



ROBERT JOHNSON / COURTESY OF THE TENNESSEAN

John T. Scopes spoke to a packed Human Development Laboratory Auditorium on April 1, 1970.

Revisiting Scopes



When John T. Scopes visited Peabody 36 years ago, it had been 45 years since the infamous “Monkey Trial” in Dayton, Tennessee. These days, the same controversies haunt the teaching of biological sciences.

BY Frye Gaillard

On April 1, 1970, I reported to work as I always did, with intermingled feelings of boredom and dread, taking my seat in the claustrophobic office, which I shared with 16 teletype machines. Fred Moen, czar of the Associated Press in Nashville, noted my arrival and shouted instructions above the clatter of the news: “Gaillard! John T. Scopes is speaking at Peabody. Get out there and do an interview.”

I must have stood frozen for nearly a minute, trying to take in what he had said. I couldn’t have been more stunned if he had told me to interview Abraham Lincoln. *John T. Scopes*. Was this some kind of April Fool’s joke? As a history major fresh out of Vanderbilt, I knew a little about the famous “monkey trial”—the trial of the century, many people said—and 45 years later, that description still seemed to apply.

But was it possible that Scopes was still alive, that this biology teacher from Dayton, Tennessee, this apostle of science and academic freedom, was still a living, breathing human being? The answer to the question turned out to be yes, for there was Scopes on the Peabody campus—a man with a spark in his

eye then 70 years old, with thinning gray hair and a dark suit, speaking to a group of biology students.

It was his first appearance in a Tennessee classroom in 45 years, one of four appearances he made that day, followed in order by a luncheon with the president and leaders of the college, a press conference, and a final lecture to an overflow crowd at one of the auditoriums on the campus. Until I went back and looked up the clippings, I couldn’t remember much of what he said, just the dominant impression that he made, not only on me, but apparently on everybody who heard him.

He was self-deprecating about his role in the trial, seeing himself as a bit player in history. “I did little more than sit, proxy-like, in freedom’s chair that hot, unforgettable summer,” he had written. “No great feat, despite the notoriety it has brought me.”

To many of us that day at Peabody, Scopes’ humility took us by surprise, given the melodrama of his case and the enduring controversy it produced. Scopes insisted that the issues he had sought to raise in Dayton were not yet resolved, and he said it was important to understand the story. He had retained

Peabody SGA
PRESENTS

JOHN SCOPES

"DEFENDANT IN TENNESSEE'S
FAMOUS MONKEY TRIAL"

IN DAYTON - TENN. 1925

WEDNESDAY APRIL 1st

HDL AUDITORIUM
PEABODY CAMPUS
3:00 P. M.

his fascination over time with the two most dominating figures at the trial, Clarence Darrow and William Jennings Bryan, protagonists whose different understandings of the world had continued to echo down through the years.

The flamboyant Darrow was known as the greatest trial lawyer of his day, folksy and caustic, representing the leaders of organized labor and criminal defendants nobody would touch. He came to Dayton in defense of John Scopes, and it was not his first high profile case. He had defended the union leaders Eugene Debs and Big Bill Haywood and had crusaded often against the death penalty.

Among his clients were two Chicago boys, Richard Loeb and Nathan Leopold, wealthy and pampered teenaged murderers whose victim was only 14 years old. Darrow never tried to prove them innocent—they had confessed—but he pleaded powerfully for their lives.

"Before I would tie a noose around the neck of a boy," he proclaimed in 1924, speaking to the judge who would soon pass sentence, "I would try to call

back into my mind the emotions of youth. I would try to remember what the world looked like to me when I was a child. I would try to remember how strong were these instinctive, persistent emotions that moved my life. I would try to remember how weak and inefficient was youth in the presence of the surging, controlling feelings of the child."

That was Clarence Darrow, a man who could move a trial judge to tears, and bolster his resolve to spare the lives of two troubled boys when the world at large was calling for their blood.

The following year, when he asked for the chance to defend John Scopes, Darrow was 68 years old. He was a craggy-faced figure with pale blue eyes and a casual, almost rumpled demeanor—camouflage for his razor sharp mind. He was an avid reader of philosophers and poets, and a believer in the rationality of science. But if he was happy to support the theories of Darwin, he was even more eager to take his shots at William Jennings Bryan, regarded by many as a "fundamentalist pope," barnstorming through the South and Midwest, stumping for laws against teaching evolution.

For Bryan, Tennessee had been the site of his greatest success. In the spring of 1925, the legislature had passed by a lopsided margin a bill that immediately made it illegal "to teach any theory that denies the story of the Divine Creation of man as taught in the Bible...." The sponsor of the bill was a politician-farmer named John Butler, who simply didn't think that a public school teacher ought to contradict the word of the Lord.

Though Bryan agreed, he was moved by a more sophisticated logic, one, in fact, that might have put him at odds with the fundamentalists who followed him a half century later. On many of the political issues of his day, he was not a reactionary at all, but an ardent progressive. He supported higher income taxes for the rich, and women's suffrage, and in 1915, he resigned as U.S. Secretary of State, protesting his nation's drift toward war.

He was a three-time presidential candidate, unsuccessful on each of those occasions, but he was philosophical about his defeats. "The people gave and the people have taken away," he declared. "Blessed be the name of the people."

Even his opponents were inclined to agree that Bryan was the greatest orator of his time, and in a curious way, his disdain for Darwin's theory of evolution—the object of his oratory in later years—may have sprung from his deep progressive inclinations. He was repelled by an explanation of life that didn't seem to leave any room for God, but just as strongly he hated the social implications of the theory, the appalling notion that the fittest should survive.

"I object to the Darwinian theory," he proclaimed, "because I fear we shall lose the consciousness of God's presence in our daily life, if we must accept the theory that all through the ages no spiritual force has touched the life of man and shaped the destiny of nations.

"But there is another objection. The Darwinian theory represents man as reaching his present perfection by operation of the law of hate, the merciless law

"I did little more than sit, proxy-like, in freedom's chair that hot, unforgettable summer. No great feat, despite the notoriety it has brought me."

—JOHN SCOPES

by which the strong crowd out and kill off the weak."

Driven by his passion, and the certainty behind it, Bryan came to Tennessee in 1925 to act as the prosecutor of John Scopes. There was nothing personal about his decision. He found Scopes to be a pleasant young man, and he told him at a dinner just before the trial, "We shall get along fine."

Scopes had a similar respect for Bryan, but not for the law he had helped to inspire. Scopes, who was then 25, had come from a family of non-conformists; his father was a socialist union man, working in the railroad yards of Illinois, and had raised his son to swim against the tide. Scopes was happy to do it—not for Darwin or the theory of evolution, but for the over-arching cause of academic freedom.

Scopes had been in Dayton for nearly a year, having worked as a teacher and a football coach, and he liked the place well enough, the mountainous terrain and small-town warmth. He was barely even curious on a May afternoon when several of the city fathers asked to see him. School was already out for the

summer, and Scopes was playing tennis with some of his students.

When the game was over he made his way to Robinson's Drug Store, one of the favorite gathering spots in town. The owner, Fred Robinson, was chairman of the school board, and he was talking with some of the town's business leaders when Scopes pulled up a chair to join them. They showed him an ad in a Chattanooga newspaper in which the American Civil Liberties Union offered to pay the legal costs for anyone who would challenge the evolution law.

They asked if Scopes would be willing to do it, since he had spent a few weeks near the end of the semester subbing for the biology teacher who was ill. Surely, they said, he had taught evolution in there at some point. Scopes wasn't sure he had actually done it, but he believed that the law should be struck down,

and he agreed to test it in a Tennessee courtroom.

He could see immediately that the city fathers' motivations were different from his; their primary interest was publicity for Dayton, something they believed would



F.E. Robinson, center, holding package, was one of the men who planned the Scopes Trial. Here, he helps unload packages of a promotional brochure "Why Dayton—Of All Places?" The 16-page booklet was half promotional piece and half explanation about the trial.



From left, John Scopes, defense attorney Dr. John R. Neal, and Cumberland Coal and Iron Manager George Rappleyea (also was one of the men who planned the trial) walk under a banner declaring "Read Your Bible."

be good for business. Scopes didn't mind if that was what they wanted. But as he made clear at the time, and during his later visit to Peabody, he thought there were larger issues at stake: People needed to be free to think.

"Education is something that is to mold the individual," he told his student audience at Peabody, free from the "contamination of state interference."

At the time of his visit, there were people who believed that the battle was won, that fundamentalism had died at the Dayton courthouse, its foolishness fully revealed to the world. Certainly, Scopes himself was convinced that Clarence Darrow had gotten the better of it when he summoned William Jennings Bryan to the stand and began to grill him about the pages of the Bible.

Had Jonah really lived in the belly of a whale? Had the earth stopped turning when Joshua commanded the sun to stand still? Had God really made the world in six days?

Bryan had stumbled badly in his answers, hedging and sweating in the July heat, as two hundred reporters made note of the fact. But Scopes didn't think that the contest was over. Despite the courtroom prowess of Darrow, the evolution law had remained in effect. (Scopes, in fact, had been convicted and fined \$100.) The judge in Dayton refused to find the statute

unconstitutional, and for the next 40 years, the Tennessee legislature refused to repeal it.

That finally changed in 1967 when a new legislature, in a flurry of fanfare, purged the monkey law from the books. "Better late than never," Scopes quipped. But he also seemed to understand clearly that the issue was likely to come up again.

"The cause defended at Dayton," he wrote, "is a continuing one that has existed throughout man's brief history and will continue as long as man is here. It is the cause of freedom for which each man must do what he can."

He said essentially the same thing at Peabody, and his warning would prove to be prophetic. Thirty-five years later, in 2005, there was a flurry of headlines in many parts of the country proclaiming the second coming of the Scopes trial. The setting this time was Dover, Pennsylvania, another small town with a clash of worldviews taking center stage.

The battle lines were drawn by the board of education. William Buckingham, chairman of the textbook

"The cause defended at Dayton is a continuing one that has existed throughout man's brief history and will continue as long as man is here. It is the cause of freedom for which each man must do what he can."

—JOHN SCOPES

committee for the board, had pushed through a new component on "intelligent design," a theory of the divine authorship of life, in the science classes of the Dover school district.

"Nearly 2,000 years ago," Buckingham declared at a school board meeting, "someone died on a cross for us. Shouldn't we have the courage to stand up for him?" When pressed about his religious motivations, Buckingham, a retired policeman, insisted emphatically, "I'm still waiting for a judge or anyone to show me anywhere in the Constitution where there's a separation of church and state."

In 2005, when the issue finally made it to federal court, U.S. District Judge John Jones, described in

the media as a church-going Republican, delivered a stinging judicial rebuke to the Dover school board. As the Associated Press reported in December, "Jones decried the 'breath-taking inanity' of the Dover policy and accused several board members of lying to conceal their true motive, which he said was to promote religion."

Many science educators took heart in that. At Peabody, more than three decades after Scopes' visit, Kefyn Catley, an evolutionary biologist who teaches teachers how to deal with the subject, said the trial in Dover "really galvanized a lot of scientists. People were backing off before that."

The fundamental problem, said Catley, is that we live in a country where the population is split 50-50 on the theory of evolution, while the consensus among scientists is nearly overwhelming.

"Evolution," he explained, "is the overarching framework of all life science."

Not that the controversy should be surprising. As evolutionist Eugenie Scott noted in her book *Evolution vs. Creationism*, published a year before the Dover trial, even Charles Darwin understood the painful implications of his theory. He kept it a secret for nearly 20 years, and even then, he said, "it was like confessing a murder."

In an ironic way, Darwin understood with William Jennings Bryan that there was a cruelty at the heart of natural selection, which was hard to reconcile with a benevolent God. "There seems to me too much misery in the world," Darwin wrote in a letter to one of his friends. "...I own that I cannot see as plainly as others do, and as I should wish to do, evidence of design and beneficence on all sides of us."

And so the controversy rages on, leaving many searching for perspective. Looking back on it now, from the vantage of more than 30 years, for those of us in his Peabody audience, there was perhaps a bit of that perspective in the gentle iconoclasm of John Scopes. He never argued, at Peabody or elsewhere, that the issue of evolution was easy, that it didn't involve its share of uncertainty as we struggle to understand our place in the cosmos.

Nor was it the only issue that worried him. On that April day in 1970, speaking as an oil company

geologist (which he had become soon after his time in Dayton), Scopes decried the American tendency to "worship at the altar of technological advance," and to run roughshod over "the environment that supports us." But above all else, he was worried about "legislation that tampers with academic freedom ... helping to make robot factories out of schools."

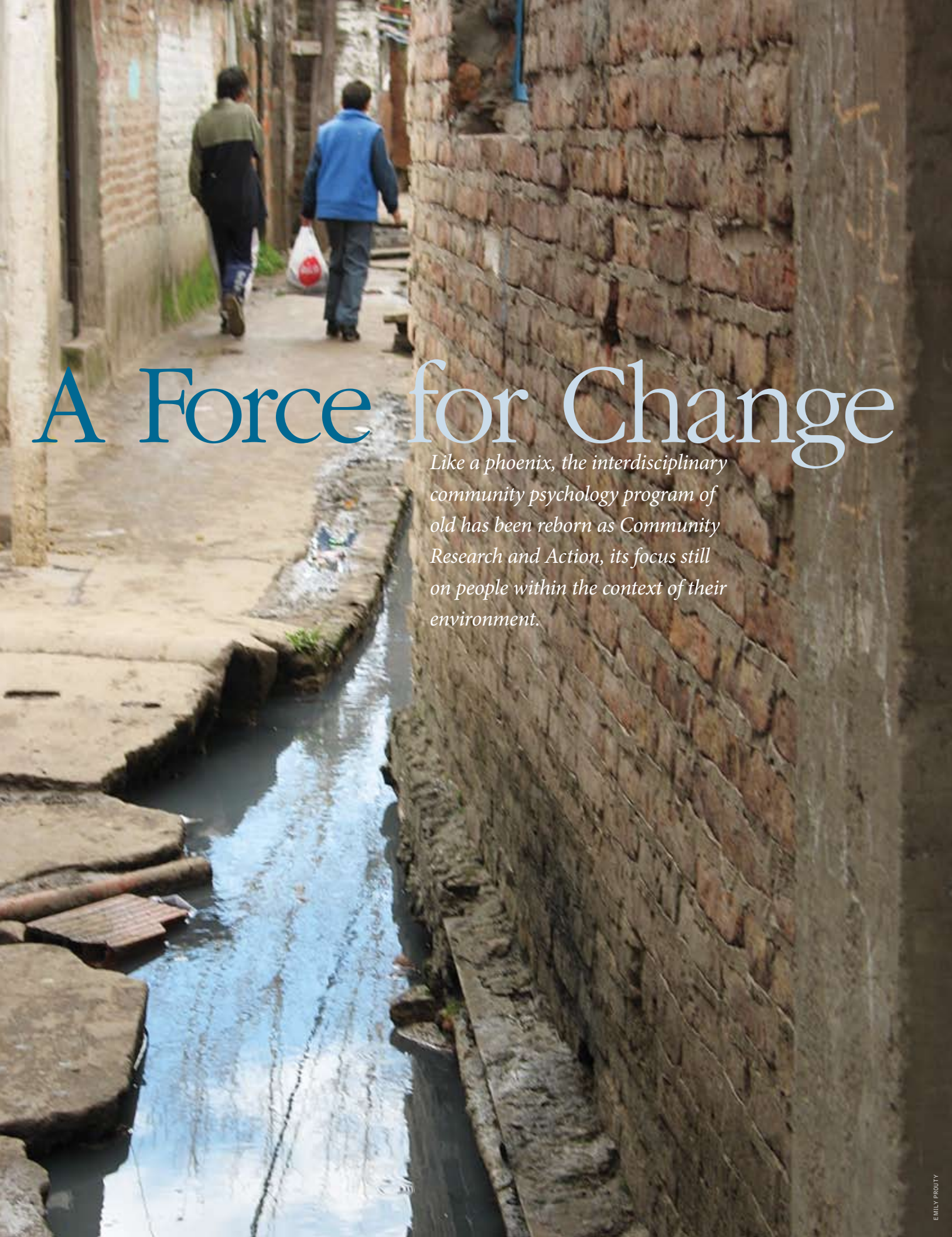
There was, as I remember it, a kind of disheveled affability that softened his warnings, the hint of a smile, a glint in his eye. He presented himself as a man overshadowed by the history he had made, though he also knew that he was, inescapably, the flesh and blood presence at the heart of it all.

It seemed fitting, somehow, that in one of his final public appearances, for he died unexpectedly the following fall, he would address himself to educators-in-waiting, reminding them again of what one student called "the fundamental right of man to ask questions."

Frye Gaillard, Vanderbilt '68 and writer-in-residence at the University of South Alabama, is the author of 20 books. His most recent, Cradle of Freedom, received the Lillian Smith Award, which recognizes authors whose work challenges all Americans on issues of social and racial justice.



Standing to the right of the WGN microphone, prosecuting attorneys Wallace Haggard (hand to chin) and Herb Hicks and defense attorney Dudley Field Malone ponder a development during the trial.



A Force for Change

Like a phoenix, the interdisciplinary community psychology program of old has been reborn as Community Research and Action, its focus still on people within the context of their environment.

BY Lisa Robbins

“It’s a jewel,” Professor Isaac Prilleltensky declares, describing Peabody College’s doctoral program in community research and action. “I think it’s the best in the country. It’s at the cutting edge and will be highly influential in the next decade.”

Granted, Prilleltensky has reason to be biased. He served for three years as director of the new CRA program, which grew out of community psychology and welcomed its first students in 2001. He played a key role on the team of professors that quickly built one of the most highly regarded programs in its field.

The establishment of the CRA program reflects the evolution of community psychology both at Peabody and throughout academia. For many years an adolescent struggling to define itself within the field of psychology, community psychology has grown into adulthood with a new confidence in its interdisciplinary direction and its emphasis on social action.

“The first course anywhere in community psychology was at Peabody in the late ’50s,” says Professor of Psychology Paul Dokecki, who took the reins as CRA director from Prilleltensky this August. (Prilleltensky is now the dean of education at the University of Miami.) “In 1965, Nicholas Hobbs gave his address as head of the American Psychological Association on Project Re-Ed and ecological strategies

for helping emotionally disturbed children. It was one of the earliest times ecology had been used in a psychology context. The ecological approach says, yes, the person is important, but it is critical to see the person in the context of environment at all levels. It was a founding principle for Project Re-Ed, and it is perhaps the major theoretical foundation for the field of community psychology. Peabody was there at the creation.”

Bob Newbrough, now professor of psychology, emeritus, at Peabody, was there, too. “In 1967, when I set up the Center for Community Studies, it was interdisciplinary by design, and the research had to provide service to the community. We had psychologists, anthropologists, social workers, physicians. That is when we set our sails for interdisciplinary studies.”

Newbrough remembers this as an exciting time. “We were the only game in town in the late ’60s, and we had all kinds of requests for action research,” he says. Examples of the Center’s work included its participation in an urban observatory program funded by the federal Department of Housing and Urban Development, which provided university resources to local governments to address urban problems; and a study of depression in the community funded by a grant from the National Institute of Mental Health. (The Center was deactivated in 1980 following changes in federal funding, withdrawal of a

major grant proposal due to ambiguity following the merger, loss of key faculty, and Newbrough’s sabbatical.)

In 1974, Newbrough and his colleagues created the Transactional Ecological Psychology program, as a way to combine school psychology with clinical and counseling psychology for accreditation by the American Psychological Association. Also during the ’70s, both the *Journal of Community Psychology* and the *American Journal of Community Psychology* were edited at Peabody, another sign of the



Professor John R. Newbrough presenting to Mayor Beverly Briley the first social indicator study of quality of life in Nashville entitled “Toward a Social Report: Nashville, 1972.”

school’s prominence in the field.

However, along with this success, tensions grew between community psychology and other aspects of the Peabody psychology department. Dokecki observes that for decades Peabody community psychology was “essentially community-oriented clinical psychology.” But as the field evolved, its approach widened. It investigated and sought to address



EMILY PROUTY

A young girl who lives in La Cava, a slum area outside Buenos Aires, Argentina.

environmental influences on personal well-being, which meant expanding its application of other social science disciplines. After the merger with Vanderbilt, this environmental and interdisciplinary approach clashed with a more traditional approach that became dominant in the psychology department.

The tension affected not only Peabody's program. It was at work on the national level, too, as reflected in the late '80s by the decision of the American Psychological Association's division of community psychology to rename itself the Society for Community Research and Action.

By the '90s, Peabody's community psychology program was struggling.

Dokecki was frustrated. "I was disappointed by the marginalization of community psychology," he says.

Newbrough was tired, too, of the devaluation of the program. "I didn't want to teach full time," he recalls. "So Dean Benbow asked me to write a rationale for a new department that would contain the undergraduate program in human and organizational devel-

opment, the master's program in human development counseling, and a doctoral program in community psychology."

Written with Dokecki's help, the rationale enabled the creation of the Department of Human and Organizational Development. Five

The Fieldschool, Partridge says, has two priorities: to teach students how to do original, primary research and to go out into communities for their work.

new positions were approved, and a graduate program in community development was designed for a professional masters and doctoral degree that took its name from the APA's renamed division. Faculty say the dean's support throughout the process—the program's creation, faculty development and expansion—has been tremendous and critical to their success.

"As the '90s were coming to an end, I was tempted to retire," says Dokecki, who had joined the Peabody faculty in 1970. He was a founding member of the Vanderbilt Institute for Public Policy Studies and served as associate director of the Kennedy Center

from 1983 to 1992. "But then the development of this department began, and I now claim I will die with my boots on. It's very exciting."

A Fresh Start

The notice announcing the CRA program put its social action agenda front and center. It described the program as "designed to train action-researchers in applied community studies: i.e., community psychology, community development, prevention and community health/mental health, organizational change, and ethics in community research and action. The title CRA... represents a commitment to social change through community-based action research."

"We are do-gooders. We are out and about," Dokecki says. "I'm Don Quixote trying to change the

Catholic Church. Doug Perkins is working with metropolitan Nashville. We have students in New Orleans. We are out in the world."

The new program also stresses its interdisciplinary approach. Though its core faculty, nine and growing, is dominated by psychologists, they seek to bring in new disciplines, and affiliated faculty draw from across the social sciences, management, medicine and law.

Professor William Partridge, an anthropologist with 15 years' experience at The World Bank, was among the first of the new faculty.

"The CRA approach posits the importance of context. Groups, organizations, institutions, com-

munity and culture are important in understanding human behavior," Partridge says, explaining what drew him to the program. "It says that to understand human beings at the individual level, you have to understand communities, and this appeals to me as an anthropologist."

Partridge was instrumental in establishing the Fieldschool in Intercultural Education that offers summer field experience in the United States and abroad. He led the first fieldschool program, in Ecuador, for three consecutive years. In 2006, a second fieldschool was in Argentina, under Prilleltensky's direction.

"Our focus in Ecuador was intercultural education, the integration of indigenous peoples and African peoples into the school system in Ecuador," Partridge says. "These populations mobilized to insist on their rights, and they have been largely successful. How did they do that?"

The Fieldschool, Partridge says, has two priorities: to teach students how to do original, primary research and to go out into communities for their work.

"Most students are satisfied with secondary data, from the government and other sources, which they can then crunch and analyze. We expect our graduate students to do original field work at the community level," Partridge says. "Our students also learn how to work in settings—in communities and cultures—not their own, in this country and overseas. Often, students who work in their own communities don't have much perspective on it, because much is taken for granted."

Professor Douglas Perkins, who came on board as the first director for the CRA program, is leading the planning for next

summer's fieldschool program in Guangxi, China, where his daughter was born. He also directs the Center for Community Studies, which reopened in 2004 for the first time since its closing in 1980. Together with Partridge and Professor Paul Speer, Perkins supervised students doing field work in New Orleans in the wake of Hurricane Katrina. Their goal was to investigate community rebuilding by displaced residents.

"We put together a set of interview questions and walked all over the city to talk to people about community, reconstruction, media coverage—to understand the effects of Katrina on the communities of New Orleans," says John Vick, who went to New Orleans with two other doctoral students to conduct interviews during spring break. "We thought a lot of the research and coverage wasn't talking directly to people."

With preliminary findings in hand, Vick says he and his colleagues will seek funding to expand their project. They plan to submit some of their findings to the *Journal of Community and Applied Social Psychology*.

"I started the CRA program with a few interests: urban planning, environmental psychology, public participation. I'm interested in how those converge, in how people can be involved in building neighborhood and community, and in how physical environments affect the people living in them," Vick says. "It was a moving experience to be in New Orleans, to walk through these neighborhoods that were vibrant and are now empty. Some places seemed fine, back to normal, and others seemed untouched by any response to the disaster."

One of the CRA program's largest action-research projects

has been New SPECs, undertaken in partnership with four Nashville social service agencies and the United Way. The acronym SPEC stands for strengths-based, prevention, empowerment and changing community conditions. The project aims to help social service agencies, so often consumed by pressing, immediate needs, to promote the prevention of problems within a community.

continued on page 36



Emily Prouty, a 24-year-old doctoral candidate in community research and action, already has studied and conducted research in Chile, Ecuador and Argentina. This summer, through the program's Fieldschool in Intercultural Education, she was placed at a team project in the La Cava slum outside Buenos Aires.

"It is the worst poverty I've ever seen," Prouty says. "La Cava is right in the middle of San Isidro, which is full of money. It backs up to tennis centers and palatial manors, with private security and guard dogs. San Isidro uses heavily armed border guards—literally, just like those used to patrol Argentina's national borders—to patrol between the slum and San Isidro. Past the border guards at the entrance to the slum is Casa de Galilea, where we worked."

In addition to research work, Prouty served the La Cava community by taking family portraits of residents. The photos here record some of her impressions of the community.

"I want to help people," Prouty says. "I've been given privilege by accident of birth, and I want to mobilize that privilege to help those who don't have it."

Please note: the class notes appear only in the printed version of this publication.

Please note: the class notes appear only in the printed version of this publication.



Jerry Parr, BA'62

On Parr

“Being with people in extreme situations—sometimes you draw out their strength and that’s a gift to you,” says Jerry Parr, BA’62. “People don’t grow without stress. There’s a lot of truth in the saying ‘that which doesn’t kill you makes you strong.’”

An Air Force veteran who started his working life as a utility company lineman, Parr was approaching graduation from Peabody with the intent of teaching high school English. Instead, he took a job with the U.S. Secret Service in personal security. Those under his guardianship included vice presidents Hubert Humphrey, Spiro Agnew, Gerald Ford, and Walter Mondale as well as President Jimmy Carter.

Watch the videotape of the assassination attempt on President Ronald Reagan and you’ll see Parr in action. He’s the guy moving between the President and his assailant. He then shoved the wounded chief executive into the limo for a high-speed ride to the hospital (above right).

After another year on the presidential detail, he took a desk job as assistant director for protective research. “It was like jumping off a train at 80 miles an hour,” he quips of moving from agent in charge of presidential protection to administering seven divisions with a staff of 600. “The Secret Service is a young man’s game,” says Parr who retired at 54 to earn a master’s in pastoral counseling. He followed that with ordination as a minister and now, at 74, is co-pastor of an ecumenical church in the Adams Morgan area of Washington, D.C.

“I’ve always been good with people,” says Parr who has no intention of retiring. He says his pastoral work calls on a different set of skills than guarding political figures or managing a staff of 600. He puts it simply, “You can never know how your actions can have a bigger effect on others.”

—Mardy Fones

Beulah Winchel, BLS'50 World Traveler

The secret to living a long life is staying busy and drinking a glass of lemonade every day, says Beulah Winchel, BLS'50—an authority on the subject at 94 years and counting.

Winchel grew up on a Kentucky farm and has since lived and worked all over the world. She put herself through college by alternating a semester of teaching in a rural Kentucky school with a semester of college.

She recently decided to invest in the future of education by establishing a \$10,000 gift annuity to Peabody College. The annuity provides her with income and also a tax deduction.

"It was hard to resist because it is such a great investment with an income return of 11 percent and it's for a good cause," Winchel said. She also has set up three gift annuities for Western Kentucky University scholarship funds. "Scholarships are important," she says.

After working her way through WKU, Winchel worked and taught in Kentucky for a few years before earning her library science degree at Peabody. She went on to become the librarian at a school in Eastern Kentucky, but heard other teachers talking about a career as an Army librarian.

"I became interested and that's when I joined the Civil Service (as a civilian in the Army). My first assignment was in Japan," Winchel says. "I'm still close to some of the people I met when I lived there. It was such an unusual place to live."

While flying back and forth between the United States to Japan several times, Winchel always had a fervent hope in mind. She hoped the plane she was flying in would have to stop in Hawaii to refuel and undergo several days of repairs. She could envision herself enjoying the beach and the sights of the island. Alas, it never happened.

"We did have to stop one time on a remote island in the Pacific for repairs and it was the most desolate place you have ever seen. We were there a couple of days. It was just my luck that we ended up there instead of Hawaii." She tells the story, with a laugh, however, clearly enjoying the memories.

She subsequently lived in Germany. "I lived near Heidelberg and later worked in the superintendent's office in Frankfurt," she says. "We oversaw 30 schools. We also had a lot of fun on the weekends visiting various places in Europe. The Officers' Clubs always had entertainment."

After spending about 30 years as an Army librarian, she taught for another 11 years in Kentucky and Florida. Then she seized another opportunity to live and work in France. Finally, she worked in Kentucky schools another few years before retirement.

Now retired in Bowling Green, Ky., Winchel stays busy by corresponding with friends (no e-mail for her) and reading. She also drinks a glass of lemonade every single day.

—Lew Harris

Please note: the class notes appear only in the printed version of this publication.

Deaths

Anna Ruth Hunter, BS'26, of La Follette, Tenn., Oct. 13, 2004.

Sheila Aden Higgins, BS'27, MA'32, of McKenzie, Tenn., Nov. 7, 2005.

Reba Moore Williams, MA'27, of Newton, N.C., Nov. 4, 2005.

H. Graham Belcher Blackstock, MA'28, of Austin, Texas, Jan. 4, 2006.

Mildred Laycock Miller, BS'28, of Browns Valley, Calif., April 29, 2005.

Margaret Siler Goss, BS'29, of Johnson City, Tenn., Oct. 24, 2005.

Emily Appleton, BS'31, of Maricopa, Ariz., Dec. 29, 2004.

Katharine Rose Dougherty, BS'31, MA'50, of Nashville, September 2005.

Antoinette Moseley Groves, BS'32, of Knoxville, Tenn., March 30, 2006.

Ruth "Brownie" Kinney, BS'32, of Waukesha, Wisc., Oct. 10, 2005.

Warren Caldwell Wilkerson, BS'32, of Nashville, March 1, 2006.

Mattie A. Axtell, BLS'34, of Earth, Texas, Feb. 21, 2004.

Vesta Bourgeois, MA'34, of Lafayette, La., Oct. 31, 2004.

Effie R. Brown, BLS'34, of Winchester, Va., Jan. 6, 2004.

Curren A. Farmer, MA'34, of Troy, Ala., Sept. 26, 2005.

Frances Cate Grigsby, BS'34, of Nashville, Nov. 14, 2005.

Mrs. J. W. Vann, MA'34, of Leeds, Ala., Sept. 8, 2005.

Elizabeth Alstetter Scott, BS'35, BLS'36, of Richmond, Va., Dec. 14, 2005.

Clarence P. Snelgrove, BLS'35, of Naperville, Ill., April 5, 2005.

Helen Aline Yeager, MA'35, of Bartlesville, Okla., Dec. 27, 2005.

Nellie Embry, BS'36, of Tallapoosa, Ala., May 10, 2004.

Mary Belcher Elliott, MA'37, of Tarpon Springs, Fla., May 19, 2004.

Lyla Thrasher Mackey, MA'37, BLS'43, of Nashville, Oct. 1, 2005.

Mary Bay Duncan Moore, BS'37, of Pensacola, Fla., Jan. 18, 2006.

Elizabeth Greer Pitner, BS'37, of Franklin, Tenn., Oct. 11, 2005.

Margaret Leach Smith, BS'37, of Somerville, Tenn., May 11, 2004.

Jarvis Barnes, MA'38, of Atlanta, Ga., Feb. 14, 2006.

Marian Amanda Burts, BLS'38, of the Broadmouth Community, S.C., April 6, 2006.

Aileen Stutts Goodwin, BS'38, of Potomac, Md., Dec. 28, 2005.

Nancy Ann Byrd Greenwood, MA'38, of Lake Charles, La., July 16, 2004.

Nelle Lea Grubbs, BLS'38, of Tucker, Ga., Sept. 24, 2005.

Mary Elizabeth "Bee" Cooper Wallis, BLS'38, of Memphis, Tenn., March 20, 2006.

Waverly Wilson Barbe, BLS'39, MA'40, of Tuscaloosa, Ala., Aug. 29, 2005.

Rebecca Dickson Cason, BLS'39, of Sandersville, Ga., Jan. 1, 2006.

Grace Carter Efird, MA'39, of Winston-Salem, N.C., Jan. 1, 2006.

Martha E. Harris, MA'39, of Watkinsville, Ga., Sept. 29, 2005.

Ann Russell McClearen Houk, BA'39, of Nashville, Nov. 7, 2005.

Lella Lockie Margrave, BS'39, of Fairfax, Va., March 14, 2006.

Edgar Mae Mongole, MA'39, of Canyon, Texas, Jan. 9, 2005.

Bradford Dean Mutchler, MA'39, of Windermere, Fla., July 30, 2004.

Margaret Dudley Neale, MA'39, of Richmond, Ky., Nov. 17, 2005.

Annie Lee Sugg Roser, BS'39, of Hermitage, Tenn., Oct. 4, 2005.

Tazu Shibama, BS'39, of Hiroshima, Japan, May 31, 2005.

Dorothy Vernon Babb, BLS'40, of Franklin, Ky., Feb. 15, 2004.

Ethel Willetta Comer, MA'40, of Webster Groves, Mo., Oct. 6, 2005.

I became interested and that's when I joined the Civil Service (as a civilian in the Army). My first assignment was in Japan. I'm still close to some of the people I met when I lived there. It was such an unusual place to live.

—BEULAH WINCHELL

Carol Post Walker Arnold, MM'61, of Lanikai, Hawaii, Aug. 18, 2006.

Lenora Elizabeth Carter Hamilton, MA'61, of Huntsville, Ala., March 4, 2006.

Merle Meredith Johnson, EdS'61, of Adairville, Ky., May 17, 2006.

Willis Harold Medlock, MA'61, of Atlanta, Oct. 29, 2005.

John David Thomas, MA'61, of Pensacola, Fla., Jan. 26, 2006.

Donald W. Williams, BMus'61, MMus'62, of Ann Arbor, Mich., Sept. 22, 2005.

Frank Austin Grover, EdS'62, of Piedmont, S.C., Dec. 1, 2005.

Ronald Evan Hedges, BS'62, of Brooksville, Ky., Sept. 23, 2005.

Donald Reeve "Chub" Jenkins, MA'62, of Atlanta, Nov. 21, 2005.

Warren Caldwell Wilkerson, BS'62, of Nashville, March 1, 2006.

Mildred McGee Holland Avery, MA'63, of Pittsburgh, Penn., April 20, 2006.

W. Yvonne Barker, BS'63, of Tallahassee, Fla., Sept. 29, 2005.

Betty Cherry-Blankers, BA'63, of Nashville, March 7, 2006.

Elva Estelle Evans, MA'63, of Murfreesboro, N.C., Jan. 2, 2006.

Edward Lee Dickinson, MA'64, of Cordova, Tenn., Oct. 5, 2005.

Louise Elizabeth Agee "Leaf" Fachilla, MAL'64, of Nashville, Feb. 21, 2006.

William Bradley Davis Jr., BA'65, of Nashville, March 6, 2006.

Thomas Joseph Powers, BS'65, of New Smyrna Beach, Fla., February 2005.

Linda Moore Rowell, MA'65, of Austell, Ga., April 15, 2006.

William Bradley "Bill" Sanders, BA'65, of Nashville, March 6, 2006.

Mamie Leeper Anderson, MLS'66, of High Bridge, N.J., Aug. 28, 2004.

Martha C. Andreasen, MLS'66, BA'65, of McLean, Va., May 15, 2005.

Alice Virginia Carter, BS'66, of Augusta, Ga., Nov. 12, 2005.

Larry Dean Gordon, EdS'68, of Ballwin, Mo., July 13, 2005.

Frances Elizabeth "Betty" Powell Lackey, MA'68, of Savannah, Ga., Feb. 8, 2006.

Wilma Arnn Murphy Daniel, MLS'69, of Springdale, Ark., Jan. 8, 2006.

Ann Russell McClearen Houk, BA'69, of Nashville, Nov. 7, 2005.

Susan Smith Taylor, MLS'70, of Winston-Salem, N.C., Sept. 30, 2005.

Mary Ellen Kirven Marchman, MLS'71, of Waxahachie, Texas, Oct. 8, 2005.

Olive J. Bray, PhD'72, of Central Bridge, N.Y., March 1, 2006.

Thomas William Fox, BME'73, of Springfield, Va., March 2006.

Louisa J. Schillinger Papaccio, BS'73, of Hopewell Junction, N.Y., Oct. 15, 2005.

David Horton, PhD'74, of Cleveland, Tenn., May 8, 2006.

Genella Nye Olker, MLS'75, of Nashville, April 13, 2006.

Jay Putnam Sellick, PhD'76, of Nashville, Nov. 10, 2005.

Deborah Wren Hill, BS'77, MED'82, of Durham, N.C., April 26, 2006.

Margaret Dillon Terhune, MLS'77, of Murray, Ky., Nov. 9, 2004.

Joseph Barnett Gordon, EdS'78, of Dyersburg, Tenn., May 24, 2005.

Charles Vernon Daniel Jr., EdS'79, EdD'89, of Bowling Green, Ky., Sept. 13, 2005.

Reva M. Smith Brewer, MLS'80, of Panama City Beach, Fla., March 27, 2006.

Mary Margaret "Mimi" Mitchell Davis, MED'82, of Owensboro, Ky., Nov. 30, 2005.

James LeRoy Coburn, EdD'83, of Des Plaines, Ill., Nov. 12, 2005.

Grennetta Simpson, EdD'83, of Nashville, Oct. 20, 2005.

Frank E. Williams, MLS'85, of Nashville, July 18, 2005.

Douglas Hubert Long, EdD'88, of Darien, Ill., Jan. 28, 2006.

Virginia Gay Henley Pickett, EdD'91, of Whitwell, Tenn., Oct. 3, 2005.

Timothy Templeman Osgood, BS'92, of Sarasota, Fla., Nov. 17, 2005.

Mark A. Masters, '06, May 14, 2006.

Allison Frances Rose, '07, Atlanta, Ga., Aug. 19, 2006.

Faculty

Lloyd Dunn, former chair of the special education department, of Las Vegas, Nev., April 6, 2006. His tenure at Peabody lasted from 1953 to 1967, during which time he was instrumental in establishing the John F. Kennedy Center for Research on Human Development and its predecessor, the Institute on Mental Retardation and Intellectual Development. In 1954, he and the late Nicholas



Lloyd Dunn

Hobbs founded the nation's first doctoral-level training program in mental retardation at Peabody, and from 1960 to 1964 he helped create early legislation benefiting people with disabilities. After leaving Peabody, he served as professor of special education at the University of Hawaii

for 30 years. In 1997 he and his wife, Leota, established the Dunn Family Chair of Educational and Psychological Assessment and a related research center at Peabody and more recently, he made gifts to support the renovation of the Peabody library. After Leota died in 2001, he remarried and is survived by his wife, a son and four grandchildren.

Louis Thurston Nicholas, professor of music, emeritus, of Nashville, January 2006. He taught voice and music for more than three decades and served as music critic for *The Tennessean* newspaper from 1951 to 1975. Through the years, a number of his former students went on to become members of the New York City and Metropolitan Opera companies. His many activities in such roles as tenor, conductor, church musician and lecturer made him well known in Nashville cultural circles. He is survived by three sons, three grandsons and two great-granddaughters.

William Van Til, of Terre Haute, Ind., May 24, 2006. He was a professor and division head at Peabody from 1951 to 1957. Survivors include his wife, a daughter, two sons, six grandchildren and two great-grandchildren.

CRA continued from page 29

be an evaluative tool the United Way can use to measure funding allocation according to SPEC principles. "This can help them assess how they give away their millions," Prilleltensky says. "They are going to reconsider their funding formula based on the SPEC approach. I think we are making a difference."

In June, Perkins delivered the keynote address to the 1st International Community Psychology Conference. He titled it "The Death of Community Psychology (and the Development of Community Research and Action) in the United States." It is an interesting title given the name of the conference.

In his speech, Perkins asserted that "as community psychology's viability within, and influence on, the broader field of psychology in the U.S. diminishes over time, the transdisciplinary and international opportunities and reality of community research and action outside of academic psychology have never been better." He might have added that Peabody College's CRA program is ready to help lead the way.

Lisa Robbins is a Nashville-based freelance writer and investigative journalist.

To get the specifics on Peabody's program in community, research and action, visit peabody.vanderbilt.edu/hod/cra.htm.

Fall Momentum

Photo by Daniel Dubois



Professor of Psychology Howard Sandler and his students continue the momentum of a class discussion as the fall semester gets underway at Peabody.

Vanderbilt University

Peabody College

VU Station B 357703

2301 Vanderbilt Place

Nashville, TN 37235-7703

Nonprofit Org.

U.S. Postage

PAID

Nashville, TN

Permit No. 1460

A publication of



VANDERBILT
PEABODY COLLEGE

Secure your future. And Peabody's.

The Vanderbilt Charitable Gift Annuity

When you establish a Vanderbilt Charitable Gift Annuity, you're giving yourself income for life—guaranteed. And, you'll also receive an income tax deduction.

Benefits on a \$10,000 Single-Life Charitable Gift Annuity

Age	Annuity Rate	Yearly Income	Tax Deduction
65	6.0%	\$600	\$3,757
70	6.5%	\$650	\$4,118
75	7.1%	\$710	\$4,564
80	8.0%	\$800	\$5,005
85	9.5%	\$950	\$5,331
90	11.3%	\$1,130	\$5,781

But you're not the only one who benefits—you're also giving back to Peabody. And whether you give to scholarships, curriculum or faculty support, your gift will create a meaningful legacy to Vanderbilt and Peabody.

If you'd like to create a steady stream of income for yourself and support Peabody, please contact Vanderbilt's planned giving professionals at 615/343-3113 or 888/758-1999 or by e-mail at plannedgiving@vanderbilt.edu. Let them tailor a Charitable Gift Annuity just for you.

www.vanderbilt.edu/alumni/plannedgiving

Beulah Winchel, BLS'50, created her Charitable Gift Annuity because she "could never resist a good investment." Read more about her amazing life on page 32.