Dean Camilla Benbow greets the newest Peabody Pioneers—members of the Class of 1949—at a reception following Commencement ceremonies May 14. Pioneers are those alumni who graduated from Peabody 50 or more years ago. Twelve of this year’s inductees attended the reception.
They are portraits of success stories. Take Joel “Spider” Walker, for example, seen at far right negotiating the steps of Peabody’s Education Library. Once pegged ... way through school. Today he is a graduate student at Peabody, studying to be a teacher of children with visual impairments.

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

Joel and Joanna are but two of the many success stories told through Kindred, a photographic exhibit of Tennesseans with disabilities now on display at Peabody’s John F. Kennedy Center. The exhibit, created by the Tennessee Developmental Disabilities Council and the Kennedy Center, features photography by New Jerseyite Simon R. Fulford, whose work has appeared in disability magazines, national newspapers, and in exhibits at universities, the U.S. Senate in Washington, and the French National Library. The exhibit’s accompanying booklet, which tells the stories of the individuals photographed, was written by Ned Andrew Solomon, a research analyst in the Kennedy Center and Peabody’s special education department.

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

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

Visit Peabody College’s World-Wide Web page at http://peabody.vanderbilt.edu/
Kennedy Center's NICHD G121347 Grant Renewed

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

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

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

Magnet Schools Segregate Along Class Lines

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

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

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

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

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

Smrekar and Goldring, who is a professor of educational leadership, have studied the school choice movement together for several years and next will set their sights on the impact of the post-busing era in Nashville as it relates to the issues of school choice, racial diversity, and social equity.

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

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

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Reviewers praised the Center's leadership for articulating "a vision" as a translator of cutting-edge science into usable information and practice that improves the lives of individuals and families affected by disabilities.
Ellen Goldring, professor of educational leadership, and Kenneth Hogge, professor of psychology, have been appointed to staff one of the working groups of the National Commission on Governing America’s Schools, an entity of the Education Commission of the States.

In an effort to centralize the administrative functions of the College and improve their efficiency, Peabody has appointed its first director of operations, Julie Dolan. Dolan comes to Vanderbilt most recent-ly from Harvard where she served as inter-im dean for finance for Harvard’s Radcliffe and sci-ences faculty. At Peabody she now oversees financial planning and capital budgeting for the Col-lege, as well as the offices of adminis-tration and student relations, personnel and payroll, facilities management, and tech-nology support.

Their initial priorities include coordination of strategic planning for the College and development of an effective technology infra-structure for the campus.

“T he quality of the faculty and staff, Dean Bennion, superintendent of Joplin, believes it will live up to its reputation for excellence. ‘I see my office as one to ensure that the administrative and financial structures of the College are solid, that our students are prepared for the future, and our research missions can grow and flourish to their fullest extent.’

Dolan earned her bachelor’s degree in political science from Stanford and her M.B.A. from the University of Pennsylvania’s Whar-ton Business School. In addition to short stints with Education Week and the Coun-cil for Basic Education, she has held leader-ship positions in finance and budget analysis with the University of Pennsylvania, Tufts University, and Harvard.

“The creation of the director of operations position came about as one of several adminis-trative reorganization initiatives by dean Camilla Benbow during the past year.

Superintendents Learn to Lead Effectively

The enhancement of leadership qualities in school superintendents was the focus of this summer’s annual Superintendents’ Seminar, sponsored by Peabody’s Center for Support of Professional Practice in Educa-tion (CSBPE). Eight weeks of intensive train-ing sessions drove home the theme: ‘We all play doubles in two ways,’” says Linton Deck, the Center’s managing direc-tor and a research professor of education. “One author associates leadership with communication on specific subjects. The other way is to foster the understanding that one learns the game not only by reading and often stressful public service careers were covered in depth.

The group even paid a visit to the Uni-verse Science Center and the Mary Scudder Center for Health education, exercise, and dietary programs— ‘all in an effort to help them maintain a healthy balance between work and family life,’ says Deck.

In order to promote learning and leader-ship at all education levels, the CSBPE enables education leaders from Pre K-12 schools and beyond to share ideas about better learning processes through professional development sessions led by some of the nation’s most influential educational thinkers. Many activ-ities are planned at the Center’s home base on the second floor of Peabody’s Center for Educa-tion, but others can be accessed off-site through outreach consultation, a biweekly news sum-mary, an informative web site (http://www.peabody.vanderbilt.edu/CSBPE), and yearly meetings in Nashville and other regions that cover the latest “hot” topic.

School superintendents, principals, other administrators, teachers, and board mem-bers, many of them Peabody graduates, use the course to generate new ideas and philosophies about the learning process, and for the best ways to integrate theory with practice.

Software Takes Kids on Electronic Journey

Thanks to software developed by researchers at Peabody’s Learning Technology Center (LTC), children conducting an exchange of ideas and philosophies about the learning process, and for the best ways to integrate theory with practice.

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Beloved Peabody Dean Dies

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

Dean Cook was a beloved figure on campus and in the larger community. He was known for his passion for education and his commitment to helping students achieve their goals.

John Brandford

Bransford Book Targets How People Learn

Educators may need to reevaluate how they conduct their classrooms, in light of a new book co-edited by Peabody professor John Bransford. In the book, title "How People Learn: Brain, Mind, Experience, and School," the editors argue that educators must be more aware of the latest research in psychology, cognitive science, and neuroscience.

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508 Peabody Students Receive Degrees in May

Speaking last spring in her first Commence-ment as dean of Peabody College, Camilla Benbow urged graduates to “reflect upon your possible new beginnings,” sharing with them wisdom and insights from her own experiences and those of well-known poets and philosophers. She reminded them that while achieving their dreams is not easy, goals that are set too low are nearly always reached.

“Make sure your life memories are mean-ingful and rich,” said Benbow. “The future is purchased by the present, and today is an opportune moment to reflect and start again.”

More than 500 Peabody stu-dents—including 304 undergraduates and 204 graduate students—received degrees at the May ceremonies. They represented nearly one-fifth of Vanderbilt’s graduating class.

The Founder’s Medal for highest honors in Peabody College was presented during the undergradu-ate Commencement ceremony to Donna Mazloomdoost of Lexington, Kentucky, who earned a perfect 4.0 grade point average and graduated summa cum laude with a bache-lore of science degree in child development. Also the winner of the 1999 Wilis D. Haw-ley Award for Service, Mazloomdoost has volunteered for numerous children’s advoca-cy programs and held leadership positions in several campus organizations. She has worked as a volunteer with physicians and in schools in Iran, Vietnam, and India, and last year she attended an international med-i-cal conference in her parents’ native coun-try, Iran, presenting a lecture in Farsi on “Psychological Preparation of Children for Surgery.”

Now enrolled with a full scholarship at the University of Louisville’s school of med-icine, Mazloomdoost was recipient of sev-eral prestigious grants while at Vanderbilt, including those from the Howard Hughes Medical Institute and National Science Foun-dation.

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Seven-year-old Teris Schery, research professor of special education, Kennedy Center scholar, and director of the Alliance Project, has been appointed to a national advisory board for the Virginia Department of Education’s Commonwealth Special Education Endorsement Program.

Kaiser also has been awarded a $375,399 research grant by the Public Health Service for “Preventing Problems in Children’s Social Behavior.”

Dean Cook was preceded in death by his wife, Ella, served Peabody as student health counselor for 16 years. The two retired to Cook’s native Florida in 1979 with an open invitation for any Peabody stu-dent and alumni to visit them. Although Cook’s retirement was planned before announcement of Vanderbilt’s new deanship and a longer stay, the couple, who were married in 1947, had decided to retire in order to be near their children, a son and a daughter.

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Steven Warren, former professor of special educa-tion and psychology and Kennedy Center deputy director, has received the National Association of University Attorneys’ 1999 Theodore D. Toomey Research Award from the National Association of University Attorneys for recog-nition of his significant research in early inter-vention. The award was presented August 7 in Urbana.

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Shields says the Native American students were selected as counterparts to the Van-derbilt students for two reasons. First, Native Americans comprise a very small percentage of the Van-derbilt student population, so exposure to their culture and lifestyle ... more modest financial means. Despite those disparities, however, both populations found they shared a common societal dilemma.

"It became obvious that those issues know no socioeconomic boundaries," says Shields.

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

"Both communities gave each other new insights," says Shields. "It was a reciprocal sharing. Both sets of students went into the experience to learn." The most valuable benefit of this extraordinary cultural exchange, she says, was that "it made us look very hard at our values, our spirituality, our communities. By bringing different visions to the table, we were able to perceive our own situations in a new light."
The goal of the project was to empower young people to tell their stories,” says Dyer, “and to develop concrete goals based on what these youngsters need. They did a fantastic job telling their stories through the book, through photography, and in workshops serving adult leaders in the community. It was clear that they enjoyed having a voice, and I think they made their best effort.

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

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

Do You See What I See? was published in 1998 through INCORE (the Initiative on Conflict Resolution and Reconciliation) at Peabody and Harvard.

Ingram Scholar Experiences Northern Ireland’s “Troubles”

You know, like, you’ve been brought up in it, so you know what it’s like to be there. … We’ve been living in the war all our lives, and it just doesn’t seem as if it’s war to us. It just seems as if it’s just normal, you know.

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

In high school Joyce Dyer, BS ’98, knew about the “troubles” in Northern Ireland only through articles she had read. But as a Vanderbilt Ingram Scholar during the summer of 1999, she learned firsthand what it’s like for children and their families in this country where long-standing conflicts between loyalists (largely Protestant) and republicans (largely Catholic) have left deep emotional and psychological scars.

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

She presented the project and organizational development major decided to create a Belfast-based internship for the spring and summer of her junior year. With the help of Peabody mentors Bob Newbrough, professor of psychology, education, and special education, and Dwight Giles, professor of the practice of human and organizational development, Dyer planned a project with the Cost of the Troubles Study Inc., which resulted in a book and exhibit titled Do You See What I See? Young People’s Experience of the Troubles in Their Own Words and Photographs.

The human and organizational development major chose to study the Troubles in Northern Ireland because generations of children, especially Catholics, have grown up without knowing much about the “troubles” that have plagued their home.

“Do You See What I See? is a good example of the power of education,” Dyer says. “I’m particularly excited about this project because I think the insights this book will provide will help others understand the lives of these children and their families.”

Dyer was host in June to the Science Portfolio Development Team of the Institute for Economic Development at California State University in Fresno, as stated in the article text. The Reflection recognizes Dr. A. Gualda-Gaxiola for the error.

CORRECTION

The last issue of THE PEABODY REFLECTOR (Vol. 58, No. 2, page 25) incorrectly stated in a photo caption that the College’s 1998 Distinguished Alumnus, Dr. Sergio Aguilar-Gaxiola, professor of psychology at the University of California-San Francisco, is actually a professor at California State University in Fresno, as stated in the article text. The Reflection apologizes to Dr. A. Gualda-Gaxiola for the error.

COURTESY OF THE PEABODY COLLEGE
Wallace Bids Farewell, Alumni Welcome New Leadership

After nine highly successful years as Peabody College’s director of alumni and development, Patricia Wallace has left the position to pursue an exciting new career opportunity as director of Vanderbilt’s alumni and development programs for parents and families. Her departure in August, as well as that of her assistant director, Libby Cheek, a few months earlier, has created opportunities in return for Peabody in the form of an eager, entirely new alumni and development team led by Director Clarence E. (Tres) Mullis III. “I am grateful to Pat Wallace for all she has done at Peabody to build support from alumni, parents, and friends, and each day I learn more about the rich history and tradition here, I realize just how fortunate I am to be a part of this wonderful place,” says Mullis, who most recently directed development efforts for Vanderbilt Graduate School, the Vanderbilt Institute for Public Policy Studies, the Jean and Alexander Heard Library, and Vanderbilt University Press.

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

During Wallace’s tenure at Peabody, the scope of alumni and development efforts broadened to involve more people, and the College saw a steady increase in gift each year, as well as substantial membership growth in Peabody’s donor society, T.The Principal for a Day program is an outreach effort on the part of the New York City School System to involve those in the business community and other fields in the public schools so they may see what takes place there on a day-to-day basis.

“Before his first tenure as ‘principal,’” Scherer admits he wasn’t sure what the day might hold. After all, Finlay Elementary enrolls a large number of homeless children—nearly 40 percent of the student body. “I have no idea what the day would hold,” he says, “but I was proud of the new alumni and development support staff as development assistant is Audrey Swenson, who joined the office in April from Vanderbilt’s Child Care Centers, where she worked for a classroom of two-year-olds.

“Henderson is a 1997 retail merchandising graduate of the University of Montevallo. Like Rogers, Wallace says stories played a major role in her nine-year Peabody experience. “Someone told me recently, ‘In the South we like to ask why we should do something, but I was there for a day. I watched how many parents walked their children to school, embraced them, gave them a kiss, and wished them well for the day. And inside the school, it was clear that the kids received consistent messages about having pride in their school, respect for others, and dignity in the way they interacted with people. They were deeply engaged in education in a thoughtful way.

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

“...and I want to ensure that all our graduates appreciate and are proud of that fact.”

Mullis, who joined Vanderbilt Alumni and Development in early 1999, is the former director of alumni relations and development for Austin Peay State University in Clarksville, Tennessee, where she now seeks in her new position as she casts a wider net to include all Vanderbilt parents.

Wallace is quick to give the credit for her success to the friends of Peabody who serve as leaders in all its alumni and development efforts. “The never-ending service of our volunteers is what I have cared most strongly about during my years at Peabody,” she says. "It’s people like Rode Harts, Jere Phillips, Bernie Goodson, and so many others like them who I like to call ‘super volunteers’—the people who show up with their attendance at our events, the people who take the word about Peabody to their various circles of constituency and provide valuable feedback from them. Our volunteers help us raise money and recruit new leaders for the donor society and board, open doors—as well as important emotional support. They believe in the cause and keep you energized and at full throttle!”

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

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Mullis is forthcoming in a much better position to enter the process than it did in the previous campaign, which was under way when Wallace joined the Peabody staff in 1990. Much of Peabody’s financial strength today can be attributed to her personal dedication to help secure the College’s future. Wallace is quick to give the credit for her success to the friends of Peabody who serve as leaders in all its alumni and development efforts. “The never-ending service of our volunteers is what I have cared most strongly about during my years at Peabody,” she says. "It’s people like Rode Harts, Jere Phillips, Bernie Goodson, and so many others like them who I like to call ‘super volunteers’—the people who show up with their attendance at our events, the people who take the word about Peabody to their various circles of constituency and provide valuable feedback from them. Our volunteers help us raise money and recruit new leaders for the donor society and board, open doors—as well as important emotional support. They believe in the cause and keep you energized and at full throttle!”

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Vanderbilt is making preliminary prepa-...
REFLECTOR 15
PARTNERS IN TIME

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

BY GAYNELLE DOLL AND PHILLIP B. TUCKER

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

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

Five frantic weeks later, however, following negotiation after negotiation, it was Vanderbilt University rather than Tennessee State University whose new partners were making headlines. The next era in Peabody’s complex history had begun.
AN UNCOMMON BOND

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

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

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

Twenty years have now passed since the tumultuous events that caused many alumni to ask whether the spirit and mission of Peabody could survive becoming part of Vanderbilt. Like grizzled Confederate veterans, some still talk wistfully about how Peabody might have retained its independence if only this decision had been different, if only that financial crisis had been weathered. But today, both in spite of and because of the changes wrought by the merger with Vanderbilt, Peabody thrives—albeit more modestly than it had been before. In fact, on closer inspection, it seems that Peabody has grown in some ways, and its educational offerings have become more diverse.

The bid ultimately succeeded, but at a price. Trustees, at the urging of Vanderbilt Chancellor James H. Kirkland, voted in favor of merging the two institutions. The new school would be located near Vanderbilt in order to facilitate sharing of resources. Porter, fearful such proximity would lead to the loss of the unique qualities that had made Peabody so special, did all he could to prevent the merger. He fought the move from the existing South Nashville location unsuccessfully.

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

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

James D. Porter

By Any Other Name

Peabody’s earliest forbear, Davidson Academy, had its beginnings in 1785—nearly 90 years before Vanderbilt opened its doors—when the North Carolina legislature authorized establishment of a school in a new outpost that would later be called Nashville. Two decades later its trustees gave permission to convert the school to a college, renamed Cumberland College. The institution’s next incarnation came in 1826 as the University of Nashville.

After the Civil War, the Tennessee legislature and trustees of the Peabody Education Fund—created in 1867 with a million-dollar grant from financier George Peabody—took efforts to help improve education in the postwar South. The State Normal College as a division of the University of Nashville. A “normal school” was one that had the primary responsibility of training teachers.

In 1888, the State Board of Education renamed the institution Peabody Normal College, in part to honor the contributions of George Peabody. This new educational institute became a model for other southern normal schools.

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

The College’s enterprising nature and individualistic spirit were illustrated by a variety of offerings not typical of a traditional teacher education college, including a school of farm life and a nursing program. Peabody functioned more like a university than a college, and yet it did not have the resources to support such diversification long-term.

“When places like Peabody and Teachers College of Columbus had their start [in the early 1900s], the public sector had not advanced much in terms of teacher preparation and particularly leadership personnel,” notes professional certification that was no longer a guarantee of employment.”

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

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

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

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

Vanderbilt’s endowment, which stood at $30.2 million at the end of World War II, had grown to $12.5 million by 1966, accounting for only 8 percent of the College’s income. Between 1965 and 1973, summer enrollment dropped from 1,745 to 639.

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

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

Heard conveyed the same message to Robb’s successors at Peabody, including John Dunworth, who assumed the presidency in 1974. By then, Peabody’s fiscal troubles, brewing for years, could no longer be put off until another day. As educators, most of the College’s alumni did not have deep pockets, and two capital campaigns in the early 1970s fell short of expectations.

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

“For decades, there had been discussions regarding a merger with Vanderbilt,” Stovall remembers. “A year or two before the actual merger, those of us in leadership positions began to talk about Peabody’s difficulties and the various alternatives in dealing with them.”

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

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

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

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

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

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

“We felt as a practical matter that it wasn’t the kind of issue that ought to be debated in public,” says Dunworth of the swiftness and secrecy that characterized the merger agreement in the spring of 1979 as Robert A. McGaw, secretary of the University, witnesses the moment.

“Rumors of merger were sort of a stock thing at Peabody, and we didn’t take them seriously,” recalls Melanie Ford, BS’77, then a researcher in the alumni and development office at Peabody and now director of database management for Vanderbilt Alumni and Development. “We felt as a practical matter that it wasn’t the kind of issue that ought to be debated in public,” says Dunworth of the swiftness and secrecy that characterized the merger agreement in the spring of 1979 as Robert A. McGaw, secretary of the University, witnesses the moment.

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

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

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

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

Paul Dokecki, professor of psychology and special education and John D. Kennedy Center scholar, puts it this way: “Vanderbilt is classical, and Peabody was never classical. Vanderbilt merger agreement in the spring of 1979 as Robert A. McGaw, secretary of the University, witnesses the moment.

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— Elizabeth Goldman

“People at Peabody saw it as a golden opportunity to improve our stature, to become a part of the larger Vanderbilt system,” says Newbrough. “For many students, it was a chance to team up with the stronger institution.”

“The Vanderbilt system was the critical decision-making body,” says Newbrough. “Peabody would be a part of that system, and it would enhance the prestige of our faculty.”

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

**John Dunworth**
Last president of George Peabody College for Teachers (1974–1979), and was named first dean of the then-new college of education at the University of West Florida in Pensacola; later served as superintendent of the Santa Ana, California, Unified School District from which he retired in 1997.

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

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

**Willis Hawley**
First permanent dean of George Peabody College for Teachers of Vanderbilt University (1980–1985)

**John Dunworth**
Returned to Nashville in 1980 and continues to travel and sail. He also does some consulting work and serves on the board of the Center for Advanced Studies at the University of Virginia.

**Alexander Heard**
Executive dean for academic affairs, Peabody College

**Emmitt Fiel d s**
First and only president of Vanderbilt University (1977–1982)

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

**TODAY**
Retired and living in Nashville, and observes that his current activities have diminished at approximately the same speed that my capacities have diminished," in this photo, Chancellor Heard prepares to pre-pack a time capsule April 18, 1980.

**TODAY**
Lives in Nashville and serves as executive secretary and treasurer of the Tennessee College Association, an organization representing more than 60 member institutions. In this photo, Stoval rides the story of the Peabody-Vanderbilt merger during a panel discussion presented by the John F. Kennedy Center in April 1988.

**TODAY**
John M. Claunch is named fifth president of Peabody College

**TODAY**
The John F. Kennedy Center for Research on Human Development is estabished on the Peabody campus

**TODAY**
John Dunworth is named sixth president of Peabody College

**TODAY**
Peabody Demonstrations School closes and is sold to the new, independent University School of Nashville

**TODAY**
Peabody students mark the beginning of a new era—by burying a time capsule April 18, 1980.

**TODAY**
Deaths in May 2009 of “Harvey, and he’s helped keep the Peabody paradox—a private institution doing public work—alive.”

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

**TODAY**
Died November 20, 1996, of a heart attack at home in Fayetteville, Arkansas.

**TODAY**
Resigned his position May 1, 1979, and was named first dean of the then-new college of education at the University of West Florida in Pensacola; later served as superintendent of the Santa Ana, California, Unified School District from which he retired in 1997.

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

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

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

**Vanderbilt Chancellor Joe B. Wyatt arrived on the scene in 1982 and, according to some Peabody faculty recognized Peabody’s value early on. “Mr. Wyatt has been extremely interested in education and supportive of Peabody,” says Professor Newbrough, who joined Peabody’s faculty in 1966 and is today the executive dean for academic affairs.**

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

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“Track record of bringing resources into the College has been remarkable. We couldn’t have asked for a better chancellor as regards the fortunes of Peabody. He has been committed to service learning through programs that are just as big a salary you can come through.” — Bob Newbrough.
The merger with Vanderbilt, it could be argued, is simply the latest example of Peabody’s ability to reinvent itself while remaining true to its origins.

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

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

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

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

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

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

1999 PEABODY DISTINGUISHED ALUMNUS

You may not know Charlie Allen’s name, but if you’re a parent of young children, chances are pretty good that your kids have played in one of his houses. Allen, MA/67, a pioneering Nashville educator, is creator of the DreamHouse—big, colorful, plywood playhouses complete with cut-out windows, creative decor, and plenty of opportunity for adventure. Although all are painted and decorated uniquely, each has a common visual point: little people moving in and out, pretending to be homemakers, office workers, doctors, lawyers, Indian chiefs, or whatever their imaginations conjure up.

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

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

The extraordinary playhouses are Allen’s gift to the world of children, inspired by his many years as a kindergarten teacher at the Martha O’Bryan Center (a Nashville child development facility) and by his education at the feet of another pioneering educator, Peabody’s Susan Gray. His last contribution to the Nashville community—and places beyond—has earned Allen a reputation for tireless devotion to community service. That devotion, along with an ability to push important children’s issues to the forefront of any discussion, has earned him the 1999 Peabody Distinguished Alumnus Award.

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

One fateful Friday before the next session of school was to begin, Martha O’ Bryan’s director called Allen into her office, desparate to find someone willing to take the place of a kindergarten teacher who had just resigned. She asked Allen if he was interested in the position. “I had no training, no experience, and no mention to the fact that a male kindergarten teacher at that time was almost unheard of,” says Allen. Despite his trepidation, he agreed to give it a try. “I had two long days to prepare, and Monday morning I walked into the world of 15 five-year-olds.”

It was a rude awakening, to say the least. All of his experiences as a coach, minister, and counselor had little bearing on the work ahead of him. “I started the kindergarten program, and some of the things I was absolutely ridiculous!” admits Allen. “The first day, I asked the kids to form their chairs in a circle. Can you imagine how inappropriate that kind of direction was? As a coach I could blow a whistle and bring 60 fellows across a field, just like that. I couldn’t get these kids ready for lunch!” Fortunately, with initiative, perseverance, and lots of trial and error, Allen’s career as a teacher of young children blossomed. It helped matters that every afternoon, once the kids were safely on their way home, Allen dashed over to the Peabody campus to observe children at the Demonstration School. In fact, he took advantage of every opportunity to expand his knowledge about the appropriate ways to educate young kids.

Ironically, Allen soon became a sought-after authority on the subject himself. Because of his legendary time as a coach, he was asked by Peabody’s coordinators to speak to 500 educators about their upcoming kindergarten experience. “I just sensitized them to all the dumb things I had done!” says Allen.

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

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

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

Today, 63 middle-aged “Allen alumni” throughout the country are testament to the last effects of Allen’s ground-breaking program, owning their own businesses, at least in part, to him. Representing a vast array of professions, they include a speech pathologist, a psychologist, public school principals, and even a certain talk-show host named Oprah Winfrey.

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

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

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

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

Allen’s business, Authentic, continued to flourish, thanks to Friday’s expansion into the international market. Today it is supplying decor to 50 restaurants a year, across the continental United States and throughout Europe and Asia.

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

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

Many awards have been bestowed upon Allen during the course of his professional career. He was named Civitan’s Nashville Citizen of the Year in 1985 and two years later the Mary Catherine Strobel Award for volunteerism. He also has received commendations from the Rotary International Foundation, the Tennessee Association for the Education of Young Children, and TGI Friday’s, Inc. Along with the Distinguisht Alumnus Award, Allen also has received Peabody College’s Apple Award for outstanding service to children.

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

“He has encouraged a whole network of dreamers.”

DAVID CRENSHAW

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

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

“He has encouraged a whole network of dreamers.”

JASON LEVKULICH

Above: Right: Three-year-old Sarah Shiffrid plays in a Dream House built by Charlie Allen and donated to Tennessee Voices for Children, a child advocacy organization founded in 1990 by Tipper Gore, MA’76, the 1997 recipient of Peabody’s Distinguished Alumna Award. Allen’s Dream Houses are uniquely-painted and decorated by the classrooms and organizations that receive them.
Extreme cases of violence in America’s schools have parents and educators asking one question:

“Why?”

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

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

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

Still, incidents of violence at school are not rare enough. According to a report from the U.S. Departments of Education and Justice, approximately ten of every 1,000 students are victims of serious violent crimes either at school or while traveling to and from school. (The types of violent offenses named in the study consisted of injuries or threats of injury that did not involve weapons.) Students, however, are not the only targets of violent acts. The same report noted that between 1992 and 1996, an average of 12,000 violent crimes were committed against teachers for each of these years.

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

A number of factors seems to make some schools more vulnerable to the occurrence of violent acts than others. For example, incidents are more likely to occur in high schools or middle schools, in schools with enrollments of more than 1,000 students, and in schools located in urban areas. In a study of perpetrators of violent acts, it appeared that most violent acts were in response to less serious forms of behavior—such as teasing, bullying, and verbal harassment—that actually make up most instances of reported school violence. Those students who act violently believe this type of behavior is acceptable and report that they have done something to deserve it. In some cases, this belief is justified; that is, students who have a history of being perfectly good students who suddenly developed violent tendencies.

Risk factors in violent students

being male

background of extreme poverty

a history of family conflict

early and persistent antisocial behavior

lack of attachment to school

academic failure in late elementary school

The heart of Peabody College is its commitment to education and how that commitment affects society at large. Education has always meant access in terms of opportunity, and, as such, education cannot be downsized, cannot be eliminated. It serves a vital purpose at the individual, community, national, and global level. This change will not be accomplished by having all children, by having a background of extreme poverty, and by having a history of family conflict. Equally important are the observed school behaviors of these students, which include early and persistent antisocial behavior, a lack of commitment to school, and academic failure in late elementary school.

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

School-Based Prevention Programs

Recently, the Vanderbilt Institute for Public Policy Stud-ies (VIPPS), located on the Peabody campus, completed a review of school-based interventions for preventing and reducing violent behavior (The Effectiveness of School-Based Interventions for Preventing and Reducing Violence by James H. Suitor, Jr., Sandra W. Wilson, and Carol A. Cunningham). The authors of this important report reviewed and analyzed 174 prevention programs, which were clustered into seven categories: interventions that focus on environmental change within a school; teacher and parent programs; individual student change programs; peer and youth programs; recreational programs; and a combined strategies component.

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

Next Steps

Most important to this discussion is remembering that we are not simply talking about statistics. We are talking about real children whose seemingly innocent trips to school resulted one day in a life-altering or life-ending moment. I believe, however, that the victims of these violent acts are not the only victims. Perpetrators of violent acts are also victims—victims of unsupportive communities and victims of increasingly rigid school systems that are unwilling or unable to address the educational and social-emotional needs of all its students. They also are victims of a society that has failed to recognize that punishment in the form of suspension, expulsion, isolation, and segregation does not work.

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

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

While efforts to this end are being implemented in some individual schools and classrooms, much work is yet to be done. As a society, therefore, we must recognize that schools have the power to address the problem of violent behavior if, and only if, they are given impor-
tant resources to do it. The first step in addressing this issue is to have serious, ongoing discussions—above political rhetoric—about safe school design and the assessment of risk factors that impact individual schools and their students. We must recognize that most schools are not currently equipped to deal with students who are at risk for committing violent behavior, and begin building the capacity to address the needs of these children and young people effectively.

It is unfortunate that this issue has been brought to the forefront of discussion because of the unspeakable violent acts committed in the previously mentioned cities. Let us honor the memories of the victims by doing what is necessary, not what seems convenient, to ensure that such tragedies are not repeated in the future.
about it, there’s one thing that ties all these books together, and that is cloth. Apparently, I was born with this ability to visualize a shape on a drawing board, cut out the pieces, and put them together so they fit.”

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

"I couldn’t help knowing that the interest grew,” says the Nashvillian. “One time I had an autograph party at a craft show, and hundreds of people showed up. Since then, Worrell has written ten other books about dolls, puppetry, teddy bears, and historical cloth, and her book sales now number in the hundreds of thousands of copies. The Dollhouse Book and its follow-up companion, The Dollhouse Book, were best-sellers for 20 years, and Classic Teddy Bears, published in 1986, remains the best-selling how-to book about teddy bears in the United States. A Puppeteer! — the one critiqued by Big Bird—was hailed by the Canadian Puppetry Association as the best book about puppets ever published for children.

People tell me I write about so many different things, but I really don’t,” insists Worrell, who illustrates and creates the items for her books herself. “If you think about it, there’s one thing that ties all these books together, and that is cloth. Apparently, I was born with this ability to visualize a shape on a drawing board, cut out the pieces, and put them together so they fit.”

Worrell considers her most scholarly work to be her books on period costumes, which are applauded by theater directors and costumers nationwide. One of them, China in Miniature, led to her second Today show appearance and interview with Walters, as well as illustrations on a series of Hallmark greeting cards. Worrell has just completed her first work of nonfiction, a historical romance novel about President Andrew Jackson and his wife, Rachel, that grew from her research while working as a costume consultant to Jackson’s Nashville home, the Hermitage.

"I have a publisher waiting for me to show," says the Nashvillian. “One time I had an autograph party at a craft show, and hundreds of people showed up. Since then, Worrell has written ten other books about dolls, puppetry, teddy bears, and historical cloth, and her book sales now number in the hundreds of thousands of copies. The Dollhouse Book and its follow-up companion, The Dollhouse Book, were best-sellers for 20 years, and Classic Teddy Bears, published in 1986, remains the best-selling how-to book about teddy bears in the United States. A Puppeteer! — the one critiqued by Big Bird—was hailed by the Canadian Puppetry Association as the best book about puppets ever published for children.

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I used to baby-sit their son, Tom. But Tom
in terms of professorial talent among the
faculty.”

Mary, a native of Danville, Virginia, has been named as the first female member of the Danville
Host Lion’s Club, the state’s fifth-oldest
club. Last year she received the Melton Jones Fellow Award for out-
standing humanitarian services to the
community.

Carolyn Baldwin Tucker, PhD, director
of elementary schools with the Met-
ropolitan Nashville-Davidson County
school system, was appointed to a two-
year term on the Tennessee Board of Examiners for Teacher Edu-
cation.

Jim Lee, EdD, of Fayeteville, North Carolina, has been awarded the Sam-
county Board of Education Spot-
light on Excellence for his contributions to
her school’s community. She has also been presented a Citizenship Ap-
preciation Award by the Samcoun-
y Board of Commissioners.

Kevin Stanley Bracher, BS, was named
manager of the Allen Building
Division’s divisionwide operations.

Carolyn Tucker, MEd, has been named
associate vice president for faculty
human relations.

Kylie Cavanaugh, MEd, was named
assistant principal at West Glenside
Elementary School.

Mary Kennan Herbert's
Painting with Words

Mary Kennan Herbert (BA’59)

Mary Kennan Herbert’s
Peabody Experience
Roderic N. Burton (Ed ’91) Putting the Family First

Roderic Burton is passionate about education and is deeply involved in the lives of others. He has a strong commitment to his family and his community. Burton has been active in both local and national organizations, and has held various positions that have allowed him to serve and influence others. He has been a delegate to every White House Conference on Aging since 1970, and has served on the boards of directors of the National Caucus and Center on the Black Aged.

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

“Nothing matter how you are,” he says, “you don’t do it by yourself. There will be people out there who will see you’re trying to do something worthwhile, and they will help you. As long as you’re not looking for a handout, it will come.”

—Ned Andrew Solomon

Burton is a dedicated family man and has been married for 25 years. He has three children, two grandchildren, and is the proud of several nieces and nephews. Burton’s insight into and appreciation for the wisdom of older folks led to his decision to work full-time in social work, in which he taught for 25 years. Burton, who retired last year as director of Tennessee State University’s social work program and Center on Aging, “only five percent of the elderly live in institutions, nursing homes, or assisted living situations. Ninety-five percent live in communities. The majority of perpetrators are caretakers and family members.”

To increase awareness of this growing problem, Burton established TSU’s Elder Abuse Institute, now in its eighth year. He also has his hands full coordinating the annual Empathy Conference on Aging since 1970, and has served on the boards of directors for the National Caucus and Center on the Black Aged.

Tennessee State University has honored retired professor Rodric N. Burton by naming after him his school of social work, in which he taught for 25 years. Burton’s contributions to the field of social work have been recognized with numerous awards and honors, including induction into the Tennessee Women’s Hall of Fame and the Tennessee State University Hall of Fame. Burton has also been named an honorary lifetime member of the Tennessee State University Alumni Association.

Burton is a member of several professional organizations, including the Society for the Study of Social Problems, the American Academy of Social Work and Social Welfare, and the American Society of Humanistic Psychology. He has served on the board of directors for the Tennessee State University Alumni Association and the Tennessee State University Foundation.

Burton is an active member of his community and has volunteered his time and expertise to a variety of organizations, including the Tennessee State University Alumni Association, the Tennessee State University Foundation, and the Tennessee State University Center on Aging. He is also a member of the Tennessee State University Alumni Association and the Tennessee State University Foundation.

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Joan Foley Lovel, BS'69, of Nashville, January 13, 1999.
Joyce Arbuthnot, MA'70, PhD'81, of Evanston, South Carolina, June 1999.
Emily Rose Maher, MA'70, PhD'86, of Nashville, December 31, 1998.
Jean Walker Howell, MS'77, of Nashville, May 5, 1999.
Vallic Purdy, MLS'79, of Nashville, August 9, 1998.
A. Jack Bambaugh, PhD'79, of Shaker Heights, Ohio, June 23, 1999.

Faculty
Burton W. Gorman, PhD'53, of Orange City, Florida, died June 30, 1999, at the age of 92. A lifelong educator and philosopher, he was a former Peabody faculty member and recipient of Peabody’s Distinguished Alumnus Award. In his early career, the Indianapolis native was a high school teacher, principal, and superintendent in Battle Creek, Kentucky, and several Indiana communities. He then shared the education departments of DePauw and Kent State universities before joining the Peabody faculty. From Peabody, surprisingly in his retirement, he joined the faculty of St. Thomas University in Deland, Florida. Gorman conducted more than 200 workshops for teachers and received awards for his articles, speeches, and contributions to education. He funded and assisted in establishing programs that reward professors for excellence in teaching at Indiana University (from which he earned his master’s degree in 1950) and Kent State. He also was active in numerous professional, civic, and charitable organizations. Gorman is survived by his wife, Rebecca Evelyn Tolle Gorman, son Joseph Tolle Jr. and Benjamin Lee Gorman, seven grandchildren, nine great-grandchildren, and one great-great-grandchild. Memorial gifts may be made to the Dr. Burton W. Gorman Medallion Scholarship Fund, PO Box 5190, KSU Foundation, Kent, OH 44242-0001.

If you have questions or suggestions about the Alumni Association and its activities, please contact the Board member in your area.

Coming in the Next Issue...
Photos from September’s Fabulous ‘40s & ’50s Homecoming Reunion!
Dean Camilla Benbow greets the newest Peabody Pioneers—members of the Class of 1949—at a reception following Commencement ceremonies May 14. Pioneers are those alumni who graduated from Peabody 50 or more years ago. Twelve of this year’s inductees attended the reception.