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# TIGER'S EYE

PEABODY DEMONSTRATION SCHOOL

Peabody Demonstration School, Nashville, Tenn.

May, 1973

## STUDENT COUNCIL PROVIDES ACTIVITIES, REPRESENTATION

### I, Personally, Do Not Care

BY JOHN COURTNEY

Apathy (ap' ə the) n. [Gr. apathos a-without+pathos-emotion] 1. without caring.

Apathy is such a subtle disease, many people are unaware that they are carriers. The symptoms usually exhibit themselves in reverse form. Everyone has heard (or heard of) a mother telling her child, "Eat your peas! Think of all the starving people in Asia." She doesn't care about starving Asiatics; it's merely an effective means of forcing food into an unwilling receptacle. "Who cares," is a question asked by many people during daily conversation. I have yet to hear an answer.

Perhaps the reader has, by now, thought of several people who care. Philanthropists are an excellent example. They care to have that good feeling you get when you give, or to have that good feeling you get when you list, on your tax forms, your many contributions to charity. But, I am forgetting the anonymous philanthropists. (I could name ten right off hand.)

Apathy (ap' ə the) n. [Gr. apathos a-without+pathos-emotion] 1. without caring 2. lack of emotion.

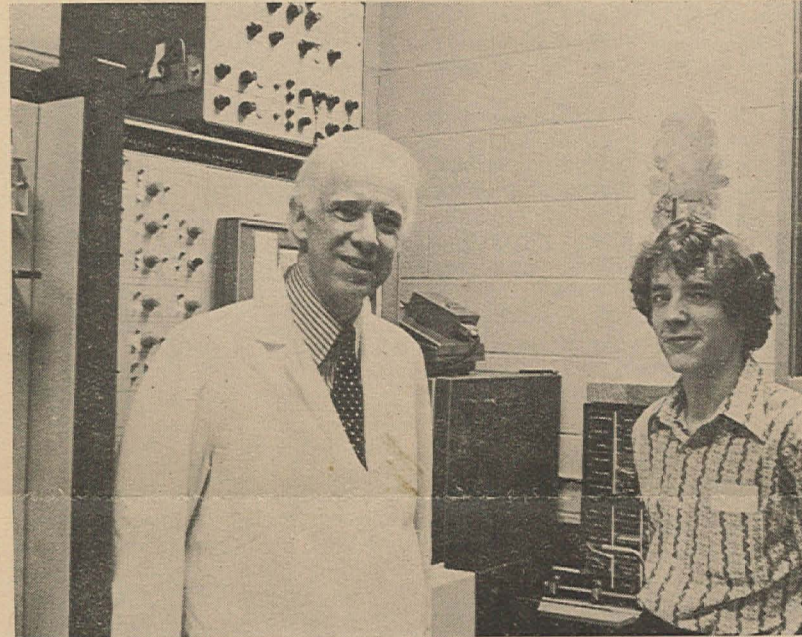
"Sure I love you Angela. Now will you climb in the back seat with me?"

Note the emotional sentiment displayed by the above statement. One seldom hears such moving dialogue. Sermons, on love of fellow man, are greeted by congregations so excited they have gone into a state of self-hypnosis, with eyes tear-swollen from excessive yawning. Judges proclaim sentences with an emotional monotone.

People could get emotional from old memories. Someone might ask, "Whatever happened to good old Mary?" but that is usually met with another question discussed previously. ("Who cares?")

Apathy (ap' ə the) n. [Gr. apathos a-without+pathos-emotion] 1. without caring 2. lack of emotion 3. lack of interest.

If the reader has had stamina enough to wade his way through the preceding garbage (even the author (Continued on page 2)



### An informal interview with Dr. Stanford Moore

BY HOWARD ISAACS

*In 1931, Stanford Moore graduated from Peabody Demonstration School. From here, he went across the block to Vanderbilt Medical School. In 1973, Dr. Moore went to Sweden to receive his Nobel Prize for Chemistry.*

Doctor Moore currently researches at the Rockefeller University in New York. Annually, however, he returns to Nashville. He spends much of his time here in Vanderbilt laboratories. Doctor Moore was kind enough to donate an hour of his time to this reporter. We met after school hours on the third floor of Learned Hall at Vandy in the appropriate setting of a laboratory.

This reporter was impressed upon the first sight of the Doctor. For his 59 years, he is tall, slim, in excellent health, and very congenial. Our interview was informal.

HI: To begin, Dr. Moore, how did you get interested in the field of biochemistry?

SM: *The first interest that I gained in science was at Peabody Demonstration School when I took the chemis-*

*try course taught then by Dr. R. O. Beauchamp. He is still here in Nashville, and is still teaching at a school in Brentwood. He started teaching in 1923, so he's been teaching, as of this year, 50 years. He is a very good teacher and a very nice man. I met him Monday night to talk to him and let him know how much I appreciated his interesting me in science some 43 years ago. So that was the beginning. Then I went to Vanderbilt, and I had some good teachers at Vanderbilt who convinced me in my preliminary liking of chemistry.*

HI: How long a period of research led up to your winning the Nobel Prize for Chemistry?

SM: *About 25 years for the work we really got cited for, because we began our work on amino acid analysis about 25 years ago.*

HI: What specifically was the prize awarded for?

SM: *The award was made for determining the chemical structure of the enzyme ribonuclease. This was the first enzyme for which the chemical structure was elucidated. Of course, in the course of that work, we devel-*

(Continued on page 3)

BY TERRY BURKO

You, as an individual student at Peabody Demonstration School, are affected by the Student Council, though you may or may not realize it. The Student Council presented many assemblies, provided numerous activities, worked on a multitude of projects, and supported an assortment of clubs and outside activities.

Kate Ransom, chairman of the assembly committee, presented some interesting programs this year, including the discussion on Transcendental Meditation, the presentation by the Red Cross on how you can get school credit by helping the Red Cross, the Midyear Report by the Student Council, the Christmas program with Santa Claus handing out candy canes, a musical program with Kate, and Connie Heard, and some musicians from Blair Academy, Amy Kurland's film festival with such award winning shorts as "The Shepherd" and "Why Do You Smile, Mona Lisa?", and the Talent Show. Scheduling an assembly is no easy task, so this effort is appreciated.

The Student Council provided quite a few activities so the whole Student Association could get involved in school functions. These activities included Swedish Day with Swedish slides, cooking, and folk dancing, Bop Day with free sodas and jitterbugging, and a square dance with plenty of cider. There were two and one half Student Education Days this year, with classes ranging from John Birch Society to Classical Cheeze dancing and speakers ranging from Dr. Julius Seeman to Rod Freeman. Their success in this program has awarded us four Student Education Days next year.

The Student Council managed a successful student exchange with McGavock High School. Those who participated gained valuable insights into the different institutions of education.

The annual Spaghetti Supper, along with the Junior Class Carnival, was profitable as usual this year. (The spaghetti was good, too!)

In an effort to make contact with you and get your opinions to take back to the Student Council meetings, the Council instituted homeroom meetings each week. These homerooms provide time for you to discuss

(Continued on page 3)



## Trying to understand your teachers? Try reading the faculty zodiac.

The following descriptions are taken from Linda Goodman's book *Sun Signs*.

**MR. ROGERS—SCORPIO**—"seeking knowledge of what's going on in your busy little brain" "he'll discover your secret" "The Scorpio simply knows" "this office may be the quietest, coolest, calmest, spot in the entire building" "He's indefatigable" "one must keep one's cool at all costs" "loyal" "never deceives himself" "hypnotic eyes"

**DR. PRATT—GEMINI**—"brilliant, though restless executive" "never be monotonous" "far more rational than emotional" "considerable powers of persuasion" "excellent sense of humor" "Irish at heart"

**MISS HERMAN—LEO**—"excellent organizer and a perfect genius at delegating authority" "likes to spread sunshine" "strength of character" "dresses well"

**MR. RALPH—SAGITTARIUS**—"seldom grumpy" "keeps making outrageous remarks to people" "generous" "you can't help liking him" "It's not fair for him to keep smiling so cheerfully while he completely ignores what you're saying"

**MR. CYGANEIWCZ—PISCES**—"a mite tricky" "unexcelled as executive managers" "the fish leads . . ." "director of a camp"

**MR. STITELY—AQUARIUS**—"forms his own code of ethics" "his gift for absorbing information" "nervous curiosity" "takes it fairly easy" "normally placid and controlled" "distinguished" "superabundant fountain of imagination"

**MRS. CASEY—PISCES**—"sensitive nature" "unconfined as actors" "happily dispensing creative ideas"

**MS. ERICKSON—PISCES**—"finds out what your ideas are" "comradely smiles" "sensitive nature"

**MRS. FELTON—PISCES**—"travel agencies" "reliable" "head of charitable organization" "has a gift of words"

**MR. STARR—GEMINI**—"he deals with ideas, principles and abstractions" "require a few more buttons on his telephone" "fair understanding about how the other person feels" "people are fascinating to him" "twinkle in his eyes"

**MR. LELIEVRE—GEMINI/TAURUS**—"practical soul" "one of his phrases will be, 'Get to the point'" "quiet commonsense discussions" "efficiency expert" "excellent sense of humor" "true intelligence" "quick eye" "trigger fast brain" "clever" "is smashingly good story teller"

**MISS EDWARDS—CANCER**—"alert and practical" "a friendlier atmosphere" "deeply sensitive" "uncanny accuracy" "consideration" "courtesy" "both eyes wide open"

**MR. MOSER—LIBRA**—"full of outgoing activity" "never seems to be in a hurry" "logical" can come up

with an answer that no one else could have thought of" "quite intelligent" "the scales balance in his favor"

**MR. OFFUTT—LIBRA**—"fair and square" "charm and intellect" "gentle manner" "he can tell you whole volumes with his smile" "well of wisdom" "long, pleasant lunch hours" "liberal"

**MRS. WILE—AQUARIUS**—"incompatible with stuffy board-meetings" "highly tuned, perceptive intuitiveness" "expect your best" "nothing shocks her" "full of nervous curiosity"

**MRS. McCALEB—ARIES**—"will-power" "seldom bothered with the past" "independent spirit" "idealistic, optimistic enthusiasm"

**MRS. REESE—TAURUS/GEMINI**—"dependable" "gives everyone a fair break" "casual confidence" "considerate" "willing to give you the opportunity"

**MRS. MORGAN—TAURUS**—"won't judge hastily" "quiet common sense" "dependable"

**MISS WOODS—LEO**—"hard working" "keeps things humming and running smoothly"

**MRS. BRIDGES—TAURUS**—"enormous patience" "peaceful manner" "playful" "good nature"

**MR. BRADLEY—CANCER**—"strict about goofing off" "you'll learn consideration" "crisp business face" "he seldom forgets a thing" "he has a soft heart"

**MR. COLOZZI—CANCER**—"sense of humor" "you'll learn more in one month" "original, creative" "born to command" "superior wisdom" "very funny"

**MISS LENNING—CANCER**—"kindly" "big-hearted" "gentle smiles" "insight into your feeling" "probably detests housework"

**MR. KAMMERUD—PISCES**—"uncanny grasp of figures" "teachers"

**MRS. EDGE—AQUARIUS**—"uncanny ability to analyze" "giving you a complete new and unexpected job to do" "has no use for people who goof off" "accurate intuition" "patient" "calm and thoughtful deliberation"

**MR. MCMULLAN—ARIES**—"independent, daring and venturesome" "initiates energy"

**MRS. SIMMONS—VIRGO**—"extremely competent" "considerate" "organizational ability" "practicality and caution"

**MR. COLLINS—SAGITTARIUS**—"happy-go-lucky, optimistic, cheerful fellow" "sincere and friendly" "a much deeper thinker than his nature would lead you to believe" "inquisitive mind" "kind-hearted"

**MRS. ALLEN—SAGITTARIUS**—"righteous enthusiasm" "generous" "a crusader" "few inhibitions" "had an excellent education" "a lot of fun to work for" "ambitious" "active"

## Skipping a Day Here To Go to McGavock

BY DIEDRA SILBERT

Getting up at 5:45 A.M. has never been easy for me, but the 2500 or more students at McGavock Senior High School manage it, somehow, every morning! Our student council sponsored a joint exchange program with theirs on February 26th and 27th. The first day, several McGavock students came to Peabody, and then, a group of eight Peabody students (Dan Lansford, Mary Tuck, Steve Wilkinson, Cathy Turnley, Jim Steinhouse, David Hollander, Sidney Singleton, Diedra Silbert) went there. I was fortunate enough to be one of those selected to appear there, only slightly sleepily, at 7:00 in the morning. Upon our arrival, we were directed from one guidance office to another and back again until some Executive Student Council members claimed us. (There were two other main guidance offices that we could have visited on two other sides of the complex, but we had finally found our place.) After introductions, we separated, each at the mercy of his own student-guide.

I toured the area, which is like visiting some sort of modern factory with different sections for the different specialization fields, and was very much amazed and fascinated. The non-academic departments offer to students a wide range of courses, such as airplane mechanics with a true-to-life helicopter for on-the-scene work or a two to three credit course in cosmetology where people actually come in to have their hair done. One wing of the building houses the arts program, including printing; drafting; commercial, fine, and industrial arts; and drama workshops. Attached to this same area, as if the above weren't enough, are the local planetarium and greenhouse, especially designed for the horticulture class. The facilities available to the student are remarkable, but a student expressed to me that the truth of the matter is that they make use of very little of what they really have. The halls are seemingly wide enough for car traffic, in addition to student traffic, and there is a large amount of unused space. However, this is all fine and good for many years remain before McGavock can boast its traditions as Peabody can. As far as book abundance, we have a great advantage over them, being centrally located between JUL and Peabody College's library besides our own well-stocked library. Their "library" is mostly unfilled shelf space.

Yet, in weighing the points on both sides, there are two factors which are extremely valid to me. One is size, which says much for such a small word, and the other is student influence. Here, although by some the Student Council is deemed unnecessary, we have a direct line to the administration. Even though there are plans which remain merely ideas and never actions, a great deal of what we ask for, we receive with conditions. McGavock's problems, and metro schools' also, is that their ad-

ministrations usually neglect the students' feelings. Their student governments merely meet, propose, and are pushed aside. At least, we are one up in some areas!

## VENI VIDI VICI

BY HOWARD ISAACS

On the 24th of March, the Peabody Chess Team finally met with destiny. Peabody Demonstration School now holds the Nashville High School Chess Championship of 1973.

This tournament was the last high school tournament of the school year. It was held in the Community Room, downstairs at 100 Oaks Shopping Center. Registration was at 8:30 A.M. Round 1 began at 9:00 A.M. Awards were presented at 7:00 P.M.

Prospects were better than ever for our team. Representing our hallowed institution were Paul Henry (Senior), Howard Isaacs (Junior), Steve Reed (Sophomore), Frank May (Junior), John Turnley (Senior), Jim Rust (Junior), Jon Thatcher (Seventh), Phillip Sawyer (Seventh), and Alan Grant (Sophomore).

Our team quickly amassed many points and took an early lead. Our third round score was the same as our nearest rival's fourth round score at one point. Our team's score was another record, 17 points.

Some unexpected things occurred in this tourney. When all the scores were in, some diversion from the usual appeared. Frank May played below his usual 4-1, with a 3-2. John Turnley, usually a 3-2, made up for this with his 4-1. Paul Henry slaughtered all competition, of course, save one draw, winning first place. Howard Isaacs got draws in his first and fifth games, but lost none. The greatest surprise of the evening was when Steve Reed played his record 4½-½, and won third place.

Steve Reed and John Turnley were awarded memberships in the United States Chess Federation for their fine performances.

M.B.A. was expected to put up a stauncher defense for the title, which they won last year. They came in third. Most players foresaw Peabody's eminent victory, and we took half of the M.B.A. team out to lunch to console them. Our archival's crowning disgrace was when the Dupont team, which Peabody brushed off the board in a match two months ago (4-0), received second place. Alas, such are the fortunes of war.

## APATHY . . .

(Continued from page 1)  
finds this dull), he should now be bored, nauseated, or contemplating suicide. Therefore, this paper is a passable example of apathy.

Pupils in the classroom watch attentively every move made, as long as it isn't made by the teacher, and they haven't fallen asleep. I, personally, am interested by many things, but I have never been so enthralled by something that I couldn't think of another, more interesting activity. But then again, I don't really care.

There is one statement that can be made in favor of apathy. It adds boredom to an otherwise mundane existence.



**MOORE . . .**

(Continued from page 1)

oped the methods for which we are most famous for, namely the analysis procedures. But they were a means to an end, and not an end in themselves. And that's true of most methods. We use methods to make discoveries. The discovery was the chemical structure of ribonuclease.

HI: Could you compare the Vanderbilt of your undergraduate days to the Vanderbilt of today?

SM: Vanderbilt has grown to be a bigger university than when I was there. The science departments have grown a great deal. When I was a student, there was very little post-graduate work, whereas now, the medical school and the academic school offer chemistry, physics, and mathematics programs for the post-graduate which are equal to the best in the country. Actually, when I was a student here, the universities in the South were not as good as the universities in the North on the average, and part of that is air-conditioning.

Frankly, you had to quit for four months in here; you couldn't do research in Nashville in June, July, August, and September. It was so hot, that without air-conditioning you couldn't carry out delicate scientific experiments, because the perspiration dripped onto the balance when you tried to weigh something. Air-conditioning has changed the educational prowess of institutions in the South because now they can work twelve months a year. It's a very practical contribution, air-conditioning, because it's very hard to think when it's terribly hot. I grew up here and I used to love the hot weather. I would go out and play five sets of tennis when it was 110, and I loved it. But thinking when it's hot doesn't come as easily. Air-conditioning has played a very important part. All these laboratories in Vanderbilt are air-conditioned and working year round just as effectively as in the North, so that the universities in the South, in Alabama, North Carolina, Tennessee, are on a par with Michigan, Oregon, New Hampshire, and Massachusetts.

HI: I am very glad you mentioned that. Air-conditioning the Dem School is currently an issue for debate.

SM: Well, I would think that for any endeavor that involves scholarship, air-conditioning in Tennessee would be highly desirable.

HI: What sort of activities do you do to take your mind off your work?

SM: Then or now?

HI: Why not both?

SM: When I was at Peabody, in these summer months when it was too hot to think, I played tennis. I used to play tournament tennis in the South. I never won anything, but I was a great tennis fan in those days. Then at Vanderbilt, however, I was so interested in scholarship that I dropped tennis. I didn't have the time for it. But then when I got into graduate school, I became fascinated by biochemical research. One of the beautiful things about research is that it's a hobby in itself. It's so exciting and so fascinating, that I really have no

other hobbies than research. It's just so interesting from day to day to be discovering things and exploring things that my vocation is my avocation. If you have a job that's nine to five, its tedious and grueling; obviously when you get off from work, you want to do something different. But there's nothing in the world I'd rather do than what I'm doing, so that makes it pleasant.

HI: Dr. Moore, let's talk about Peabody the way it was.

SM: I moved into Peabody, I think the year the new building was opened. The building was new, spic and span, and the laboratories, which interested me, were in excellent shape. Of course, I started in the sixth grade, and I wasn't studying science in the sixth grade. But it was a nice building, and we had a wonderful group of teachers.

There were about fifty people in our class. We got very good attention from the teachers.

I used to ride to school on a bicycle down Hillsboro Road; there wasn't much traffic, and you could ride a bicycle down that road without too much danger.

We also had the good physical facilities, the swimming pool, the gymnasium. We got good exercise in the phys. ed. classes. And all in all, it was an atmosphere that was conducive to helping youngsters of teen age to develop good study habits, and to acquire a basic knowledge of literature and mathematics that was necessary for a well-rounded education.

HI: Something that concerns many Peabody students now is our sports status, which many regard as poor. How was our status in your day?

SM: We had a good football team with a very excellent record in those days. And the basketball was pretty good. The only team I was able to make was the tennis team. I wasn't very husky. I wasn't very good at basketball or football. I realize that with the younger generation good sports are a great source of popularity and a good experience for the participants. I wouldn't worry too much about not having a football team, these days, but about the basketball team, is there a lot of competition with the basketball teams between schools, these days?

HI: Yes there is. Our present status is not very high.

SM: Well, I suppose that when you've got a small school in these times it's harder to compete with the bigger schools.

HI: Who were Peabody's chief rivals?

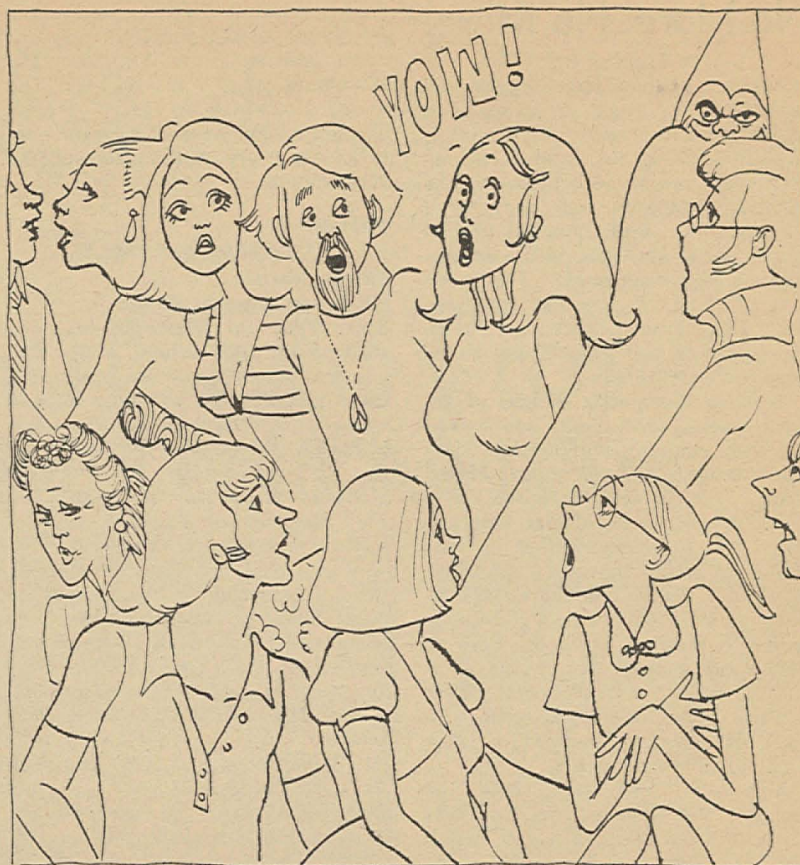
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**STUDENT COUNCIL . . .**

(Continued from page 1)

problems and ideas with your representative. Yet, Student Council meetings are always open, and you are really welcome to come and present your ideas yourself.

Last winter, the Student Council gave Christmas boxes to four needy families. They set up a tutoring program at the Y.M.C.A. Urban Village. Much time and money was put into the American Field Service program so that Sanna Krevers could be a stu-



dent here. The Table of Contents bookstore was continued successfully this year (with a slight change in the management). "The Tiger's Eye" was initiated by the Student Council.

Student Council has funded school organizations, such as the Madrigals and the Annual staff. It has promoted community activities such as the open forum at M.B.A. concerning the November elections, and the WMAK Walk-A-Thon.

Student Council has been a strong link between you and the administration by working out class officer requirements, discussing the crosswalk situation, and by working on having the balconies on the third floor opened. It has also prepared Teacher Evaluations so that your teachers can understand your needs a bit more.

In my opinion, Student Council has achieved a lot this year. I hope that after reading this article, you will realize it, too.

**Foot-Stomper on Prowl**

He doesn't have fangs or a long black cape. He doesn't wear four-inch heels. He doesn't look like an escapee from the lunatic asylum. In fact, he looks like an average, mild-mannered father, or student, or shopper. But inside this Clark Kent is the soul of a superfiend, and he is agile as a leopard. And ladies, he is after you. All of you, assuming you are under six feet tall and weigh somewhat less than two hundred pounds. Who is this monster? The Boston Strangler? No, he is the Vanderbilt foot-stomper.

The foot-stomper began his career as a thief. He had devised an almost fool-proof method: as he walked by a woman he would stomp her foot,

and, as she looked down in horror, grab her purse and flee. But the Marquis had a larger hold on the stomper than he realized. Soon he gave up thievery entirely, and devoted himself to the squashing of women's feet. He is not particular. He has stomped Vanderbilt feet, department store feet . . . Peabody feet. He aims for the instep. He usually hits it, and breaks the foot in question. Unless you are a masochist, it is not a pleasant experience.

What does one do? Some victims scream bloody murder. Others are too bewildered to scream. After all, a modest gentleman, strolling casually by, has suddenly crushed their feet. As they limp painfully to the hospital, their minds are troubled with doubts and fears. Naturally, from time to time the foot-stomper is arrested. But as he only squashes feet, particularly high-heeled, sandaled or bare feet—a minor type of perversion—he is soon free again. So ladies, what should you do to protect yourself from this menace? Wear army boots? Gain three hundred pounds? Take a great dane wherever you go? Stop walking down dark alleys after dark? Alas, I am but ill equipped to tell you. He missed my instep. My foot wasn't broken. Perhaps this is why I have not taken self-defense, bought army shoes, or started carrying a revolver wherever I go. But perhaps I am philosophical, and at least I still have one good foot.

A word of warning—there really is a foot-stomper. He does roam the area, and he is irresistably drawn to well turned-out, fragile-looking feet. He is not a myth, he's a real, live, flesh-and-blood pervert. What you can do about him, I don't know. But at least now if you're stomped, you'll know what happened to you. Fine consolation, isn't it?



## No More! No More!

BY THOMAS BYRD

Many a time, I have begged and pleaded in my plight to maintain an entire row for myself. All I wish is to lean back in the comfort of my own chair, not to be held down, like a weather balloon held back by a strong cable. While hunched over in work, my profile takes on the appearance of a question mark. This is the fate of those of you, like me, who must face those cumbersome, nailed down, boxed up, little desks of the Industrial Arts Building.

Built to the specific designs of ancient stocks, these desks are locked together, eternally immovable. Only when shoved and pulled and kicked upon, like medieval captives in a train, do the desks change location. Their legs shackled together by long splints of hard, unbending, unrelenting wood; shackled in the fashion of Jesus on the cross, his feet pierced by nails. Something must be done to help these hapless frameworks of I. A. suppression; but moreover those luckless, poor, long-legged souls, who must sit solemnly cramped in these desks for fifty-five minutes.

You twist and turn, until the teacher finally tells you to settle down. In one last effort, you stretch out your legs and lean back. The whole row of desks goes with you, and a frightened "Yelp!" comes from the desk next to you. You turn and there's a little five foot, four inch munchkin, dangling helplessly with his feet well off the ground. Once again, you must lean forward and try to pay attention. This works for a short while, but then your back begins to ache, and you lose all interest in study.

Your eyes begin to wander and they fall upon the clock. You realize that you've still got fifty minutes of class left. They continue to wander and you notice those restricting wooden bars that hold you and your desk to the floor. You know that if you only had thirty seconds and your portable Black and Decker power saw; you could put an end to the agonizing situation, which has haunted you since early September. Alas the chance doesn't come and the discomfort is unceasing. There must be some changes.

A desk not only seats a person, but a personality. If a person is trying to look correct, he may sit erect with all four legs of the desk firmly on the floor. If he is relaxed or in a good mood, he may lean back a bit; or if he is acutely interested, he may tilt his desk forward. It all depends on the person and how he feels.

This is not a time when everybody must be similar. Each person is recognized as different. No longer, are you punished for using your left hand. The desks are built as if for the Colonial army, where everyone was expected to act alike and the average soldier stood four foot eight. From the beatings the things have been through, they have the look of that period.

We are not little children that will hurt ourselves unless our desks are nailed down. The tall people and

their desks must rise from oppression. No longer should people crucify our desks and make us decrepit. The munchkins must rule the room, no more. From now on, when we don't like something, we should be the ones to let out a cry of disagreement and get attention.

MOORE . . .

(Continued from page 3)

SM: In sports?

HI: In sports and academics.

SM: Well, in Nashville, we had Hume Fogg High School, a city high school. I think now it's more of a trade school. But in those days it was a straight high school downtown at Eighth Avenue and Broadway. It was a good city high school. Hillsboro High was not yet built. The principal of Peabody when I was there was Mr. Yarborough, a very nice man, who became, I think, the first principal of that school on West End. (\*\*\*)Note: Neither one of us could think of the name of that high school on West End. The Doctor must be referring to West End Junior High, which was then a High School.)

HI: How about M.B.A.? Did they give us much trouble?

SM: Yes, M.B.A., and then there was another school, Wallace, and another school, Duncan—they were private schools in Nashville. I think both Duncan and Wallace are gone now. M.B.A. was a powerful rival in those days. Then we played Clarksville, Columbia, and a few towns around Nashville.

HI: What about discipline?

SM: Well, of course we had discipline. We weren't allowed to run in the corridors, and they always had to keep an eye on us when we were lining up for lunch. Do they still have a cafeteria on the top floor?

HI: Yes sir.

SM: Sometimes there would be a lot of jostling. And also we would have to maintain reasonable decorum in the cafeteria. If we started throwing rolls at each other, we were disciplined by our class monitor, or sponsor. Each class had a sponsor in those days.

HI: Peabody of today is not regarded as a very strict school. M.B.A. is regarded as monastic. How was Peabody thought of as far as discipline goes?

SM: It was not as strict as M.B.A., which essentially was a military academy type of discipline. Peabody was more flexible; the students had more freedom. But reasonable quietness and reasonably good behaviour were expected. Students who broke too many rules were expelled. It was a rather happy compromise in those days. In general, any of us who did want to study could in the library without any static going on.

HI: Did you have a school newspaper then?

SM: No, we had a magazine called the "Volunteer." It was a magazine that came out about, well, almost six issues a year. The seventh issue was the annual. I was editor of the "Volunteer" in my Senior year. It was a magazine that had news articles, literary articles, and poetry.

HI: What significant changes have you noticed in Nashville in your periodic visits to the city?

SM: Of course the city has grown. The Metropolitan-Nashville area is much larger than when I was a boy. Most of the surrounding areas were suburbs then, and now I believe they've been incorporated into Metropolitan-Nashville. When I was in Peabody, the motto of the city was "Athens of the South," and it was thought of as a center of education in the South, with Peabody, Vanderbilt, Scarritt, Meharry, and Fisk. It was famous for its educational institutions. Now I believe the motto is "Music City, U.S.A." We had the Grand Ole Opry in those days, but it was only a small part of Nashville's spirit, whereas now the music business here is the major business; it was not then.

Of course, when I was here, there was racial segregation on the buses, on the railroads, and I'm very pleased to see the progress in my lifetime in eliminating many of the aspects of racial prejudice that occurred in those days.

HI: Science has a tremendous role in the development of the technology of war. What do you think of the Viet Nam war, and as a scientist, what do you feel is the role of science in the U.S. in the terms of war and peace, and the advancement of technology? What is the scientist's duty in this respect?

SM: Well, during World War II, I worked for the government in munitions development myself. I felt at that time that certainly the war in Europe was a very important one to the survival of our type of civilization, and still think it was. Many of us don't realize how close Hitler came to winning Europe and possibly dominating this country. It was a very close decision; America was the balance. So that when a scientist can help to protect the country, from what at that time was a German threat and a Japanese threat, it's very important for him to do so. We preserved in this country a freedom regime against two totalitarian regimes. Now the Viet Nam War is another item. One of the things that one does in science is travel. I've traveled in Russia, Europe, Asia, and all over the world. It's very interesting to travel in Asia, because many Americans think that everybody thinks like they do. And as soon as you get into Asia, you realize that Asians have a different religion and in general, a different approach to life. This was the problem in Viet Nam I think; I believe that certain government officials felt that we could establish democracy in Viet Nam and that they would take to democracy just as we take to it. They don't look at life the way we do. You cannot by decree make democrats out of a people who for generations have not had this privilege. So, I think that we have no business trying to dominate a cer-

tain area of Asia at the time that we did. The Viet Nam War is a mistake. But I'm still in favor of using science and technology to keep abreast of whatever defense this country needs against a totalitarian regime, of which there are several still that present a threat to the world.

HI: Is science a bridge to peace or a tool of antagonistic technologies?

SM: In my own field, which is largely in the basic science field, definitely science is a force for peace, because scientists travel and have common interests. I can be traveling in Russia and talk shop to Communists, and even though I differ from them politically, we have a common bond, a common understanding of basic science. When scientists meet at international meetings, from all parts of the world, they get together just as if they were all from one country. So there's a good spirit in basic science. I also believe that in my lifetime, the development of munitions which are more terrible than they used to be has been a force for peace. So far, the atomic munitions have been a force for peace, because people have been so afraid that they might be used we have not had World War III. In the normal course of events, World War III would have occurred ten or fifteen years after World War II, as World War II occurred a reasonable number of years after World War I. That was the policy of world wars; even going back further, wars were somewhat of a sport in the old days of Europe, such as the Crusades and so forth. The idea of small wars was that some people enjoyed them. Nuclear war, I think, nobody will enjoy—I hope. So in my lifetime, the threat of atomic war has definitely been a force for peace. If the small nations which are irresponsible get hold of atomic munitions, that may change, just as we've having the spirit of terrorism which is being utilized in the Middle East and elsewhere, which is very hard to control. But I do not believe that science has been a force for war.

HI: Finally, Doctor Moore, what advice do you have for future chemists and biochemists?

SM: Well, I have found that in my own life that it is a fascinating field to be in, studying the laws of nature, studying in the medical field, molecular architecture, the compounds with which the human body is built, molecular biology. There are many frontiers now. One is exploring the moon, but everybody can't go to the moon. The understanding of disease processes is only just beginning. In other words, we know only one or two or three percent of what we need to know in order to handle the diseases with which mankind is afflicted. But today one of the definite frontiers is exploring the biochemistry of man. And it's exciting. Future chemists and biochemists will find it a very rewarding field of endeavor in the years ahead.