

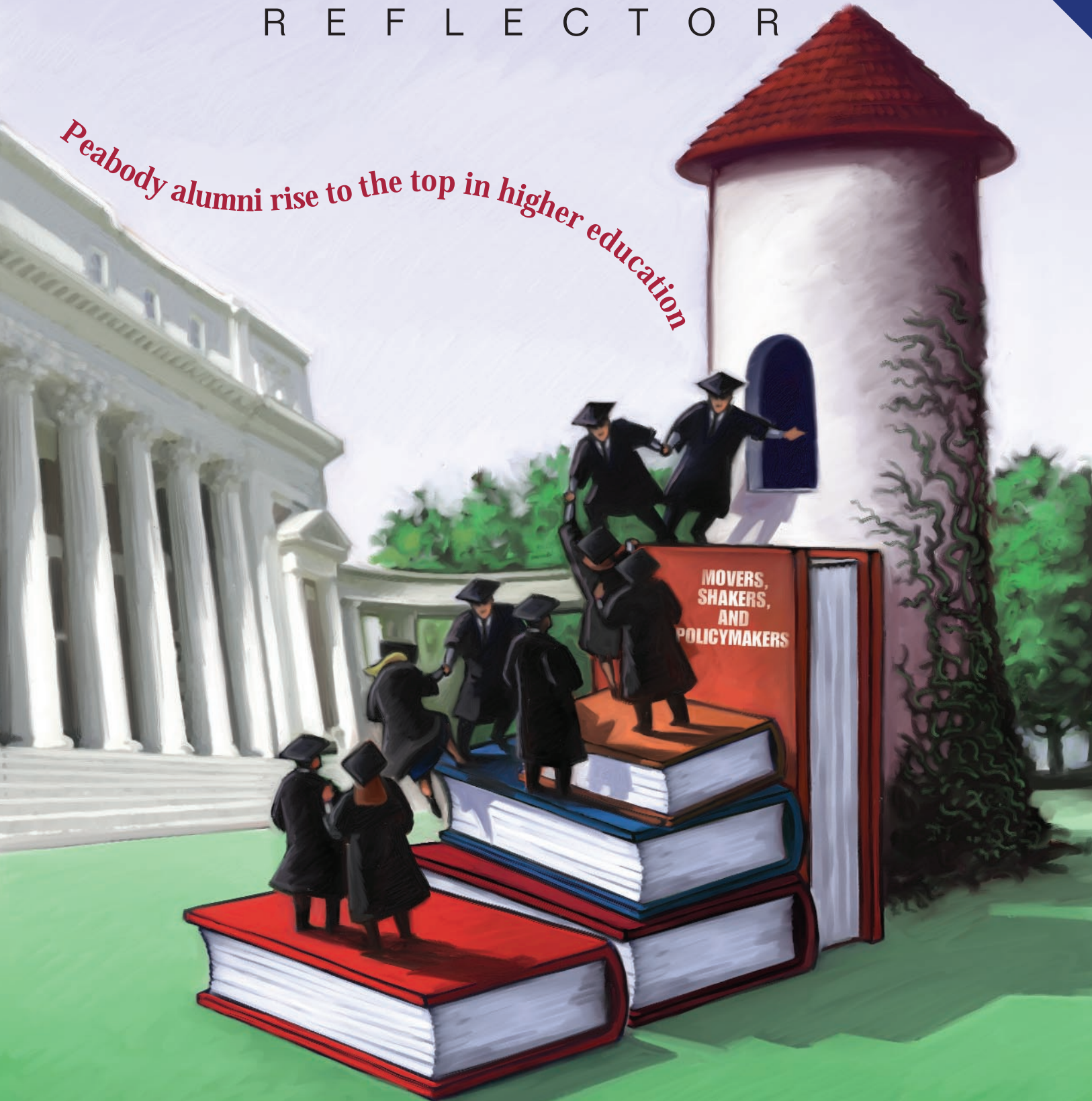
PEABODY
BREAKS INTO
THE TOP 5
(page 2)

U.S. News
WORLD REPORT

PEABODY

R E F L E C T O R

Peabody alumni rise to the top in higher education





A Gift of Service

Around the Peabody campus, the name “Ed Martin” has become synonymous with “service.” Since joining the faculty in 1988 as associate professor of the practice of human and organizational development, Martin has played a significant role in developing the community service component of the academic major in human and organizational development.

Martin came to Vanderbilt in 1985 as assistant basketball coach under C.M. Newton after a record-breaking career as head coach for Tennessee State University. A former Harlem Globetrotter and player in the old Negro American Baseball League, Martin has always lived the life that he teaches, as a volunteer for numerous Nashville-area service organizations—and along the way he has endeared himself to his colleagues and to the hundreds of students who have passed through his classroom.

At the close of the 2000–2001 school year, Martin retired from the Vanderbilt faculty. In an effort to honor him and the ideals he has exemplified, the Peabody community appropriately set aside a day in April for service activities around Nashville. Students and Peabody faculty and staff members volunteered their time to serve at four sites: Peabody’s Susan Gray School for Children; the Harris-Hillman Special Education School; the offices of the Tennessee Special Olympics; and Nashville Cares, an HIV prevention and awareness organization.

Martin says he has striven to give his students opportunities to see what goes on in the community outside Vanderbilt’s walls. “I like students to be exposed to and learn about other people and diversity,” he says. “By learning about other people, you can learn about compassion. You’re then a better and more well-rounded person. The biggest contribution people can make to society is giving of themselves.”

Retiring professor Ed Martin, far left, sitting in the official Vanderbilt rocking chair presented to him by his colleagues in the Department of Human and Organizational Development, listens as Associate Professor of Psychology Bob Innes regales Martin’s friends with tales of his service to Peabody. Martin was honored at a reception following an afternoon of community service activities led by members of the Peabody community.

*“That best portion of a good man’s life,
His little, nameless, unremembered acts
Of kindness and of love.”*

— William Wordsworth [1770–1850]
Lines Composed a Few Miles
Above Tintern Abbey, 1798

Pamela Ferguson, a Peabody senior from Spring, Texas, does some gardening at the Harris-Hillman Special Education School. Ferguson was president of the Vanderbilt Student Government Association last year.



Cliff Williams, a John F. Kennedy Center staff member, helps Sarah Hua with a computer application at the Susan Gray School for Children.



Peabody sophomore Cristina Kase reads a story to Brigham Mu at Vanderbilt’s Susan Gray School for Children. Kase is from Wellesley, Mass.



Everol “Junior” Richards organizes winners’ medals for the Tennessee Special Olympics organization. Richards is a Peabody senior from Brooklyn, N.Y.





PEABODY

R E F L E C T O R

Volume 70 No. 2

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Contents

F E A T U R E S

Going Global 18

As nations around the world expand educational opportunities, Peabody rises to the challenge

Movers, Shakers, & Policymakers 22

An impressive number of alumni are CEOs of colleges and universities worldwide, continuing a tradition as old as Peabody itself

Eager to Learn 30

Children are born with an inclination to learn, but how can we ensure that young children are being taught *well*?

Cover to Cover: 110 Years of THE PEABODY REFLECTOR 34

For more than a century, Peabody's alumni magazine has reflected the remarkable life of a vibrant and proud College

D E P A R T M E N T S

Around the Mall 2

Alumni News 14

Class Notes 39

2001 Donor Report 49

Coming Attractions inside back cover

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

ON THE COVER: Practically since the time Peabody College opened its doors, it has been training leaders in higher education administration. Beginning on page 22, we take a look at this Peabody legacy and meet some alumni who have made it to the top. (Cover illustration by Drew White)

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Peabody Ranks Fifth Among Graduate Education Programs

The latest *U.S. News & World Report* magazine rankings of the nation's best graduate education programs place Peabody College firmly in the top tier at number five.

This year's move into the top five is a jump from number six, a position the College has held for the last two years. Since the magazine began ranking graduate education programs in 1995, Peabody has ranked among the top ten programs each year.

"We have great faculty and students who are engaged in innovative and significant work," says Peabody Dean Camilla Benbow. "They earn this recognition every day."

Rounding out the top five programs are those at the University of California at Los Angeles, Teachers College of Columbia University, Stanford University and, at number one, Harvard University.

U.S. News bases its annual rankings on surveys and other data measuring reputation, student selectivity, faculty resources, and research activity. This year's survey methodology placed particular emphasis on doctoral programs, comparing Peabody's with 181 other graduate programs that grant doctoral degrees.

The College's various academic programs fared exceptionally well in the magazine's rankings of specialty areas of study: special education, second; administration and super-

vision, fifth; elementary education, fifth; curriculum and instruction, eighth; education policy, eighth; secondary education, ninth; educational psychology, 11th; higher education administration, 13th; and social/philosophical foundations, 13th.

Four other Vanderbilt University schools ranked among the top 30 in their respective fields: the School of Medicine, 16th; the Law School, 17th; the Owen Graduate School of Management, 26th; and the School of Nursing, 27th. In its 2001 "Best Colleges" issue, the magazine gave Vanderbilt an overall rank of 22 among the 228 universities categorized as "national universities"—those that offer a full range of undergraduate degrees, master's and doctoral degrees, and a strong emphasis on research.

Awards Honor Outstanding Peabody Professors

Last spring Vanderbilt Chancellor Gordon Gee recognized three members of Peabody's Special Education Department faculty for their outstanding teaching and research contributions to the University.

The inaugural Joe B. Wyatt Distinguished University Professor appointment was awarded jointly to Douglas Fuchs and Lynn Fuchs, professors of special education and co-directors of the John F. Kennedy Center's Research Program on Learning Accommodations for Individuals with Special Needs. They also direct the Peabody College Reading Clinic.

The Wyatt Award, named for Vanderbilt's immediate past chancellor, recognizes the development of significant new



Douglas Fuchs and Lynn Fuchs

knowledge from research or exemplary innovation in teaching—both accomplishments the Fuchses have demonstrated time and time again. They each received a silver engraved tray and are sharing the \$2,500 cash award.

"This award means a lot to me because it represents the sentiment that my work as a member of the Vanderbilt faculty is valued," says Doug Fuchs. "But, truth be told, I've had that feeling for quite some time, and the reason has had much to do with Joe Wyatt. In big and small ways, he demonstrated his belief in the importance of public education, and in the importance of Vanderbilt faculty working with teachers and administrators to strengthen the schools in Middle Tennessee.

"On several occasions he engaged my wife and me in extensive discussion about our research and its implications for policy and practice. Joe Wyatt has shown that he valued not just us, but all of Peabody College. He saw it for what it was and continues to be: a wonderful group of talented professionals who represent a most important resource for the local community and the nation."

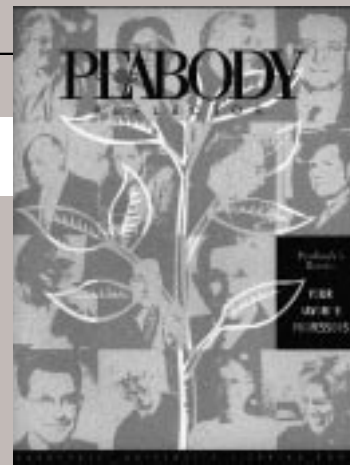
Receiving the Harvie Branscomb Distinguished Professor Award was Ann Kaiser, professor of special education and psychology and director of the Research Program on Communication, Cognitive, and Emotional Development at the John F. Kennedy Center. The award recognizes an individual faculty member for "distinguished accomplishment in furthering the aims of Vanderbilt University."

Gee cited Kaiser's work in bringing parents and therapists together in projects that

Continued on page 6



Ann Kaiser receives the Harvie Branscomb Distinguished Professor Award from Vanderbilt Chancellor Gordon Gee.



MORE TRIBUTES

I hope you will see fit to publish this. At the end of a long and often tumultuous life, I would like to pay tribute to some [Peabody] teachers who made a difference. *[In reference to the feature article "Your Favorite Professors," Spring 2001, p. 17.]*

First of all, when I entered in the fall of 1945 (the first combat veteran to enroll locally, the dean said), I was confused, jubilant, and mentally foggy. Freida Johnson, a competent and always straightforward teacher of composition and literature, convinced me that I was not an idiot after all, and that I might even possess some special talents.

I also would like to say a good word for Kenneth Cooper. His classes were organized, enlightening, and filled with wit and humor. With Cooper, history was never dry.

I have especially fond memories of Dr. [William J.] Griffin. He was (as others have indicated) perceptive, knowledgeable, and possessed of genuine integrity. I first encountered him in a class in South American literature—long before the subject became popular and pervasive; and when it came, I was already there, so to speak. But above all, perhaps, Dr. Griffin once "saved" me as an advanced graduate student. When another person felt reluctant to admit me as a doctoral student, Dr. Griffin quietly pointed out that I had scored in the 99th percentile in literature, history, and in the fine arts. And then later, when it was all over, the reluctant professor complimented me on having done a "splendid" job.

Finally, I would like to say a word for Dr. [A. Edwin] Anderson. Like the lady who wrote earlier [*Jane Gross Leigh, MA'56*], I took just about all of his courses and spent a lot of time reading. I not only survived; I loved it. And years later, when I taught in the Great Books program (University of Chicago version) at Shimer College, I found myself on familiar ground. I loved that, too.

Dr. Anderson also graded all the doctoral German texts for English majors in those days. And once

again—in an episode that for me sounded like some outtakes from a Marx Brothers movie—Dr. Anderson saved my skin, at a fate-determining moment. My brain was working at that time but my

hands refused to function properly, and instead of flunking me, Dr. Anderson permitted me to print a legible version of my translations of Schopenhauer and Buchner and turn that in with my original. I passed with flying colors, he said.

Years after I had finished my work at Peabody, at a meeting of parents of children with reading difficulties, Dr. Anderson found himself sitting next to a woman who was unusually interested in a story he had told—about a graduate student who once had achieved remarkable success under difficult circumstances—illustrating the fact, he said, that with will and determination, one can indeed do what would ordinarily seem impossible. The lady asked him for specific details, and he provided them, including a name. "That's my brother!" my sister replied.

I could not have made it without Anderson's kind consideration—or without the consideration of Freida Johnson, Dr. Griffin, Dr. Cooper, and many others.

—VERNON E. JOHNSON, BA'48, MA'49, PHD'62
Albany, Calif.

True, my studies at Peabody College were "long ago and far away," but I will always treasure that time in my life—the warmth, the interest our professors had in us, the guidance they gave without seeming critical.

I was awarded a scholarship to Peabody when I graduated from Central High School in Little Rock, Ark. It being the year 1936 (depression years still), there was no question whether I would take advantage of it. While on campus I worked for two professors, Dr. George D. Strayer Jr. and Dr. Norman Munn, a psychology professor

who was writing a book at the time. My first job

after college was as a civil service stenographer at the municipal airport in Nashville. I resigned when my husband returned from the military service, had four children, and waited until the youngest was in school before I accepted a teaching job.

My reason for writing to you is in regard to the "favorite professors" section in the last REFLECTOR. Only two [of the professors] went far enough back for me to know them: Dr. Susan Riley and Dr. L. Lawton Gore. I must add the following from my era: Ms. Freida Johnson, English; Dr. Crawford, English; Dr. [Milton L.] Shane, French; and Ms. Mary P. Wilson, home economics. I hope their names may be added, as each one was not only tops in his or her field but also inspiring to those wanting to learn.

—ELAINE POOL THARP, BS'44
Fitzgerald, Ga.

Thank you for doing the special feature on "Your Favorite Professors." I enjoyed reading every one of the letters, especially those about the older members of the faculty, like Drs. [John E.] Brewton, [A. Edwin] Anderson, [William J.] Griffin, and Arthur Cook. Several of the newer faculty members I did not know, but still enjoyed reading about them.

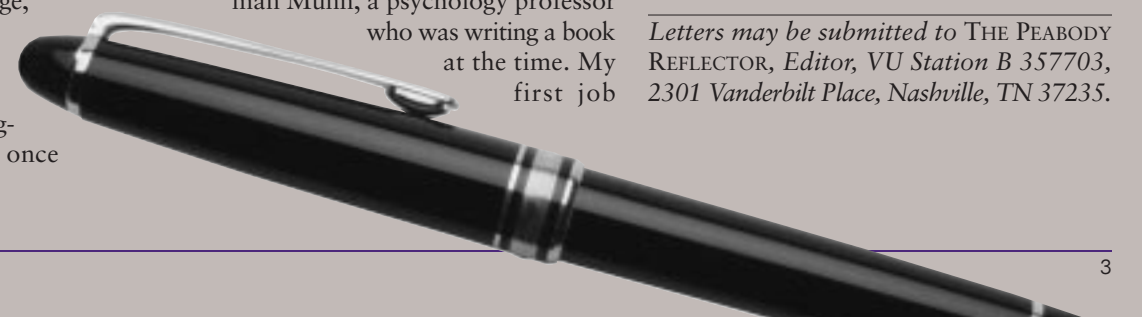
I enjoy every issue of the REFLECTOR. The news and notes section enables me to keep up with old friends and to find out who are still among the living and who have gone to their rewards! Keep up the good work.

—SARA W. WHITTEN, MA'40, PHD'68
Nashville

I was honored to be one of the identified "favorite professors." Your photographer did an excellent job, and the entire series was fascinating.

—KENT M. WEEKS
Professor of the Practice of Education, Peabody College Nashville

Letters may be submitted to THE PEABODY REFLECTOR, Editor, VU Station B 357703, 2301 Vanderbilt Place, Nashville, TN 37235.



A substantial number of faculty members and researchers from all Peabody departments participated in leadership roles during the American Educational Research Association's annual meeting, held in April in Seattle. Serving as chairs and discussants for AERA sessions were faculty members John Bransford, Paul Cobb, David Cordray, Robert Crowson, Carolyn Evertson, Susan Goldman, Ellen Goldring, Thomas Harris, James Pellegrino, and Claire Smrekar.

Human and Organizational Development

Craig Anne Heflinger, associate professor of human and organizational development, has been awarded a \$151,500 research grant by the Public Health Service for "Service Use by Youth with Alcohol and Mental Disorders."

Elise McMillan, senior lecturer in human and organizational development and director of development for the John F. Kennedy Center, has been appointed by Nashville Mayor Bill Purcell to a two-year term on the Mayor's Advisory Committee for People with Disabilities.

Sharon Shields, professor of the practice of human and organizational development, and students in her "Health Service Delivery to Diverse Populations" course have partnered with Andy Shookhoff, associate director of the Child and Family Policy Center at the Vanderbilt Institute for Public Policy Studies, to produce a directory of Nashville's many religious institutions. The directory includes detailed information on outreach services and on-site programs such as child care, support groups, and education initiatives.

Leadership and Organizations

John M. Braxton, professor of education, is editor of a new book, *Reworking the Student Departure Puzzle*, published by Vanderbilt University Press.

R. Wilburn Clouse, associate professor of education, and his graduate assistant, **Terry Goodin**, presented a paper, "Creating an Entrepreneurial Culture: Breaking the Disciplinary Boundaries," at the 2001 national conference of the American Society for Engineering Education in Albuquerque, N.M., in June.

Clouse has been appointed to the Advisory Board of MROonline.com and the National Advisory Council for the Center for Entrepreneurship and Economic Development in Albuquerque, N.M. He also has been elected to serve a two-year term on the board of directors for the U.S. Association for Small Business and Entrepreneurship.

Janet S. Eyler, professor of the practice of education, has been invited to direct one campus-based site of the National Center for the Study of Service-Learning. The effort, funded through a grant from the Spencer Foundation, is sponsored by Campus Compact and the University of California at Berkeley's Service-Learning Research and Development Center.

An Open Letter of Thanks from a Peabody Mother

Last April, Peabody freshman Meredith Strong was diagnosed with meningococcal meningitis, a quick-developing and potentially life-threatening bacterial infection. The following letter to Vanderbilt Chancellor Gordon Gee from her mother, dated April 27, expresses deep gratitude to Meredith's brother, Peabody senior George Gordon Strong ("Geordy"), and two of Meredith's friends, Peabody freshmen Elisabeth Beale and Jessica Aceste, whose fast action helped to save Meredith's life. Mrs. Strong, who lives in La Canada, Calif., asked that her appreciation be circulated throughout the Vanderbilt community.



Elisabeth Beale (left), Jessica Aceste (right), and a much healthier Meredith Strong are now back at Peabody this year.

Dear Chancellor Gee,

It is very hard for me to know where to begin. I have received and survived the call no parent ever wants to get. It came from our daughter Meredith's pediatrician and longtime friend after she heard the diagnosis of meningococcal meningitis from Vanderbilt Medical Center on April 11. "The next 24 hours are critical. If she were my child, I'd be on the next plane."

We all respond to crisis differently, sometimes in ways we would not recognize as being our own. In our night flight across the country to Meredith, thousands of emotions ebbed across my devastated beach, but I can identify only two now—desperation and numbness. Thankfully, our son, Geordy, was at Meredith's side, authorizing treatment and giving us some sense of presence. Yet, with all we could not do, the Vanderbilt community insistently dug in.

Meredith's friends are at the root of her survival. Without their caring, watchfulness, and action, she would not be here. I called and awoke Meredith on Tuesday night about 11 P.M. Her response to my call was, shall we say, less than articulate and very uncharacteristic. I decided she must be extremely stressed, so I asked her to go back to bed. She responded that she was very tired, but she had to get up, take a shower, and write a paper. Meredith has no roommate this semester, so I toyed with the idea of calling her brother to check on her odd behavior, but decided not to drag him from his apartment.

Meredith did get up, she did take a shower, but she remembers nothing after that. Elisabeth Beale discovered her less than 12 hours into her symptoms, with the "worst migraine you could imagine" and vomiting. Meredith pulled down her shade and went back to bed in an attempt to sleep through this "flu." Elisabeth told Jessica Aceste to watch Meredith because she wasn't feeling well.

Over the course of Wednesday, Jess and Elisabeth both checked on Meredith. Around 7 P.M., they

decided she needed to eat, and Jess brought her food. When Meredith could not move without intense pain everywhere and could not stay focused on Jess's face without her eyes trailing off, Jess called Geordy. When she could not get him, she called a friend whose roommate had had meningitis the year before. She asked what the symptoms had been. They matched Meredith's. She tried Geordy twice more. She called her father for advice and then called the paramedics. Geordy called back and was there before the paramedics.

It was now 8:30 P.M. there. Geordy called me, chilling me with the word "meningitis" and the fact that Meredith couldn't see him. I called Meredith's pediatrician, who was not home. By 9:10 P.M., the paramedics were saying it was dehydration. Geordy called me back around 9:40 P.M. to confirm the diagnosis, and we relaxed. At about 10:20 P.M., he called to tell me that he had authorized a spinal tap. By 12:30 A.M., we knew it was meningococcal meningitis.

By 12:50 A.M., our pediatrician called us back after talking to the team at Vanderbilt Medical Center and said, "The emergency team really knows what it is doing. They are on top of this, but you all need to go to Nashville." She knows whereof she speaks. She diagnosed Meredith with viral meningitis when she was 10 days old.

So the second set of angels in Meredith's camp was the medical crisis management team at Vanderbilt Medical Center. The chilling flash from Dr. Stephen Raffanti and his crack troops of infectious disease doctors as we began discussing recovery was that in six more hours Meredith would have been dead. Follow-through on Elisabeth Beale's part, quick thinking and action on Jessica Aceste's part, and excellent medical management and diagnosis saved our daughter's life.

In her own inimitable style, Meredith, with the support of her caring community, is trying to get her life back together. How blessed we are to be able to have that to consider! How blessed we are that her road back has so far fewer of the road-

blocks other survivors have had. How grateful I am for the deans and faculty, administration, wonderful friends, and well wishers who have buoyed us and continue to understand how fragile this child, in denial of what she has been through, is. But without proactive students of life like Jess and Elisabeth and Vanderbilt's doctors, without family in both the finite and larger sense, the quality of life that Meredith might have as a prospect would not be as rosy. And neither would ours.

That is the community of caring, Chancellor Gee, to which you are now pledged. You have good bones to work with and a strong foundation for the growth you propose. Part of the outpouring from the students, I realize, is something of relief, but in so many of those close to Meredith, it is intrinsic to their character and, because it is, has the potential for greatness. If you can capture that

aspect of these kids, just name the mountain you want moved.

Today's heroes will change tomorrow's landscape. So please thank those in your faculty and the countless others who edged around policy to make Meredith's transition back to reality feasible and easier.

For our part, my husband, George, and I would like to fund an annual award in honor of Jessica and Elisabeth for students who give back to their immediate community through a random or pre-conceived act of kindness that benefits one person or many. These women are heroines who chose, out of their own intrinsic values, to stay with a problem to a timely solution.

Sincerely,
Annsley C. Strong

May Graduate Gives the Gift of Life

Eight days before receiving his Peabody master's degree in special education, Rock McLean was in a Vanderbilt Medical Center operating room donating a kidney to the son of a Peabody faculty member.

Steve Smith is the 23-year-old son of Deborah Smith, research professor of special education, senior scholar at the John F. Kennedy Center, and director of the Alliance Project, a national program headquartered at Peabody that addresses the need for special-education personnel from historically underrepresented ethnic groups. In October of last year, Steve, who was living in California, was diagnosed with kidney failure and returned to his family in Nashville for dialysis treatment at Vanderbilt.

Rock McLean, 44, and his wife, Zina, have known Deb Smith since they all lived in Albuquerque, N.M., four years ago, but McLean had never met Steve until last October. Within days of hearing about Steve's need for a kidney transplant, McLean was tested to determine if his kidneys were compatible. "I decided that if they'd let me donate one, I'd do it," says McLean.

Doctors approved the transplant procedure, and on May 3 the two underwent successful surgeries. Eight days later, a sore but cheerful McLean walked across the stage at Peabody's commencement ceremony to receive his master's diploma.

"These two are wonderful human beings,"



Rock McLean talks with Peabody Dean Camilla Benbow just before receiving his master's degree in special education at last May's commencement.

says Deb Smith of McLean and her son. "Rock's generosity is incredible, and everyone at Vanderbilt has been remarkable."

McLean is quick to downplay his magnanimous gesture—which is truly representative of the warm sense of community felt at Peabody—by stating the urgent need for organ donation across America. More than 48,000 Americans are awaiting kidney transplants alone.

"I hope that I can encourage more people to donate and help take away their fear," says McLean, who has been a special education teacher for 15 years. "If I were in a sticky situation, I would hope that someone would do the same thing for me, my children, or my family."

—Phillip Tucker and Gayle Rogers

Ellen B. Goldring, professor of educational leadership, is co-author of a new book, *Principals of Dynamic Schools: Taking Charge of Change, Second Edition*, published by Corwin Press.

James W. Guthrie, department chair, director of the Peabody Center for Education Policy, and professor of public policy and education, has been named a Distinguished Senior Fellow by the Education Commission of the States. Along with eight other nationally recognized scholars, Guthrie will provide "intellectual leadership and strategic direction in selected policy areas."

Guthrie's article "The 20th Century's Best and Worst Education Ideas," originally published in the Summer 2000 issue of THE PEABODY REFLECTOR, was reprinted as the lead article in McGraw-Hill's *Annual Editions Series on Early Childhood Education 2001/2002*.

Michael K. McLendon, assistant professor of higher education administration, had his dissertation selected as winner of the Best Dissertation Award by the University of Michigan's Center for the Study of Higher and Postsecondary Education. He also has been invited to join the Associates Program of the National Center for Public Policy and Higher Education. Funded by the Ford Foundation, the program annually selects 10 emerging leaders from around the nation to assist the center in developing a public policy research agenda for higher education.

David D. Mohning, assistant professor of the practice of education and the University's director of student financial aid, was honored in the spring by the Tennessee Association of Student Financial Aid Administrators as recipient of the organization's Distinguished Service Award.

Kent M. Weeks, professor of the practice of education, has been honored by the board of directors of Africa University in Zimbabwe with the establishment of the Kent Weeks History and Archives Hall in a new library at the university. Weeks has served as the general counsel to Africa University for 12 years.

Psychology and Human Development

The 14th Annual Conference on "A System of Care for Children's Mental Health," held in Tampa, Fla., last spring, included numerous sessions led by Peabody faculty members and graduate students.

The biennial meeting of the Society for Research in Child Development, held last April in Minneapolis, also included considerable participation by Peabody faculty members, researchers, and graduate students.

Camilla P. Benbow, Peabody College dean and professor of psychology, was a presenter for one of the major forums, "The Education Industry: For-Profits and Virtual Environments," at the 53rd annual conference of the American Association of Colleges for Teacher Education, held last March in Dallas.

Leonard Bickman, professor of psychology, is editor of two volumes published in 2000, *Validity and Social Experimentation: Donald Campbell's Legacy and Contributions to Research Design: Donald Campbell's Legacy*. Both are published by Sage.

David S. Cordray, professor of psychology and professor of public policy, has been awarded a \$54,184 research grant by the Kellogg Foundation for "Kellogg Birthing Center Evaluations."

Judy Garber, professor of psychology and senior fellow in the Vanderbilt Institute for Public Policy Studies, has been awarded three recent research grants by the Public Health Service: \$246,861 and \$269,338 for "Treatment of Depression in Parents: Impact on Children"; and \$246,861 for "Life Span Development of Normal and Abnormal Behavior."

Patti Parkison van Eys, assistant professor of the practice of psychology, has been awarded a \$129,770 research grant by the State of Tennessee for "Child Mental Health Coordinator for the Children's Health Initiative, State of Tennessee."

Special Education

The spring annual meeting of the Council for Exceptional Children, held in Kansas City, Mo., featured presentations by faculty members Douglas Fuchs, Lynn Fuchs, and Stephanie Al-Otaiba, as well as graduate student Kristen McMaster.

Stephanie Al-Otaiba, research assistant professor of special education, has received an Outstanding Dissertation Award from the International Reading Association.

Alfredo Artiles, associate professor of education, received the 2001 Early Career Award from the American Educational Research Association's Standing Committee on the Role and Status of Minorities in Education Research and Development at the AERA annual meeting last April.

Douglas Fuchs and Lynn Fuchs, professors of special education and co-directors of the John F. Kennedy Center's Research Program on Learning Accommodations for Individuals with Special Needs, are co-authors of an article voted Article of the Year for 2000 in *School Psychology Review*. The article, "Supplementing Teachers' Judgments of Mathematics Test Accommodations with Objective Data Sources," was co-authored by Susan Eaton, Carol Hamlett, and Kathy Karns.

Douglas Fuchs has been awarded a \$180,000 research grant by the U.S. Department of Education for "Providing a Solid Foundation for Preschoolers with Disabilities to Learn to Read." Lynn Fuchs is co-principal investigator.

Lynn Fuchs has been awarded four recent research grants by the U.S. Department of Education: \$180,000 for "Individualizing and Monitoring Programs to Accelerate Children's Trajectories (Project Impact)"; \$200,000 for "Monitoring Authentic Problem Solving (MAPS) to Enhance Outcomes for Students with Disabilities: Phase 2";

Continued from page 2

benefit children with disabilities.

"I believe my job as a professor is to be a teacher in the larger sense of the role," says Kaiser. "It's about teaching the value of knowledge, of science, about the fundamental ethics that guide the construction of knowledge, and about what it means to be human in the process of doing science and discovering or constructing knowledge.

"Professors have this wonderful opportunity to bridge what students already know to the bigger world of knowing. When we train teachers, we teach content and instructional strategies, but most of all we teach how to think about kids and their development, how to problem solve, how to know if you're having the desired effect on kids' learning, how to make decisions about what and when and how to teach, and how to create the context in which it is possible to learn.

"You know you've done just that when the student gets it—you can literally feel the energy flowing around the connections the student has made between what they already knew and what it is possible for them to know."

Krafts, Gordons Honored for Generosity

From the time of its construction in 1915, the majestic Social Religious Building crowned the Peabody mall with dignity and strength. As the College's center for social and intellectual life, it became almost a living being to the generations of students who sang, danced, and learned within its walls.

Sadly, by the early 1990s the landmark had fallen into serious disrepair and was all but abandoned. Thanks to the vision of for-



Elsie Kraft, along with members of her family, enjoy the reception preceding dedication of the Kraft Conference Room, a hub of daily activity in the Wyatt Center.



Gathered for the dedication of the Wyatt Center's Gordon Exploratorium are, left to right, Bernice Gordon, Joel Gordon, Professor Jim Pellegrino, and Peabody Dean Camilla Benbow.

mer Peabody Dean Jim Pellegrino and the support of former Vanderbilt Chancellor Joe B. Wyatt, a thorough renovation of the building, as well as a major addition, was completed in 1997.

Hundreds of Peabody alumni and friends—and, in particular, a handful of key philanthropic leaders—made possible the \$15 million, high-tech transformation of the Social Religious Building, now known as the Faye and Joe Wyatt Center for Education. Among those key leaders were Elsie Cohen Kraft, BS'44, and Bernice Weingart Gordon, BS'56, and her husband, Joel Gordon. In recognition of their support to the renovation project, two areas of the structure now bear their names.

During a June 1 dedication ceremony in the Wyatt Center, Dean Camilla Benbow unveiled plaques designating the Kraft Conference Room, a well-appointed and frequently used meeting room on the third floor, and the Gordon Exploratorium, a bank of computers on the first floor providing the building's visitors with instant access to technology.

Elsie Kraft's generous gift was made in memory of her husband of nearly 50 years, Joe Kraft, who died in 1993. Together they have been known for their financial and volunteer support of many worthy causes throughout the Nashville community. In fact, the Nashville Community Foundation established the Joe Kraft Humanitarian Award in honor of Mr. Kraft soon after his death.

Although Elsie Kraft's support of Vanderbilt is wide ranging, her primary loyalty has been to Peabody College. She has served on Peabody's Alumni Association Board of Directors and has demonstrated her leadership as a member of both THE ROUNDTABLE donor society and the John F. Kennedy Center's Nicholas Hobbs Society.

Dean's Office Says Goodbye to Margaret Moore

Anyone who's had any interaction with the Peabody Dean's Office during the past 14 years most likely has stood across the desk from Margaret Moore. She has served as special assistant to the dean for every person in that role since the College's merger with Vanderbilt in 1979.

Bill Hawley, Joseph Cunningham, Jim Pellegrino, Camilla Benbow—all have relied on Moore to keep them informed, organized and, on occasion, level-headed. In May of this year, Moore bade farewell to those responsibilities and stepped into retirement.

It was Dean Hawley who hired Moore in 1987, just after she had earned her master of education degree through Peabody's program in public policy and program evaluation. She had been an elementary schoolteacher in New Jersey and Pennsylvania for 19 years before moving to Nashville in 1981. Unable to find a teaching job, she had accepted a position in Vanderbilt's radiology and radiological sciences department and began work on her master's.

Hawley created the position of special assistant to the dean, says Moore, in an attempt to bring stability, credibility, and organization to the office. Few could argue that she has not accomplished this task, and much more. Whether one's visit to the dean's office was for pleasant or for not-so-pleasant purposes, Moore has consistently demonstrated capability, honesty, a devotion to the mission of Peabody, and unfailing professionalism.

To many, Moore has been a teacher and mentor. She has been a problem solver and a confidant. She has been a repository of Peabody history and an advocate for diversity in the Vanderbilt community. Above all, she has been an innovator who leaves behind quite a legacy.

In 1988 Moore created the *Peabody Columns* newsletter, which continues to keep the Peabody community informed of campus news each month. She initiated Peabody's annual fall orientation for new faculty, which has become an important tradition, and in 1990 she wrote the Peabody faculty handbook. It was her idea for the College to commission the writing of Sherman Dorn's 1996 book, *A Brief History of Peabody College*, to com-

memorate the 200th anniversary of the birth of George Peabody.

For 10 years Moore served on committees that planned events in conjunction with Vanderbilt's annual Martin Luther King Jr. Commemorative Series. And just last year she was recognized by the University at its Affirmative Action and Diversity Initiatives Awards ceremony because of her active support of the University's commitment to campus diversity—support she says has been inspired by George Peabody himself.

"George Peabody directed that his \$2 million founding gift be used for the education of both young men and young women 'without distinction,' except according to their need," says Moore. "That phrase—'without distinction'—has become embedded in Peabody's history, culture, tradition, and values.

"At first it meant men and women, black and white. Then it meant not just those from affluent families but also those with moderate means. Then it meant reaching out and including those with special needs. 'Without distinction' was translated into social responsibility.

"Most people who find their way to Peabody are dedicated to making the lives of others better, and they devote time, energy, and intelligence to finding the best ways of doing that. That is social responsibility at the highest level."

In her retirement, Moore plans to do some traveling and to continue lending her beautiful soprano voice to the Nashville Symphony Orchestra Chorus, of which she is a member. Music, in fact, was always her first love. She earned her bachelor's degree in music from Westminster Choir College in Princeton, N.J., performing with its choir and later with the New York Philharmonic.

Back at Peabody, the Dean's Office is fortunate to have found Helen Gleason, a Vanderbilt employee who most recently



Margaret Moore has retired from Peabody after 14 years in the Dean's Office.

was administrative assistant in the Center for Clinical and Research Ethics, and who has quite capably eased into the role of special assistant to the dean.

On a personal note, I wish to thank Margaret for doling out sound advice and experiential wisdom to me for the nearly five years I have edited this publication. I thank her for the prompt and reliable way in which she handled the many requests I made of her. I thank her for passing along to me her love for Peabody College and its grand history. I thank her for her friendship.

Most important, I thank Margaret for pushing me to improve THE PEABODY REFLECTOR with each issue. I am a better editor because of her, and for this I always will be grateful. Her absence at Peabody will be keenly felt.

—Phillip B. Tucker

\$180,000 for "Curriculum-Based Measurement with Diagnostic Analysis to Improve Reading Outcomes for Students with Disabilities"; and \$700,000 for "Center to Accelerate Student Learning." Douglas Fuchs is co-principal investigator on all four grants.

Carolyn Hughes, associate professor of special education, has been awarded a \$180,000 research grant by the U.S. Department of Education for "Project OUTCOME: Improving the Outcome of Secondary-Age Students." Joseph H. Wehby is co-principal investigator.

Ann P. Kaiser, professor of special education, professor of psychology, and director of the Kennedy Center Research Program on Communication, Cognitive, and Emotional Development, has been awarded a \$200,000 research grant by the U.S. Department of Education for "Leadership Training in Early Childhood Special Education."

Craig H. Kennedy, associate professor of special education, is co-author of a new book, *Inclusive Middle School*, published by Paul Brookes (Baltimore).

Kennedy also has been awarded two recent research grants by the U.S. Department of Education: \$202,592 for "Tennessee Technical Assistance and Resources for Enhancing Deaf-Blind Supports (TRENDS)" and \$200,000 for "Leadership Training in Low-Incidence Disabilities Integrating Research and Practice."

Teris K. Schery, research professor of special education and research professor of hearing and speech sciences, has been awarded a \$286,572 research grant by the U.S. Department of Education for "Multidisciplinary Personnel Training for Work with Deaf Children with Cochlear Implants in Rural Settings." Anne Marie Tharpe is co-principal investigator.

Deborah D. Smith, research professor of special education and director of the Alliance Project, has been awarded three recent research grants by the U.S. Department of Education: \$1.5 million for "The New Alliance Project"; \$849,999 for "Peabody IRIS (Idea and Research for Inclusive Settings) Center for Faculty Enhancement"; and \$30,000 for "Research Team on the Supply and Demand of Special Educators and Related Service Providers."

Joseph H. Wehby, assistant professor of special education, has been awarded three recent research grants by the U.S. Department of Education: \$220,274 for "Leadership Training Program in Learning Disabilities"; \$180,000 for "Cooperative Learning and Social Skills Training"; and \$200,000 for "Academic Excellence for Students with Emotional Disturbance."

Ruth A. Wolery, assistant professor of the practice of special education, has been named director of Peabody's Susan Gray School for Children. She takes the reins from Dale Farran, who continues her Peabody teaching and research responsibilities in the Department of Teaching and Learning.

Student Filmmaker Turns Heads at Sundance

The difficult choices young women must make in contemporary society form the subject of an extraordinary documentary film by Peabody sophomore Natalie Neptune. The film, "Zerzura," named after the elusive oasis in the book *The English Patient*, has gained significant critical attention during the past two years, even landing a screening at the renowned Sundance Film Festival this year.

"Zerzura" follows three of Neptune's friends in making plans for their post-high school years, each girl dealing with a turning point in her life and facing difficult personal circumstances. Last December, during her first semester at Vanderbilt, Neptune received a call informing her that her film and three others had been selected for showing at Sundance

as part of "Gen-Y Studio," a category devoted to gifted young filmmakers.

"I was screaming, 'My baby made it!'" says Neptune. "I think of my films as my babies because I put a lot of blood, sweat, and tears into them."

In Utah, however, as "Zerzura" was about to make its premier, Neptune excused herself to the lobby for a soda until the film was over. "There's a part of me that can't stand to watch it," she admits. "It reminds me of how things end, and the fact that we all had to leave each other. Still, going to Sundance gave me a sense of reality of where I really can go if I stick with film."

Such excitement has not changed the aspirations of Neptune, a cognitive studies major, who plans to leave Vanderbilt with a well-rounded education ample enough to prepare her for any path in which her career may lead.

The New York native entered the world of filmmaking several years ago by chance, when a high school teacher asked her to participate in a program at the Down-

town Community Television Center, a Brooklyn nonprofit film center for youth. Once a dilettante, Neptune soon became immersed in the after-school program and a fixture in the media room. She produced several films, including documentaries about Russian youth that prompted travel to Siberia.

Last summer she interned at New York filmmaking company Firethorn Productions, gaining valuable experience working under the watchful eyes of cinematographer and former NBC cameraman John Alpert and documentary maker Madison Davis Lacey. Absorbing their knowledge of the craft, Neptune looks to these mentors rather than acclaimed directors as role models for her future in film.

Now, still learning the myriad facets of successful filmmaking,

Neptune plans to focus on camera work and photography, while also studying classic films, in order to refine her skills. "I'm just trying to find my way right now," she says, much in the same way an author searches for his or her "voice."

Her interests remain close to the topic of "Zerzura": divergent ethnic identities in contemporary America. Haitian-born and reared in Brooklyn, Neptune identifies a variety of cultures under the umbrella name "African American," some of which have little in common with each other. She aims to explore these issues in film while at Vanderbilt, and has begun taking film classes this fall.

A Posse Foundation scholar, Neptune attributes some of her success both in the classroom and behind the camera to the support network of her compatriot scholars at Vanderbilt. "My friends in Posse are always behind me, no matter how large or small my project may be."

—Gayle Rogers, with additional reporting by Justin Quarry



Peabody sophomore Natalie Neptune was invited to screen her documentary film "Zerzura" at this year's Sundance Film Festival.

Bernice Gordon, who for years has been one of Peabody's most active and effective volunteer leaders, was a vocal advocate for efforts to restore the Wyatt Center. Her husband, Joel, joined in her enthusiasm.

Like Kraft, Bernice Gordon has served as a member of Peabody's Alumni Board, including a term as president in 1995, and in 1999 she chaired the committee that coordinates Peabody's annual Leadership Dinner. She also has served on the Kennedy Center's Leadership Council and now serves on Peabody's Campaign Steering Committee. Together she and her husband rally behind numerous local charitable causes, particularly those supporting the arts, education, and Nashville's Jewish community.

Better Principals, Better Schools

Peabody Receives \$2.7M Grant from Bill and Melinda Gates Foundation

What began as a Peabody-led initiative to prepare aspiring school principals in the Nashville area has burgeoned into a statewide effort involving tycoon Bill Gates and a determination to take Tennessee's schools to higher levels of performance.

Last year, with a total of \$600,000 in grant money from Annette Eskind and the Nashville Public Education Foundation, Metropolitan Nashville Public Schools, and Vanderbilt University, Peabody's Department of Leadership and Organizations launched what is expected to be an ongoing Principals' Leadership Academy of Nashville (PLAN). Developed as a year-long program, the Academy begins with a two-week June institute, and is followed by a series of seminars and workshops on the Peabody campus.

The Academy's inaugural class of 10 participants was selected from among 262 Nashville educators who applied to the program. They will graduate next May having heard about the latest research on how people learn, examined themselves as leaders, learned how best to use achievement data and financial resources, discussed the impact of federal and state regulations upon schools, and engaged in discussion with current principals and business leaders on real-world challenges facing school leaders.

Organizers expect to increase the number of Academy participants to 15 next year and level off to 20 by the third year.

PLAN is a joint effort under the leadership of Professor Jim Guthrie, chairman of the Department of Leadership and Organizations, and Centennial Professor of Psychology John Bransford, director of Peabody's Learning Technology Center. Core partners in the program include Metro Nashville Schools and the Nashville Chamber of Commerce, and crucial to planning the program's format and curriculum content has been Ellen Goldring, professor of educational leadership, who has drawn from her widespread knowledge of schools and what effective principals need to know.

Finally, the program relies heavily on five current Nashville school principals who are serving as valuable mentors to participants.

PLAN Director Pearl Sims says the program is already proving successful, as eight of the 10 current participants were offered new administrative positions for the current school year. "The real proof of the pudding, however, will be five years from now," she says. "Did the program make a difference? Are they better principals? We'll know when we've seen the fruits of their labor."

"In the long run, we hope the Academy will become something of a pipeline providing both the quantity and the quality of people ready to assume leadership of our local schools."

PLAN was created at a pivotal time for Metro Nashville Schools. The district recently was released from a decades-old, court-



Carlos Comer, right, a teacher at Mount View Elementary School, is one of the first 10 participants of the Principals Leadership Academy of Nashville. Here he is assisted by Professor John Bransford, director of Peabody's Learning Technology Center.

Paul J. Yoder, research professor of special education, has been awarded two recent research grants by the Public Health Service: \$442,430 for "Early Communication Intervention in Autistic Children" (Wendy Stone, co-principal investigator), and \$75,750 for "Evoked Potentials and Speech and Language Intervention" (Michael Davis, co-principal investigator).

Teaching and Learning

David M. Bloome, professor of education, is co-author of a new book, *Writing Ourselves: Mass Observation and Literacy Practices*, published by Hampton Press (Cresskill, N.J.).

Carolyn M. Evertson, professor of education and assistant to the provost, has returned from the United Arab Emirates where she was one of a four-member team invited to evaluate the quality of programs and the progress toward goals of the College of Education of Zayed University. Zayed is a new university established to educate the women of the UAE, and courses are taught in English.

Dale Farran, professor of education, has been appointed associate editor of *Early Childhood Research Quarterly* and a member of the editorial board of *Infants and Young Children*. At the March Gatlinburg Conference on Research and Theory in Intellectual Disabilities, she co-chaired a symposium, "Self-Regulation and Motivation in Vulnerable Populations," and presented a paper, "Self-Regulation and Early Academic Achievement Among Low-Income Children," which she co-authored.

Farran has been appointed by Nashville Mayor Bill Purcell to a three-year term on the Metro Action Commission, an 18-member board that oversees the city's Head Start program as well as other services for low-income families.

Farran also has been named chair of the working group for the Legacy for Children, a project of the Child Development Studies Section of the National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention. Legacy for Children is a set of research projects that will examine the potential for improvement in child developmental outcomes through programs designed to influence parenting behavior.

Marcy Singer Gabella, assistant professor of education and assistant provost for initiatives in education, has been awarded a \$40,826 research grant by the Southern Education Foundation for "Teachers as Leaders Initiative."

Charles Myers, professor of social studies education, has been named executive director of the Project 30 Alliance, which is one of four major reform initiatives in teacher education that focuses exclusively on the interrelationship between arts and sciences and education. The directorship office for the program has been relocated to Vanderbilt. Myers chaired and presented in a symposium titled "Implementing the NCATE 2000 Performance-Based Standards: Expectations About

Beginning Teacher Subject Matter Knowledge and Competence" at the 53rd annual conference of the American Association of Colleges for Teacher Education, held last March in Dallas. He also participated in a symposium on Web-based technology.

Ann M. Neely, associate professor of the practice of education, presented "I'm Glad Discrimination Doesn't Happen Anymore: Challenging Prospective Teachers' Cultural Attitudes Through Discussion on Children's Literature" at the 53rd annual conference of the American Association of Colleges for Teacher Education, held last March in Dallas.

Victoria Risko, professor of education, is co-editor of a new book, *Collaboration for Diverse Learners: Viewpoints and Practices*, published by the International Reading Association (Newark, Del.).

Margaret W. Smithey, senior lecturer in education, has been appointed to the Time for Kids Web Advisory Board. *Time for Kids* magazine and Web sites are used weekly in classrooms around the world.

Learning Technology Center

John Bransford, Center director and Centennial Professor of Psychology, has been awarded a \$55,100 research grant by the National Science Foundation for "Center for Innovative Learning Technologies: A Learning Technologies Assessment Clearinghouse."

Bransford has won the 2001 American Educational Research Association (AERA) Research Award for an article he co-wrote with Daniel Schwartz from Stanford that was published in *Review of Research in Education*. At the AERA Awards ceremony, the award citation read: "This article takes a fresh look at one of the most central and enduring questions in teaching and learning. By reconceptualizing the traditional idea of 'transfer,' the authors develop notions of powerful learning that have significant implications for educational aims and strategies. This is a seminal piece of work of interest to all members of this association."

Staff

Karen Cunningham, formerly administrative officer for Peabody's Learning Technology Center, has joined the dean's staff as senior financial analyst. She has served Peabody more than 20 years and brings a broad range of experience to her new appointment, particularly in the area of federal grant funding.

Tres Mullis, Peabody director of alumni and development, served as co-chair for the 2001 Council for Advancement and Support of Education (CASE) District III Conference held last February in Atlanta. An all-time record of 1,250 participants and exhibitors attended.

ordered desegregation plan, and in August a new schools director was named. In addition, nearly 40 percent of all Metro principals either will retire or will be eligible for retirement during the next three to five years—a problem not confined to Nashville.

"That's a national situation," says Sims. "There are more openings in school administration than there are qualified people to fill them. So we're beginning to see these principals' academies forming as major initiatives at universities nationwide."

And that's where Bill Gates comes in.

Just as the first PLAN session was getting under way in June, the Bill and Melinda Gates Foundation—headed by the Microsoft founder—announced its intention to invest more than \$100 million nationwide to help states develop training programs for educators already serving in administrative positions. PLAN organizers applied for a share of the grant money, proposing to expand the Nashville initiative to a statewide scale and switch the focus of training to that of *existing* school leaders who need further development.

The foundation promptly issued a \$2.7 million grant, which was then matched by the Tennessee Department of Education, for a total grant of \$5.4 million over a three-year period. A newly established Center for Leadership Initiatives—also directed by Sims and housed within Peabody's Department of Leadership and Organizations—will manage the statewide program.

"Our plan is for 1,800 assistant principals or principals from across the state to go through these academies during the next three years," says Sims, who previously directed Middle Tennessee workforce-development initiatives for the Nashville mayor's office.

Naturally, the Gates Foundation is interested in knowing how technology can play a role in this type of leadership training program. Peabody's Learning Technology Center, directed by Professor John Bransford, and the Little Planet Publishing Co. are therefore working hand in hand with Sims and her staff to develop a library of CD-ROM materials featuring streaming video of training presentations on a variety of subjects that participants in the statewide program may use at home as a supplement to their classroom instruction at Peabody.

"Not all of our leadership training can be done on campus in a classroom setting,"

says Sims. "But with the CD-ROM materials, program participants have a great opportunity to review the concepts and really think about them more fully."

For the three years of funding by the Gates Foundation, participants will receive their training at no cost to them. Eventually, once the program's reputation has grown, Sims anticipates a fee-for-service model to ensure its continuing efforts.

New Major in Child Studies Broadens Student Horizons

A new interdisciplinary major in child studies is designed to offer Peabody students an expansive, applied educational experience.

The 36-hour undergraduate major—which includes courses from the psychology, education, special education, and human and organizational development curricula—studies children within both psychological and societal contexts, giving students a complete overview of a child's development. Students enrolled in the major will be exposed to developmental psychology, research methods, sociology, anthropology, and education.

The major is comprehensive and spans beyond the classroom. A practicum component is in place, allowing students to gain hands-on experience by working with actual children, either on or off campus and in internship positions.

Howard Sandler, professor of psychology and director of the new program, views the major as appropriate not only for those students interested in gaining a broader understanding of children and families within contemporary society, but also for those interested in graduate programs focusing on children in the fields of psychology, law, medicine, and nursing.

In looking towards the future, Sandler says, "Eventually, we anticipate development of a fifth-year master's degree program in child studies as well, in which students may begin working on a master's degree during their undergraduate senior year, with some courses counting toward both degree programs."

Sandler says he is pleased with the initial response generated from the new major and has high hopes for its success. "Peabody has long had great strength in the area of child studies, and I believe we're simply building on those strengths with this major."

15 Join Peabody Faculty

Peabody College of Vanderbilt University welcomes 15 distinguished new faculty members for the fall 2001 semester. Their faculty and departmental appointments are as follows:

Human and Organizational Development

Victoria J. Davis, Ed.D.,
clinical assistant professor
William L. Partridge, Ph.D., *professor*
Paul W. Speer, Ph.D.,
associate professor

Leadership and Organizations

Leonard K. Bradley Jr., M.A., *lecturer*
Timothy Caboni, Ph.D., *lecturer*
Laura M. Desimone, Ph.D.,
assistant professor of public policy and education
Thomas M. Smith, Ph.D.,
assistant professor of public policy and education
Kenneth K. Wong, Ph.D.,
professor of public policy education

Psychology and Human Development

David A. Cole, Ph.D.,
professor of psychology
Susan Hespos, Ph.D.,
assistant professor of psychology
Megan M. Saylor, Ph.D.,
assistant professor of psychology

Special Education

Kathleen Lynne Lane, Ph.D.,
assistant professor



Teaching and Learning

Marie Hardenbrook, Ph.D.,
assistant professor of the practice of secondary education
Ana Christina Iddings, Ph.D.,
assistant professor of language and literature
H. Richard Milner, Ph.D.,
research assistant professor of education

New faculty for the 2001-2002 school year are: (seated, left to right) Marie Hardenbrook, Susan Hespos, David Cole, Megan Saylor, Richard Milner, Paul Speer, and Thomas Smith; (standing, left to right) Chris Iddings, Kathleen Lane, Laura Desimone, Victoria Davis, William Partridge, and Leonard Bradley. Not pictured are Kenneth Wong and Timothy Caboni.

Fellowship Offers Experience in Nation's Capital

Many are unaware that the Vanderbilt campus actually extends 562 miles to the north-east—in a small, third-floor office of a nondescript building at 122 C St., N.W., in Washington, D.C. This is the home of the University's Office of Federal Relations, whose staff works daily to ensure a Vanderbilt presence in the nation's capital.

Last June the staff grew by one with the arrival of Phyllis Van Dyke Thompson, the inaugural Vanderbilt-Peabody Fellow in National Education Policy.

The new fellowship program was the brainchild of James Guthrie, chairman of

Peabody's Department of Leadership and Organizations (DLO) and director of the Peabody Center for Education Policy, and Michael Schoenfeld, vice chancellor for public affairs. Its purpose is to immerse a graduate student for four months in the intricacies of the federal process and, specifically, how they relate to the development of national education policy.

"We have a Federal Relations Office and staff that practices education policy every day at the highest levels in Washington," says Schoenfeld. "We also have a top-ranked education college with students and faculty who study education policy every day. Combining the two gives us an integrated approach that probably no other university can offer."

A self-described political junkie, Phyllis Van Dyke Thompson is a DLO doctoral candidate whose background is a truly bipartisan blend. She has served as administrative aide to former Georgia Gov. Jimmy Carter, corresponding secretary for Rosalynn Carter, special projects coordinator for Hamilton Jordan, and as campaign aide to Republican candidates in several



Phyllis Van Dyke Thompson

Georgia and Tennessee races.

For the past 15 years, Thompson has managed her own Nashville-based consulting firm, PVT Enterprises, advising a wide range of clients in the corporate, political, and non-profit sectors, including Peabody College. Now a student, she says this is an ideal time to be studying education policy in Washington.

"When you couple my interests with the Bush Administration's emphasis on education, the timing is perfect," says Thompson. "I've always been fortunate enough to be around decision-makers—and I want to know why the decisions are made."

The Fellowship in National Education Policy, for which Thompson was selected from among an impressive list of applicants, is open to graduate students who have completed at least 30 hours of doctoral coursework and at least three hours of coursework in the politics or public policy of education/higher education. A stipend is provided to assist with living expenses in Washington.

The for-credit program is intended to give the participant an opportunity to engage policymakers and opinion leaders directly in the nation's capital about significant issues in national academic and higher education policy. Throughout the fellowship period, the fellow also gains extensive, practical experience as an integral part of the Federal Relations Office staff.

Wolery Receives Top Research Award

Mark Wolery, professor of special education and a John F. Kennedy Center senior fellow, has received the 2001 Special Education

Research Award from the Council for Exceptional Children (CEC).

The CEC Special Education Award, presented last April in Kansas City, Mo., at the organization's national convention, recognizes an individual whose research has contributed to the body of knowledge about the education of exceptional children and youth leading to the improvement of education.

Wolery's work has had a significant impact on special education research. His studies laid the foundation for understanding of the naturalistic context of inclusion at the early childhood level, which has been pivotal in drawing together the two fields of early childhood education and special education. His research has had a positive and direct impact on practice, enabling millions of young children to advance academically.

"Dr. Wolery's work has created a scientific basis upon which teachers from general and special education base their instruction," says Samuel L. Odom, a member of the CEC award committee and Otting Professor of Special Education at Indiana University.

Wolery has led the field in empirical examinations of such specific instructional procedures as system of least prompts, simultaneous prompting, progressive time delay of prompts, incidental teaching, imitation, choral responding, and small-group



Mark Wolery

instruction. These instructional practices have been applied to a large range of behaviors, including the reduction of problem behaviors for children with autism, promotion of social relationships with peers, acquisition of functional skills such as manual communication and feeding, and academic instruction such as acquisition of sight vocabulary.

HOD Students Produce Videos Used to Teach Peers

During the past year, six students who excelled in a course taught by Peabody professor David Cordray were invited to help him improve classroom instruction with the production of videos that could be used as teaching aids. He dubbed this talented group of students the "Standard Deviates." ("They all did very well in my classes, which made them unusual and, therefore, deviates," explains Cordray.)

Under the guidance of husband-and-wife team Cordray, professor of public policy and professor of psychology, and Georgine Pion, research associate professor of psychology and human development, the Standard Deviates developed videos that incorporate real-life scenarios and social theory in an effort to enhance the curricula of a primary HOD course, Systematic Inquiry.

Peabody's major in HOD, which enrolls more Vanderbilt students than any other program, focuses on how human beings develop, how we behave in small groups, and how organizations function. The Systematic Inquiry course exposes students to research techniques and ways of analyzing data gathered from social or business environments to help solve everyday problems.

"The course presents a mixture of abstract and practical methods for investigating problems," says Cordray, who is also co-director of the Center for Evaluation Research and Methodology at the Vanderbilt Institute for Public Policy Studies (VIPPS). "Often the abstract concepts like validity, interviewer bias, and reliability are difficult for students to comprehend.

"Based on principles of how people learn, as espoused by Peabody researchers John Bransford and Jim Pellegrino, we have developed these instructional videos that should enhance understanding of these important but confusing concepts."

The two videos produced by the Stan-



The "Standard Deviates" are: (front row, left to right) Cooper Cox, Casey Stribling, Caroline Neely, and Lauren Bloom; (back row, left to right) Georgine Pion, Jerrol Jackson, Ryan Holmes, and David Cordray.

dard Deviates—which included students Lauren Bloom, Cooper Cox, Ryan Holmes, Jerrol Jackson, Caroline Neely, and Casey Stribling—illustrate methods of gathering data in a variety of settings.

In the first, the students illustrate how to use unobtrusive methods to gather clues from phone messages, e-mails, and even garbage in order to deduce the whereabouts of a missing co-worker. In the second video, an interviewer varies vocal tones and body gestures while asking a student questions from a campus alcohol survey. HOD students viewing the video then critique the interviewer's bias, gaining a better understanding of the difference presentation makes in affecting responses.

The initial work of the Standard Deviates was done as an independent study, much of it in the students' own time, and they met regularly to discuss their progress. They were eager to produce work that not only will stand the test of time but will also stimulate class discussions. Cooper Cox, who graduated in May along with a few of the other Deviates, used standard camcorders and video-editing equipment to do most of the videos' production work, editing the films down to around five minutes each.

This year the work continues, with ongoing video development projects. Last semester, for example, juniors Drew Estabrook and Megan Thiele produced a video explaining the criteria social scientists use for establishing causal relationships. Cordray says he and Pion are now testing whether this video enhances learning in the Systematic Inquiry course, and they plan to write a publishable paper about the results.

108 Years of Service to Peabody

Four distinguished Peabody faculty members retired during the 2000–2001 academic year and were awarded "emeritus" or "emerita" status. Collectively, they represent 108 years of service to the College.

Alfred A. Baumeister

A Peabody faculty member since 1973, Baumeister built a national reputation for his research on developmental disabilities and mental retardation as he worked to discover how educational and behavioral interventions could be designed to make the lives of those with disabilities more satisfying and productive. He is a former director of the John F. Kennedy Center for Research on Education and Human Development, and he has received two of Vanderbilt's most prestigious faculty awards: the Alexander Heard Distinguished Service Award (1986) and the Harvie Branscomb Distinguished Professor Award (1987). Baumeister also is a Peabody alumnus (MA'59, PhD'61) and was presented the Peabody Distinguished Alumnus Award in 1991.

Penelope H. Brooks

Brooks joined the Peabody faculty in 1964 after earning her doctorate in psychology from the University of Minnesota. She has made notable contributions through her research on cognitive development and mental retardation in children. With colleagues Carl Haywood and Sue Burns, she developed the "Bright Start" cognitive curriculum for young children. Recognized for her scholarship and outstanding teaching skills, Brooks was named a visiting scholar at Hyogo University of Teacher Education in Japan in 1990. She is a former director of Peabody's Mental Retardation Research Training Program and coordinator of research for the Susan Gray School for Children.

Edward A. Martin

A famed basketball coach for Tennessee State University, Martin first came to Vanderbilt in 1985 as an assistant basketball coach under C.M. Newton. In 1988 he joined the Peabody faculty as associate professor of the practice of human and organizational development (HOD). From that time he directed the course in Values and Community Service, a key feature of the freshman HOD experience, and today is regarded as the father of the HOD department's community service component. It was this focus that first established the department's national reputation in the area of service learning. A tireless volunteer for numerous community organizations himself, Martin is a living example of a person who has dedicated his life to serving others.

Richard L. Percy

A Peabody faculty member for 30 years, Percy retired as associate professor of human and organizational development and director of the Human Development Counseling Program, the master's program that trains students in the fundamentals of counseling. For many years he also has been active in helping to secure licensure for counselors in Tennessee and revising the certification model for school counselors. Prior to Peabody's merger with Vanderbilt, Percy was instrumental in developing the counseling program at the Peabody College Regional Center in Europe and served as academic director for graduate programs in counseling for the U.S. Air Force. He has served as chair of the National Board of Certified Counselors and as president of Chi Sigma Iota, an international honor society for professor counselors.

Sound Bite

Lesley Stahl, right, a reporter with the television program "60 Minutes," interviews Claire Smrekar, Peabody associate professor of educational leadership, regarding her research on student achievement in military schools. At press time, the segment was to air in the fall on CBS.



2001 Distinguished Alumnus Rune Simeonsson:

A Dedication to the World's Children

For some, it seems, the shadow of George Peabody reaches long and far.

From his office in Peabody Hall at the University of North Carolina at Chapel Hill, Rune Simeonsson, MA'67, EdS'68, PhD'71, does the work that earned him this year's Distinguished Alumnus Award, an award given in the spirit of George Peabody, who gave many gifts—including the one that endowed the School of Education at UNC-Chapel Hill—to better the lives of others through education.

A professor of education and research professor of psychology at Chapel Hill, Simeonsson embodies the same ideals as he works diligently in the areas of intervention and assessment of children with disabilities. His current work has global repercussions as his research is used for the development of policies that help children worldwide.

Having a global outlook is second nature to this man who is the child of Swedish missionaries. Simeonsson grew up in Inner Mongolia in the years following World War II, completing Swedish schooling through the fifth grade before switching to an American school in Japan, where he continued through high school. "I speak Swedish as my first language, and English, and a reasonable Japanese," he says. "I used to speak Chinese a long time ago but, unfortunately, I've forgotten it. My current language priorities are Spanish, because we all need to learn Spanish, and French because of my work with international organizations. I can do a reasonable job reading French, but speaking it is not my forte right now."

His global outlook also extends to his work as an educator and researcher. Professor Simeonsson has worked with Cairo University in Egypt to establish a training program in special education to prepare professionals there. He also has collaborated on



After receiving the Distinguished Alumnus Award at commencement ceremonies in May, Rune Simeonsson visits with Professor of Education Dale Farran, who nominated the renowned psychologist and researcher for Peabody's highest alumni honor.

research with colleagues at the University of Porto in Portugal and Marlardalen University in Sweden.

But his most ambitious project, and the one that has kept him traveling most of late, was commissioned by the World Health Organization, for whom he is chairing a task force to adapt a children's version of a universal system for classifying disabilities that all countries could use. "It's interesting work," says Simeonsson, "with quite a bit of travel, but that is something you inherit a taste for when you're born into a family that moves around a lot."

Though he travels in his work with international organizations and in conducting research, Simeonsson's professional life has been rooted in two states: Tennessee and North Carolina. He first came to Tennessee in 1959 to attend Tennessee Temple College, from which he received his bachelor's degree in psychology in 1963. In 1966 he earned the M.A.T. in education and psychology from the University of Chattanooga, now the University of Tennessee at Chattanooga.

From there he found his way to Peabody, working with professors Carl Haywood, Joseph Cunningham, and James Hogge, among others. He earned master's and educational specialist degrees in special education before completing his doctorate in psychology under Gil Meier.

"Professor Meier's fame was the research

he did with his rhesus monkeys, which he kept on the roof of the Jesup Building," says Simeonsson. "I was interested in developmental issues and worked with an animal model for a couple of years, but I decided that children were far more interesting to me."

Since 1976, Simeonsson has taught at the University of North Carolina at Chapel Hill, serving at various times as chair of both the special education and school psychology programs. In 1992, he received a master's degree in public health from the school.

"My interests have always been at the intersection of a number of different fields," says Simeonsson. "In the broad sense, I'm interested in the development of children, and psychology and special education focuses on the individual child, understanding that child, and doing testing and interventions. Public health looks at children as a population."

"In the last 10 years or so, I've become more interested in moving my work towards a population-based view; that is, How do we understand what it is like for children with developmental difficulties in a population? How many children have difficulties developing, or how many children have disabilities? We look at the population base to formulate policy considerations as opposed to a clinical analysis of an individual child's learning difficulties."

"I think that's very compatible with how we view education. Education, of course, meets every child at the level of an individual, but it is a societal and population-based effort and responsibility."

Dale Farran, a professor of education at Peabody and associate director for research on early childhood at the John F. Kennedy Center, nominated Simeonsson for Peabody's most prestigious award. A friend and former UNC colleague, Farran noted Simeonsson's ability to look outward in an effort to work for the common good.

"He is the most principled, good person I have ever known," she wrote. "He is the epitome of what an academic should be—one who works hard and often brilliantly for the good of the people, not for his own aggrandizement."

Simeonsson feels that he learned this ethic during his days at Peabody. "Peabody then, as now, is a unique place. The interdisciplinary and cross-disciplinary training and the approach to problems from a variety of perspectives was very much a part of my experience there and has continued to influence

me. We had a problem-oriented perspective rather than one predicated on discipline. We would first ask which problems we were going to address, rather than coming to it and saying, I'm a psychologist or a curriculum specialist, so what do I bring to it?"

"I feel quite comfortable moving across a variety of disciplines, as is reflected by both my training and my work. I believe it is something Peabody promoted, and it continues to make a big difference."

—Bonnie Arant Ertelt

Alumni and Development Division Restructured



Nicholas Zeppos

Last January, Vanderbilt Chancellor Gordon Gee announced major administrative restructuring initiatives that included the consolidation of several key institutional functions and the creation of new senior executive positions. One of those initiatives resulted in a new name and expanded objectives for the Division of Alumni and Development.

The new Division of Institutional Planning and Advancement (IPA) more closely links Vanderbilt's existing fundraising and alumni-relations efforts with its academic mission and strategic-planning efforts. "We have arrived at a point in Vanderbilt's evolution where our highest academic aspirations, unparalleled opportunities, and resource development must merge," said Gee.

Nicholas Zeppos, professor of law and former associate provost for academic affairs, has been tapped to lead these efforts as vice chancellor for institutional planning and advancement. An honors graduate of the University of Wisconsin Law School, Zeppos has won five teaching awards since joining the Vanderbilt Law School faculty. He also has served as associate dean for research and faculty development.

Alumni and fundraising activities for Peabody College continue to be coordinated by Tres Mullis, director of development. THE PEABODY REFLECTOR is published by the Vanderbilt Office of Alumni Communications and Publications, a department within IPA.

Zeigler Joins Peabody Advancement Staff

Peabody College welcomes to its campus Amanda Zeigler, who has joined the Office of Institutional Planning and Advancement as assistant director of alumni and development.

A native of Franklin, Tenn., Zeigler previously worked on Capitol Hill in Washington. During her time there, she was assistant to the chief of staff for Tennessee Sen. Fred Thompson, Political Action Committee director for the American Consulting Engineers' Council and, most recently, was the southern regional representative for the Republican Eagles, a fundraising arm of the Republican National Committee. She holds a bachelor's degree in speech communication from the University of Tennessee.

"Mandy brings tremendous experience and enthusiasm to her new position," says Tres Mullis, Peabody's director of alumni and development. "She has quickly endeared herself to our Alumni Association's Board of Directors as well as THE ROUNDTABLE Steering Committee members with whom she works closely. Mandy is a great asset to our office!"

Zeigler's new position affords her the opportunity to work closely with Peabody's alumni. She is responsible for helping to raise funds for Peabody, planning alumni events, and coordinating and managing activities of the Peabody Alumni Association Board of Directors. The major events she helps coordinate include the Alumni Board's biannual meetings and the annual Leadership Dinner, next scheduled for April 18.

She calls her work at Vanderbilt fulfilling. "The opportunity to work with such a diverse group of students, faculty, staff, and alumni on a variety of projects is tremendously exciting," says Zeigler. "I enjoy being surrounded with so much enthusiasm and determination."



Amanda Zeigler



Dean Camilla Benbow presents Rune Simeonsson with an engraved crystal bowl signifying his achievement as Peabody College's 2001 Distinguished Alumnus.

Charles Z. Moore (BS'59, MA'60) The Bible and Big Business

Charles Ziady Moore is proud to be an American. Moore, who came to the United States from Lebanon in 1955, recently retired as executive vice president of Thomas Nelson Inc. in Nashville.

"From the bottom of my heart, I'm really grateful to be in America," says Moore, the third of five brothers and two sisters who eventually immigrated to the United States. "America has the best schools in the world, and that is because of its people. We have better industries, a better standard of living, and better health and wealth. The one difference is the people. I could go on talking about the greatness of America and our way of life for hours."

Moore is also proud to be a Peabody graduate. Called Chuck by his friends, Moore is a member of the Peabody Roundtable and recently was appointed to the Peabody Alumni Association Board of Directors.

"I really felt that since I have been a recipient of all the great things Peabody and Vanderbilt have to offer, I owed a debt of service to serve on the board," he says. "I'm glad to see there is a great revival taking place at Peabody. I know there is a great future lying ahead. The union of Peabody with Vanderbilt has been a healthy one."

Moore had the equivalent of an eighth-grade education when his father deemed it was time for him to go into business at age 14. With financial backing from his father, he and older brothers Sam and Mike founded and operated two grocery stores in Beirut. They sold family-made specialties—olives, olive oil, olive-oil soaps and, later, produce. When first Sam and then Mike left for the United States, Chuck managed the stores himself.

"At age 18, I was already a successful young businessman in Lebanon," Moore recalls. "Although I was able to make a lot of money, I wanted to go to college. If I were to stay in Lebanon for college, I would have had to go back and make up

all those high school years first."

He came to Nashville and was accepted, on probation, at Free Will Baptist Bible College. At the time, soldiers back from the Korean War were coming to college under more relaxed entrance requirements.

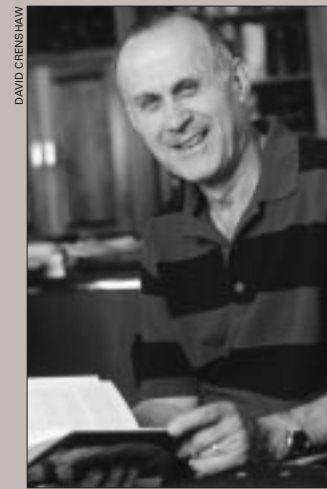
"The college said, 'If you can enroll and pass your GED test the first semester, you can do college work,'" Moore recalls. "I passed my GED test the first semester and began taking some courses at Peabody the second semester. Peabody accepted all my credits from the Bible college, and I graduated on time in four years."

Like his brother before him, Moore sold Bibles and books door-to-door during summers to support himself and pay tuition costs. As a Peabody junior chemistry major, Moore encouraged older brother Sam to start his own book publishing company. After some deliberation, the two brothers co-founded the National Book Company in 1958.

While Sam was on the road hiring sales people, Chuck managed the office. He worked 35 to 40 hours a week during the school year while still managing to attend classes and study. During the summers, he organized his own door-to-door sales crew. The company was renamed Royal Publishers in 1963.

After earning his undergraduate and master's degrees in chemistry, Moore taught at North Park College in Chicago for two years. He received a National Science Foundation scholarship and began work on a Ph.D. at Ohio State University. He completed his Ph.D. studies at the University of Rhode Island in 1967, helped by a Bristol-Myers scholarship.

He then returned to Nashville, with wife Elaine, and began teaching chemistry at nearby Middle Tennessee State Uni-



DAVID GREINSHAW

Charles Moore, an immigrant from Lebanon, began his career selling Bibles door-to-door to pay for his Peabody education. When he retired this year, he was executive vice president of the world's largest Bible publisher.

versity. He also continued working at Royal Publishers. The load between family, work at the book company, and his teaching duties eventually became so heavy that he was forced to make a choice. He elected to work side by side with Sam, the CEO, to build the company.

At the time, Royal Publishers had annual sales of about \$1.5 million. In 1969, Royal bought Thomas Nelson Inc. (founded in 1798) and merged the two companies under the Thomas Nelson name.

The company continued to grow and expand, buying other companies along the way. When Chuck Moore retired this past January, annual sales approached \$350 million. Thomas Nelson is now the largest publicly held Christian communications company in the world, as well as the world's largest Bible publisher.

Moore isn't content to sit in a rocking chair during retirement. He is assessing some business opportunities, has done consulting work with publishing companies, and serves on the board of the Better Business Bureau. A Christian, he is active in his church and also serves on the boards of a camping ministry and other organizations. He returns to Lebanon once or twice a year, serving on the boards of a school and seminary in Beirut and helping with funding.

"I want to help spread some of the great education we've received," he says, "not only in America but overseas."

—Lew Harris

Reflections from an Alumnus:

The Peabody Tradition Lives On

By LeRoy Cole Jr., BS'65

I knew very early that my life would be changed. From my first days on the Peabody campus in the fall of 1960, I realized I had become part of something that was going to make me a different person.

Perhaps it was the new friends I immediately started to make, many still dear after 40 years. Perhaps it was the teachers who showed by the love of their work what teaching really was. Perhaps it was the program that prepared me so well to step into an elementary classroom and feel confident, ready, and exhilarated on my very first day—a feeling that lasted through 33 years of teaching. Whatever it was, I thrilled in it, and I cherish those days that are still vivid and warm in my memory.

I can still see the campus of 1960. It was, and still is, an architectural masterpiece. Each building sat in a way that accentuated its own uniqueness, yet united it with all the others. The ones that bordered 21st Avenue acted as a buffer so that once one was on the campus side of these, they and the lawn provided a feeling of tranquility and protection. During the day, most of the students would pass into and through one of these buildings—the Student Center. Here they would eat, collect mail, purchase supplies, or pass the time with friends. This was the center of student life and activities, but it wasn't the center of Peabody.

The center—the heart of Peabody—was the S-R, the Social Religious Building. This large building, with its lofty dome and its arms encompassing East and West halls, dominated the campus. Here students attended lectures, participated in physical education classes, sat through the required Wednesday assemblies, arranged for housing, danced at formals, listened to concerts, and "hung the green" at Christmas.

Then things changed at Peabody. First, there was the merger with Vanderbilt. When I first heard of this, I admit I was heartbroken. Peabody would be gone, swallowed up by its large university neighbor. Second, there was the S-R Building. When I visited the campus on my trips to Nashville, the building was an old person, sinking into ruin. Its beautiful auditorium became so dilapidated that I could not bear to look at it.

Yes, things really did change at Peabody,

art thou. ..."

I gazed at the soaring atrium, with its abundant use of glass and its almost floating stairs, and I marveled at how wonderfully it complemented the traditional brick-and-columned landmark. The addition wasn't just stuck on the back. The glass and the stairs seemed to be born of the bricks and cornices of the rarely noticed, but stunning old rear wall. All was "clothed in beauty rare."

"Old traditions cling about thee; new ideals crown thy brow." The old traditions were here: a building into which decades of teachers had marched, inspired by and dedicated to the words of the College's founder: "Education—a debt due from present to future generations." And here, too, were the new ideals: Peabody, a leader in the most modern of technology, bringing this technol-



ogy to other schools throughout the land.

"Truth and mercy meet in thee." The building, old and new, inspires vision. Educational leadership was its birthright. Educational leadership will continue to be its hallmark. Those qualities of good teaching, truth, mercy, understanding, and dedication that were long ago conceived in this building will still be a part of the character of every student who passes through it.

"Alma Mater, tender mother, O, that we may worthy be."

LeRoy Cole Jr., BS'65, lives in Staatsburg, N.Y., with his wife, Barbara, and is in his second term as a member of the Peabody Alumni Association Board of Directors. A retired elementary schoolteacher with the Hyde Park Central School District of New York, Cole is an active civic volunteer.

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FERGUSON/DOE

AS NATIONS AROUND
THE WORLD STRUGGLE
TO EXPAND EDUCATIONAL
OPPORTUNITY AND
IMPROVE QUALITY,
PEABODY RISES TO THE
CHALLENGE

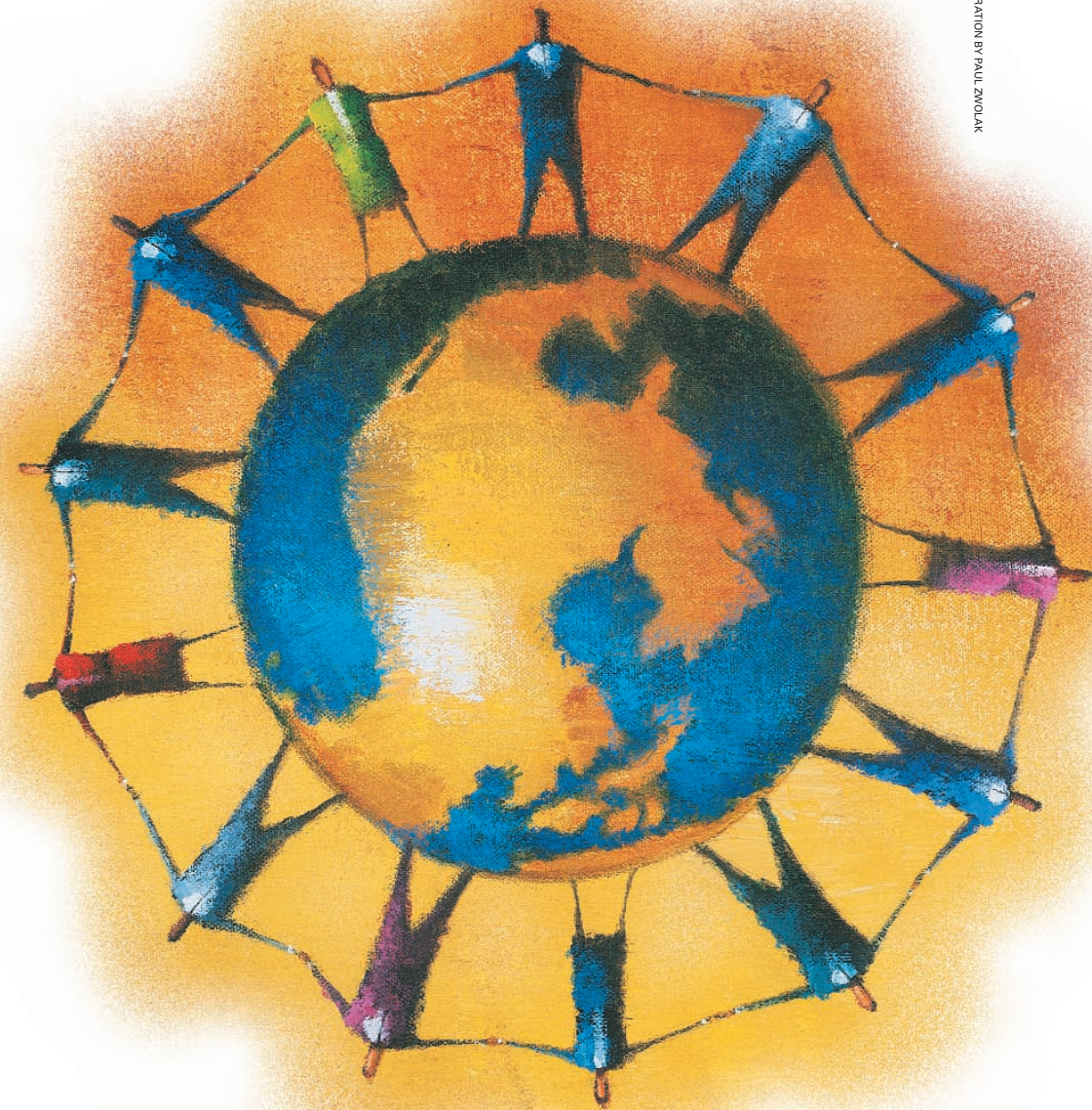


ILLUSTRATION BY PAUL ZHOUAK

GOING GLOBAL

by Stephen Heyneman

“Whether we wish it or not we are involved in the world’s problems, and all the winds of heaven blow through our land.”

—Walter Lippman (1889–1974)
A Preface to Politics, 1913

A truly “world-class” university is defined by a strong international presence, both internally and externally. A commitment to building such a presence is now being made by Peabody College and the Department of Leadership and Organizations (DLO).

A discussion of this commitment must begin with a look at where American education stands with respect to the wider world of education. Second, one must compare the international status of Vanderbilt with that of other major U.S. universities. Then one may consider the coming changes at Vanderbilt, within Peabody and, finally, in the DLO.

The globalization that has been influencing world economics and politics also has been affecting education. In the 1970s and 1980s, it was common to rely on government assistance for economic growth. Today transfers of private investment capital outstrip governmental assistance. A computer manufacturing plant might be located in Nashville, Northern Ireland, or southern Italy; a textile plant in Bangalore or Sonora; a farm for winter fruit in Florida or Morocco.

What determines the choice of where to invest? Investment capital flows to one location or another on the basis of many factors—taxation policy, repatriation of profits, social stability, and labor productivity. The latter two are heavily influenced by education and by the success of education systems.

BRAVE NEW WORLD

Much has changed since the end of the Cold War. Trading blocks and new democracies in Western and Eastern Europe, Latin America, and Asia have strongly influenced the nature of economic competition and have raised the importance of education’s influence on social cohesion.

School systems differ from one country to another, but all share certain characteristics. Among the most prevalent is the burden on schools to respond to local demand and the training of school administrators to meet those demands efficiently. Factors contributing to the demands include changes in the quality and relevance of teaching materials procured on an open and competitive market, the development of a professional teaching force in which the best teachers are well compensated, the availability of descriptive statistics and creative research that allows for appropriate comparisons, and the development of multi-channel financing which can maximize local investment without abrogating standards of equal opportunity.

Educational leaders from every country now focus on a set of common issues—school-based management, teacher incentives, multicultural education, civic responsibilities, tracking, curriculum depth, individualized instruction, fair testing and assessment, students with special learning problems, and public communications.

Higher education has been affected, too. It is no longer only for the elite. In all parts of the world, systems can be characterized as mass higher education. No country in Europe enrolled greater than 9 percent of traditional college-age individuals in the 1960s; no country today enrolls fewer than about 35 percent.

This shift to mass higher education with the associated fiscal and administrative pressures has generated considerable demand for creative policy reforms. These demands call for innovations in institutional efficiency in terms of student-faculty ratios, judicious use of new technologies, efficiency generating contractual outsourcing of traditional func-

tions, department-based dollar budgeting, marketing of university copyrights, and attention to the problems of international trade in education commerce.

In terms of revenues, education is now the fifth largest service export of the United States—approximately \$8 billion in 1999. In proportional terms, education exports are equally high in Asia and Europe. For the first time, education is part of the discussion for the General Agreement on Trade in Services of the World Trade Organization (WTO). All countries are now being asked to make commitments to lower barriers to education trade.

These discussions could include issues such as developing an international credit system for the completion of courses, making student loans portable across institutions in different countries, allowing for the operation of higher-education institutions outside the country of origin, and international recognition of degrees and certificates. All these issues were once considered only of local relevance; today they are universal.

THE GLOBAL GAP

In terms of size, the U.S. education system accounts for only 5 percent of the world’s enrollments. Industrialized countries in Europe and Asia, together with the U.S., account for about 17 percent. Eighty-three percent of the world’s enrollments are located in the middle-income and developing countries, with 57 percent enrolled in East and South Asia.

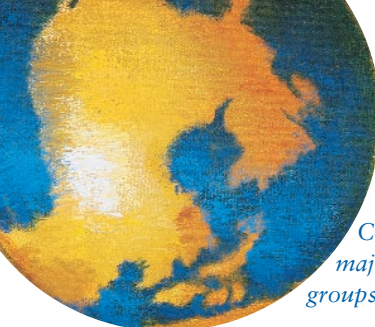
Education systems in all countries are changing rapidly, and as economies grow, more is spent on students. Unit expenditures across the world doubled between 1980 and 1994, but different regions showed different rates of growth (Table 1). Expenditures doubled in the U.S., but they increased by 135 percent in Europe and by 200 percent in East Asia. In terms of challenges and dilemmas, the world’s education systems share more today than ever before.

This implies two things. First, it implies that the demand for innovative courses on education is rapidly growing, and Peabody needs to respond quickly to this demand. But it also implies something else. Creative research and policy innovations, relevant for improvement of U.S. classrooms, no longer can be limited to the U.S. To be world class, a graduate school of education must now keep abreast of relevant innovation and educational experience from wherever it derives.

In the fall of 2000, Vanderbilt Provost Thomas Burish created a Committee on International Affairs to review the international status of Vanderbilt and what might be done to raise it. Among the committee’s early findings was the fact that Vanderbilt was behind in enrolling the world’s best and brightest students. At Harvard and Columbia, international students make up about 17 percent of the student body; at Princeton, the figure is about 15 percent. The proportion at Vanderbilt is about 8 percent overall, with 16 percent at the graduate level and less than 3 percent at the undergraduate level (Table 2).

The committee has discussed possibilities for raising the proportion of international students, finding additional new contributions to Vanderbilt’s endowment from international sources, appointing new faculty with international interests and reputations, and forging strategic institutional partnerships with universities in key areas of the world.

At Peabody, the challenge is at least as great as for the University at large. The education profession has been focused on local problems and local experience. In the fall of 2000, only 6 percent of Peabody’s graduate students came from outside the U.S. This compares unfavorably with graduate enrollment figures



SOURCE: UNESCO STATISTICAL YEARBOOK, 1998

TABLE 1 Large Growth of Education Expenditures Per Region

Continents, major areas, and groups of countries	Public expenditure on education per inhabitant (\$)				Percent change 1980 - 1994
	1980	1985	1990	1994	
WORLD TOTAL	126	124	202	252	100
AFRICA (NORTH AND SUB-SAHARAN)	48	40	41	41	-15
AMERICA	307	375	521	623	103
ASIA	37	39	66	93	151
EUROPE	418	340	741	982	135
OCEANIA	467	439	715	878	88
INDUSTRIALIZING COUNTRIES	31	28	40	48	55
SUB-SAHARAN AFRICA	41	26	29	32	-22
ARAB STATES	109	122	110	110	1
LATIN AMERICA/CARIBBEAN	93	70	102	153	65
EAST ASIA AND THE PACIFIC	12	14	20	36	200
SOUTH ASIA	13	14	30	14	1
POOREST COUNTRIES	9	7	9	9	0
INDUSTRIALIZED COUNTRIES	487	520	914	1211	149

in other Vanderbilt schools: 53 percent in the School of Engineering, 32 percent in the Graduate School, 26 percent in the Owen Graduate School of Management, 12 percent in the Divinity School, and 11 percent in the School of Medicine.

The disparity in these figures likely will be changing, however. Peabody has begun to invite representatives of key graduate schools of education to discuss possibilities for alliances. The first, from the University of Sydney, should have visited Peabody by the time this article is published. On the agenda are possibilities for joint degree programs, partnerships in research proposals, and in bidding for contracts and grants from international organizations such as the World Bank.

NEW INITIATIVES, NEW FACES

All departments at Peabody have been affected by changing demands of the education profession. The program in community development and social policy has expanded its potential impact by inviting **William Partridge**, senior anthropologist at the World Bank, to join the faculty this fall. Yet, perhaps because the changes in training for educational leadership have been so profoundly affected by globalization, the Department of Leadership and Organizations has initiated international efforts to help Vanderbilt and Peabody adapt to the new demands.

Integral to DLO's philosophy is the recognition that many educational problems and solutions are simultaneously local and cross-national. DLO believes its responsibility is to provide effective training for both U.S. and international students. To do this well, however, all programs will need to be informed of innovations and research results from international as well as local sources.

DLO views "international education" not as a separate program at Peabody, but as integral to *all* programs. In so doing, DLO aims to improve excellence of leadership and organization in education through worldwide contact and focus, offering training to both future U.S. and international education leaders. For instance, among the new proposals submitted to various foundations is a project that would expand the Peabody Center for Education Policy to incorporate innovations in education pol-

icy outside the United States for the benefit of U.S. education leadership.

Of DLO's distinguished faculty, a number are involved in projects of an international nature. As department chair and a professor of public policy and education, **James Guthrie** concentrates on educational policy issues and resource-allocation consequences. Guthrie has consulted in the international arena on issues related to strategic planning by nations and the design of education-school finance systems in Armenia, Australia, Chile, Guyana, Hong Kong, Romania, and South Africa. His consulting experience includes extensive work with the World Bank, the United Nations Educational and Science Organization, and the Organization of American States.

An example of Guthrie's international work is a project that focuses on minority achievement in Department of Defense schools. Along with **Claire Smrekar**, associate professor of educational leadership, Guthrie recently began investigating why the average academic achievement of students in Department of Defense schools in the U.S., Germany, and Japan—particularly those students who are African American and Hispanic—is among the highest in the nation on the National Assessment of Educational Progress.

Ellen Goldring, professor of educational leadership, has been working with the state of Israel during the last 10 years. She often is called upon to consult with the Ministry of Education and other organizations and foundations, such as the Mandrel Foundation and the Jewish Agency.

Last summer, for example, Goldring was a Goldstein Fellow and visiting scholar at the University of Haifa, as well as a guest of the school of education at Tel Aviv University. She participated in discussions over proposed reforms in school leadership licensure and graduate programs in educational leadership, and she delivered lectures on educational reform, accountability, the dilemmas of school leadership, and trends in educational policy.

As DLO chair, Guthrie has helped to bring several experienced international educators to the Peabody faculty recently. I came to Peabody after more than two decades designing education-policy reform for countries with the World Bank. Since my arrival, I have helped to lead many of the efforts to develop programs and secure funding for international projects at Peabody.

My research interests include the contribution of education to social cohesion and social stability, the economic and trade issues associated with education commerce, comparisons in reform of higher-education finance and management, issues of examinations and standardized testing, policy shifts in vocational and technical education, education financing and educational quality, economic choices of educational technologies, and cognitive skills and economic productivity. Each of those interests involves international questions concerning Asia, Africa, and Europe.

Another new and distinguished faculty member with an international background is **Thomas Smith**, assistant professor of

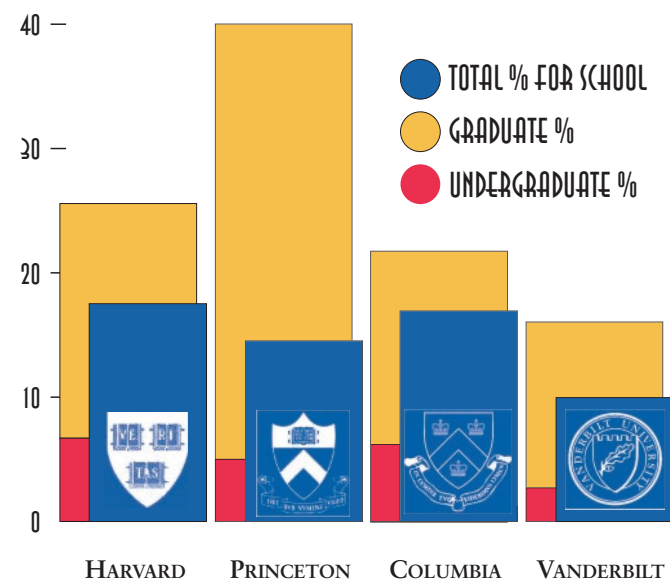
public policy and education, who joined the faculty in fall 2001. He comes to Peabody from the National Science Foundation, where he served as a senior analyst in the Science and Engineering Indicators Program.

Prior to that, he was an administrator in the statistics and indicators division of the Organization for Economic Cooperation and Development (OECD) in Paris. There Smith was responsible for the statistical measures relating to school environment and classroom processes, and the social and economic outcomes of education and tertiary-level finance. Smith represented the OECD in the United Nations Educational and Science Organization, and he chaired a 20-member expert group reviewing the application of a revised International Standard Classification of Education in 1999.

Kenneth Wong, professor of public policy and education, also came to the faculty this fall after 13 years with the University of Chicago's Department of Education. His research interests include public policy redesign, implementation, and evaluation; politics of education; American politics; intergovernmental relations; and urban and state government. One of Wong's most recent research projects involved a comparative study of school reform in Birmingham (United Kingdom) and Chicago. Wong also is a member of the OECD's Information and Communication Technologies Experimental Working Group.

ALL PERCENTAGES ARE COMPUTED FROM INFORMATION AVAILABLE TO THE PUBLIC ON THE UNIVERSITY WEB SITES. SOME FIGURES ARE APPROXIMATIONS.

TABLE 2 Comparisons: Percent of Student Enrollment from Outside the United States



In addition to faculty with global interests, international students will come to the department through a variety of new channels. These include competitive programs such as the Edmund S. Muskie and Freedom Support Act Graduate Fellowships for students from Europe and Central Asia, the Ron Brown Fellowships for graduate students from the Balkans, and Fulbright Scholarships for post-doctoral study. This year three Muskie scholars and two Ron Brown fellows have been admitted to begin work in the DLO toward master's degrees in education.

DLO also has begun to develop new courses, programs, and


research projects with an international focus, and it has already secured funding for, or is currently pursuing grants in, a variety of areas. One such proposal is the Newly Independent States College and University Partnerships Program, through the U.S. State Department's Bureau of Educational and Cultural Affairs. The project, called "Institutional Partnerships in Education Policy, Higher Education Management, and Educational Leadership," proposes institutional linkages between Peabody and the nation of Kazakhstan in education policy, higher education management, and educational leadership.

The proposal suggests that, first, the education sector is a significant factor in the transition to a stable democracy; second, the managerial and policy issues in the education sector require new skills; and, third, those new skills require training programs in Kazakhstan that do not now exist. The purpose of this exchange will be to stimulate academic programs in these fields and hence provide the necessary manpower to better guide Kazakhstan's education sector in the future.

Other proposed programs include a Center for the Study of Education and Social Cohesion, an Institute for the Study of International Innovations in Education Policy, the James S. Coleman Policy Institute, a study of education technology indicators in 30 OECD countries, educational research with the federal government of Brazil, and a study of the effect of education on social and economic transitions currently developing in Kyrgyzstan.

In addition to these broad program initiatives, DLO has devised new courses that have been part of Peabody's schedule since last fall. These courses cover international issues in higher-education policy reform, international organizations and economic development, and education's effect on social cohesion. In collaboration with Vanderbilt's Department of Economics, a course on education and economic development has been implemented. This fall, the DLO and the Owen Graduate School of Management are submitting a joint proposal for a new course of study on the business and commerce of education.

Each of these efforts has the goal of expanding Peabody's global international reach. By housing each initiative within an existing department at Peabody, DLO is trying to show how international education can benefit all programs, rather than simply being a program limited unto itself.

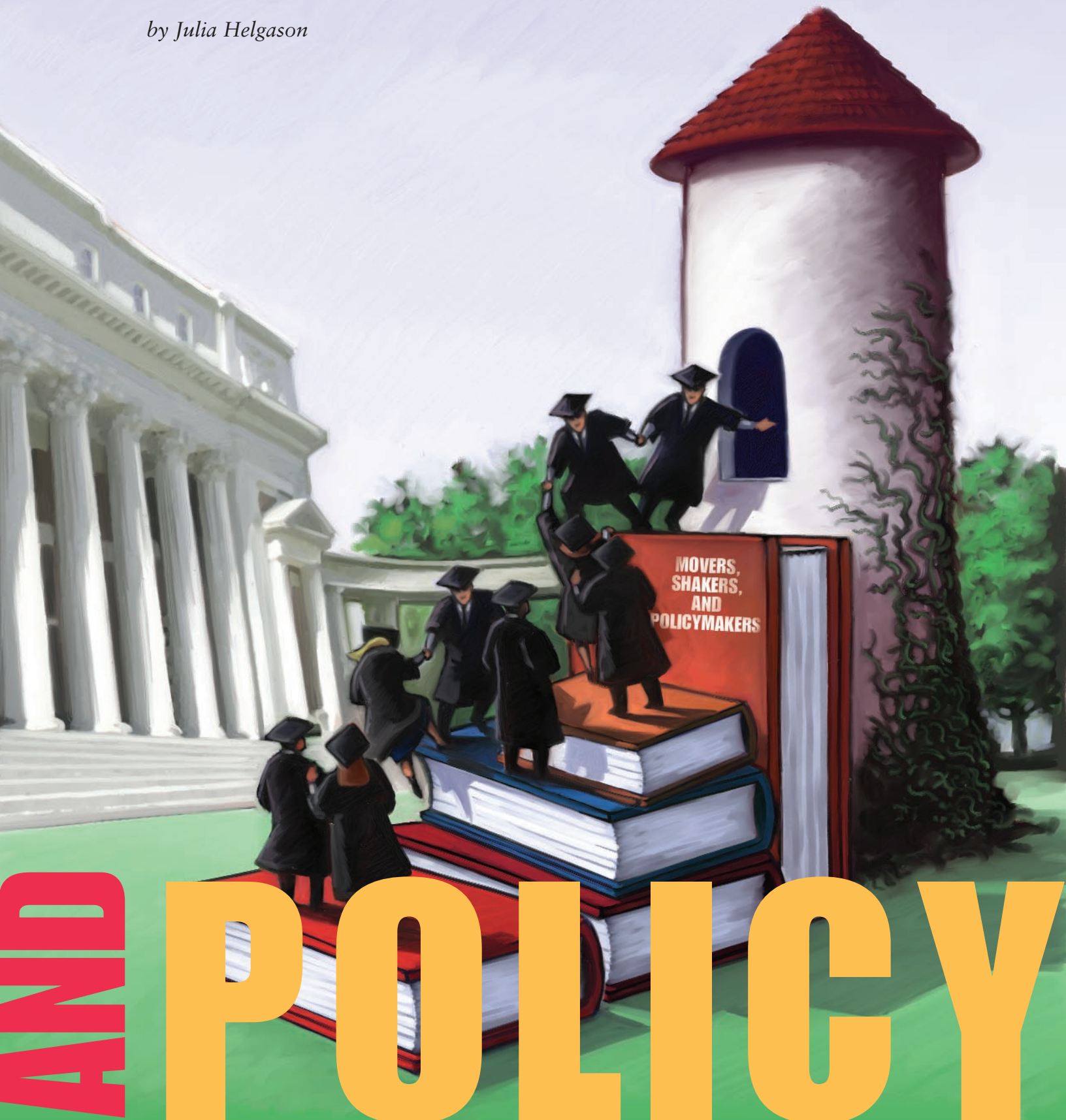
Ultimately, the reward of attaining true "world-class" status will be enhanced effectiveness locally and a stronger higher-education reputation worldwide. 

Stephen Heyneman is professor of international educational policy in Peabody's Department of Leadership and Organizations. He previously worked 20 years with the World Bank, serving as chief of its Economic Development Institute; chief of human resources for the Europe, Central Asia/Middle East, and North Africa Regions; and as lead educator for the Europe and Central Asia Region of the human development department. He has served as a board member of several organizations, including the U.S. National Academy of Sciences and the Comparative and International Education Society.



MOVERS SHAKERS

by Julia Helgason



AND POLICY

SHAKERS

An impressive number of alumni are CEOs of colleges and universities worldwide, continuing a tradition as old as Peabody itself

Being a university president or chancellor has never been a day at the beach. The hours are long, the challenges many: Recruiting and retaining faculty. Relentlessly raising money. Balancing the institution's demands of research and teaching. Satisfying the cacophony of voices clamoring to have a say in the canon—the curriculum—and how achievement should be measured. Raising more money. And that doesn't even begin to get at more recent issues surrounding diversity, accessibility, and warp-speed advances in technology.

The men and women who rise to the challenge of taking the helm at colleges and universities share certain traits. They believe in the transforming value of education, both private and public. They believe that change is inevitable and must be embraced. They harbor a certain personal ambition—call it a healthy ego or chutzpah even—and a belief that one's ideas and education can make an institution, and thereby society, better. Perhaps most of all, they are optimists.

Besides these generalities, an impressive number of these top administrators have something more specific in common: Peabody College.

Peabody's program in higher education administration took a long time to hatch. As far back as 1919, George Peabody College for Teachers listed courses in higher education administration, and the number of courses grew as the years passed. As the South's first full-fledged teachers college, Peabody drew educators with leadership aspirations in droves, and those educators enjoyed the great prestige associated with a Peabody degree.

But it wasn't until the mid-1960s that a formal program in higher education administration took shape at Peabody. Still, it was one of the nation's first.

The stimulus for this effort came from a Peabody favorite, Professor Ida Long Rogers, who is now retired. After earning a master's degree from Peabody in 1951, Rogers joined the staff in 1954 as director of student life, a position equivalent to dean of students. After eight years she was itching to move up and was determined to go for a doctorate, so Rogers asked then-President Felix

Robb which university had the best doctoral program in higher education administration.

"He told me to go to the University of Michigan," she says. "So that's where I went."

Clutching her precious Michigan diploma, Rogers returned to Peabody in 1964, convinced that Peabody was perfectly capable of developing a program to rival Michigan's. With help from colleagues, she used the Michigan model to expand and restructure Peabody's higher education administration program.

Unfortunately, some of Peabody's best professors only had part-time appointments, resulting in the revamped department's failure to meet state requirements for full-time faculty—which meant it still could not grant doctorates. To circumvent the problem, students majored in other fields—like English or mathematics—and minored in higher education administration.

When John Claunch replaced Felix Robb as president in 1967,

MAKERS

ROLL CALL

These Peabody College alumni are known to be serving colleges and universities in the role of president, chancellor, or chancellor, emeritus.

Chancellor:

Earl Bruce Heilman
BS'51, MA'52, PhD'61

University of Richmond
(Richmond, Va.)

Chancellors, Emeritus:

Paul R. Givens
BA'48, MA'49, PhD'53

University of North Carolina at Pembroke
(Pembroke, N.C.)

Joseph Charles Smiddy
MA'52

The University of Virginia's College at Wise
(Wise, Va.)

Presidential Profiles

WILLIAM E. TROUTT, PHD'78

The concept of leadership has sunk tentacles into Bill Troutt and won't let go. Hooked on the practical as well as the abstract applications, Troutt has set himself to redefining the job of a leader.

William Earl Troutt, a Tennessee native, has a broad base of leadership experience to draw from. After 17 years as president of Belmont University in Nashville, he was named president of Rhodes College, a prestigious private institution in Memphis, coming on board in March 1999. With its elegant Gothic stone buildings set in 50 acres of woodlands, Rhodes has been named "most beautiful campus in America" by the *Princeton Review*.

Though Troutt appreciates the campus, he's less concerned with beauty than with quality education. He's determined that Rhodes' students get what he found at Peabody—caring, dedicated teacher-scholars who connect with students in life-changing ways.

"The highlight of my Peabody experience was working with Dr. Ralph Kirkman on my dissertation," says Troutt. Writing was Kirkman's forte—his bible, a

thin volume called *On Writing Well* by William K. Zinsser. Troutt learned it backwards and forwards. "Dr. Kirkman trained me to write clearly, persuasively,



President, Rhodes College (Memphis, Tenn.)

Private, four-year liberal arts college affiliated with the Presbyterian Church; enrollment of about 1,500

Formerly president of Belmont University (Nashville)

and always in the active voice," he says. Troutt is convinced that effective communication is a tremendous asset whatever one's calling.

One of Troutt's finest hours in a leadership role was his 1997–98 chairmanship of the National Commission on Higher Education, an 11-member panel charged with addressing public concerns about rising colleges prices and recommending ways to keep them at a reasonable level. The commission's findings received bipartisan congressional support and endorsement of the higher education community. Its report served as a basis for the Higher Educa-

tion Reauthorization Act of 1998.

When Troutt chaired the National Association of Independent Colleges and Universities in 2000, he was able to effect the largest increase in the history of the Pell Grant program. While at Belmont, a study funded by the Exxon Foundation named him one of the nation's most effective college presidents. He currently serves on the board of the American Council on Education.

Troutt credits his wife, Carole, with significant contributions to his success. The two returned recently from a leadership retreat and seminar in the Allegheny foothills with another dozen college presidents and their spouses. The theme was "Leadership Lessons from Great Writers and Thinkers." "We read everything from Plato to Machiavelli to John Dewey," says Troutt.

"We have a wonderful marriage and an ideal partnership. My career has been a real team effort."

—Julia Helgason

ANNE SHOEMAKER MCNUTT, PHD'79

Anne Shoemaker McNutt made history as the first woman president of a South Carolina technical college. Since 1987 she has presided over the Technical College of the Lowcountry, a two-year institution on 47 acres of waterfront

property at Beaufort.

In 14 years she has doubled enrollment for credit courses, increased funding by 1200 percent, purchased contiguous property, and built a new 18,000-square-foot health sciences facility.

In this process, she has come to view technology as the enemy. "I kept thinking it would get easier," she admits, "but technology brought us a new set of issues and we find ourselves running faster and faster just trying to keep even."

Accolades from colleagues regarding McNutt's talents as an administrator are plentiful, but there have been other, unexpected compensations. "Prince of Tides," the film based on Pat Conroy's novel, was shot mostly on McNutt's campus. "The underwater scene was filmed right outside my office window," she says. "I met Barbra Streisand and Nick Nolte. It was incredibly exciting."

McNutt was the middle child between two brothers. "My parents never made a distinction," she says. "They had high expectations for all three of us. I couldn't fully appreciate that until I was grown and could look back over my life."

Careers for women were limited when McNutt was a girl. "I was not interested in becoming a teacher, a nurse, or a secretary," she says. Her mother taught English and often held her daughter



President, Technical College of the Lowcountry (Beaufort, S.C.)

Public, two-year technical college; enrollment of about 7,000

Formerly interim president of Northeast State Technical Community College (Blountville, Tenn.)

ter on her lap as she read Shakespeare. "But I didn't want any part of it. I thought I might study math." When she got to college, however, her math teacher was boring; her English teacher, dynamic. "She hooked me."

McNutt earned a master's degree in English in 1969 and then taught in Scott County, Va., and Blountville, Tenn., before arriving at Nashville State Technical Institute in 1976 to teach English and speech. "Others seemed to see something in me that I hadn't seen myself," she says. "They encouraged me to enroll in Peabody's higher education administration program."

Peabody was McNutt's first experience with private education. "It was wonderful. Every faculty member was superb—dedicated and invested in students. They made all of us feel cherished."

When McNutt became interim president of Northeast State Technical Com-

munity College in 1983, her first day on the job was the first day of fall registration—"the craziest day of the school year," she says. "My Peabody case studies had given me exactly what I needed to set priorities very quickly."

—Julia Helgason

HAZO W. CARTER JR., EDD'75

Hazo in the biblical book of Genesis was the son of Abraham's brother Nahor. Hazo Carter Sr. was named for the biblical Hazo, and Hazo Jr., an only child, shares his father's name. The elder Hazo Carter taught his son to manifest pride in his noble and distinctive name by living up to the Bible's teachings. "I took my father's advice very seriously," says Carter. "I have tried to follow it."

Accordingly, Carter says his first priority is family. Second is serving others. "If I'm crossing the campus and see someone—student or staff—who looks unhappy or upset, I'll take that person back to my office and find out what I can do to help."

Carter is the ninth president of West Virginia State College, a position he has held since 1987. His wife, Phyllis, is a practicing attorney. "We lead very busy lives," he says. To ensure time together, they meet for lunch every day. "Otherwise we might never get a chance to talk to one another." It's part of his family-first philosophy.

The Carters' only child, daughter Angela, was 8 months old when they moved to West Virginia State. "She's 14

he became frustrated with the program's existing limitations and set about adding full-time faculty. His first hire was Ralph Kirkman.

"I sat down with John in a motel restaurant in Nashville," Kirkman remembers. "He told me he was trying to get Peabody's higher education administration program clearly defined and better organized. We got to talking, and he offered me a job on the spot." As it was customary for several faculty members to interview a candidate, Claunch caused friction among the ranks with



Esteemed emerita professor Ida Long Rogers, right, visits with Peabody Dean Camilla Benbow after May's commencement ceremonies.

his one-man decision. But the decision proved to be a good one.

Kirkman, now retired, is one of the professors most revered by alumni as a friend, a father figure, and an effective teacher. Both Kirkman and Rogers adhered to Peabody's longstanding tradition of caring for their students—a tradition many believe is responsible for the program's success.

"THE GLUE THAT HELD IT TOGETHER"

Certainly, one of the greatest testaments to the success of Peabody's programs in higher education leadership is the large number of Peabody alumni who now serve, or have served, as chancellors or presidents at colleges and universities around the world.

Peabody is aware of at least 24 of its alumni who currently serve in the role of chief executive officer—many of them for the second and even third time—and at least 29 living alumni are now retired from the job. Another 54 are serving in other top administrative capacities, as vice presidents, vice chancellors, provosts, and academic-affairs deans. Still others lead national, regional, or statewide educational organizations and accrediting bodies.

Of course, not all of these high-achieving graduates earned their degrees directly through Peabody's higher education administration program. For example, Charles Norman Millican, MA'46, former president of the University of Central Florida, earned his Peabody degree in economics. Billy O. Wireman, PhD'60, the retiring president of Queens College in North Car-

olina, earned his doctorate in health and physical education. And Thomas H. Powell, EdD'82, president of Glenville State College in West Virginia, earned his doctorate in special education.

Still, the program's influence among these distinguished alumni is keen—both professionally and personally.

Hazo Carter, EDD'75, president of West Virginia State Col-

Peabody is aware of at least 24 of its alumni who currently serve in the role of chief executive officer, and at least 29 living alumni are now retired from the job

lege, recalls that Professor Kirkman looked after his widowed mother when Carter accepted a career opportunity that took him out of town. Against her son's wishes, Mary Carter, confined to a wheelchair, elected to stay behind. "Dr. Kirkman would call for her in his automobile every week," says Carter. "He would take her shopping and on her various errands."

Charles Smith, MA'66, PhD'76, who recently announced his candidacy for Tennessee's next gubernatorial race, earned a master's degree in English from Peabody in 1966 and a doctorate in higher education in 1976. His résumé is awesome. Smith began

his career in journalism, becoming news bureau director for the University of Tennessee in 1967. Within 13 years he had parlayed that position into the vice presidency of the statewide UT system. In 1987 Gov. Ned McWherter named Smith commissioner of education for the state of Tennessee.

Smith has high praise for his major professor. "Dr. Ida Long Rogers is without question one of the most caring, endearing, and inspiring people I've ever known—a model of what a professor should be. She was the glue that held it all together."

Another of Rogers' enthusiastic fans is Kenjiro Yamada, MLS'66, EdS'75, PhD'79, a native of Japan and chief executive officer over 696 Methodist-affiliated colleges and universities worldwide. His most recent project was oversight of the new Africa University in Zimbabwe. Yamada secured a \$1.6 million grant from the U.S. Agency for International Development and was involved with the university's planning from the time of its site selection. The university's library now bears his name.

Yamada stays in touch with Rogers, who was his major professor. Last year she flew to Zimbabwe to attend the opening of the Jokomo/Yamada Library, and she is active in raising money for books to stock its shelves.

Charles Edward Smith
MA'66, PhD'76

The Tennessee Board of Regents (Nashville)

Presidents:

Davi Ferreira Barros
PhD'81

Universidade Metodista de Sao Paulo (Sao Paulo, Brazil)

Theodore Ralph Brown
PhD'88

Martin Methodist College (Pulaski, Tenn.)

Wayne Myles Burton
EdD'91

North Shore Community College (Danvers, Mass.)

Hazo William Carter Jr.
EdD'75

West Virginia State College (Institute, W.Va.)

Marvin Lee Dewey
EdD'98

North American Baptist College (Alberta, Canada)

Stephen Fowler Flatt
MS'78, PhD'81

Lipscomb University
(Nashville)

Earl Eugene Keese
PhD'72

Lima Technical
College (Lima, Ohio)

William Thomas
Luckey Jr., EdD'01

Lindsey Wilson College
(Columbia, Ky.)

Anne Shoemaker
McNutt, PhD'79

Technical College
of the Lowcountry
(Beaufort, S.C.)

Scott Douglas Miller
EdS'88

Wesley College
(Dover, Del.)

W. Chuck Philip
MS'79, EdD'86

Hiwassee College
(Madisonville, Tenn.)

Sis. Mary Evelyn Potts
BS'68, MA'70

Aquinas College
(Nashville)



Jim Guthrie, chair of the
Department of Leadership and
Organizations

A DEDICATION TO STUDENTS

Peabody's fully developed, 21st-century program in higher education administration is under the auspices of the Department of Leadership and Organizations (DLO), chaired by Jim Guthrie. Guthrie, who also is professor of public policy and education and director of the Peabody Center for Education Policy, came to Peabody in 1994 after 27 years at the University of California at Berkeley.

"I saw at once that Peabody's firm foundation, fine faculty and resources, and excellent national reputation could be the basis for creating an internationally renowned department of educational leadership," says Guthrie.

The diverse program draws students from many walks of life, different backgrounds, and national origins. Typically, master's students are 25 to 28 years old when they enter the program. On average, doctoral students range in age from 38 to 40, and most

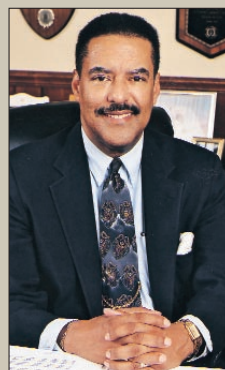
now," says Carter. "Angie has literally grown up on this campus." The 5,000-student campus lies between the Appalachian foothills and the Kanawha River, nine miles west of Charleston. The Nashville native and son of educators earned his doctorate at George Peabody College for Teachers in 1975. His high praise for the College's faculty extends especially to Professor Ralph Kirkman. "He came to my inauguration in 1983 when I became president of Philander Smith College in Little Rock," says Carter. "He was inauguration speaker when I came here in 1987, and he returned as commencement speaker last spring."

Carter's ties to Peabody have been important to him. He recently completed seven years service to Peabody's Alumni Association Board of Directors, including one year as president. "I seek out opportunities to be of service to others, to work with others to solve problems," he says.

President,
West Virginia
State College
(Institute)

Public, four-year,
land-grant college;
enrollment of 5,000

Formerly president
of Philander Smith
College (Little
Rock, Ark.)



WEST VIRGINIA STATE COLLEGE

Carter came to higher education administration by a circuitous route. His undergraduate degree is in journalism, and his first job was with Illinois Bell Telephone. Later he was a social worker with Nashville's Department of Mental Health.

Today his focus is on the process of obtaining university status for West Virginia State, the nation's only remaining 1890 land-grant college that has yet to do so. "I once heard a profound statement that I think reflects my life," says Carter. "The days are long, but the years are short."

—Julia Helgason

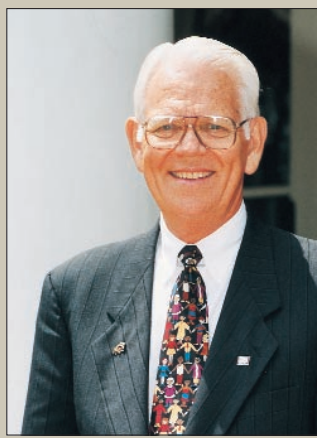
EUGENE M. HUGHES, PHD'68

Nebraska native Eugene Morgan Hughes had an affinity for math and thought he might like to teach it. But destiny

Interim President,
Eastern Kentucky
University
(Richmond)

Public, four-year
university; enrollment
of 15,400

Formerly president
of Northern
Arizona University
(Flagstaff) and
Wichita State
University (Kansas)



EASTERN KENTUCKY UNIVERSITY

had loftier ambitions for Hughes. He has served two large state universities as president—leaving behind a building bearing his name at both Northern Arizona University and Wichita State University—and, coming out of retirement, is now tackling a third.

Hughes began his academic career as instructor of mathematics at Chadron State Teachers College in northwest Nebraska. Common sense and uncommon charisma earned him rapid promotions all the way up to assistant to the president. In 1962 he took a break to earn a Peabody College doctorate.

Hughes learned the presidential ropes at Peabody, first as intern for the dean, Martin Garrison, and later as administrative assistant to President Felix Robb. He was involved in everything from board meetings to report writing, interacting with powerful people. But he was still at Chadron in 1969 when he attended an accreditation meeting in Chicago. There he met J. Lawrence Walkup, who invited Hughes to Flagstaff to become dean of arts and sciences at Northern Arizona University (NAU). Hughes hesitated. "I loved Chadron," he

says. "I didn't want to go."

"Just come down and look us over," Walkup insisted. Hughes did.

A sucker for a challenge, he got sucked in. Hughes was at NAU for 23 years, the last 14 as president. He increased enrollment from 11,500 to more than 18,000 through creative expansion and innovative partnering. "We did a lot of things they told us couldn't be done," he says.

In 1993, when the challenges ran out, he retired. But then came the call from Wichita State University. Wichita is a dynamic city, says Hughes, but the university was lagging behind. He accepted the job as president of the 14,000-student campus, and by 1998 he had turned things around. Again he retired and moved back to Flagstaff.

Interviewed from his recently acquired office at Eastern Kentucky University in Richmond, Hughes acknowledges that challenge once more has lured him from retirement. Now at age 67, he works days, nights, and weekends as interim president so he can get done and get back to Flagstaff. When he retires this time, he plans to head up a homeowners association and run the on-site golf club.

Meanwhile, he and his wife, Margaret, walk evenings on the Eastern Kentucky campus with their friendly golden retriever. "Everyone has heard of first ladies," laughs Hughes. "Well, Bailey is 14, and this makes his third time as 'First Dog.'"

—Julia Helgason

HAL REED RAMER, BS'47

Hal Reed Ramer sometimes tools around campus in his vintage Pierce-Arrow automobile, and on special occasions he invites staff or students for a ride. The hulking 1929 model, blue with black trim, is Ramer's pride and joy and only toy. His voice is wistful when he says, "I wish I could tell you I had a hand in its restoration, but I bought it already restored."

Ramer's campus is Volunteer State Community College in Gallatin, Tenn. He is both founder and president of the college, elected to the position more than 30 years ago by the state board of education. Following groundbreaking ceremonies in 1970, he visited the campus daily just to savor the sight of construction, the work in progress that would later define his future. In the fall of 1971, classes were begun. The four original buildings weren't ready, but Ramer hired faculty and held classes for 600 students—renting, begging, and borrowing a hodgepodge of scattered facilities. Thirty years later, enrollment at the two-year college is 6,700.

Ramer, born in 1923, was reared on a farm near Kenton, Tenn. In 1947 he graduated from George Peabody College for Teachers and went on to serve as a member of its board of trustees. Currently, he serves on Peabody's Alumni Association Board of Directors, and in 1996 he received the College's Distinguished Alumnus Award. Ramer praises his alma mater for "taking us in, nourishing us, and helping us move along. We



VOLUNTEER STATE COMMUNITY COLLEGE

are all in debt for the changes it made in our lives."

Ramer's formal education was sidetracked by World War II, for which he served in the U.S. Army Air Corps in New Guinea and other South Pacific locations. Prior to his 1970 appointment at Volunteer State, he served seven years as assistant state commissioner of education.

Ramer recalls having been "almost engaged a couple of times," but he never married. An avowed animal lover, he shares his Nashville home with a cherished 6-year-old cat. When two mixed-breed dogs showed up on campus not long ago, he took them in. Now Trixie and Ginger are part of the Vol State family.

Although work consumes him, he says he likes it that way. "I enjoy what I do. I enjoy the staff and the young people and the diversity of each day." At 78 he thinks occasionally of retirement, but he's set no date, made no plans. He's in no hurry. With his huge commitment to

Founding president,
Volunteer
State Community
College (Gallatin,
Tenn.)

Public, two-year
community college;
enrollment of about
6,700

Thomas Hennessy
Powell, EdD'82

Glenville State College
(Glenville, W.Va.)

Hal Reed Ramer
BS'47

Volunteer State
Community College
(Gallatin, Tenn.)

Lee G. Royce
EdD'93

Anderson College
(Anderson, S.C.)

Janet Fay Smith
PhD'83

Rich Mountain
Community College
(Mena, Ark.)

Mohd Any Sujak
MED'82

Inpens College
(Shah Alam, Malaysia)

Hawun Sung
MA'61, MLS'72, PhD'76

Taedok College (Taejeon,
Republic of Korea)

Jerol Bradshaw Swaim
MA'64

Williams Baptist College
(Walnut Ridge, Ark.)

are married professionals with varying reasons for furthering their educations. A flexible weekend class schedule allows students the opportunity to coordinate their careers with their classes, and doctoral students may complete the coursework in three or fewer years.

Currently, 60 master's and 40 doctoral candidates are being served by the DLO's programs in higher education leadership. Students choose from three major courses of study:

- Higher Education Administration, designed for students who want a broadly based program and for students who want to combine their study of higher education administration with another discipline;
- College Student Personnel Services, targeted at recent college graduates who aspire to positions in various student affairs positions; and
- Institutional Advancement, aimed primarily at preparing students for careers in alumni relations, development, and public relations.

Jim Guthrie's primary field of interest is public education policy. Thanks, in part, to his efforts, Peabody is ranked eighth nationally by *U.S. News and World Report* magazine among education policy programs at graduate schools of education. Peabody ranks fifth nationally among administration and supervision programs, and 13th among higher education administration programs.

As good as these numbers are, Guthrie is hatching a plan to raise them even higher. Since becoming chairman of the Depart-

ment of Leadership and Organizations in September 1999, he has undertaken "to redefine its mission, replenish its resources, extend its professional and community outreach, and build momentum for the future."

Key to building that momentum is the leadership of a strong faculty. John Braxton is a DLO professor who has taught higher education leadership at Peabody College for nine years. He says today's higher-education leadership faculty is research oriented, honing in on two issues of major concern: student retention and faculty motivation. Little can be done to keep students who leave involuntarily, he says, but evidence shows that students who leave voluntarily do so for social reasons.

"A student who feels isolated is more apt to leave than one whose culture and attitudes are congruent with others on campus," says Braxton, a Virginian who came to Peabody by way of Syracuse University.

Mentoring, therefore, is a high priority. Last year, for example, the department published 19 research articles, many of which were professor-student collaborations. Braxton and a graduate student recently worked together on a report that included 46 recommendations for improving student retention at Peabody, while also concluding that the College's faculty is accessible and dedicated to students, and very much concerned about the attitudes and values that students take away with them.

"In that respect," says Braxton, "we're similar to a small liberal arts college."

FRIENDS IN HIGH PLACES

Peabody's concern not only for the individual student but also for the quality of its graduates has paid off. Alumni continue to distinguish themselves in leadership positions in colleges, universities, and in state and federal agencies.

Edward J. Boling, EdD'61, president, emeritus, of the University of Tennessee, is a great example. From 1970 to 1988, Boling presided over both UT's flagship campus in Knoxville and its Memphis-based medical school, with annual combined budgets approaching \$1 billion and an enrollment of 28,000 students. But he contributed to public education policy long before that.

While working on his doctorate at Peabody in the early 1960s, Boling made friends with a fellow student, E. Bruce Heilman, BS'51, MA'52, PhD'61, who later would become chancellor of the University of Richmond (Virginia). "We studied together and kidded around a lot," says Boling.

They also made an invaluable contribution to Tennessee education policy. As state budget director at the time, Boling saw that funds earmarked for Tennessee colleges were disbursed unfairly. "Colleges were all getting the same amount without regard to size or scope. Austin Peay was getting the same amount as Memphis State with no rhyme or reason."

So Boling's dissertation—based on common sense, he asserts—was titled *Methods of Objectifying and Justifying Allocations for State Colleges and Universities*. Meanwhile, Heilman, a former bursar, wrote his dissertation on *Developing a Uniform*

James Harold Taylor
EdD'84

Cumberland College
(Williamsburg, Ky.)

William E. Troutt
PhD'78

Rhodes College
(Memphis, Tenn.)

Barry Mark Weinberg
EdD'88

Fulton-Montgomery
Community College
(Johnstown, N.Y.)

Billy O. Wireman
PhD'60

Queens College
(Charlotte, N.C.)

These alumni are serving in other important leadership roles within the following educational organizations:

Daniel Oman Aleshire
MA'72, PhD'74

Executive director,
Association of
Theological Schools
(Pittsburgh)

civic projects, he could find plenty to do without the full-time president's job. And he might even finish his written history of Vol State. He's already up to 1991, two-thirds of the way through.

—Julia Helgason

SCOTT D. MILLER, EDS'88

Scott Douglas Miller is unashamed of his Type-A personality. So what if he can't slow down or take vacations? He's covered a lot of ground in his 42 years. At 31 he became president of Lincoln Memorial University, and at 38 he was named president of Wesley College.

Back in the days when Miller was a sportswriter, someone told him, "Scott, there are people who write news and people who make it. You strike me as a make-it-happen type." The chance remark stuck with Miller. "It started me thinking," he says. And it started him on the road to Delaware.

Founded in 1873, Wesley is Delaware's oldest private college, with a campus that lies in a historic district of downtown Dover. The president's home—a sprawling, 6,000-square-foot historic mansion—was one of Miller's early acquisitions. Strolling past the house one day with a colleague, Miller remarked that it would make a great president's house. To his surprise, the house's owner called him.

"I hear you like my house," came the voice on the phone. Miller acknowledged that he did. The owner invited him to lunch. "After lunch, he tossed me the



WESLEY COLLEGE

President,
Wesley College
(Dover, Del.)

Private, four-year
liberal arts college
affiliated with the
United Methodist
Church; enrollment
of about 2,000

Formerly president
of Lincoln Memorial
University (Harrogate,
Tenn.)

doctoral program. "I had a wife and three children to feed. I couldn't give up my day job." The weekend program enabled Miller to drive to

keys," says Miller. "I'm moving," he said, "and you can have it if you want it."

Wesley is a private institution with Methodist affiliations and no state funds. As competition for private donations becomes more intense, Miller seeks new and innovative funding sources. "We're running this university like a business," he says. He has restructured the institution, doubled enrollment, developed 1,000 acres to generate revenue, formed profitable partnerships, and introduced classes at convenient times for working adults.

He couldn't have moved so fast without his Peabody foundation, says Miller, and he couldn't have attended Peabody had there been no weekend

Nashville for Friday evening classes, back to Harrogate after Saturday classes, and to spend Sundays with his family.

"The curriculum was rigorous; the atmosphere, tremendous; the professors, outstanding. I wouldn't have missed it," he says.

Although Miller prefers work, sports runs a close second. He coaches various ball teams for his teenaged daughters, and the whole family watches the Atlanta Braves "at home, on the road, and on TV." When it's TV, Miller watches with one eye. The other is on that work he's spread out all over the floor.

—Julia Helgason

An invaluable benefit of being part of the Peabody community is the important relationships built there—associations with people who wind up in high places and are willing to help pull others along.

Program of Financial Accounting and Reporting for Tennessee State Institutions. The pair submitted copies of their reports to the state.

"The state copied our reports and used them to their great benefit," says Boling. "I was able to help the state implement my formula for allocating funds, and there were only minor alterations as we got smarter."

Based on his dissertation, Heilman developed an *Operating Manual for Budgeting, Accounting, and Reporting for Institutions of Higher Education*, which the state eagerly adopted. "Then they sent me to IBM in New York to pick out the appropriate equipment to set it up," he recalls.

Heilman spoke at the party in honor of Boling's retirement from UT in 1988, and the two remain friends. Their story illustrates an invaluable, yet often overlooked, benefit of being part of the Peabody community, and that is the important relationships built



FILE PHOTO

Peabody alumnus and Tennessee gubernatorial candidate Charles Smith

there—not just those lifetime friendships, but associations with people who wind up in high places and are willing to help pull others along.

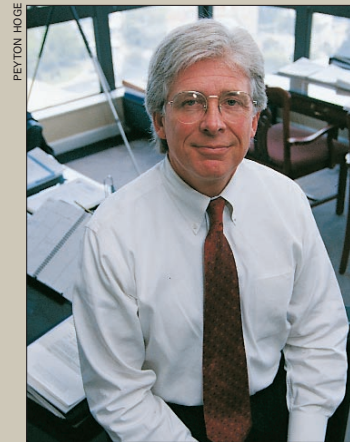
William Troutt, PhD'78, president of Rhodes College in Memphis, is another Peabody standout whose policymaking efforts have had wide-ranging results. A few years ago, while serving as president of Belmont University in Nashville, he chaired the National Commission on Higher Education, which is charged with making recommendations for controlling costs and keeping college affordable. The commission's findings served as a basis for the Higher Education Reauthorization Act of 1998.

Troutt also has served on other national councils and associations, and participated in effecting the largest increase in the history of the Pell Grant program.

Leadership Profile

RICHARD G. RHODA, MA'74, PHD'85

Apparently, Rich Rhoda doesn't run from a challenge. He has served as interim president of two Tennessee colleges—Austin Peay State University and Nashville State Technical Institute—and has held numerous administrative appointments at Tennessee State University. He has taught on the Peabody faculty. He has served as senior vice chancellor and acting chancellor of the Tennessee Board of Regents. And since 1997, he has been executive director of the Tennessee Higher Education Commission, which serves all public institutions statewide—and more than 200,000 students.



PEYTON HOIGER

Tennessee's postsecondary education system is among the nation's six largest, and a complex checks-and-balances system manages it. The Tennessee Board of Regents governs the 45 public institutions that operate outside the University of Tennessee system, and the five institutions making up the UT system are governed by a board of trustees.

The Tennessee Higher Education Commission (THEC), led by Rhoda, coordinates the efforts of both systems and serves as a link between those 50 institutions, the state General Assembly, and the governor. "We submit funding requests on behalf of the two systems, and we approve any new programming, any new institutions, any off-campus locations," explains Rhoda. "It's a combination of advisory and regulatory responsibilities."

Rhoda was already on the Board of Regents staff when he began working on his Peabody master's degree in the early '70s. Peabody's influence was direct and immediate, he says, as he took to the office each day what he was learning in the classroom.

"I was actually learning to do what I wanted to do—and a certain amount of confidence came along with the fact that

Executive director,
Tennessee
Higher Education
Commission
(Nashville)

Peabody is a premier college of education. I truly believed that I was receiving the best instruction from the best faculty anywhere. There was reality in what I was learning."

Not surprisingly, a conversation with Rhoda about Peabody soon turns to the infamous Ida Long Rogers, his major professor and, he says, a great mentor.

"As students, we were in awe of her," says Rhoda, "and she and I have kept up with each other through the years. In fact, I was the commencement speaker last May at Middle Tennessee State University. The place was packed, and just before I walked from the wings to the podium, I looked over and there was Ida Long. I took it as a good omen!"

Serving on Rhoda's doctoral dissertation committee at Peabody was John Folger, now emeritus professor of education. Folger was the first executive director of the THEC, Rhoda's current job, and went on to serve higher education at national levels before returning to Nashville to teach at Peabody. Rhoda says Folger advises him still today.

"Particularly since I've been in this position, he's always been there when I've had a question," says Rhoda. "I trust him and have the greatest of respect for him. We met together just last week, in fact, and he helped me think through some difficult issues."

"That kind of support is invaluable, and it all started at Peabody."

—Phillip B. Tucker

If gubernatorial candidate Charles Smith has his way, he will make the largest policymaking contribution of all. Smith is chancellor, emeritus, of the Tennessee Board of Regents, which is the governing body of the statewide university and community college system—the sixth largest system of higher education in the country. Smith knows the issues facing higher education today. The first, he says, centers on access.

Only 16 percent of Tennesseans over 21 years of age have been to college, he says. "We have to ask ourselves how we can provide access. Technology will play a large role, but it's going to take a lot of thought, time, and effort—and a lot of great minds—to devise the best way to deliver education through Web-based courses."

The second challenge, says Smith, is devising a way to meet political and corporate demands for workplace skills without losing the liberal arts component of education. "To my mind, that is extremely important. We don't need people who are skilled but not educated."

NEW DIRECTIONS FOR A CHANGING FUTURE

As successful as Peabody's programs in higher education leadership have been, nothing that remains static can survive. Jim Guthrie is making plans to overhaul the program, and he's the man to do it. His credentials tell quite a story.

Guthrie earned B.A., M.A., and Ph.D. degrees from Stanford University, and he has done postdoctoral work at Harvard and

Oxford. He has worked for both the California and New York state education departments, and he served as education specialist for the U.S. Senate.

Guthrie has written or collaborated on 10 books and more than 200 professional and scholarly articles. He chaired the Consortium on Renewing Education (CORE), which issued the 1998 report *20/20 Vision: A Strategy for Doubling America's Academic Achievement by the Year 2020*. In 1999 he completed a statewide study of colleges and universities as staff director for Tennessee Gov. Don Sundquist's blue-ribbon Council of Excellence on Higher Education. He also serves as editor of an encyclopedia of education scheduled for publication in 2002.

The department must change direction to meet future challenges, says Guthrie. "Our department is in the midst of redefining its views regarding leadership, leadership preparation, and scholarly inquiry connected with leadership preparation." He has begun recruitment of world-class faculty as he grapples with the process of streamlining courses and exploring marketing alternatives.

"There is much left to accomplish," he says. "We have begun, but we are not even at the end of the beginning." IP

Julia Helgason, formerly a staff writer for the Dayton Daily News, is now a freelance writer living in Nashville. Phillip Tucker and GayNelle Doll also contributed to this article.

EAGER TO LEARN

*Children are born with an inclination to learn,
but how can we ensure that young children are being taught well?*

by Barbara T. Bowman

Barbara T. Bowman is co-founder and president of the Erikson Institute for Advanced Study in Child Development in Chicago and one of the nation's foremost authorities on early childhood education. A past president of the National Association for the Education of Young Children, she has demonstrated a distinguished record of national service that has included leadership on numerous research committees, editorial boards, and in professional organizations.

For three years Bowman chaired the Early Childhood Pedagogy Task Force for the National Research Council of

the National Academy of Sciences. Last January the Task Force released its research findings in a report titled *Eager to Learn*, which makes specific national recommendations for practice, research, and policy. The next month Bowman was at Peabody to share the important outcomes from that report as the 16th Maycie K. Southall Distinguished Lecturer on Public Education and the Futures of Children. Her far-reaching remarks represented an urgent call to action for teachers, parents, legislators, and anyone concerned about the education of young children in America. Excerpts from those remarks make up this article.

The world has changed a great deal since I went into teacher education nearly half a century ago. Then kindergarten was the beginning of school, and few people thought of preschool education as relevant. In fact, there was little interest in the education of children under 6.

Today this is not the case. There are early childhood development specialists in every state department of education, and under IDEA, states are helping to fund educational programs for preschool children with handicapping conditions. Many states are funding preschool programs for children at risk of school failure. And some have preschool standards for achievement and learning goals. Finally, the Congress has declared that having all young children ready to learn in school should be our first educational goal.

What has changed? Why have we suddenly gone from a paucity of interest in young children to every state department of education's putting it high on their agendas for action?

support from the Spencer Foundation and the Foundation for Child Development. I chaired the committee, which included researchers and practitioners in child development, early education, and the related sciences. We deliberated more than two years, and a final report was prepared with our findings and conclusions. A summary of those conclusions follows.

For those who like to have the ending first, I offer the final conclusion of our committee. It was impossible to review this body of research and not conclude that the quality of care and education of young children from birth through age 5 is a strong determiner of their school learning. Further, children at risk of school failure can have their educational trajectory changed significantly, but only in programs characterized by exemplary practice.

In arriving at this conclusion, the committee focused on four questions: What child characteristics affect early learning? What should young children learn? How should they be taught?



Barbara T. Bowman, expert in early childhood education, delivers this year's Maycie K. Southall Distinguished Lecture to a packed room in the John F. Kennedy Center complex on the Peabody campus. Bowman revealed the significant conclusions of a recent National Research Council task force on early childhood pedagogy, which she chaired.

Probably the most important change is in our knowledge base about how young children learn. In 1997 the National Research Council decided this knowledge base was sufficiently robust to appoint a committee to consider such questions as, How should we educate preschool-age children so they're ready to learn in school? What do all young children need to learn? What social behavior, what emotional control, what cognitive skills, what intellectual orientation will move them toward school competence?

The committee was to review and synthesize the research on early-childhood education from a broad range of scholarship: child development, education, anthropology, linguistics, psychology, learning theory, cognitive science, neuroscience, and sociology. We were to focus on teaching and learning of young children between 2 and 5, giving special attention to children living in poverty, children with limited English proficiency, and children with disabilities—all children most likely to have trouble in school.

Sponsoring the study was the U.S. Department of Education's Office of Educational Research and Improvement and the Office of Special Education Programs, with additional

And what public policies are needed to ensure that all young children have an opportunity to learn what they need to learn in order to be successful in school?

What Child Characteristics Affect Early Learning?

First, children have a natural inclination to learn. We found this to be the most important factor influencing children's education because it defines the nature of early childhood teaching and learning. Research shows clearly that children come into the world not only ready but eager to learn as a part of their genetic equipment. The primary task for first teachers is to keep this natural inclination alive and to direct learning toward content that will be useful to children in the world in which they live.

Of course, the specific ways in which children's developmental capabilities emerge may look quite different. Some kids will learn to walk early, others late. Some will talk a lot; others will be shy. What they will share, however, is a zest for making sense out of their environment.

Second, children require basic physical and social supports beginning at conception. The evidence is clear that early physical and social deprivation damages children's developmental potential so much that later development is seriously compromised. Poverty is one of the major causes of deprivation, and a large proportion of children in America come from economically disadvantaged backgrounds.

At a time when children's brains are most dependent upon good health, good nutrition, and responsive care, many American children do not have enough human or material resources to support development. This must be a major cause for alarm. Children do not learn well in school if their development has been compromised by early poverty and neglect. Our current commitment to provide comprehensive services to children at risk is essential if children are to learn well.

Third, culture and language differences affect learning but do not need to compromise school achievement.

The committee recognized that because children live in culturally, racially, and socioeconomically diverse communities, they face different realities, learn different behaviors, have different traditions, and learn to value different things.

Although developmental competence and school competence overlap, they are not precisely the same thing. If a child has learned his or her own language, for example, he or she is demonstrating developmental competence, even if the vocabulary is full of swear words instead of the words on standardized tests. The point is that developmentally competent children learn what is available in their environment to be learned, and for some children these are not the same things they need for school.

Luckily, however, research says that developmentally competent children can learn school-related knowledge and skills when the learning environment and teaching style supports them. The life trajectory of children who are at risk for school failure *can* be changed by high-quality early childhood intervention.

Fourth, children build on prior learning. New research on the psychology of learning has altered our view of learning. We know that in order for children to take in new knowledge and skills and use them to solve problems, they must integrate them into their past thinking and action frameworks. Naïve and simple concepts are acquired quite early. Infants understand the small difference in sets of objects and hear the differences in language sounds. Our task is to help children broaden their old ideas to make new ones.

Effective learning includes the factual information and skills, as well as the understanding that permits it to be useable knowledge. If newer opportunities to learn are too narrow or go too fast, children may not be able to connect them to their past experiences and make sense of the new learning. Opportunities to learn, then, must be frequent enough and

extensive enough so children can connect them to what they already know and thereby build more complex understanding.

Finally, children need relationships with helping adults. Although children are naturally eager to learn, and will learn a great deal from their own efforts, they do not learn all they need to know for and by themselves. The adult role is critical, and the more he or she knows about the child, about how children learn, and how to support their learning, the better the child will learn.

Numerous fields of study support the notion that warm, supportive, responsive, and consistent care-giving stimulates development, while deprivation and stress jeopardize it. Children learn best when adults they care about point out what is important to learn, and reward them with love and attention when they do. Parents, because their relationships with their children tend to be more ongoing and consistent, are likely to be the most influential people in children's lives. This is why good-quality early childhood programs support parents.

What, then, is an effective learning environment? First and foremost, it is one that provides good-quality care and education. Our committee defined "care" as "providing social and emotional guidance and support" and "education" as "motivating, instructing, and scaffolding learning." Both are essential.

Effective learning environments also pay attention to individual differences. Children are different, and they differ in characteristics such as temperament, emotional responsiveness, and the pace of their learning. Even children at the same age and with similar backgrounds do not learn in lock step with one another. In order for a child to learn, the task at hand must be something that *particular* child has the maturity and background to master.

Children with handicapping conditions are on the same learning curve as more typically developing children. They are just more diverse. Therefore, the committee agreed with the recommendation of the Council for Exceptional Children's Division of Early Childhood that programs should use similar guidelines for both typically developing and special-needs children, and that individual differences—*not* disabilities—should be the major factor for planning.

Finally, effective learning environments have competent teachers. The committee report stresses that teaching young children is a complex activity demanding well educated teachers. It is easy to believe that because young children do not know very much about the world, their teachers do not need to know very much, either. On the contrary, teachers of young children need a deep understanding of various disciplines and concepts if they are to create opportunities for children to learn—and they need specific knowledge of child development and early childhood pedagogy.

Teachers need to know *why* a number line is an important concept. They need to know *why* stars come out at night. What is inside a seed that makes it grow? Why are colors different? These are everyday concerns of young children. And, as is always the case, the more basic the question, the more knowledge is required to answer it.

What Should Young Children Learn?

In addressing this question, the committee focused largely on reading, mathematics, and science—not because those are the only important subjects, but because those are the subjects for which there is a robust research base. This does not imply that music, arts and crafts, and the physical activities that are commonplace in a high-quality preschool program are of less importance. Moreover, these activities, important in their own right, can provide opportunities for developing language, reasoning, and social skills that support learning in the more academic areas.

It is a mistake to think that all content is equally useful, or that concepts can be presented in a haphazard and disorganized way and be equally effective. Content needs to be carefully selected so that it forms a solid foundation for later learning. Whatever the content, however, the focus of the curriculum should: (1) deepen children's knowledge and understanding of language; (2) introduce other forms of representational and symbolic thought; and (3) promote the understanding of the world around them, including the social world. The best curricula deepen and extend children's emergent understandings and provide significant opportunities for reflection.

How Should Children Be Taught?

Teaching supports learning only when the meaning of adults' and children's words and actions communicate. What preschool teachers do to guide and promote learning needs to be based on what each child brings to the interaction—cognitively, culturally, and developmentally. Good teaching begins by recognizing what children have learned in the past, and then building on it.

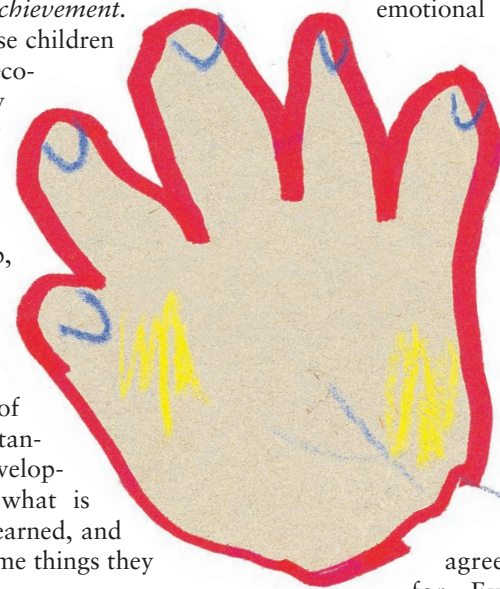
Good teachers use multiple strategies. The committee reviewed many curricula and was convinced that no one curriculum or teaching strategy is right for all children. Whether using play or direct instruction or something in between, teachers need to encourage children's efforts, model and demonstrate, create challenges, support children in extending their capabilities, and provide specific direction and instruction. Good teachers also recognize that children learn from one another, and from interactions with the physical environment, and they plan for peer interaction and the use of various settings to promote interest and learning.

Finally, effective teachers plan, assess, re-plan, and re-assess. The first five years of life are a time of incredible growing and learning, but the course of development is uneven and sporadic. Consequently, learning-assessment results—in particular, standardized test scores—must be carefully used and interpreted. Teachers need to become expert at observing and documenting learning and diagnosing problems rather than depending on tests and other instruments.

What Public Policies Are Needed?

In view of the research linking early experiences with children's later achievement, more supportive public policies are essential. The committee found enough evidence to support a number of policy recommendations—among the most important, I believe, is an expectation for well educated teachers.

Teachers need to understand the substantive ideas that lead children toward deeper and more useful knowledge of various disciplines. The implications of this cannot be overestimated. The committee, therefore, recommended that all young children have access to teachers with B.A. degrees who have had specific instruction in child development and early childhood education.




Denise Johnson, left, a doctoral student in early childhood education, talks with Barbara Bowman following her lecture. Dale Farran, center, a professor of education and senior fellow in the John F. Kennedy Center, coordinated the event.

The gap between the kind of training the committee believes teachers should have and what currently exists, however, requires immediate attention—and only a substantial public investment in early care and education can remedy the situation. The committee believes the research base is firm enough to justify such an investment.

The committee also recognized the importance of all children's having access to high-quality care and education. Since most parents cannot afford to purchase this care and education, public funding is essential. The committee recommended consideration of policies that will ensure that learning of preschool-age children is not subverted by inadequate opportunities to learn.

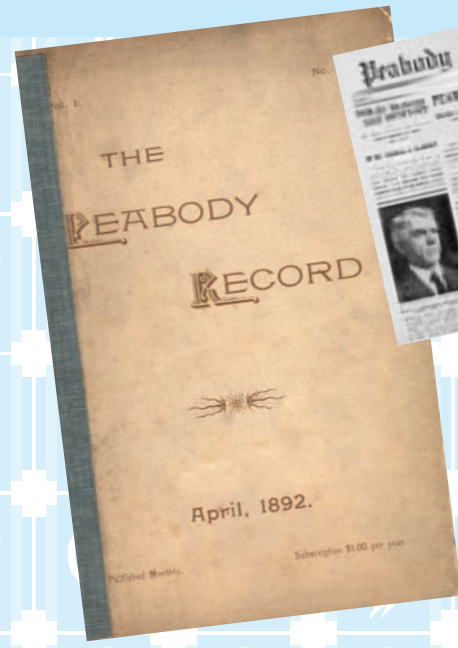
Our committee report, *Eager to Learn*, recognizes that all children are prodigious learners who need to be actively engaged and motivated to learn. They need teachers who understand how children develop and learn, and therefore attend to both the intellectual *and* the emotional and social aspects of children's learning. They need teachers who are able to plan coherent content and select appropriate methods of instruction.

Finally, as a nation we need public policies ensuring that all children have the opportunity to learn what is necessary to become competent students and productive citizens. 

TO

COVER

COVER



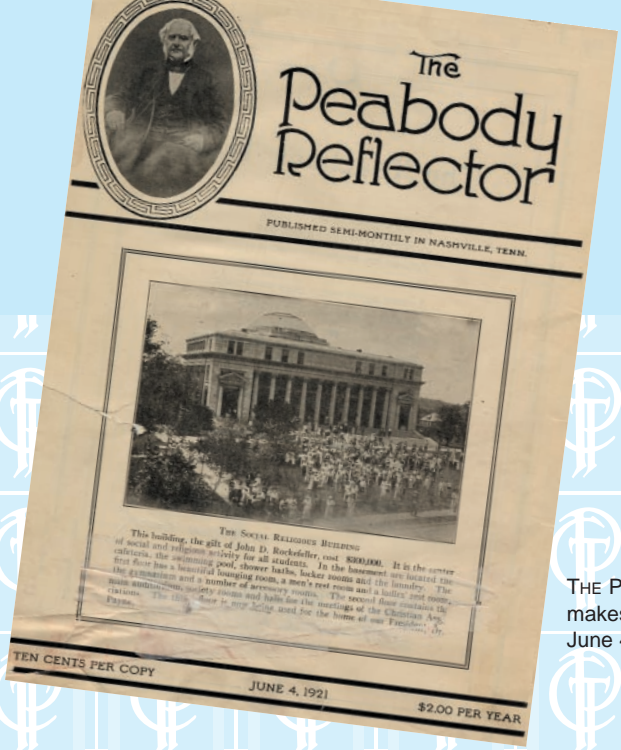
The inaugural issue of Peabody's first alumni publication (April 1892)



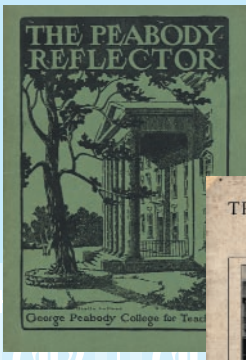
Early, short-lived attempts at Peabody alumni and student publications (1915–1917)



Funds were tight in the REFLECTOR's formative years. An enterprising Bert A. Roller, one of the magazine's early editors, came up with the idea of placing ads for companies in exchange for office supplies for the magazine staff. The Mikado Pencil Co., featured in this 1923 ad, was his first partner in this endeavor. He later acquired dictionaries and typewriters using the same strategy.



THE PEABODY REFLECTOR makes its debut on June 4, 1921



First issue of the renamed Peabody Reflector and Alumni News (November 1927)



First issue to use color printing on the cover (December 1927)

Original artwork graced the covers of late 1920s REFLECTORS (March 1927)

1892

1915-1917

1920s

110 YEARS

OF THE

PEABODY

REFLECTOR

by Phillip B. Tucker, editor

The face of America would have been unrecognizable to us when the first issue of *The Peabody Record* rolled off the presses in 1892. The bitter taste of the Civil War still lingered nearly three decades after its end, and the nation was experiencing an industrial and economic revolution.

About 63 million people populated America then—less than a quarter of today's figures—but enough people had settled in the West for the government to declare the region no longer a frontier. The telephone and electric light bulb were brand-new innovations, and it would be another 16 years before Mr. Ford's Model T would come off the assembly line. There was no radio, no television, no penicillin, no air conditioning. Women couldn't vote, and no one had heard of Adolph Hitler.

Peabody was a radically different place, too. Still known as Peabody Normal College, and a division of the University of Nashville, the campus was located about three miles east of its current spot on a tract of land just south of downtown Nashville. Enrollment was just over 500 students, many of whom had fathers who

had fought in the "War of Northern Aggression," as it was called by all good southerners. However, because of scholarships from the Peabody Education Fund, established in 1867, Peabody actually was the least provincial normal school in the United States, with half its students hailing from outside Tennessee.

No affiliation existed at the time with Vanderbilt University, which had been founded only 17 years earlier. Peabody, on the other hand, already boasted a 107-year history and was a model among traditional southern normal schools—just on the brink of becoming the largest and most influential teachers college in the South.

Most interested in seeing the school make this transition from normal college to the more scientific and scholarly training offered by a full-fledged teachers college was William H. Payne, president of Peabody Normal College and chancellor of the University of Nashville. (He is not to be confused with Bruce R. Payne, appointed in 1911 as first president of the new George Peabody College for Teachers.) William Payne had embarked on a mission to upgrade the academic and physical infrastructure of the College

when he came to Nashville a few years earlier, and he was wholly supportive of a student-led initiative to launch a college magazine to support that mission.

An Enthusiastic Beginning

The Peabody Record first appeared in April 1892 as a small, monthly magazine edited by A.B. Anderson and published by the students of the College for the entire Peabody community, including alumni. A one-year subscription was \$1. On page one of the first issue, Chancellor Payne addressed the fledgling publication's readers:

"I think I share, to a large extent, the zeal manifested by the student community in founding a journal which shall represent the better life and spirit of the college abroad, and which shall in some sense be its organ of communication, with its alumni in particular and with the educational public in general. Such a journal ... will not only be a medium of communication between the college and its growing family of children and friends, but will give an extension to its spirit and life, and thus itself become a public educator in a

field where reforms are most far-reaching and beneficent."

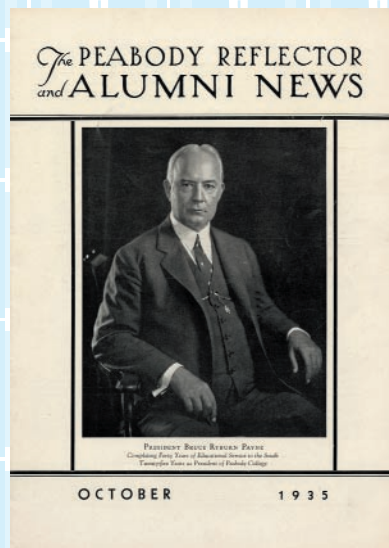
The Peabody Record was published 18 years, until 1910—one year before the old Peabody campus closed its doors and awaited reopening at its new site across the street from Vanderbilt. When the new George Peabody College for Teachers finally opened on June 25, 1914, it was an immediate success, enrolling more than 1,100 students the first summer session. (These immensely popular summer sessions, which drew distinguished faculty members with national reputations, would later peak during the mid-1950s with enrollments topping 4,300 students.)

Within its first decade, the new Peabody decidedly had become the most advanced professional school of education in the South, and was rivaled nationally only by Teachers College at Columbia and the School of Education at the University of Chicago. The College had the South's best faculty and teaching facilities, and its first president, Bruce R. Payne, often compared its quality not only to that of Columbia and Chicago but also to that of the nation's best law and medical schools.

Such an auspicious beginning required a new way in which to communicate regularly with the Peabody community and its supporters—and thus began a series of mostly failed attempts by the College to revive its student and alumni publications.

The old *Peabody Record* made a comeback in 1915 in a larger magazine format, but lasted only five issues. The same year a small, quarterly magazine called the *Peabody Alumni News* debuted and continued publication for two years. A weekly newspaper called the *Peabody Summer School News* was published during the 1916 summer session, and in 1917 appeared yet another weekly newspaper during the summer session called *The Peabody Campus Reflector*—the first in this succession of publications to use the word "Reflector" in its title.

Alumni publications were suspended in late 1917, perhaps in part because of America's entrance into World War I, but also because of the financial strain Peabody was starting to feel following its massive building program on the new campus. Raising money was top priority for President Payne, who had instituted a \$500,000 campaign the previous year to

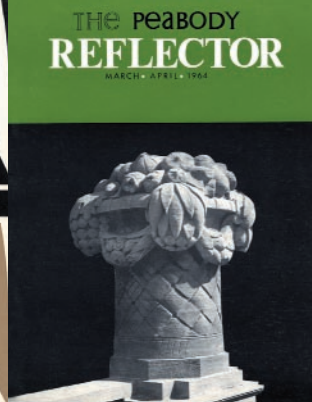
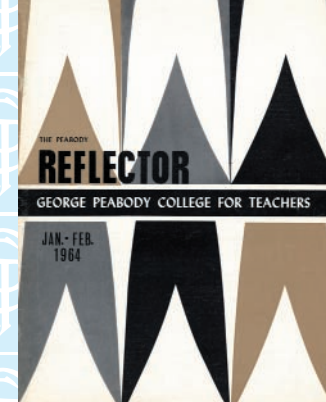


Bruce R. Payne celebrates 25 years as Peabody's president; he would die two years later (October 1935)

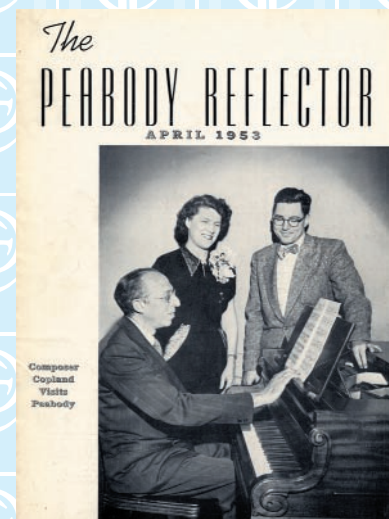
A post-World War II cover (January 1947)



1947's Miss America, Barbara Jo Walker, right, caused a stir when she visited the Peabody campus in the spring of 1948. Here she talks with Mary Schlater, a seventh-grade teacher in the Peabody Demonstration School. (June 1948)



Ah, the '60s—an interesting time for magazine design, to say the least



Famed composer Aaron Copland visits Peabody in 1953

1930s

increase the College's endowment and add needed instructors.

Four years later, in June 1921, the College's campus publication emerged once again, this time as a semimonthly magazine with a new name—THE PEABODY REFLECTOR.

O.R. Hughes was the REFLECTOR's first editor-in-chief, and its publisher was Jacques Back, a friend of the College who also published numerous other titles, including the statewide magazine of Tennessee's Jewish community. A year's subscription to the publication was \$2, and editorial offices were located in the Home Economics Building, though they were moved shortly thereafter to a tiny room in the Social Religious Building.

In the first issue of what was dubbed "new volume one," Hughes wrote that the magazine represented a revival of the *Peabody Campus Reflector*, revived because "the student body has felt keenly the lack of an official publication, a vehicle for the transmission of thoughts and visions and ideas." The first cover featured a prominent portrait of benefactor George Peabody (as did every issue afterward for the

1940s

next two years) and a photo and description of the six-year-old Social Religious Building.

Interesting to note is that the REFLECTOR was billed as the "official student's publication of Peabody College" within the pages of the first two issues, perhaps indicating the magazine was intended *only* for students. Although the REFLECTOR's copy was, indeed, written and edited by students, alumni interest was immediate. By the third issue, the magazine had become the "official student *and* alumni publication of Peabody College."

A new editor, H.L. Turner, soon took the reins of the REFLECTOR, and in the fifth issue, dated Aug. 23, 1921, he asserted the rekindled magazine's purpose: "The aim of THE PEABODY REFLECTOR is to reflect the life of Peabody College in its entirety. ... This paper is the organ of expression of the whole Peabody family. Every student and faculty member who has ever been to Peabody College is a member of the Peabody family, and being thus related, the interests of one are the interests of all.

"We want the South and the country at large to know that this institution is a

real Teachers' College and not merely a Normal School; that Peabody College for Teachers is the ranking teacher-training institution of the entire South; that Peabody has a larger enrollment of graduate students in education than any school in the South and compares favorably with Chicago and Columbia. These are some of the things this journal will give expression to as the months pass."

What's in a Name?

The years, in fact, have passed—nearly 81 to be exact—since THE PEABODY REFLECTOR was introduced. During that time, the magazine has evolved through periodic changes in format, schedule, and design, and even a few more name changes.

With the July 1, 1922, issue, the magazine went from a semimonthly publishing schedule to monthly, which continued through the 1950s. In the 1960s the REFLECTOR was published every other month, and in the 1970s it came out quarterly (although irregularly). Since the 1980s, the magazine has had a semiannual publishing schedule.

1950s

The first REFLECTOR editor to bring a real sense of maturity and stability to the publication was Bert A. Roller, who served as editor-in-chief for eight years beginning in 1922, and as an assistant editor for several more. A World War I veteran and student of the Sorbonne in Paris, Roller was an excellent writer and poet, as well as an accomplished student of modern literature. He began his editorship while still a Peabody undergraduate and went on to become a popular English professor.

In February 1923 the magazine's publisher, Jacques Back, stepped down from that role, and the REFLECTOR became a true, in-house publication of the College. An editorial by Roller declared, "Now the REFLECTOR belongs to Peabody! In hopes and works and, we hope, in achievements, we dedicate it to the glory of our college." The magazine continued to be published directly by Peabody from that time until the College's 1979 merger with Vanderbilt, when Vanderbilt's Office of Alumni Publications became the REFLECTOR's new home, where it still resides.

In 1926 the College reintroduced the *Peabody Alumni News*, which had ceased

1960s

publication in 1917, as a semimonthly newspaper devoted, as its title suggested, to news of particular interest to alumni. Just one year later, however, in 1927, the College decided to combine the *Alumni News* and the REFLECTOR, resulting in *The Peabody Reflector and Alumni News*.

The title went unchallenged until 1932, when an editorial suggested a return to the original *Peabody Record*—but to no avail. Then in 1941, with no explanation, the publication's moniker became *The Peabody Reflector Alumni and Student News*.

Finally—and thankfully—in 1950 the name of the publication simply returned to THE PEABODY REFLECTOR, the name it has retained ever since.

The first REFLECTOR to use color printing on the cover was the December 1927 issue, which featured a holiday theme and photo of a red and green poinsettia. One or two spot colors frequently appeared on covers thereafter, and a few covers were even printed in full four-color beginning in the 1940s.

A full-color, multi-page insert advertising Tennessee's tourist destinations was bound into the April 1954 REFLECTOR, marking the first time full color was used inside the magazine. This would not happen again until 1993 in a feature article about the planned renovation of the Social Religious Building.

In 1996 the magazine's current design was established, and full-color pages inside the magazine became a regular part of each issue.

As with most magazines, advertising had been a significant source of revenue for the REFLECTOR since its inception in 1892. Most advertisers were local Nashville shops and restaurants, from major retailers like Lebeck's, Cain-Sloan,

and Castner-Knott department stores to the MG Toasted Sandwich Shop, which boasted "no extra charge for the second cup of coffee."

The Petite Beauty Shop offered permanent waves for 25 cents per curl and a haircut for 35 cents in 1926, and the

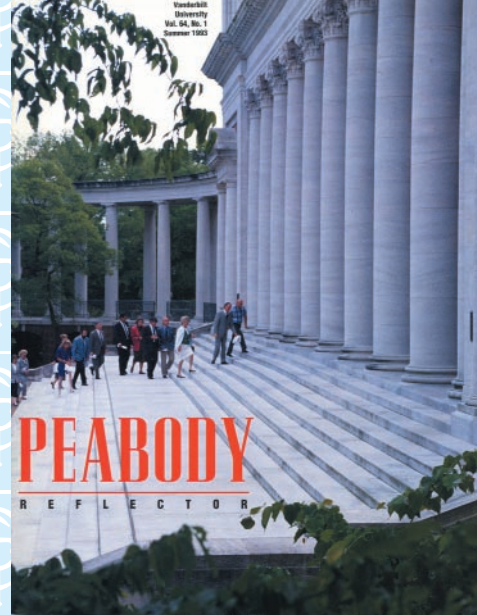
A typical REFLECTOR ad, 1924





The first REFLECTOR published by Vanderbilt University (Summer 1979)

The last REFLECTOR published by the independent George Peabody College for Teachers (Spring 1979)



The REFLECTOR announces plans for the \$15 million renovation of the Social Religious Building (Summer 1993)

The REFLECTOR commemorates Peabody's 1985 Bicentennial Celebration

1979-MERGER WITH VANDERBILT

1980s

1990s

Hillsboro Toggery Shop featured “Peppy Paraphernalia for Peabody People— Everything Smart!” And let’s not forget Sidebottom Ice Cream, which advised, “Yes, It’s Carbonated!”

After 74 years, however, apparently as a statement of financial independence, the REFLECTOR ceased to accept paid advertising in 1966.

Chronicles of History

Throughout the years, THE PEABODY REFLECTOR has served not only as the College’s primary external means of keeping the Peabody community informed about campus news, but also as a gauge of opinion and a forum for debate on educational and social issues of the day.

To flip through the pages of past REFLECTORS is to revisit history. One reads about declines in enrollment of men during the two world wars, the College’s responses to the Civil Rights movement and the many issues surrounding school integration, and the emergence of school psychology, guidance counseling, and special-education instruction in America.

I admit to a particular interest in the

earliest issues of the magazine because I personally am so far removed from that time period, and reading them is intriguing and often entertaining. The early REFLECTOR was, in many respects, a literary magazine, featuring original short stories, essays, poetry, plays, and music written by students and faculty. Often these works were rife with wonderfully biting satire. The magazine also served as a tool for continuing education, featuring articles by well-known educators on current topics of interest to teachers.

Peabody College itself was a champion of social justice, as it is today, but with a decidedly religious foundation for its pedagogy. At Peabody, education of the schoolteacher was as much a spiritual endeavor as an intellectual one, and the content of the alumni magazine reflected that philosophy throughout. The appropriateness and constitutionality of religious instruction, prayer, and the reading of biblical scripture in the public schools, for example—still hot-button issues—were fleshed out repeatedly in the REFLECTOR.

Also frequently addressed for decades as an issue of social justice was the seem-

ingly perplexing and complicated question of education for “the Negro.” Peabody President Bruce R. Payne was a strong proponent for the advancement of education and other opportunities for the black population, and the College seemed to follow suit. As early as 1922, in fact, Peabody had a Race Relations Department charged with the promotion of “interacial goodwill” and offered informal conferences on race relations during the summer sessions—revolutionary endeavors for a southern college at that time.

Although often peppered with stereotypical language that today would offend our sensibilities, REFLECTOR articles on “the Negro problem” clearly projected a progressive and compassionate mind-set for the time. In the early years, however, suggested educational reforms usually called for “separate but equal” opportunities rather than for integration.

Each REFLECTOR also offered readers a snapshot of campus life. Social, music, art, and religious student organizations were plentiful, and their activities were chronicled in the magazine. There were the Eresophian and Agatheridan literary

Continued on page 47



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

'42

Thelma McCollum Hartnett, BS, is retired and living in Webster Groves, Mo. She taught at Ursuline Academy in St. Louis for 27 years, serving as chairperson of the business department and as alumnae director. She retired in 1992.

'48

June Cruce O'Shields, BA, lives in Castroville, Calif., where she writes the ladies page for her monthly com-

munity magazine and directs an exercise class three days a week at her community clubhouse. She writes that her two grandchildren live in Canada, and she hopes they will go to Vanderbilt.

'49

Harold D. Murphy, MA, EdD'62, was awarded the Truax Founders' Award at a meeting of the Texas Counselors Association last winter in recognition of his significant contributions to the counseling profession in Texas and elsewhere. Murphy is professor of counseling, emeritus, at Texas A&M University at Commerce.

'50

Dale A. Jorgenson, MMu, is author of *The Life of Karl Anton*, a new biography of the 20th-century German

pastor, musicologist, art historian, and Bach scholar. This is Jorgenson's third biography of a German musician or pastor, his earlier works covering the lives of Moritz Hauptmann and Franz Hauser. Another earlier book, published by Thomas Jefferson Press, traces the aesthetic history of the Stone-Campbell Movement in America in terms of literary and artistic activity and documents. Jorgenson is married to the former Mary Lee Strawn and is head, emeritus, of Truman State University's Division of Fine Arts. They live in Kirksville, Mo., and pastor the Perry Christian Church (Disciples of Christ).

Virginia Porter Kirk, MA, lives in Batesville, Ark., where she formerly taught on the faculty of Lyon College. Included with her gift to Peabody this year was a note reading, "Thank you

for sending a Vanderbilt annual gift card. Send me another next year! Peabody was very good for me."

Ladell H. Morgan, MA, lives in Dunedin, Fla., and writes, "My days at George Peabody College and Vanderbilt Divinity School were very busy, interesting, and quite rewarding in the long run. I am now approaching 86 years and am enjoying retirement."

'51

Paul Odell Dorris, BA, MA'53, is a new Peabody Pioneer, having graduated from Peabody 50 years ago. He writes that the church of Christ in Hendersonville, Tenn., honored him last year for having served as an elder of the congregation and for having served in World War II. At 88 years old, Dorris was preparing at the time of his letter for a trip to Washington, D.C., with his grandson.

Elizabeth Munsterberg Koppitz, BA, has had a \$3 million scholarship fund established in her honor with the American Psychological Foundation. Her husband, Werner Joseph Koppitz, bequeathed the gift to the foundation—the largest single contribution by an individual in its 47-year history—after his death in January 2000. The scholarship fund honors the life work of Elizabeth, a school and educational psychologist who died of leukemia in 1983 at the age of 64. Her career was marked by major contributions to the field of psychoeducational assessment of children, including authoring scholarly articles and six books. She is best known as the first psychologist to carry out extensive standardization of the Bender-Gestalt test.

'53

Ruth Ann Haen Kearney, BS, is retired from a 35-year career that included teaching elementary school, rearing five children, and earning her master's degree from Northern Illinois University. Her recently deceased husband of 38 years, Norm Kearney, was an instructor in world history and geography at Rock Valley Junior College in Rockford, Ill. Kearney writes that four of her children entered the teaching profession, and one became a nurse. She has nine grandchildren and has traveled to Mexico, the Caribbean, and several times to Europe. Aside from spending time

Remember When . . . Peabody Meant Music

Peabody invites all alumni of its former music school to take advantage of a rare opportunity to reunite and reminisce at the Peabody College Music Reunion April 12-13, 2002

Join with students, graduates, faculty, spouses, and friends who remember Peabody as a wonderful place for music lovers—a school that turned out first-rate musicians and music educators whose influence is still being felt in schools and recital halls across the nation.

Reunion events include a social hour, buffet supper, continental breakfast, and campus building tours. These events are being held to coincide with the Music Educators National Conference.



If you plan to join us, or if you would like additional information about the reunion, please let us know! You may contact one of the following members of the planning committee:

Robert Bays,
PhD'53
(770) 521-0469

Earl Hinton,
BMu'51, MMu'54, EdD'69
(615) 893-8888
tehinton@aol.com

Shirley Watts,
BMu'57, MA'61, MLS'67
(615) 298-3998
shirleymwatts@aol.com



Rasheedat Fetuga (BS'00) *In Defense of the Child*

Peabody alumna Rasheedat Fetuga is only 23 years old but has already done more as an advocate for children than most people do in a lifetime.

Since enrolling at Vanderbilt in 1996, she has worked with the Children's Defense Fund as a Freedom School teacher in her hometown of Cincinnati, designed an after-school program to link mainstream children with kids who have Down syndrome, and developed a community service and social action group for girls called Sister/Sister.

Last spring she was a presenter at the Children's Defense Fund conference speaking on the topic "Transforming the World for Children." Her list of community-service activities is quite lengthy and includes volunteer work with Stand for Children, a national, nonpartisan, grassroots organization that seeks to give all children an opportunity to grow up healthy, educated, and safe.

"Children are my passion and my life," says Fetuga. "I want to make sure every child gets a fair chance in life."

In the first year after earning her Peabody bachelor's degree in elementary education and early child development, Fetuga was a first-grade teacher at Nashville's Eakin Elementary School. This academic year she's a fourth-grade teacher at Carter-Lawrence Elementary.

Fetuga became heavily involved in service to the community as an Ingram Scholar at Vanderbilt, while also learning the skills necessary to convince oth-

ers that her cause as a teacher and children's advocate is essential. She cites several Peabody professors as important mentors in her own life: Kathy Hoover-Dempsey, associate professor of psychology, whom she calls "my hero"; Ann Neely, associate professor of the practice of education and director of the Ingram Scholars program, who helped her fine-tune her skills of conversation, punctuality, and poise; and Kay McClain, assistant professor of mathematics education, who "believed in my crazy dreams."

"My work has been inspired and supported by these and others in my life who have taught me not to begrudge small beginnings," she says. "Peabody presented me with intense challenges, and I believe I emerged a stronger, more passionate individual because of them."

A project in Fetuga's first-grade class last year exemplifies her ideals: She had her students sew baby blankets for local



Elementary schoolteacher Rasheedat Fetuga, shown here with her fourth graders, says her mission is to make sure every child gets a fair chance in life.

children in need. Such projects epitomize her overarching mission. "I want to see children involved in their own movement and advocating for themselves."

Local publications have profiled Fetuga because of her outstanding dedication, and she welcomes e-mail from anyone interested in her work by writing fetugar@aol.com.

—Gayle Rogers, with additional reporting by Carrie Ferguson

with her family, she enjoys gardening, photography, and her two Labradors and two Siamese cats.

'54

Sarah Louisa Kashi Ram, MA, EdS'55, EdD'56, is principal of Bethany Special School in Bangalore, Karnataka, India. She trained in Nashville many years ago to be a missionary and educator within the Methodist Church of India, enrolling for courses at Peabody, Vanderbilt,

and Scarritt College (which closed in 1988). Now 80 years old, Kashi Ram has served the Methodist Church more than 60 years and has "retired" three different times. She formerly taught in the Baldwin Girls High School and Bethany High School, two leading Christian schools in her area. She has been honored as India's top principal by the Council for the Indian School Certificate Examination in New Delhi, and in 1999 she received the Derozio Award from the government in recognition of her outstand-

ing service to education and human enrichment.

Elizabeth Parham Robnett, MA, EdS'57, retired in 1982 from the Bledsoe County (Tenn.) Department of Education after teaching 42 years, 30 of which were at Bledsoe County High School. She now serves as historian for Bledsoe County and is a member of the Daughters of the American Revolution, the Daughters of the War of 1812, and the Tennessee Society of Colonial Dames. She lives in Pikeville,

Tenn., on the family farm where she was born.

'55

Virginia Walker Sperry, MA, is research affiliate at the Child Study Center of Yale University's School of Medicine. She is author of a new book, *Fragile Success: Ten Autistic Children, Childhood to Adulthood* (Brookes Publishing), which documents the true-life stories of 10 indi-

viduals with autism. For more than 30 years, Sperry meticulously traced test results, school experiences, social habits, family life, and work arrangements of these 10 individuals, resulting in her book, which offers a unique child-to-adulthood look at autism. Sperry continues to keep in touch with the children and families she studied.

'56

Joan Hayes Holloway, MA, has retired after 45 years of teaching business subjects, primarily accounting, on the college level. For the last 23 years of her career, she taught at Palm Beach Community College (PBCC) in Florida, racking up numerous Palm Beach and statewide teaching honors, including Teacher of Excellence and Florida Professor of the Year. PBCC offers an accounting scholarship in her name. For 22 years Holloway advised the college's chapter of Phi Beta Lambda business honor society, and for 20 of those years, PBCC students were winners in the organization's national competitions—a record unmatched by any other Florida college. Holloway now plans to travel, visiting Italy, England, and her sons and their families in Washington and New York.

Betty J. Parker, MA, and her husband, **Franklin Parker, EdD,** are authors of *Forgotten George Peabody (1795-1869)*, to be published in the Educational Resources Information Center (ERIC), an online database supported by the U.S. Department of Education that provides ready access to an extensive body of education-related literature. The Parkers' research of libraries in the U.S. and England resulted in Franklin's earlier book *George Peabody: A Biography*, published by Vanderbilt University Press in 1971 and again in 1995. The Parkers live in Pleasant Hill, Tenn.

'59

Adrian W. Baird, MA, is county commissioner of Campbell County, Tenn., and a fruit farmer with 500 trees. After leaving Vanderbilt, he served as curriculum director for the Georgia Department of Education before going to work for the U.S. Department of Education, which he left in 1993. His last position was special assistant to Secretary of Education Lamar Alexander as director of Alternative Teacher Certification. From 1993 to 1995 he was editor of *PAGE ONE Magazine*, a publication of the

largest education association in Georgia (52,000 members).

Mary Kennan Herbert, BA, is the author of *Coasts: A Collection of Poems Bound by the Sea*, published last winter by Meadow Geese Press. Although she has written several books of poetry, this is the first to be published in America. Herbert is an adjunct associate professor of English at the Brooklyn campus of Long Island University. She also teaches writing courses at other New York City colleges. For more information about Herbert's latest collection, visit www.MeadowGeesePress.com.

Jesse Edgar Nichols Jr., MA, EdS'61, is retired and living in Piggott, Ark. She paints and writes poetry, and spends her winters in Florida.

'62

Geneva Johnson Sparling, MA, reports that she is helping her daughter to rear a 10-year-old child who is now attending the elementary school from which Sparling retired as principal in 1994. She also was elected this year to the Fortville, Ind., school board. Besides helping with homework and chauffeuring granddaughter Aubrey to her many activities, Sparling has been repairing her asphalt driveway, painting fences, mowing, redecorating her house, and innumerable other tasks. "I never loved to learn until I went to Peabody in 1956 and many summers thereafter," she writes. "Even my daughters attended the Peabody Demonstration School. It was a wonderful experience."

'63

Sylvia R. Hyman, MA, is a Nashville artist whose still-life sculptures were exhibited last January at Cumberland Gallery in a show titled "Virtual Reality."

'64

Victor R. Durrance, EdD, has been assisting the 960th Airborne Air Control Squadron, recently reactivated at Tinker Air Force Base in Oklahoma City, to compile its unit history. The 960th traces its lineage back to the 39th Bomb Group (VH) of World War II, with which Durrance was a tail gunner. Durrance recently spoke to the aircrews of the 960th about air combat in World War II and his personal experiences flying missions against the Japanese Home Islands during the 1945 air offensive.

'65

Maxine Mortimer Townsend, BA, lives in Nashville and reports that she is enjoying retirement from her career as a librarian and media specialist. This summer, for the fifth consecutive year, she coordinated three individual three-week reading and writing camps in Nashville for children ages 6 through 10. Following instructional methods of the late Peabody professor Susan Gray, Townsend combines traditional reading and writing instruction with craft projects, nature walks, musical instrument practice, and music composition. She says the groundbreaking work of Dr. Gray has always inspired her in her career as an educator and that her learning experiences at Peabody were meaningful. "Our professors were the kind of men and women who we knew would lead us into a bright future," says Townsend.

'67

Barbara Ann White, BA, reports that she has been named director for Xerox Business Services for Fuji Xerox Asia Pacific to develop the outsourcing business in a 10-country region for Xerox Corp. She will be living in Singapore for about two years.

'68

Edward Yushin Yoo, MLS, MA'69, PhD'75, has been appointed director of the English as a Second Language Institute (ESLI) at Campbellsville University in Campbellsville, Ky. Previously, Yoo worked at Murray State University as professor and co-director of the English Language Institute, professor and director of the university media center, and associate professor and assistant dean of the university library. He received the Teaching Excellence Award from Murray State in 1989 and currently is on the Advisory Council on Democratic and Peaceful Unification for the Republic of Korea, an appointment made by the nation's president. The ESLI at Campbellsville University helps students learn English while also helping them gain an understanding of American life and culture.

'69

Shirley Maxwell Jones, MA, who is associate professor of counselor education at the University of Texas at Tyler, was the university's 2001-02 nominee for the Minnie Stevens Piper

Award for outstanding teaching. As recipient of the award, she will hold the White Fellowship for Teaching Excellence for the 2002-03 academic year and receive a stipend. On the UT-Tyler faculty since 1985, Jones is one of only four national certified career counselors in East Texas. She served as assistant dean of students at Vanderbilt University from 1969 to 1974 and has received numerous honors for her academic, professional, and research activities.

'72

Janell Glasgow-Hall, BA, is a Realtor with Crye-Leike Realtors Inc. in Brentwood, Tenn., and has recently received the Accredited Buyer's Representation (ABR) designation, considered to be the benchmark of excellence in buyer agency service. Only about 12,000 Realtors nationwide have earned the ABR designation. She also recently completed Crye-Leike's intensive Premier Properties marketing program, specially designed for homes valued at \$400,000 or more. Glasgow-Hall is past president of the Brent Meade Women's Association and a volunteer at Brentwood United Methodist Church. She initiated Nashville's long-running annual Summer Lights Festival for the Metro Arts Commission in 1982 and is frequently active in Nashville's historic preservation efforts.

'73

Joe McLaughlin, MA, PhD'79, BA'71 (Arts & Science), who is a child psychologist, has been selected by Tennessee Gov. Don Sundquist to lead a new initiative to bring together many health services provided to the state's children. Primary goals of this effort include increasing early and periodic health screenings for all Tennessee children, improving behavioral services for children, and reducing tobacco use among the young. McLaughlin is coordinating children's health services provided through numerous state agencies and departments, working on programs such as immunizations and physical health and behavioral health screenings.

'74

Harold Ivan Smith, EdS, was the pulpit guest on Robert H. Schuller's "Hour of Power" broadcast Dec. 17, 2000, from the Crystal Cathedral in Garden Grove, Calif. The program was seen by an estimated 10 million viewers around the world. The subject





of Smith's interview was his work as a grief educator and his book *A Decembered Grief* (Beacon Hill). His most recent book, published last spring, is *Friendgrief: An Absence Called Presence* (Baywood), which focuses on the feelings of disenfranchisement that can result from the death of a friend.

'76

Mary Aitcheson ("Tipper") Gore, MA, and her husband, former U.S. Vice President Al Gore Jr., received the Johnny Cash Americanism Award last June in Nashville from the Southeast Region of the Anti-Defamation League. The annual award is given to individuals who embody the ADL's fight against racism, prejudice, and bigotry and the defense of democratic ideals. The award is named for its first recipient, music legend Johnny Cash, honored in 1989 for his stands against racial and religious bigotry. Former Vanderbilt Chancellor Joe B. Wyatt is another past recipient.

'79

Paul Graham Hatcher, PhD, has been appointed vice president for academic affairs and academic dean for Anderson College in Anderson, S.C. Most recently, he was assistant vice president for academic services at Georgetown College in Kentucky.

'83

Terry Brooks Grier, EdD, has been named superintendent of the Guilford County, N.C., School District, which includes the city of Greensboro and serves 62,500 students.

Janet Fay Smith, PhD, was named president of Rich Mountain Community College in Mena, Ark., last year. She took office July 1, 2000.

'84

Jane Templeton Lewis, EdD, lives in Fayetteville, N.C., and has been awarded a certificate of recognition and appreciation for her contributions to the Department of Social Work at Campbell University during the 2000-01 school year. She also has received a personalized, engraved ivory and marble paperweight in recognition of her work with counselors in Sampson County, N.C., during the 2000-01 school year.

'85

Robin Thomas Baskin, BS, and her

Edwin D. Schreiber (BS'32, MA'38) A Late Calling

Edwin Schreiber was a 20-something studying religion at Vanderbilt when, in his first semester, his professors took him aside and said, "You're not ready for this."

That was 70 years ago.

Last year, at age 96, Schreiber finally heeded his divine calling when he was ordained as a minister in the Cumberland Presbyterian Church. A few weeks later—attired in cap and gown for the first time since receiving his Peabody master's degree in 1938—he received his certification of training from Memphis Theological Seminary, presented by Bethel College in McKenzie, Tenn.

"I took my time—it took me 70 years to get back to it," he says.

Schreiber, who studied education administration, biology, and chemistry at Peabody after his disappointing semester at Vanderbilt, embarked on a 40-year career that included service as a public-school teacher, truant officer, counselor, and a staffer with the Tennessee Planning Commission. With a particular interest in abused and neglected children, his work took him from Nashville to Washington, D.C., then to a Navajo reservation in Arizona, and then back to Nashville.

Although he retired in the early 1970s, the Pennsylvania native says it never seemed God was finished with him. Years later, after corresponding about his convictions with a professor at Memphis Theological Seminary, Schreiber enrolled in the school at age 92



Edwin Schreiber was ordained as a minister last year at age 96.

and finished four years later. "I studied harder than I ever had in my life," he says.

Last winter his accomplishment reached U.S. Rep. Frank Wolf of Virginia and the Rev. Daniel P. Coughlin, chaplain for the House of Representatives. Together they invited Schreiber to Washington, where he offered the prayer that opened the Feb. 28 session of the House. A few hours later, from the same podium, President Bush addressed a national television audience.

Today, at 97 years old, Schreiber remains active, attend-

ing Nashville's Brookhaven Cumberland Presbyterian Church and serving as chaplain for a community organization of seniors called the Primetimers. He is a member of the American Planning Association, a nonprofit professional organization representing 30,000 individuals involved with urban and rural planning issues, and he has earned the association's Certified Planner designation.

Last March Schreiber offered a benediction at the association's national convention in New Orleans, attended by some 5,000 delegates. And at press time he was scheduled to travel to Havana, Cuba, in November to participate in an international program on urban planning.

Schreiber says he is now looking forward to 2002, when he will observe the 70th anniversary of his first graduation from Peabody College.

husband, Robert, announce the birth of their son, Henry ("Hank") Thomas Baskin, June 2, 2000. Robin has resigned her position as program manager for St. Mary Villa in Nashville, and she reports that Hank has already attended three Vanderbilt football games and Homecoming.

Kathleen ("Kacky") Fell, MEd, BA'73 (Arts & Science), left her 23-year information-technology job with American General Insurance Co. last fall and began working full time at her photography studio, Hatcher & Fell Pho-

tography in Nashville. She and her business partner, 1971 Vanderbilt alumnus Phil Hatcher, began their business six years ago. They create professional headshots, executive portraits, family and children's portraits, and do some wedding and special-event photography. Their business was featured in a June 2001 article in *Cooking Light* magazine titled "Make Your Dream Job a Reality."

'86

James Henry Snider, EdD, was one of

100 experienced teachers nationwide to be honored by the RadioShack Corp. with a National Teacher Award. He was the only Tennessee teacher honored. Snider teaches at Nashville School of the Arts where he serves as math department chair, curriculum and technology coordinator, math team coach, and Faculty Advisory Committee chairman. He was presented the award by former U.S. astronaut Buzz Aldrin at the national convention of the National Science Teachers Association in St. Louis, and again was honored at the annual

meeting of the National Council of Teachers of Mathematics in Orlando. He received a \$3,000 check and a laptop computer as part of the award and will serve as a teacher "telementor" in RadioShack's new Web program.

'88

John J. Burton, EdD, is principal author of a new book, *Hypnotic Language: Its Structure and Use*, published by Crown House in Whales, U.K. He has a private counseling practice in Greenville, S.C.

Rebecca Edwards Dugan, BS, and her husband, Bob, announce the birth of their third child, Samuel Monaghan Dugan, March 30, 2000. Samuel's sister, Madeleine, is 5, and his brother, John, is 2. The Dugans live in Nashville.

Irv Alan Rubenstein, PhD, BA'74 (Arts & Science), was tested in July for his sixth-degree black belt in Tae Kwon Do. He has been a student of his instructor, Tae Whae Haw, since 1972 and has been assistant instructor, then full instructor, of the Tae Kwon Do club at Vanderbilt since the early '80s. Rubenstein is also president of S.T.E.P.S. Inc. (Scientific Training and Exercise Prescription Specialists), Nashville's first personal fitness training center, where he applies his exercise physiology degree as a trainer and educator to other personal trainers.

Barry Mark Weinberg, EdD, has been named president of Fulton-Montgomery Community College in Johnstown, N.Y. He assumed the position in February.

'89

Mary Cecilia ("Tee") Carr, EdD, of Chattanooga, Tenn., has released her third book, *School Bells and Inkwells, Favorite School Stories and More!* She writes that she feels honored that one of her Peabody professors, Terrence E. Deal, wrote the introduction for the book. Carr's first two books, *All Eyes Up Here!* and *How Come the Wise Men Are in the Dempster Dumpster?*, are both in their second printings. Carr and her husband, Jack, have formed their own company, Carr Enterprises, a distributor of books and crafts for teachers. She speaks at various schools and colleges and was the keynote speaker for this year's East Tennessee Title 1 Conference.

'90

Nancy Branscome Higgins, EdD, is a professor in the Management Department at Montgomery College in Rockville, Md. In March she received the 2001 Hall of Fame Award and Certificate of Honor and Appreciation from the Montgomery County Human Relations Commission for her dedication and commitment to ensure human rights for the county's residents. Her husband, Bernard F. Higgins, is an attorney. Their son, Bernard F. Higgins II, recently graduated from the University of Maryland with a bachelor's degree in business management and information technology, and now works for Sprint.

'92

Dana Thomas Berry, BS, MEd'93, and her husband, **Stephen Russell Berry**, MEd'94, BA'92 (Arts & Science), announce the birth of their second child, Stephen Russell Berry Jr., May 30, 2000. The Berrys live in Durham, N.C., where Stephen is pursuing his doctorate at Duke University.

Paige Lowe Kisber, MEd, and her husband, **Matthew Harris Kisber**, BA'82 (Arts & Science), announce the birth of their son, Harrison Lowe, April 14, 2000. The Kisbers live in Jackson, Tenn., and Matthew is a member of the Tennessee House of Representatives, serving as chairman of the Finance, Ways, and Means Committee.

Christine Nicolosi Rosenkrantz, BS, announces the birth of her son, Samuel Rosenkrantz, May 16, 2001.

'93

Danielle Heyman Feist, BS, and her husband, **Sam H. Feist**, BA'91 (Arts & Science), announce the birth of their daughter, Morgan Julia, June 15, 2001. Danielle is a teacher of English and film studies at McLean High School, and Sam is an executive producer for CNN in Washington, D.C. The family lives in Arlington, Va.

Mary Boylin Fowler, BS, and her husband, **Chad Eric Fowler**, BE'94 (Engineering), announce the birth of their daughter, Claiborne Parke, Aug. 10, 2000. The Fowlers live in Charlottesville, Va., where Mary is an assistant professor and Chad is a systems analyst at the University of Virginia.

'94

Mark T. Mikesell, BS, and his wife, Sea-

son, announce the birth of their daughter, Delanie Skye, Dec. 22, 2000. The Mikesells live in Geneva, Ill.

Becky Rubery Wetzel, BS, and her husband, **Mike Wetzel**, JD'95 (Law), announce the birth of their daughter, Macy Elizabeth, Oct. 26, 2000. The family lives in Portland, Ore.

'95

Steve J. Bistriz, EdD, is a managing partner with Siebel MultiChannel Services, an international sales training and consulting firm based in Atlanta. In that role he is primarily responsible for development of the firm's portfolio of sales training programs. Bistriz previously spent 28 years with IBM, where he managed and led the instructional design, development, and implementation of numerous national training programs. He has published white papers and articles on sales in numerous publications, including *Marketing Management* magazine, the *CTAM Quarterly Journal*, *Sales Doctor's* magazine, *JustSell.com*, *Office.com*, *salesmanagement.com*, *Dartnell's Selling Newsletter*, *The Competitive Edge*, *Velocity*, and others. He and his wife, Claire, live in Atlanta and have three children and two grandchildren.

Alison Roberts Guzda, BS, and her husband, Brad, announce the birth of their son, Mack Donovan, Jan. 11, 2001. Alison is a case law editor for Lexis-Nexis, a legal publishing company, and Brad is a goaltender for the Knoxville Speed pro hockey team. The Guzdas live in Celina, Tenn.

Katherine Johnson, MEd, reports that after teaching middle-school science for two years in Alabama, then middle-school and high-school science for three years in New Jersey, she is now working toward her master's degree in geology at Ohio University in Athens, Ohio. Specializing in sedimentology with an interest in paleontology, she spent her summer in Utah studying Flagstaff limestone.

Heather Dawn Tannen, BS, is a program manager for Fidelity Investments in Boston. She received an M.B.A. and a master's degree in industrial and labor relations from Cornell University in December 2000.

'96

JoAnna M. Watson, BS, continues to teach French at Mattacheese Middle School in West Yarmouth, Mass. In

May 2000, she received her M.Ed. degree in reading from Salem State College.

'97

Charles Reid Alexander, EdD, is a professor at the University of Illinois at Urbana-Champaign. During the 1999-2000 school year, he took personal leave to serve as professor and chair of the Piano Pedagogy Division at the University of Illinois School of Music.

Timothy Noel Atkinson, MEd, married Kathleen Gail McDonnell on March 27, 1999. Their daughter, Elizabeth Ann, was born Aug. 30, 2000. Atkinson writes that he recently won "honorable mention" out of 19,000 entries for a poem he submitted to the *Writer's Digest* annual competition, and an article he wrote about research integrity has been published in *HMS Beagle*, an online science journal. The Atkinsons live in North Little Rock, Ark.

Lori Ann Bean Flemming, MEd, a first-grade teacher at Una Elementary School in Nashville, received a 2001 National Educator Award from the Milken Family Foundation. The award included a \$25,000 cash prize and an all-expenses-paid trip to Los Angeles in June for the Milken Foundation National Education Conference. Flemming was selected to receive the award by a committee appointed by the state Department of Education. She was recognized for developing several innovative math, science, and technology programs.

Jonathan Chad Simmons, MEd, has been accepted to the University of Alabama-Birmingham's School of Optometry. He and his wife, Richelle, moved to Birmingham in July, and he began school in August. Simmons formerly worked for Lee County (Ala.) Schools as a teacher of students who are visually impaired.

'98

Elrico B. Blancaflor, BS, is director of training and site development for the Posse Foundation in New York, which helps to prepare inner-city youth for college and provides scholarship funds so they may attend participating universities. Blancaflor was a member of Posse 5 at Vanderbilt before joining the Posse Foundation as a trainer in 1998. He then was named New York site director. Blancaflor writes that in his new role, he helps to maintain a consistent image of the Posse Program and Foundation, standardize and





update Posse materials, develop and manage all staff training, act as coach to new site directors, and ensure that the Posse Program keeps its grassroots feel and maintains its integrity.

Amy Brooke Erbesfield, BS, and **Kenneth M. ("Trey") Clayton III**, BS'97, were married Aug. 4, 2001, in Atlanta at the Cathedral of St. Philip. Amy is an associate at Towers Perrin, and Trey is an MBA student at Emory University. They live in Atlanta.

Rebecca Louise Torok, BS, married Ryan Hinton on July 29, 2000. Attending the ceremony were Vanderbilt College of Arts and Science alumnae **Leila Ghabrial**, BS'98, and **Navyot Vidwan**, BS'98. The Hintons live in Pittsburgh where Rebecca is a corporate recruiter for a business-to-business electronic commerce company.

'99

D'Lorah Butts-Lucas, BS, works for the Paxen Group Inc. as state project manager for Florida Forward March, a welfare-to-work program. She lives in Tallahassee and was promoted to the statewide position within a year of her graduation from Vanderbilt. She writes that she received her minister's license in January and plans to enter law school this fall. Eventually, she hopes to practice sports and entertainment law.

Orential James ("O.J.") Fleming, BS, and his wife, **Ellen Murphy**, BA'00 (Arts & Science), announce the birth of their son, **Caleb James Fleming**, May 29, 2001. O.J. is a teacher and coach at Battle Ground Academy in Franklin, Tenn.

Jesse Randall Hale, EdD, is principal of Towns County High School in Hiawassee, a rural community in the mountains of northeast Georgia. "With a total high-school student population of less than 300," writes Hale, "the smallness of the school and community lends itself to creative and innovative approaches to solving instructional challenges and expanding the curricular offerings for students at all levels. One approach has been the collaborative partnership with two post-secondary institutions located near the community, in which students have been able to be dually enrolled, earning both college and high school credit within the school day." Hale says he owes his success as a high-school principal in a small community to his experiences at Peabody College. "It was the experience of a lifetime!"

'00

Ghangis DeDan Carter, MEd, lives in Nashville and is assistant director of programming for Vanderbilt University's Bishop Joseph Johnson Black Cultural Center.

Jill Elizabeth Dolinoy, BS, is now in her second year of teaching at Edison Charter Academy in San Francisco. The San Francisco Unified School District has been trying to close the school, an action that has captured national attention. Dolinoy has been interviewed by ABC's "World News Tonight," the *New York Times*, *U.S. News and World Report*, and various local news outlets. "I feel that my principal chose me to be interviewed because he has confidence in my teaching abilities," writes Dolinoy. "I must thank Peabody for preparing me for that. I believe a charter school is the right place for me. The for-profit aspect doesn't bother me, as it bothers many, because the resources the students get are unbelievable." She invites anyone interested in learning more about charter schools to get in touch with her at 415/970-3330, extension 3018.

Bethany Cathleen Flynn, BS, of Potomac, Md., recently earned the master of science degree in nursing from Vanderbilt University School of Nursing.

'01

Jeni Lynn Stephens, MEd, is vice president of Stephens Brothers Inc., her family's heating and air conditioning business, which has operated in Memphis, Tenn., since 1941. In 1996 Stephens was crowned Miss Tennessee and served as Gov. Don Sundquist's official spokesperson for the Drug-Free Tennessee campaign. In that capacity she traveled statewide, speaking to more than 87,000 children about the importance of living a drug-free life. After her year of service as Miss Tennessee, Stephens became public information officer for the Tennessee Department of Children's Services in Nashville. She currently serves on the boards of Prevent Child Abuse Tennessee and CASA (Court Appointed Special Advocate), teaches theatre to Memphis inner-city youth, and remains passionate about drug prevention.

Deaths

Ruth Zeigler, BS'25, MA'46, of Cypress, Texas, October 2000.

Lucille Edmundson Rambo, BS'26, of Pulaski, Tenn., March 10, 1999.

Rachael Cawthon Thompson, BS'26, of Tallahassee, Fla., Dec. 2, 2000.

Myra Cohan, BS'27, of Myrtle Beach, S.C., Oct. 31, 2000.

Joe Kidd Brown, BS'28, MA'35, of Hermitage, Tenn., Oct. 23, 1999.

Margaret Randolph Cate, BS'28, MA'31, of Nashville, Jan. 7, 2001.

Ruth Provence, MA'28, of Laurens, S.C., May 7, 2001.

Sarah Cowan Harwell, BS'29, of Fayetteville, Tenn., Sept. 24, 1999.

Frances Orr, BS'30, of Knoxville, Tenn., March 9, 2001.

Leora Weakley Allen, BS'31, of Nashville, Feb. 28, 2000.

Leta Sowder Dover, MA'31, of Muskogee, Okla., Oct. 19, 1999.

Edna Tritt, BS'32, of Johnson City, Tenn., Dec. 1, 2000.

Conrad Wood Bates, MA'33, of Chattanooga, Tenn., Jan. 10, 2001.

Mary Reed Bruce, BS'33, of Culpeper, Va., Dec. 1, 2000.

Sadie Rouse Garris, BS'33, of Norfolk, Va., Feb. 29, 2000.

Lois J. Goodman, BS'33, of Atlanta, Oct. 15, 2000.

Phelma A. Haslbauer, BS'33, of Roswell, Ga., May 17, 2000.

Robbie E. Latta, BS'33, of Parsons, Calif., Dec. 20, 2000.

Frances Swenson McDonough, MA'33, of Knoxville, Tenn., Dec. 1, 2000.

Mildred W. Rigsby, MA'33, of Ashland, Ky., May 6, 2001.

Gilmer Lee Belcher, PhD'34, of Abilene, Texas, Sept. 21, 1999.

Mary McCurley Belcher, BS'34, of Abilene, Texas, April 16, 1999.

Opal Mayberry Sharp, BS'34, of Kissimmee, Fla., Oct. 27, 2000.

Deroy Ellyson Givens, BS'35, of Smyrna, Tenn., May 23, 2000.

Katheryn McKinney, MA'35, of Manhattan, Kan., Jan. 20, 1999.

Ann Jones Kelley Mobley, BLS'35, of Orlando, Fla., Sept. 22, 1999.

Agnes Scharer, BLS'36, of Kingston, Tenn., July 31, 1999.

James W. Borders, MA'37, of Valley, Ala., Nov. 30, 2000.

George Wilson McCoy, MA'37, of Chattanooga, Tenn., Dec. 7, 2000.

Clara Amelia Nicholas Murray, BA'37, of Vancouver, Wash., Dec. 3, 2000.

Myrtle Elizabeth Brandon Wilson, MA'37, of Cleveland, Ga., Jan. 7, 2001.

Myrtle Elizabeth Brandon Wilson, MA'37, of Cleveland, Ga., Jan. 7, 2001.

Myrtle Elizabeth Brandon Wilson, MA'37, of Cleveland, Ga., Jan. 7, 2001.

Almetta Cooke Brooks, BS'38, of Raleigh, N.C., Aug. 31, 2000.

Wade C. Heard, BS'38, MA'41, of Merritt Island, Fla., Jan. 30, 2000.

Emily Tate Moore, MA'38, of Coral Gables, Fla., Aug. 11, 1999.

Susie Bellows, MA'38, of Spring, Texas, Feb. 27, 2000.

Olivette Martin Byrd, MA'39, of Morganton, N.C., Jan. 19, 2000.

Annabel Frazier Mitchell, BLS'39, of Greenville, Ky., June 17, 1999.

Anna Blough Williams, BLS'39, of Bridgewater, Va., Dec. 25, 2000.

Kitty Gale Richards Herbert, BS'40, MA'41, of Spartanburg, S.C., Dec. 18, 2000.

Joseph T. Holt, BS'40, MA'47, of Evansville, Ind., June 27, 2001.

Inez B. James, BLS'40, of Greer, S.C., Feb. 7, 1999.

Mildred Kerby, BLS'40, of Ocala, Fla., Dec. 31, 2000.

Sara Mefford, BA'40, MA'42, of Thompsons Station, Tenn., March 18, 1999.

Lucile Kemp Mueller, MA'40, of Baltimore, Oct. 16, 2000.

Louise Mcauley Adams, BS'41, of Memphis, Tenn., Dec. 24, 2000.

Joseph Newton Gerber, PhD'41, of Nacogdoches, Texas, Feb. 27, 2001.

Robert E. Jones, MA'41, of Murfreesboro, Tenn., Sept. 13, 2000.

Col. Brunswick W. Leonard Jr., MA'41, of Somerset, Texas, July 22, 1999.

Charlotte D. Watson, MA'41, of Corpus Christi, Texas, Feb. 4, 2001.

William James Calhoun, BS'42, MA'48, of Opelika, Ala., March 29, 2001.

Linnie Rhaly Danner, MA'42, of Meridian, Miss., Dec. 22, 2000.

Eva Cook Eskridge, MA'42, of Greenwood, Miss., Dec. 31, 2000.

Mary Jane Tombaugh, MA'42, of St. Petersburg, Fla., April 14, 2001.

Ira J. Foster, MA'42, of Whigham, Ga., May 16, 2000.

William L. Hofferbert, MA'42, of Williston, Fla., Jan. 4, 2000.

Mary Jackson Richardson, BS'42, of Memphis, Tenn., March 28, 2001.

Irma Clara Thomsen, BS'42, MA'56, of Washington, Iowa, Feb. 15, 2000.

Violet Walters Addington, BS'43, of La Follette, Tenn., June 23, 2000.

Henrietta Whaley Baker, MA'43, of Nashville, April 18, 1999.

Myrl Lua-Frances Ebert, BS'43, BLS'45, of Chapel Hill, N.C., May 5, 2001.

Sis. Mary Leonie Fanning, MA'45, of Davenport, Iowa, Dec. 1, 2000.

Helen Clephane Johnson, BLS'45, of Cincinnati, April 30, 2001.

Helen Clephane Johnson, BLS'45, of Cincinnati, April 30, 2001.

Helen Clephane Johnson, BLS'45, of Cincinnati, April 30, 2001.

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James D. Squires (BA'66) *The Run for the Roses*

I've been fascinated with horses ever since I saw Gene Autry and Roy Rogers riding them on the first television shows," says Jim Squires. "Typical of my academic achievements, my earliest school recollections include sitting in class drawing pictures of horses."

In May, Squires took his equine interests to the highest possible level when a horse he bred, *Monarchos*, won the Kentucky Derby. The victory was the culmination of more than two decades of raising American paints and thoroughbreds, first on a horse farm in Chicago and now at his 132-acre *Two Bucks Farm* in Versailles, Ky. In true Jim Squires style, *Monarchos* didn't simply win the Derby—he pranced away with the second-best finish in the event's 127-year history, just two-fifths of a second shy of Secretariat's 1973 world record.

Those acquainted with Squires' accomplishments in other pursuits shouldn't be surprised. He is author of two critically acclaimed books about journalism and politics—respectively, *Read All About It! The Corporate Takeover of America's Newspapers* (1993) and *Secrets of the Hopewell Box: Stolen Elections, Southern Politics, and a City's Coming of Age* (1996)—and he is under contract for a third book about his experiences as an award-winning horse breeder. He has been a reporter and city editor for *The Tennessean* in Nashville, and an editor and executive vice president for the *Orlando Sentinel* and *Chicago Tribune*.

As a reporter, Squires covered Watergate and the Bush/Gore election, and during his term with the *Tribune*, his staff won several Pulitzer Prizes for journalistic excellence. He also has been a Harvard professor and was press secretary for Ross Perot's unsuccessful but groundbreaking presidential run.

Squires was an early starter, which may account for his unusually long list of lifetime achievements. He was a published writer by age 15, covering Little



Jim Squires is not only a Pulitzer Prize-winning editor but also the breeder of this year's Kentucky Derby winner.

League sports for a Nashville-area newspaper, and by the time he enrolled as an undergraduate at Peabody College, he was employed as a police-beat reporter for *The Tennessean*. He credits his Peabody education with helping to further his love for writing, build his confidence, and steer him in the direction of politics. He is especially grateful to his creative writing professor, Leland Crabb, who helped him hone and diversify his writing skills.

Two books Squires encountered while studying political science at Peabody had a particularly profound influence on his lifelong interest in the intersection of the press and politics: *All the King's Men* and *The Last Hurrah*. "As a kid, I spent very little time reading," admits Squires. "My interest in reading was sent skyrocketing by those two books. I began to look for great writing in an effort to develop my own writing style."

Squires says his public speaking courses at Peabody gave him the self-assurance he needed to carry him through his later high-profile endeavors, turning a reticent speaker into an orator who "can now make Castro-length speeches with

absolutely no preparation whatsoever." At one point he was invited to speak to members of Peabody's ROUNDTABLE donor society, drawing on the expertise he acquired while pioneering a controversial series at the *Tribune* called "The Worst Schools in America." That ROUNDTABLE speech caught the attention of another presenter, Ross Perot, who asked Squires to join his campaign team.

With so many successes, is it possible to choose a favorite? "In the case of the Pulitzer Prizes," says Squires, "it was a rewarding experience for a lot of people, and the work involved in it was important. Having said that, however, there is absolutely nothing as thrilling as watching a horse you bred or own or trained win the Kentucky Derby.

"My real interest has always been in the creation of something—stories, interest, an issue, or a great horse. When you see something you've created reach the most difficult goal, there's nothing like it."

—Ned Andrew Solomon



William Edwin Walker (MA'71, PHD'73) Remembering His Roots

William Walker recalls a seminal moment in his Peabody experience that would have a lasting effect on his professional career. As a favor to Ray Norris, his major professor, Walker agreed to teach a course during Norris's sabbatical. When the time came, however, Walker felt unprepared and positively petrified.

"I remember standing in Dr. Norris's office the day I was to start teaching his class, and I said, 'I'm scared to death. I'm going to throw up!'" says Walker. "He then came up to me, clapped me on the shoulders, and said, 'That's great! You're going to be a wonderful teacher. Don't ever lose that. The time you don't feel a little nauseated before a first class is the time you should not be teaching anymore.'"

With Professor Norris's sound advice in mind, Walker completed his master's degree in psychology in 1971 and his doctorate in 1973. Immediately, he began teaching psychology at the University of Richmond, and during the next 15 years he taught college courses at several other universities in the Richmond area.

In 1987 Walker temporarily left education for the world of big business, but eventually was named president of Tarkio College in Missouri. The school was beset with financial troubles, however, and Walker made the decision to close its doors two years later.

That's when Wellness House in Hinsdale, Ill., found him. Wellness House is a pleasant, 7,600-square-foot colonial dwelling where those with cancer can find help and support through exercise and educational programs, seminars, specialty groups, and social events. Walker was named executive director and was quickly drawn to the purpose and high level of commitment at the house, which

serves about 1,500 people each year. "Many times when you're working in the



William Walker presents concept plans for Wellness House, a dwelling where those with cancer can find help and support.

psychology field, people may say they want to change, but then they throw up every barrier," he says. "I see these people whose lives are threatened but trust someone can help them, and they are willing to make that commitment. I've never worked with a group of people as exciting."

Recently, Walker stepped down as executive director and assumed the role of managing director of Wellness House Consultations. He now is able to present the Wellness House concept as a model for other organizations that are hoping to serve cancer patients in their areas.

"In this busy world we don't spend enough time thanking people for where we are," he says. "Much of the success of this organizational venture belongs to the Peabody faculty and many of my fellow students who helped mold me at that time. We go so fast that we forget where our roots are. One of the things I've learned while working with people who have cancer is that reconnecting with those roots can be an extremely rewarding experience."

—Ned Andrew Solomon

Margaret Hoback Jones, MA'45, of Athens, Tenn., July 2, 2001.

Mary Harris Metcalf, BS'45, MA'54, of Houston, April 2000.

Myrtle Lee Pinckard, MA'45, of Roanoke, Ala., Feb. 15, 1999.

Brinley John Rhys, BA'45, MA'54, of Sewanee, Tenn., May 9, 2001.

Jean McCorkle Ross, MA'45, of Elkins, W.Va., April 19, 2001.

Lester E. Wooten, MA'45, of Decatur, Ala., Aug. 15, 1999.

Mary Baker Bradford, MA'46, of Germantown, Tenn., April 5, 2001.

Mary Saxon Bray, MA'46, of Winston-Salem, N.C., Dec. 17, 2000.

Elizabeth S. "Betty" Davis, BLS'46, of Raytown, Mo., Jan. 12, 2001.

Thelma Pittard, BLS'46, of Pulaski, Tenn., Jan. 23, 2001.

Albert Harcourt Carey, MA'47, of Avon Park, Fla., Nov. 24, 2000.

Katharine Allison Hope, MA'47, of Mobile, Ala., Jan. 10, 2000.

Lottie Blackburn Kimmery, MA'47, of Robertsdale, Ala., May 10, 2001.

Charles Wilson Lindsey, BS'47, MA'48, of Newland, N.C., Dec. 7, 2000.

Fount W. Mattox, PhD'47, of Searcy, Ark., March 16, 2001.

Viva Barker Rogers, MA'47, of Dunlap, Tenn., Aug. 24, 2000.

Vito Michael Brucchieri, MA'48, of Louisville, Ky., Feb. 26, 2001.

Lucile Carroll Lasalle, BS'48, MA'51, of Springfield, Ill., March 31, 1999.

James S. Owen, MA'48, of Elizabethtown, Ky., April 2, 2001.

Eloise Sifford Simpson, MA'48, of Largo, Fla., Jan. 14, 2000.

Sammy V. Swor Sr., BS'48, MA'49, of Nashville, June 8, 2001.

Annette Bedford Wilder, MA'48, of Senatobia, Miss., March 24, 2000.

Wade H. Hannah, MA'49, of Gainesville, Fla., Nov. 6, 1999.

Ina Lethco Johnson, MA'49, of Virginia Beach, Va., Oct. 8, 1999.

Flora Mae Lazenby, MA'49, of Tuscaloosa, Ala., Jan. 1, 1999.

Donald Newport, P'49, of Nikiski, Alaska, April 1, 1999.

Hoyt Westbrook Pope, BA'49, MA'52, EdD'54, of Americus, Ga., July 2000.

Rev. Frederick A. Smith, MA'49, of Milwaukee, April 5, 1999.

Jack Paul Swartz, MMu'49, of Tallahassee, Fla., December 2000.

Glen H. Byers, MA'50, of Lebanon, Mo., March 18, 2001.

Morris Gordon, BS'50, of Columbia, Md., Jan. 18, 1999.

Lucille Hamilton Horsley, BLS'50, of Onancock, Va., Feb. 7, 2001.

"Cover to Cover," continued from page 38

societies, the College Chorus, the Peabody Dames, the Mermaids and Mermen precision swim teams, the Country Life Club, and campus chapters of the Y.M.C.A. and Y.W.C.A. Plays, musical performances, and vaudeville-type shows were staged in and around the Social Religious Building.

Founder's Day was a major event, held each February on or near George Peabody's birthday as a reminder to the College community of its benefactor's founding gifts. For decades, the presidents of Peabody College celebrated the event with a much-heralded address to the nation, broadcast from Nashville over WSM-AM radio. The address and other Founder's Day activities were covered in detail each year in the REFLECTOR.

Frequently, one will find in the magazine debates over the value of popular new educational methods and instructional tools. Bulletin boards, walls adorned with pictures and charts, and the "stereopticon lantern" were praised as effective visual aids in the 1920s. And use of the phonograph, with its "refining and elevating influence," was lauded as a valuable way to teach children about music.

Even popular culture could not escape the magazine's watchful eye. An amusing editorial in the Nov. 25, 1921, issue compares jazz music to the sound of "a collision between a truckload of empty milk cans and a freight car filled with live chickens." The next month, the editorial page

denounced the evils of picture shows—which "appeal to the salacious and the sensuous" and were dragging the youth of the nation "through a sordid, sensuous stream of moral infamy"—and called for parent-teacher associations nationwide to equip schoolhouses with motion-picture projectors and "clean films" so the schools could serve as supervised, substitute movie theaters for children.

Visits to the campus of noteworthy individuals, particularly high-profile national leaders in education, always found coverage in the REFLECTOR—but not all these visitors were from the academic world. The 1948 visit of Miss America, Barbara Jo Walker, caused quite a stir and garnered a full page of photographs in the magazine, as did the 1953 visit of composer Aaron Copland.

One constant throughout most of the REFLECTOR's history was the question of Peabody's relationship with Vanderbilt. Even before Peabody's 1914 move to its present campus next to Vanderbilt, the idea of a closer cooperation between the two schools—including rumors of their possible merger as early as 1909—surfaced periodically in the REFLECTOR, usually whenever leadership at either institution would change.

Such was the case in 1961. When Peabody President Henry H. Hill resigned, the word "merger" began to echo throughout the Peabody community as leaders of both

institutions began serious discussions about a deeper relationship. John E. Windrow, the often outspoken editor of the REFLECTOR who served in that capacity for an astounding 33 years, responded with a three-page series of articles and editorials meant to assure readers of Peabody's commitment to remaining an independent college. (Of course, just two decades later the two schools would be united.)

For more than a century, Peabody College alumni have relied on their alumni magazine to keep them informed about campus news, abreast of current education and human-development issues and research, and updated on the activities of their former classmates. This editor is hopeful that the REFLECTOR's history will continue to be written for another 100 years.

A WORD OF THANKS ...

I wish to express my appreciation to the following people, whose assistance proved invaluable to my research efforts in writing this history: Strawberry Luck, photographs assistant, and Kathleen Smith, reference archivist, in Vanderbilt University's Archives and Special Collections; Bill Dwyer, access services supervisor at Peabody's Education Library; Jane Roller Sights, daughter of early Peabody Reflector editor Bert A. Roller; Paul K. Conkin, Vanderbilt distinguished professor of history, emeritus; Annette Ratkin, director of the archives of the Jewish Federation of Nashville and Middle Tennessee; and Edwin S. Gleaves, state librarian and archivist for the Tennessee State Library and Archives.

Griffith Thomas Jones Jr., BS'50, of Nashville, April 24, 2001.

Ansel Harold Jordan, MA'50, of Chatsworth, Ga., Feb. 14, 2000.

Samuel Edward Scott, BA'50, MA'51, of Phoenix, July 16, 2001.

Harold C. Turner, BS'50, MA'51, of Greenville, S.C., Feb. 21, 2001.

Roy Lee Ashbranner, MA'51, of Searcy, Ark., March 4, 2001.

Eva Pauline Hudgens, MA'51, of Greenville, S.C., July 24, 2000.

Martha Evelyn Linney, MA'51, of Statesville, N.C., May 6, 2000.

Arnold Marton, BA'51, of Los Angeles, Oct. 11, 2000.

Edith Alene Murphree, MA'51, of Diamond Bar, Calif., June 28, 1999.

William Lee Phillips, MA'51, of Malvern, Ark., March 15, 2001.

Burchell Lovell Stallard, MA'51, of Wise, Va., April 20, 2000.

Nell Laws Tipps, MA'51, of Houston, Jan. 23, 2001.

Nora Pinkham Chaddick, BS'52, of DeKalb, Texas, Nov. 18, 2000.

Leslie Alfred Dwight, PhD'52, of Lakeland, Fla., March 3, 2001.

Mary I. Griffith, MA'52, EdS'59, of St. Augustine, Fla., Oct. 9, 2000.

George Waldo Jones, BA'52, of Trion, Ga., Aug. 5, 2000.

Herbert C. Robbins, MA'52, PhD'62, of Dallas, Sept. 30, 2000.

Mabel Louise Thomas, MA'52, of Alexandria, Va., January 2001.

Floyd Vincent Turner, EdD'52, of Bristol, Va., April 20, 2001.

Eunice Lois Black, MA'53, of Mobile, Ala., Nov. 8, 2000.

Floyd Calvin Daniel, MA'53, of Nashville, March 24, 2001.

Howard Smith Hopkins, MA'53, of McGehee, Ark., Sept. 15, 1999.

Francis Cleveland Jones, MA'53, of

Jacksonville, Fla., Dec. 26, 2000.

Luther Jack Roberts, MA'53, of Knoxville, Tenn., Nov. 13, 2000.

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



Members of the Peabody Alumni Association Board of Directors gathered for their semiannual meeting last spring. Left to right: Peabody Development Director Tres Mullis, Charles Moore, Frank Bonsai (president), Linda Cline, Ruth Hagerty, Carol Westlake, Janice Zimmerman, Jerry Stephens (past president), John Lifsey, Olympia Ammon, Gene Baker, Patricia Powers, Anne Whitefield, LeRoy Cole, Mary Helfrich, Tricia Everest, John Mazyck, Andy Evans, Jim Hawkins, and Peabody Dean Camilla Benbow.

DONOR REPORT

PEABODY COLLEGE OF VANDERBILT UNIVERSITY  JULY 2000–JUNE 2001



MESSAGE FROM THE DEAN

A college is like a living organism, always changing and continually reshaping itself. The mission of preparing for the future is never-ending. In 1916 Bruce R. Payne, president of George Peabody College for Teachers, put into motion the College's first organized fundraising campaign—a necessary component of any college or university's plan for its future. Since that time, Peabody has continued to operate thanks to the generosity of its alumni and friends.

In 2002 Vanderbilt embarks on its most ambitious capital campaign to date, and Peabody's goal in that campaign will be significant. As more information about these exciting efforts and their benefit to Peabody is revealed in the months ahead, you will be called upon to lend a hand.

Fortunately for Peabody, a great tradition of support on which to build already exists, as is evidenced in this annual report of donors. During the 2000–2001 fiscal year, Peabody benefited from gifts totaling nearly \$4 million. Of this total, \$3.2 million were restricted gifts (designated for a specific purpose), and \$681,229 were unrestricted gifts—an all-time record. Of these unrestricted gifts, nearly \$267,000 came from our faithful alumni, and nearly \$125,000 came from the parents of Peabody students, representing a 57-percent increase in the number of parent donors over last year. Rounding out the year's totals were corporate gifts of \$127,194 and foundation gifts of \$132,050 (a 48-percent increase over last year). What an incredible year!

Within the pages of this report, you will see the names of the thousands of individuals who stepped forward to help Peabody College in 2000–2001. You also will read about some exciting developments and opportunities in Peabody scholarship support.

Despite the disturbing and turbulent events our nation has experienced in the last few months, those devoted individuals who share a love for Peabody and for all it represents have continued to show their support. For this we are especially grateful. As we forge ahead in our united efforts to build upon the grand traditions of Peabody College and preserve its firmly established place in American higher education, I ask that you continue to endorse this work with your encouragement and your financial assistance.

Sincerely,

Camilla P. Benbow
Dean

*A Time for
Thanks,
A Time to
Forge Ahead*

The Chairpersons of THE ROUNDTABLE

Mary Frist Barfield, BS'68 (Peabody), and
H. Lee Barfield II, BA'68 (A&S), JD'74 (Law)



PEYTON HOGE
Alumni members of the Barfield family: (clockwise) Mary Lauren Allen, Corinne Barfield, Mary Frist Barfield, and H. Lee Barfield

Mary Frist Barfield and her daughters, Mary Lauren Allen and Corinne Barfield, share a long family history with—and a deep affection for—Peabody College. Mary's mother, Dorothy Cate Frist, graduated from Peabody in 1932, and Mary followed in her footsteps in 1968. Mary Lauren and Corinne then earned their Vanderbilt University degrees through Peabody College in 1992 and 1996, respectively. Mary Barfield has been an active volunteer leader for Peabody for many years, having served several years on Peabody's Alumni Association Board of Directors.

Currently, Mary is serving with her husband, Lee, as co-chair of Peabody's ROUNDTABLE Steering Committee. She also is a member of Peabody's capital campaign leadership committee. Lee Barfield is a partner with Bass Berry & Sims law firm in Nashville, and is an adjunct professor at Vanderbilt Law School, teaching a course in professional responsibility. In the past he has served on the Vanderbilt Law School Alumni Association's Board of Directors and on the Law School Alumni Building Committee. He is president of the National Commodore Club.

Mary and Lee are longtime members of THE ROUNDTABLE donor society and are committed to expanding its base of support. They have enlisted an enthusiastic group of alumni, parents, and friends to work with them on the Steering Committee, and they are already at work contacting prospective new members.

This report reflects gifts made to Peabody College and the John F. Kennedy Center for Research on Human Development between July 1, 2000, and June 30, 2001. Every effort has been made to ensure its accuracy. If an error has been made, we offer our sincerest apology and ask that you bring it to our attention by contacting the Peabody College Office of Institutional Planning and Advancement at 615/322-8500.

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

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A Debt of Gratitude

Virginia Perry Johnson was only 12 years old when she met Virgie Wolfe in 1939. The childhood best friend of Virginia's mother, Virgie was also young Virginia's namesake.

On that summer day, Virgie had come from Florida to visit Virginia's family at their Nashville home. Virginia's father had been in poor health for several years following a series of strokes, and the family was struggling. The fifth of six daughters, Virginia had seen her older sisters go to work as soon as they had finished high school.

Virgie Wolfe and her husband, Herbert, who had become wealthy building roads and bridges in Florida, asked Virginia's parents that day if the 12-year-old could come to live with them and their two adopted children at their home in St. Augustine, in an effort to help Virginia's family prepare for her future. After deliberating a few days, Virginia's parents agreed to the offer, and Virginia was on a train to St. Augustine. Her life's trajectory would be forever changed.

The Wolfes' colonial home was palatial, with 32 rooms, an elevator, a staff of servants, and a sanctuary-like yard. For three years Virginia lived with the Wolfes, who treated her like one of their own children, and enjoyed activities such as piano lessons and horseback riding.

Virginia returned to Nashville for her junior and senior years of high school, and when she enrolled at George Peabody College for Teachers, Herbert and Virginia Wolfe paid all her expenses. She graduated with a bachelor's in science education in 1949, the only child in her family to earn a college degree.

Virginia became an elementary school teacher, working first in Nashville and then in California, where she met and married her husband, Dick Johnson, an engineer with IBM. She taught in Long Beach, Anaheim, and finally in San Jose, where she taught English as a Second Language. She and Dick continue to live in San Jose in their retirement. Married for 46 years, they have three sons and a grandson.

Thanks to the series of events that began in 1939, Virginia Johnson says her life has been a fairy tale—and she calls Virgie Wolfe her fairy godmother. Through the years she has grown particularly thankful for her Peabody education and has desired to give something back to the College in honor of Virgie. Last year Virginia got her chance when she and her husband profited from the sale of their home. The result was a \$30,000 gift to Peabody's new Undergraduate Scholarship Fund, established to aid Peabody undergraduate students with financial need.

“The gifts I've received from the Wolfes—first, their taking me



Virginia Johnson, right, received the gift of financial support for a Peabody education from Virgie Wolfe, shown here at age 90. Johnson has made a generous gift to Peabody's Undergraduate Scholarship Fund in Wolfe's honor.

into their home for three years when my family was struggling, and second, the gift of my Peabody education—are some of the most beautiful acts of enduring friendship I've ever seen,” says Virginia. “My mother's naming me after her childhood friend certainly brought its rewards, and I am ever thankful.”

In 1997 Virginia wrote a tribute to Virgie Wolfe in honor of her 100th birthday that was published in the St. Augustine newspaper. The following week Virgie passed away, leaving a legacy that continues at Peabody today through the gift of Virginia Johnson. The Undergraduate Scholarship Fund has since received another significant gift in the form of \$25,000 from Martha Roberts Meyer, BA'33, MS'34, of Lexington, Ky., in memory of her father, James A. Roberts, BS'03, who devoted his career to serving others through public education in East Tennessee.

Gifts to Peabody's need-based and merit-based scholarship funds take many forms, and opportunities are many. If you would like additional information about ways in which you may help Peabody students through a scholarship gift, contact Peabody's Office of Institutional Planning and Advancement by calling 615/322-8500.

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COMING ATTRACTIONS

JANUARY 2002

- 6** Orientation begins for new freshmen and transfer students
- 9** Spring 2002 classes begin
- 13-19** University-wide Martin Luther King Jr. Commemorative Series

FEBRUARY

- 18** Birthday of George Peabody
- 18-20** Vanderbilt Impact Symposium; contact Office of Student Life, 615/343-8175

MARCH

Peabody Pioneer/Vanderbilt Quinq Tea Dance; date to be announced; contact Office of Alumni Programs, 615/322-2929; susan.ormsby@vanderbilt.edu

- 2-10** Spring holidays
- 15** Founder's Day, the 128th anniversary of Cornelius Vanderbilt's founding gift
- 15-22** University-wide International Awareness Festival
- 22** Peabody Parents Leadership Luncheon, Wyatt Center Rotunda, noon; contact Mandy Zeigler, Peabody Office of Institutional Planning and Advancement, 615/322-8500; mandy.zeigler@vanderbilt.edu
- 22-24** Parents Weekend; contact the Parents and Family Office, 615/322-3963

APRIL

- 12-13** Reunion for alumni of Peabody's Music School; contact Robert Bays, 770/521-0469 or Earl Hinton, 615/893-8888, tehinton@aol.com or Shirley Watts, 615/298-3998, shirleymwatts@aol.com
- 18** Peabody Education Leadership Dinner, Loews Vanderbilt Plaza Hotel; cocktails, 6:30 P.M.; dinner, 7:30 P.M.; contact Mandy Zeigler, Peabody Office of Institutional Planning and Advancement, 615/322-8500; mandy.zeigler@vanderbilt.edu
- 23** Last day of spring classes
- 24-May 2** Reading days and examinations
- 26-27** Spring meeting of the Vanderbilt University Board of Trust

MAY

- Spring meeting of the Peabody Alumni Association Board of Directors; date to be announced; contact Mandy Zeigler, Peabody Office of Institutional Planning and Advancement, 615/322-8500; mandy.zeigler@vanderbilt.edu
- 6-31** May Session classes
- 10** Vanderbilt Commencement (undergraduates), Alumni Lawn, 9 A.M.; contact Office of University Events, 615/343-4470
- 10** Peabody Commencement (professional students) and recognition of the Distinguished Alumnus, Wyatt Center Lawn, 11 A.M.; contact Office of University Events, 615/343-4470
- 10** Peabody Pioneers Induction Reception (honoring graduates of 1952), Wyatt Center Parlor, following Peabody Commencement; contact Mandy Zeigler, Peabody Office of Institutional Planning and Advancement, 615/322-8500; mandy.zeigler@vanderbilt.edu

JUNE

- 4-5, 7-8, 11-12** Summer Academic Orientation Program for incoming Peabody freshmen; contact Office of Student Life, 615/343-3200; orientation@vanderbilt.edu
- 4-July 5** First-Half Summer Session for Peabody undergraduates
- 10-July 5** Module 1 for Peabody professional students

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FACES OF COMMENCEMENT

Hundreds of students, their families and friends, alumni, and faculty and staff members gathered on the lawn in front of the Faye and Joe Wyatt Center for Peabody College's commencement ceremonies May 11. Nearly 420 students received degrees earned through Peabody in 2001. Dean Camilla Benbow welcomed guests, awarded diplomas, and introduced commencement speaker Richard Percy, who retired in May after 30 years of distinguished service to

Peabody College. Also recognized at the ceremony were Peabody Founder's Medalist Kathryn Joy Greenslade, BS'01; this year's recipient of the Peabody Distinguished Alumnus Award, Rune Simonsson; and the newest members of the Peabody Pioneers—those alumni who graduated from the College 50 or more years ago. A graduates' reception on the Peabody esplanade followed the ceremony.