuse and other societal problems. They also had opportunities to take in a bit of the history and culture of Native Americans by participating in a traditional Navajo ceremony and experiencing a sweat lodge.

A few weeks later, eight UNM-Gallup students visited Nashville to tour local health clinics, rehabilitation centers, and crisis intervention centers, focusing primarily on the problems of alcohol abuse and chemical dependency among impoverished populations. The weeklong visit wasn't all work and no play, however, as the students enjoyed a Nashville Predators hockey game, went line dancing, ate a southern barbecue dinner, and took a scenic stroll around Radnor Lake.

The concept for the cultural exchange was the brainstorm of Professor Shields and UNM-Gallup Professor Elizabeth Gilbert, herself a former Peabody doctoral student.



During the spring visit of New Mexican Navajo students to Nashville, Vanderbilt sophomore Adrienne Hoehn, left, enjoys conversation with one of the UNM-Gallup visitors at a special dinner celebrating the multicultural backgrounds of the two groups.

Shields says the Native American students were selected as counterparts to the Vanderbilt students for two reasons. First, Native Americans comprise a very small percentage of the Vanderbilt student population, so exposure to their culture and lifestyle is extremely limited on campus. Second, the socioeconomic backgrounds of the two groups revealed sharp contrasts. The New Mexico students were, in general, from much more modest financial means. Despite those disparities, however, both populations found they shared a common societal dilemma.

"We realized the prevalence of alcohol and drug issues in both cultures," says Shields. "It became obvious that those issues know no socioeconomic boundaries."

Both sets of students also made discoveries regarding each other's health-care systems. In Gallup, the Peabody group found that service providers in drug recovery programs had achieved success by utilizing Native American ceremonies and traditional counselors to augment the more contemporary 12-step-type programs.

"It gave us insights into how important it is to deal with the whole person—to look at the spiritual, cultural, and heritage roots, incorporate them, and use them as an instrument for recovery," says Shields.

In Nashville, the UNM-Gallup group found a much more established network of community service providers who could support those suffering from alcohol and chemical dependency by finding them immediate shelter, helping them work through their problems on a day-to-day basis, and keeping them safe.

"Both communities gave each other new insights," says Shields. "It was a reciprocal sharing. Both sets of students went into the experience to learn."

The most valuable benefit of this extraordinary cultural exchange, she says, was that "it made us look very hard at our values, our spirituality, our communities. By bringing different visions to the table, we were able to perceive our own situations in a new light."

—Ned Andrew Solomon

Collins has been awarded research grants of \$207,099 and \$74,575 by the U.S. Department of Education for "Designing Learning Environments and Assessment Practices to Support Development of Mathematical and Scientific Understanding."

Collins was host in June to the Science Portfolio Development Assessment Team of the Interstate New Teacher Assessment and Support Consortium (INTASC), which has a major influence on the orientation of teacher education programs.

Marcy Singer Gabella, assistant professor of education and assistant provost for initiatives in education, has been awarded a research grant of \$89,310 for the Teachers as Leaders Initiative by the Southern Education Foundation.

Douglas Granier, adjunct assistant professor of education, has been named 1999 Teacher of the Year for Metropolitan Nashville-Davidson County Schools. Honorees representing Nashville elementary, middle, and high schools are selected from among 128 candidates. Granier teaches fourth grade at Eakin Elementary School.

Charles Kinzer, associate professor of education, has been awarded a \$199,778 research grant by the U.S. Department of Education for "Evaluating the Use and Implementation of Anchored Instruction to Enhance the Literacy and Social Studies of Mildly Disabled Learners."

Human and Organizational Development

Bonita Barger, instructor in the practice of human and organizational development, presented "Best Practices in Global Career Development in India and China" at the Eighth Global Conference of the National Career Development Association in Portland, Oregon.

Janet Eyler, associate professor of the practice of education, was keynote speaker for a recent workshop, "Setting Your Research Agenda," of the Service-Learning in Teacher Education Institute at Clemson University.

Eyler also presented workshops on "Theory and Practice of Service-Learning: Reflection and Program Evaluation" for the Third Annual Faculty Service-Learning Institute of the Community Campus Partnerships for Health in Leavenworth, Washington.

Elise McMillan, senior lecturer in human and organizational development and director of development for the Kennedy Center, is the newly elected president of the Arc of Tennessee, a family-based organization committed to securing for all people with intellectual or physical disabilities the opportunity to realize their goals and to choose how they live, learn, work, and play.

generating new programs to enhance education and foster collaboration among teachers. "Our teachers are recognizing that it is their professional obligation to participate in efforts to improve educational opportunities and outcomes for students," she says. "To misquote the cliché, they must become part of the solution, or they will add to the problem."

Peabody's participation in the program results from a shared history. The Southern Education Foundation was created in 1937, thanks in part to financial support from the Peabody Education Fund, which was endowed by George Peabody in 1867 to help improve education in the post-Civil War South. Peabody College was established by the same fund.

"Peabody must continue to invest its intellectual and programmatic resources in understanding and addressing the challenges faced by teachers and students of color," says Gabella of Peabody's leadership in the program. "TaLI provides one avenue to such enrichment."

Ingram Scholar Experiences Northern Ireland's "Troubles"

You know, like, you've been brought up in it, and ... to be truthful, like, none of us here know what it's like to live in peace. ... We've been living in the war all our lives, and it just doesn't seem as if it is war to us. It just seems as if it's just normal, you know.

—A young woman in North Belfast, from the book *Do You See What I See?*

In high school Joy Dyer, BS'98, knew about the "troubles" in Northern Ireland only through articles she had read. But as a Vanderbilt Ingram Scholar during the summer of 1997, she learned firsthand what it's like for children and their families in this country where long-standing conflicts between Loyalists (largely Protestant) and Republicans (largely Catholic) have left deep emotional and psychological scars.

"I worked with the Peace and Reconciliation Group," says Dyer, "focusing on cross-community work with Catholic and Protestant girls and women. I loved it there. I knew I wanted to return."

The human and organizational development major decided to create a Belfast-based internship for the spring and summer of her junior year. With the help of Peabody men-

tors Bob Newbrough, professor of psychology, education, and special education, and Dwight Giles, professor of the practice of human and organizational development, Dyer planned a project with the Cost of the Troubles Study Inc., which resulted in a book and exhibit titled *Do You See What I See? Young People's Experience of the Troubles in Their Own Words and Photographs*.

"The goal of the project was to empower young people to tell their stories," says Dyer, "and to develop concrete goals based on what these youngsters need. They did a fantastic job telling their stories through the book, through photography, and in workshops serving adult leaders in the community. It was clear that they enjoyed having a voice, and I think they made their best effort."

"One of the kids didn't write before the project but learned to express himself through writing and photography and even shot one of the covers for the book."

During Dyer's tenure in Belfast, the exhibition that accompanied her book toured Northern Ireland and traveled to England for the European Forum on Children's Welfare.

Do You See What I See? was published in 1998 through INCORE (the Initiative on Conflict Resolution and Ethnicity), the United Nations University, and the University of Ulster.



CORRECTION

The last issue of THE PEABODY REFLECTOR (Vol. 68, No. 2, page 25) erroneously stated in a photo caption that the College's 1998 Distinguished Alumnus, Dr. Sergio Aguilar-Gaxiola, is a professor of psychology at the University of California-San Francisco. He actually is a professor at California State University in Fresno, as stated in the article text. THE REFLECTOR apologizes to Dr. Aguilar-Gaxiola for the error.

Peabody College Welcomes New Faculty for 1999-2000



Peabody's new faculty members for the 1999-2000 school year are, left to right, Kimberly J. Paulsen, Niels G. Waller, Carole Coble English, Kevin M. Leander, Rachelle S. Feiler, Joseph H. Wehby, Rena A. Hallam, Michael K. McLendon, and Kay Johnson McClain.

Carole Coble English
Assistant Professor of the Practice of Education
Courses include teaching and learning practicums; also responsible for overseeing student teaching placements

Rachelle S. Feiler
Assistant Professor of Early Childhood Education
Courses include Instructional Programs for Young Children; also responsible for supervision of early childhood student teachers

Rena A. Hallam
Instructor of the Practice of Early Childhood Education
Courses include Parents and Their Developing Children, infant and toddler curriculum courses

Kevin M. Leander
Assistant Professor of Language and Literacy Education
Courses include Teaching English in Secondary Schools, Teaching Literature in Secondary Schools, English Theories and Methods

Kay Johnson McClain
Assistant Professor of Mathematics Education
Courses include Elementary Math Education

Michael K. McLendon
Instructor of Higher Education Administration
Courses include Higher Education and Public Policy, College and University Administration

Kimberly J. Paulsen
Assistant Professor of the Practice of Special Education
Courses include Instructional Procedures in Teaching Math, Instructional Procedures in Reading

Niels G. Waller
Professor of Psychology
Courses include Advanced Research Design and Statistics, Psychological Measurement, Behavior Genetics

Joseph H. Wehby
Assistant Professor of Special Education
Courses include Managing Academic and Social Behavior, Trends and Issues in Behavior Disorders

Keep in touch with Peabody through Vanderbilt's alumni Web site! Go to www.vanderbilt.edu/alumni/

Howard Sandler, professor of psychology, has been appointed executor of Peabody's interim department of human and organizational development (see related article, page 3). Bob Innes, associate professor of psychology, continues to direct the undergraduate program. New full-time program staff members also include freshman coordinator Brian Griffith, administrative assistant Lynn Cooil, and educational coordinator Vicki Scalf.

Sharon Shields, professor of the practice of health promotions and education, has been named the Delphine Hannah Lecturer for the January 2000 conference of the National Association of Health Education in Higher Education in Austin, Texas. "Classrooms in the 21st Century: Building Community Campus Partnerships" is her topic.

John F. Kennedy Center

Ford Ebner, director of the Center's Institute for Developmental Neurosciences and deputy director for biomedical sciences, has been awarded three recent research grants by the Public Health Service: \$240,148 and \$65,606 for "Neuroplasticity After Cortical Injury" and \$247,378 for "Receptive Fields of Layer IV (Barrel Field) Neurons."

Dale Farran, professor of education and director of the Kennedy Center's Susan Gray School for Children, was a recent invited participant in a National Research Council workshop on the science of developmental promotion and early childhood intervention.

James Summerville, editor of the Center newsletter *Breaking Ground*, has been appointed by Tennessee Governor Don Sundquist to act as his official representative to the Tennessee Historical Commission, which identifies and protects sites in the state that have historical, architectural, and archaeological significance.

Center Director Travis Thompson, professor of psychology, special education, and psychiatry and co-director of the Center's Institute on Genetics and Developmental Pharmacology, presented the keynote address at the annual British Intellectual and Learning Disabilities Conference in London in September. His topic was "Communicative and Pharmacological Interventions for Self-Injury."

Learning Technology Center

Diana Sharp, senior research associate, was invited by the American Psychological Association, the Society for the Psychological Study of Social Issues, the Congressional Children's Caucus, and the Bipartisan House Reading Caucus to speak in Washington at a congressional hearing on "Transitions to School: What Helps Children Succeed?" She was part of a three-member panel of educational researchers asked to provide information as Congress prepares to reauthorize the Elementary and Secondary Education Act and related programs.

Wallace Bids Farewell, Alumni Welcome New Leadership

After nine highly successful years as Peabody College's director of alumni and development, Patricia Wallace has left the position to pursue an exciting new career opportunity as director of Vanderbilt's alumni and development programs for parents and families.

Her departure in August, as well as that



Tres Mullis and Pat Wallace

of her assistant director, Libby Cheek, a few months earlier, has created opportunities in return for Peabody in the form of an eager, entirely new alumni and development team led by Director Clarence E. (Tres) Mullis III.

"I am grateful to Pat Wallace for all she has done at Peabody to build support from alumni, parents, and friends, and each day as I learn more about the rich history and tradition here, I realize just how fortunate I am to be a part of this wonderful place," says Mullis, who most recently directed development efforts for Vanderbilt Graduate School, the Vanderbilt Institute for Public Policy Studies, the Jean and Alexander Heard Library, and Vanderbilt University Press.

"In many ways Pat is still working actively for Peabody, not only in her role as director of the parents campaign but also in serving as a resource for me and the other staff members on a daily basis."

During Wallace's tenure at Peabody, the scope of alumni and development efforts broadened to involve more people, and the College saw a steady increase in gifts each year, as well as substantial membership growth in Peabody's donor society, THE

ROUNDTABLE. Her relationships with Peabody parents also garnered tremendous support for the College—the same kind of support she now seeks in her new position as she casts a wider net to include all Vanderbilt parents.

Vanderbilt is making preliminary preparations for a new fund-raising campaign, and Peabody finds itself in a much better position to enter the process than it did in the previous campaign, which was under way when Wallace joined the Peabody staff in 1990. Much of Peabody's financial strength today can be attributed to her personal dedication to helping secure the College's future.

Wallace is very quick to give the credit for her success to the friends of Peabody who serve as leaders in all its alumni and development efforts. "The never-ending service of our volunteers is what I have cared most strongly about during my years at Peabody," she says. "It's people like Rodes Hart, Jere Phillips, Bernice Gordon, and so many others like them who I like to call 'super volunteers'—the people who support Peabody with their

attendance at our events, the people who take the word about Peabody to their various circles of constituency and provide valuable feedback from them. Our volunteers help us raise money and recruit new leaders for the donor society and alumni board. They are door openers—as well as an important emotional support. They believe in the cause and keep you energized and at full throttle!"

"I hope to continue and enhance the great work Pat has done by reaching out to more of our alumni—those graduated many years ago as well as new graduates—to involve them in service, advocacy, and financial support of their alma mater," says Mullis. "Peabody is, and always has been, on the cutting edge in preparing leaders in education and human development, and I want to ensure that all our graduates appreciate and are proud of that fact."

Mullis, who joined Vanderbilt Alumni and Development in early 1999, is the for-

mer director of alumni relations and development for Austin Peay State University in Clarksville, Tennessee, and former director of annual giving for Stetson University in DeLand, Florida. He is a two-time graduate of Stetson, earning his bachelor's degree in business administration in 1988 and his M.B.A. degree in 1991.

"I couldn't be happier about the new partnership between Peabody and Tres," says Wallace. "He is extremely well prepared for this position, both by way of his education and his experience in development work at the higher education level. As Vanderbilt approaches another campaign, he will be extremely helpful to Peabody's efforts."

Joining Mullis as assistant director of Peabody alumni and development is Cathy Rogers, who holds a bachelor's degree in mass communications from Middle Tennessee State University. With a career background in marketing, she worked six years with luggage manufacturer Hartmann Inc. and, most recently, worked for Earl Swenson Associates, a Nashville-based architectural firm. She came to her Peabody position in May and says she is inspired daily by the stories told to her by Peabody alumni.

"Peabody holds such a special place in the hearts of so many people," says Rogers. "Through the stories our alumni tell, a common love and loyalty for the College is revealed. Their enthusiasm is contagious, and it makes me more excited about my job."

Rounding out the new alumni and development support staff as development assistant is Audra Henderson, who came to the office in April from Vanderbilt's Child Care Center, where she was lead teacher for a classroom of two-year-olds. Henderson is a 1997 retail merchandising graduate of the University of Montevallo.

Like Rogers, Wallace says stories played a major role in her nine-year Peabody experience. "Someone told me recently, 'In the South we like to ask why we should give a short answer when a story will do,'" she laughs. "That has been the case at Peabody. Its remarkable history is such a moving story to tell that my job was made easier because of it. Success was inherent, and it was just so good to be a part of that."



Cathy Rogers

Peabody Gifts Top \$6.1 Million

The 1998–99 fiscal year, which ended June 30, represented one of the most successful single years of giving in Peabody's history, with total gifts topping \$6.1 million—more than double the previous year's \$2.8 million total. Nearly 4,000 individual gifts from alumni, parents, friends, foundations, and corporations contributed to the year's success.

A significant portion of the year's total, \$3.6 million, is primarily the result of a few large gifts to the College's endowment. Restricted gifts—those earmarked for specific purposes—added another \$1.9 million to the total.

Unrestricted giving, which is the lifeblood of Peabody's daily operations and provides for the College's most pressing needs, reached \$578,000, exceeding the year's \$575,000 goal. Annual unrestricted gifts provide an enormous contribution to Peabody's budgetary needs, which include student scholarship funding and faculty support.

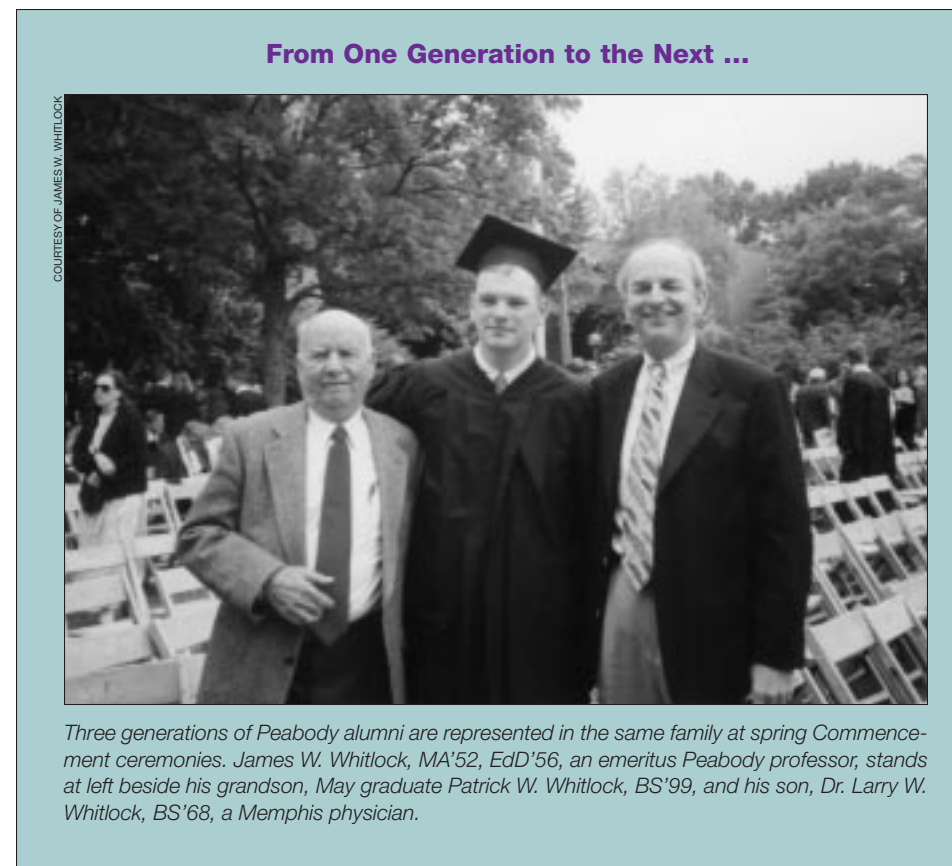
Pat Wallace, who is now the former director of Peabody development, oversaw last year's fund-raising efforts and attributes much of the annual-fund campaign's success to leadership giving in THE ROUNDTABLE donor society as well as an increase in the number and size of gifts from Peabody parents. She also points to the fact that many pre-merger Vanderbilt alumni are very supportive of Peabody and its mission through their gifts.

"As always, the people who give their support to Peabody feel strongly about that support," says Wallace. "They love Peabody and believe it is the greatest possible influence on today's educational environment. It's exciting and reaffirming to hear that from Peabody's friends."

What Goes Around Comes Around for Scherer

When Peabody Alumni Board member Joseph Scherer, MS'77, PhD'77, participated in a program at work in which he shared his job experiences with principals in New York City Schools, he had no idea that the time he was giving would one day be reciprocated. Beverly Lewis, one of the principals participating in the program, invited him to her school, John H. Finlay Elementary in Harlem, to be "Principal for a Day," and he accepted.

The Principal for a Day program is an



Three generations of Peabody alumni are represented in the same family at spring Commencement ceremonies. James W. Whitlock, MA'52, Edd'56, an emeritus Peabody professor, stands at left beside his grandson, May graduate Patrick W. Whitlock, BS'99, and his son, Dr. Larry W. Whitlock, BS'68, a Memphis physician.

outreach effort on the part of the New York City School System to involve those in the business community and other fields in the public schools so they may see what takes place there on a day-to-day basis.

Before his first tenure as "principal," Scherer admits he wasn't sure what the day might hold. After all, Finlay Elementary enrolls a large number of homeless children—nearly 40 percent of the student body.

"There is a common perception on the part of the public that schools in New York City, and most certainly in Harlem, are more challenging than most and probably not very pleasant places to be," says Scherer, who is vice president of Kaplan Learning Services. "Some question whether they are even able to accomplish anything that could be called an educational mission."

His hesitancy, however, soon was replaced with wonder and respect. "I watched how many parents walked their children to school, embraced them, gave them a kiss, and wished them well for the day. And once inside the school, it was clear that the kids received consistent messages about having pride in their school, respect for

others, and dignity in the way they interacted with people. They were deeply engaged in education in a thoughtful way.

"I realize that to make a difference, you must be a principal for more than just a day," says Scherer, who has since repeated the experience. "But I'm so pleased I've done it because I really do have a better sense of what's happening inside those schools and the kind of effort and commitment those teachers are making."



Peabody Alumni Association Board member Joseph Scherer, shown here at last spring's board meeting, has volunteered as "Principal for a Day" at a Harlem, New York, elementary school to witness firsthand the life-affirming efforts being made each day in the community's schools.

Active Year for Peabody Alumni Board

The spring and fall meetings of Peabody's Alumni Association Board of Directors presented members with opportunities to hear some Peabody success stories, witness exciting technology research, and provide feedback about the College and some of its programs.

The May 28 spring meeting, held during Vanderbilt Reunion weekend, featured a "state of the College" luncheon address by Dean Camilla Benbow. In her remarks she detailed some recent activities such as the College's administrative restructuring, the successful external review of Peabody's psychology department, the College's current national sixth-place ranking among graduate education programs, and the John F.

Kennedy Center's core grant renewal and outstanding rating by the National Institute of Child Health and Human Development. She also presented an award of appreciation to Imogene Forte for her year of service as 1998-99 board president.

A series of projects illustrating Peabody's integration of technology in teacher education was presented to board members the same day by the department of teaching and learning. Numerous faculty members and research assistants were on hand in the Rotunda of the Social Religious Building to demonstrate multimedia approaches to classroom technologies, children's literature, mathematics and literacy methods, practica and internships, and science education.

The fall board meeting, held October 8 during Homecoming weekend, featured focus sessions on Peabody's annual giving cam-

paign as well as THE PEABODY REFLECTOR alumni magazine, allowing board members to ask questions and express their opinions regarding those efforts. Several members of the University development staff and alumni publications staff made presentations and engaged the board in beneficial discussion.

October's meeting welcomed B.F. "Jerry" Stephens, BS'65, of Hendersonville, Tennessee, as president of the 1999-2000 Alumni Association Board and also introduced nine new faces to the board: Gene Baker, BS'67, MA'71; Thomas A. Battan, BS'70; LeRoy Cole, BS'65; Demetrios Datch, BS'99, recipient of the 1999 Young Alumni Board Award; James Barrett Hawkins, MS'79; Barbara Ann Moore Pulliam, EdD'88; Hal Reed Ramer, BS'47; Anne Whitefield, EdD'85; and Patricia C. Williams, BS'69.



A) Vicki Risko, professor of education and acting chair of the department of teaching and learning, shows Alumni Board member Rachel Rogers a CD-ROM demonstration of multimedia cases used in Risko's literacy methodology courses. The demonstration was one of several presented by department faculty for Alumni Board members during their spring meeting. **B)** Alumni Board member Linda Welborn, left, talks with John F. Kennedy Center Development Director Elise McMillan during the May 28 Alumni Board luncheon meeting. **C)** Amy Palmeri, lecturer in education, left, and Kay McClain, assistant professor of mathematics education, talk with Peabody Alumni Board members at their spring luncheon. **D)** Dean Camilla Benbow presents a gift of gratitude from Peabody to Imogene Forte in recognition of her service as president of the 1998-99 Alumni Association Board of Directors. **E)** Bob Sherwood, associate professor of education, discusses his Introduction to Classroom Technologies course, which all undergraduate preservice teachers at Peabody are required to take, with Alumni Board members Betty Jean Overton-Adkins, left, and Tatum Hauck.

Partners in Time

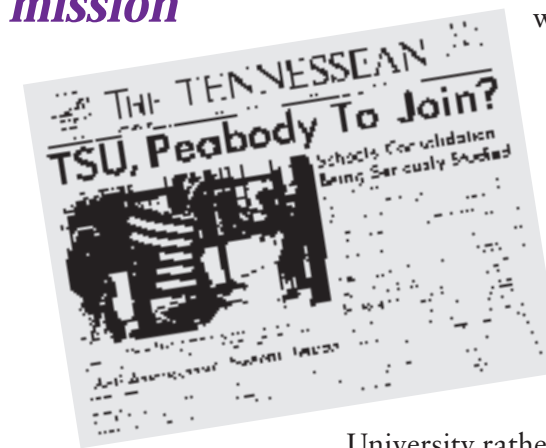
BY GAYNELLE DOLL AND PHILLIP B. TUCKER

Twenty years after merging with Vanderbilt, Peabody retains its identity and mission

If you stood outside and listened carefully on the morning of February 13, 1979, you might have heard a collective gasp rippling across Nashville and beyond as thousands of Peabodians opened their morning papers. There, in one-and-a-quarter-inch type, dwarfing other front-page headlines about anti-American sentiment in Iran and a local bus-fare hike, were the words "TSU, Peabody to Join?"

The headline's implication took the faculty, staff, and students of George Peabody College for Teachers by surprise. They were unaware of the depth of the financial downturn that was then threatening to close the College's doors, and they had no idea the administration had been exploring options that would keep those doors open.

Five frantic weeks later, however, following negotiation after negotiation, it was Vanderbilt University rather than Tennessee State University whose new partnership with Peabody was making headlines. The next era in Peabody's complex history had begun. ▶



AN UNCOMMON BOND

Vanderbilt may have been just a stroll across 21st Avenue, and the two institutions may have enjoyed a long-standing cooperation in their academic and sports programs, as well as their library facilities—but, philosophically, they saw themselves quite differently. Peabody, in the minds of its loyalists, was the good citizen, a social activist who gladly paid the price for its convictions with less material wealth. Vanderbilt, in the view of some of those loyalists, was impersonal, elitist—a rich neighbor who had despoiled the neighborhood with its endless growth.

Yet, the two institutions seemed destined to become one. “A great many people loved Peabody and wanted to preserve it for its own sake as well as for its substantial educational reputation,” says Chancellor Emeritus Alexander Heard, who was Vanderbilt’s chancellor at the time of the 1979 merger. “Many at Vanderbilt shared the recognition of Peabody’s educational heritage and its historic and current national importance.

“There were shared feelings, beliefs, and values on both campuses that made a constructive union of the two institutions seem not only sensible but potentially of educational significance.”

Twenty years have now passed since the tumultuous events that caused many alumni to ask whether the spirit and mission of Peabody could survive becoming part of Vanderbilt. Like grizzled Confederate veterans, some still talk wistfully about how Peabody might have retained its independence if only this decision had been different, if only that financial crisis had been weathered.

But today, both in spite of and because of the changes wrought by the merger with Vanderbilt, Peabody thrives—all the while honoring many of its pre-merger traditions. In fact, when viewed against the backdrop of Peabody’s distinguished history as one of the nation’s oldest institutions, the merger with Vanderbilt, it could be argued, is simply the latest example of the school’s ability to reinvent itself while remaining true to its origins.

BY ANY OTHER NAME

Peabody’s earliest forbear, Davidson Academy, had its beginnings in 1785—nearly 90 years before Vanderbilt opened its doors—when the North Carolina legislature authorized establishment of a school in a new outpost

that would later be called Nashville. Two decades later its trustees were given permission to convert the school to a college, renamed Cumberland College. The institution’s next incarnation came in 1826 as the University of Nashville.

After the Civil War, the Tennessee legislature and trustees of the Peabody Education Fund—created in 1867 with a million-dollar gift from financier George Peabody to help improve education in the postwar South—established the State Normal College as a division of the University of Nashville. (A “normal school” was one that had the primary responsibility of training teachers.) In 1888, the State Board of Education renamed the institution Peabody Normal College, in part to honor the contributions of George Peabody. This new educational institute became a model for other southern normal schools.

In 1903, when trustees of the Peabody Education Fund voted to establish a “George Peabody College for Teachers” in the South, Peabody Normal College President and former Tennessee Governor James D. Porter led a campaign to have the school located in Nashville as the successor to Peabody Normal.



James D. Porter

The bid ultimately succeeded, but at a price. Trustees, at the urging of Vanderbilt Chancellor James H. Kirkland, recommended the new college be located near Vanderbilt in order to facilitate sharing of resources. Porter, fearful such proximity would lead to merger, fought the move from the existing South Nashville location unsuccessfully.

The old normal school closed at the end of the 1910–11 school year, mourned by alumni who also opposed the move. When the new George Peabody College for Teachers opened in 1914 with 78 faculty members, only one was a carryover from the old school.

Bruce Payne, the new college’s first president, oversaw ambitious plans for a campus inspired by Thomas Jefferson’s design for the University of Virginia. The impressive columned buildings, initially financed in large part by gifts from industrialists John Rockefeller and J.P. Morgan, dominate the Peabody landscape today. Most

notable are the stately Social Religious Building, completed in 1915, and the Jesup Psychological Laboratory, also completed in 1915 as the first structure built in the United States expressly for the study of psychology.

Peabody thrived during the heyday of teachers colleges, drawing great numbers to its summer sessions and building its graduate program. By 1917, President Payne could boast to trustees that George Peabody College for Teachers was granting more graduate degrees than any other southern institution. It also developed highly regarded liberal arts programs, in part as a means of diversifying itself in the face of fluctuating enrollment trends. By the post-World War II years, its graduates were assuming prominent roles at educational institutions nationwide.

In addition to Peabody’s liberal arts programs, the College’s enterprising nature and individualistic spirit were illustrated by a variety of offerings not typical of a traditional teacher education college, including a school of farm life and a nursing program.



The Peabody-owned Knapp Farm was a training site for students enrolled in the College’s enterprising school of farm life.



This 1911 drawing illustrates Peabody College’s ambitious early campus plan, which was inspired by Thomas Jefferson’s design for the University of Virginia.

Peabody functioned more like a university than a college, and yet it did not have the resources to support such diversification long-term.

“When places like Peabody and Teachers College of Columbia had their start [in the early 1900s], the public sector had not advanced much in terms of teacher preparation and particularly leadership personnel,” notes

Branscomb’s successor, Chancellor Alexander Heard, had been friends with Peabody President Felix Robb since Heard’s days as dean of the graduate school at the University of North Carolina at Chapel Hill. “Even in those earlier years, I would occasionally get vibrations about the relationship between Peabody and Vanderbilt,” he says. “I sensed that it was for some an emotionally charged subject.”

When he arrived as chancellor at Vanderbilt in 1963, Heard recalls, “I communicated to Felix my conviction that Vanderbilt and Peabody should cooperate in programs and on issues when doing so would, in their judgment, benefit them both. I welcomed intensifying the

“Private institutions had gotten the ball rolling and made a great contribution, but once public institutions began developing strong professional degree programs, it was less clear why anyone should pay several times as much for a degree leading to professional certification that was no longer a guarantee of employment.”

G.I. money dwindled after the wave of war veterans completed their education, and Peabody’s endowment, which stood at \$5.2 million at the end of World War II, had grown to only \$12.5 million by 1966, accounting for only 8 percent of the College’s income. Between 1965 and 1973, summer enrollment dropped from 1,745 to 639.

MERGERS AND RUMORS OF MERGERS

Over the years Peabody had entered into a variety of cooperative arrangements with Vanderbilt, and the schools had engaged in a number of discussions on the subject of a closer alliance. Harvie Branscomb, Vanderbilt chancellor from 1946 until 1963, often expressed his desire for an “organic unity” of the two institutions.

Branscomb’s successor, Chancellor Alexander Heard, had been friends with Peabody President Felix Robb since Heard’s days as dean of the graduate school at the University of North Carolina at Chapel Hill. “Even in those earlier years, I would occasionally get vibrations about the relationship between Peabody and Vanderbilt,” he says. “I sensed that it was for some an emotionally charged subject.”



Women’s basketball team, Peabody Normal College, circa 1909

By 1917, President Payne could boast to trustees that George Peabody College for Teachers was granting more graduate degrees than any other southern institution.

December 29, 1785 North Carolina legislature authorizes establishment of Davidson Academy in what would later become Nashville

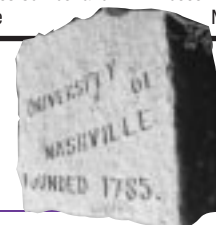


February 18, 1795 George Peabody is born in Danvers, Massachusetts

1796 Tennessee is admitted to statehood

1806 Davidson Academy becomes Cumberland College

1826 Cumberland College becomes the University of Nashville

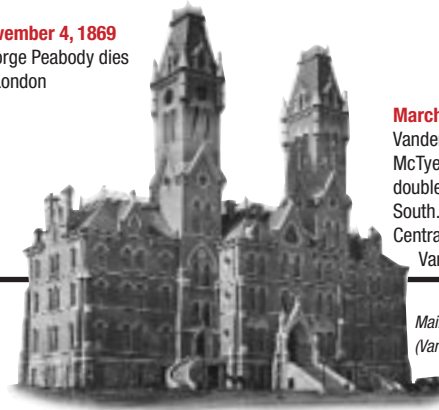


1867 George Peabody establishes the Peabody Education Fund with a million-dollar grant to improve education in the post-war South



Original trustees of Peabody Education Fund

November 4, 1869 George Peabody dies in London



Main University building (Vanderbilt), circa 1874

March 17, 1873 Commodore Cornelius Vanderbilt gives Bishop Holland McTyeire \$500,000, and a pledge to double it, to promote education in the South. The money eventually goes to Central University, which is renamed Vanderbilt University.

December 1875 The State Normal College opens at the University of Nashville with 60 students

1888 State Normal College is renamed Peabody Normal College

1903 Trustees of the Peabody Education Fund vote to allocate funds for a “George Peabody College for Teachers” in the South

September 30, 1909 George Peabody College for Teachers is chartered as the successor to Peabody Normal College, with stipulations that the new institution be located near Vanderbilt University

1905 Peabody Fund trustees choose Nashville as the site for its teachers college



Lobby of the Social Religious Building, focal point of the Peabody campus, circa 1929

connections between the two institutions, but I pledged that I would for my part take no initiative toward increasing the relationship that could be seen as threatening the independence of the two institutions.”

Heard conveyed the same message to Robb’s successors at Peabody, including John Dunworth, who assumed the presidency in 1974.

By then, Peabody’s fiscal troubles, brewing for years, could no longer be put off until another day. As educators, most of the College’s alumni did not have deep pockets, and two capital campaigns in the early 1970s fell short of expectations.

Dunworth describes the college he found when he arrived in 1974. “Peabody was a magnificent institution whose accomplishments had put it at the pinnacle of colleges of education,” he says. “It was clear, however, that its economic viability was in doubt. It was heavily graduate and research oriented, which requires good financial support. It was becoming more difficult to find and retain good faculty if we couldn’t remain competitive in the market.”

“For decades, there had been discussions regarding a merger with Vanderbilt,” Stovall remembers. “A year or two before the actual merger, those of us in leadership

positions began to talk about Peabody’s difficulties and the various alternatives in dealing with them.”

The timing was off for Vanderbilt, which was in the midst of a massive reassessment of its own programs. Peabody looked elsewhere.

“There were serious explorations with Duke University and George Washington University,” Stovall says. “We considered whether Peabody ought to get out of the instructional business entirely and become something like the Brookings Institute.”

The scenario that received the most attention and came closest to realization was a merger with Tennessee State University in Nashville, which could have offered doctoral programs through Peabody.

“Some people outside the immediate situation might have suspected our discussions with TSU were a strategy on the part of Peabody leadership to prod Vanderbilt into action, but I don’t think that notion has any merit,” maintains Stovall. “We weren’t playing any kind of game.”

Intended or not, a possible merger with TSU caused a flurry of activity at Vanderbilt. On March 17, 1979, Sam Fleming, chairman of the Board of Trust at Vanderbilt, drafted a formal Vanderbilt offer, which was delivered in the form of a letter to Robert E. Gable, chairman of the Peabody board.

Three days later, the news that Peabody had accepted Vanderbilt’s merger proposal hit the papers, once again surprising Nashvillians who, at that point, were expecting a merger plan with TSU.

“We felt as a practical matter that it wasn’t the kind of issue that ought to be debated in public,” says Dunworth of the swiftness and secrecy that characterized the merger discussions. “A private institution depends greatly on the support of donors, and if they suspect you’re going out of business, they’re not going to be very generous.”

“Rumors of merger were sort of a stock thing at Peabody, and we didn’t take them seriously,” recalls Melanie Ford, BS’77, then a researcher in the alumni and development office at Peabody and now director of database management for Vanderbilt Alumni and Development. “There was always an underlying rumor that one day Peabody and Vanderbilt would merge, but it was considered laughable.”

1911 Bruce Ryburn Payne is named first president of George Peabody College for Teachers; embarks on \$1.5 million fund-raising campaign



June 1914 George Peabody College for Teachers opens at its present site with 78 instructors and 1,108 students; only the Industrial Arts Building (now Mayborn) and Home Economics Building are complete

1915 The Social Religious Building, the focal point of the new Peabody campus, is completed

1915 Jesup Psychological Laboratory, the nation’s first building for the study of psychology, is completed

1917 *The Peabody Reflector* begins publication

1919 Peabody grants the South’s first Ph.D. degrees in education

1925 Peabody Demonstration School building completed



1935 Peabody, Vanderbilt, and Scarritt College enter cooperative agreement to create the Joint University Libraries



1937 President Payne dies; S.C. Garrison named second president of Peabody College



1945 President Garrison dies; Henry H. Hill named Peabody’s third president

1951 Nicholas Hobbs joins faculty to lead Peabody’s programs in psychology and human development



Susan Gray and Nicholas Hobbs

1959 Professor Susan Gray’s Early Training Project established

PEABODY, VU TO MERGE

By SAUNDRA IVEY
Peabody College’s board of trustees unanimously approved a last-minute merger proposal from Vanderbilt University yesterday, under which the teachers college will become a professional school within Vanderbilt this fall.
The trustees did not discuss the proposal for merger with Tennessee State University submitted by the State Board of Regents March 10.

“A HISTORIC MOMENT has arrived,” said Peabody’s board chairman, R. E. Gable, in announcing the trustees’ decision to end more than a

Vanderbilt Chancellor Alexander Heard, right, signs the historic Peabody-Vanderbilt merger agreement in the spring of 1979 as Robert A. McGaw, secretary of the University, witnesses the moment.



JOHN HALLIBURTON/VANDERBILT UNIVERSITY PHOTOGRAPHIC ARCHIVES

THE TWAIN MEET

No one was laughing after the news hit the streets, least of all Peabody’s faculty. Bob Newbrough, professor of psychology, education, and special education, and a scholar at the John F. Kennedy Center, explains the divide that created opposition on both sides.

“Peabody has a long tradition of theory and practice as a legitimate enterprise,” Newbrough says. “It’s based on the John Dewey model, an expression of pragmatic philosophy and the arts of application. The German model which Vanderbilt emulated, on the other hand, devalued the service aspect.”

Paul Dokecki, professor of psychology and special education and John F. Kennedy Center scholar, puts it this way: “Vanderbilt is classical, and Peabody was never classical. Van-



Louise Covington, BS, MA ’36, poses as Greek goddess Iris for Nashville’s Pageant of Iris, 1938.

SEANOW/OLIVER/OLOUGH/VANDERBILT UNIVERSITY PHOTOGRAPHIC ARCHIVES

derbilt is a very disciplinary place, whereas Peabody has been oriented toward students and social problems.”

“Independence was deeply cherished at Peabody,” adds Dunworth. “Alumni, faculty, and students did not relish the idea of compromising that independence.”

A good number of Peabody’s faculty and staff members suddenly found themselves more independent than they had envisioned. Thirty-eight faculty and about the same number of staff members lost their jobs. For Peabody students, merger meant higher tuition and hostility in some quarters at Vanderbilt. Consequently, the College’s undergraduate enrollment fell to record lows for the first few years after the event.

Members of the Peabody community who survived the arduous merger process found themselves on a mission to prove not only that Peabody could survive, too, but also flourish in its new environment. One of those people was Elizabeth Goldman, who has served on Peabody’s faculty since 1968. She was chair of Peabody’s Faculty Council when the College’s first post-merger dean was appointed, and she served several years as the College’s associate dean for undergraduate student affairs.

“Many of us who remained at Peabody after the merger, particularly those of us who were moved into administrative positions or other leadership roles, saw it as our personal goal to prove to Vanderbilt that they had acquired an asset and not a liability,” says Goldman, who later served as Vanderbilt’s associate provost for academic affairs. “We were determined that Peabody would be respected and survive within the University—and we succeeded.”

“Stop and ask any Peabody student today to characterize what distinguishes us within the larger Vanderbilt system,” challenges Dokecki, who joined the Peabody faculty in 1970. “They’ll say our classes tend to be smaller and run in a more personal vein, that we take students’ needs and interests into account more.”

“Many of us who remained at Peabody after the merger saw it as our personal goal to prove to Vanderbilt that they had acquired an asset and not a liability.”

— Elizabeth Goldman

Where Are They Now?

The 1979 merger of George Peabody College for Teachers and Vanderbilt University involved a host of notable figures at both institutions, but among them emerge a few key players familiar to alumni from that period. Here's a quick look at those people and where they've been for the past 20 years:



John Dunworth

Last president of George Peabody College for Teachers (1974–1979)

POST-MERGER Resigned his position May 1, 1979, and was named first dean of the then-new college of education at the University of West Florida in Pensacola; later served as superintendent of the Santa Ana, California, Unified School District, from which he retired in 1985.

TODAY Retired and living in Pensacola—and still fighting to save schools. Two years ago he came out of retirement when he heard about tiny Munson Elementary, a rural school of 83 students in the sparsely populated Blackwater River State Forest of the Florida panhandle. With the highest per-pupil costs and lowest standardized-test scores in the county, the school was facing closure by the school board when Dunworth volunteered to serve as principal for one year—for a token salary of \$1—and institute cost-saving measures to keep the school open. Today the school survives.



Alexander Heard

Chancellor of Vanderbilt University (1963–1982)

POST-MERGER Continued to serve as chancellor until his retirement from the position in 1982; went on to serve as chairman of the board of the Ford Foundation for 16 years and was director of Time Inc. until he reached age 70.

TODAY Retired, living in Nashville, and observes that his current activities “have diminished at approximately the same speed that my capacities have diminished.” *In this photo, Chancellor Heard prepares to preside over 1980 Commencement exercises—the first Vanderbilt Commencement to include Peabody College graduates.*



Thomas Stovall

Executive dean for academic affairs, Peabody College

POST-MERGER Joined the faculty ranks in 1979 and taught courses in higher education administration until retiring a decade later.

TODAY Lives in Nashville and serves as executive secretary and treasurer of the Tennessee College Association, an organization with more than 60 member institutions. *In this photo, Stovall retells the story of the Peabody–Vanderbilt merger during a panel discussion presented by the John F. Kennedy Center in April 1998.*



Emmett Fields

First and only president of Vanderbilt University (1977–1982)

POST-MERGER Retired from Vanderbilt in 1983 and says he's been “having a good time” ever since; he and his wife purchased a 38-foot sloop several years ago, moved aboard it, and cruised the Atlantic seaboard for two years before settling in the historic district of Annapolis, Maryland.

TODAY Returned to Nashville in 1989 and continues to travel and sail. He also does some consulting work and serves on the board of the Center for Advanced Studies at the University of Virginia.

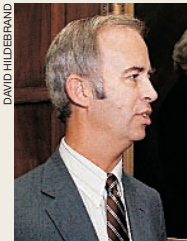


Hardy Wilcoxon

Psychology professor and acting dean of George Peabody College for Teachers of Vanderbilt University during the first year after the merger

POST-MERGER Responsible for guiding Peabody faculty, staff, and students through the difficult post-merger reorganization process, which included returning the College to its former departmental structure and assisting terminated faculty and staff members in finding new positions; retired from Vanderbilt as professor of psychology, emeritus, in 1986 and returned to his native Arkansas.

TODAY Died November 20, 1996, of emphysema at his home in Fayetteville, Arkansas.



Willis Hawley

First permanent dean of George Peabody College for Teachers of Vanderbilt University (1980–1989)

POST-MERGER Led Peabody in becoming not only an academically and fiscally viable partner with Vanderbilt's other schools, but a leader among them with the creation of such projects as the Learning Technology Center and the undergraduate degree program in human and organizational development; returned to the Peabody

faculty in 1989; in 1993 was named dean of the college of education at the University of Maryland, College Park, a position from which he resigned in 1998 to accept his current appointment.

TODAY Lives in Annapolis, Maryland, and serves as director of the National Partnership for Excellence and Accountability in Teaching, a federally funded project in which Peabody participates.

A PROSPEROUS PARTNERSHIP

Peabody's stellar recovery from the merger process is attributable to the efforts of Goldman, Doeck, and many others, but two who merit special mention are Willis Hawley and Joe B. Wyatt.

Hawley, the first post-merger dean, made it his mission to hire new faculty who were top researchers in order to make Peabody a viable partner with the other schools in the University. He also realized Peabody couldn't survive simply as a college of education in an era of strong programs at public universities. Recalling Peabody's varied history, he searched for ways in which the College could meet society's needs.

“Chancellor Wyatt has been extremely interested in education and supportive of Peabody. He's helped to keep the Peabody paradox—a private institution doing public work—alive.” — Bob Newbrough

Hawley established the ground-breaking Learning Technology Center, which has been central to Peabody's national reputation for research on technology in teaching and learning environments, as well as the Corporate Learning Institute, which evolved as a graduate program in human resource development. He also was a catalyst for the College's continued, vital support of the John F. Kennedy Center for Research on Human Development which, like the Learning Technology Center, owes much of its success to the interdisciplinary nature of the enterprise.

Under Hawley's deanship, the human and organizational development program, which drew heavily from the strengths of Peabody's traditions in both psychology and service learning, also came into being. Today the human and organizational development major is the largest undergraduate program at Vanderbilt.

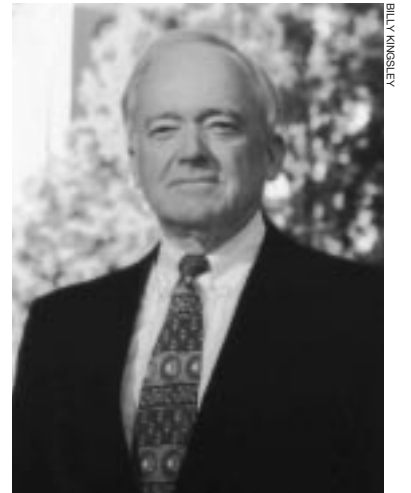
Vanderbilt Chancellor Joe B. Wyatt arrived on the scene in 1982 and, according to some Peabody faculty recognized Peabody's value early on.

“Mr. Wyatt has been extremely interested in education and supportive of Peabody,” says Professor Newbrough, who joined Peabody's faculty in 1966 and today the College's longest-standing faculty member. “His track record of bringing resources into the College has been remarkable. We couldn't have asked for a better chancellor as regards the fortunes of Peabody. He has been committed to service learning through programs

like Alternative Spring Break, and he's helped keep the Peabody paradox—a private institution doing public work—alive.”

That paradox is important to students like senior Rasheedat Fetuga, an Ingram scholar who spent last summer running an inner-city Cincinnati program to instruct parents and others how to teach children to read.

“I told my Peabody professors what I wanted to do, and they said, ‘This is good; we have to run with it. How can we help?’” she remembers. “Peabody is not about how big a salary you can com-



Chancellor Joe B. Wyatt

mand after graduation. It's about people, especially the physical, mental, and emotional well being of children. To see my summer reading program supported and then actually happen was the most wonderful experience.”

“Peabody has not lost its pre-merger identity,” asserts Joseph Cunningham, who joined the faculty in 1969 and has served Peabody as associate dean for administration for most of the last two decades. “Its emphasis on the community, on social action, and on schools, remains. And the strong focus on research and training in special education and psychology are still very much alive.”

“In many ways the College is stronger than it was pre-merger. The financial stability that resulted from the merger made it possible to move forward in a strategic and planned fashion. That strengthened Peabody.”

And what has Vanderbilt



Peabody students mark the beginning of a new decade—and a new era as part of Vanderbilt—by burying a time capsule April 18, 1980.



1961 Felix Robb, Peabody's dean of instruction, is named fourth president of the College



1965 The John F. Kennedy Center for Research on Human Development is established on the Peabody campus

1967 John M. Claunch is named fifth president of Peabody College



1974 John Dunworth is named sixth president of Peabody College

1976 Peabody Demonstration School closes and is sold to the new, independent University School of Nashville

1977 Blair Academy of Music separates from Peabody, eventually to merge with Vanderbilt

February 13, 1979 The Tennessean newspaper breaks story of the Peabody–Tennessee State University merger negotiations

March 19, 1979 Peabody's Board of Trust votes unanimously to accept Vanderbilt's merger offer



1980 Duke University professor Willis Hawley is named first dean of George Peabody College of Vanderbilt University

1984 Learning Technology Center is established



Fall 1982 Undergraduate program in human development begins with 20 students (today the major in human and organizational development enrolls 700)

May 1, 1979 President John Dunworth resigns

Summer 1978 In light of the College's bleak financial outlook, Peabody Board of Trust begins discussion of possible relationships with other institutions

The merger with Vanderbilt, it could be argued, is simply the latest example of Peabody's ability to reinvent itself while remaining true to its origins.

gained in return, other than the most popular undergraduate major on campus? "Peabody's push for the use of technology in instruction, along with the faculty's research interests, have had an impact on what happens at the University," says Cunningham. "And Peabody's students, by virtue of making up roughly 20 percent of the student body, have a great positive influence on the social environment of the University."

For many reasons, Vanderbilt enjoys a higher national profile because of Peabody. The prolific, multimillion-dollar research activity of Peabody's faculty, for example, is a major factor in the College's continued climb among the top ten colleges of education, as ranked by *U.S. News and World Report* magazine. Currently, Peabody ranks sixth among the nation's 188 graduate education programs—the highest rank among all graduate programs at Vanderbilt. And in the last few years, programs in every department at Peabody have appeared among the top ten in their respective categories.

Peabody's undergraduate education programs are equally respected. In fact, among the private institutions ranked by *U.S. News* as the top ten colleges of education, only Peabody has retained its undergraduate teacher education program—a testament to the College's continued, long-standing commitment to our nation's schools. For the last decade, *Rugg's Recommendations on the Colleges*, which surveys college students and high school guidance counselors, has named Peabody as the nation's top choice for undergraduate teacher education.

The John F. Kennedy Center—created in 1965 in the tradition of such Peabody psychology and special education luminaries as Newbrough, Nicholas Hobbs, Susan Gray, and Lloyd Dunn—is the embodiment of Peabody's commitment to service. Involving some of the country's top researchers, the Center integrates study in special education and developmental psychology, neuroscience, and genetics in an interdisciplinary effort to understand human development and intellectual disabilities, to prevent and solve developmental problems, and to enable people with disabilities to lead quality lives.

"I take great satisfaction in seeing how well Peabody has integrated into the University as an important, contributing part of the whole, and it does so without having lost its historical character," says Elizabeth Goldman.

"Certainly, this success story has come about through

Vanderbilt's decision to invest in Peabody at a critical time in its history. But the greater reason is that Peabody inherently had a lot to offer Vanderbilt—and 20 years later, it still does."

Regardless of class year, Peabody's 25,000 living alumni are a proud body of scholars, educators, researchers, psychologists, business persons, and public policy makers who believe Peabody's "golden era" was the time during which they were enrolled as students. All of them are right.

From the earliest part of this century, when its noble mission of educating the nation's best teachers was first expressed, Peabody College has held an important place in the history of American education. And today, as a committed, integral part of Vanderbilt University, its influence on positive educational and social change is even more powerful.

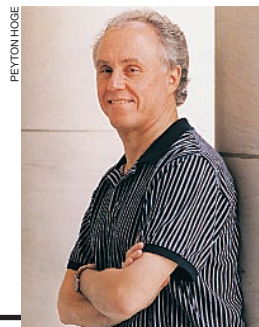
"It was a faith in the future of Peabody and what it stands for that enabled its determined faculty, staff, and friends to ensure Peabody would rise again, and it has," says Peabody Dean Camilla P. Benbow. "With the help of Chancellor Wyatt and Vanderbilt, Peabody College has transformed itself and created a future that only a few could have thought possible. Its reputation for 'creating the knowledge and the leaders who make the difference in education and human development' is as strong as ever.

"Now, as we are about to enter the new millennium, that faith in, and excitement about, what the future holds is motivating us yet again to do the Peabody thing—anticipating the needs of the future and creating a Peabody College that will be ready to respond and lead."

GayNelle Doll, the former managing editor of Vanderbilt's Office of Alumni Publications, is now a free-lance writer living in Nashville. Phillip B. Tucker is editor of The Peabody Reflector.



Vanderbilt fine arts students sketch on the steps of the Cohen Building, once home to Peabody's art department.



1988 Peabody's department of library and information sciences closes

1989 Willis Hawley resigns as dean of Peabody College; Joseph Cunningham is named acting dean

1995 In its first ranking of graduate programs in education, *U.S. News & World Report* magazine lists Peabody as sixth among 223 institutions; has continued to rank among the top ten ever since



1995 The 82-year-old Social Religious Building reopens after an extensive \$15 million renovation to become the nation's premier educational technology facility

1996 *U.S. News* ranks Peabody's graduate programs in special education as the nation's best



1998 Camilla P. Benbow is named third dean of Peabody College of Vanderbilt University

Dream Builder

BY NED ANDREW SOLOMON

Distinguished Alumnus Charlie Allen devotes his life to making children's dreams come true

You may not know Charlie Allen's name, but if you're a parent of young children, chances are pretty good that your kids have played in one of his houses. Allen, MA'67, a pioneering Nashville educator, is creator of the Dream-

House—big, colorful, plywood playhouses complete with cut-out windows, creative decor, and plenty of opportunity for adventure. Although all are painted and decorated uniquely, each has a common visual point: little people moving in and out, pretending to be homemakers, office workers, doctors, lawyers, Indian chiefs, or whatever their imaginations conjure up.

Since initiating the national DreamHouse program in 1993, Allen and his team of volunteers have constructed more than 6,000 of the playhouses, which today are found in classrooms, day-care centers, and community centers not only nationwide but in numerous far-flung ports around the world.

"For some children who have no space of their own, the DreamHouse provides an opportunity for 'ownership,'" says Allen, 69. "It's a place where most children feel free to play creatively. For some children it's a safe haven from a stressful world."

The extraordinary playhouses are Allen's gift to the world of children, inspired by his many years as a kindergarten teacher at the Martha O'Bryan Center (a Nashville child development facility) and by his education at the feet of another pioneering educator, Peabody's Susan Gray. His lasting contribution to the Nashville community—and places beyond—has earned Allen a reputation for tireless devotion to community service. That devotion, along with an ability to push impor-

tant children's issues to the forefront of any discussion, has earned him the 1999 Peabody Distinguished Alumnus Award.

Although the education of young children has become his passion, Allen entered their universe quite by accident. He moved to Nashville



Allen and his team of volunteers have made more than 6,000 playhouses since 1993.

as a Presbyterian minister in his early 30s, hoping to work with disadvantaged kids in the inner city, and also worked as a high school coach. He was influenced by his own father's philosophy and ministry, which involved helping others in the community, particularly those from low-income backgrounds. Allen eventually landed a job as director of a teen program at the Martha O'Bryan Center, coaching all the boys' and girls' sports teams and counseling them on important life skills.

One fateful Friday before the next session of school was to begin, Martha O'Bryan's director called Allen into her office, desperate to find someone willing to take the place of a kindergarten teacher who had just resigned. She asked Allen if he was interested in the position.

"I had no training, no experience, and no certification to work with young kids, not to mention the fact that a male kindergarten teacher at that time was almost unheard of," says Allen. Despite his trepidation, he agreed to give it a try. "I had two long days to prepare, and Monday morning I walked into the world of 15 five-year-olds."

It was a rude awakening, to say the least. All of his experiences as a coach, minister, and counselor had little bearing on the work ahead of him. "I started the kindergarten process, and some of the things I did were absolutely ridiculous!" admits Allen. "The first day, I asked the kids to form their chairs in a circle. Can you imagine how inappropriate that kind of direction was? As a coach I could blow a whistle and bring 60 fellows across a field, just like that. I couldn't get these kids ready for lunch!"

Fortunately, with initiative, perseverance, and lots of trial and error, Allen's career as a teacher of young children blossomed. It helped matters that every afternoon, once the kids were safely on their way home, Allen dashed over to the Peabody campus to observe children at the Demonstration School. In fact, he took advantage of every opportunity to expand his knowledge about the appropriate ways to educate young kids.

Ironically, Allen soon became a sought-after authority on the subject himself. Because of his legendary time in the trenches, he was asked by Head Start coordinators to speak to 500 educators about their upcoming kindergarten experience. "I just sensitized them to all the dumb things I had done!" says Allen.

Soon after, Susan Gray secured funding to start a master's degree program in early childhood education and invited Allen to enroll. "It was the best education I ever had," recalls Allen. The most essential thing he learned while at Peabody was the significance of the first five years of a child's life. "At that time, part of the resistance to child care as a major part of our societal structure had to do with the fact that the dominant males who ran everything thought



"For some children who have no space of their own, the DreamHouse provides an opportunity for 'ownership.' For some children it's a safe haven from a stressful world."

DAVID CRENSHAW



Above right: Three-year-old Sarah Swinford peers through a DreamHouse built by Charlie Allen and donated to Tennessee Voices for Children, a child advocacy organization founded in 1990 by Tipper Gore, MA'76, the 1997 recipient of Peabody's Distinguished Alumna Award. Allen's DreamHouses are uniquely painted and decorated by the classrooms and organizations that receive them.



PHOTO: MATT ROSOFF

those five years were just play."

Once he had completed the master's program in 1967, Allen took what he had learned and returned to Martha O'Bryan to start a program for three- and four-year-olds and their parents. There he created an environment that was intellectually stimulating to the kids and provided their parents with information about parenting and other life skills.

At the same time, Allen was working with older kids on the weekends. With seed money from a church in Atlanta, he started a unique college visitation program called Operation Threesome that presented high school juniors and seniors from low-income families with their first glimpse into university life. Loading up his red Volkswagen van with students, he would drive around the country allowing the kids to visit as many colleges as possible—and just as he suspected, the visits sparked the students' interests in pursuing opportunities they might never have thought possible.

Today, 65 middle-aged "Allen alumni" throughout the country are testament to the lasting effects of Allen's ground-breaking program, owing their educations and careers, at least in part, to him. Representing a vast array of professions, they include a speech pathologist, a cardiologist, a psy-

chologist, public school principals, and even a certain talk-show host named Oprah Winfrey.

Inadvertently, Operation Threesome led to a major shift in Allen's professional life. Allen encouraged the students in the program to find ways to generate "toothpaste money," or cash for essentials, and one of their money-making projects was collecting and selling stamps. Before one flea-market trip, he suggested the kids rummage through their homes for other items they might sell. "Not a stamp sold," says Allen, "but all the junk did. So we were immediately into a new game."

Allen's entourage soon was haunting old buildings scheduled for demolition, scouring the premises for hidden and overlooked treasures. They resurrected and sold cast-iron radiators, copper and brass fixtures, old globes, and cabinets. Word spread about the teenagers' mission and about Allen's keen eye for turning trash into big bucks, and Allen eventually caught the attention of TGI Friday's Inc., which enlisted him to decorate one of its restaurants with found objects. The one restaurant project turned into several, and before long Allen was working around the clock to balance his preschool responsibilities and his burgeoning antique business.

His lasting contribution to the Nashville community—and places beyond—has earned Charlie Allen a reputation for tireless devotion to community service.

"On Friday I would fly to Pennsylvania, rent a truck, and shop all day Saturday at flea markets," says Allen. "Then I'd drive home Sunday, unload on Monday, and get to the center by Monday night."

With three children to support, the economic viability of the TGI Friday's business eventually edged out his inadequate earnings as a teacher of young children. "One of our societal sadnesses," says Allen, "is that people in early education just aren't paid enough."

Allen's business, Authentique, continued to flourish, thanks to Friday's expansion into the international market. Soon it was supplying decor to 50 restaurants a year, across the continental United States and throughout Europe and Asia.

A few years ago Allen retired and turned Authentique over to his son and daughter who, in Allen's words, "have taken the business into the 20th century." That move freed Allen to concentrate on building and distributing free plans for his DreamHouses. Today in Nashville the houses are found in every Head Start classroom, most kindergarten classrooms, and many child-care centers, recently prompting Nashville's mayor to declare the city as the nation's first "DreamHouse Community."

Retirement hasn't kept Allen from continuing his community efforts. Besides spreading the word about his DreamHouse initiative and drumming up support for early education causes, Allen has served on the Peabody Alumni Association Board of Directors, the steering committee for the Salvation Army Child Care Center, and the Junior League of Nashville advisory board. He is an active member of the Metropolitan Action Commission.

Many awards have been bestowed upon Allen during the course of his professional career.

He was named Civitan's Nashville Citizen of the Year in 1985 and two years later won the Mary Catherine Strobel Award for volunteerism. He also has received commendations from the Rotary International Foundation, the Tennessee Association for the Education of Young Children, and TGI Friday's Inc. Along with the Distinguished Alumnus Award, Allen also has received Peabody College's Apple Award for outstanding service to children.

Perhaps Allen's crowning achievement, however, is the countless number of imaginations he has sparked in the minds of the young people he has taught, coached, and guided, or for whom he has provided a safe, creative haven in one of his DreamHouses.

"Charlie Allen has distinguished himself as a dreamer—for himself and for others," said Peabody Dean Camilla Benbow in presenting to Allen the Distinguished Alumnus Award. "He makes dreams come true, and his capacity to share his dreams has enabled other people to believe in their dreams."

"He has encouraged a whole network of dreamers."

Ned Andrew Solomon is a free-lance writer and a research analyst in Peabody's special education department.



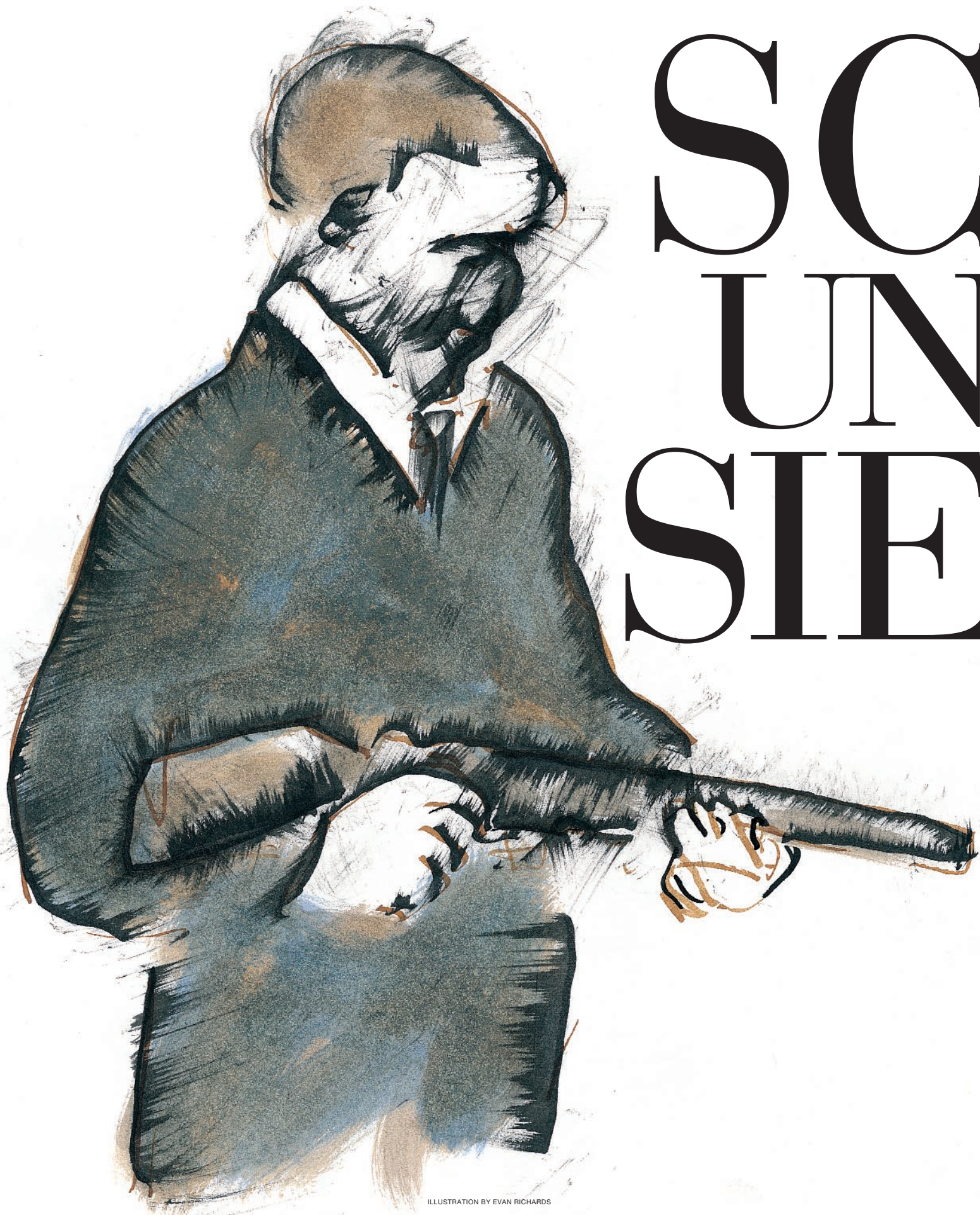


ILLUSTRATION BY EVAN RICHARDS

SCHOOLS UNDER SIEGE

Extreme cases of violence in America's schools have parents and educators asking one question:

“Why?”

BY JOSEPH H. WEHBY, MED '87, PHD '90

- Springfield, Oregon
- Jonesboro, Arkansas
- Edinboro, Pennsylvania
- Conyers, Georgia
- West Paducah, Kentucky
- Littleton, Colorado

What should read as a travel itinerary from Triple-A instead serves as a reminder of tragic events that have unfolded in our schools over the last several years. As a result, school violence is the number-one education topic among politicians, administrators, educators, parents, and students—and their unified call is for something to be done to prevent such events from ever happening again.

As answers to the questions of school violence are being demanded from federal and state government agencies, an outpouring of proposals from “experts” has surfaced, ranging from severe punishments for students involved in anti-social behavior to the placement of armed guards at the front door of every school building. In sum, it appears that while everyone agrees a solution should be found to this problem, there is no consensus on what that solution should be. ▶

THE NATURE OF SCHOOL VIOLENCE

It must be made clear that the nature of violence in schools goes well beyond events reported in the media. And while the attention given to Springfield, Littleton, and the others certainly is warranted, it is important to note that serious violent behavior in schools is relatively rare, considering the large number of children who safely attend school each day in this country. Children ages 12 through 18 are more likely to experience a violent act *outside* of the school.

Still, incidents of violence at school are not rare enough. According to a report from the U.S. Departments of Education and Justice, approximately ten of every 1,000 students are victims of serious violent crimes either at school or while traveling to and from school. (The types of violent offenses named in the study consisted of injuries or threat of injuries that did not involve weapons.) Students, however, are not the only targets of violent acts. The same report noted that between 1992 and 1996, an average of 123,000 violent crimes were committed against teachers for each of these years.

As frightening as these numbers seem, most reports suggest that there has actually been a slight decrease in the number of violent incidents among students over the last several years. Despite this decrease, students report that they feel less safe at school than ever before.

A number of factors seems to make some schools more vulnerable to the occurrence of violent acts than others. For example, incidents are more likely to occur in high schools or middle schools, in schools with enrollments of more than 1,000 students, and in schools located in urban areas. In a study of precursors to violent acts, it appeared that most violent acts were in response to less serious forms of behavior—such as teasing, bullying, and verbal harassment—that actually make up most instances of reported school violence. Those students who act violently believe this type of behavior is acceptable and report that the victim had done something to deserve it. Retribution is cited as the primary justification for violent and aggressive behavior.

A growing body of evidence suggests factors that are helpful in identifying students who might be most at risk for engaging in violent behavior. These factors include being male, having a background of extreme poverty, and having a history of family conflict. Equally important are the observed school behaviors of these students, which include early and persistent antisocial behavior, a lack of commitment to school, and academic failure in late elementary school.

This identification of risk factors has helped launch the development of numerous school-based programs aimed at preventing the occurrence of violent behavior by these at-risk individuals.

SCHOOL-BASED PREVENTION PROGRAMS

Recently, the Vanderbilt Institute for Public Policy Stud-



Risk factors in violent students:

- being male
- background of extreme poverty
- a history of family conflict
- early and persistent antisocial behavior
- lack of commitment to school
- academic failure in late elementary school

ies (VIPPS), located on the Peabody campus, completed a review of school-based interventions for preventing and reducing violent behavior (*The Effectiveness of School-Based Interventions for Preventing and Reducing Violence* by James H. Derzon, Sandra Jo Wilson, and Carole A. Cunningham). The authors of this important report reviewed and analyzed 174 prevention programs, which were clustered into seven categories: interventions that focus on environmental change within a school; teacher and parent programs; individual student change programs; peer programs; educational and psychological services; recreational programs; and a combined strategies component.

The report found that most programs were somewhat effective in reducing antisocial behavior in schools. Therefore, reducing these less intense forms of antisocial behavior, which often serve as the catalyst for more intensive violent episodes, may be our best weapon in preventing serious school violence. In their summary, the authors concluded that research on these approaches should be continued in order to see which of them could be recommended as best practices in violence prevention.

NEXT STEPS

Most important to this discussion is remembering that we are not simply talking about statistics. We are talking about real children whose seemingly innocent trips to school resulted one day in a life-altering or life-ending moment.

I believe, however, that the victims of these violent acts are not the only victims. Perpetrators of violent acts are victims as well—victims of unsupportive communities and victims of increasingly rigid school systems that are unwilling or unable to address the educational and social-emotional needs of all its students. They also are victims of a society that has failed to recognize that punishment in the form of suspension, expulsion, isolation, and segregation does not work.

Make schools safer, yes. But the change cannot stop with metal detectors, surveillance cameras, patrolling police officers, and zero-tolerance mandates. To address the issue of school violence effectively, schools must be willing to change what goes on inside the building by rededicating their energies to being responsive to the needs of all students, particularly those who may be identified as at-risk.

This change will not be accomplished by having all schools hard-wired for Internet access, nor will it be accomplished by increasing demands on teachers and administrators to do more with less. Only by accurately meeting the academic and social needs of *all* children, by emphasizing positive relationships among *all* children and staff, and by treating *all* students equally and individually can safer schools become a reality.

While efforts to this end are being implemented in some individual schools and classrooms, much work is yet to be done. As a society, therefore, we must recognize that schools have the power to address the problem of violent behavior if, and only if, they are given impor-

tant resources to do it. The first step in addressing the issue is to have serious, ongoing discussions—above political rhetoric—about safe school design and the assessment of risk factors that impact individual schools and their students. We must recognize that most schools are not currently equipped to deal with students who are at risk for committing violent behavior, and begin building the capacity to address the needs of these children and young people effectively.

It is unfortunate that this issue has been brought to the forefront of discussion because of the unspeakably violent acts committed in the previously mentioned cities.

Let us honor the memories of the victims by doing what is necessary, not what seems convenient, to ensure that such tragedies are not repeated in the future.



Joseph H. Webby is assistant professor of special education at Peabody College, as well as a fellow in the John F. Kennedy Center for Research on Human Development. His research includes the prevention of classroom aggression and identification of students at risk for emotional/behavioral disorders.

A Peabody Graduate's Challenge

BY AMY HODGES, '99

Amy Hodges is assistant principal of McCaskey East High School in Lancaster, Pennsylvania, and in May completed her course work for Peabody's Ed.D. degree in school administration. She now is working on her dissertation. In April, soon after the mass killing of high school students in Littleton, Colorado, Hodges addressed the Vanderbilt University Board of Trust regarding her Peabody experience. The following is an excerpt from those remarks.

This week I was gripped by the images of students running for their lives from Columbine High School and was moved as I heard children telling stories about seeing their classmates gunned down by other children. School violence is something we have seen far too frequently in the last few years, and the images are etched in our minds and on our hearts. People wonder what we can do, how we can reach out to these children.

What is going on in schools today? Questions are asked about the focus of schools and the quality of education found there. These questions—difficult questions that demand answers—arise from every part of society.

Peabody College is a place where people wrestle with these questions on a daily basis. Peabody College produces people and practices to intervene in these places and situations. Peabody College is dedicated to education at all levels and to studying, researching, and improving the quality of education across the country.

The heart of Peabody College is its commitment to education and how that commitment affects society at large. Education has always meant access in terms of our society. It allows the playing field to be leveled for some individuals who have no other way to advance. And no matter what changes have been made, education is one of the few enterprises that can't be downsized, can't be eliminated. It serves a vital purpose at the individual, community, national, and global level.

Peabody College has education as its primary focus. Whether it is in the K-12 school setting, college or university arena, or organizational development, Peabody is about educating others in order to enhance and enrich their lives. This focus on education allows members of the Peabody community to be part of a short, direct line of

cause and effect on society at large.

I stand before you today, nine weeks away from beginning a job I am very excited about: as an assistant principal at a large, urban high school in Lancaster, Pennsylvania. In that position I have the opportunity to impact policy decisions, put research into practice, affect curriculum, and literally shape the education of thousands of children who will come through that high school. I will be involved in a district-wide reform effort aimed at raising the standard of education for students and helping them to achieve at higher levels than they ever have before. It is an overwhelming challenge—one I couldn't have begun to meet or even fully understand before my time at Peabody.

What I have learned during my three years at Peabody has given me the tools I need to do the work that lies ahead of me. I've learned how organizations operate and how to facilitate change from Terry Deal and Bob Crowson; about social issues affecting education such as equity, equality, and access from Claire Smrekar; about policy formation and implementation from Jacob

Adams and Jim Guthrie; how to understand and conduct quality research from John Braxton; how to operate a learning organization from Dorothy Marcic; and how to get that organization to use research in problem solving from Phil Hallinger.

And, most important, I've learned about the restructuring of America's schools and educational leadership from Joe Murphy, my department chair and major professor—not just theories of leadership, but how to serve as an effective school leader, taking seriously the obligation and challenge to be a moral, instructional leader who inspires and encourages those I lead.

Peabody College makes investments in the future, and by your support of Peabody,

so do you. Education is a noble profession. Anyone who has chosen to dedicate herself to the field of education, at any level, is not in it for the money. The rewards are not financial; they are personal, emotional, spiritual, and inspirational.

The people who make up the Peabody community are the people who have the ability to change the face of education in America, to change those images of schools we see on the nightly news. I am proud to be a part of a community with this focus, commitment, and potential impact.



Amy Hodges at McCaskey East High School



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

'38

Robert M. Pool, BS, was one of three educators elected this year to the Sam Andrews Educational Hall of Honor in Dayton, Ohio.

'43

Sue Cummins Luckhardt, MA, writes that she is alive and well and still giving piano lessons in Phoenix.

'45

Clara Davis Close, BS, writes that retirement can be as busy as having a career. She lives in Sun City, Arizona, and travels quite a bit to visit her grandchildren. "Not many alumni/ae of 1945 write in, do they?" she asks.

June Cruce O'Shields, BA, has retired to Castroville, California, after practicing law. She keeps busy with exercise class, AARP, and activities at Epiphany Episcopal Church.

'49

Wallace Dillard, BS, MA'51, of Columbia, Tennessee, was inducted last April into the Tennessee Teachers Hall of Fame, sponsored by Middle Tennessee State University. He retired last year after 50 years of teaching.

Kenneth Jernigan, MA, blind since birth, created the National Newsline Network for the Blind, a system that allows the user access to current newspapers through touch-tone telephone. Newspapers available include *USA Today*, *The New York Times*, and the *Washington Post*. Jernigan is also the founder of the International Braille and Technology Center for the Blind, for which he received the prestigious Winston Gordon Award for Technological Advancement in the Field of Blindness and Visual Impairment. He is president emeritus of the National Federation of the Blind and most recently was special adviser to the commissioner of the Rehabilitation Services Administration of the United States.

J. Calvin Koonts, MA, PhD'58, professor emeritus at Erskine College in

Due West, South Carolina, has received the Lifetime Membership Award from the South Carolina Association of Teacher Educators. He was the first president of SCATE in 1955.

'50

Madeline Taylor Barker, MA, a soprano with the Pacific Beach Chancel Choir in San Diego, is keeping busy through her singing and dancing. She recently performed in "A Cohan Salute" with partner Kenny Barker and the Circulators Square Dancers and also traveled through Alaska performing with the Chilkat Dancers.

'51

Jack Staggs, MA, professor emeritus at Sam Houston State College and a longtime Huntsville, Texas, Rotarian, is the first recipient of the coveted Service Above Self Award in the history of the 42-club Southeast Texas Rotary District. The award is presented by the national organization to men and women who have demonstrated exemplary humanitarian service through Rotary. Only 150 Rotarians out of the organization's 1.2 million members worldwide receive the award each year.

'52

Woody Denton, MA, was honored November 4, 1998, in Portland, Tennessee, with the city's "Woody Denton Day." He is a retired schoolteacher and administrator but is best known as the founder and owner of Portland's True Value Hardware store.

'54

Kay Oldham Cornelius, BA, of Huntsville, Alabama, has had six historical novels and two contemporary romance novels published since 1985. She also teaches writing by correspondence for the Long Ridge Writers Group, a division of the Institute for Children's Literature.

'55

Catherine Regen, MAT, MDiv'90, has been called as pastor at Calvary Episcopal Church in Cumberland Furnace, Tennessee.

'56

Donald Dean, MA, was appointed commissioner of the Eastman (Georgia) Housing Authority by the Eastman City Council last June.

'57

Charles Boehms, BS, MA, is executive vice president and provost of Georgetown College in Georgetown, Kentucky. In his new position, he supervises the day-to-day operations of the College. He previously served on the faculty and as vice president of student affairs at Austin Peay State University in Clarksville, Tennessee, and on the faculty at the University of North Carolina at Chapel Hill.

Lucille Corkran Nabors, BA, MA'67, of Nashville was inducted last April into the Tennessee Teachers Hall of Fame, sponsored by Middle Tennessee State University. She has 35 years of classroom and administrative experience with the Metropolitan Nashville-Davidson County school system.

'58

Jim Potts, MA, of Monroe, Louisiana, has joined the staff of the Northern Lights School-to-Career Partners as a school-to-work team leader.

'59

Jimmy Bilbo, MA, was inducted into the Bradley County (Tennessee) Agriculture Hall of Fame in January. In 1972 he purchased and restored a landmark farm in the county once owned by a wealthy pioneer settler. Bilbo turned the 350 acres into a profitable farming operation on which he raises 100 brood cows and more than 1.5 million broilers. Bilbo is professor emeritus at Lee University.

Wilma McCrary "Sunni" Bond, BS, widow of **Thomas J. Bond Jr.**, MA, married Col. Roy N. Winkler (USAF Ret.) on February 14, 1999. She retired from Fairfax County, Virginia, Public Schools in 1995 and is owner of The Silver Ladle Ltd., an antique business specializing in silver.

Yancey Lee Watkins, MA, last year was recognized and honored for his distinguished public service career as a

trustee of the University of Louisville. He is a professor in the department of elementary and secondary education at Murray State University, and his public service career includes leadership roles with Murray Lions Club, Lions of Kentucky, and Lions Club International.

Theodore C. Zuppa, EdS, retired last summer as a catalog librarian and associate professor in the James A. Rogers Library at Francis Marion University in Florence, South Carolina.

'60

Shirley Crafton Burns, BS, MA'62, retired from the Nashville school system after 34 years of service but still works with the school system two days a week on a part-time basis.

Cecilia Meng, MAL, recently was awarded the Medal of Honor from the United States chapter of the International Real Estate Federation for service to the organization on local and national levels. She works with the Coldwell Banker Andrews real estate firm in Nashville.

'61

Sister Mary André Gehant, MA, observed her 70th anniversary as a member of the Sisters of St. Francis of Clinton, Iowa, last summer. Now retired from teaching, she devoted most of her 56 years of active ministry to children in primary and middle grades at schools in Iowa, Missouri, Nebraska, Kentucky, and Illinois. She also managed the Mount St. Clare College Bookstore from 1971 until 1988.

Sara Carter Swinney, MAL, is library director at the Columbia Marion County Library, headquarters for the South Mississippi Regional Library, which serves Marion and Jefferson Davis counties.

'62

Judy Bassham, BS, of Columbia, Tennessee, retired as a Maury County educator last June, ending a 30-year career.

Corlyss Rike Dillard, MA, MA'72, married John Phillip Klipstine on June 4, 1999. They live in Valparaiso, Indiana.

Elbert Thomas Townsend, EdS, of Wilmington, North Carolina, was hon-

Estelle Ansley Worrell (BA'51)
A Doll's Life

An author knows she's a success when she's interviewed by Barbara Walters. But it's icing on the cake when Big Bird reviews one of her books on *Sesame Street*.

Peabody alumna Estelle Ansley Worrell knows the thrill of both experiences. In 1964 the art education graduate and former classroom teacher wrote her first how-to book, *The Dollhouse Book*, which was inspired by the dollhouses and miniature furniture she and her husband had made for their two daughters' Barbie dolls. The book proved irresistible: It sold out in just three weeks, setting sales records for its publisher and prompting a whirlwind national book tour that included the first of Worrell's two appearances on NBC's *Today* show.

"I couldn't believe how quickly the interest grew," says the Nashvillian. "One time I had an autograph party at a craft show, and hundreds of people showed up."

Since then, Worrell has written ten other books about dolls, puppetry, teddy bears, and historical costumes, and her book sales now number in the hundreds of thousands of copies. *The Dollhouse Book* and its follow-up companion, *The Doll Book*, were best-sellers for 20 years, and *Classic Teddy*



Estelle Ansley Worrell is a best-selling how-to book author and an expert on historical period costumes.

Bear Designs, published in 1986, remains the best-selling how-to book about teddy bears in the United States. *Be a Puppeteer!*—the one critiqued by Big Bird—was hailed by the Canadian Puppetry Association as the best book about puppets ever published for children.

"People tell me I write about so many different things, but I really don't," insists Worrell, who illustrates and creates the items for her books herself. "If you think

about it, there's one thing that ties all these books together, and that is cloth. Apparently, I was born with this ability to visualize a shape on a drawing board, cut out the pieces, and put them together so they fit."

Worrell considers her most scholarly work to be her three books on period costumes, which are applauded by theater directors and costumers nationwide. One of them, *Americana in Miniature*, led to her second *Today* show appearance and interview by Walters, as well as illustrations on a series of Hallmark greeting cards.

Worrell has just completed her first work of nonfiction, a historical romance novel about President Andrew Jackson and his wife,

Rachel, that grew from her research while working as a costume consultant to Jackson's Nashville home, the Hermitage.

"I have a publisher waiting for me to do another dollhouse book, which I hope I have time to do, but I'd also love to do another novel. It's wonderful to write a book without having to make things. You just sit at the computer and write!"

—Phillip B. Tucker

ored for service to veterans over the past 15 years in an article in the *Army-Navy-Air Force Times*.

'74

Linda Bird, MA, EdS'80, has been named vice president of Career Resources, a Nashville-based career management firm. Previously, she was director of the Vanderbilt career center.

Willie Hooker, MA, has joined the faculty of the art department at North Carolina A&T University in Greensboro where he is teaching courses in art education, painting, and design. He comes to Greensboro from Dillard University in New Orleans, where he was coordinator of the art department. He

has displayed work in numerous galleries around the world, including a solo exhibition in Belize, Central America.

'75

Lucy Owens, BS, last April was chosen by the Pulaski, Tennessee, Rotary Club as its first Teacher of the Month. She teaches second grade at Pulaski Elementary School.

'76

John Byrd, EdS, has earned a doctorate in curriculum and instruction from Kansas State University in Manhattan, Kansas. He has taught English at Seoul Foreign School, Seoul, Korea, since 1979, serving as chair of the English

department and coordinator of the international baccalaureate program.

'77

Ellen R. Kuhn, MLS, EdS'83, has joined the staff of the Cattaraugus County Council on Alcohol and Substance Abuse in Olean, New York, as an alcohol and drug counselor.

Sal Rinella, PhD, will resign as president of Austin Peay State University in Clarksville, Tennessee, effective February 1, 2000. He will pursue private-sector consulting and teaching opportunities in the Los Angeles area, where he can be close to his grandchildren.

'78

Charles J. Miller Jr., PhD, of Woodbury, New Jersey, took a year's sabbatical from Camden County College to participate as a visiting fellow in Princeton University's Mid-Career Fellowship Program.

William Troutt, PhD, has been named president of Rhodes College in Memphis, Tennessee. Previously, he was president of Belmont University in Nashville.

William Lewis Wallace, PhD, of Santa Monica, California, served as the 1999 president of the California Psychological Association, representing nearly 5,000 psychologists in professional advocacy.

Reba G. Wauford, BS'78, is a Nashville



poet and artist. In August and September she presented her work in a show titled "Passages," which featured 40 of her paintings accompanied by poems reflecting her emotions while creating them. A portion of the show's proceeds was donated to the Summer Youth Program of Goodwill Industries of Middle Tennessee.

'79

Pamela Maize Harris, MLS, chairwoman of the journalism-communications department at Southern Adventist University in Chattanooga, Tennessee, last year earned APR (Accredited in Public Relations) certification. She was one of 147 candidates nationwide to earn accreditation from the Public Relations Society of America.

Sue Nelson Sargeant, MS, a speech and language therapist at Spotswood Elementary School in Spotsylvania County, Virginia, is recipient of the 25th W. Kuhn Barnett Award for "dedication and inspirational leadership in serving exceptional children." The award is the highest honor presented by the Virginia Federation Council for Exceptional Children (CEC), a professional organization of more than 1,400 members. A recipient of numerous awards, Sargeant was named one of the Ten Outstanding Women in America in 1986, and she is listed in *Who's Who in American Education*.

'80 REUNION MAY 26-27, 2000

Robert B. Cooter Jr., MS, has joined the faculty of Southern Methodist University in Dallas as professor of education and director of the Center for Teacher Preparation in the Dedman College. He is the former assistant superintendent for reading and language arts for the Dallas Public School District. In that role he was dubbed as the district's "Reading Czar" for engineering its highly acclaimed Dallas Reading Plan, for which Texas Governor George W. Bush and First Lady Laura Bush recognized Cooter in 1998 as a "Texas State Champion for Reading."

'81

Launita Eye Proctor, PhD, of Shelby, North Carolina, is an avid participant in senior sports events at age 70, having won more than 200 medals in various competitions. The retired college-level physical education teacher has competed in nearly every sport

at the Senior Olympics and was inducted into the Shelby Sports Hall of Fame in 1992 for her athletic achievements and years in the classroom. In October she participated in the 1999 National Senior Games in Orlando, Florida, placing second in the shot put and sixth in the long jump events.

'82

Carolyn Baldwin Tucker, PhD, director of elementary schools with the Metropolitan Nashville-Davidson County school system, was appointed to the Tennessee Committee of the Southern Association of Colleges and Schools last March. In October she was elected councilman-at-large to the Metro Nashville City Council.

Evelyn Gross Whitebay, MEd, married Mark Antonucci on October 10, 1998. They live in Highland, New York.

'83

Shirley Ann Holt-Hale, PhD, physical education specialist at Linden Elementary School in Oak Ridge, Tennessee, has been appointed to a three-year term on the Tennessee Board of Examiners for Teacher Education.

'84

Jane Lewis, EdD, of Fayetteville, North Carolina, has been awarded the Sampson County Board of Education Spotlight on Excellence Position for her contributions to the schools. She also has been presented a Citizenship Appreciation Award by the Sampson County Commission.

'85 REUNION MAY 26-27, 2000

William S. Armistead, MEd, has been named vice president for sales and operations at Bulletin News Network (BNN), an electronic publishing company based in McLean, Virginia, that boasts the White House and Congress as Web-site clients.

Kyle Cavanaugh, MEd, was named associate vice president for human relations at Rice University in Houston last January.

Carol Richardson, BS, has joined the North Highland Company in Atlanta as a manager specializing in call center improvement.

'87

Mary Kay Milmoie Chrysticas, BS, of Wellesley, Massachusetts, writes that she has resigned as advertising director/associate publisher at *Boston Magazine* to take care of her new son, Grant James Chrysticas, and daughters Tyler and Ashton.

Eldridge C. Hamm, EdD, professor of business management at Tidewater Community College in Virginia Beach, Virginia, has been named to *Who's Who Among America's Teachers*.

Robert Vero, EdD, has been named executive vice president and chief operating officer of Centerstone Community Mental Health Centers in Clarksville. He also serves as a psychological consultant to Nashville's Metro Police Department.

'88

Mike Bell, MEd, has joined the Hospice of the Florida Suncoast as vice president of development and community relations after working at Alive Hospice in Nashville. He and his family live in Safety Harbor, Florida.

David Dyson, EdD, lives in Birmingham, Alabama, where he is a professor at Birmingham Southern College and works with several corporations.

Pamela Hellinger, BS, has been promoted to chief financial officer for Gordon Baily & Associates in Marietta, Georgia.

Elisabeth Ann Vadnais, BS, married James William Dickie on July 4, 1998. They live in Bethesda, Maryland.

'89

Kevin Stanley Bracher, BS, was named headmaster of Intown Community School of Atlanta last year. The school is affiliated with Intown Community Church (PCA).

Stephanie Hammel Poole, BS, and her husband announce the birth of a daughter, Caroline Claire Poole, May 26, 1998.

James Short, MEd, a biology teacher at Packer Collegiate Institute in New York City, was named 1998 Teacher of the Year by the Biological Sciences Curriculum Study, the nation's leading biology education organization.

Rebecca Darling Spencer, BA, MEd'92, and her husband, Robert Spencer, MBA'93 (Owen), of Nashville announce the birth of their first child, John

Reynolds Spencer, March 23, 1998.

Laura Overfield Vido, BS, and **Frank Wagner Vido**, BS'88, announce the birth of a son, Frank William "Will" Vido, August 20, 1998. They also have a four-year-old daughter, Kathryn. The family lives in Cincinnati.

'90 REUNION MAY 26-27, 2000

Julienne Marie Brown, BS, MEd'91, of Danville, Virginia, has been installed as the first female member of the Danville Host Lion's Club, the state's fifth-oldest club. Last year she received the Melton Jones Fellow Award for outstanding humanitarian services to the community.

Kathryn Seita Lengyel, BS, MEd'91, and **Craig Lengyel**, BA'89, announce the arrival of their second child, Alexander Scott, born September 9, 1998. His sister, Sarah Elizabeth, is three years old. They live in Dallas.

Kirk A. Manning, EdD, is vice president of student development at Orange County Community College in Vails Gate, New York. There he provides leadership for admissions, counseling, career services, financial aid, health services, and student activities.

Danny Price, EdD, has been appointed principal of Sneed Middle School in Florence, South Carolina.

Judith Rhoads, EdD, became Madisonville (Kentucky) Community College's third president in February. She began at MCC in 1976 as an instructor of psychology and has been named Outstanding Faculty Member four times. In 1993 she accepted an appointment as academic dean at Owensboro Community College, a post she held five years before returning to MCC.

Nancy Berk Saperstone, BS, MEd'91, and her husband, Peter, announce the birth of their first child, Emily Mae, March 27, 1998. They live in Wellesley Hills, Massachusetts.

Karen Napoli Schulz, BS, and her husband, Garth, announce the birth of a son, Campbell Anthony Schulz, April 16, 1998. They live in Rye, New York.

Jim Wright, MEd, has been named director of technology services for O'Neill Communications in Marietta, Georgia, providing key Web-site design and multimedia services to the firm's clients. He previously was an instructor of educational technology at Kenesaw State University.

'91

Sondra G. Beverly, BS, has earned the Ph.D. in social work from Washington University in St. Louis and now continues her anti-poverty research and policy work as a post-doctoral fellow at the university's Center for Social Development.

Linda Rowland Elliott, BS, MEd'93, married Jeffrey William Joyce, MBA'94 (Owen), October 24, 1998. They work and live in New York City.

Michael Illuzzi, EdD, is executive director of the Everhart Museum in Scranton, Pennsylvania. He previously served

as executive director of alumni relations for Rutgers University. In 1998 he was selected for *Who's Who in the East*.

Catherine A. McNamara, BS, last year was named principal with the New York City-based consumer products and services practice of Ray & Berndtson, an international executive search and management consulting firm.

'92

Mary Lauren Barfield Allen, BS, and **Lawson Coffee Allen**, BS (Arts & Science), of Nashville announce the birth of their second son, Thomas Frist Allen,

November 23, 1998. He joins three-year-old brother Harrison.

Jennifer Helm Barbour, BS, and her husband, Greg, announce the birth of their first child, Ryan Joseph, April 18, 1999. Jennifer is postponing her teaching career to take care of the baby full time at their home in Birmingham, Alabama.

Stephanie Williams Braeuner, BA, MEd'95, and **Joe Braeuner**, BE (Engineering), announce the birth of their first child, Joseph Williams "Will" Braeuner, June 26, 1998.

Jane Allison Greenwood Crewse, BS, and **Sam E. Crewse**, BE'86 (Engineer-

ing), announce the arrival of their first child, Sara Haden Crewse, November 12, 1998.

Joanne H. Evans, EdD, professor and chairperson of the Salem State College nursing program in Salem, Massachusetts, has been elected a delegate to the American Nursing Association's House of Delegates and a member of the Massachusetts Nursing Association on Nursing Practice.

Samuel A. Roach, BS, has opened a private law practice in Mount Dora, Florida, and is a member of the Christian Legal Society and the real property, probate, and trust law section

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

Mary Kennan Herbert (BA'59)

Painting with Words

*No, think back even farther,
think about it once again,
it is good:
here I was, a college senior
sitting on the grassy slope
above the Iroquois Steeplechase racecourse
in Nashville,
on a sunny Saturday in 1959*

—from "Decisions"
by Mary Kennan Herbert

Mary Kennan Herbert was a senior painting and design major at Peabody on that sunny Saturday in 1959, and following graduation, she moved to New York City to pursue a career in painting and illustration. Despite those ambitions, however, words instead became her chosen medium, and for nearly 30 years she employed them as an editor with Prentice-Hall and Dodd, Mead. Then poetry came calling.

Herbert earned a master's degree in creative writing from the City College of New York and, in the past five years, has had more than 100 of her poems published in numerous literary and scholarly journals in the United States and abroad, including the *Vanderbilt Review*. Going back to school also awakened in her a love of teaching, which she does full time as an adjunct professor at two New York colleges.

"During my years at Peabody, painting

was the primary focus of my creative energy," says Herbert. "However, I put to wise use the experience and knowledge I gained at Peabody, even though I was not actually teaching in a classroom. I was interested in many aspects of art education, and I published *Teaching Children to Draw*, which was an NEA Book of the Year in 1985. I then published *Art for the Fun of It*, which was a statewide adoption in Texas and Louisiana schools, and several of my other art and education publications became selections of education book clubs. My interests in publishing grew out of my happy experiences at Peabody."

Those happy experiences included many hours in the Cohen Building, where the art department was then housed and where Vanderbilt's studio art classes are still held. She also minored in the history of ideas so she could study with Professor Kenneth Cooper.

"Dr. Cooper was a wonderful teacher!" recalls Herbert. "Dr. Susan Gray also was a fine teacher; I have fond memories of her because she shelled out \$25 to buy one of my paintings. Dr. Nicholas Hobbs and his wife, Mary, became personal friends because

I used to baby-sit their son, Tom. But Tom Griffith was the most influential professor I had. He was my major adviser and a very talented painter.

"I believe it was a golden era at Peabody in terms of professorial talent among the faculty."

Many experiences and memories find their way into Herbert's poems. Her years at Peabody figure prominently in the poem "Decisions," which originally appeared in the winter 1995 issue of *CrossRoads* and is now included in her first book of poems, *An Inventory of Fragile Knowledge*, published by Ginninderra Press of Australia. Her second book, *A Path Clearly Marked*, was published this year, also by Ginninderra.

Herbert is now working on new poems and has a collection being considered by two U.S. publishers. Teaching at the Borough of Manhattan Community College and at the Brooklyn campus of Long Island University also keeps her busy.

"It is ironic," says Herbert, "that after my career in book publishing ended, I became a teacher after all, more than 30 years after leaving Peabody. It's great to be back in the classroom after such a long hiatus. I have been teaching for five years and look forward to more."

—Bonnie Arant Ertelt



Mary Kennan Herbert's Peabody experiences occasionally appear in her published poetry.



Roderic N. Burton (EdD'91)

Putting the Family First

Roderic Burton is passionate about many things, but being part of a family is at the top of the list. Throughout his lifetime work as professor of social work at Tennessee State University, public housing coordinator for the Lebanon (Tennessee) Housing Authority, doctoral student in Peabody's human development counseling program, political advocate for children's and seniors' issues, and mentor for countless students and neighborhood young people, Burton has come to understand that family association is the basis for most success stories—and what's missing from the lives of those who have the greatest struggles.

"Many young people today have not had extended family contact," says Burton. "They just can't see the linkage." Burton is talking about aunts, uncles, grandparents, cousins, even neighborhood friends who, in his mind, are the network that lays the groundwork for an individual's academic and social education. He was particularly influenced by his grandmother, who lived adjacent to his family, and by the seniors who attended his family's church. "They might not have had academic Ph.D.s, but they had Ph.D.s in common sense. They didn't have a lot of money, but they could budget and they had land."

Burton's insight into and appreciation for the wisdom of older folks led to his

extensive studies in gerontology and his ground-breaking work on elder abuse. "Elder abuse does happen, but a lot of people just don't want to talk about it," says



Tennessee State University has honored retired professor Roderic N. Burton by naming after him its school of social work, in which he taught for 25 years.

Burton, who retired last year as director of Tennessee State University's social work program and Center on Aging. "Only five percent of the elderly live in institutions, nursing homes, or assisted living situations. Ninety-five percent live in communities. The majority of perpetrators are care givers and family members."

To increase awareness of this growing problem, Burton established TSU's Elder

Abuse Institute, now in its eighth year. He also has been a delegate to every White House Conference on Aging since 1970, and has served on the boards of directors of the National Caucus and Center on the Black Aged.

Earlier this year, Tennessee State University recognized Burton for his outstanding achievements in the community. The school of social work, in which he taught for 25 years, is now the Roderic N. Burton School of Social Work, an honor that Burton hopes will inspire others to apply their time and skills to giving service. He acknowledges that his success stems from the support he has received throughout his lifetime.

"No matter how smart you are," he says, "you don't do it by yourself. There will be people out there who will see you're trying to do something worthwhile, and they will help you. As long as you're not looking for a handout, it will come."

Burton has applied this philosophy time and again to young people in his classes, and to those who simply have been fortunate enough to cross his path. "I always look for a strand or fiber of strength—something I can build on," he says. Former students frequently thank him for preparing them so well for life's endeavors. His greatest hope is that he has instilled in them the desire to help others in the same way. —Ned Andrew Solomon

of the Florida bar. He and his wife welcomed the birth of their first child, Savannah Karran, April 26, 1999.

Bonnie Bridgewater Stewart, BS, and her husband, Tim Stewart, BA (Arts & Science), are enjoying life in Indianapolis with their one-year-old identical twin sons, Charlie and Jack. Tim is a brand associate with Eli Lilly after earning an M.B.A. at the University of Chicago, and Bonnie teaches reading part time at a local private school.

Bonnie Terwilliger, BS, MEd'94, married Grant Dennis Leadbetter on June 19, 1999. They live in Atlanta, where she teaches the third grade.

'93

Laurie Melissa Brown, BS, married

Nolte Husted DeRussy on July 25, 1998. They live in Baton Rouge, Louisiana.

Claire Ellis Gentry, BS, and **Tucker Gentry**, BS'92, announce the birth of their first child, a daughter, Ellis Poplin Gentry, March 2, 1999. They live in Johnson City, Tennessee.

Vickie Gill, MEd, was named 1998–99 Teacher of the Year for grades nine through 12 for the Cheatham County, Tennessee, school system. She teaches English, journalism, and reading to students at Cheatham County Central High School in Ashland City.

Kelly E. Hensley, BS, married Jeff Wlodarczyk on May 15, 1999. She is a vice president at Science Worldwide Public Relations, a strategic health-care communications firm in New York

City.

Hillary Claire Hyatt, BS, married **Patrick Kelly Lewis II**, BA'90 (Arts & Science), June 20, 1998. They live in Nashville.

Catherine "Cayley" Holmes Wilson, BS, married **Jordan Frederic (Berman) Bazant**, BA (Arts & Science), August 22, 1998. She is a technology integrator at Marymount School in New York City, and he is director of corporate marketing for Integrated Sports International in Rutherford, New Jersey.

'94

Beth J. Andrada, BS, a math teacher at V.I. Grissom High School in Huntsville, Alabama, is beginning work on her doctoral degree. She was a Chancellor's Scholar at Vanderbilt.

Sara Ezell, BS, MEd'97, was hired as assistant director of the Vanderbilt Opportunity Development Center after finishing her master's degree.

Tim Fite, EdD, was featured recently in the *Millington (Tennessee) Star* for his seven years as superintendent of the Tipton County School System, which has seen the number of classrooms balloon 37.6 percent since the 1990–1991 school year.

Heather Wareing Keimig, BS, MSN'95 (Nursing), and her husband live in Folsom, West Virginia. She writes that they are pursuing graduate degrees at Franciscan University of Steubenville, Ohio, and notes that she joined the Catholic church on Easter in 1998.

Tammy Michelle Tongate, BS, married Jeffrey Eugene Webb on May 15, 1999.

They live in Madison, Tennessee.

Jeremy Werthan, BS, is vice president of client services for Olympus Capital Management, LLC. Formerly an investment broker with Morgan Keegan and Company Inc., the Nashville native currently serves as a board member for the United Way and is chair of the United Way Sennet Society for Leadership Giving.

'95 REUNION MAY 26–27, 2000

Rebecca "Becky" Boltz, BS, MEd'97, teaches high school English at the Debre Werk Senior Secondary School in Ethiopia. She lives in a mud house without running water about 60 kilometers from her nearest American neighbor and says she's "having a great time."

Rebecca Ann Brau, BS, married Joseph Dudley Miles IV, BA'94 (Arts & Science), July 3, 1999. They live in Nashville.

Sarah Hamlin Cogswell, BS, married Matthew Brian Hastings on October 17, 1998. They live in New York City.

Janita Jo Fancher, MEd, married Christopher Williams Sanders on May 15, 1999. They live in Nashville.

Sarah Dianne Franz, BS, married John DeMark in January 1999. They live in Phoenix, where she does consulting work and is earning her Ph.D. in educational psychology at Arizona State University.

Molly Henneberg, BS, is the Health-Beat reporter at WBRE-TV Channel 28 in Wilkes-Barre, Pennsylvania.

Elisabeth Kahora, BS, married George Pressley Taylor V on August 1, 1998, in Chatham, Massachusetts. She is an elementary school teacher at Dexter and Southfield schools in Brookline, Massachusetts, and is pursuing her master's degree in education at Lesley College in Boston, where the couple resides.

Catherine Parnell Swinbank, BS, of Lake Jackson, Texas, married Christian Swinbank on March 7, 1998.

'96

Jim M. Flader, MEd, of Pomona, California, and his wife announce the birth of their son, Dominic Carl Flader, April 28, 1998.

Joy C. Godshall, MEd, of Greenville, South Carolina, is project coordinator for South Carolina's Transition Systems Change Grant, Project SIGHT.

Jane Lenhart Johnston, BS, married Edward Terrell Gilbert on June 13, 1998. They live in Atlanta.

Jeff W. Martin, BS, has been promoted to senior corporate recruiter with SCB Computer Technology in Memphis, Tennessee.

Tracie E. McNaron, MEd, married Matthew Adam Anzaldi, JD (Law),

May 9, 1998. They live in Arlington, Virginia.

Stacey Lynn Miller, BS, married Thomas Andrew Jenkins on July 25, 1998, in Westhampton, Massachusetts.

Vinetta Wesley, EdD, of Huntsville, Alabama, had a poem, "Litany of Praise," published in the April/May issue of *Diaspora*.

'97

Timothy N. Atkinson, MEd, married Kathleen Gail McDonnell on March 27, 1999. They live in Little Rock, Arkansas.

Mary Crittenden, BS, married Cliff Mansfield on June 19, 1999. They live in Murfreesboro, Tennessee.

Joanne M. Davies, BS, moved to Ottawa, Ontario, last summer to earn a master's degree in adult education at the University of Ottawa.

Tyscha Stephens Huber, BS, and her husband, Todd Huber, MD'99 (Medicine), have moved to St. Louis where she teaches second grade and he is in residency.

Stephen C. Laws, EdD, has been named superintendent of Elkin City Schools in North Carolina.

Sharon Melissa Mills, BS, married Andrew James Gillespy, BE'98 (Engineering), at St. Paul's Catholic Church in Memphis, Tennessee, December 19, 1998. She is employed as a preschool special education teacher at Chimneyrock Elementary School in Cordova, Tennessee.

Heather Dunn Niemeier, BS, MEd'98, married Fred Niemeier on June 27, 1998, in Evansville, Indiana, where they live. In attendance were **Joanne Davies**, BS; Amy Coyle, BA (Arts & Science); Allison Graham, BA (Arts & Science); Irene Porter, BS (Arts & Science); and Claire Warfel, BA (Arts & Science).

Natalie Suzanne Peek, BS, married Gary Allen Jackson Jr. on August 1, 1998. They live in Nashville.

Shannon Taylor, BS, MSN'98, earned the master's degree in child and adolescent psychiatric nursing at Vanderbilt in 1998 and now lives and works in Nashville.

Jason Tomichuk, BS, has been named staff associate at McNeely Pigott and Fox, a Nashville public relations firm. He previously served as marketing and promotions representative with Nashville-based Sports and Enter-

tainment Group, a national publisher and printer of advertising program booklets for sporting and celebrity events.

'98

Kristen Carlisle-Hickey, MEd, teaches special education in Charleston, South Carolina.

Brian Citron, BS, has been promoted to head benchpress trainer at Crunch in New York City. He notes that several "'98s" met recently for a reunion in Fort Lauderdale, Florida, including **Keith Overfield**, BS (Engineering); **Devin Green**, BS; **Chris Hughes**, BS (Engineering); **Bo Chiusano**, BE (Engineering); and **Case Spencer**, BA (Arts & Science).

Ellen D. Hoppmann, BS, married Daniel R. Scott, BA'96 (Arts & Science), October 11, 1998. In attendance were **Matthew Borst**, BS'97; **Patrick Williams**, BS'97 (Engineering); and **Christopher Kennedy**, BE'97 (Engineering). The couple lives in Hawaii, where he is a first lieutenant in the U.S. Marine Corps and she teaches special education.

Carley Lovorn, BS, works with a Peace Corps youth program in Nicaragua.

Paul Morgan, BS, has joined First Security Bank in Batesville, Mississippi, as a loan officer.

Ada Silva, BS, has been named director of education at the Carnegie Center for Art and History, formerly known as the Floyd County Museum, in New Albany, Indiana.

Camly Slawson, BS, last August completed a year of volunteer service with the Jesuit Volunteer Corps: Southwest as a counselor and advocate at OPCC Turning Point Transitional Housing in Santa Monica, California.

Rebecca Torok, BS, of Pittsburgh is a national recruiter of attorneys for law firms and corporations.

Patricia Ross Whitehurst, MEd, married Eric Felton Johnson, BA'95 (Arts & Science), February 20, 1999. They live in Nashville.

'99

Catherine Fronczak, EdD, has been named principal of Oak Lawn High School in Palos Heights, Illinois.

Lauren P. Vaughan is human resources coordinator for Arthur Anderson LLP in Nashville.





Marvin H. Robison, MA'59, of Nashville, March 18, 1999.

John Birney Gross, PhD'60, of Fort Worth, Texas, May 6, 1998.

Boyd Daniel Odom, MA'60, of Cumming, Georgia, July 9, 1998.

Joe Erwin Reed, MA'60, of Lebanon, Tennessee, January 15, 1999.

Howard C. Baltimore, MA'61, EdD'69, of Nashville, December 22, 1998.

Warren Franklin Brooks, MA'61, of Maryville, Tennessee, January 1, 1999.

Jane Hudson Friend, MA'61, of Halifax, Virginia, September 24, 1998.

Jack Mitchell, MA'61, of Grant, Alabama, May 18, 1999.

Lee Munsey Jr., EdS'61, of Wartrace, Tennessee, July 9, 1999.

Annie Lou Smith, EdS'61, of Jackson, Tennessee, February 22, 1999.

Claude Alymer Lowe, BS'63, of Nashville, August 7, 1998.

Floyd F. McKibben, EdS'63, of Duluth, Georgia, March 27, 1999.

Ronald Roy Seltz, BS'63, of Franklin, Tennessee, October 20, 1998.

Cyril F. Dean, EdD'64, of Six Mile, South Carolina, August 12, 1998.

Nancy Lee Gilvin, BS'64, MA'66, of Sterling, Kentucky, June 18, 1998.

James L. Mitchell, BS'64, MA'66, of Nashville, November 1, 1998.

Rosemary Plaskett Hayman, BA'65, MA'67, of Leesburg, Florida, July 3, 1998.

James Guy Burner, MA'66, of Nashville, January 10, 1998.

Stella Sherrill Coulter, MA'66, of Tucson, Arizona, April 28, 1999.

Edward Owens, MA'66, of Soddy Daisy, Tennessee, February 25, 1998.

Barbara H. Turner, MA'66, PhD'72, of Hanover, Indiana, March 14, 1999.

Catherine V. Gartseff, MLS'67, of Athens, Georgia, August 7, 1998.

Dorothy Boyd Dale, BS'69, MLS'72, of Nashville, July 22, 1999.

Joan Foley Lovell, BS'69, of Nashville, January 13, 1999.

Joyce Arnholter, MA'70, PhD'81, of Eutawville, South Carolina, June 1999.

Emily Rose Maher, MA'70, PhD'86, of Nashville, December 31, 1998.

Zoe Wheeler, MA'72, of Albany, New York, May 5, 1999.

Jean Walker Howell, MS'77, of Nashville, May 5, 1999.

Vallie Pursely, MLS'79, of Nashville, August 9, 1998.

A. Jack Rumbaugh, PhD'79, of Shaker Heights, Ohio, June 23, 1999.

Faculty

Burton W. Gorman, PhD'53, of Orange City, Florida, died June 30, 1999, at the age of 92. A lifelong educator and philosopher, he was a former Peabody faculty member and recipient of Peabody's Distinguished Alumnus Award. In his early career, the Indianapolis native was a high school teacher, principal, and superintendent in Bardstown, Kentucky, and several Indiana communities. He then chaired the education departments of DePauw and Kent State universities before joining the Peabody faculty. From Peabody, supposedly in his retirement, he joined the faculty of Stetson University in DeLand, Florida. Gorman conducted more than 200 workshops for teachers and received awards for his articles, speeches, and contributions to education. He funded and assisted in establishing programs that reward professors for excellence in teaching at Indiana University (from which he earned his master's degree in 1930) and Kent State. He also was active in numerous professional, civic, and charitable organizations. Gorman is survived by his wife, Rebecca Evelyn Tolle Gorman, sons Joseph Tolle Jr. and Benjamin Lee Gorman, seven grandchildren, nine great-grandchildren, and one great-great-grandchild. Memorial gifts may be made to the Dr. Burton W. Gorman Medallion Scholarship Fund, P.O. Box 5190, KSU Foundation, Kent, OH 44242-0001.

**Coming in the Next Issue ...
Photos from September's
Fabulous '40s & '50s
Homecoming Reunion!**

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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.

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REFLECTOR



PEYTON HOBE

Dean Camilla Benbow greets the newest Peabody Pioneers—members of the Class of 1949—at a reception following Commencement ceremonies May 14. Pioneers are those alumni who graduated from Peabody 50 or more years ago. Twelve of this year's inductees attended the reception.