



PEABODY

R E F L E C T O R

the faces and places of

CUBA

*With his camera, an alumnus captures
the mystery, culture and resiliency of
a nation on the brink of change*



Rediscover Peabody at the
**2004 PEABODY
 COLLEGE REUNION!**
 Friday, November 5, 2004

Join your former classmates for
 this year's exciting Peabody College
 Reunion, which is made even
 more special with our yearlong
**Silver Anniversary
 Celebration**
 of the College's merger with
 Vanderbilt University!

All pre-merger alumni of all majors and class years are invited to return to campus to reminisce and renew friendships, visit with current and former faculty, meet alumni and faculty emeriti authors, tour the newly renovated Peabody Library, and view an exhibit of Peabody history. And, as Peabody celebrates 25 years of partnership with Vanderbilt, we also will honor some of the College's many outstanding alumni during the Peabody Reunion!

SCHEDULE OF EVENTS

- 2:00–3:00 P.M. High Tea for Peabody Pioneers
- 3:00–4:00 P.M. Peabody Campus Tour
 “Back to the Classroom”
 Educational Session
 Library Renovation
 Showcase
- 4:00–6:00 P.M. Peabody College
 Reunion Reception

Plan to be part of the fun!

To learn more about the 2004 Peabody College Reunion and 25th Merger Anniversary Celebration, contact the Peabody Development and Alumni Relations Office by phone at 615/322-8500 or by e-mail at peabodyalumni@vanderbilt.edu.

November 5 and 6 also mark Vanderbilt's Undergraduate Reunion and Homecoming event, *ExtraVUganza*. To learn more about all the events taking place during the weekend, go online to www.vanderbilt.edu/alumni/reunion/



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

ON THE COVER: “Yordani, Santiago de Cuba, 2000,” from the book *Cuba: Picturing Change* by photographer and Peabody alumnus E. Wright Ledbetter, MEd'00. In stunning black and white, Ledbetter illustrates the people and culture of Cuba in a photo essay that begins on page 18. ABOVE PHOTO: “Irmel, Havana, 1999”

Phillip B. Tucker, *Editor*
 Donna Pritchett, *Art Director*
 Jenni Bongard, *Designer*

Skip Anderson, Joan Brasher, Kurt Brobeck, Melanie Catania, Anne L. Corn, Kathy Hoover-Dempsey, Elizabeth P. Latt, E. Wright Ledbetter, Princine Lewis, Julie Neumann, Jan Rosemergy, David F. Salisbury, Lisa Schlachter, Ned Andrew Solomon, Kristin O'Donnell Tubb, Kenneth Wong, *Contributors*

Camilla Persson Benbow, *Patricia and Rodes Hart Dean of Education and Human Development*

Clarence E. (Tres) Mullis III, *Associate Dean for Development and Alumni Relations*

Kenneth Schexnayder, *Executive Director of Advancement Communications*

© 2004 Vanderbilt University

Contents

FEATURES

My Love Affair with Teaching 10
 After three decades on the Peabody College faculty, Kathy Hoover-Dempsey has never been more sure of her calling

A Resilient Spirit 14
 Through his camera lens, a Peabody alumnus powerfully captures Cuba—a nation on the brink of change

Cancer Crusader 22
 Recognized internationally as a pioneer in oncology nursing, alumna Renilda Hilkemeyer revolutionized the care of patients with cancer

DEPARTMENTS

Around the Mall 2

Class Notes 25

THE PEABODY REFLECTOR is published biannually by Peabody College of Education and Human Development of Vanderbilt University, Peabody Box 161, 230 Appleton Place, Nashville, TN 37203-5701, in cooperation with the Vanderbilt Office of Advancement Communications. The magazine is mailed free of charge to all Peabody alumni, parents of current Peabody students, and to friends of Peabody who make an annual gift of \$25 or more to the College. Gifts should be mailed to the address above. Other correspondence, including letters to the editor and Class Notes submissions, should be mailed to: THE PEABODY REFLECTOR, Office of Advancement Communications, VU Station B 357703, 2301 Vanderbilt Place, Nashville, TN 37235-7703. Comments about the magazine in the form of e-mail are welcome by writing the editor at reflector@vanderbilt.edu.

VU, Peabody Celebrate Silver Anniversary of Merger

Twenty-five years have passed since administrators of George Peabody College for Teachers and Vanderbilt University signed the historic merger agreement that incorporated Peabody into Vanderbilt as its college of education and human development. A joining of the two venerable institutions had been discussed for decades,

and rumors of merger surfaced periodically on both campuses. But it wasn't until March 19, 1979, during a burgeoning financial crisis at Peabody, that the two officially became one.

The merger process was arduous, as well as painful for some. Peabody jobs were lost, departments were closed, and Peabody students found themselves paying Vanderbilt's much higher tuition rates. Despite the difficult transition, however, Peabody College soon flourished in its new environment, and 25 years later Peabody is Vanderbilt's highest-ranked and most recognized school. Once again—just as in its pre-merger heyday—it places among the nation's most exceptional colleges of education, punctuated by multimillion-dollar faculty research activity that is influencing education practice and policy nationally and, in many cases, worldwide.

Perhaps most important, Peabody College has retained its distinctive identity and character: dedicated to communities, schools, research on developmental disabilities, and the idea of social action to affect positive societal change.

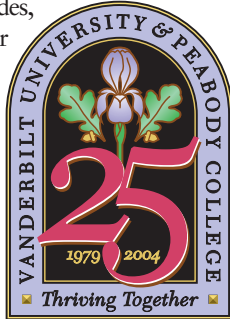
A series of events commemorating the 25th anniversary of the Peabody-Vanderbilt merger has begun on campus, and one of the largest is set for Friday, Nov. 5: a Peabody Reunion of pre-merger alumni from all graduating classes and all majors. The day begins with a tea for the Peabody Pioneers, graduates of 50 or more years ago, from 2 to 3 p.m. From 3 to 4 p.m. is a Peabody campus tour, a "Back to the Classroom" educational session, and a Peabody Library renovation showcase. Finally, the Peabody College Reunion reception is from 4 to 6 p.m.

Also, alumni who have authored or co-authored books will be recognized with a

display of their books in the Peabody Library during the day of the Reunion. If you or a fellow graduate have authored a book, please contact Sharon Weiner at 615/322-8096 or s.weiner@vanderbilt.edu.

In continued celebration of the merger's silver anniversary, Peabody's Office of Development and Alumni Relations plans to recognize some of the College's many outstanding alumni. These individuals will be announced in the next issue of the PEABODY REFLECTOR.

For further information about the Peabody College Reunion, please call 615/322-8500 or e-mail peabodyalumni@vanderbilt.edu.



Peabody Again Ranked 4th by U.S. News Magazine

In its annual ranking of leading graduate and professional schools, *U.S. News & World Report* magazine once again has ranked Peabody College 4th overall among the nation's education schools. The College's program in special education is ranked No. 1, also for the second year in a row.

The rankings, released in April in the magazine's "Best Graduate Schools" issue, were based on surveys of 158 education schools that grant doctoral degrees.

Teachers College of Columbia University tied with Peabody at 4th place. Tied at the No. 1 spot were Harvard and Stanford universities, followed by the University of California-Los Angeles at No. 3. Rounding out the top 10 were the University of California-Berkeley (No. 6), University of Wisconsin-Madison (No. 6), University of Oregon (No. 8), University of Pennsylvania (No. 9), and University of Michigan-Ann Arbor (No. 10).

"We now have six programs with top-10 status and strong indicators from several others that are right on the verge of breaking through," says Camilla Benbow, the Patricia and Rodes Hart Dean of Education and Human Development. "These rankings affirm that Peabody is better positioned than ever to improve the practice of education and benefit society as a whole."

Peabody specialties in addition to special education that received top-10 rankings in their respective categories included administration and supervision (No. 4); education policy (No. 7); elementary education (No. 7); curriculum and instruction (No. 9); and educational psychology (No. 10). Peabody also ranked 11th for higher education admin-

istration and 12th for secondary education.

Each year *U.S. News* ranks graduate schools of education, business, engineering, law and medicine, while other disciplines, such as nursing, are ranked periodically. Other Vanderbilt colleges and schools ranking in their respective categories for 2004 were the School of Medicine, 15th; the Law School, 17th; the Owen Graduate School of Management, 39th; and the School of Engineering, 53rd.

More about the rankings may be found at www.usnews.com.

Wallin Named to All-USA College Academic Team

Amber Wallin, who received her bachelor's degree from Peabody in elementary and special education in May, was one of 20 undergraduates chosen nationwide in February for *USA Today's* 2004 All-USA College Academic Team.

Undergraduates were selected from among 604 nominees by educational professionals in a two-step judging process. Those selected must have excelled academically and through community service, outstanding research, entrepreneurship or other leadership roles. Wallin, from Picayune, Miss., was recognized for launching drives to furnish clothes and money for children she met during a service-learning trip to South Africa last summer. She traveled to South Africa to combat exploitation of wildlife by working at an animal rehabilitation center, and to address the issues of poverty and HIV/AIDS.



Wallin

While maintaining a 3.7 grade point average, she pursued an intensive volunteer and extracurricular agenda as a student. She was director of Vanderbilt's Pencil Project, which mentors 500 local youth. She was an Ingram Scholar, a Truman Scholar, and was featured in *Glamour* magazine last October as a winner in the magazine's 46th annual "Top 10 College Women" competition.

Wallin vows to "catalyze change—as a teacher, administrator or policymaker. Mother Teresa once said there are no great acts, only small acts done with great love. I've realized how true that is."

Andrew C. Porter

*Patricia and Rodes Hart Professor of Educational Leadership and Policy
Director of the Learning Sciences Institute*

It's the age-old question that all students ask their parents at one time or another: "Why do I have to learn [insert subject here]?" Over the years parents have struggled to find creative answers to this question—many times trying to remember their own parents' witty retorts.

You could say that Andy Porter has the best answers of all. He goes straight to the source—teachers, the people who play the largest role in deciding what to present to students in the classroom. For 25 years Porter's research has explored how teachers decide what to teach and how this decision influences student achievement.

"Teachers are the single biggest influence on what students are taught," explains Porter. "But how do teachers decide what to teach? A number of factors influence teachers' decisions—such as accountability standards, principals, parents, achievement tests, and the composition of the class."

An applied statistician and psychometrician, Porter uses mathematical models to measure human characteristics such as learning and achievement.

He first became interested in how teachers decide what to teach while on the faculty of Michigan State University. In the mid-1970s, Michigan State was awarded a grant to establish an institute on teaching, and Porter began researching to what degree achievement tests influence teachers' content decisions in the classroom.

There was a big problem, though: textbooks' content did not match up with the achievement tests. "Imagine going through school, then having to take an exam as a high-school senior to determine if you graduate, and finding that much of what you have learned is not on the test," says Porter.

In the course of his research, Porter has developed a number of methods for assessing the alignment of classroom instruction, tests and content standards. Though initially developed as research measurement tools, his methods are now having the added benefit of helping teachers better track and improve their instructional practices.

Teachers in Chicago, Miami-Dade County, and the Charlotte-Mecklenburg, N.C., school districts, to name a few, are using Porter's teaching questionnaires and graphic-data displays to chart how much time is being allocated to subjects,

what content is taught within that time, and the correlation between instruction and the students' gains in achievement. The state of California is considering using the tools in its school systems.

"What teachers teach is very powerful. The higher the correlation between classroom instruction and what is on the test, the better the gains in student achievement," says Porter.

In addition to being interested in the front end of learning, Porter has a great interest in the results—measuring what students have actually learned. Currently, he chairs technical panels for Ohio, Wisconsin and Missouri that examine whether the structures of these states' tests are fair, valid, and aligned with classroom instruction. He also is a member of Kentucky's technical panel.

Porter is now continuing his research as the Patricia and Rodes Hart Professor of Educational Leadership and Policy in Peabody's Department of Leadership, Policy and Organizations. He also directs the Vanderbilt Learning Sciences Institute, an interdisciplinary center designed to combine the strengths in learning, teaching and technology that exist across the University.

Porter was one of 12 new Peabody faculty members for the 2003-04 academic year. He came from the University of Wisconsin-Madison, where he was a professor of educational psychology and director of the Center for Education Research, one of the oldest and largest university-based education research and development centers.

—Princine Lewis



Porter

50th Anniversary of Historic Research Training Program

The Mental Retardation Research Training Program at Peabody College is celebrating its 50th anniversary this year. Founded in 1954 by Lloyd Dunn and the late Nicholas Hobbs, it was the first doctoral-level research training program of its kind in the nation and has been supported continually by grants

from the National Institutes of Health for 49 of its 50 years.

The program was developed in response to the relative lack of scientific interest in mental retardation and the realization that the field held rich, previously untapped research possibilities. It has graduated more than 140 Ph.D.s, including 22 during the past 10 years, and has supported 18 post-doctoral fellows. Program graduates have

become recognized leaders in disabilities research, education, and in clinical and government roles.

In 1973 the American Association on Mental Deficiency (now the American Association on Mental Retardation) honored the program by making Peabody the only institution ever to receive its Education Award (all other recipients have been individuals).

Today, in conjunction with the Vander-

bilt John F. Kennedy Center for Research on Human Development, Hearing and Speech Sciences, and Peabody's Departments of Psychology and Human Development and Special Education, the program continues to work from a developmental model of mental retardation, one that emphasizes continuity between typical and atypical behavior in the developing child. This approach accommodates scientists who work from a variety of perspectives and fields. Trainees receive training on issues in their course work, as part of special seminars, and in their research apprenticeships with program faculty members.

Now directing what is today called the Mental Retardation and Developmental Disabilities Research Training Program is Tedra Walden, professor of psychology and Kennedy Center investigator.

A reunion of program graduates, faculty and current students was held May 21–22 to celebrate the program's anniversary. Reunion events included lectures by former program directors and graduates, a historic look back on the success of the program and how it forever shaped programs in disabilities research, and a keynote address on the field's future by William MacLean, a program graduate and editor of the *American Journal on Mental Retardation*.

The event was coordinated by Linda Dupré, grant development manager for the Vanderbilt Kennedy Center. Dupré herself was honored at the reunion for 30 years of continuous and enthusiastic staff service to the training program.



Joe Spradlin, PhD'59, center, and his wife, Rita, talk with Craig Kennedy, associate professor of special education and Vanderbilt Kennedy Center investigator, at the reunion held in May to commemorate the 50th anniversary of Peabody's Mental Retardation Research Training Program. Spradlin was in the first graduating class of doctoral students supported by the training program.

Lecture Series Reflects on *Brown v. Board of Education*

A series of public lectures at Vanderbilt marking the 50th anniversary of the 1954 landmark case *Brown v. Board of Education of Topeka*, which effectively denied the legal basis for racial segregation in Kansas and 20 other states, kicked off at Vanderbilt Law School last October.

The series, which was facilitated by the Robert Penn Warren Center for the Humanities, was followed by four other lectures throughout the school year and concluded April 2 with a Peabody College-sponsored conference to reassess the educational and societal implications of the *Brown* decision.

The daylong Peabody conference—sponsored by the Peabody Center for Education Policy, the Peabody Dean's Office, and the Vanderbilt Institute for Public Policy Studies—featured a multidisciplinary panel of 22 policymakers, researchers and practitioners. The panel and its moderators included numerous Vanderbilt and Peabody College professors, a U.S. appeals court judge, the executive director of the Tennessee State Board of Education, the director of Metropolitan Nashville Public Schools, professors of psychology and public policy from State University of New York-Buffalo and Duke University, and several others.

When the U.S. Supreme Court challenged the legitimacy of maintaining public school systems based on the doctrine of “separate but equal” in 1954, it unanimously ruled that a state-sponsored dual system of schools separated by race was unconstitutional. The court recognized the “full development of public education” as a social institution that could not continue to operate under the doctrine of “separate but equal.” The decision argued that public education is “a principal instrument” in preparing any child for social and economic life. One year later, in ruling on a case in Delaware (often referred to as *Brown II*), the court urged public schools to admit students on a “racially nondiscriminatory basis with all deliberate speed.”

Fifty years later, panels at the Peabody conference addressed the nature of the constitutional argument, the use of social-sci-

ence evidence in shaping judicial decisions, the political economy of policy development and implementation in addressing racial desegregation, and the ongoing challenge of ensuring equality of schooling opportunity for an increasingly diverse student population.

The current issue of the *Peabody Journal of Education* (Vol. 79, No. 2) also commemorates the 50th anniversary of the *Brown* decision with a collection of essays written by many of the same panelists who participated in the Peabody conference in April. The issue was compiled by guest editor Kenneth Wong, professor of public policy and education in Peabody's Department of Leadership, Policy and Organizations.



The Hon. Damon J. Keith (foreground), senior justice for the 6th U.S. Circuit Court of Appeals, puts into historical perspective the educational and societal effects of the *Brown v. Board of Education* decision at a Peabody-sponsored conference commemorating the 50th anniversary of the court ruling. Peabody professor Kenneth Wong, one of the conference's organizers, is in the background.

Griffith Awarded for Excellence in Classroom Teaching

Peabody College recognized Brian A. Griffith, assistant clinical professor of human and organizational development, with its 2003 Award for Excellence in Classroom Teaching. Camilla P. Benbow, the Patricia and Rodes Hart Dean of Education and Human Development, presented the award, which carries a \$1,000 prize, at Peabody's spring faculty meeting May 7.

Benbow noted that Griffith has set a standard for teaching excellence in two of Peabody's

largest undergraduate courses, the first-year sequence that serves as an introduction to the major in human and organizational development (HOD). “Students consistently praise Brian Griffith for his accessibility and his ability to make even a large class feel small,” she said.



Griffith

Nominations for the award come from Peabody department chairs. Joe Cunningham, associate professor of special education and chair of the Department of Human and Organizational Development, described Griffith as a “truly gifted teacher who holds students to very high standards.”

The teaching award inaugurates a three-year rotation of awards recognizing Peabody faculty. In addition to classroom teaching, faculty will be honored for advising and service and for research.

Statistics and Biology: a Natural Pairing in Classrooms

Peabody researchers have received a \$1.6 million grant from the National Science Foundation to launch a pilot project exploring the theory that students and professionals alike can better understand statistics and biology by studying the two disciplines simultaneously. They are testing this theory with teachers at a Nashville magnet middle school.

“Statistics was developed to understand and quantify variation in natural systems, so it makes sense to introduce students to key statistical ideas they can use to understand nature,” says Rich Lehrer, professor of education and a project team member. “We can better understand how students learn these two disciplines, and how best to teach them, by bringing statistics and biology back together in the classroom.”

In addition to Lehrer, the research team includes Rogers Hall, professor of mathematics education; Pat Thompson, professor of mathematics education; and Leona Schauble, professor of education and chair of Peabody's Department of Teaching and Learning. The team approach is being facilitated by the Vanderbilt Learning Sciences Institute, housed at Peabody.

The centerpiece of the project is a partnership with Rose Park Middle School teachers to design exercises and class work that help

Math Literacy Advocate Addresses Peabody Audience



Robert P. Moses, founder of the Algebra Project, speaks with guests at a reception following his address Feb. 5 as this year's Maycie K. Southall Distinguished Lecturer on Public Education and the Futures of Children.

The Algebra Project, which reaches approximately 10,000 students and 300 teachers per year in 10 states, is a mathematics literacy effort aimed at helping students in underserved rural and inner-city areas to achieve skills required to pursue successfully a college preparatory math program. The curriculum enables middle-school students to make the conceptual transition from arithmetic to algebra by the eighth grade.

Moses, a lifelong civil-right crusader, has taught in Tanzania, East Africa and Cambridge, Mass., and currently teaches at the Lanier High School Math Lab in Jackson, Miss. He is past recipient of a prestigious MacArthur Foundation Fellowship and is co-author of *Radical Equations: Civil Rights from Mississippi to the Algebra Project*.

students develop mathematical descriptions of the natural world. For example, students may apply statistical concepts to understand variation in the growth of plants and begin thinking about how these concepts can be adapted to reflect what they see in nature.

To measure student achievement, the team is working with researchers at the University of California-Berkeley to develop student assessment techniques that are more effective than traditional one-time achievement tests. Also involved are researchers at the University of Massachusetts-Amherst who are developing technologies to support learning in statistics and data modeling, including kid-friendly versions of statistical tools.

In addition to the classroom project, the team is following statistical consultants as they work with clients in health sciences, engineering and public policy to understand statistical reasoning in actual practice. This

is the first time statisticians have been studied across disciplines and will provide new insight about professional practice and about what is important to teach students about statistics.

“Education systems are very complex. When they are studied by individuals or loosely affiliated centers, it is hard to get a complete picture,” says Lehrer. “All the investigators on this project will co-design and co-study to provide a comprehensive look at teaching and learning in this domain.”

Goldring Honored as Distinguished Service Professor

Ellen B. Goldring, professor of educational policy and leadership, and a member of the Peabody faculty since 1991, was awarded Vanderbilt's Alexander Heard Distinguished Service Professor Award at the 2004 spring

faculty assembly in April.

The award is presented to a full-time faculty member for distinctive contributions to the understanding of problems of contemporary society. Its purpose is to encourage, recognize and honor faculty members' contributions to the analysis and solution of contemporary social problems. These contributions may take the form of teaching, writing, basic or applied research, and consultative or other forms of service.

The recipient carries for one year the title Alexander Heard Distinguished Service Professor and receives a \$2,500 cash award and an engraved silver tray. The faculty nominates the recipient, nominees are reviewed by the Faculty Senate, and the chancellor makes the final selection in consultation with the provost.

"Any renewal of our schools depends on the quality of those who lead them, and Professor Goldring has made it possible for Peabody College to strengthen principal participation across the state of Tennessee," said Chancellor Gordon Gee. "She holds that administrators who deeply understand the process of learning for their own part, are then able to transfer this knowledge to directing the process of learning in the schools that are their responsibility. She is a scholar who does scholarship in the interest of her community."



Ellen Goldring testifies before the U.S. Senate in Washington on July 15. The hearing, held before the Committee on Health, Education, Labor and Pensions, addressed Tennessee Sen. Lamar Alexander's proposed Pell Grants for Kids, which would provide an annual \$500 scholarship for every middle- and low-income child enrolled in K-12 schools. Goldring discussed the possible benefits and challenges of awarding scholarships to increase choice and improve opportunities in K-12 education.

Top Scholar



Alexis Anne Nesbit of Pittsburgh is awarded the 2004 Founder's Medal for Peabody College during Vanderbilt Commencement exercises May 14. The award recognized her as Peabody's top graduating scholar this year. Nesbit, who earned her bachelor's degree in special education and elementary education, received the awards for Distinguished Teaching Excellence and Distinguished Academic Achievement from the special education program while a student. She was a member of Alpha Omicron Pi sorority, Kappa Delta Pi and Kappa Delta Epsilon honor societies, and Campus Crusade for Christ. She plans to pursue her master's degree in deaf education from the University of Pittsburgh and hopes to secure a teaching position at a school for the deaf.

Court Supports Confederate Hall Name Change

Last October a Nashville-Davidson County chancery court granted Vanderbilt University permission to remove the name "Confederate" from a Peabody campus residence hall and supported the University's argument that continued use of the word contradicted Vanderbilt's goal of achieving "the kind of inclusive and welcoming environment that is essential for a world-class university."

The Tennessee Division of the United Daughters of the Confederacy, which provided a portion of the funding to construct Confederate Memorial Hall in 1935, had filed suit against the University in an effort to block the decision to rename the building. The UDC claimed a breach of earlier agreements between it and the former George Peabody College for Teachers. Vanderbilt assumed ownership of the building when the institutions merged in 1979, and paid for significant renovations to the building in the 1980s.

In issuing his decision, Davidson County Chancellor Irvin Kilcrease said Vanderbilt "sufficiently complied with its obligations to UDC" by installing a plaque on the building explaining its origins and historical significance, as well as the UDC's contributions to its construction. Vanderbilt's administration has said the historical marker will remain in its current location outside the lobby.

Kilcrease further stated, "Vanderbilt may remove the name 'Confederate' from the building without any further obligations to UDC, other than to maintain said plaque on the building." The building was renamed "Memorial Hall" in September 2002 "to honor the men and women who have lost their lives in this country's armed conflicts."

"We are delighted with this decision," said Vanderbilt Chancellor Gordon Gee. "It is an affirmation of Vanderbilt's freedom to continue building a great university where everyone is welcome in word and deed. It is also in the best spirit of Vanderbilt's founding mission, which was to heal the wounds between the North and South."

Susan Gray School Celebrates 35 Years

To kick off a yearlong celebration of the 35th birthday of the Susan Gray School for Children, supported by Peabody College and the Vanderbilt Kennedy Center for Research on Human Development, a party commemorating the one-year birthday of the School's new Children's Library was held last October.

Partygoers—who included a special guest, the Hon. Dr. Margaret Giannini, director of the U.S. Department of Health and Human Services' Office on Disability—each donated a new book to the Library. Appreciation also was expressed to Peabody librarians Sharon Weiner and Lara Beth Henderson, and to Peabody students who had organized a book drive.

Leading the kickoff event was H. Carl Haywood, professor of psychology emeritus, former director of the Kennedy Center, and a colleague of Susan Gray during the years before her death. He congratulated staff and families on the School's years of outstanding service to children and families, as well as its pioneering research and demonstration programs in early childhood education.

The Children's Library is a new collection focused entirely on books for children age 5 and under. It augments the Paula Goodroe Library, a collection of books, videos, and materials for parents and teachers, which was dedicated in honor of the School's long-time coordinator.

Facilities for the Susan Gray School for Children, which provides early childhood education for children with and without disabilities, were completed in 1968 as part of what is now the Vanderbilt Kennedy Center on the Peabody campus. In addition to the Children's Library celebration, an exhibit of photographs and publications titled "The Legacy of Susan Gray: Inventing the Future" ran from Feb. 1 through April 2 at the Kennedy Center to commemorate the School's 35 years of service, research and training.

A panel discussion titled "A History That Helped Invent the Future of Early Childhood Special Education," moderated by Haywood, was held April 1 and was followed the next day by a lecture titled "The Way It Was and How It Might Be" by former Peabody professor Diane Bricker, who is now a professor of special education at the University of Oregon.



Art for the Children's Library event designed by Mary Jane Swaney, longtime friend of the Susan Gray School

Susan Gray, the imminent psychologist and researcher who began her service on the Peabody College faculty in 1945, designed the College's Early Training Project, one of the most influential longitudinal evaluations of the lasting effects of early intervention on the prevention of developmental disabilities. This project was the inspiration and model for the national Project Head Start. Her work, along with the work of Nicholas Hobbs and other colleagues in school psychology at Peabody, led to the establishment of Vanderbilt's John F. Kennedy Center for Research on Human Development. Gray died in 1992.

To donate books to the Children's Library, or to contribute gifts to purchase bookcases and furnishings for a children's reading area, please call 615/322-8200 or e-mail marva.d.greenwood@vanderbilt.edu. Donations to the Paula Goodroe Library are also welcome.

A Treasure Returns to Original Peabody Home

A hand-written message signed by Helen Keller—the famous deaf and blind lecturer and author whose life story captured the world's attention at the turn of the 20th century—has been returned to Peabody College by the great-granddaughter of its original recipient.

Mary Kavanagh Frank, BA'74 (Arts & Science), a speech therapist for the Farmington, Maine, school district, recently contacted the PEABODY REFLECTOR office about the treasure, which was discovered by Frank among her late mother's belongings. The note is addressed to Bruce Ryburn Payne, Frank's great-grandfather and the first president of George Peabody

College for Teachers after it reopened in its present location in 1914.

A black-and-white publicity photo of Keller accompanies the message, carefully printed in pencil, which reads, "To Dr. Payne, With heartfelt wishes for the success of the Teacher's College. Helen Keller." Presumably, the message was a congratulatory note to the new president on the occasion of the College's reopening—a much-heralded event nationally at the time. The photo itself is dated 1912, by which time Keller had become a true international celebrity. She would have been about 34 years old when the message was sent to Payne.

Mary Frank's father, Lt. Col. Bruce Ryburn Payne II, had been given the photo and message by his grandparents. Frank mailed the photo, still in its original frame, to the REFLECTOR so that it may be returned to its original home on the Peabody campus. The College is grateful to have this piece of history and thanks Frank for her generosity. Frank says Peabody and Vanderbilt have played prominent roles in the education of relatives on both her father's and her mother's side; she and seven other members of her family are alumni.

Helen Keller was born in Tuscumbia, Ala., in 1880 with sight and hearing, but lost both senses following an illness at 19 months of age. When Keller was 6 years old, Alexander Graham Bell, inventor of the telephone,



A Wealth of Books



DANIEL OUBROS

Rich Lehrer, professor of science education, and Kathleen Lane, assistant professor of special education and a Vanderbilt Kennedy Center investigator, sign copies of their recently published books at the first Peabody Book and Authors Party, held last October at the Peabody Library. Over a three-year period, 26 Peabody faculty members had published 40 books, giving rise to the celebration. Lehrer is co-author of two recent books: *Investigating Real Data in the Classroom: Expanding Children's Understanding of Math and Science* (2002, Teachers College Press) and *Mathematical Development in Young Children: Exploring Notations* (2004, Teachers College Press). Lane also is co-author of two books: *School-Based Interventions: the Tools You Need to Succeed* (2003, Pearson Allyn & Bacon) and *Differentiating Curriculum and Instruction on Behalf of Students with Emotional and Behavioral Disorders Within General Education Settings* (2004, Council for Exceptional Children).

Of particular note was the *Encyclopedia of Education, Second Edition*, edited by James W. Guthrie, chair of Peabody's Department of Leadership, Policy and Organizations and director of the Peabody Center for Education Policy. In May 2004, the eight-volume set was ranked among the "Top 20 Reference Titles of the Year" by *American Libraries*, the magazine of the American Library Association.

assisted the family in finding for her a teacher named Anne Sullivan. Eventually, by "finger spelling" words in Keller's hands, Sullivan taught Keller language, reading, handwriting and typing. Keller's progress was astonishing, and she quickly became famous worldwide. She went on to be the first deaf and blind individual to earn a college degree (from Radcliffe College).

At the time she sent her message to President Payne, she would have been lecturing extensively around the world, still with Anne Sullivan by her side to translate every sentence for the capacity crowds. For many years she also toured worldwide to raise money for the American Foundation for the Blind, and campaigned tirelessly to alleviate the living and working conditions of blind people,

who at that time were largely poorly educated and living in asylums. She died in 1968.

Schlachter Named Associate Director of Development



Schlachter

Lisa D. Schlachter, MEd'99, formerly director of donor relations and stewardship for Belmont University in Nashville, was named associate director of development and alumni relations for Peabody College last November.

A native of Lafayette, La., Schlachter is a

1999 graduate of Peabody's master's-degree program in institutional advancement. Upon her graduation, she received the program's Dave Jones Award for Excellence in Institutional Advancement. She received her B.S. degree in business administration from the University of Louisiana at Lafayette.

At Belmont, Schlachter worked closely with the university's president to cultivate and steward its top donors, and she worked closely with a group of major supporters of Belmont's capital campaign, international education program and endowed scholarships. She also supervised the donor recognition program for Belmont's new Curb Events Center and Beaman Student Center.

At Peabody she completes the staff headed by Tres Mullis, associate dean for development and alumni relations, and is responsible for visiting personally with alumni and parents to update them on the College and seek their financial support. One of her major areas of focus is expansion of Peabody's premier donor society, THE ROUNDTABLE. Along with her colleagues, she is working to raise funds to provide additional support for scholarships, library resources, faculty and student research, and technological advancements.

"I am enthusiastic about my return to Peabody," says Schlachter. "With amazing students, world-class faculty and impressive resources, Peabody has a message I am really enjoying bringing to alumni and parents across the country. I feel fortunate to represent the College not only as a graduate, but also as a member of the staff."

Peabody Faculty Sweep 2003 Academic Awards

At the fall faculty assembly held at the beginning of the 2003-04 school year, Vanderbilt Chancellor Gordon Gee presented two of the University's most prestigious honors to Peabody faculty members.

The 2003 Earl Sutherland Prize for Achievement in Research was awarded to Leonard Bickman, professor of psychology, professor of psychiatry, director of Vanderbilt's Mental Health Policy Center, and fellow at the John F. Kennedy Center for Research on Human Development. The Sutherland Prize is presented to a faculty



Bickman

member whose scholarly research has had a significant critical reception and has proven its influence within that researcher's discipline at a national level.

"Len Bickman is the most distinguished researcher on children's mental health in the United States," said Gee. "He has gained his reputation for work that operates not just in theory, but with an awareness of the real world, of the political and organizational circumstances that affect the delivery of mental health services to children and their families."

Gee presented the 2003 Thomas Jefferson Award to Howard M. Sandler, professor of psychology and human development. The award recognizes a faculty member who exemplifies in character, work and influence not only the principles and ideals of Thomas Jefferson, but the principles and ideals of the University.



Sandler

"In the nearly 34 years since Howard came to do his work at Vanderbilt, he has served the University actively," said Gee, stating Sandler's numerous leadership roles on the Faculty Senate and elsewhere. "His own devotion to the quality of teaching at Peabody and at Vanderbilt is reflected by his membership in the provost's Committee on Graduate Education, in the advisory committee for the Center for Teaching, and by his presence on the advisory board for the Undergraduate Summer Research Program."

Service-Learning Discussion Includes National Leaders

National leaders in the field of service learning, including several from Peabody College, met last September to discuss ongoing efforts to integrate the University's distinguished service-learning program into more classrooms.

"When Chancellor [Gordon] Gee arrived at Vanderbilt, he arrived with a vision that has moved us to a new level of community involvement and civic engagement," said

Sharon Shields, assistant provost for service learning and a professor of the practice of health promotion and education at Peabody. "Through his leadership and his support of service learning, he is moving us forward as a Research I institution in a bold and daring way—to take seriously our role as a university to work with our community for the common good of all people."

Service learning combines community-based service with related academic work while providing structured time for critical reflection about the experience, said Shields. Students are able to use the information learned in the classroom to help solve real-life problems while developing a greater empathy for the challenges of people without resources to reach their full potential.

Chancellor Gee and Metropolitan Nashville Mayor Bill Purcell opened the meeting, titled "Leadership for an Engaged University: Transformation Through Service Learning," by sharing their vision of Vanderbilt's place within the community and its role in a national movement for service learning.

Purcell experienced service-learning opportunities while a Vanderbilt Law School student in 1976, which he called "an inspiration for my practice of law. Because you give your students opportunities for service learning, you will not only change the community, but more important, you will change those kids," he said.

Janet Eyler, professor of the practice of education at Peabody and winner of the prestigious 2003 Thomas Ehrlich Faculty Award for Service Learning, said service learning is a powerful teaching tool. "We know that when students are engaged and responsible, they really learn," she said. "When students can offer their resources, they are providing a unique contribution to the community."



DANIEL OUBROS

Nashville Mayor Bill Purcell opens a meeting of leaders in the field of service learning at Vanderbilt last fall.

Lynn and Doug Fuchs Share New Hobbs Chair

Lynn S. Fuchs and Douglas Fuchs, professors of special education and investigators in Vanderbilt's John F. Kennedy Center for Research on Human Development, are sharing the Nicholas Hobbs Chair in Special Education and Human Development, a newly endowed faculty chair in Peabody's Department of Special Education.

"Lynn and Doug Fuchs are two of the leading faculty members whose scholarly work enabled Peabody to be ranked No. 1 in the country in special education this year by *U.S. News & World Report* magazine. It is very fitting that they be the first to hold Peabody's newest endowed chair," says Camilla Benbow, the Patricia and Rodes Hart Dean of Education and Human Development.

The husband-wife research team was asked by Benbow to name the chair after someone who had a profound influence on his or her professional life. The two suggested the chair be named for the late Nicholas



Doug and Lynn Fuchs

Hobbs, a psychologist who helped establish special education as a distinct discipline at Peabody in the 1950s and 1960s and was instrumental in securing the funding that established the Vanderbilt John F. Kennedy Center for Research on Human Development. Donors for the new chair are anonymous.

Members of the Peabody faculty since 1985, the Fuchs have pioneered innovations in reading, math, assessment and learning disabilities. Their concept of Peer-Assisted Learning Strategies (PALS) has been widely disseminated. Recently, the Fuchs received a \$5.5 million grant from the U.S. Department of Education to expand their PALS research.

Along with colleagues Donald Compton and Special Education Chair Dan Reschly, they direct the National Research Center on Learning Disabilities at Vanderbilt. In 2003 the Fuchs received the Career Research Award from the Council for Exceptional Children.



My Love Affair

WITH TEACHING

After three decades on the Peabody College faculty, she's never been more sure of her calling.

BY PROFESSOR KATHY HOOVER-DEMPSEY

I love teaching. I love it for its relationships, its roots in psychological theory and research, its creativity, and the learning that comes from its challenges.

That I would love teaching was not a given. Growing up in the '50s and of somewhat stubborn bent, I was determined to avoid career fields traditionally open to women. When I entered UC-Berkeley as a freshman in 1960, I reveled in the unfolding political life of the times. I loved the amazing optimism for social change that accompanied John F. Kennedy's presidency, the beginning of the Peace Corps, freedom rides, voter registration drives, and LBJ's emergent programs to eliminate poverty in the United States. I shopped among the liberal arts for a major that would lead to an exciting and challenging career. A first course in psychology quickly became the last as its focus on behaviorism struck me as inordinately limited. Political science emerged as a field with future and potential: history, social relationships, human organization and social change all woven into one fine discipline. I thoroughly enjoyed it. As I entered my senior year, I thought of law and international relations as next steps and began exploring graduate school options.

Early in my last semester, I spied a poster outside the lecture hall. It featured kids of many ages standing in front of a decrepit-looking school building—background for description of a foundation-sponsored

program designed to attract mid-career adults into teaching in inner-city schools. The program promised a year of full-time graduate work combined with full-time teaching, low pay, and a chance to make a difference for children and families who needed hope and effective education. I knew I wasn't "mid-career" and reminded myself that teaching was not among my future options. But something about contributing to change in social structures and improving children's life chances captured my full attention.

A few weeks later I added an application for the teaching program to the grad-school possibilities out for review. Believing the program was a "what if and maybe" option at the bottom of my list of preferences, I was startled by my genuinely excited reaction upon opening a letter six weeks later: I was one of 15 (mostly mid-career) participants selected for the program. With continuing surprise at my enthusiasm, I accepted, took my finals, received my A.B. in political science with delight, and walked into a career I had only thought to avoid during much of my childhood and adolescence.

I discovered quickly that I loved teaching. The summer of course work and full-time student teaching was intriguing and challenging. The first day of the 1964–65 academic year arrived, and (sleepless night notwithstanding) I met my "own" class of first graders at Ralph Bunche Elementary School in Oakland, Calif.

That day, and the full year to come, ran high with energy and the excitement that comes from participating in children's lives, coming to know their parents' hopes for their futures, meeting frustrations and learning challenges head on, and watching the daily complexities of children's social and cognitive development. I left the year feeling deeply fascinated with new worlds of inquiry and work: children's development, the links between home lives and classroom learning, the contextual sources of educational success and failure, and the immensely complex and challenging process of teaching.

During the next few years, I traveled, taught in public-school Head Start and elementary programs, worked with community-based education and development programs in Uganda, and did research with a remarkable professor of education law who had argued *Brown v. Board of Education* before the U.S. Supreme Court. In these experiences, I learned of Susan Gray's research on young children's learning

on children's learning and the possibilities of social change through education.

My search for an academic home began and ended—as I would discover to my surprise many years later—when I found Peabody College in 1973. Peabody was then, and remains, an outstanding place to teach and learn. It has been an extraordinary context in which to build and use knowledge of human development, cognitive and social dimensions of learning, and teaching. I was privileged to learn from Sue Gray and work with Nick Hobbs in those early years, and it has been rewarding to participate in Peabody's own development—from an exemplary regional institution with national and international claims to excellence, to an outstanding national research hub, woven into the merged and reinvigorated intellectual fabric of Vanderbilt University.

Why do I love teaching at Peabody College of Vanderbilt University? The reasons are as varied as 30 years' worth of memorable interactions with undergraduates, graduate students and

related to human development. My graduate students are similarly notable, for their remarkable accomplishments as undergraduates (e.g., undergraduate honors, research and service projects) and in their early professional lives (e.g., teaching in innovative programs serving high-needs students, creating after-school and community programs, serving as research assistants in university-based research on child development). They're exceptional, too, for their abilities and notable contributions to the faculty research programs they join.

I love teaching here because large and small courses enter my regular mix of teaching opportunities. (By Peabody standards, of course, large courses aren't all that big; they generally enroll a maximum of 80 to 90 students.) What's great about teaching these large courses? I really like being able to lecture at times, weaving theory, research findings and varied applications into perspectives that invite questions and discoveries about the material we're considering. I enjoy the challenge of learning everyone's names, creating discussions, engaging many students' opinions and perspectives, and helping my students understand that peers also contribute to learning. I love the opportunities created by these large courses to work with both graduate and undergraduate teaching assistants. My TAs and I meet together regularly to plan and discuss sessions, anticipate issues in individual work with students, and work on creating and evaluating exams and paper assignments. Perhaps best of all, I get a front-row seat for observing my TAs' realization that teaching is a great stimulus for learning.

My smallest courses, of 12 to 14 students, offer excellent counterpoints: ease of establishing a sense of group and relationships, opportunities to draw everyone into discussion, time to wander on creative tangents and paths of unexpected application, and the ability to tailor content and assignments to personal interests.

I love teaching at Peabody because I can easily integrate research into teaching. My research program focuses on

family-school relationships and ways in which parental involvement enhances student learning, especially among high-risk students. I, along with my colleague Howard Sandler and our students (graduate and undergraduate), examine why parents become involved in their children's education and how their involvement, once engaged, influences children's development and learning. My courses are grounded, at least in part, in child and adolescent developmental theory and research, and our research program offers rich sources of perspective on why and how children learn, how families influence cognitive and social development, and how one might increase family support of positive developmental outcomes.

My research and teaching are also integrated as we involve graduate and undergraduate students in our research program. My undergraduate students' research-related experiences may include independent studies, participation in Vanderbilt's Undergraduate Summer Research Program, or participation in one of the College's honors programs (two years of engaging in research within the adviser's general research program). My graduate students are, of course, active participants in and contributors to our research program. They also are engaged, in particularly positive ways, in mentoring younger lab members as they become scholars and colleagues in their own right.

Finally, for now, I love teaching at Peabody because I can teach with colleagues. This means I get to observe my colleagues' teaching and brainstorm with them about approaches to improving teaching. For many years I had the pleasure of co-teaching the introductory developmental course of the human and organizational development major with Professor Bob Innes, chief author and director of the major. Teaching with complementary styles, holding specific areas of expertise, and pursuing particular interests, we taught and observed as more than a decade's worth of Peabody freshmen entered the University, learned much about undergraduate life, and came to learn that understanding human development is fascinating and a lot of hard work.

This past spring I thoroughly enjoyed teaching a freshman honors seminar with



Kathleen Hoover-Dempsey joined the Peabody College faculty in 1973, six years before the College's merger with Vanderbilt University. Today she is associate professor of psychology, associate professor of education, and chair of Peabody's Department of Psychology and Human Development. A perennial favorite among Peabody students, Hoover-Dempsey has been awarded Vanderbilt's most prestigious honors, including the Chair of Teaching Excellence (1998–2001), the Chancellor's Cup (for contributions to student-faculty relationships outside the classroom; 1999), the Thomas Jefferson Award for Distinguished Service to Vanderbilt (1991), the Ellen Gregg Ingalls Award for Excellence in Classroom Teaching (1988), and Peabody's Outstanding Professor Award.


Hoover-Dempsey also has held several other administrative and mentoring positions at Peabody, including director of graduate studies in psychology, associate dean for academic affairs, and director of the undergraduate major in child development. With research partner Howard Sandler—a professor of psychology and Peabody faculty member since 1970—Hoover-Dempsey currently leads Vanderbilt's Family-School Partnership Lab, made up of a team of researchers committed to the scientific investigation of the reciprocal relationships among families, schools and children.

Professor Howard Sandler, focused on a topic that was simply fun: "What makes universities tick?" Our students were a wonderful and invigorating mix, from varied backgrounds and all Peabody majors. They were thoughtful, regularly insightful, and offered a never-ending source of interesting observations and great questions. I've also had unique opportunities to learn from watching other colleagues' teaching, thanks to various University-supported programs. In these moments of observation and dialogue, I've been able to learn from the teaching of colleagues in fields often far from my own (e.g., anthropology, art history, bioscience, history, medicine, music, religion). In so doing, I've had countless valuable and generative opportunities to appreciate anew the transdisciplinary and varied nature of teaching excellence.

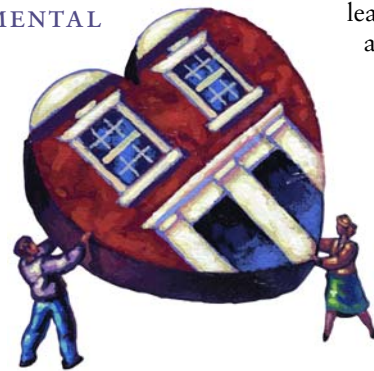
Of course, there are other reasons to love teaching at Peabody. It is valued, opportunities to develop strong new academic programs are myriad, and our students—graduate and undergraduate—are superb sources of inspiration for improved teaching. Most of all, teaching

at Peabody means relationships and learning—the merging of developmental theory and research with knowledge of the conditions and relationships that optimize human development and learning.

I can't close without confessing that writing these reflections has been a surprising challenge. Taking advantage of much patience from a fine editor, I've come to realize that the challenge has emerged from countless memories of so many unique, interesting, accomplished, and generally wonderful students. My earliest students are now, as am I, deeply engaged in careers; many are now experiencing, as am I, the realities of parenting children who are themselves undergraduates. My students, from my early years here through the present, are in or heading for careers too numerous to name but amazing in variety and impact on human development.

What I have learned and loved about teaching at Peabody has come from each of them. To each I owe more thanks than can be imagined for sharing this superb process of teaching and learning with me. 

MOST OF ALL, TEACHING AT PEABODY MEANS RELATIONSHIPS AND LEARNING—THE MERGING OF DEVELOPMENTAL THEORY AND RESEARCH WITH KNOWLEDGE OF THE CONDITIONS AND RELATIONSHIPS THAT OPTIMIZE HUMAN DEVELOPMENT AND LEARNING.



at Peabody College, Nicholas Hobbs' interventions and research on community-based programs for children and families at Vanderbilt University, the history of educational change for marginalized families in the U.S., and themes of consistency and variation in the development of children across cultures. My Ph.D. work in educational psychology with a focus on child development at Michigan State University grew from this kaleidoscope of experiences. I left the program fully committed to teaching and research on human development, with a focus on examining the influence of social context

colleagues, but four seem most important.

First, I love teaching at Peabody because I teach undergraduate and graduate students. My undergrads are notable for energy, varied perspectives, questions, probing, enjoyment of learning, challenges to my own ideas, and contributions to the depths and dimensions of teaching as a vibrant and vital process. Their interests range from spending four years in a great place to creating a deep and varied set of learning experiences as foundation for graduate school and professional careers