PILLARS OF PEABODY

What the College's architecture says about its character
Dwelling on the past

“Edgehill” house provides a window to Peabody’s history

When Peabody Normal College became George Peabody College for Teachers in 1909, the fledgling institution required a new campus. The property selected for that campus was located just east of Vanderbilt University across Hillsboro Turnpike (now 21st Avenue), and bordered to the north by Edgehill Avenue. It would be another five years before the College would open its doors at the new site—the site where it remains today.

But before the land was cleared and buildings were erected, a large house called “Edgehill” sat at the corner of Hillsboro Turnpike and Edgehill Avenue, situated in a beautiful 12-acre grove and surrounded by magnificent gardens.

Built in 1879, Edgehill was the family home of Charles A.R. Thompson, the founder of a successful Nashville dry-goods store. In fact, Thompson and Company, located downtown on Fifth Avenue, was the city’s most prominent merchant for silver, china, furs, woolens, linens, and laces, as well as exquisite items such as ball gowns, bridal trousseaux, gloves, shawls, and parasols. For most of the 19th century and until its closure in 1932, the store was a Nashville staple, serving as a social gathering place for the city’s gentry.

In October 1910, Edgehill was purchased from the Thompsons by Peabody College, and in 1911 the house was dismantled and moved from the site—approximately where the John F. Kennedy Center’s MRL Building now stands—to its present location on Bowling Avenue, a couple of miles southwest of the Vanderbilt campus. Moved along with the house were 12 magnolia and ginkgo trees, which continue to grace the property today.

Edgehill’s architecture is of the Italianate style, which dominated American home construction between 1850 and 1880 and was popular as a departure from the more formal Colonial and Classical Revival styles. Typical Italianate detailing is found in the wide eaves supported by decorative brackets and in the well-defined entry doors. The tall, narrow windows have a suggestion of an arch on the lower level.

Steven E. Crook, an investment manager and former Nashville grocer who is the current owner of Edgehill, undertook an extensive renovation and revitalization of the house, which now sits on 14 acres, as well as exquisite items such as ball gowns, bridal trousseaux, gloves, shawls, and parasols. For most of the 19th century and until its closure in 1932, the store was a Nashville staple, serving as a social gathering place for the city’s gentry.

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Mr. Crook, who now calls his home “The Edge,” graciously shared with the Reflectors the vintage photograph shown on this page, which was given to him by a relative of Charles A.R. Thompson. It is the only early photograph known to exist.

Visit Peabody College’s World-Wide Web site at http://peabody.vanderbilt.edu/
Peabody’s merger with Vanderbilt 21 years ago that a Peabody structure has been named in honor of a University leader. It follows in the venerable tradition of Old Main Building, later called College Hall and permanently renamed Kirkland Hall in 1939 in memory of James H. Kirkland, Vanderbilt’s second chancellor who led the University for 44 formative years. And the Joint University Libraries complex, built in 1941 to house the cooperative venture in- volving Vanderbilt, Peabody, and Scarritt Col- lege, was renamed in 1983 as the Jean and Alexander Heard Library to honor Vander-bilt’s fifth chancellor and his wife. This latest honor is fitting, both for Peabody and for Joe B. Wyatt, who has been a cease- less champion of the College’s work. When he assumed the chancellorship in 1982—three years after the merger—Peabody faced an un- certain financial future and a serious enroll- ment crisis. Recognizing a deficiency in K-12 education, Wyatt overhauled a re- publication of Peabody’s campus that preserved its history, architecture, and distinguished rep- utation while ushering the school back to the forefront of education research and instruc- tion, as well as fast-developing technology. Wyatt took a personal interest in several programs being developed at the College, par- ticularly the Learning Technology Center (LTC). He united his connections to the educa- tion world, for example, to help secure the backing of corporate executives in the early implementation of the innovative mathe- matics-education videotape series The Ad- ventures of Jasper Woodbury, developed by the LTC and now in use in classrooms through- out the country. By the early 1990s Peabody’s growth was fast outpacing the space available on cam- pus and the decision was made to renovate and expand the Social Religious Building, which by that time had fallen into disrepair. Today, $15 million later, it is once again the hub of Peabody’s administration and houses state-of-the-art technologies, including en- hanced computer classrooms, videoconfer- encing and multimedia seminar rooms, satellite downlink and broadcast capabilities, and video editing suites.

As Board Chairman Ingram stated April 29, the building is a “crossroads of the com- munity,” hosting tens of thousands of people each year for symposia and social events. “From this day forward,” she continued, “the Faye and Joe Wyatt Center for Education will serve as a focal point for improvements in edu- cation—improvements that will advance our University as well as the cause of edu- cation in our country and around the world.”

E. Gordon Gee Named New Vanderbilt Chancellor

E. Gordon Gee, 56, president of Brown Uni- versity, was named Vanderbilt’s seventh chan- cellor in February. His appointment is effective August 1. Gee’s unanimous election at a special Feb- ruary 7 meeting of the Vanderbilt Board of Trust came after a nine-month national search that began last April when Chancellor Joe B. Wyatt announced his intention to retire in July 2000. President of Brown since 1997, Gee—pronounced with a hard “g”—also held a faculty appointment as professor of educa- tion and public policy. Under his leadership the university, Rhode Island, university launched new interdisciplinary programs in human values and life sciences and doubled its annual contributions in the span of two years. He will hold a faculty position at Vanderbilt Law School.

Constance Bumgarner Gee, wife of the chancellor, is a well-regarded scholar of arts and had a difficult time. I notice while com- posing this letter that, under fluorescent light and at a particular angle, it is easier to read. Might some consideration be given to this?

—Henry Charles, Class of ’74

Kansas City, Missouri

EDITOR’S NOTE: Mr. Smith is referring to the metallic teal ink used throughout the mag- azine as a background color within boxed articles and the “Department Notes” sec- tion. The metallic properties of the ink create the glossy shine that has been a prob- lem for Mr. Smith and some of our other readers who have voiced the same concern. Beginning with this issue, a flat ink of a lighter color is replacing the troublesome metallic.

Getting His Money’s Worth

I enclose a modest donation as an alumnus because I’ve neglected in the past to do so, partially. I also was motivated by the superb issue of the REfleCToR (Summer 1999, Winter 2000). I thought the entire winter issue an outstanding one, in content and appearance. The “Where Are We Now?” article [within the “Part- ners in Time” article] is a great overview and reflection, especially, I think, for the growing proportion on campus who weren’t here when the events happened. And I loved the article on a longtime friend—and grandfather to one of my own children’s best-friends—Charlie Allen (“Dream Builder”). So thank you on all count!

—Kathryn DeHammey

(Chair, Department of Psychology and Human Development, Peabody College, Nashville, Tennessee)

Too Much Reflector Reflection

I wanted to write and voice appreciation for the last two issues of the REfleCToR (Summer 1999, Winter 2000). Makes me proud to be one of those 25,000 alumni of Peabody. I found it an interesting read to recall my days on campus before that merger tran- sition and the many conversations I had with Dr. Ida Long Rogers. That said, I want to offer a word of cen- cern about the readability of the sidebars. My 52-year-old eyes have great difficulty reading the sidebar columns due to the strength of the hue and the glossy shine. I read the issue under conventional light this morning and...
education policy who now brings her talents to Peabody College as an associate professor in the Department of Leadership and Organizations (see story, right).

“Over the past few months, I have heard time and again that Vanderbilt is a special place, and I have come to believe it,” Chancellor Gee said at a February press conference announcing his new appointment. “There is no other university in the country that already does many things so well and yet has almost limitless possibilities and a solid foundation on which to build for the future. Vanderbilt is blessed with rich traditions and even richer opportunities for learning, for discovery, and for service.”

A committee of trustees led by Board of Trust Vice Chairman Dennis C. Botteford considered more than 50 candidates before nominating Gee to be chancellor.

A native of Vernal, Utah, Gee was graduated from the University of Utah in 1968 with a bachelor’s degree in history. He earned a law degree and a doctorate in education from Columbia University in 1971 and 1972, respectively.

Gee, who began his career in academia as assistant dean of the law school at the University of Utah, first served as a chief executive officer for the state’s K-12 schools when he was elected president of West Virginia University. He became president of the University of Colorado in 1985, and in 1990 he was named president of Ohio State University. With more than 50,000 students, 30,000 faculty and staff, and an operating budget of $2 billion, Ohio State is the nation’s largest single university campus. As president, Gee led a major academic and administrative restructuring and initiated a billion-dollar capital campaign.

For additional information, visit www.vanderbilt.edu/chancellorsearch on the Web.

Constance Gee Joins Peabody Faculty

Constance Bumgarner Gee, wife of new Vanderbilt Chancellor E. Gordon Gee and a scholar of arts and public policy, has joined Peabody’s Department of Leadership and Organizations as an associate professor of public policy and education.

Gee’s early professional training was in fine arts with an emphasis on painting and sculpture. She holds a bachelor’s degree in fine arts from East Carolina University—located near her hometown of Raleigh, North Carolina—and a master’s degree in fine arts from the Pratt Institute in New York. During her graduate studies at Peabody State University, from which she earned the Ph.D. in arts education in 1991, she became focused on arts education and policy issues.

Arts education policy is a small field, but Gee has emerged as an active and reputable scholar. She served as director of the Arts Policy and Administration Program at Ohio State University before joining the Brown University faculty as assistant professor of public policy and education. Gee also is executive editor of The Arts Education Policy Review.

She married E. Gordon Gee in 1994 during her tenure at Ohio State.

While pursuing her doctorate at Peabody, Gee had told university officials that she piqued her interest. In the summer of 1989, a U.S. Senate appropriations subcommittee unanimously approved a five-year funding bill of two arts institutions that funded controversial art exhibits, including the works of photographer Robert Mapplethorpe.

“I was fascinated by the intensity of the controversy and the questions that were being asked about public support of the arts,” says Gee. “Should government support the arts? That intrigued me and sort of seared my brain.”

In the years since, Gee has published and presented around the nation on the subject and plans to do more of the same in Nashville.

Library Lecture Hall Funded by Cox Gift

Peabody’s Education Library soon will be home to a high-tech lecture hall, thanks to a recently $50,000 grant from the James M. Cox Jr. Foundation of Atlanta.

The new hall will be connected to the Social Religious Building’s existing audio and video routing system, providing the library with instant access to satellite down-links that may be viewed live in the lecture hall. As in several other buildings on the Peabody campus, this technology will allow students and faculty to participate, for example, in a symposium taking place across the country or in a videoconference with practicing teachers at some other site.

A four-year tradition of generous support is continued with this latest gift from the Cox Foundation and Cox Enterprises Inc., which holds a multibillion-dollar family of media and other communications companies. In 1998 another $50,000 Cox grant funded the revitalization of the Education Library’s curriculum laboratory holdings.

“We are fortunate to have this relationship with Cox Enterprises,” says Tres Mullis, Peabody’s director of development. “The library lecture hall represents a natural extension of their previous support of the lab and furthers our goal of transforming the library into a 21st-century learning center.”

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March 2000 U.S. News & World Report magazine’s ranking of the nation’s top graduate schools of education (among 187 programs):

1. Harvard
2. Stanford
3. Columbia
4. California, Berkeley
5. California, Los Angeles
6. Peabody

Ranking of Peabody’s academic specialties:

1. Special Education
2. Administration/Superintendence
3. Elementary Teacher Education
4. Curriculum/Instruction

The same foundation that is now making possible this new Education Library lecture hall provided funds in 1998 to revitalize the library’s Curriculum Laboratory. That $50,000 grant has enabled the lab to update its holdings, provide easier access to materials through state-of-the-art technology, and offer the latest versions of computer-based instructional materials.
Sue Swenson, commissioner of the Department of Administration on Developmental Disabilities, addressed a John F. Kennedy Center for the Performing Arts audience in February regarding the ways in which she believes the world will be changing in the new millennium for people with intellectual disabilities. "What's coming next, she says, is a better understanding of how intimately federal programs need to work together to help strengthen an industry that has produced such cutting-edge technologies as pacemakers, artificial kidney machines, and defibrillators.

"Researcher from the current procedures and computer systems do not allow for the kind of exchange of information between agencies that provide these services," she told a group of federal officials and university presidents. "People with disabilities and their families, if one system fails, often the whole house of cards collapses." For people with disabilities and their families, she explained, is likely to be dependent on numerous federal services and supports throughout his or her lifetime. But...from citizens as to the value of those services—and the result often is frustration for the people who need them most.

Vanderbilt is one of only 14 colleges and universities nationwide to receive the grant. Peabody researchers in the Learning Technology Center (LTC), the Department of Teaching and Learning, and the Department of Psychology and Human Development will use the grant money to develop curricula, teaching methods, instructional materials, and other models of teaching technology. Peabody and a consortium of 11 other institutions will then put research into practice by disseminating information to schools of education nationwide.

"The Catalyst grant provides an exciting opportunity to capture the wisdom and resources of our faculty at Peabody and Vanderbilt and share them with other colleges of teacher education," says John Bransford, professor of education, Centennial Professor of Psychology, and director of the LTC. Bransford and James Pellegrino, the Frank Mayborn Professor of Cognitive Studies, are project co-principal investigators. William Corbin, assistant director of the LTC and lecturer in education, is project coordinator.

The Next Step for People with Disabilities
Federal programs that serve people with developmental disabilities need computer systems that link to each other, says a top official with the U.S. Department of Health and Human Services.

The government's massive efforts the past few years to evade computer failure by bringing these systems together is an indication of the problem may have been unapproachable in the past because of existing technology, but that the development of systems that can analyze data from other systems is a major breakthrough.

Advocates for people with developmental disabilities can do their part, too, she said, by helping their counterparts across the country learn how to communicate with other advocates and share mutually beneficial information.

"People are starting to get on the internet and ask, ‘Can you do that in Minnesota? Why can’t I do it in Iowa?’ It’s our job in the federal government to help them ask the questions. Because, frankly, if it’s possible in Minnesota, then it is possible in Iowa. The tools are in our hands.”

Sue Swenson, for all her wins, is commissioner of the U.S. Administration on Developmental Disabilities, visits with guests of her February lecture, “Developmental Disabilities in the New Millennium.”
Project Set to “Achieve Dreams”

Beginning in 2003, more Nashville inner-city high school students will have the opportunity to attend college thanks to a new program called Project GRAD (Graduation Really Achieves Dreams). The idea traveled to Nashville through the efforts of Vanderbilt student Katie Dunwoody and her father, Mac Dunwoody.

Project GRAD was launched in November with the help of General Colin Powell, retired head of the U.S. Joint Chiefs of Staff, who spoke to students. The program earlier received a certificate of recognition at Vanderbilt’s 1999 ceremony acknowledging the Middle Tennessee Educators’ Thanksgiving Award.

General Colin Powell launches Project GRAD with a fall appearance at Nashville’s Pearl-Cohn High School.

The program, which offers remedial help to some of Nashville’s most disadvantaged children by combining high academic standards with individual and small-group counseling, was started by Peabody professor Lisa Stookesbury and former Nashville mayor B. Morris Kennedy in 1989.

As early as 1993, some Nashville inner-city high school students were discovering that they had the opportunity to attend college thanks to a new program called Project GRAD (Graduation Really Achieves Dreams). The idea traveled to Nashville through the efforts of Vanderbilt student Katie Dunwoody and her father, Mac Dunwoody.

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Erna Yackel, professor at Purdue University—published by Libraries Unlimited. The book, the Education Library, is author of a new book, Education Library.

Wyllt Heads National School-Reform Effort

Former Vanderbilt Chancellor Joe B. Wyatt is chairing a blue-ribbon panel charged with setting standards to help develop effective public schools are getting their money's worth from the burgeoning school-reform market.

HOD a Big Hit at Florida Conference

Eight faculty members from the Department of Human and Organizational Development (HOD) stole the show at a February conference at Florida Atlantic University on “What College Presidents Are Doing to Promote Moral Character and Civic Responsibility.” The event, hosted by Dr. David Thompson, president of the Templeton Foundation, a nonprofit organization dedicated to stimulating excellence in the scholarly understanding of moral and spiritual dimensions. Peabody's contingent— which included Patricia Arnold, Bonita Barger, Kimberly Bees, Gina Frieden, Brian Griffin, Rob Intemann, Janet Newhouser, and Sharon Shields—made an extensive and well-received presentation on the HOD program as a whole, for promoting character development in undergraduate education. For three days the Peabody faculty members exchanged information with teams from other colleges and universities, many of which are featured in The Templeton Guide: Colleges That Encourage Character Development.

Black Cultural Center. Boyang, who had been teaching a doctoral seminar on diversity and equity during the semester, died April 17. Boyang was one of the final speakers of the series (see faculty deaths, page 40).

Co-sponsoring the lecture series with the Department of Teaching and Learning was Peabody’s Office of the Dean, the Black Cultural Center, the Vanderbilt Center for Teaching, and the NSF.

Voyter, principal investigator. Susan Goldman was awarded a $90,000 research grant by the Metropolitan Nashville-Davidson County Public Schools for “Metro Challenge.”

Children create their own multi-colored necklaces at the first-ever Family Fun-Ball, a play festival for kids ages two through 12 held last fall at the John R. Wooden Center. The program is a joint venture to promote character development in early childhood education for all children and early intervention services for children with developmental problems.

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Diversity Efforts Recognized

Three members of the Peabody community were among several people and organizations honored by the University last fall for their individual efforts to support Vanderbilt’s affirmative action and diversity goals. The 13th annual Affirmative Action and Diversity Initiative Awards ceremony recognized Vera Stevens Chatman, professor of the practice of human and organizational development, for her “unrelenting passion and understanding for all students … in particular Peabody students of color.” Chatman chairs the reception committee for Peabody Graduate and Professional Students of Color, serves on the advisory committee to the mentoring program for students of color, and is financial adviser to the Organization of Black Graduate and Professional Students. Also awarded was Suzan B. McIntire, staff assistant in the Peabody Dean’s Office, for her longstanding support of and assistance to the College’s graduate and professional students of color. McIntire has been instrumental in developing handbooks for these students, identifying networks for the mentorship programs, and arranging orientation receptions for new and returning students of color. As Commencement coordinator, she also is responsible for sensitive planning and one-on-one rehearsals with graduates with disabilities to ensure Commencement is a comfortable and positive experience for them.

In addition to the awards, a certificate of merit was presented to Ellen Brier, adjunct professor of education and director of undergraduate student services, in recognition of her commitment to making her office a welcome place for all students, especially those with disabilities.

John Bransford, professor of education, Centennial Professor of Psychology, and director of the Learning Technology Center (LTC), provided an overview of some of the multimedia tools developed by the LTC, including the Little Planet Literacy Series and Adventures of Jasper Woodbury videodisc series. The journalists then got some hands-on experience solving a Jasper Woodbury adventure problem in math.

Next it was off to two Nashville elementary schools where the fellows talked with first graders using the Little Planet literacy application they are using.

Architecture is an empty vessel into which we pour meaning. Buildings look the way they do because of what we expect them to contain. And buildings contain not mere functions, but aspirations as well. The academic campus holds meaning beyond the architecture of its individual structures. Thomas Jefferson’s belief in mind over matter—in the power of rationality to subdue chaos—is expressed on the grounds of his University of Virginia in Charlottesville no less than on the hillock called Monticello. In the United States we have been front-loading the campus plan with ideological significance ever since.

In Nashville are two formerly unallied campuses resting side by side—Peabody College and Vanderbilt University—that convey two very different architectural messages while at the same time today representing the same institution. And I know of no better way to explain the Peabody College campus than by verbally crossing 21st Avenue to the Vanderbilt campus. For the wandering and sometimes confusing paths of Vanderbilt illuminate, by way of contrast, the clarity and order that is Peabody.
The Vanderbilt campus is a place for insiders, for people who already know their way. As the inset 1897 map by Granberry Jackson illustrates, the plan determined that the campus would function in this way from the beginning. Architectural historians would describe the Vanderbilt campus as an example of the Romantic or organic ethos, with few right angles and lots of curves. And the architecture is primarily medieval in inspiration, with uneven roof lines and textured facades characterizing such early buildings as Kirkland Hall and the Old Gym. The landscaping style is also organic, with irregular massings of trees scattered about. The impression that the trees just grew up naturally—with the buildings springing up later—is, of course, a fiction, but one that is intentional. Bishop Holland McTyeire, Vanderbilt’s co-founder and first president of the University’s board, was a compulsive planter, and the largest tree was the magnolia on his handwork. Nevertheless, we feel when we walk the Vanderbilt campus that somehow we have wandered into a beautiful, natural arboretum. That is by design. The informal and Romantic plan appeared in America in the second half of the 19th century, first in cemeteries and slightly later in suburbs, with their curving tree-lined streets and cul-de-sacs. We call this plan “organic,” because the intention was to celebrate the irregular shapes and textures of nature at a time when industrialism was replacing nature with roads and factories, right angles, and machines. The buildings of this vintage are medieval rather than classical in inspiration because the Victorians felt this style of architecture was more organic in outline. The Romantic philosophy contended that a human being is at his or her best when closest to nature. And to the extent that we imitate the irregular forms of nature in the built environment, we create a place in which man and woman feel most at home. Such places are the very opposite of the urban grid and call attention to themselves as the “not-city”: where we reside, not where we do business.

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The Peabody campus operates from an entirely different perspective on what is the best human environment. Peabody is a place any outsider can quickly and easily comprehend. Its plan and its architecture celebrate the obviously manmade: a world of right angles and symmetrical facades, of straight alleys of trees and smooth rectangular lawns. This is the more ancient language of classicism, a language of calm and order designed to encourage people to think clear thoughts and believe in the perfectibility of mankind. It was the language of Thomas Jefferson, who believed that the architectural style of the Greeks and Romans could be used to tame the wilderness of his Virginia. In the Peabody plan, the buildings grouped along the central axis define the central mission of the college—teaching and learning, library, and administration—with the space for communal gathering, where all were to come together in social and religious equality, holding pride of place at the crest. The buildings for residence and eating are grouped around the secondary axes because, while necessary, they do not define the primary purpose of Peabody. The Peabody plan celebrates rationality as the highest of human virtues.

Both Vanderbilt University and Peabody College were the result of northern philanthropy in the post-Civil War South—Yankee gestures on the part of Commodore Cornelius Vanderbilt of New York and George Peabody of Massachusetts to help heal a devastated land by means of education. In 1873 the Commodore gave $1 million to realize Bishop McTyeire’s vision of a central southern university to rival such northern institutions as Harvard and Yale. In 1867 George Peabody established the Peabody Education Fund with an eventual endowment of $2 million to grant funds to teachers’ schools in the South. At that time, no southern state had free public schools, and as the states moved to establish them, they needed teachers to teach in them. The Peabody Fund was to provide the help necessary to train those teachers.

The 1912 original plan of George Peabody College for Teachers celebrates classicism—a world of right angles, symmetrical facades, and rectangular lawns.
The University of Virginia plan is simpler than Peabody’s. Jefferson grouped his buildings along a single axis and assigned primacy to the library’s rotunda. The two-story structures contained a series of departments, with professors living in the pavilions marked by columned facades and the students living below in rooms that flanked the central green. Each pavilion reflected a different classical order—Doric and Ionic, Corinthian and Tuscan—so the students could study the classical styles, the only styles Jefferson thought worth studying, in three dimensions.

The Campus as a City

By the turn of the 20th century, when the Peabody campus was planned, the “academical village” had evolved into the ideal of the campus as a city unto itself. But these academical cities would not be the morally, ethically, and physically disorderly spaces of the Industrial Revolution metropolis. These academical cities would be disciplined by the theory of urban planning derived from the École des Beaux-Arts and known in this country as the “City Beautiful” movement.

The 1893 Columbian Exposition in Chicago—with its hierarchy of primary and secondary axes, its strong sightlines, and monumental buildings—had demonstrated to America these principles of city planning. Fragments of the City Beautiful survived today in such cities as San Francisco, but we find the most complete manifestations at colleges and universities, where a controlling discipline is more easily achieved because there is a single property owner.

Vanderbilt administrators, inspired by City Beautiful theory, hired a series of nationally known planners and design professionals to make rational order from their organic campus. But plans for the Vanderbilt campus by Richard Morris Hunt (1902), the Vanderbilt family architect, and George Kessler (1905), the designer of the City Beautiful plan for the St. Louis World’s Fair, as well as a 1920s plan, faced physical challenges that hindered implementation.

Unlike the rectangular Peabody campus, the Vanderbilt site itself is irregular, bounded on the north by West End Avenue and then by 21st Avenue as it heads south and curves west. And at the heart of the old Vanderbilt campus, the buildings known as Old Central and Old Science (now Benson Hall) are not aligned with any street axis but are located at the intersection of these curving coordinates. This is why any attempt to add a more classical order to the placement of buildings at Vanderbilt called for the demolition of these two buildings. Vanderbilt administrators eventually came to realize that a formal regularity could not be made from irregular parts; Old Science and Old Central still stand today.

Peabody did not have to be retrofitted to express City Beautiful theory because President Payne and his team of designers were starting with a blank slate of land. The majestic Social Religious Building, completed in 1915, crowns the Peabody campus mall with its ten Corinthian columns. The building was a personal gift from John D. Rockefeller.

The best structure on the Peabody campus from the standpoint of purity in classical styling is the Cohen Building, erected in 1926 and designed by New York’s McKim, Mead, and White. The building’s elegant interior features marble columns, balustrades, wainscotting, and marble mosaic flooring.

The Vanderbilt campus is a place for insiders, for people who already know their way. Peabody is a place any outsider can quickly and easily comprehend.

The first new buildings on the Peabody campus were the Industrial Arts (Mayborn Hall) and Home Economics buildings, both of which opened in 1914. The Social Religious Building followed in 1915, and soon after the Jessup Psychological Laboratory. All were designed by Louis and Peabody. The Carnegie endowment, which paid to construct Nashville’s old downtown library as well as still-standing branch libraries in north and east Nashville, funded the Peabody library. This 1918 building by Edward Tilton suggests the abundance of knowledge contained within the collection of books through the roof cornice detail of stone baskets filled with sculptural fruit.

The best structure on the Peabody campus from the standpoint of purity in classical styling is the Cohen Building, erected in 1926 and designed by New York’s McKim, Mead, and White. Despite gems like Cohen, however, the real importance of the Peabody campus is not lodged in the design of any individual architect but in the aggregate collection of buildings that talk to each other in a common tongue across time.

Until the 1950s Peabody was architecturally unified because the Beaux-Arts plan disciplined not only the placement of buildings but their style as well. Because the campus plan is so orderly, it was visually difficult to imagine non-classical architecture as part of the college fabric. Until the late 1950s and early 1960s, with the construction of the Hill Student Center and John F. Kennedy Center buildings, no architect had the nerve to attempt it.

In the 1970s, Peabody College faced a series of economic crises that ultimately led to merger with Vanderbilt in 1979. Today, however, despite the alliance of the two institutions, the Peabody campus retains a distinct identity because its original outlines have not been blurred, as Vanderbilt’s have, by the accretion of later buildings in various styles.

Architecture is not merely a range of styles, but a way of perceiving the world and using the art of building to persuade others to see it likewise. A walk across the Peabody campus tells teacher and student alike that they have arrived in a place where they can focus on the rationality of intellectual discipline, the clarity of social purpose exercised democratically, the belief that we all share a common and harmonious culture.

And the Peabody message gains greater strength and greater distinction from its proximity to the Vanderbilt campus, with its organic perplexities. Nowhere else in America can we find, side by side across one busy avenue, such contrasting examples of collegiate architectural history, such clear expressions of opposing philosophies of what shape the best human environment should take. In western architecture there have been, since the Renaissance, yin-and-yang revivals of the classical and medieval styles, always with new permutations that signify evolving ideologies. The campuses of Peabody and Vanderbilt illustrate this tension in one place, and simultaneously.

Freelance writer Christine Kreiling holds a master’s degree in art and architectural history from Vanderbilt and serves as the award-winning architecture and urban planning writer for the Nashville Scene newspaper. She also contributes to national architectural magazines and is co-author of the book Classical Nashville, published in 1996 by Vanderbilt University Press.
Goldman has been able to take on a new role every few years, earning several prestigious University honors along the way. In 1983 she won the Ellen Gregg Ingalls Award for Excellence in Classroom Teaching, and in 1988 she received the Thomas Jefferson Award for her extra-ordinary contributions as a faculty member to the University's councils and government. She has chaired both the University Faculty Senate and Peabody's Faculty Council.

Having begun her career in 1965 as a secondary mathematics teacher, Goldman gravitated early toward mathematics teacher education and joined the Peabody faculty in 1968. In the years that followed, she taught the under-graduate and graduate mathematics courses and math-ematics methods courses for prospective elementary teachers, and she supervised field placements. She also taught two years in the College of Arts and Science after Peabody merged with Vanderbilt in 1979.

It was Willis Hawley, Peabody's first post-merger dean, who urged Goldman to try her hand at administration when he asked her to serve as associate dean for undergraduate affairs during that arduous time was Elizabeth Spencer Goldman, associate professor of mathematics education and a respected Peabody faculty member since 1968. The University's academic record fell to her and a handful of other administrators. Ultimately, with confirmation from Longinotti's instructors that he had, in fact, met all requirements for graduation, the stu-dent's degree was conferred to her mother at Commencement ceremonies.

"It was the right thing to do," says Goldman resolutely; "I believe it showed the character of the University." The decision reflected Goldman's character, too. As a distinguished educator, researcher, and administrator, she has earned a reputation for being a careful, compassionate leader—as well as a "consummate team player," adds Professor of Education Carolyn Evertson, who served as associate to the provost from 1996 until last year. "Liz is the person you want when an important task is at hand. You not only want Liz on the committee; you want her running it. That's because she is organized, incredibly thoughtful, and respectful of individuals' differ-ent opinions."

That kind of leadership is the legacy Goldman leaves behind in her retirement, which was effective at the con-clusion of the fall 1999 semester. In honor of her 32-year career, the University conferred "emirera" status upon her January 1.

Teacher Education Goes High Tech

T he next phase of Goldman's career began in 1987 when she left the dean's office and began directing or co-directing a number of funded research projects, including three major projects sponsored by the Nation-al Science Foundation. The purpose of her research, which was in collaboration with Research Associate Professor of Education Linda Barron and others, was to measure the effectiveness of certain types of instructional tech-nology in mathematics and science teacher education.

Using videotape to demonstrate the positive dynam-ics of a typical middle-school classroom, argued Gold-man, was more efficient than sending students out on actual observations each time. "Often when students are sent out to observe a classroom," she says, "either what you hope will happen doesn't happen, or it does happen but is so subtle that the novice teachers don't catch it."
The 1940s and 1950s were prosperous, exciting years in America, and Peabody College reaped the benefits through record growth in enrollment and in its distinguished academic programs. More than 7,000 alumni from those two decades are scattered around the globe today, all bound by their Peabody memories.

In September nearly 250 Peabodians from the classes of 1940 through 1959 migrated to campus for the second “Fabulous ’40s & ’50s” Homecoming Reunion—a weekend celebration that included campus and city tours, a look at Peabody’s history and architecture, compelling demonstrations of today’s technology advancements in teacher education, entertainment, dancing, and plenty of food and reminiscing. A committee of 46 dedicated alumni, led by T. Earl Hinton (BMus’51, MMus’54, EdD’69), planned the reunion, which built upon the success of a similar event held in 1994.

True to the promise of its name, the 1999 reunion was indeed fabulous, and Peabody Reflecter’s cameras were on hand to capture the fun.

—Phillip B. Tucker

An eventful evening was made even more so when the Social Religious Building’s fire alarms unexpectedly—and falsely—sounded during Saturday evening’s Grand Reunion Dinner.


Dressed to the nines, reunion guests dance the night away in the Rotunda of the Social Religious Building.

Lydia Caroline Plank (MLS’58) of Harrisonburg, Virginia, peruses through the reunion’s display of Pillar yearbooks, Peabody Post newspapers, and other memorabilia.

Minnie Pearl—a.k.a. Anne Rogers—greets Edna Threlkeld Scales (BA’48) of Nashville and Gene Glass Wozniak (BA’48) of New Smyrna Beach, Florida, while Doris Tippens, wife of the Rev. James Tippens (BS’50) of Epland, North Carolina, looks on. Anne is the daughter of Norman and Estelle Ansley Norrell (BA’50) of New Smyrna Beach, Florida, while Doris Tippens is the wife of the Rev. James Tippens (BS’50) of Epland, North Carolina. Looks on, Estelle is the daughter of Norman and Estelle Ansley Norrell (BA’50) of New Smyrna Beach, Florida. They are the parents of the Rev. James Tippens (BS’50) of Epland, North Carolina.

Pillar yearbooks, Peabody Post newspapers, and other memorabilia.

Charles Kinzer, associate professor of reading education, gives a high-tech demonstration of some of the ways in which Peabody is using the latest technologies to enhance the teacher education process.

Reunion Committee Chairman T. Earl Hinton (BMus’51, MMus’54, EdD’69) welcomes guests to opening night.

Dressed to the nines, reunion guests dance the night away in the Rotunda of the Social Religious Building.

The “Fabulous ’40s and ’50s” return to the Rotunda
A panel of experts debates hits and misses in education

For every endeavor of mankind, the 20th century represented a time of rapid change and new discovery. Advancements in science and medicine eclipsed those made during all previous centuries combined. We flew to the moon, constructed 100-story buildings, and survived two world wars. Technology and communication became industries, and human rights became a movement.

The American education landscape during the past century certainly saw its share of hills and valleys, too—great successes as well as failures. But what were those successes? What were the failures? And what is the state of American education today as we enter a new century?

Last fall a panel of Peabody College faculty members and other education policy experts convened on campus to discuss and debate these questions. The spirited conversation ranged widely, and some of the people, policies, and practices that did not make the century’s “best dressed” list of education ideas are assigned a significant role for their exclusion as several that did.

Of course, these being academics, agreement was far from complete regarding any particular idea. Still, a general consensus of opinion emerged among these experts regarding the 20th century’s education strengths and weaknesses.

Education for All

Participants concluded that the 1954 Brown v. Board of Education U.S. Supreme Court decision desegregating the nation’s once racially separated schools may well have been the most significant education event of the century. Indeed, it may even have been the century’s most important domestic policy decision for the entire society, let alone for our schools.

Consolidation was the beginning of the end for intimate neighborhood schools that closely linked teachers to parents.

The 1954 Brown decision triggered other significant efforts to make the nation’s schools more democratic. Prior to the last quarter of the 20th century, most students did not graduate from high school and only an elite few went to college. Kindergarten and preschool were rarities, and if you were physically or mentally disabled or did not speak English well, public schools may not have held a place for you at all.

Today our schools are free from legally enforced racial segregation, kindergarten has become universal, and preschooling is headed in the same direction. More than 90 percent of students graduate from high school. Disabled students are guaranteed places in classrooms. Federal and state programs assist financially in the schooling of recent immigrants. Community colleges have been created to bring higher education closer to home. College and university enrollments have vastly expanded, and public loan programs now financially enfranchise many more college students than ever before.

But opening our schools and colleges to all citizens was not the only high point of the century’s education efforts. Great strides also have been made in the theories underlying the measurement of human ability and in the technical practices of testing. Much of the fundamental understanding of scientific measurement of human abilities occurred in connection with World Wars I and II and thereafter. Performance testing programs, now used by more than 40 states and in most school districts and classrooms—as well as increasing use of computer technology to instruct and appraise student performance—are grounded in these measurement developments.

Participants were quick to assert that efforts during the past 25 years to equalize finances available to support students in school districts and states were another... rather than among local districts, an inequity that really only the federal government is in a position to redress.

Demand for Higher Achievement

The 20th century is also notable for the firm recognition that out-of-school factors influence a student’s academic performance. Perhaps the most symbolic crystallization of this idea resides in the 1965 enactment of the Elementary and Secondary Education Act, which authorizes federal funds for improving the schooling of youngsters from low-income households.

A result of that act, for example, is Project Head Start, the federal preschool child development program for children and families who live below the poverty line. The program, which has served more than 13 million children since 1965, was inspired by the celebrated research of the late Peabody psychology professor Susan Gray.

The recognition of out-of-school influences on learning is not a one-sided blessing. Some school critics...
Red Tape and School Closures

The negative side of the education reform ledger also garnered plenty of attention by the Peabody panelists. High on the list of detrimental ideas was the invention of the Carnegie Unit with which most schools and colleges today measure student progress. This measure counts time spent in a class, rather than performance, as the numeraire of schooling. Participants collectively lamented that the nation is so willing to accept the number of “units” or hours in subjects, rather than measures of knowledge, as the coin of educational success.

The federal government, or at least the manner in which it injects money into public school systems, is the nation at risk in terms of international competition. Today, with the benefit of hindsight, it is evident that the United States’ charmed run on the world’s economic ladder, can be seen if we look at how sloppy management far more than inept schooling that was hampering U.S. trade efforts.

Still, seminar participants believed A Nation at Risk was a significant and valuable publication because it spurred societal demand for higher levels of achievement. This measure counted time spent in a class, rather than performance, as the numeraire of schooling. Participants collectively lamented that the nation is so willing to accept the number of “units” or hours in subjects, rather than measures of knowledge, as the coin of educational success.

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Finally, on the negative side, seminar participants unanimously claimed that the 1983 publication of the bombastic report A Nation at Risk was a good thing for the United States. We now see in retrospect that the report had a flawed thesis, in that it claimed a flabby school system was placating the nation at risk in terms of international economic competition. Today, with the benefit of hindsight, it is evident that the United States’ charmed run on the world’s economic ladder, can be seen if we look at how sloppy management far more than inept schooling that was hampering U.S. trade efforts.
The Child Language Intervention Project is helping kids with language delays to speak for themselves

Stopping by a Sonic restaurant on her way home, Evelyn Threet asks the small boys in the back seat what they want to eat. “Hamburger, fries, ketchup, no cheese, and a Coke,” says five-year-old Ashton. This perky response gives Mom great pleasure. It wasn’t too long ago that she would have been guessing Ashton’s order from unintelligible sounds and gestures, kind of like charades.

“Now he can tell us what he wants instead of just crying,” says Evelyn.

Ashton and Evelyn are clients of a Peabody program called CLIP—the Child Language Intervention Project. Although the intervention has required mother and son to attend two 30-minute language intervention sessions a week for six months, Evelyn believes Ashton’s progress has been swift and dramatic. “I feel like I went to Vanderbilt a couple of times,” says Evelyn, “and when I came home I didn’t have the kid I went there with.”

Evelyn is not alone in her perception. CLIP, now in its second year of operation, is helping to put words in the mouths of many young Middle Tennessee children, and is helping families navigate the sometimes difficult world of language services.

“He’s My Success Story”

CLIP, which is housed at the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communications Sciences and the John F. Kennedy Center for Research on Human Development, consists of three sub-projects. The first is the Milestone Teaching Project (MTP), under the direction of Ann Kaiser, professor of special education and psychology and director of the Kennedy Center Research Program on Communication, Cognitive, and Emotional Development. Next is the Teaching Articulation & Grammar (TAG) project, headed up by Paul Yoder, research professor of special education and investigator and senior fellow with the John F. Kennedy Center, and Stephen Camarata, associate professor of hearing and speech sciences and special education, and Kennedy Center deputy director for behavioral research. Finally is the Teaching Expressive Language (TEL) project, whose co-principal investigators are Stephen Camarata and Keith Nelson, who is professor of psychology at Pennsylvania State University.

Although each of the sub-projects identifies and specializes in a slightly different segment of the language-delayed population, commonalities abound, including a by-product of improved relationships between parents and children as communication develops or improves.

The case of Christopher Chambers, who was 19 months old and had been diagnosed with severe language delay when he entered the TEL project, illustrates how the intervention has helped parents and caretakers, as well as the child. His mother, Heather, sums up the project’s impact: “He’s my success story.”

Evelyn Threet uses balls and chutes in a Kennedy Center training room to help elicit language from her five-year-old son, Ashton, who is demonstrating dramatic progress in just three months of CLIP Language intervention sessions. The sessions also have helped Evelyn, who has been trained to be a language guide for her son.

“Sometimes trying to communicate was aggravating. He would get upset when we didn’t understand him. It’s so much easier now that he has a larger vocabulary.”

The “national center” label has brought with it major responsibilities, including the necessity to make the project accessible to a global community eager for the latest news from the language research front. Long-distance sites collaborating with CLIP have surfaced in Kansas, Chicago, Tampa, Philadelphia, and Santa Barbara, California. Camarata and his staff exchange objectives and research findings with countless others every day by e-mail, phone, and fax.

CLIP is now serving 200 local children and 400 children in other states and countries. Participating families are referred by a number of different sources, including pediatric groups, school systems, child-care centers, early intervention centers, Tennessee Early Intervention Services (TEIS), the Child Development Center at Vanderbilt Medical Center, Tennessee State University, and the Lenita Health Clinic. An equal number of participants wash up on CLIP’s doorstep through word-of-mouth referrals. At certain times of the year, the waiting list becomes lengthy, but CLIP has pledged to see families within a month of the time they first call, even if that means hiring extra people or working late into the evening.

In some cases, a particular child with language needs may not qualify for any of the sub-projects, but rather than allow such families to drift aimlessly, CLIP is also committed to referring them to other language interventions. Once the initial assessment is completed, CLIP tracks qualifying and non-qualifying families through follow-up phone calls and often supports them in other ways, including accompanying family members to IFSP (Individualized Family Service Plan) and IEP (Individualized Education Program) meetings.

National Center for the Study of Language Intervention. Additional funding from the Scottish Rite Masons of Nashville and other private donors help pay for the initial screenings and language interventions. The “national center” label has brought with it major responsibilities, including the necessity to make the project accessible to a global community eager for the latest news from the language research front. Long-distance sites collaborating with CLIP have surfaced in Kansas, Chicago, Tampa, Philadelphia, and Santa Barbara, California. Camarata and his staff exchange objectives and research findings with countless others every day by e-mail, phone, and fax.

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Speech pathologist Valerie Parsons, left, uses a picture book to assess the language development of young Christopher Chambers, a participant in CLIP’s Teaching Expressive Language program, while his mother, Heather, looks on. One year in the program has enabled Christopher to progress in his communication from speaking only a few words to constructing complete sentences.

Support Without Labels

The initial screening process conducted by CLIP steers each family toward the project best suited to the child’s language needs. Children between the ages of two and five with speech that is difficult to understand, or language that is immature for their chronological age, comprise the target population. The screening includes language assessments, an articulation evaluation, a videotaped language sample, an IQ test, and hearing and oral motor examinations. If the child’s language skills seem appropriate for one of the sub-projects, further screening may take place.

Mary Camarata, CLIP coordinator and speech pathologist at the Vanderbilt Bill Wilkerson Center, believes this aspect of families starting at one point is the project’s best feature. She decided to have her son tested and discovered there was more to the situation than male immaturity. “I should not think of my lack of knowledge could have really harmed my child,” she says, “but I didn’t really see it as a problem. Then, thanks to CLIP, this tremendous transformation took place. I can’t praise it enough. The day we finished the program, I was in tears.” After six months of intervention, Alan is communicating quite well with his parents and with his young peers.

Evelyn Threet describes her son’s language transformation in poetic terms. “Before, I felt like Ashton was in a shell that was partially cracked,” she explains. “And now the whole top of it is open, and he’s standing outside the shell. It’s an entirely different world. It brought out the real Ashton that I guess was hiding.”

Christopher Chambers and Alan Mullins received direct treatment from trainers with TEL and TAGS, respectively. In Ashton Threet’s case, Mom was the one trained to be a language guide for her own son by a parent trainer with MTP. “The CLIP project taught me to give him his speech, so that he would have it to give back to me,” says Evelyn. “I know that’s how kids learn—by how their parents teach them. But sometimes parents have to be taught how to teach their kids.”

CLIP is helpful to families who have wondered about their child’s language development but were perhaps hesitant to assign a diagnostic name to their suspicions. “Many of our parents have been told all sorts of things about their children,” says Mary Camarata. “They’re nervous about coming in. They’re afraid of their children being labeled. I allay their fears with the fact that we simply don’t label the child, especially at two years old. Instead I might say, ‘We need to give him some extra support in the area of expressive language.’”

But often there are other emotional obstacles to overcome. “Parents come in feeling a lot of responsibility, believing they did this to their child,” says Camarata. “But our message to them is very clear. We are not indicting you at all. You did not do this. You need to interact normally with your child, and we want you to have fun doing it.”

To that end, most interventions revolve around a popular toy or play activity. The hope is that the child will be reinforced to talk by attending to an activity he or she really enjoys.

Parents as Students

Jay is what worked for Alan Mullins. Connie Mullins simply didn’t realize her son was having difficulty communicating. At three and a half years old, his speech repertoire consisted of grunts and animal sounds, but Connie was convinced his behavior had more to do with boys starting to talk later than girls with a specific language disorder. Besides, she and her son had no difficulties communicating. “I could figure out everything Alan wanted,” says Connie, “so I just got it for him.”

Luckily, Connie happened upon an article in a local parenting magazine that mentioned the new CLIP project. She decided to have her son tested and discovered there was more to the situation than male immaturity. “I should not think of my lack of knowledge could have really harmed my child,” she says, “but I didn’t really see it as a problem. Then, thanks to CLIP, this tremendous transformation took place. I can’t praise it enough. The day we finished the program, I was in tears.” After six months of intervention, Alan is communicating quite well with his parents and with his young peers.

Evelyn Threet describes her son’s language transformation in poetic terms. “Before, I felt like Ashton was in a shell that was partially cracked,” she explains. “And now the whole top of it is open, and he’s standing outside the shell. It’s an entirely different world. It brought out the real Ashton that I guess was hiding.”

Christopher Chambers and Alan Mullins received direct treatment from trainers with TEL and TAGS, respectively. In Ashton Threet’s case, Mom was the one trained to be a language guide for her own son by a parent trainer with MTP. “The CLIP project taught me to give him his speech, so that he would have it to give back to me,” says Evelyn. “I know that’s how kids learn—by how their parents teach them. But sometimes parents have to be taught how to teach their kids.”

Ned Andrew Solomon is a program coordinator in Peabody’s special education department and John F. Kennedy College’s director of development, by calling 615/322-8500.
Two Peabody graduates—one a seasoned professional and the other a first-year educator—are recipients of prestigious national teacher recognition awards presented last fall.

Sharon Henderson Chaney, EdD'91, an advanced-placement senior English teacher at Hunter Lane Comprehensive High School in Nashville, was awarded a Milken Family Foundation National Educator Award in October. The nation’s largest educator awards program surprised 172 elementary and secondary schoolteachers, principals, and other K–12 educators in 41 states with the award, which includes a cash prize of $25,000 for each recipient.

Sharon Chaney, EdD'91, an advanced-placement senior English teacher at a Nashville high school, is recipient of a 1999 Milken Family Foundation National Educator Award. The award included an invitation to the Foundation’s professional development conference in Los Angeles. Since 1987, the Milken Family Foundation has awarded more than $37.5 million to 1,032 educators nationwide. Criteria for selection include exceptional talent, promise, and distinguishing achievements in classroom curricula, programs, and/or teaching methods.

Also honored was Heather Crisp Dent, BS’98, a special education teacher at Glenco South Elementary School near Chicago, who received the Sallie Mae First Class Teacher Award for the state of Illinois. The awards program, which is administered by the American Association of School Administrators and sponsored by the Sallie Mae Trust for Education, annually recognizes one exemplary, first-year K–12 teacher from each state with a $1,500 cash prize and an all-expenses-paid trip to Washington, D.C., for a U.S. Department of Education symposium on education issues. About 1,400 nominations were received last year by school districts nationwide for award consideration.

In her second year of teaching, Dent teaches seven children, ages six through eight, who have a variety of developmental disabilities. “Her classroom is a happy, productive place to be,” says Jean Prindiville, an administrator at Dent’s school district.

“Sharon Henderson Chaney and Dent are the latest among an impressive number of Peabody graduates who have received educator awards in the last several years, particularly awards honoring early-career educators. This heritage of excellence is a testament to Peabody’s teacher training program and its top national ranking.

In June, Chaney and the other award recipients attended the annual Milken Family Foundation National Educator Conference, a three-day professional development conference in Los Angeles. Since 1987, the Milken Family Foundation has awarded more than $37.5 million to 1,032 educators nationwide. Criteria for selection include exceptional talent, promise, and distinguishing achievements in classroom curricula, programs, and/or teaching methods.

A Word of Thanks

Peabody College’s annual list of alumni and friends who supported the College financially during the previous fiscal year (July 1998–June 1999) appeared in the Winter 2000 PEABODY REFLECTOR. Thanks to the enthusiastic support of the entire Peabody community, gifts totaling $6.1 million were received during that year. Regrettably, a computer error resulted in the deletion of a large number of people from the Donor Report. The names of those people appear below.

The staff of THE PEABODY REFLECTOR and the Peabody Office of Alumni and Development offer their sincerest apologies to these individuals for the omission and are pleased to honor them here for their generosity.

We just feel we owe our lives, in part, to the Peabody community, gifts totaling $6.1 million were received during that year. Regrettably, a computer error resulted in the deletion of a large number of people from the Donor Report. The names of those people appear below.
In the last issue of THE PEABODY REFLECTOR, we asked for your stories about the Peabody professor who most influenced your career or character, who went the extra mile for you... Several submissions were received from readers, but we’d like to give the rest of you one more opportunity to join them! Take a few minutes to stroll down memory lane and tell us your story in 250 words or less. Then drop it in the mail to THE PEABODY REFLECTOR, Vanderbilt University Office of Alumni Publications, Box 7703, Station B, Nashville, TN 37235. Or you may fax your story to 615/343-8547 or e-mail it to phillip.b.tucker@vanderbilt.edu. The deadline for submissions, which may be edited for space limitations, is September 15, 2000.

Alumni news may be submitted to THE PEABODY REFLECTOR, Class Notes editor, Box 7701, Station B, Nashville, TN 37215.

Who was your favorite Peabody professor?

Class Notes
Yvonne Simmons Howze (EdD’90)

Secrets of Success

Yvonne Howze, here with two of her stu-
dents, revitalized the Missouri School for the Blind, which had been in danger of closure.

Yvonne Howze, who has received the Faculty Excellence Award for the 1998–99 school year,
continues to work with students from Spanish-speaking countries.

As effective as Howze’s efforts may be, occasionally she’s advocacy for optional school-
program involving visually impaired stu-
dents from Spanish-speaking countries.

The Peabody College Office of Alumni and Development has several extra copies of Peabody’s for-
ter yearbook, The Pillar, and is offering them to you for free. We ask only that you pay a ship-
ning fee of $5 per book. Supplies are limited, so hurry and return this form today!

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Make your check payable to Vanderbilt University and mail to:

Vanderbilt University
Peabody College Office of Alumni and Development
Box 161, Peabody Station • Nashville, TN 37203

Today the school not only flourishes, but it has extended its outreach locally, nationally, and globally, becoming a role model for other educational institutions for the blind and visually impaired. A full roster of students is served on-site, and another 1,300 students are served through-
out the state.

In addition, Howze has jump-started a distance-learning initiative to educate students in remote locations through the Internet, as well as a foreign-exchange program involving visually impaired stu-
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dents from Spanish-speaking countries.
Charlotte M. McBees (MA’72)

The Buzz in Ms. McBees’s Room

Charlotte M. McBees entertains and educates her Advanced Placement Biology class at Nashville’s McGavock High School.

In the words of one former student, McBees’s classroom is “an outstanding example of the way instruction should be done.” McBees’s students are often heard to say that her biology class is their “favorite class.”

McBees’s teaching style is characterized by a blend of lectures, hands-on activities, and inquiry-based learning. She believes that students should be active participants in their own learning, and she encourages them to ask questions and explore ideas. McBees’s approach to teaching has earned her several awards, including the Tennessee Council of Teachers of Mathematics’ Distinguished Teacher of the Year Award.

McBees’s enthusiasm for teaching biology is infectious. She believe that biology is a subject that can be exciting and engaging for students of all backgrounds. She often incorporates real-world examples and case studies into her lessons, helping students see the relevance of biology in their everyday lives.

McBees’s dedication to teaching is reflected in her commitment to professional development. She has attended several conferences and workshops to stay up-to-date on the latest research and teaching strategies in biology.

In addition to her teaching, McBees is also involved in several community organizations and volunteer activities. She has served as a mentor for young women in the STEM field and is an active member of the Tennessee Education Association.

Overall, McBees’s passion for teaching and her dedication to her students make her a remarkable educator who has a lasting impact on her students’ lives.
to the Kentucky Emergency Response Commission. Jerry is an emergency management specialist with the United Environment Enforcement Corporation in Paducah.


Kimberly Royce Patton, BS, and her husband, Spencer, announce the birth of their daughter, William Henry Patton IV, on October 22, 1999. They live in Atlanta where she is an advertising manager for the Coca-Cola Company.

Robin Cornelia Perry, BS, and Will Perry, BS (Art & Science), announce the birth of their son, William Perry IV, on March 24, 1999. They live in Atlanta.

Bonnie Leigh Terwilliger, BS, MEd’92, married Grant D. LeBouef on June 19, 1999. They live where she teaches elementary school.

Andrea Piecer Dickstein, BS, writes that she is taking this spring break to begin her first year as a full-time student at the University of California.

Margaret K. Gerina, MLS’54, of West Plains, Missouri, received her master’s degree in education policy from Vanderbilt Graduate School in May.

Kathryn O’Neill Garrett, BS, and her husband, Weston Garrett, BS’84 (Art & Science), announce the birth of their daughter, Westin Garrett, on September 30, 1999. She joins her two younger brothers, Harrison Jones. The Garretts live in Charlotte, North Carolina, where Weston is a vice president with First Union National Bank.

Bonnie Gerald McMorris Jr., MA’59, of Troy, Alabama, has been named a research scientist at the U.S. Army Corps of Engineers, in Alabama, where he will conduct research on water quality.

Jennifer Lynn Hook, BS’40, of Framingham, Massachusetts, has been named chief executive officer of the National Health Service Corps Foundation.

Andrea Pieser Dickstein, BS, married Grant D. LeBouef on June 19, 1999. They live in Atlanta where she teaches elementary school.

Robert Armistead Frist Jr. on September 11, 1999. She also has been named development manager for the Dede Wallace Center in Nashville and serves as development counsel for Luton Mental Health Services.

Brian Diller, MD, and Dayle Savage, MD, have opened a four-hospital radiology service firm in Nashville called Spence Radiology.

Tammie Green, MEd, has been named banking officer at Franklin National Bank in Tennessee.


Anthony Van Ess in September 1999. They live in West Bloomfield, Michigan, where she is procurement manager for the glass fabrication group of Guardian Industries.

Marcy Davis’ engagement in September 1999. They live in Nashville.

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Marion Thomas Payne Jr., MA'64, of Lynchburg, Virginia, June 26, 1999.
Pearl Massey Brakonocke, MA'62, of Columbus, Georgia, March 25, 1998.
Frances Chalker Medlock, MA'62, of Norman, Oklahoma, December 29, 1999.
Logan Wright, MA'62, PhD'64, of Oklahoma City, December 14, 1999.
Genevieve L. Esteling, BA'64, of Dundee, Illinois.
Marion Pearl Taylor Roberts, MA'64, of Washington, D.C., November 13, 1999.
John L. Sellers, MA'64, of Champaign, New York, April 7, 2010.
Shirley Smith Danielson, BA'65, of Easley, South Carolina, January 17, 2000.
Burleigh Bres Turner Jr., MA'65, of Newport, Delaware, October 23, 1999.
Helen H. Thomas, EdD'67, of Richmond, Virginia, June 17, 1999.
Dottie M. Griffith, BS'68, of Atlanta, January 2, 2000.
Alan Lass Case, MA'70, of Amherst, Massachusetts, October 26, 1999.
Catherine Fontaine Jones Richardson, MLS'71, of Humboldt, Tennessee, January 6, 2000.
William Howell McDonald, MA'72, of Panama City, Florida, March 22, 1999.
Frances Helen Verble, MLS'71, of Kolkata, West Bengal, India, February 4, 1999.
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Parker Griffin Jr., right, a sophomore economics and psychology major from Birmingham, Alabama, serenades Lauren Bayuk, a sophomore psychology major from Cincinnati, outside Gillette Hall, their Peabody campus residence. Gillette Hall was named in memory of Peabody trustee Frank E. Gillette.