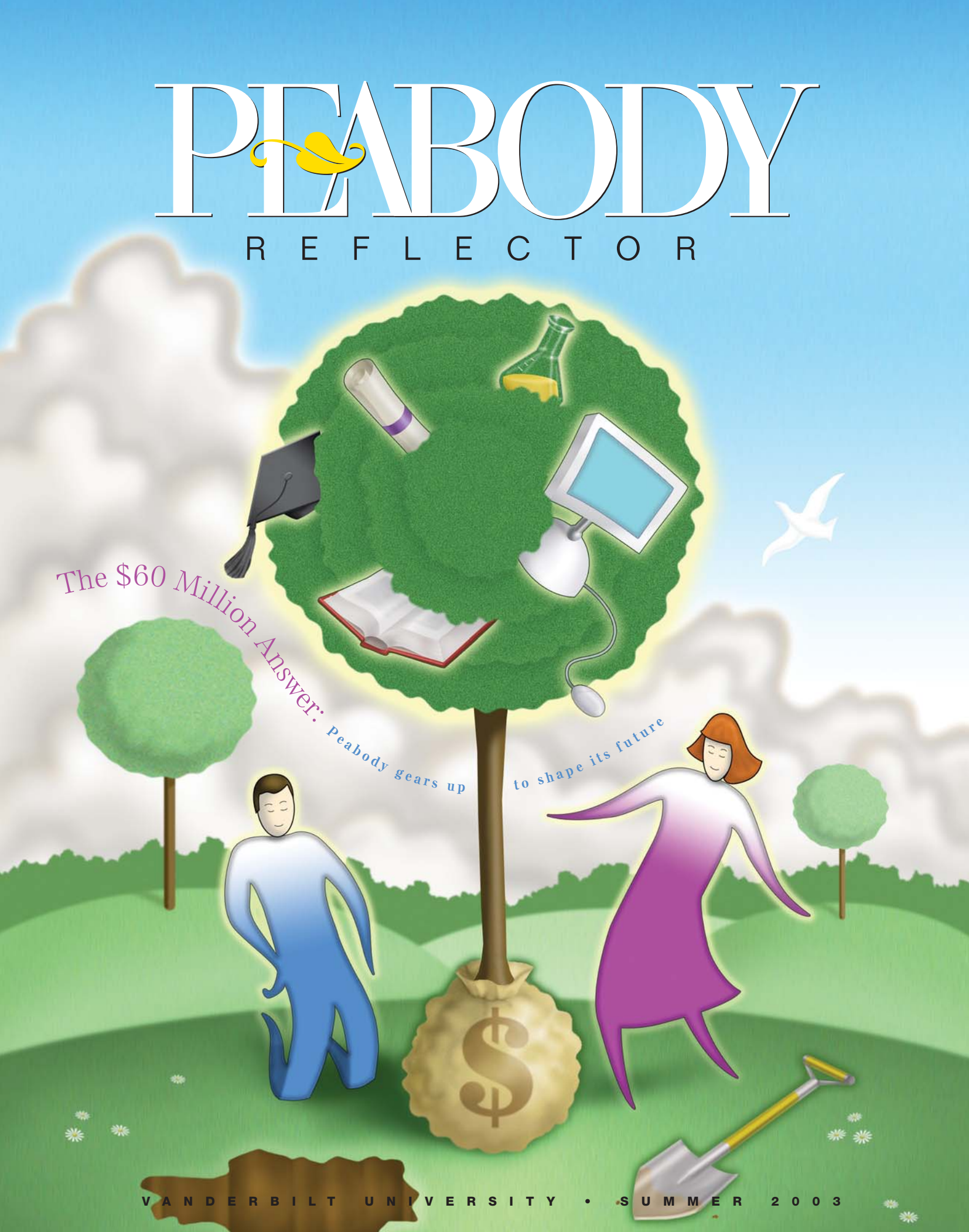


PEABODY

R E F L E C T O R

The \$60 Million Answer: Peabody gears up to shape its future



PEABODY REUNITES 2003

MARK YOUR CALENDARS NOW, AND JOIN YOUR CLASSMATES
IN OCTOBER AS PEABODY COLLEGE CELEBRATES
REUNION AND HOMECOMING WITH AN EXCITING SCHEDULE OF
EVENTS PLANNED WITH YOU IN MIND!

FRIDAY AND SATURDAY,
OCTOBER 10-11, 2003
THE MORE PEOPLE, THE MORE FUN.
IT'S THAT SIMPLE.

WHO'S INVITED?

- All Peabody alumni—undergraduate and graduate—from the Classes of 1953 through 1979, with special recognition of those with Reunion years of 1953, 1958, 1963, 1968, 1973 and 1978
- All undergraduate alumni with Reunion years of 1983, 1988, 1993 and 1998

WHAT'S PLANNED?

A full slate of activities in conjunction with Vanderbilt University's annual extraVUganza celebration, plus special events specifically for Peabody alumni. Here's just a sample:

- "Back to the Classroom" educational lectures and panel discussions
- Undergraduate class parties for all alumni from the Classes of 1953, 1958, 1963, 1968, 1973, 1978, 1983, 1988, 1993 and 1998
- Homecoming pre-game tailgate party
- Homecoming game—Vanderbilt vs. Navy
- "As You Like It," presented by VU Theatre
- "Dynamite Blast" party for all alumni and guests (hors d'oeuvres, open bars with specialty drinks, and live music!)
- PEABODY COLLEGE BOOK PARTY, a celebration of books by Peabody authors—meet the authors, hear selected readings, and enjoy a reception in the beautifully renovated Peabody Library!
- "PEABODY REUNITES!" PARTY, the BIG shindig for ALL Peabody alumni in the Rotunda of the Wyatt Center (Social Religious Building)—great food, drinks, reminiscing with classmates and former professors, and partying from 7 'til midnight!

REGISTRATION DEADLINE: OCTOBER 5, 2003

(Early registration deadline is September 26)

For more information and a complete schedule, contact the Peabody College Office of Development and Alumni Relations at

615/322-8500 or go to the alumni Web site:

www.peabody.vanderbilt.edu/alumni (click on "Peabody Reunites")



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

ON THE COVER: Student scholarship endowments, the funding of faculty chairs, and a major renovation and expansion of the Peabody Library top the priority list for Peabody College's current \$60 million fund-raising campaign. Story begins on page 8. (Cover illustration by Matt Gore)

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PEABODY REFLECTOR

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

Peabody Ranked No. 4 by U.S. News Magazine

Peabody College of Vanderbilt University received a fourth-place ranking in April from *U.S. News & World Report* magazine in its annual rankings of America's top schools of education—representing a three-spot jump over last year and the highest spot earned by Peabody since the magazine began ranking education schools in 1996.

Teachers College of Columbia University tied with Peabody at fourth place. Rounding out the top three were Harvard University at first, Stanford University at second, and the University of California—Los Angeles at third.

Peabody also was ranked as the No. 1 program for special education, a position it last held in 1996. Since that time, it had ranked second behind the University of Kansas. Four other specialties within Peabody received top-10 rankings for their respective categories: administration and supervision, fifth; elementary education, sixth; curriculum and instruction, ninth; and education policy, ninth.

"The new ranking is actually a recognition of Peabody's people," says Peabody Dean Camilla Benbow. "Over the last few years, we have worked diligently to bring in faculty who are nationally and internationally known and to support them with great resources. We also have been attracting high-caliber students. The result is an environment where people come together to do truly creative and remarkable work."

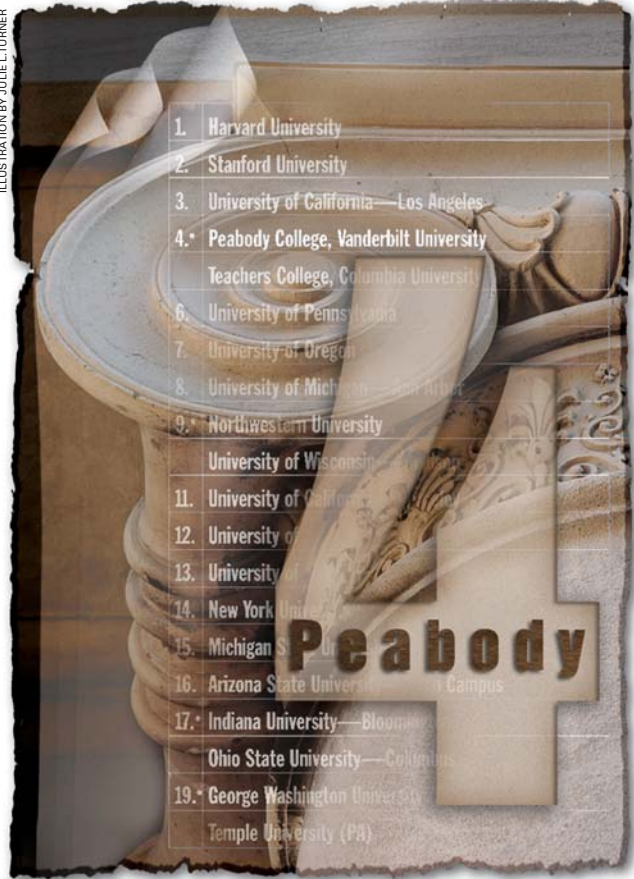
Benbow acknowledges the No. 1 ranking in special education is especially gratifying. "Peabody has a long history of accomplishment in this area. The scope of our influence on research, practice and public policy is quite large, and the rankings reflect that.

"Of course, one must take these rankings with a grain of salt," she adds, "as they can fluctuate from year to year for no appar-

ent reason. Perhaps the best benefit of a high ranking is that it challenges us to work even harder to produce leaders in education and human development practice and research."

To commemorate the occasion, the dean's office hosted a celebration for the entire Peabody community at the Faye and Joe Wyatt Center for Education.

ILLUSTRATION BY JULIE TURNER



Each year *U.S. News* ranks schools of business, education, engineering, law and medicine, while other disciplines, such as nursing, are ranked periodically. Other Vanderbilt colleges and schools ranking among the top 50 in their respective categories were the School of Medicine, 14; the Law School, 17; the School of Nursing, 29; and the Owen Graduate School of Management, 45.

The "Best Graduate Schools" issue is published annually to provide prospective graduate students with information to help them make important decisions about pursuing advanced degrees. Complete information is available on the Web at www.usnews.com/usnews/edu/grad/rankings/edu/brief/edurank_brief.php.

Admissions Figures Setting Records

Peabody's undergraduate and graduate admissions numbers are hitting record highs this year—both in quantity and quality of students.

The number of undergraduate applications is up 8 percent from 2002 and up 20 percent over the 2000 numbers. Early-decision applications for 2003 totaled 199, up 20 percent from 2002 and 49 percent from 2000. The average SAT score for incoming freshmen as of May 1 was 1,278, up 11 points over the same date last year and 40 points over the same date in 2000.

The number of applications for graduate and professional programs, meanwhile, has more than doubled, topping 1,000. Average Graduate Record Exam scores are up 75 points for all students and more than 100 points for doctoral students.

In February, 36 of Peabody's top graduate-student prospects were invited to campus for recruitment weekend. All 36 accepted the invitation.

Faculty Members Honored for Service to Education

Four Peabody College faculty members—Doug Fuchs, Lynn Fuchs, Paul Cobb and Victoria Risko—recently were awarded prestigious honors in their respective fields.

Doug and Lynn Fuchs, who are married, received the 2003 Special Education Research Award from the Council for Exceptional Children (CEC) at its national conference April 11 in Seattle. The Fuchses are professors of special education and co-directors of the Research Program on Learning Accommodations for Individuals with Special Needs at Vanderbilt's John F. Kennedy Center for Research on Human Development.

The CEC award recognizes Lynn and Doug Fuchs for 25 years of accomplishment in the field of special education. This prolific duo has given the field innovative and functional assessment and intervention strate-



Doug and Lynn Fuchs

Continued on page 4

feedBACK

NO CHILD LEFT BEHIND

Your article "No Child Left Behind?" in the Winter 2003 issue of the REFLECTOR (p. 12) gave me a great deal of satisfaction. I've always known that Peabody would be right up front in developing programs to help each child and am so glad to read of the current ideas that are developing through such knowledgeable professors, teachers and students. Thanks for printing this information for us old-timers to know, and for the current teachers to learn more about methods that are currently available.

During the years 1940–44, I earned a B.S. degree in preschool education, working under Dr. Maycie Southall. I had a fellowship with the preschool for my junior and senior years and worked under Irma Fenker. The only help the demonstration school students could receive was a program Dr. Leavell offered for slow readers, which I also worked during my off hours. I used hand-rolled study sheets to assist these children in increasing their skills. During my career in preschool education over more than 40 years, I often taught dozens of children who needed just what you described in your article. These developmentally disabled children are now adults in their 30s and 40s and are leading productive lives and remain my friends. Of course, I worked with love, instinct and consistent methods which I had to devise through trial and error. Today's children will have a much better chance for success because of programs like you have described.

After becoming director of a 500-child program, I mainstreamed many children and the school now has a full-fledged program with trained teachers and leaders. George Peabody College has always offered the best to the best-trained teachers in the country. Keep up the good work! I retired in September 1990 but remain active with these special children and adults.

—SYLVIA GLUSTROM SCHWARTZ, BS'44
Atlanta

WHAT'S IN A NAME?

I read with great interest the article on the renaming of Confederate Memorial Hall on the Peabody campus [*Winter 2003*, "Dorm's Name Change Reflects Inclusiveness," p. 2]. Twenty years after the construction of the hall, I stood on the steps of that building with the graduating class of 1955 and became the first African American to graduate from the College.

I recall that as I stood on those steps, I thought, "Times, they are changing." And now, nearly 50 years later, the change seems to have come full circle.

I went on from Peabody to earn the Ph.D. from Duke University. But that photograph of an African American standing on the steps of Peabody's Confederate Hall reflects my small contribution to the "changing of the times."

—TOMMIE MORTON ALLEN YOUNG,
MA'55
Nashville

I am a 1965 graduate of George Peabody College. I am not an alumna of Vanderbilt University, for which I am deeply grateful.

My ancestors served honorably in the Army of the Confederacy. The high-handed desecration of Confederate Hall on the Peabody campus is an insult to their memory. I am ashamed that my alma mater is associated with Vanderbilt.

—CYNTHIA E. BRUER, BA'65
Nashville

TOO MUCH BETTIE

While perusing the Winter 2003 issue of the REFLECTOR, I found much of interest but nothing startling until I turned to page 20. The graphic portrayal of the "Pinup of Peabody" on page 21 was so disconcerting

that my concentration was distracted from meaningful discourse on page 20.

There may be a time and place for all things, but I question the taste of the Bettie Page article. Should Peabody and Vanderbilt alumni not expect higher journalistic standards?

—JOHN A. VANDERFORD,
MA'49, EdS'56
Jacksonville, Ala.

KUDOS

I want to comment on the quality of the content of the REFLECTOR. I was compelled to read much of the content of the latest issue [*Winter 2003*], which has not been the case for every issue in

years past. Congratulations on the marked improvements to the magazine; it represents Vanderbilt very well and is something you and your team should be proud of.

—JAMES L. MUHLFELD, BS'98
Los Angeles

The current issue of THE PEABODY REFLECTOR [*Winter 2003*] is beautiful to look at and fascinating to read. It's a home run!

—CYNTHIA MORIN, MAT'64
Nashville

I am a proud Peabody alumna and look forward to catching up through the REFLECTOR since moving away from Nashville in 2001. I don't have a chance to visit campus nearly as much now. Many thanks for the REFLECTOR!

—AMY L. FAIR, MED'00
Columbus, Ohio

Your letters are welcome and may be submitted by mail to THE PEABODY REFLECTOR, Editor, VU Station B 357703, 2301 Vanderbilt Place, Nashville, TN 37235, or by e-mail to reflector@vanderbilt.edu. Letters may be edited for length or clarity.





Paul Cobb

gies that enable students with and without disabilities to succeed. Curriculum-based measurement is a cornerstone of their research, as is Peer-Assisted Learning Strategies, which enables teachers to use instructional differentiation to reach students of all levels and abilities.

Paul Cobb, professor of education, was honored for his work focusing on core mathematical concepts for grades K-3 and middle-school grades with election to the National Academy of Education. The Academy consists of up to 150 members who are elected on the basis of outstanding contributions to education.

Cobb's research interests focus on students' mathematical learning as it occurs in the social context of the classroom. Cobb has been a faculty member at Peabody since 1992.

Victoria Risko, professor of education, has received the A.B. Herr Research Award, presented by the College Reading Association (CRA) to a professional educator in recognition of outstanding contributions to the field of reading. In 1995, Risko received the CRA's Albert J. Mazurkiewicz Special Services Award in recognition of her significant service and contributions to the College Reading Association.

Risko, a Peabody College faculty member since 1975, is a past president of the CRA. She also is a board member of the International Reading Association, which has more than 90,000 members in 100 countries. Her research focuses on literacy development for students experiencing difficulties, reading comprehension and meaningful learning, and uses of technology to support problem solving and social engagement within literacy contexts.



Victoria Risko

"Peabody's national stature in education and human development is a direct reflection of the quality of our faculty," says Camilla Benbow, the Patricia and Rodes Hart Dean of Education and Human Development. "Lynn and Doug Fuchs, Victoria Risko and Paul Cobb each has made outstanding contributions to his or her fields, making these special recognitions well deserved."

Fellowship Program Expands International Influence

A highly competitive graduate-level fellowship program established to encourage economic and democratic growth in Eurasia is creating a more cosmopolitan flavor in Vanderbilt's Department of Leadership, Policy and Organizations at Peabody College.

The Edmund S. Muskie/Freedom Support Act Graduate Fellowship Program, created by the U.S. Congress in 1992, provides fellowships at participating American universities to citizens of Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan in a variety of academic disciplines. The Department of Leadership, Policy and Organizations (LPO) currently enrolls graduate students from 15 nations outside the United States, and 10 of these students are Muskie Fellows.

The Vanderbilt contingency of Muskie Fellows is the largest in the nation studying issues in education, higher education and education policy.

"These folks are the brightest in their respective countries, and very few are chosen each year," says Tim Caboni, lecturer in higher education, who is teaching many of the Muskie Fellows. "When they return to their home countries, we know they will be the people who lead the transformation and management of the education systems there."

Muskie Fellows are selected through a merit-based competition and are provided with full scholarships, including tuition, fees, room, board, health insurance, book allowance, a monthly stipend, and international and domestic travel. They are assigned by program administrators to the host institution where they will study. After completion of the program, the students are expected to return home.

"Acting as a host institution for the Muskie Fellows Program benefits us because it further internationalizes actual coursework and broadens the experience for our U.S. students and our faculty," says Caboni. "This has been an expanding initiative in LPO for the last few years, as we've injected an inter-

national focus into all our degree programs. Most of the world is not educated in the U.S. context, so a broader context is necessary in order to develop better understanding of the world's higher-education issues."

Such an approach also makes Vanderbilt and Peabody College much more visible on the international stage, says Caboni. This is



ILLUSTRATION BY JUIE L TURNER

important, as LPO is currently developing an international center for higher education management. "We want to be the place where folks around the world turn when they want their higher-education administrators to be trained both in the theory of higher education and in putting that theory into practice in the real world."

The Muskie Fellowship Program is a program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State, and is administered by the American Councils for International Education and the Open Society Institute. Stephen Heyneman, professor of international education policy, coordinates Vanderbilt's efforts with the Muskie Fellows Program.

Heyneman says the Muskie Program, along with two similar fellowship programs that involve countries for which the Muskie Program is not eligible, offers Peabody unprecedented opportunities to diversify its curriculum and student body.

"By accessing the best and brightest in these three programs," says Heyneman, "Peabody College will have the opportunity to serve graduate students from as many as 27 countries, supported by the U.S. government."

Propst, Ramer Awarded Top Peabody Honors

Two highly respected career educators and administrators who earned degrees from Peabody College were honored in conjunction with 2003 Commencement exercises in May.

H. Dean Propst, who retired as chancellor of the University System of Georgia in 1994, was presented the 2003 Peabody Distinguished Alumnus Award. Hal Ramer, founder and president of Volunteer State Community College in Gallatin, Tenn., received the first-ever Peabody Lifetime Service Award.

In addition to recognition and presentation of the awards during Commencement, the two men also were honored at a reception the previous evening. Each received an engraved glass bowl and framed certificates.

Propst, MA'59, PhD'64, taught seven years at Radford College (now Radford University) and 10 years at Armstrong State College (now Armstrong Atlantic State University), and then spent 15 years on the Regents' Staff of the University System of Georgia, serving as chancellor the last nine years. Under his leadership the system saw explosive growth, major investment in construction, and increases in academic standards. He was chairman of the Department of English at Radford, and dean of the college and later vice president and dean of faculty at Armstrong State—all the while continuing to serve as a professor of English.

In 1971 the Student Government Association of Armstrong State established the H. Dean Propst Outstanding Professor Award, presented annually to a faculty member selected by the



GRADUATION PHOTO/NASHVILLE

Dean Camilla Benbow presents H. Dean Propst with the 2003 Distinguished Alumnus Award.



GRADUATION PHOTO/NASHVILLE

Hal Ramer receives the first-ever Peabody Lifetime Service Award during Commencement.

students. Propst has served on the Board of Visitors of Radford University, the executive committee of the National Consortium for Education Access, and the Board of Trustees of the University Center in Georgia.

Ramer retired from Volunteer State Community College in January of this year after having been the college's only president since its founding in 1971. Under his leadership the college grew from four buildings and 481 students to 10 buildings, 7,000 students, and numerous satellite campuses. Ramer was instrumental in helping to establish the community college system in Tennessee and served a seven-year stint as assistant state commissioner for higher education for the Tennessee State Department of Education.

A native of Kenton, Tenn., and a World War II veteran, Ramer received his bachelor's degree from Peabody in 1947. His two older brothers had attended Peabody, and Ramer says he never considered going anywhere else. He has been one of Peabody's most stalwart supporters, actively volunteering his time on behalf of the College. He is a past president of the Peabody Alumni Association Board of Directors, and he served as a member of the Peabody Board of Trustees before the College merged with Vanderbilt in 1979. In 1996 he received Peabody's Distinguished Alumnus Award.

School Psychologist Honored for Service to Community

A school psychologist who says he “speaks for those who cannot speak for themselves” was honored with the 2003 “Changing Lives” Award in January in conjunction with Peabody College’s participation in Vanderbilt’s Martin Luther King Jr. Commemorative Series.

Cornell D. Lane, an associate professor of psychology at Tennessee State University and the first black director of special education for the Metropolitan Nashville Public Schools, received the award, which is presented annually by Peabody’s departments of psychology and human development and special education. The award recognizes exceptional service by an African American to his or her community.

While a student at Tennessee State University in the early 1960s, Lane also worked as a psychological testing technician in the Institute of Mental Retardation and Devel-

opment at Peabody College, which sparked his interest in school psychology. Although the field was not welcoming of African Americans at that time, Lane forged ahead.

“I would not accept traditional barriers, like ‘There’s no job for someone like you,’ or ‘The field is full,’ or ‘You don’t have the ability,’” says Lane. “The ‘cannots’ did not bother me because they didn’t know how stubborn I was.”

Lane went on to become the first black school psychologist at a supervisory level in the Nashville Public Schools, followed by 11 years as the system’s director of special education. He was the first black certified psychological service worker and the first black certified school psychologist in Tennessee. He became the first black hearing officer for the Tennessee State Department of Education’s Right to Education Office to help expand his advocacy for special students. And at the national level, he became one of the founding fathers of the National

Association of School Psychologists, for which he has served in several leadership roles.

From 1976 until 1989, Lane served as an adjunct professor at Peabody College.

Today Lane is working on a number of grant-funded intervention projects aimed at helping students with behavior problems and the teachers who work with them. One



Professor Kathleen Hoover-Dempsey, chair of Peabody’s Department of Psychology and Human Development, presents the “Changing Lives” Award to Cornell Lane in conjunction with Vanderbilt’s Martin Luther King Jr. Commemorative Series.

of them is Reaching Educators, Children and Parents (RECAP), a joint project of Tennessee State and Vanderbilt that trains 15 Nashville teachers each year to be better equipped to instruct children with behavioral disorders.

Presentation of the “Changing Lives” Award to Cornell Lane followed an address on social justice in a diverse society, given by Henry Tomes, executive director of the Public Interest Directorate of the American Psychological Association.

Smith Heads Office of Alumni Relations

Randy Smith, who has headed Vanderbilt’s regional fund-raising efforts for the past three years, has been named the University’s associate vice chancellor for alumni relations.

Smith, who holds two degrees from Vanderbilt, began his career at the University in 1996 as director of alumni education and travel. He later served as assistant director of development for the Divinity School before being named director of regional development. In that capacity, he oversaw the activities of staff who travel across the country

seeking financial support for the University’s mission and serving as alumni relations representatives.

As part of a reorganization of the University’s fund-raising and alumni relations functions last August, he became associate vice chancellor with responsibility for principal gifts, regional development, planned giving, the parents campaign, and Reunion and annual-fund efforts.

Smith, who received a bachelor of arts degree in 1984 and a master of divinity degree in 1988 from Vanderbilt, said his first job at the University as director of alumni education and travel helped him realize “how crucial it is to connect alumni with the Vanderbilt



Randy Smith

of today. We’ll be looking for ways to increase the connections between Vanderbilt and its alumni. It’s going to be a lot of fun, and I’m looking forward to it.”

Before joining Vanderbilt in 1996, Smith was a pastor for seven years in Jackson, Tenn., and Kansas City, Mo., for the Christian Church (Disciples of Christ).

Organizational Learning Guru Headlines Campus Event

The man widely regarded as the father of organizational learning was once told by a Chinese philosopher that the mark of all golden ages is that children are viewed as the most important members of the society. As such, he said, the most important profession within the society is that of teacher.

Educators and business leaders from the Middle Tennessee area attended a standing-room-only event in April headlined by Peter

M. Senge at the Stadium Club on Vanderbilt’s campus. The event was coordinated by Insight Partners and directed by Betsy Wills, a 2002 alumna of Peabody’s master’s program in human resource development, along with Mark Cannon, assistant professor of educational leadership at Peabody.

Senge is a senior lecturer at the Massachusetts Institute of Technology and director of the Center for Organizational Learning at MIT’s Sloan School of Management, a consortium of corporations, including Ford Motor Co., FedEx, Motorola, AT&T, Intel and Shell Oil, that work together to advance methods and knowledge for building learning organizations. At the Vanderbilt event, he challenged the group to measure Nashville against the model of greatness championed by the Chinese philosopher.

“In present-day Nashville, do we measure up to that? Are children the most important members of our society?” asked Senge. “As far as I know, there are few more beleaguered, often dispirited professions than being a teacher today, particularly a public school teacher.”

Senge, internationally recognized for popularizing the concept of organizational learning, is founding chair of the Society for Organizational Learning and author of several books on his theory, including the widely acclaimed *The Fifth Discipline: The Art and Practice of the Learning Organization*. He has been named by *The Journal of Business*

Strategy as one of the 24 most influential people to business strategy over the past 100 years.



MIT’s Peter Senge, left, known worldwide for popularizing the concept of organizational learning, speaks with Brian Griffith, senior lecturer in human and organizational development at Peabody, following his lecture on the Vanderbilt campus.

Correction

On page 27 of the Winter 2003 issue of the REFLECTOR, in a profile of Alumni Board member Frances Folk Marcum, BS’67, a reference is made to Motlow College, which is in Lynchburg, Tenn.—not Tullahoma, Tenn., as stated in the article. The REFLECTOR apologizes for the error and thanks reader Homer Thompson, BS’66, for kindly bringing it to our attention.

Caps, Gowns and Glory



Students earning graduate and professional degrees wait to receive their diplomas during Peabody’s graduate Commencement ceremonies May 9 on the Faye and Joe Wyatt Center Lawn. Including diplomas awarded earlier in undergraduate ceremonies, 454 degrees were bestowed through Peabody College in 2003. Summa cum laude graduate Ashley Black of Auburn, Ala., was presented this year’s Peabody Founder’s Medal, recognizing top academic achievement among undergraduates. Black came to Vanderbilt on an honors scholarship and earned a bachelor’s degree in early childhood education and child development. She also received this year’s Outstanding Professional Promise in Early Childhood Education Award, presented annually to a graduating senior who shows exceptional promise as a teacher of young children.

Toys for Us

John Eyler, chairman and CEO of Toys “R” Us and father of Peabody junior Todd Eyler, presents a “hugging” soft monkey to Susan Gray School student Tyzandria Battle. Eyler, who also is the brother of Janet Eyler, professor of the practice of education at Peabody, visited the Peabody campus and the Susan Gray School for Children in March in conjunction with Parents Weekend and the College’s leadership luncheon. Eyler, accompanied by his wife, Dolores, made opening and closing remarks to Peabody parents attending the luncheon.



\$6 BILLION ANSWER

Peabody gears up to shape its future

BY MARDY FONES

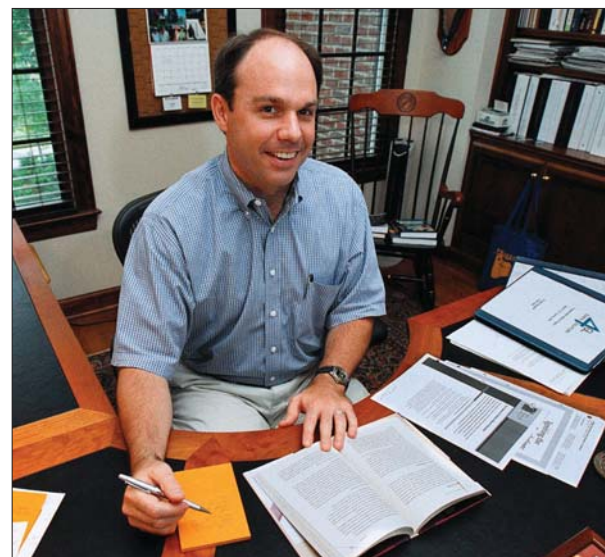
“Peabody alters your life in immeasurable, positive ways. There lessons are learned, ideas are challenged, and relationships are built.”

These are the reasons why the impact of a Peabody education is felt over a lifetime, says Frank Bonsal III, MEd’93. “Peabody graduates reap benefits from their education and university experiences for decades after they leave.”

Bonsal, a former elementary schoolteacher who now is a partner with his father in Bonsal Capital LLC, says his Peabody years continue to enrich his life and career, which is why he feels a responsibility to help others receive the same benefits.

“Supporting the College financially after graduation is fundamental to acknowledging the ongoing worth of a Peabody education,” says Bonsal, who is past president of the Peabody Alumni Association Board of Directors. “It also ensures that the Peabody experience continues to evolve and is available to the next generation.”

Frank Bonsal III, a 1993 Peabody alumnus, says he feels a responsibility to help ensure that others have an opportunity to experience Peabody.



Bonsal and his father, Frank Bonsal Jr., are among the many friends who have already made substantial pledges to the Peabody portion of Vanderbilt’s current “Shape the Future” Campaign, which launched publicly April 24. Half of Peabody’s \$60 million goal was pledged during the “quiet phase” of the Campaign, which began in 1999. Coming up with the balance, says Bonsal III, who sits on the Peabody Campaign Steering Committee, is now the job for alumni, parents and friends who feel compelled to invest in Peabody’s future.

“No matter at what level you give, there are benefits,” says Bonsal, who completed his M.B.A. degree at Vanderbilt’s Owen Graduate School of Management in May. He points out that foundations consider the percentage of alumni donors when determining whether to give funds to institutions like Peabody. “A substantial percentage of alumni giving

is a selling point for them—which means the depth of giving is as important as the actual dollars. That’s one of the reasons why it’s essential for donors—alumni, parents and friends of Peabody—to give, regardless of what level.”

Shaping the Future

Vanderbilt University’s “Shape the Future” Campaign seeks to raise a record \$1.25 billion by June 2005. Each of the University’s colleges and schools, Vanderbilt Medical Center, and all the other affiliated University programs have set individual fund-raising objectives based on comprehensive, long-range strategic plans developed during the last few years with input from the entire University community, including alumni. Peabody College’s needs have emerged as five objectives:

\$15 MILLION FOR ENDOWED STUDENT SCHOLARSHIPS AND GRADUATE FELLOWSHIPS; \$20 MILLION FOR ENDOWED FACULTY CHAIRS AND PROFESSORSHIPS; \$15 MILLION FOR A MAJOR EXPANSION AND RENOVATION OF THE PEABODY LIBRARY; \$6.5 MILLION TO SUPPORT TRANSINSTITUTIONAL INITIATIVES, INCLUDING THE NEW LEARNING SCIENCES INSTITUTE; AND \$3.5 MILLION FOR ANNUAL GIVING.

Peabody Dean Camilla Benbow says response to the public phase of the Campaign has been gratifying. “Peabody has taken its place among the nation’s top schools of education, and a successful campaign will ensure we continue to attract talented students and research dollars while building on our reputation for excellence and innovation.”

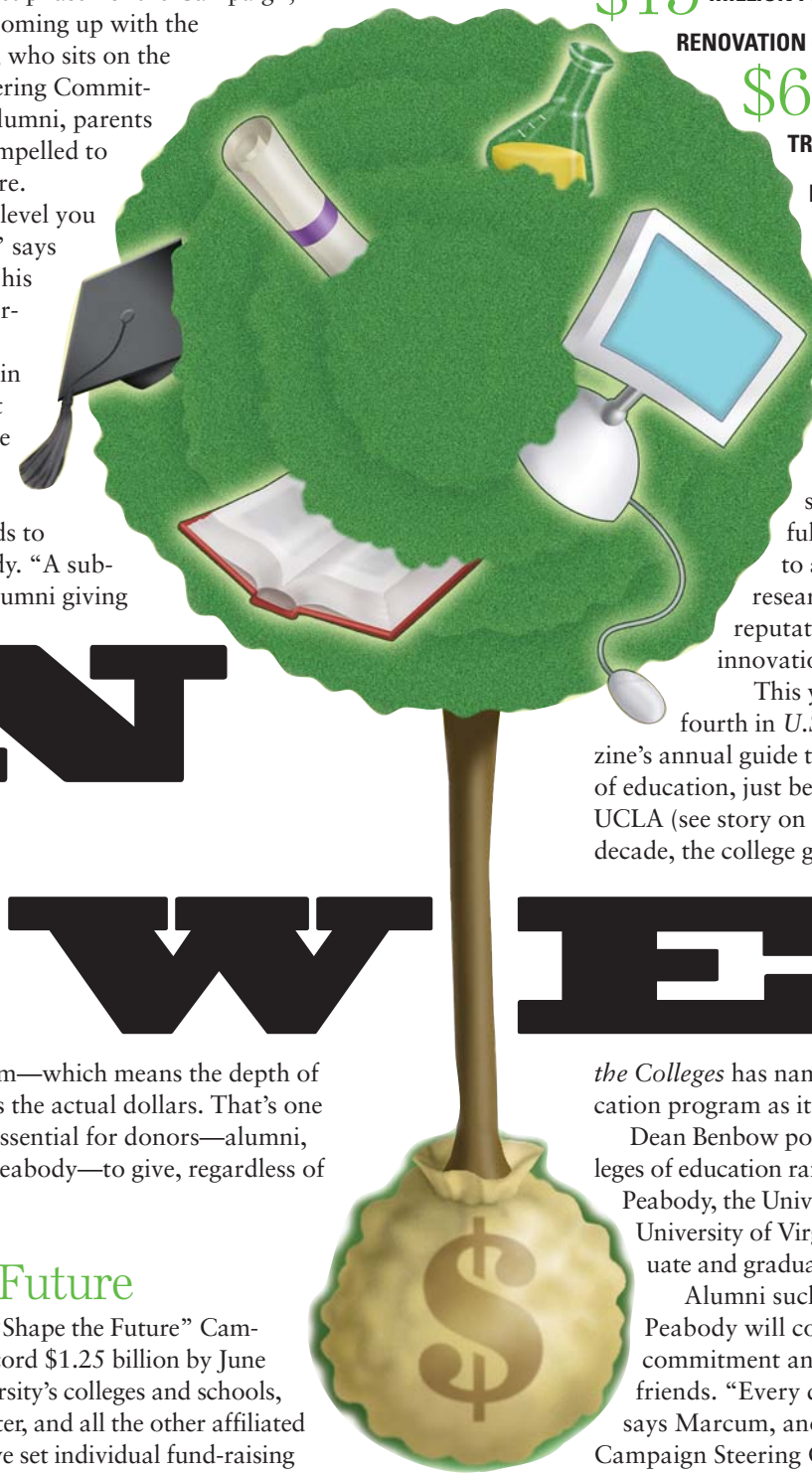
This year Peabody College ranked fourth in *U.S. News & World Report* magazine’s annual guide to America’s best graduate schools of education, just behind Harvard, Stanford and UCLA (see story on page 2). And for more than a decade, the college guide *Rugg’s Recommendations on*

the Colleges has named Peabody’s undergraduate education program as its No. 1 choice.

Dean Benbow points out that among the top 25 colleges of education ranked by *U.S. News*, only three—Peabody, the University of Michigan (#8), and the University of Virginia (#21)—offer both undergraduate and graduate programs in education.

Alumni such as Fran Marcum, BS’67, believe Peabody will continue to thrive only through the commitment and generosity of alumni and friends. “Every dollar, every gift is important,” says Marcum, another member of the Peabody Campaign Steering Committee. “Giving, at whatever level, by alumni, friends and parents is rewarding because you know you are supporting an institution that is actually making a difference in the quality of education and leadership for the next generation.”

But just giving isn’t enough, says Charles Kurz Jr. of Philadelphia. His son, Charles Kurz III, is a junior in Peabody’s Human and Organizational Devel-



Peabody currently offers just eight named, endowed honor scholarships and 25 endowed, need-based scholarships for its approximately 1,100 undergraduates.

opment program, Vanderbilt's most popular major, enrolling more than 700 students. "One measure of success for this Campaign will be a broadening of Peabody's base of support," explains Kurz. "In a sense, giving to Peabody and being a member of the Parent Leadership Committee make me feel younger. It's expanded my horizons. It's been not only an opportunity for me to give back, but also to help my son understand the advantages he has."

Not all of those learning opportunities occur in the traditional classroom. "Attending Peabody allows students to exchange ideas, to share different experiences, to understand people of different backgrounds," continues Kurz, who hosted a spring gathering for admitted University students. He also is active with the Vanderbilt Club of Philadelphia. "Peabody adds depth to a person. More important, it brings value when students get into the real world and make decisions about their work and their families."

"Giving is a personal matter, a heartfelt choice," says H. Rodes Hart, BA'54 (Arts & Science), chair of the Peabody Campaign Steering Committee, and a stalwart champion of Peabody College and its mission. He also is a member of the Vanderbilt Board of Trust. "You do it because your gift—no matter what its size—makes a difference in the world broadly and at Peabody specifically. Education is an incredibly powerful tool, and the opportunity to further it is rewarding and inspiring."



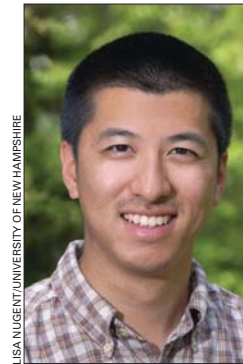
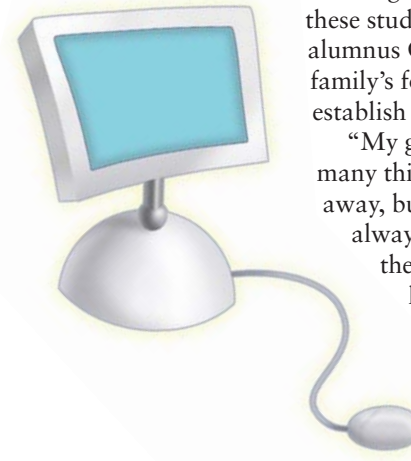
Charles Kurz Jr., right, invests in Peabody through his son, Charles Kurz III, a junior majoring in human and organizational development. "Giving to Peabody and being a member of the Parent Leadership Committee make me feel younger," says Kurz Jr. "It's expanded my horizons."

A Gift for Learning

Scholarship endowment is a critical resource for Peabody College. Because salaries in fields such as teaching and social work tend to be lower than in other sectors, the prospect of incurring substantial debt to earn a degree can deter top students from choosing Peabody. Competition for attracting these students is tough. It's one of the reasons alumnus Christopher Lai, BS'98, through his family's foundation, has pledged \$100,000 to establish a scholarship.

"My grandparents always said there are many things in life you can lose or have taken away, but your education is something you'll always have," says Lai, who is fulfilling the dream for which Peabody helped him prepare by working as an athletic trainer at the University of New Hampshire. "I want others to have the same opportunities Peabody provided me." The Lai Family Foundation Scholarship will be awarded for the first time in 2005.

The Lai family's gift reinforces the priorities set by Vanderbilt Chancellor Gordon Gee, who has challenged the University community to "renew its commitment to undergraduate education and reinvent graduate education." One way to meet that challenge

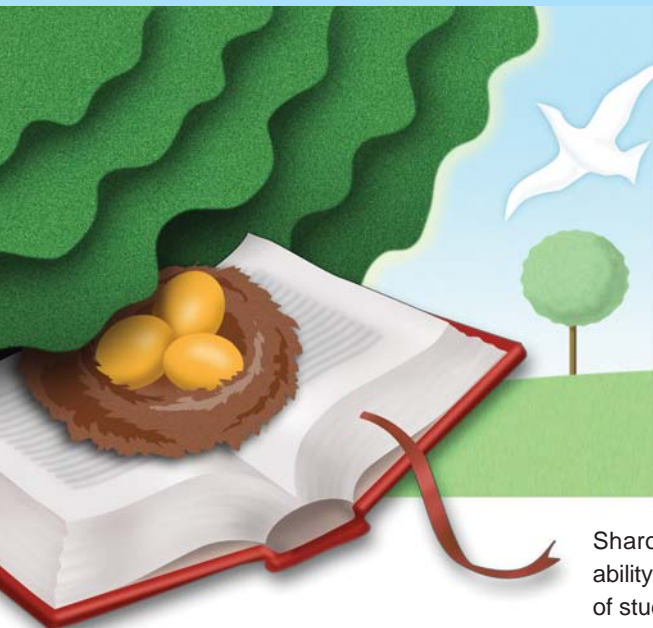


Through his family's foundation, Christopher Lai, BS'98, has endowed a student scholarship at Peabody. Currently, only 25 need-based scholarships are available for Peabody undergraduates.

is to make the Vanderbilt experience more affordable through scholarships and graduate fellowships.

Vanderbilt offers two types of scholarships: merit-based and need-based. Merit, or honor, scholarships are awarded to leaders who excel both in and out of the classroom, and who challenge peers to achieve more. Need-based scholarships ensure Peabody is able to recruit bright students who may not have the financial means to attend a school of Peabody's caliber. Some merit scholarships also include a need component.

Financial aid is available through the University, but only Peabody's scholarships and fellowships are specifically tailored to meet the unique educational objectives of its programs and student goals. Peabody currently offers just eight named, endowed honor scholarships and 25 endowed, need-based scholarships for its approximately 1,100 undergraduates. To fully fund a named, full-tuition honor scholarship requires a \$600,000 endowment; a need-based scholarship



The Peabody Library Turns a New Page

and the founding of Peabody College's predecessor Davidson Academy. Today Peabody's library is one of eight comprising Vanderbilt's Jean and Alexander Heard Library system.

For years the Peabody Library has been in need of a major facelift, and that time has finally come. A \$15 million renovation and expansion of the facility is planned as the only capital priority for Peabody's portion of the "Shape the Future" Campaign. The goal, says Peabody Library Director Sharon Weiner, is to enhance the library's ability to strengthen and broaden all aspects of student and faculty life.

"The project is a visible sign of a commitment to the integration of the library with the rest of the campus," says Weiner. "It will allow us, for example, to hold in-service sessions and other educational programs in the library for Nashville schoolteachers. The changes ultimately will improve access to information and enable collections to expand in new program areas.

"Most important," she continues, "it establishes a venue for a more dynamic intellectual life by creating spaces designed to foster both casual and formal exchange between students and faculty. At the same time, the integrity and dignity of the library will be maintained." The expanded library also will be an appropriate site for hosting continuing education programs and gatherings for the 2,300 alumni of Peabody's former library science degree program.

Peabody already has contributed \$1 million from its reserves to the project, and the main floor and other areas underwent preliminary renovations during the past year in preparation for the changes targeted by the Campaign. Several Peabody friends already have pledged substantial gifts to the library project, including Houston real estate developer Thomas D. Simmons Jr., father of 2002 Peabody graduate Alexandra Simmons.

"It just seemed like the right thing to do," says Simmons of his \$50,000 pledge to fund a new group study room in the expanded library. "My daughter, Alex, had many positive experiences at Peabody, so I know investing in the Peabody Library's future will pay off."

As the parent of an alumna, he says, giving back to Peabody makes sense. "I feel strongly about the customized education Alex received and believe the gift of a study room in her name acknowledges the opportunities and experiences she had there."

The \$15 million library project will align the 84-year-old facility with 21st-century needs. Among the building's assets will be:

- An expanded and enhanced curriculum-materials center where tomorrow's teachers can find the tools and technology they need to strengthen their instructional practice; and
- A lobby café and outdoor patio with sculptures providing an informal place where a free flow of ideas between students and faculty can occur.
- A technology-enhanced classroom that will accommodate 70 or more students and will support video and audio presentations, videoconferencing and satellite-based programming, and lecturer/student computer use;
- Seminar rooms and a dissertation room with technology-ready spaces for student and faculty gatherings;
- Individual study carrels, a grand reading room, group study rooms, a youth-collection gallery, and other inviting spaces that meet specific faculty and student needs;

- Wireless Internet access will be available throughout the library. "Information science has evolved and shaped the ongoing information revolution," says Weiner.

Thomas Simmons Jr., father of Peabody alumna Alexandra Simmons, BS'02, has pledged \$50,000 in his daughter's name to fund a new group study room at the Peabody Library. "My daughter had many positive experiences at Peabody," he says, "so I know investing in the library's future will pay off."

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"As a result, the Peabody Library has become more than a place that houses books. In this historic library, we help faculty and students solve their information problems while also teaching them to identify the best resources for their work."

—Mardy Fones

A Star on the Rise

When recent graduate Anthony Orio of Milmont Park, Pa., learned he would receive two scholarships while enrolled at Peabody, he was ecstatic. “I wanted a top-notch education, but it wasn’t easy for me and my family to afford Vanderbilt.”

Orio was a recipient of both the Mitchell S. and Madeline L. Magid Honor Scholar-

ship, based primarily on academic performance, and the J.C. and Myrtle Looney Scholarship, based primarily on financial need. He graduated in May with a bachelor’s degree in human and organizational development.

“I had expected to take out more loans to finish my senior year and was beginning to feel a lot of pressure because of the amount of debt that was accruing,” he says. “The

scholarships enabled me to finish my career at Vanderbilt without additional debt and to become the first person in my family to graduate from college.”

A singer, songwriter and musician, Orio is already making a name for himself in Nashville as an aspiring country music artist under the stage name Anthony Christopher. He has played on the stage of the Grand Ole Opry (jamming beforehand with Little Jimmy Dickens in his dressing room), and he meets weekly with music publishers. In April he performed “in the round” at Nashville’s legendary Bluebird Cafe, an honor that few songwriters new to the music industry attain.



Anthony Orio, BS’03, an aspiring country music artist, attended Vanderbilt with the help of two Peabody scholarships and became the first member of his family to graduate from college.



“I don’t have groupies yet,” says Orio, “but I’m really looking forward to having some!”

Many prospective students, like Orio, come from financial or social circumstances that make a Peabody education inconceivable. Yet, for the College’s 1,100 undergraduates, only 33 merit-based and need-based scholarships are available; far fewer fellowships are earmarked for the approximately 570 graduate and professional students enrolled.

Honor and need-based scholarships are essential if Peabody is to continue to attract the most talented students. This fundamental challenge is at the heart of the \$15 million

goal in the “Shape the Future” Campaign for Peabody scholarship endowment. Achieving this goal will increase substantially the number of merit and need-based scholarships available to undergraduate and graduate students who seek a Peabody education but who may not be able to afford it otherwise.

More than simply creating opportunities for outstanding students, the impact of scholarships is broad-based. At both the undergraduate and graduate levels, they ensure the Peabody student community is a blend of people from varying states and countries, socio-economic backgrounds

and interests. More important, they free up students to focus on intellectual growth and to be active, contributing members of the University community. Upon graduation, the impact they have on their own students and their professions is immeasurable.

The need for graduate fellowships is equally important. Today’s graduate students are tomorrow’s leaders in the fields of education, psychology and human development. To foster their potential, Peabody must offer financial support that permits graduate students to study under nationally recognized mentors while fostering intellectual growth that ensures their future success.

“I want to be a special education teacher,” says Mary Egle, a rising sophomore from Mission Viejo, Calif. “Peabody’s reputation for turning out quality teachers is known nationally, and having a degree from Vanderbilt will open many doors for me. Those doors began to open when I received the John E. Windrow Honor Scholarship,” which carries a full-tuition award.

“Gifts for graduate and undergraduate scholarships at Peabody,” continues Egle, “provide access for everyone to an environment in which students can discover their talents, work under and learn from excellent teachers, and build the experience and contacts they need for a career where anything is possible.”

—Mardy Fones, with contributions from Emily Faye Abbott

requires a minimum of \$100,000.

For graduate students, access to financial aid is crucial. Peabody’s graduate students are rising leaders in the fields of education, psychology, business and human development. To date, for example, nearly 30 alumni are active college and university presidents, and more than 175 alumni are school superintendents.

In order to continue its role in developing this reserve of future leadership, Peabody must increase its pool of graduate-student fellowships. Such incentives ensure that tomorrow’s leaders study under Peabody’s nationally recognized faculty while also laying the groundwork for these students to achieve the same visibility as they advance in their careers. Establishment of a full-tuition fellowship requires an endowment of \$600,000, while a named fellowship including a stipend requires \$750,000.

The impact of financial aid goes beyond national recognition and the impact it has on an individual student’s

access and education, explains Dean Benbow. “Our ability to offer more financial aid will ultimately improve K–12 education quality. Here success clearly hinges on the critical role that individual classroom teachers play in children’s lives. Our graduates are not only versed in education practice, but their knowledge is broadly based and they are passionate about their profession.”

The very best students deserve to be taught by the very best professors—a hallmark of the Peabody tradition for nearly a century. But just as competition has grown fierce for attracting top students, so has the competition for attracting—and keeping—teachers who are leaders in their fields. To that end, Peabody seeks \$20 million in this Campaign to establish new endowed faculty chairs and professorships.

Denoting scholarly recognition, honor and distinction, appointment to a named faculty chair is the pinnacle of achievement in the academic world, says Rodes Hart, whose generous gifts have endowed two Peabody faculty chairs, including the Patricia and

Just as competition has grown fierce for attracting top students, so has the competition for attracting—and keeping—teachers who are leaders in their fields.

Rodes Hart Dean of Education and Human Development chair currently held by Dean Camilla Benbow.

“Endowed chairs raise the bar for everyone—faculty and students alike—while also bringing visibility to the institution. But today, Peabody has far fewer endowed chairs than its peers. Peabody must offer more endowed chairs to secure and retain faculty who will prepare the leaders of tomorrow, cultivate excellent classroom teachers, and advance collaborative research.”

To endow and name a faculty chair for a new position requires a \$2 million gift; for an existing faculty position, a \$1.5 million gift is required.

Faculty chairs and professorships provide other benefits as well. “Such appointments have a multiplying effect on quality,” says Dean Benbow. “Chair holders assist in recruiting other distinguished faculty and attract and mentor the best junior faculty.”

The retention of distinguished faculty members also leads to the attraction of research dollars, which, in cyclical fashion, plays a role in securing and retaining



Peabody Dean Camilla Benbow and H. Rodes Hart, chair of the Peabody Campaign Steering Committee, celebrate the College’s fourth-place ranking among schools of education by U.S. News & World Report magazine in April. “You give to Peabody because your gift—no matter what size—makes a difference in the world broadly and at Peabody specifically,” says Hart.



In the 21st century, the most creative ideas will be discovered at the intersections of disciplines.

Discovery Without Boundaries

other distinguished faculty. Peabody already attracts in excess of \$17 million in research funding annually—more than many of its peers, including the schools of education at Stanford, Harvard and Northwestern universities. In 2002, Peabody received more than \$20 million in external funding—an increase of 45 percent over the previous year—including a \$3.5 million award from the U.S. Department of Education to fund the establishment of a National Research Center on Learning Disabilities at Peabody. Such funding reveals confidence in the work of Peabody and its nationally recognized scholars.

In the 21st century, the most creative ideas will be discovered at the intersections of disciplines. At Vanderbilt, cross-collaborative research projects and degree programs involving one or more of the University's col-

leges and schools are burgeoning across the campus, and Peabody College is at the heart of several of them. In light of Peabody's historic strengths linking theory with practice and ideas with action, \$6.5 million is being sought to fund more of these "transinstitutional initiatives" involving Peabody.

A major example is the new Learning Sciences Institute (LSI). At the LSI's core is a desire to transform education by expanding understanding of the ways that people learn and by designing new teaching practices that meet those needs. "The result," says Dean Benbow, "portends a revolution in educational process in the coming years. The net result will be an enrichment of individual learning systems leading to lifelong learning processes."

At the same time, the LSI is cultivating opportunities for undergraduates to participate in research. Concurrently, by attracting world-class faculty and those who wish to work and study with them, the LSI is strengthening graduate education and faculty recruitment.

Among the LSI's ongoing initiatives is a program to help teachers respond to the challenge of teaching out-



side their expertise. Another initiative seeks to improve statistical literacy. Yet another examines learning outside formal instructional settings and within community organizations in culturally diverse settings.

In conducting these programs, the LSI builds on existing, highly successful collaborations between Peabody faculty and faculty in other Vanderbilt departments like computer science and bioengineering. Within Peabody, it has significant links to the design, research and educational programs in all five of the College's academic departments.

The use of emerging technologies to improve the practice of teaching and learning is at the heart of the LSI. "The unusual combination of resources available at the University means that Vanderbilt is poised to become the world's premiere institution for research on learning and teaching and instructional design," says Professor John Bransford, former director of the

Learning Technology Center (LTC), one of Peabody's successful, cross-disciplinary initiatives that is now part of the LSI.

The Future Begins Now

In addition to scholarships, fellowships, faculty chairs, transinstitutional initiatives, and an expansion and renovation of the Peabody Library, the "Shape the Future" Campaign seeks a substantial increase in unrestricted gifts through its annual giving program. Unrestricted gifts, which are not earmarked by the giver for a specific purpose, are the lifeblood of Peabody College. Much as venture capital is used in private business, these funds position Peabody to exploit fresh opportunities as they emerge and to respond to evolving needs.

Unrestricted gifts are critical components of the Campaign, says Dean Benbow, because they allow the College to offer more aid, sustain existing programs, respond with flexibility and strategy to changing cir-

Reaching Across Disciplines: Peabody and Bioengineering

Peabody's Learning Sciences Institute (LSI) is expanding the boundaries of interdisciplinary collaboration in ways that revolutionize teaching and learning.

"Vanderbilt and Peabody have a long-standing tradition of honoring great teaching and interdisciplinary collaboration," says Dr. Thomas R. Harris, the Orrin H. Ingram Distinguished Professor of Engineering and chair of Vanderbilt's Department of Biomedical Engineering. "That's why Bioengineering turned to Peabody and the LSI when we began looking for ways to broaden and deepen our teaching."

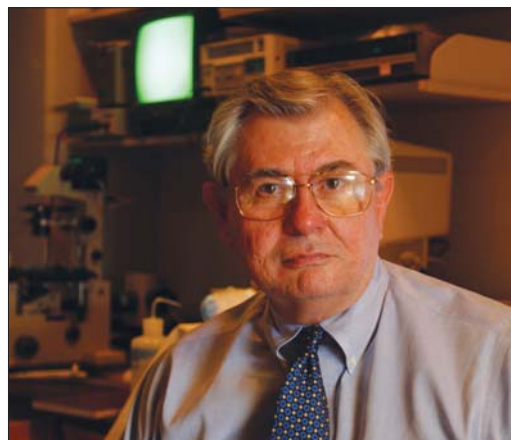
The LSI brings together faculty from Peabody, the College of Arts and Science, the School of Medicine, and the School of Engineering to promote a better understanding of how people learn and achieve. While their combined objective is to improve education at all levels and across all sectors of society, a particular focus is the need to improve the capabilities of people to learn and work collaboratively throughout life. Such cross-disciplinary collaborations are known as "transinstitutional initiatives."

The "Shape the Future" Campaign seeks support for the growing number of these projects across the Vanderbilt campus in an effort to ensure their success as innovative endeavors. Specifically, a \$6.5

million goal has been set for Peabody College and its leadership involving transinstitutional initiatives.

Bioengineering is among the fastest growing and most complex facets of engineering and life sciences. Through it, bioengineers explore and create new technologies such as artificial organs or enhance familiar systems such as medical imaging.

"It's an entrepreneurial pursuit and one that shows promise for being the source of life-changing medical discovery," says Harris, who also is a professor of medicine in the School of Medicine. The LSI's objectives and collaborative nature also make it an important tool for recruiting and retaining faculty who are recognized leaders in their



respective fields.

"This collaboration is successful and has earned the LSI national recognition for innovation," says Harris. "The LSI is essentially a transinstitutional initiative incubator—a place where pioneering ideas can be explored. It's already had a major influence on the University's bioengineering curriculum.

"The LSI challenges us to think in new ways, to question what we would do if there were no barriers between disciplines. This collaboration is teaching us in Bioengineering how to teach better. In the process, it is leading to the development of new technologies, ones that are inspired by innovation and the collaboration of ideas from across the disciplines."

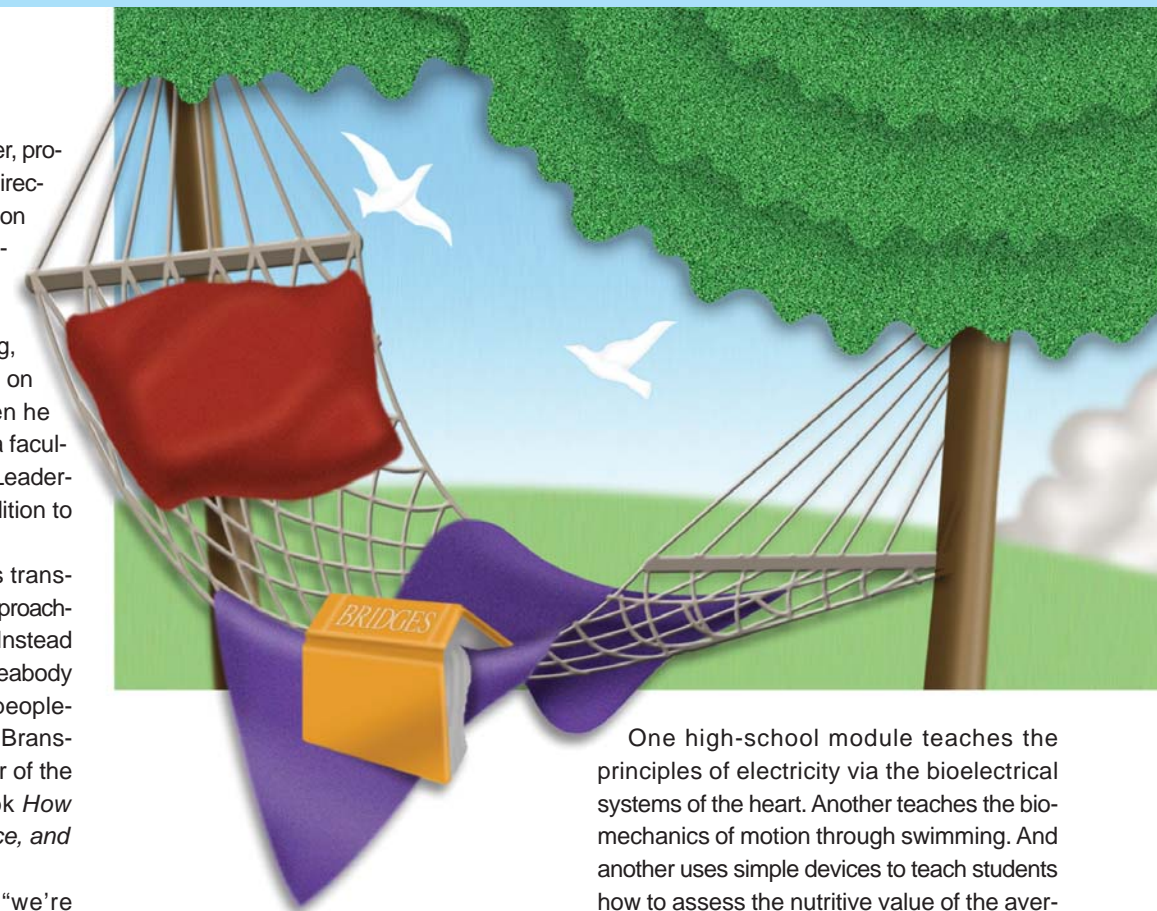
"This collaboration is teaching us in Bioengineering how to teach better," says Dr. Thomas R. Harris, chair of Vanderbilt's Department of Biomedical Engineering. Faculty from Peabody and biomedical engineering are working together to improve teaching and learning. The creation and support of such cross-disciplinary efforts is a priority for the "Shape the Future" Campaign.

Peabody has recruited Andrew Porter, professor of educational psychology and director of the Wisconsin Center for Education Research at the University of Wisconsin-Madison to direct the LSI. Porter is a renowned researcher in education statistics and measurement, in teaching, and in education policy and its effects on practice and content decisions. When he joins Peabody in the fall, he will hold a faculty appointment in the Department of Leadership, Policy and Organizations in addition to directing the LSI.

It is the LSI's specific focus that is translating ways of refining and expanding approaches to the teaching of bioengineering. "Instead of reinventing the wheel, we went to Peabody and to John Bransford and his how-people-learn framework," says Harris. John Bransford, professor of education, is author of the highly acclaimed and influential book *How People Learn: Brain, Mind, Experience, and School*.

"Essentially," continues Harris, "we're exploring how engineers think and learn, and are uncovering techniques that could enhance those processes and lead to new biomedical engineering discoveries."

Now in its fourth year, the Engineering/Peabody team has already created 40 edu-



cational modules for the teaching of undergraduate engineering. "But we're also testing modules that are being well received in high schools," says Harris, who explains that exposing young students to bioengineering expands their educational horizons.

One high-school module teaches the principles of electricity via the bioelectrical systems of the heart. Another teaches the biomechanics of motion through swimming. And another uses simple devices to teach students how to assess the nutritive value of the average school lunch.

"We're taking advantage of learning theory that's already developed and understood at Peabody," says Harris. "And through our collaboration, we're finding new ways to make learning and innovation possible."

—Mardy Fones



opment program, Vanderbilt's most popular major, enrolling more than 700 students. "One measure of success for this Campaign will be a broadening of Peabody's base of support," explains Kurz. "In a sense, giving to Peabody and being a member of the Parent Leadership Committee make me feel younger. It's expanded my horizons. It's been not only an opportunity for me to give back, but also to help my son understand the advantages he has."

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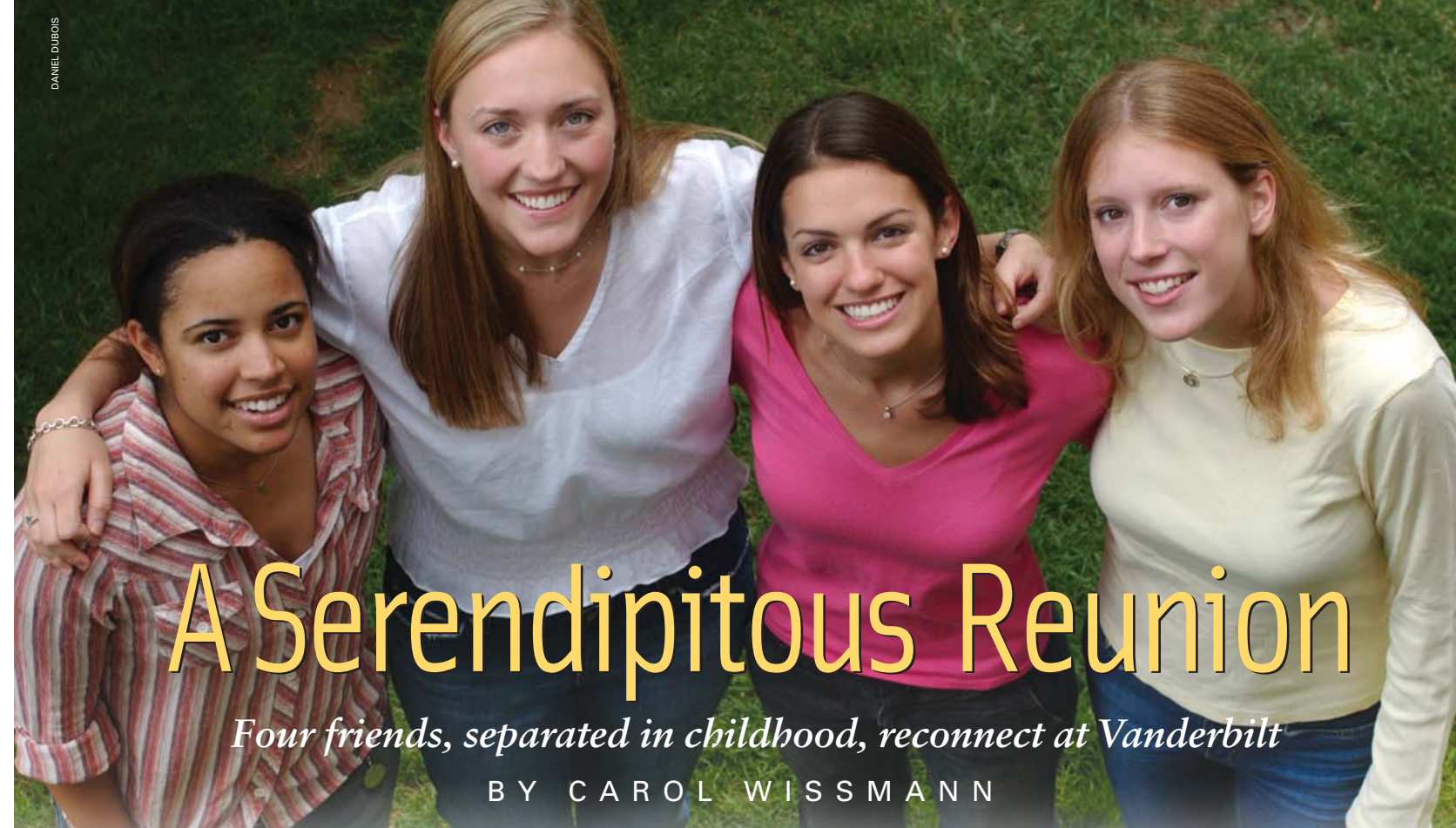
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A \$15 million renovation and expansion of the Peabody Library will align the facility with 21st-century needs.

DANIEL DUBOIS



DANIEL DUBOIS

A Serendipitous Reunion

Four friends, separated in childhood, reconnect at Vanderbilt

BY CAROL WISSMANN

Once upon a time, in the eighth decade of the last century, four little girls grew up together near Dallas in the green, grassy flatlands of north Texas. They became the fastest of friends, sharing school and camp, play and parties. But mostly, they enjoyed basketball. They imagined they'd always be together—at least through high school, anyway.

This is the story of Annie Salem, Meredith Miller, Christina Roantree and Erin Higgins, also known as "the Plano quadruplets." Their parents were well acquainted. Some of the mothers and daughters volunteered for the National Charity League. Dads coached their daughters in basketball.

Tom Roantree, Christina's father, recalls coaching a practice at the YMCA. "The girls were in about third grade. They would listen very seriously to instructions, such as playing defense and passing. We were allowed only half-court for practice, sharing it with the third-grade boys. Eventually, the boys' coach suggested we scrimmage, giving us all exposure to playing the full court. Barry, the assistant coach, and I gave the girls the basic strategy.

"The game began," continues Tom Roantree, "and it was mayhem. The girls were dribbling and passing; the boys were simply running en masse, chasing the ball. And while the boys were more aggressive and athletic, the girls operated as a team. We beat them very convincingly. It was a good lesson.

"Oh, and the boys' coach never asked to scrimmage with us again," he laughs.

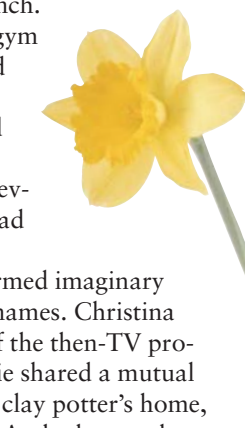
While the girls named themselves "the Jordanaires" and were runners-up in the state YMCA tournament, their motive remained one of having fun. Tom remembers how one day the coached became the coaches.

Erin Higgins, Meredith Miller, Annie Salem and Christina Roantree—best friends in elementary school who eventually lost touch with each other—renewed their friendship when all four coincidentally enrolled at Vanderbilt.

"Barry Nelson was assistant coach," says Tom. "Barry had played for Duquesne University, the NBA's Milwaukee Bucks, and in France. He knew basketball and was very serious about it. When officials missed a call, he'd let them know in no uncertain terms. So one game, early in the season, an official called a technical foul on Barry and he was on the bench. Well, at half-time, the girls left the gym for a nearby field where they picked wildflowers for him. They giggled and told him if he got angry to hold the flowers and think pleasant thoughts. Barry and I coached for several years after that, and he never had another technical foul."

Time passed. Erin and Annie formed imaginary companies with the letters of their names. Christina and Annie made videos, parodies of the then-TV program "Fifteen." Meredith and Annie shared a mutual birthday party in the backyard of a clay potter's home, each attendee making her own pot. And, always, they played basketball.

But with the middle-school years came change. Tom Roantree, an attorney, was transferred and moved his family to Palos Verdes, Calif. Erin Higgins's family moved to Atlanta where they ultimately began their own business. The Millers moved into Dallas, and Annie was transferred to Ursuline Academy. The inseparable were separated. None of them attended the high school they thought they would attend together. For a while they corresponded. When Annie's folks attended the Olympics in Atlanta, Erin came, too. And one summer Annie visited Christina in California. Still, they drifted apart.



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