

PEABODY

R E F L E C T O R

FORWARD MARCH

What America's schools can learn from the Defense Department

Disabilities Research Center Established at Peabody

A national center devoted to learning disabilities research is being established at Peabody College, thanks to a five-year, \$3.5 million grant from the U.S. Department of Education's Office of Special Education Programs.

The center, a joint project with the University of Kansas, will explore alternative methods for identifying students with learning disabilities. The U.S. Department of Education estimates that 2.9 million students in America are identified as having some sort of learning disability.

Peabody's Department of Special Education will lead the project, conduct research, and provide technical assistance to states and local school districts. The University of Kansas will offer professional development for general and special educators coordinated with the center's research. The grant was made to Vanderbilt, which has a sub-contract with the University of Kansas.

Dan Reschly, professor and chair of Peabody's Department of Special Education, and Doug Fuchs, professor of special education, are co-directors of the new center.

"We have a top-ranked special education department that is recognized for its research and advocacy for people with disabilities," says Peabody Dean Camilla Benbow. "I am extremely excited that we can



Dan Reschly and Doug Fuchs

increase our contribution to the important discussion of how special education is handled in this country."

The most common method for determining whether a student has a learning disability is the discovery of significant discrepancies between the student's measured intelligence, or IQ, and his or her learning achievement. Federal special education guidelines are based on this model of identification.

A portion of the center's research will include study of the variations in state policies and practices for identifying and assessing students with learning disabilities that may be related to differing incidence levels and outcomes.

"There has been a lot of discussion about the high numbers of students being deemed as having special education needs," says Reschly. "Our concern is less about the numbers, but about the appropriateness of student classification."

In addition to trying to develop more accurate means of classification, center researchers will explore the impact of systematic educational instruction, such as early intervention reading programs, on the incidences of student classification. "Our goal is to provide research that will help shape more valid and useful federal guidelines for the states and local districts to implement," says Fuchs.

\$5.5 Million Effort Seeks Improved Reading Education

You are a new teacher assigned to a second-grade classroom. Throughout your undergraduate years, you've labored through lesson plans, observed in practica, and student-taught in two different classrooms. Now you're planning your first unit in reading, but do you really know what to expect? How can a new teacher best teach reading in classrooms characterized by diversity in student background, learning ability, and social interaction?

At Peabody a five-year, \$5.55 million grant, funded by the National Science Foundation through the Interagency Education Research Initiative, leads an effort to train pre-service teachers to make classroom decisions rooted in teaching practices proven effective in raising levels of reading achievement.



Charles Kinzer

Charles Kinzer, associate professor of education, serves as co-principal investigator of the grant titled "Best Practices, Teacher Preparation, and Technology: Connections That Enhance Children's Literacy Acquisition and Reading Achievement."

Working with investigators at the universities of Georgia, Connecticut, and Illinois at Chicago, the project known as CTELL (Case Technologies to Enhance Literacy Learning) uses knowledge about best practices in early literacy education to target improvements in teacher education and young children's literacy achievement.

"We want to improve reading achievement nationally through improving teaching education nationally," says Kinzer. To do that, the grant is developing a case-based form of anchored instruction that embodies these "best practices."

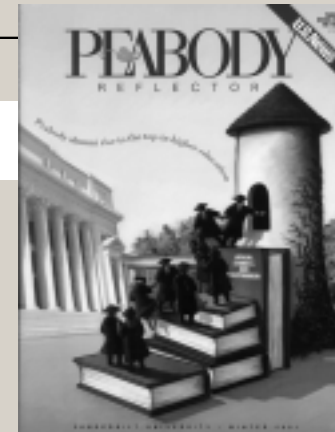
Case studies, delivered through the Internet with CD backup, allow pre-service teachers to call up clips of K-3 classroom interactions for extended study. Cases contain videos of classroom lessons and related materials that form the basis of anchored instruction and serve as springboards for discussion.

As a result, students analyze the anchor videos and related case materials; review interviews with teachers, principals, parents, students, and experts around the country; and connect their analysis of classroom issues to their own practicum experiences and to class readings in ways that provide an in-depth exploration of teacher decision-making and classroom interventions.

Years one and two of the grant have been devoted to gathering data for the multimedia cases and to pilot studies at the four universities. In addition to the classroom segments and interviews, assessments of the elementary students' reading abilities, examples of their written work, and demographic information on each classroom have been compiled.

New technologies based on advancements in Internet capabilities are constantly tested

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PEABODY PRIDE

I just received the Winter 2001 issue of THE PEABODY REFLECTOR. I am so grateful to have received it because I feel there are many things I am thankful for, including the many advantages given me when I studied at Peabody for my B.A. and M.A.

I am particularly interested to learn that Peabody has risen to the top five [among colleges of education] in the nation. I have always treasured Peabody's education program, which helped to make me what I am now. That is why I will always maintain contact with Peabody.

What an issue! There are so many excellent features for me to read. May I take this opportunity to congratulate you and your staff for the excellent work in producing this issue of the REFLECTOR.

—SIEW TUNG WONG, BA'70, MA'71
Sibu, Sarawak, Malaysia

PRESIDENTIAL SWEETS

My wife, Marjorie Gay Tuck, MA'57, and I enjoy THE PEABODY REFLECTOR. We are proud of our institution and try to keep up with life on the campus. We especially enjoyed the article on alumni who are or were college and university presidents ["Movers, Shakers, & Policymakers," Winter 2001, p. 22]. I served as president of California Baptist College from 1984 to 1994 and am now president, emeritus.

—RUSSELL R. TUCK, MA'57, PHD'71
Gainesville, Va.

Thank you for your recent feature article on Peabody alumni serving in the role of chief executive officer of colleges and universities. Julia Helgason assembled the stories of an impressive group of education leaders from around the nation. The number of alumni serving in leadership positions is a clear indication of Peabody's enduring dedication to excellence in both private and public education.

Although I am not a president, chancellor, or provost, I count some of those cited in the article as "friends in

high places." As a director in the professional issues department at the American Association of Colleges for Teacher Education, I have the privilege of working with them. And besides that connection, I, too, have Peabody College in common.

—JOYCE HUTH MUNRO, PHD'85
Washington, D.C.

Thank you for the Winter 2001 issue of the REFLECTOR, including the story on college presidents with Peabody degrees. Julia Helgason really did a fine job of pulling together a cross-section of former students to profile.

Of equal interest to me is the present development in the higher education program under the leadership of [Department of Leadership and Organizations Chair] Jim Guthrie. He came from a campus that has one of the better programs in higher education and understands the differences in the administration of public schools and colleges and universities.

During the time I was there, every person who headed the educational leadership area had been a school superintendent with no concept of what we were trying to do. In fact, when I finished my [doctoral] degree at the University of Michigan, the department head told me there was no place for me at Peabody, and the sooner I left the better. He himself left within a couple of years, and somehow I think there was, indeed, a place for me and for a program in higher education. I am delighted to see the program in good hands.

Many thanks for an excellent issue.
—IDA LONG ROGERS, MA'51
Professor of higher education administration, emerita
Peabody College, Nashville

Thank you for sending copies of the latest PEABODY REFLECTOR. I also appreciate your congratulations on my accomplishments as president of Northern Arizona University, Wichita State University and,

most rec-

FeedBACK

ently, Eastern Kentucky University. I have been fortunate to have had excellent mentors—beginning at Peabody—and then excellent team members at each of the institutions I served.

—EUGENE M. HUGHES, PHD'68
Richmond, Ky.

AND BABY MAKES THREE

Happy, excited, and elated—that's how I felt when the latest PEABODY REFLECTOR arrived. I am so pleased that you felt the Wolfe-Johnson story ["A Debt of Gratitude," Winter 2001, p. 54] was worthy of being printed. The article is well written, and you did a good job picking out the main facts. The only thing I would change is the fact that now we have *three* grandchildren—but that's my fault; I didn't mention it in our last correspondence.

Thank you so much for the story and the time spent putting it all together!

—VIRGINIA PERRY JOHNSON, BS'49
San Jose, Calif.

A MATTER OF RECORD

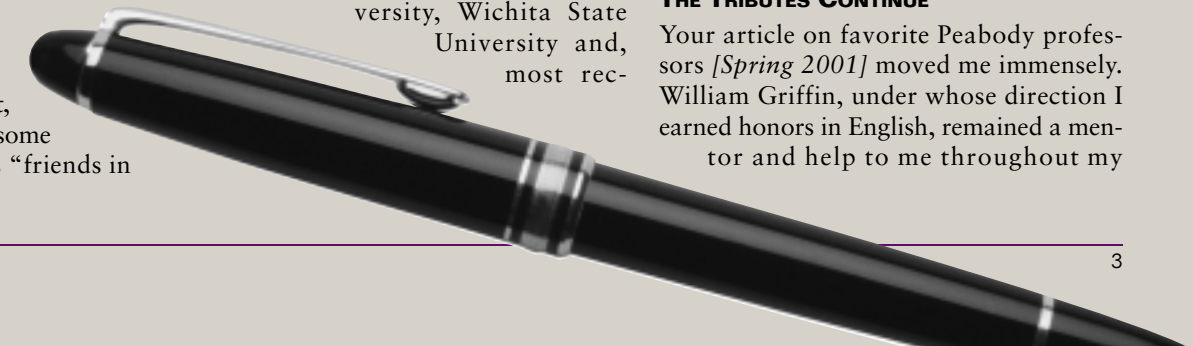
The article about the history of the REFLECTOR ["Cover to Cover: 110 Years of THE PEABODY REFLECTOR," Winter 2001, p. 34] was very interesting. One small correction: [Original REFLECTOR publisher] Jacques Back was founder and first publisher of the *Observer*, which is a publication of the Nashville Jewish community. It is not a statewide publication. Founded in 1935, the *Observer* now is published bimonthly by the Jewish Federation of Nashville.

I receive *Vanderbilt Magazine* regularly and enjoy reading it. But, although I received my M.L.S. from Peabody, this was the first time I'd seen the REFLECTOR, which is the same high quality as the Vanderbilt alumni publication.

—ANNETTE RATKIN, MLS'75
Archivist, Jewish Federation of Nashville and Middle Tennessee, Nashville

THE TRIBUTES CONTINUE

Your article on favorite Peabody professors [Spring 2001] moved me immensely. William Griffin, under whose direction I earned honors in English, remained a mentor and help to me throughout my



FeedBACK continued

undergraduate major in English, graduate school at Georgetown University, and my career, until his death.

Edwin Anderson's course "The Bible as Literature" was foundational to a life-long pursuit. The grounding Susan Riley gave me in literature—and the wisdom she offered me, a student struggling to survive on limited means—provided another underpinning. John Brewton's gentle introduction to children's literature provided background I needed as a teacher and missed as a child.

But there were other faculty—those not mentioned in your article: Warren Titus, Sam Wiggins, Lalla Walker, Jewell Phelps, Susan Gray, Milton Shane, Clifton Hall—all different, all excellent. There's no question but that Bill Griffin influenced and gave me the most, but the ideals, learning, example, and support from the Peabody faculty shaped my professional and personal life profoundly.

I recently spoke at my university's annual teaching conference on what I've learned in my years as a teacher (I took early retirement in December); I began by saying that I wanted first to honor my teachers at

Peabody, who gave me what I needed to teach and learn throughout life.

—MIRIAM WATKINS MEYERS, BA'62
*Professor, emerita, literature and language
Metropolitan State University,
Minneapolis*

I came out of college with a bachelor's degree and no real plans to be a teacher. I thought I would just go into the workforce. I applied to several schools and was turned down, so I went to Peabody and talked with Dr. [L. Lawton] Gore. He suggested I might want to study toward teaching credentials—"as a backup"—and advised me to sign up for practice teaching. I enjoyed the classes and the relaxed atmosphere, and it was inspiring to be taught by someone who truly enjoyed teaching.

On the first day of my practice teaching in an inner-city high school, I was introduced to the class and the teacher put me in charge. I immediately felt at home and knew teaching was the place for me. The Industrial Education Department was being phased out there at Peabody, and Dr. Gore gave me many teaching aids that I used in my teaching

career for 42 years.

I have retired now and look back on the inspiration and the "fire that was lit under me" by Dr. Gore. I have taught high school, was a high-school principal and a university professor because of the caring concern Dr. Gore exhibited as a teacher and friend who saw in me talents worth developing.

I would like to thank his daughters [Elaine Gore Amis, BA'52, and Barbara Gore Bomar Kortrey, BA'55], who wrote in the REFLECTOR about their father [in the feature "Your Favorite Professors," *Spring 2001*, p. 21]. They reminded me of how much I owe Dr. Gore for the fulfilling career I have enjoyed as a teacher. It is regrettable that I probably did not tell him what an inspiration he was to me.

—JOHN T. DURICHEK, MA'59
Collegedale, Tenn.

Your letters are welcome and may be submitted to THE PEABODY REFLECTOR, Editor, VU Station B 357703, 2301 Vanderbilt Place, Nashville, TN 37235. Letters may be edited for length.

to make these materials available to a wide audience. Currently, these new technologies allow Peabody students to cut and paste video clips for classroom presentations and even e-mail customized video segments to students at other universities to broaden their discussions on effective reading practices.

This summer the CTELL project is training 20 professors of reading education from different universities in the anchored-instruction, case-based approach. In year three, data will be collected at these 20 universities on those using the system and compared to a corresponding set of control classrooms. By year four, the first set of teachers trained using the CTELL approach will be teaching reading in their own classrooms. The grant will follow these teachers in their first and second years of teaching and compare the outcomes of their classes with those taught by reading teachers not influenced by CTELL.

"Our argument is that we need to do a more effective job teaching our future teach-

ers," says Kinzer. "What this grant does is both test and build on research that has been done nationally in the last five years concerning effective teaching practices for pre-service teachers. Through CTELL we will test the effects of these practices in schools to see if multimedia case-based, anchored instruction in teacher training results in better readers."

Mentoring Program Trains First-Time Teachers

A mentoring program initiated by Peabody last summer is helping first-time Metro Nashville schoolteachers overcome the hurdles of being a new classroom teacher or learning a new school system.

Each year about 9 percent of new teachers in Nashville quit because they become overwhelmed by the paperwork, bewildered by having a class of their own all day, and confounded by intricacies of the system. The

Vanderbilt Mentoring Program, directed by Margaret Smithey, senior lecturer in education, and Carolyn Evertson, professor of education, trains established Nashville teachers to be mentors and then partners them with two new teachers.

Graciela Escobedo, assistant superintendent of human resources for the Nashville school system, hopes the mentoring program will enable the system to retain many of its new teachers by helping them bridge the confusion and get a jump start on the job.

"We know what the research shows," says Escobedo. "Teachers whose feet are solidly planted on the ground, who know the ins and outs of the system, and who know the curriculum feel a lot better and more valued."

Last summer nearly 90 Nashville teachers were trained by the Peabody program to be mentors to 162 new or beginning teachers during the 2001–2002 school year. The program actually has been used around the

Peabody Hosts Global Conference on Learning Technologies

Education leaders and practitioners from around the world gathered at Peabody on March 25 and 26 to hear the results of a unique study on the global impact of information technology on learning. Nearly 100 individuals from 13 countries met on campus for the first North American conference

of the Organisation of Economic Cooperation and Development (OECD). A 30-member international consortium based in Paris, the OECD comprises industrialized countries in North America, Europe, and Asia and develops policy in various fields related to economic development.

Conference chair Ken Wong, Peabody professor of public policy and education and a member of the OECD task force that directed the three-year study, says that 23 countries, including the United States, Canada, France, Belgium, and Japan, looked at how information technology is being used in their classrooms and evaluated its impact on learning. "This study is providing a good baseline for us in understanding the overall conditions surrounding information and communication technologies in our schools," Wong says.

Findings are sure to impact future education practices, both in industrialized and less developed countries. According to



Wong, students in industrialized countries in North America, Europe, and Asia account for only 15 percent of the world's student population. "This means that 85 percent of students in the world are waiting to see what we do next. Countries in Latin America and Africa, for example, are trying to learn from OECD countries so they can get a jump start on bringing learning technologies into their classrooms."

In this photo, Colette Chabbott of the National Academy of Sciences asks a question of Dorit Tubin of Tel Aviv University in Israel. Next to her is Professor Alain Breuleux of McGill University in Montreal. This particular session, called "Information and Communication Technology and School Reform: An International View," also involved Ken Wong, Richard Venezky of the University of Delaware, Darrell Fraser-Glen of Waverly College in Australia, and Jeanne Marie Ho of Singapore.

country for several years and has shown positive results, says Smithey.

An independent study of the program among new Midwest teachers showed that those with trained mentors "more effectively managed their classroom and had more on-task behavior."

"A large majority of the mentor teachers have reported they are very positive about their opportunities to mentor new teachers," says Smithey, "and they believe they have contributed significantly to the new teachers' successes."

Escobedo says the program seems to be

having an impact in Nashville; as of late fall, none of the mentored teachers had left the system. "They are so excited, so hyped. It's wonderful."

Susan Gray School Gets State's Top Rating

The Susan Gray School for Children at Peabody College has received a three-star rating under Tennessee's new Star Quality system for evaluating child-care centers for their performance beyond the state's minimum licensing requirements. Three

DEPARTMENT NOTES

Human and Organizational Development

Joseph J. Cunningham, department chair and associate professor of special education, has been awarded a \$996,770 research grant by the U.S. Department of Education for "GEAR UP Nashville." Marcy Singer Gabella is co-principal investigator.

Craig Anne Heflinger, associate professor of human and organizational development, has been awarded a \$227,125 research grant by the Public Health Service for "Co-Occurring Drug and Mental Disorders in Youth."

William L. Partridge, professor of human and organizational development and acting associate dean for research, published a paper, "The Population Displaced by Armed Conflict in Colombia," in the fall 2001 issue of the journal *Social Justice*. The paper was drawn by Partridge's two years of work as senior adviser for the United Nations High Commissioner on Refugees, Bogota, Colombia. He recently edited the book *Reasentamiento en Colombia*, published jointly by the World Bank, the U.N. High Commissioner on Refugees, Office of the President of Colombia, and the Corporacion Antioquia Presente, the latter a non-governmental organization serving the needs of displaced people.

Sharon L. Shields, professor of the practice of health promotions and education, was honored at Vanderbilt's fall Faculty Assembly for 25 years of service to the University. She began her career at Peabody as an assistant professor of health and physical education, later becoming associate professor and then professor of the practice of health promotion and education. She also was education and research director of the Health Promotion Center at Vanderbilt Medical Center from 1982 to 1989. She has won numerous national awards, the Vanderbilt Affirmative Action and Human Rights Award, and is noted for her service-learning courses.

Paul Speer, associate professor of human and organizational development, has been awarded a \$27,816 research grant by the Raskob Foundation for Catholic Activities for "Raskob Skipper Initiative Evaluation Project."

Leadership and Organizations

John M. Braxton, professor of education, has been elected to serve as president of the Association for the Study of Higher Education (ASHE). During his three-year term, he first will serve as vice president, then as president, and then as immediate past president.

Braxton also has been invited to serve on the Peer Review Panel for the Office of Research Integrity of the National Institutes of Health.

R. Wilburn Clouse, associate professor of education, has been awarded a \$50,000 research grant by the Coleman Foundation for "Entrepreneurs in Action."

Clouse was recently appointed to the Coleman Senior Entrepreneurship Scholars Consortium, which helps design strategies and develop policy to move the field of entrepreneurship forward.

Janet Eyler, professor of the practice of education, was honored at Vanderbilt's fall Faculty Assembly for 25 years of service to the University. She joined the Peabody faculty in 1976 and has served in numerous administrative capacities, including special assistant to the dean, assistant director of the VIPPS Center for Education and Human Development Policy, assistant dean, associate dean, and director of Human Resource Development and Organizational Leadership graduate programs. A co-author of two books and author of nine book chapters, she received the National Society for Experiential Education's Outstanding Research Award in 1998.

Ellen B. Goldring, professor of educational leadership, was invited to give the annual Distinguished Faculty Lecture during last October's meeting of the Peabody Alumni Association Board of Directors. Alumni, faculty, and students attended the lecture, titled "Going to School Closer to Home: Desegregation and the End of Court-Ordered Busing." Goldring's research focuses on the organization and control of schools. She studies educational reform, principal leadership and parental involvement, with particular emphasis on schools of choice. She is co-author of two books, *Principals of Dynamic Schools* (2000) and *School Choice in Urban America: Magnet Schools and the Pursuit of Equity* (1999).

Goldring has been awarded a \$132,848 research grant by the W.T. Grant Foundation for "Reclaiming Communities: Diversity, Equity, and Access in the Post-Busing Era." **Claire Smrekar** and **Robert L. Crowson** are co-principal investigators.

James W. Guthrie, department chair and professor of public policy and education, has been elected to the board of directors of the American Education Finance Association.

Stephen P. Heyneman, professor of international education policy, has been awarded a \$299,652 research grant by the U.S. Department of State for "Institutional Partnerships in Educational Policy, Higher Education Management, and Educational Leadership: A Program of Cooperation."

Mark W. Lipsey, research professor of public policy, has been awarded a \$248,990 research grant by the National Institute of Justice for "Meta-Analytic Database on Effectiveness of Delinquency Programs: Update, Analysis, and Dissemination."

Michael K. McLendon, assistant professor of public policy and education, has had his dissertation selected as National Dissertation of the Year by the Association for the Study of Higher Education.

Kenneth K. Wong, professor of public policy and education, has been awarded a \$280,043 research grant by the U.S. Department of Education for "Supplemental Analyses of the Longitudinal Eval-

stars is the highest rating for this system.

Centers receive one, two, or three stars based on many criteria, including staff training and parental involvement. One goal of the system is to provide parents with an excellent and easily understood guide to selecting high-quality care.

Tennessee is in its first year of using this system to evaluate the estimated 4,000 child-care centers across the state. To date, 230 child-care agencies have chosen to take part in Star Quality. Of those, 95 have received three stars, 108 have two stars, and 27 have one star.

The Susan Gray School, named for one of Peabody's most revered early researchers in special education, is an early childhood education program for young children with and without disabilities. It serves about 150 children on site and, for children with disabilities, in homes and community settings. The School, which is operated jointly by Peabody College and the John F. Kennedy Center for Research on Human Development, also serves as a site for training, research, and demonstration.

"Peabody College is proud of the Susan Gray School's three-star distinction," says Peabody Dean Camilla Benbow. "The rating is consistent with the School's tradition of exemplary service and leadership in the education of young children."

Pedestrian Bridge to Connect Vandy, Peabody Campuses

Nashville's Metro Planning Commission has approved plans for a \$1.9 million elevated bridge spanning 21st Avenue to benefit pedestrians traveling between the Vanderbilt and Peabody campuses.

The bridge will cross the heavily congested street just south of the Edgehill Avenue intersection, with endpoints near Magnolia Circle on the Peabody side and the School of Nursing's Godchaux Hall on the other. Students and staff who cross the street daily will be provided a safer, faster commute.

"The Edgehill Avenue intersection is the hypotenuse to the route through the Medical Center that most people tend to take between the two campuses," says Judson Newbern, associate vice chancellor for campus planning and construction.

Crossing at the Edgehill intersection makes sense from an engineering standpoint, he says, as the points of entry at either end of the bridge are on the same elevation. The ongoing con-

struction of Vanderbilt's Biosciences/Medical Research Building III through which the new pedestrian way will run, adjacent to Godchaux, also makes practical the project, which has been discussed for years.

The bridge will be 400 feet in length, rising 17 feet above 21st Avenue. Current

plans call for brick columns at both ends, as well as the words "Vanderbilt University" across the bridge's span. Boston-based William Wilson Associated Architects, which designed the biosciences building and the Stevenson chemistry building, is designing the bridge, which is scheduled for completion late this fall.

AIDS Activist Honored at King Commemoration

The Rev. Edwin C. Sanders II, founder of Nashville's Metropolitan Interdenominational Church and a man committed to educating the African American community about HIV and AIDS, is the 2002 recipient of the "Changing Lives" Award given jointly by Peabody's Department of Psychology and Human Development and Department of Special Education.

The award is presented each January during Vanderbilt's Martin Luther King Jr. Com-



Kathleen Hoover-Dempsey, right, associate professor of psychology and chair of Peabody's Department of Psychology and Human Development, introduces "Changing Lives" Award-winner Rev. Edwin Sanders, center, to Rich Milner, new research assistant professor of teaching and learning. Sanders was honored for his life of service to others.

Psychology research at Vanderbilt, including that of Peabody College and the College of Arts and Science, ranks ninth in funding from the National Institutes of Health among psychology departments nationwide.

Did you know

Peabody Loses Alumnus in Sept. 11 Attacks

*A Tribute to Mark Hindy (BS'95)
1973-2001*



Mark Hindy, left, and David Daniels during their Commodore Baseball days

Mark David Hindy, 28, a graduate of Peabody's human and organizational development program and a former Commodore baseball pitcher, was among the victims of the Sept. 11 attacks on the World Trade Center in New York. An equity trader at Cantor Fitzgerald, the financial securities firm devastated by the attacks, Hindy worked on the 104th floor of the WTC's North Tower. A memorial celebration of his life took place Sept. 24 in Brooklyn, drawing more than 1,200 family members, friends, and former teammates. Among those former teammates was David W. Daniels, BA'95, who has written this tribute to his friend.

About 30 of us made our way down to McGugin Field the fall of my freshman year, each carrying hope that a solid performance would catch the eye of a coach and earn us a spot on the varsity roster as a walk-on. By the end of the week, five of us were allowed to join the team on a conditional basis—promised nothing but expected to give everything at all times.

My first impression of the fellow walk-on who lived four doors down from my Branscomb dorm room was of a hulking, crew-cut-trimmed giant from Brooklyn who kept to himself. Finally introducing ourselves to each other, Mark and I began to enjoy shagging fly balls in the outfield, running partnered wind sprints, dining together in the cafeteria, and walking back to our dorm room at the end of a long day.

What drew me immediately to this gentle giant was an infectious laugh and a determination to make it on his own. He took a great chance coming so far from the security of his family and friends 1,100 miles away, while I simply stayed in my own backyard of Nashville. The best decision I ever made in college was to take him up on his offer to live together at the end of our freshman year. During our three years as roommates and bullpen mates, I learned that this was a special man blessed with an enduring charm, a humble nature, and many loves.

Of course, he loved sports. He revered baseball, but he would strive daily to update us on the status of his beloved Giants and Knicks. With a chuckle and a precision documented by the *USA Today* he had studied that morning in the Sarratt Student Center, he would inform us during batting practice of the outstanding personal performances at Madison Square Garden the previous evening. Although the spring semester of our sophomore year had already concluded a few weeks

earlier, many of us received an informative round of spirited phone calls that Knickerbocker John Starks had just dunked over Michael Jordan during the NBA playoffs. He carried such a pride in the game we were so fortunate to share.

During our collegiate career, the pitching staff doubled as groundskeepers, preparing the diamond for a game and maintaining it after a contest. While Coach Mewbourne trusted me with the tremendous responsibility of raking the batter's box, Mark was assigned the task of driving the John Deere tractor in graceful figure-eights around the infield to smooth its dirt surface. Compared to our SEC opponents' cathedral stadiums, our field resembled a scene from Valley Forge, but Mark took great pride in manicuring its infield. In fact, when vandals turned on the sprinklers the night before we began our series with Tennessee, his first view of the flooded field forced a couple of tears.

Make no mistake—he was a big guy, and he loved food. But it really wasn't the food that made him happy; it was the fact that a meal was the best time for all of us to spend time together. Proud of the Bay Ridge delis that had successfully sustained him for 18 years, he introduced us to the finest breads, meats, and cheeses any of us had ever tasted. Mark would either box these goods in dry ice before boarding a plane for Nashville, or he would simply call his mother, Ginny, and ask for help in feeding his five other suitemates. He was a great cook whose Sunday tradition of homemade spaghetti delighted not only his roommates but also the group of girls next door (whose furniture we enjoyed hiding during their Monday-night sorority meetings).

Mark's diet was also an important obser-

vation of the religious faith to which he was dearly devoted. While many of us loaded my mother's giant grill with steaks and hamburgers Friday nights after practice, he insisted upon purchasing for himself and sharing a filet of mahimahi or salmon. Having promised his mother that he would not allow a busy schedule of books and baseball to interfere with attending mass, Mark would sometimes creep in a few minutes late for a Sunday SEC game since traffic was bad from the cathedral on West End. My friend never took himself or his faith *too* seriously: I asked him our sophomore year what he was giving up for Lent, and with a laugh he answered, "It looks like homeruns!"

But, most important, Mark loved his family. He is the immediate reflection of two of the most special people I have ever met. George and Ginny Hindy have a special gift of smothering compassion upon everyone who accepts the open invitation into their beautiful home. Answering a phone call from either one of them, I was honored to reply to their inquiries on the status of my classes, my arm, and the health of my parents.

Mark had no better role model than the man he admired most, his older brother, Greg. Like his father, Greg prefers an aggressive hug versus a handshake and possesses the beautiful habit of bringing out the best in everyone he meets. Mark was the best man at Greg and Lorraine's wedding, overwhelming family and friends with an unforgettable toast to their new life together. Their first child, Olivia, became the apple of her uncle's loving eye. In the truest sense, they were the best of friends.

She will never forget her "Uncle Markie" who, as she raises a finger toward the sky, "is with the angels."

—David W. Daniels, BA'95

In April the Vanderbilt Athletic Department unveiled a plaque honoring Mark Hindy that graces the entrance to the University's new baseball stadium, and the department is establishing a memorial fund in Hindy's name. The University also has renamed its annual athlete-alumni golf tournament "The Mark Hindy Memorial Tournament." Because of Hindy's protective love of children, his family has established the Mark Hindy Charitable Foundation Inc., which will assist various children's charities. For information on how you may help to support either memorial fund, please contact the Vanderbilt Athletic Department by calling 615/343-3109.

A Continuum of Care: Peabody Mother/Daughter Duo Takes On Visual Disabilities

As mothers and daughters go, Ann Easterling and Virginia Chapman are complete opposites physically. Easterling, the mother, is blonde and tan. Chapman, her daughter, is fair with dark hair. “Mom is relaxed, and I’m high-strung,” says Chapman, and Easterling agrees, laughing.

But that may be where the significant differences end. Both mother and daughter are teachers, and both agree concerning their next career move: They are the first mother/daughter duo to enroll in the visual disabilities program at Peabody.

Chapman, who teaches fifth grade at Burt Elementary School in Clarksville, Tenn., applied first to the program. “I had a little girl in my class last year who had ocular albinism”—an inherited condition in which the inside of the eye lacks pigmentation, causing failure of the retina to develop fully—“and I worked with her vision teacher who was a graduate of the Peabody program,” she says. “This year I have a boy in my class who has secondary juvenile glaucoma.”

Chapman’s undergraduate degree is in animal science, and her teaching specialization is in life sciences, so her interest in the anatomical aspects of the eye has been piqued by these situations. The coursework she currently takes in the program prepares her for a new career, possibly as an itinerant vision teacher, but also allows her new insight in her current job.

Easterling, who teaches physical edu-

cation at Cheatham Middle School in Cheatham County, Tenn., has been educating students for 22 years. Though she



Ann Easterling, left, and her daughter, Virginia Chapman, are the first mother/daughter duo to enroll in Peabody’s visual disabilities program.

only started the program this spring, she already has found orientation and mobility to be an area in which she takes particular interest.

“I see this as something I can do after I retire from full-time teaching in four or five years,” says Easterling. “I could see myself working with geriatric patients on orientation and mobility, especially since I teach physical education.” Easterling cites her former mother-in-law as someone who may have unwittingly fostered her interest in this area of visual disabilities.

“She had arterial sclerosis, and in 1984 she went totally blind,” Easterling explains. “One day she could see fine, and then suddenly it was all gone. As far as her mobility was concerned, she was pretty much self-taught, but I don’t think I could have done as well. After I got into this program, I thought this probably should be the way I should go, to help older people, to let them know they can still function.”

While she feels she may work with those on the older end of the age scale, the opposite is true for her daughter, who enjoys working with young children. Chapman’s practicum allows her to work with children through Tennessee Infant-Parent Services.

“I’m working with a 21-month-old child right now who is one of only six children in the state to have a rare condition called familial exudative retinopathy,” says Chapman. “We work on his fine motor skills, gross motor skills, and language development. He’s really just starting to come out of his shell with me. I just heard him say his first word a couple of weeks ago.”

—Bonnie Arant Ertelt

memoration to recognize individuals whose lives of service embody the values put forth by King.

Attracting a broad cross-section of people, the Metropolitan Interdenominational Church has outreach ministries in the areas of substance abuse, sexual violence, harm reduction, and children’s advocacy, in addition to providing services to persons infected with, and affected by, HIV and AIDS through the church’s First Response Center, for which Sanders serves as executive director.

Until recently, Sanders served as pastoral counselor for Meharry Medical College’s alcohol and drug abuse program, where he was responsible for the spiritual component of the program. He also formerly was director of the Southern Prison

Ministry in Nashville and dean of the chapel at Fisk University.

Sanders earned his bachelor’s degree in anthropology from Wesleyan University (Connecticut), where he has served as a member of the board of trust and as co-director of the African American Institute, and he has done graduate work at Yale and Vanderbilt divinity schools. He holds membership in the Nashville Branch of the NAACP, the Alcohol and Drug Council of Middle Tennessee, and the Tennessee Human Rights Commission, and is president of the Interdenominational Ministers’ Fellowship. He is past chairperson of the Ryan White Community AIDS Partnership.

In April 1998 Sanders was appointed to the Centers for Disease Control Advisory

Committee on HIV and STD Prevention by then-Secretary of Health and Human Services Donna Shalala. The same year, he was a participant in the “Healthy 2000” Progress Review conducted by U.S. Surgeon General David Satcher. He has been a presenter at the last two World AIDS Conferences—in Geneva, Switzerland, and Durban, South Africa—and speaks regularly in other forums throughout the United States regarding HIV/AIDS and substance-abuse issues. Recently, he was invited to serve on the Presidential Advisory Council on HIV/AIDS.

The “Changing Lives” Award was presented to Sanders by Kathleen Hoover-Dempsey, associate professor and chair of the Department of Psychology and Human Development, and Daniel J. Reschly, pro-

fessor and chair of the Department of Special Education.

Preceding the presentation were remarks by Ralph M. Thompson, assistant superintendent of middle schools for Metro Nashville Public Schools. Thompson is a longtime educator who has distinguished himself as an administrator at the elementary, middle, and high school levels. He has received “Teacher of the Year” and “Principal of the Year” honors, and the Phi Delta Kappa organization for professional educators has named him “Educator of the Year.” Recently, he was inducted into the Tennessee State University College of Education Wall of Fame.

Mayor-Led School Boards Stop Finger-Pointing

The work of a Peabody professor is helping cities across the country redesign the governing structures of their school systems in an effort to become more effective at teaching and more accountable to the public.

About five years ago Kenneth Wong, professor of public policy and education and associate director of the Peabody Center for Education Policy, did a comparative study of how schools in Chicago and Birmingham, England, are governed. Chicago and Birmingham are sister cities and similar in size, ethnic makeup, and challenges facing their schools.

“At that time,” Wong explains, “Chicago was the first major urban school system in the country under mayoral governance. Members of the school board are appointed by the mayor and accountable to the mayor.” This structure is in contrast to the more traditional formation in which voters elect school board members.

“We have about 15,000 school boards across the country,” Wong says. “Ninety percent of these are elected, and nearly all of these govern smaller school systems. Of the approximately 30 largest systems, most are moving toward mayoral-appointed or joint-appointed school boards in which the mayor and governor share power.”

Wong’s report was the first in the United States to capture how changes in governance create a different set of conditions that affect teaching and learning in the classroom. As a result of mayoral control in Chicago, new

policies had direct consequences on schools, teachers, and students. For example, some of the lower performing schools were placed

on probation by the school board and required to develop school-improvement plans. In the seven schools placed on probation, five principals were fired and 30 percent of teachers were replaced.

Chicago further improved its system by following the lead of its sister city. Wong found that the Birmingham system recruits experienced administrators and teachers to serve on an advisory board that helps poorly performing schools identify and address problems. The Birmingham advisory board has proven so successful that upon reading the report, the Chicago school system implemented similar system-wide support.

Other policymakers also have taken notice: Wong’s report was used as a blueprint by the Ohio governor and legislative leaders when they drafted legislation allowing the mayor of Cleveland to take over Cleveland’s schools.

A decline in public confidence is behind the movement, explains Wong. “Nationwide, confidence in public schools has declined



Kenneth Wong

from 58 percent in 1973 to 36 percent today. The public has deep and widespread concerns, and when they express these concerns, those in charge begin to point fingers—the mayor blames the school board who blames

Did you
know

97 percent of first-year undergraduate students returned to Peabody last fall for their second year.

on probation by the school board and required to develop school-improvement plans. In the seven schools placed

uation of School Change and Performance in Title I Schools.”

Wong had a lead article, “Rethinking the Fiscal Role of the States in Public Education,” published in the October 2001 issue of *Government Finance Review*. The journal is the membership magazine of the 15,000-member Government Finance Officers Association of the United States and Canada. Wong also was invited by the Wisconsin Department of Public Instruction to give the keynote address at its annual statewide conference on school improvement in February.

Psychology and Human Development

Camilla P. Benbow, Peabody dean and professor of psychology, has been elected to the executive committee of the Association of Colleges and Schools of Education in State Universities, Land Grant Colleges, and Affiliated Private Universities. The organization is the national association for deans of colleges of education. Benbow also has been asked to serve on the Organization of Institutional Affiliates Executive Committee for the American Educational Research Association.

Benbow has served on a National Research Council panel on Advanced Study of Mathematics and Science in American High Schools. In March the panel released its report, titled “Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools.”

Benbow traveled to Washington, D.C., in March to attend the White House Conference on Preparing Tomorrow’s Teachers. The conference and luncheon with First Lady Laura Bush were held at the White House as part of her “Ready to Read, Ready to Learn” initiative. The conference brought together university and business leaders, teacher-education advocates, teachers’ unions, public policy organizations, and foundations that share an interest in enhancing teacher quality. In addition to presentations by representatives of these groups, the conference included remarks by Laura Bush, President George W. Bush, and Secretary of Education Rod Paige.

Leonard Bickman, professor of psychology and professor of psychiatry, has been awarded two recent grants by the Public Health Service: \$432,748 for “Improving Pediatricians’ Use of AD/HD Guidelines” and \$408,681 for “Enhancing ADHD Rx Effectiveness by Pediatrics and Schools.”

Bickman presented “Improving Client Outcomes Through Therapeutic Alliance” for Grand Rounds in the Department of Psychiatry at Columbia University in New York last September, and he also organized a two-day conference on mental health reform at the University of Tromso in Norway last October. The conference could lead to major changes in child and adolescent mental-health services in Norway.

Bickman and David Lubinski, professor of psychology, rank in the top 5 percent in productivity (for weighted publications) among developmental

science scholars, according to a *Developmental Review* article that evaluated doctoral programs in developmental sciences. They were among a group of 40 individuals who had published an average of 33.67 articles, 2.3 books, and 8.98 chapters over a seven-year period.

David A. Cole, professor of psychology, has been awarded a \$1.7 million research grant (\$331,957 per year for five years) by the Public Health Service for "Development Origins of Depressive Cognitions."

Judy Garber, professor of psychology and professor of psychiatry, has been awarded a \$94,724 research grant by the Public Health Service for "Sequential Treatment Alternatives to Relieve Depression (STAR*D) Child Study."

Garber and Bahr Weiss, associate professor of psychology, are principal investigators for a three-year grant from the Fogarty International Center of the National Institutes of Health to develop a training program for Vietnamese investigators to conduct intervention research in childhood mental disorders. The grant is one of 14 that will fund research and training projects focused on international non-communicable disease conditions through the Fogarty Center's new International Clinical, Operational, and Health Services Research and Training Award (ICOHRTA). Garber, Weiss, and other Vanderbilt faculty will collaborate with Dr. Hoang Cam Tu at the National Institute of Pediatrics in Vietnam.

Susan Hespos, assistant professor of psychology, presented her research on the development of language and spatial knowledge at a conference, "Categorization of Spatial Entities in Language and Cognition," in Toulouse, France, in January. This invitational conference was sponsored by the French Ministry and is part of an interdisciplinary initiative put forth by the French government to promote new research collaborations.

Hespos has been awarded a \$129,833 research grant by the McDonnell Foundation for "Optical Imaging in Human Infants."

Ellen E. Pinderhughes, research assistant professor of psychology, has been awarded a \$1.15 million research grant by the Public Health Service for "Multi-Site Prevention of Adolescent Problem Behavior."

Georgine M. Pion, research associate professor of psychology and human development, has been awarded a \$25,893 research grant by the Public Health Service for "IPA-Survey Development, Oversight, and Analysis."

Pion has been designated a National Associate of the National Academy of Sciences. The honor, which is a lifetime appointment, recognizes exceptional contributions to the National Academies through pro bono service.

John J. Rieser, professor of psychology, has been awarded a \$422,951 research grant by the National Science Foundation for "Collabora-

The Challenges of Quality Teaching

Virginia Richardson, a leading national researcher on practical ways to enhance teacher education, shares her insights on constructivist pedagogy as the 17th annual Maycie K. Southall Lecturer on Feb. 7. The constructivist pedagogy approach focuses on teachers' knowledge and how they are able to convey that knowledge to accommodate for differences in individual children's understandings. "Ultimately, educational research informs practice—policy, school administration, teaching, instruction, and parenting," says Richardson, a devoted educator and researcher since 1961. "Above all, educational research speaks to student learning and student development in the important aspects of human life, including the cognitive, moral, physical, emotional, artistic, and social." Richardson is professor and chair of educational studies at the University of Michigan's School of Education, and she is a



past president of the American Educational Research Association (AERA), which represents more than 23,000 educators who conduct research and evaluation in education.

the superintendent who blames the teachers' union.

"This movement asks, 'Why not stop the buck at the mayor's office and hold the mayor accountable?' It's a radical change for school systems."

New IRIS Center Supports Special-Needs Education

A new Peabody initiative hopes to improve the education of children with disabilities in general education classrooms.

The IRIS (IDEA and Research for Inclusive Settings) Center for Faculty Enhancement was created last year through a \$4.25 million, five-year grant from the U.S. Department of Education's Office of Special Education Programs. The Center supports college and university faculty who prepare K-12 general-education teachers, principals, school counselors, and school nurses, and is the nation's only faculty enhancement center established for this purpose.

"IRIS is a wonderful opportunity to make a difference for students with disabilities in schools," says Center Director Deborah D. Smith, research professor of special education.

The Individuals with Disabilities Edu-

cation Act (IDEA) of 1997 provided new opportunities for students with disabilities, including greater access to general-education classrooms. Explains Smith, "We're including more special-education students in general-education programs, but the individuals who work with them don't really know very much about their educational needs because they haven't been trained to work with kids with disabilities and their families."

Smith and her colleagues are working with a team of the nation's leading special-education experts to create course-enhancement materials, including interactive teaching modules and source materials for general-education faculty. The teaching modules are Web-accessible learning units about kids with disabilities, and faculty can use them for class discussion and problem-solving activities or assign them as homework.

One of the IRIS Center's first products is a Web resource directory, a searchable database that provides faculty with descriptions of and links to Web sites with information about special education.

Project 30 Alliance Relocates to Peabody

The Project 30 Alliance, a unique teacher-education reform initiative involving 29 colleges and universities nationwide, has moved its headquarters from the University of Dayton to the Peabody College campus.

As part of the move, the name of the organization has been changed to the Arts and Sciences/Teacher Education Collaborative: Project 30 Alliance. In addition, Charles B. Myers, Peabody professor of social studies education and assistant to the dean for teacher education, has been named national executive director.

Project 30 is the only national organization that brings together faculty in colleges of arts and sciences and faculty in colleges of education for the sole purpose of improving teacher education. The initiative provides a constructive intellectual agenda that encourages a penetrating analysis of the function of the education of prospective teachers at the college level.

This agenda focuses on five major themes: subject matter understanding; general and liberal education; pedagogical content knowledge; international, cultural, and other human perspectives; and recruitment of underrepresented groups into teaching.

The issues and problems embedded within these themes often are beyond the expertise of either an arts and sciences faculty or an education faculty to solve alone. But, according to Project 30 goals, through joint consideration of these themes, faculties can work productively toward effective and durable curriculum redesign.

"The most important goal of the organization, from my perspective, is better cooperation between arts and sciences and teacher educators," says Myers. "It's a combination of enhancing the role of arts and sciences faculty, and enhancing the place of content in a teacher preparation program. Then when you get into things like diversity and the importance of a broad liberal-arts education, those values are naturally imbedded into the whole thing.

"Having the organization housed here



Charles B. Myers

on campus is an added benefit because it becomes a mechanism for us to improve our own ways of addressing the same goals as the national group."

The Project 30 Alliance was begun in 1988 through financial support from the Carnegie Corp. and organizational support from the American Association of Colleges for Teacher Education (AACTE) and the Council of Colleges of Arts and Sciences (CCAS) deans. For more information, visit the Project 30 Alliance's Web site at www.ASTECProject30.org, or e-mail your comments to astec@vanderbilt.edu.

Neuroscientist Named Director of Kennedy Center

Pat R. Levitt, formerly a professor and chair of neurobiology at the University of Pittsburgh, has been named director of the John F. Kennedy Center for Research on Human Development. Stephen M. Camarata, associate professor of hearing and speech sciences and associate professor of special education, has served as interim director for nearly two years.

Levitt's recent research has focused on the interplay of genetics and environment, including the gestational and early nurturing environment, in the development of the mammalian brain. At Pittsburgh he was co-director of the university's Center for Neuroscience.

"Vanderbilt is very fortunate to have recruited a national leader in the field of brain development," says Dr. Harry R. Jacobson, vice chancellor for health affairs. "Under Pat Levitt's direction, the Kennedy Center's already stellar contributions to the study of behavioral and developmental disabilities will be further enhanced by a more comprehensive biomedical approach."

Levitt joins the Kennedy Center at a crucial time, as it transitions from an administrative unit of Peabody College to a university-wide research center involving Peabody, the School of Medicine, and the College of Arts and Science. This expansion enables the Center's initiatives to include genetic, pharmacological, and neurological



Pat R. Levitt

Research on the Perceptual Aspects of Locomotion Interfaces."

Jules Seeman, professor of psychology, emeritus, and lecturer of human development counseling, is associate editor of a newly published volume of *Humanistic Psychotherapies: Handbook of Research and Practice*. The handbook was published by the American Psychological Association.

Tedra Ann Walden, professor of psychology, has been awarded a \$999,949 research grant by the Public Health Service for "Collaborative Program on Homeless Families." **Leonard Bickman** is co-principal investigator.

Lynn S. Walker, associate professor of psychology and professor of pediatrics, has been named director of Vanderbilt's Division of Adolescent Medicine and Behavioral Science.

Niels G. Waller, professor of psychology, presented "The Path Analysis Controversy: A New Statistical Approach to Strong Appraisal of Verisimilitude" at the meeting of the American Psychological Association last August. He discussed various theories of causality and focused on recent attempts to test causal conjectures with path analysis.

Kenneth A. Wallston, professor of psychology, received the Career Service Award in Health Psychology from Division 38 of the American Psychological Association during its annual convention in San Francisco last August. He has served as treasurer, historian, and president of Division 38 and is editor of its newsletter, *The Health Psychologist*.

Special Education

Stephen M. Camarata, associate professor of special education and associate professor of hearing and speech sciences, has been awarded a \$1.2 million research grant by the Public Health Service for "John F. Kennedy Center for Mental Retardation."

Camarata was honored last October as Professional of the Year by the Nashville Mayor's Advisory Committee for People with Disabilities. He was recognized for his work on treatment and advocacy for children with language delays or other developmental disabilities.

Donald L. Compton, assistant professor of special education, has been awarded a \$180,000 research grant by the U.S. Department of Education for "Linking Decoding Instruction, Decodable Text, and Metacognitive Instruction to Effect Strong Reading Comprehension Outcomes for Children with Disabilities."

Anne L. Corn, professor of special education and professor of ophthalmology and visual sciences, has been awarded a \$273,161 research grant by the State of Tennessee for "Providing Access to the Visual Environment (PAVE)."

Corn has been appointed to the Tennessee Inter-agency Professional Educators' Consortium, a committee charged with reviewing and making recommendations on the recruitment, personnel preparation, and retention of special educators in Tennessee.

Corn also was recipient of a 2001 Vanderbilt Affirmative Action and Diversity Initiative Award, presented last October. The award specifically recognizes her work with Project PAVE, which offers services to people with visual impairments ages 3 to 21.

Douglas Fuchs, professor of special education, has been awarded a \$700,000 research grant by the U.S. Department of Education for "Center for Research on Learning Disabilities." **Daniel Reschly**, **Lynn S. Fuchs**, and **Donald Compton** are co-principal investigators.

Ann P. Kaiser, professor of special education and professor of psychology, has been awarded two recent research grants by the U.S. Department of Health and Human Services: \$199,997 for "Early Identification and Prevention of Conduct Disorder in Head Start Children" and \$75,000 for "Building Social Communication Skills During Peer Interaction."

Craig H. Kennedy, associate professor of special education, has been awarded a \$46,573 research grant by the Tennessee Department of Education for "Evaluation of Inclusive Large Scale Standards and Assessment (ILSSA) Group Evaluation Project."

Daniel Reschly, department chair, professor of education, and professor of psychology, is senior editor of a report, "Disability Determination for Mental Retardation," released in January by the National Academy of Sciences Panel. He also chaired the panel. Reschly was asked to testify to the full President's Commission on Excellence in Special Education in February in Houston. Invited to testify to the Commission in March were Peabody faculty members **Douglas Fuchs**, **Lynn Fuchs**, and **Mark Wolery**.

Deborah D. Smith, research professor of special education and director of the Alliance Project, has been awarded a \$188,969 research grant by the U.S. Department of Education for "Research Team on the Supply and Demand of Special Educators and Related Service Providers."

Mark Wolery, professor of special education, has been awarded a \$175,191 research grant by the Public Health Service for "Accessing the Childcare Curriculum: Effective Instruction for Children with Autism." **Ann N. Garfinkle** is co-principal investigator.

Teaching and Learning

Philip S. Crooke III, professor of education and professor of mathematics, presented an invited talk titled "Mathematical Modeling of Patient-Ventilator Interactions" at the 31st Critical Care Congress session, held in San Diego in January.

facets of developmental disabilities research, and creates opportunities for increased interdisciplinary research collaboration.

"The leadership of Vanderbilt has decided that the Kennedy Center can act as a 'seed' for stimulating an interdisciplinary environment for investigators to come together," says Levitt. "It's one of the first universities to make such an effort, bringing together insights from basic biology to psychology to physiology that can be translated into new initiatives for people with developmental disabilities. I'm very excited about this opportunity."

College Names New Administrative Staff

The Peabody College administration has been bolstered by the appointments of five individuals in key roles: Kurt Brobeck, director of communications for the College; Karen Cunningham, senior financial analyst; Helen Gleason, assistant in the dean's office; Cathy Hill, recruitment manager; and William Partridge, acting associate dean for research.

Having spent 15 years in various communications positions for Vanderbilt's Alumni and Development Division (now Institutional Planning and Advancement), **Kurt Brobeck** is well suited for the newly created position of Peabody College director of communications. In this role, the Washington, D.C.-area native is working to strengthen both the external and internal communications of the College through its Web sites, informational brochures and newsletters, materials for graduate and professional student recruitment, and in acting as liaison with Vanderbilt's Public Affairs Office, promoting Peabody's interdisciplinary centers, and working with development staff to secure additional financial resources for the College.

Brobeck holds a B.A. from Centre College (Kentucky) and has done graduate work in nonfiction writing and editing at George

Mason University (Virginia) and theological study at Vanderbilt Divinity School.

"Peabody is a very complex place," says Brobeck. "One of the things I hope to convey is a sense that all these strands cohere in a way that empowers people and benefits their communities. Peabody has never had a person dedicated to its communications functions, so it's very much a work in progress and a real creative opportunity."

Karen Cunningham, who has worked at Peabody College since 1978, previously was administrative officer for Peabody's Learning Technology Center, which she served for 12 years. As senior financial analyst, she is working to help develop the College's operational budget and contribute to financial planning for the future. "So far, no two days have been the same," she says.

A native of Old Hickory, Tenn., just outside Nashville, Cunningham earned a B.S. degree in business education from Trevecca Nazarene University (Nashville).

"I was here one year before Peabody's merger with Vanderbilt and have seen a lot of changes in the last 24 years," says Cunningham. "I would like to think what I do makes a contribution both to the mission of Peabody and to the lives of the individuals that we touch. We should not be going through life as a place holder, but rather as an active participant."

Originally from Washington, D.C., **Helen Gleason** is a Peabody alumna, having earned the master of music degree in 1967. Her bachelor's degree in music was earned from East Carolina University. She served as a piano instructor for Northern Virginia Community College and Columbia (Tenn.) State Community College, as well as an administrator for the Tennessee Performing Arts Center and Nashville Symphony Association before joining the Vanderbilt staff in 1995.

She was administrative assistant for the Center for Clinical and Research Ethics at Vanderbilt Medical Center prior to her appointment last summer as assistant in the dean's office. In that role, she provides administrative and business staff support while serving as a representative of the dean regarding daily operations and special projects related to academic and professional mat-

Among Vanderbilt University's 10 colleges and schools, Peabody College is the only one offering programs that lead to undergraduate, professional, and graduate degrees.

Did you know



Kurt Brobeck



(Left to right) Karen Cunningham, Helen Gleason, William Partridge, and Cathy Hill

ters of the College. She continues to serve as an adjunct piano instructor at Belmont University (Nashville).

"As a Peabody graduate and long-time Nashvillian, I admire and respect the Peabody of the past, and like everyone else, I am excited about today's Vanderbilt and opportunities for the University's future," says Gleason. "I see our work in the Dean's Office as integral to communications within the Peabody and University communities; good communications are key to our growth and will impact our future. I'm enjoying the quick pace and this extraordinary opportunity to be associated with talented, motivated individuals."

Cathy Hill came to Peabody from Middle Tennessee State University (MTSU) where she continues to teach as an adjunct instructor in business training and development. As Peabody's recruitment manager, she is responsible for graduate and professional enrollment management, and for coordinating and managing endeavors to recruit top-notch students to the College.

Another native of Old Hickory, Tenn., Hill earned her B.A. in communications from Belmont University (Nashville), her master's in business education from MTSU, and her education specialist degree from MTSU. She formerly worked 15 years in sales, marketing, and customer service for the airline industry and as a consultant in market research, training, and evaluation.

Hill says she enjoys interacting with prospective students and Peabody faculty and staff, and knowing the positive influence the Peabody experience will have on the future of its students. "By recruiting top

students and increasing our admissions, Peabody is positively impacted in many ways," she says. "This strengthens our commitment to the campus community, our current student body, and our alumni."

William Partridge joined the Peabody faculty in 2001 as professor of human and organizational development and is now also serving as acting associate dean for research. He came to Peabody from the World Bank in Washington, D.C., where he was lead anthropologist for the Latin American and Caribbean Region, working in Mexico, Argentina, Colombia, Ecuador, Peru, Bolivia, Paraguay, Guatemala, and Costa Rica. In addition to facilitating and fostering graduate-student and faculty research at Peabody, he is charged with helping to launch the College's new Learning Sciences Institute.

A Miami native, Partridge earned his B.A. in anthropology, M.A. in cultural anthropology, and Ph.D. in social anthropology from the University of Florida in Gainesville.

"At Peabody I'm working with talented and creative students and faculty on problems that matter to our nation and the world," says Partridge. "This work impacts the College by broadening and diversifying the scholarly conversation about the significance of community and cultural organizations in the processes of learning."

"Each of these individuals is making a critical difference in how the administration of Peabody College functions and is perceived across campus and throughout the extended Vanderbilt community," says Peabody Dean Camilla Benbow. "We are extremely fortunate to have their many talents working together to further Peabody's goals."

Dale Farran, professor of education and professor of psychology, has received a grant to fund her Transatlantic Consortium on Early Childhood Intervention. The lead institution is the University of North Carolina at Chapel Hill, with leadership provided by alumnus Rune Simeonson, MA'67, EdS'68, PhD'71, who received Peabody's 2001 Distinguished Alumnus Award. Peabody is one of three U.S. partners, and there are five European partners. The project proposes to (1) expand and strengthen the policy, practice, and research base of human services for young children with disabilities and their families; (2) contribute to the preparation of practitioners for leadership roles through cross-cultural training; (3) establish a mechanism for ongoing transatlantic exchange of information and promotion of collaborative research; and (4) establish a base for the development of further long-range collaboration. The grant provides opportunities and funding for graduate students.

John K. Folger, professor of education, emeritus, has been elected vice president of the board of the Nashville-area Habitat for Humanity chapter. Habitat for Humanity is a nonprofit organization that builds affordable housing.

Charles K. Kinzer, associate professor of education, has been awarded a \$381,780 research grant by the National Science Foundation for "Best Practices—Teacher Preparation—Technology: Connections That Enhance Children's Literacy Acquisition and Reading Achievement."

Margaret W. Smithey, senior lecturer in education, presented two papers at the American Association of Colleges for Teacher Education conference in New York in February. Smithey, Professor of Education **Carolyn Evertson**, and Peabody Dean **Camilla Benbow** were co-authors of the paper "Providing System-Wide Mentoring for New Teachers: A School District and University Partnership"; Smithey and Evertson co-authored the second paper, "How Mentors Help New Teachers Improve Student Learning: Examples from New Teachers' Classroom-Based Inquiry."

Learning Technology Center

John D. Bransford, Center co-director, professor of education, and Centennial Professor of Psychology, has been named as one of five new members of the Carnegie Foundation for the Advancement of Teaching's board of trustees. Bransford has been working in educational psychology since 1970. He is co-author of several books, including *How People Learn: Brain, Mind, Experience, and School*; *The Ideal Problem Solver: A Guide for Improving Thinking, Learning, and Creativity*; and *Human Cognition*. His work in cognition and technology won him the 2001 E.L. Thorndike Award for educational psychology.

Bransford has been designated a National Associate of the National Research Council in honor of his exemplary service to the National Academies. He also has been designated a National

DEPARTMENT NOTES

Associate of the National Academy of Sciences, a lifetime appointment.

Susan Gray School for Children

Carol Howard, Susan Gray School teacher, was presented the Outstanding Service Award following last October's annual State of the Kennedy Center Address, given by then-acting director Stephen Camarata.

Ruth Ashworth Wolery, School director and assistant professor of the practice of special education, has been awarded a \$431,912 research grant by the Tennessee Department of Health and Mental Retardation for "Susan Gray School Early Intervention Program." She also has been awarded a \$98,000 grant by the Tennessee Department of Education for "Early Childhood Education Program."

Staff

Betty Lee, Peabody College registrar, was honored last October with a 2001 Commodore Award, which recognizes and rewards significant staff achievements in Vanderbilt's pursuit of excellence in education, health care, research, and community service. Peabody's registrar for 26 years, Lee recently helped the College in redesigning its administrative staff structure in order to meet the needs of students and faculty more efficiently. Described by co-workers as the person "who holds it all together," she works magic on weeping students, demanding parents, and irate faculty. In 1991 she won an Affirmative Action Award for her efforts assisting students with disabilities on the Peabody campus.

Elliott C. Mitchell, director of educational media services, was elected last October as chair of Nashville's Public, Educational, and Governmental Access Oversight Committee, which has been working to establish stakeholder control over the city's educational access TV channels. He also has been invited to join the Education Council at the Frist Center for the Visual Arts, and he has been appointed co-chair of the "Creating Critical Viewers" education project for the Nashville/Midsouth Chapter of the National Academy of Television Arts and Sciences.

Jan Rosemergy, director of communications and community relations for Vanderbilt's John F. Kennedy Center and an editorial adviser for THE PEABODY REFLECTOR, has been appointed to the newly created State Developmental Disabilities Planning and Policy Council by Elisabeth Rukeyser, commissioner of the Tennessee Department of Mental Health and Developmental Disabilities. The council will advise the department on a three-year plan, policy, budget requests, and developing and evaluating service systems for people with mental retardation and developmental disabilities.

Secretaries of Education Visit Peabody

The 2001–2002 school year opened Aug. 29 with a campus visit by U.S. Secretary of Education Rod Paige, who talked with Peabody students to hear their first-hand impressions of the College's renowned teacher-education programs. Paige touted President Bush's education initiative, declaring that its "no child left behind" goal is tough and aggressive. Achieving that goal, he said, depends on education-research support and making sure the research reaches the classroom. "We will rely on good, crisp thinking ... the informed thought that goes on at places like Peabody," said Paige.



PEYTON HOGE

Paige's visit to Vanderbilt was part of his 10-city "Back to School, Moving Forward" tour to outline details of President Bush's education agenda. *In the above photo, he joins in a panel discussion involving several members of the Peabody community, including 2000 alumna Rasheedat Fetuga, a fourth-grade teacher with Metro Nashville Public Schools.*

The Bush Administration has taken quite an interest in Peabody during the past year. In February, Assistant U.S. Secretary of Education Bob Pasternack was on campus to participate in a conference sponsored by the Alliance Project, a national initiative headquartered at Peabody that addresses the increasing demand for and the declining supply of personnel from historically underrepresented ethnic groups in special education. *In the photo at left, Pasternack addresses the conference crowd.*



DAVID GREINSHAW

Correction

The last issue of THE PEABODY REFLECTOR featured Peabody College alumni who are serving, or have served, as college and university presidents (*"Movers, Shakers, and Policymakers,"* pages 22–29). Despite our best research efforts to provide a complete and accurate list of current alumni in these positions, we inadvertently omitted three: David "Nick" Dunagan, EdD'90, chancellor of the University of Tennessee at Martin; David C. Joyce, EdD'95, president of Union College in Barbourville, Ky.; and John E. Neal, EdD'90, president of Ottawa University in Ottawa, Kan. The REFLECTOR apologizes for the error and is proud to include these three gentlemen among its distinguished alumni.

COMMON SENSE *into* COMMON PRACTICE

COMP IS TRAINING TEACHERS NATIONWIDE TO TAKE CONTROL OF THEIR CLASSROOMS

by Shelton Clark

One of Peabody's far-reaching success stories began as a small research project for Professor of Education Carolyn Evertson. "I figured I'd have a year's worth of work to do, and then nobody would be interested," she says of the Classroom Organization and Management Program (COMP) that she began to formulate when she was at the University of Texas a decade and a half ago. "Instead, we have just grown and grown and grown."

Have they ever. COMP has been validated by the U.S. Department of Education as "a program that works" and has now trained 60,000 educators across the country over the past 12 years. COMP, in fact, was the outgrowth of classroom

Carolyn Evertson, Peabody professor of education, formulated the Classroom Organization and Management Program (COMP), which has trained 60,000 educators nationwide to meet the challenge of managing their classrooms.



PEYTON HOGE

research Evertson was working on at Texas. “It became very apparent to us that the habits teachers developed in the beginning of their careers mattered in terms of how smoothly their classrooms worked and how well their kids achieved,” she says.

“Because we were regularly in classrooms in October, we were really seeing the results of things teachers did or didn’t do when they began the school year. What I decided to do was observe in classrooms on the first day of school to see how teachers orchestrated them from the beginning and how that played out across the year. This is how COMP began.

“When I went around the country giving talks about this *work*”—she emphasizes “work” as though it were not obvious enough to her audience—“I would frequently get the comment, ‘Well, isn’t this common sense?’ My response was, ‘Yes, indeed—but it’s not common practice.’”

In a typical workshop, teachers focus on developing a system in their classrooms that supports learning, such as organizing the physical space, planning and teaching procedures, making expectations visible, monitoring students’ academic work, and improving students’ personal and academic accountability, as well as managing student behavior.

OUTREACH TO THE EDUCATION COMMUNITY

Once teachers have completed a workshop, they have the opportunity to become workshop leaders who then may take the program’s instruction to their entire school districts. In this way, COMP’s research-based principles influence schools nationwide.

Peabody Dean Camilla Benbow sings Evertson’s and COMP’s praises. “The program is the brainchild of Carolyn Evertson. She got the grants originally, and then she hired Dr. Alene Harris and the staff who worked with her. They have all contributed and helped define what it is today.”

As such, the program helps further Peabody’s contribution to the nation’s education community. “Peabody’s mission has always been to be engaged in the community, to help better education as it is situated in society,” continues Benbow. “Therefore, it’s part of the outreach mission Peabody has had for a long time. Our commitment is to bring knowledge to the people.”

“But it’s not a cookie-cutter program,” warns Julie Greenberg, COMP’s program coordinator. “It’s very flexible. I was a classroom teacher for many years, and I would like to have had something like this.”

“As new teachers come into the profession, or as teachers switch the kinds of classrooms they are teaching, all of these management issues suddenly surface,” says Evertson. “New teachers who have very little classroom experience are like sponges. They soak up what they find in the workshops. They may have had a classroom management course in college, but they often don’t remember well what was taught. Now they have a real need to know.”

Steve Cox, dean of students at Beech Grove, Ind., High School, concurs. “Teachers coming out of college often don’t have much training in classroom management,” he

says. “So even though they’re ready to tackle their content areas, I think it scares them to death to think about kids in the classroom and how they’re going to deal with confrontations while also preventing them. COMP is all about being proactive rather than reactive in the educational process.” Cox also is the Safe Schools coordinator and works with staff development within his district.

SHARING WHAT WORKS AND WHAT DOESN’T



GRAC PHILLIPS

“In COMP workshops, teachers get a chance to problem-solve, to talk about their own issues, and to know that somebody else has the same issues,” says Felisa VanLiew, a certified COMP workshop leader and the vice principal of Martin Luther King Jr. Educational Complex in Paterson, N.J.

Not surprisingly, the workshops are equally rewarding for veteran teachers, who are not as resistant to change as one may believe. “Once the teachers in the audience understand that this is about revisiting the things they do in their own classrooms and sharing with others, we’ve got ’em. We’ve got ’em.”

For those teachers, validation is a major benefit of COMP. Don Washburn, director of the Pilasco-Ross Special Education Resource Center in Ohio, speaks of “the reaffirmation that some of the things we’ve been doing were right all along.

“Teachers indicate in COMP evaluations that they feel more capable of meeting challenges in the classroom than they did before,” he adds. “In the past, there was a feeling that every classroom is its own kingdom. I think this is certainly changing with the national standards and reauthorization of the Elementary-Secondary Education Act. All of a sudden, research is recognizing the importance of schoolwide discipline plans and their impact. Hopefully, we’re moving away from isolationism.”

“A lot of times in education,” adds Beech Grove’s Cox, “educators don’t have the time during the day to sit down and talk to one another about what they’re doing and what works for them. In the workshop setting, those teachers are allowed to do just that, and they share ideas and go back and put them in their classroom management plan.

“One of the major things that makes COMP so effective and applicable is the fact that it’s based on information and research from teachers—so master teachers are sharing their ideas with other master teachers. When teachers look at all the modules of COMP, they basically have a format to plan ahead. It gives them a plan of action before they head into the school year.”

The sharing of information helps not only the workshop participants, but the workshop leaders as well, says Felisa VanLiew, vice principal of Martin Luther King Jr. Educational Complex in Paterson, N.J. “When workshop participants fill out their evaluation forms, they say they like the idea that they were able to share with other people who had like concerns. That’s what makes my job as facilitator so easy.

“In the workshop, when someone asks a question, I’ll say, ‘Well, let’s see what everyone else has to offer you,’ and I just step back. All I’m doing is facilitating. It’s interesting all the things I have learned just by listening to the participants share. I love it. And that’s exactly what these teachers say they love: the sharing. They get a chance to problem-solve, to talk about their own issues, and to know that somebody else has the same issues and can offer them help.”

GOOD, SOLID RESEARCH

VanLiew, New Jersey’s only certified COMP workshop leader, has sold the idea of COMP to three different staff development supervisors over the past decade. “I think more people in New Jersey need to be exposed to COMP. Mine is an urban district, and my teachers say in their evaluations, ‘I didn’t have this in college,’ or ‘Why didn’t I have this in the summer so I could have started it fresh in September?’

“Our state colleges are missing out on information that needs to be put in their hands. I have not had a chance to get to some of my colleagues on the college level. I need to sell them, to say we need to look at these issues differently, because I’ve got teachers that lack the information shared in COMP.”

Sharon Anthony is executive principal of Antioch High School, one of Nashville’s largest high schools and one that serves a multitude of immigrant populations. She was one of COMP’s first participants, and is one of Nashville’s leading advocates for the program.

“COMP is based on outstanding research to begin with,” she says. “It helps us, as it would help any teacher or group of teachers, to address the needs of students in the most efficient and effective manner. When you have more diverse needs, you need more skills. But these are skills that would be effective no matter where you are because it’s based on good, solid research and effective teaching practices. It doesn’t matter whether you’re an advanced-placement teacher or whether you are teaching students who are struggling. It’s just good, solid professionalism.

“Those of us who took the workshops after we had been teaching awhile reacted with, ‘Why didn’t somebody tell me this when I first started teaching?’ And for those who are new to the profession, it’s just like trying to get a

sip of water out of a fire hydrant. You can study and study, but until those young people walk in the door, sometimes you don’t understand what it all means. COMP sets everybody up to be successful. It gives us a common language as a faculty and as principals who are trying to coach people to be more and more successful.

“The other thing I appreciate so much is that, in every workshop I have ever attended involving anyone who’s



DAVID GRENSHAW

Sharon Anthony is executive principal of Antioch High School, one of Nashville’s largest, and is a leading advocate for COMP. “COMP sets everybody up to be successful,” she says. “It gives us a common language as a faculty and as principals who are trying to coach people to be more successful.”

ever been influenced by the program, the workshops themselves are models of how *teaching* should be, or how one’s classroom should be: a variety of activities, clear directions, materials that are distributed effectively. The presentations are models of effective teaching. They really walk their talk, and they know what they’re talking about. It’s not philosophical. It’s real.”

“What we are really about is creating conditions for learning, helping teachers find ways to develop positive learning environments in their classrooms,” affirms Carolyn Evertson. “With the advent of computers in the classroom, we also are incorporating management of technology.”

Evertson, who plans to oversee the training of another 10,000 teachers this year, still benefits from the program she helped craft for others. “I learn something about my own college teaching every time I go through a workshop,” she says. “It’s only taken me 18 years.”

To learn more about COMP and how it may benefit your own classroom or school district, contact Julie Greenberg, program coordinator, by calling 615/322-8050 or e-mailing julie.greenberg@vanderbilt.edu. Or visit the COMP Web site at www.comp.org or at <http://peabody.vanderbilt.edu/depts/tandl/exreview/research/Comp/>.

Shelton Clark is a Nashville freelance writer.

FORWARD MARCH

by Claire E. Smrekar and Debra E. Owens

America's schools can take a lesson from the U.S. Defense Department

American military bases are, in many ways, self-contained cities. They have their own housing communities, their own grocery stores, their own hospitals—and their own schools. On bases all around the world, children of American service men and women—from the lowest-level enlisted to the top officers—are being educated by a school system that is producing impressive results.

The average academic achievement of all students and, even more significant, of African American and Hispanic students, enrolled in Department of Defense (DoD) schools is among the highest in the nation on the National Assessment of Educational Progress. The performance of minority students in DoD schools in eighth-grade reading and writing in 1998 ranked at the top, either first or second in the nation, as compared to the results of their counterparts in state systems. (See Table 1.)

This outstanding result caught the attention of national media, including the *Wall Street Journal*, and the National Education Goals Panel. The Goals Panel therefore commissioned the first external research study to explore the exceptionally high achievement of minority students in DoD schools. This article shares the results of that study.

A Complicated Equation

The debate among scholars continues regarding the degree to which an array of economic, social, cultural, psychological, and institutional factors influences student achievement. Most agree that differences in students' performance on standardized tests are related to a set of school conditions and family characteristics.

These issues and concerns create a complicated achievement equation. Many critical questions persist regarding how and why school environments (such as academic rigor, academic grouping, teacher quality, and teacher expectations) and

family environments (such as family income, level and quality of parental education, occupational status, family size and structure, parents' perceived self-efficacy, and parenting style) differentially impact student achievement. We agree that this issue is complex, controversial, and unresolved.

This research study was conducted by researchers at the Peabody Center for Education Policy, led by James Guthrie, professor of public policy and education, and was designed to provide a descriptive analysis of one school system—the Department of Defense schools—that has demonstrated high minority student achievement and high achievement overall, as measured by the 1998 National Assessment of Educational Progress (NAEP).

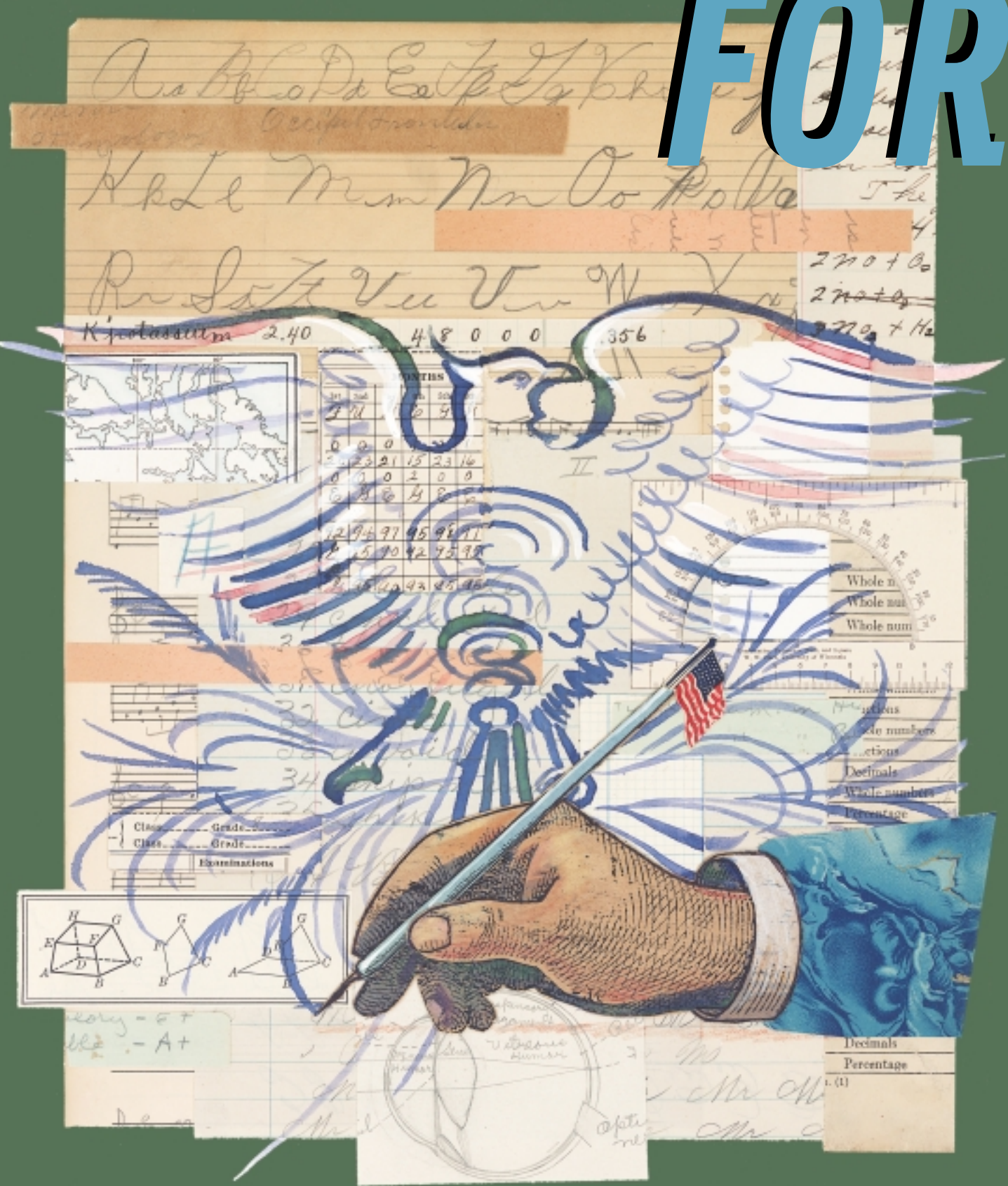
This is not a comprehensive study, nor do we make any claims of causality about the effects of school environment and family characteristics on student achievement. The study focuses upon a set of system-wide governance structures,

TABLE 1

Ranking of DoD Minority Students on the National Assessment of Educational Progress (NAEP), as Compared to All U.S. States

	Reading 1998 NAEP Rank	Writing 1998 NAEP Rank
DoDDS ¹ African American	1st	2nd
DoDDS Hispanic	2nd	1st
DDESS ² African American	2nd	1st
DDESS Hispanic	1st	1st

¹ Department of Defense Dependents Schools (DoDDS) are located overseas.
² Department of Defense Domestic Dependents Elementary and Secondary Schools (DDESS) are located in the U.S.



COLLAGE ILLUSTRATION BY BILLY RENKL

school conditions, instructional policies, teacher characteristics, and administrative practices that are related to a school's capacity to produce student learning. We also explore school climate to examine whether or not DoD schools reflect the properties of "communally organized" schools that recent research suggests produce higher achievement.

Gathering the Data

The U.S. military established elementary, middle, and high schools for the children of service men and women overseas and in the U.S. shortly after World War II. The schools were organized into two distinct but similar systems: the Department of Defense Schools (DoDDS) overseas, and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the U.S. (Nearly all the DDESS schools are located in the Southeast.)

The school systems united under the umbrella Department of Defense Education Activity (DoDEA) in 1994. (For the purposes of this article, however, we will refer simply to the DoD.) Military personnel must live on base in order to enroll their dependents in the DDESS system.

Today the DoD enrolls approximately 112,000 students in schools worldwide, or about the same number of students in the Charlotte-Mecklenburg, N.C., school district, or in the state of North Dakota. (See Table 2.) The percentage of minority students enrolled in DoD schools compares with the state of New York, which averages 40 percent.

Another approximately 600,000 school-age children of active U.S. military personnel attend school in one of the more than 600 civilian public school districts located near military installations in the continental U.S.

We visited a total of 15 middle schools located in ten different school districts across the United States, Germany, and Japan (five domestic districts and five overseas districts). The schools in our study reflect the average minority student enrollment for the DoDDS and DDESS systems, although some schools in the study reflect a higher-than-average minority enrollment.

We deliberately selected schools that vary somewhat in size, mobility rates, installation deployment and training patterns, pay and rank composition of parents, and in the percentage of students who are eligible for free and reduced lunches. This selection decision produced a group of schools that reflects the depth, range, and diversity of DoDDS and DDESS schools.

Approximately 130 interviews were conducted during the four-month data-collection period. We conducted in-depth interviews with the principal and language arts teachers at each school. At each district, military commanders and liaisons, curriculum specialists, assistant superintendents, and the superintendent were interviewed.

Our interest focused upon issues of financial supports, resource allocation, personnel recruitment and selection, teacher quality, accountability, leadership styles, program diversity, and academic policy priorities. Military officials were asked specifically about housing patterns, health-care facilities, educational backgrounds of military sponsors (school parents), safety concerns, social services, and military operation demands (deployment and training). Parent leaders, assistant principals, school counselors, and teacher union representatives were interviewed at several of the schools.

In addition to interviews, we collected an array of school

and district documents, including curriculum guides and benchmark standards, staff development plans, accountability reports, student/family demographic data, school handbooks, and parent newsletters. At each military installation, we collected information on housing, health services, recreation services, and social services on the base. An extensive school and base tour, and multiple classroom observations (e.g., language arts classes, computer classes, and industrial drawing) were an essential part of each full-day site visit.

Our report describes the education programs and policies in Department of Defense schools that may help account for high minority achievement, including:

- The organizational and governmental structures that link the day-to-day operations of DoD schools and school districts to policy-setting authorities;
- The nature and quality of instructional practices in DoD domestic and overseas schools; and
- The social and economic conditions associated with students and their families in DoD domestic and overseas schools.

What Accounts for This High Achievement?

"Your study is looking at why minority students do better," said a DoD teacher. "I think the answer to that question is that *all* our students do better. There are no 'minority' students here."

Some observers contend that the high achievement in DoD schools, particularly among minority students, is a function of the middle-class family and community characteristics of such students. We believe such a view is overly simplified.

Approximately 80 percent of all DoD students have a DoD parent/military sponsor who is enlisted (non-officer). Most enlisted personnel have only a high school diploma and income levels at or near the poverty line. Many enlisted personnel and their families do not live in comfortable housing. We argue that DoD schools simultaneously "do the right things" and "do things right." This statement applies both to what happens in schools and in the DoD out-of-school environment that reinforces, rather than dilutes, academic learning.

	DoDDS	DDESS	Total
Districts	12	12	24
Schools	157	70	227
Teachers	5,747	3,675	9,422
Students	77,912	34,294	112,206

*The Department of Defense Education Activity (DoDEA) is the umbrella department that includes both the DoDDS and DDESS school systems.

These are the characteristics of DoD schools we have identified as contributing to its students' high achievement:

A Strong Sense of Community. A strong sense of school community is forged in the base neighborhoods that join military families in a cohesive network of discipline, routine, accountability, and commitment. Military and school staff referred often to the "village" culture of support associated with military-base life, in which families closely linked by

Cody Whited, left, Marquan Price, and Melissa Hancock learn to read thermometers at Stowers Elementary School at Fort Benning, Ga. Stowers is one of 227 K–12 schools operated by the U.S. Department of Defense on military bases around the world.



MICHAEL SCHWARZ

membership and motivation to "move up in the ranks" develop a sense of shared responsibility for children's safety and well being.

"This is like 'Leave It to Beaver' land," one Marine commander noted. "It's cloistered and it's protected, but it is a shared responsibility." A culture of support in military neighborhoods permeates school life. Positive outcomes for students stem from a clear sense of shared values among families and teachers.

Small Schools. A larger proportion of middle schools and high schools in the DoD system have small enrollments compared to most other state systems. This fact stands in stark contrast to many urban school districts in the U.S.—the environments in which most minority students attend school. In the DoD system, small school size contributes to greater familiarity and personal knowledge of students, their instructional needs and strengths, and their unique family situations.

Military Commitment to Education and Accountability. One of the most significant factors leading to the educational success of DoD students is the value placed upon education and training that permeates the military community, providing the foundation for parental support and reinforcement in ways that benefit children and promote student achievement. The culture of order, discipline, education, and training in the military community creates ideal conditions for schools focused upon these principles and expectations.

Centralized Direction-Setting Balanced with Local Decision Making. DoD's management strategy merges effective leadership at topmost levels (e.g., establishing system-wide curriculum standards) with school- and district-level discretion in determining day-to-day operations such as instructional practices and personnel decisions.

DoD centrally establishes clear directions, goals, and targets without dictating methods for achieving results. This mix of top-down and bottom-up decision making creates local capacity and professional confidence. It also serves as a basis for clear accountability. Principals and teachers know what they are expected to accomplish and are held responsible for achieving those goals.

Policy Coherence, Structural Alignment, and Efficient Flow of Data. DoD schools reflect a strong and consistent alignment of curricular goals, instructional strategies, teacher supports, and performance assessment results. This is particularly evident in the area of writing, a subject identified by DoD as a curricular priority and educational concern more than 20 years ago.

DoD assessment systems are embedded within a coherent

policy structure that links instructional goals with accountability systems supported by professional training and development programs. In DoD schools, student outcomes are specifically tied to downstream performance goals. Staff training and curricular intervention are coordinated with a school's individual improvement plan.

Sufficient Financial Resources. DoD provides a high level of support in terms of district and school staffing, instructional materials, facilities, and technology. The level of support for teachers is generous and well recognized throughout the system.

These resources enhance local capacity and strengthen the local districts' and individual schools' ability to implement school improvement goals. Sufficient resources enable districts to offer competitive salaries that attract and retain high-quality teachers.

Staff Development. DoD professional development is linked to an individual school's pattern of student performance. It is tailored teacher by teacher, carefully structured to enhance a teacher's identified deficiencies, and is sustained over time.

Academic Focus and High Expectations for All. DoD schools emphasize individual student achievement. High expectations are the norm in DoD schools. These high expectations are manifested in the use of elevated standards, teachers' sense of personal accountability, and a proactive approach to educating a highly transient student population.

DoD schools do not generally group students by academic ability (i.e., tracking). Educational programs are provided that target lower-achieving students for in-school tutoring and homework assistance after school.

Continuity of Care for Children. DoD schools are linked to an array of nationally recognized preschool programs and after-school youth service centers. This "continuity of care" commitment is evidenced by the high level of investment in these top-ranked programs in terms of staffing, educational programming, and facilities. Consequently, the DoD programs are widely recognized as a national model among child-care providers in the United States. They meet all standards estab-

lished by the National Association for the Education of Young Children (NAEYC), the National Association of Family Child Care (NAFCC), and the National School-Age Care Association (NSACA).

“Corporate” Commitment to Public Education. DoD schools reflect an elevated “corporate” commitment from the U.S. military that is both material and symbolic. This commitment includes an expectation of parent involvement in school- and home-based activities. For example, soldiers are instructed that their “place of duty” is at their child’s school on parent-teacher conference day, and they are relieved of work responsibilities to volunteer at school each month.

This commitment to promoting a parental role in education far surpasses the level of investment or involvement embraced by mentoring or tutoring models found in most business-education partnerships.

The Next Steps for America’s Schools

Based on the findings of our research on DoD schools, we have presented to the National Education Goals Panel several significant national policy recommendations we believe would influence student achievement, particularly among minority students, in civilian public-school settings nationwide.

Small Schools. Research evidence and successful practice continually reinforce the utility of small schools, particularly in constructing effective education for low-income, minority students. A “small school” is defined as an elementary school with fewer than 350 students, a middle school with fewer than 600, and a high school with an enrollment of 900 or fewer.

Creating smaller “learning communities” or schools-within-schools may very well facilitate the organizational and social conditions evidenced in DoD schools, and could lead to enduring educational benefits for minority students in civilian schools.

Centralized Direction-Setting Balanced with Local Decision Making. Our findings suggest that state and local policymakers should use a management structure that functions as a “headquarters” for creating a blueprint for expected student learning and academic performance.

As already observed, the DoD management strategy merges effective leadership at topmost levels with school- and district-level discretion in determining day-to-day operations. Clear directions, goals, and targets are established without dictating methods for achieving results. A similar state-level priority-setting strategy can serve as a springboard to propel higher academic achievement.

Policy Coherence, Structural Alignment, and Efficient Flow of Data. DoD assessment systems are embedded within a coherent policy structure that links instructional goals with accountability systems supported by professional training and development programs. State and local policymakers can begin by adopting a performance-oriented information exchange that is systematic, clear, and comprehensive.

States should provide every school and each district with detailed student performance assessment results. Using DoD as a model, each school should engage in a school improvement process to analyze student improvement needs and select student improvement goals. The ability and disposition to notice and act on instructional problems, and to deploy resources to solve problems, are critical elements of school improvement.

Sufficient Financial Resources. Money matters, particularly


when financial support is linked to specific, coordinated, and instructionally relevant strategic goals. State and local public education officials must acknowledge the crucial importance of sufficient resources.

Staff Development. Professional development activities should be job-embedded, consistent with an individual school’s improvement goals, based upon student needs and teacher interests, and modeled, repeated, and practiced over a long period of time. Professional training should include regular monitoring by peers or supervisors, sustained support, and regular feedback.

Continuity of Care for Children. State and local policymakers should utilize the DoD preschool and after-school programs (e.g., youth service centers) as models that reflect the highest-quality standards in the world. Many of these early and “out-of-school” educational activities contribute to enhanced student learning, self-esteem, and achievement.

“Corporate” Commitment to Public Education. Looking to the DoD model, states and communities can gain similar levels of corporate commitment for public-school students by making more visible those facets of the workplace that limit an employee’s ability to participate in school-based activities (particularly the ability of hourly workers).

Schools tend to structure school-based activities for traditional, stay-at-home mothers. At the same time, a large number of households include parents who are employed in full-time occupations that provide little flexibility and opportunity for parents to leave work during school hours.

As schools begin to rethink the purpose and organization of their parent involvement activities, employers should re-evaluate workplace policies that hinder the kind of parental commitment to educational excellence that organized business groups are demanding in the current debate on the quality of our nation’s schools. 

For more information about this research study, visit the Peabody Center for Education Policy’s Web site at <http://dlo.peabody.vanderbilt.edu/PCEP/>.

Claire E. Smrekar, left, is associate professor of educational leadership and policy at Peabody College of Vanderbilt University. Her research focuses upon the social context of education and public policy. Debra E. Owens is a former assistant superintendent of schools with more than 20 years of experience in public education and administration. She currently is a Ph.D. candidate in education policy at Peabody and a research assistant at the Peabody Center for Education Policy. Also contributing to this report were James W. Guthrie, professor of public policy and education, chair of Peabody’s Department of Leadership and Organizations, and director of the Peabody Center for Education Policy, and Pearl Sims, director of Peabody’s Center for Leadership Initiatives and an Ed.D. candidate in school administration.



A P A R E N T ’ S P R I M E R :

THE HOD PHENOMENON



From education to big business, graduates of the 20-year-old human and organizational development program are finding success in careers where they’re making a difference

by Julia Helgason

Break out the party hats, and bring on the bubbly. Peabody's human and organizational development (HOD) program turns 20 this year, and there's plenty to celebrate. HOD, enrolling more than 700 students, is hands-down the most popular, most sought-after undergraduate major on the Vanderbilt University campus. And here's the frosting on the birthday cake: At a time when the bottom line is a top priority, HOD is also Peabody's greatest income generator.

But HOD is unique in the academic world and, consequently, is one of the most misunderstood programs at Vanderbilt, particularly by parents who scratch their heads and say, "It sounds great, but what do you *do* with it?"

Actually, what HOD alumni are doing with their degrees illustrates one of the greatest success stories in the history of Peabody College. Some HOD graduates are educators, and some are corporate executives. Some work in the arts, and some have pursued medicine and the sciences. Some are in high-tech firms while others serve nonprofit community-service agencies.

HOD graduates find themselves in a dizzying variety of careers, although a common thread of training in organizational development and management unites them—which is precisely one of the program's greatest strengths.

HOD was the brainchild of Associate Professor of Psychology (and hero-in-residence) Robert B. Innes, who is director of HOD's undergraduate program. He joined Peabody's faculty in 1971 with a doctorate in education and psychology from the University of

Michigan, and he weathered Peabody's merger with Vanderbilt in 1979. Within months of the merger, there were rumblings of shortfalls and deficits and a financially unhealthy proportion of graduate students to undergrads.

Before long, Peabody was flailing in a sea of red ink, and the accountants decreed that more under-

HOD is a complex program that defies short and simple explanation, but finding solutions to common human problems is at the heart of it.



Professor Robert Innes, founder and director of Peabody's undergraduate program in human and organizational development

graduates must be enrolled at Peabody to ensure its survival. Peabody Dean Bill Hawley asked Innes to chair a committee to develop a program in human development (the program's original name), and he took action.

Innes recognized that if Peabody went down, the undertow would likely take him, too. "I liked my job," he says. "I wanted to stay here." Innes and his committee began searching for a legitimate way to lure high school seniors. As he juggled various alternatives, he hit upon an idea for a cutting-edge academic major designed to be sufficiently flexible enough to provide its graduates with the skills employers want, while also allowing flexibility for individual tailoring.

The result was HOD. The program anticipated nine students the first year. Twenty enrolled. Primarily through word-of-mouth advertising, that number has swelled to 700-plus.

So what, precisely, is HOD and how does it continue to draw students like a magnet draws pins?

HOD is a complex program that defies short and simple explanation, but finding solutions to common human problems is at the heart of it. Though psychology plays a big role, HOD paints with a much broader brush than a standard undergraduate psychology major. HOD's organizational development component resembles an undergraduate business major with a twist: a purposeful focus on social responsibility and community service, long a hallmark of the Peabody tradition.

Whatever HOD is, "It is *not* a cocoon," says department chair Joe Cunningham. While most majors keep freshmen and sophomores cooped up in classrooms, HOD gets them up, out, and doing—providing real-world applications for concepts learned in class. "There's nothing like it anywhere that I know of," says Innes. "There may be programs with similar features, but none that starts students in the freshman year."

The curriculum covers basic science and liberal arts with a heavy emphasis on communication skills, both written and oral. Within the discipline, three areas of concentration provide focus for the junior and senior years: Community Development and Social Policy, Health and Human Services, and Leadership and Organizational Effectiveness. The capstone is a semester-long senior internship.

HOD is structured to appeal to students. They like the idea of jumping into the thick of things early on. They like the hands-on, off-campus experiences. They appreciate the broad scope of electives that allow dabbling in various academic areas long enough to learn their own interests, likes, and dislikes. They use the self-knowledge gained to reinforce preconceived ambitions or to change directions. And they eagerly anticipate the senior internship that supplies fodder for résumés before graduation.

Never static, HOD evolves to meet changing times and challenges. It became a separate depart-

ment in 1999, headed by longtime Peabody administrator Joe Cunningham, and eventually spawned master's and doctoral programs.

HOD's community service component is not optional. Each underclassman must invest a semester working with a nonprofit agency. The experience illuminates such societal problems as poverty, mental illness, and addiction. It starts students thinking about daily crises faced daily by the poor, the homeless, the disabled, and the chronically ill. As they begin to understand, they begin to empathize.

The father of HOD's community-service aspect is considered to be basketball-coaching legend Ed Martin, who retired from the program in 2001 and died Feb. 25 of this year (see "Deaths" on page 44 of this magazine).

To raise awareness, "HOD puts many Vanderbilt underclassmen on city buses for the first time in their lives," says Sharon Shields, professor of the practice of health promotions and education, who joined the Peabody faculty in 1976 and is herself deeply passionate about community outreach. While bus rides are not high-tech, the department's Web site is (<http://peabody.vanderbilt.edu/depts/hod/>), and it displays a list of some 35 pre-screened community service agencies students may serve. Students peruse the site to select the service work they find appealing while Shields combs the city for suitable organizations to add to the list.

HOD students sometimes accomplish amazing feats, says Shields. This year four students drew on material from various HOD courses to design a plan of affordable housing and childcare in Nashville's Woodbine neighborhood. The group has taken its proposal to the Vanderbilt Institute for Public Policy Studies and the Nashville Mayor's Office of Neighborhoods.

"These students have exemplified one of the defining outcomes of the HOD program," declares Shields. "They clearly demonstrate that they are and will be making a difference in society."

The program's graduates emerge as versatile, flexible, and equipped to assume leadership positions wherever they light. HOD chooses only the best applicants for admission. In fact, HOD's entrance requirements are among the most competitive at Vanderbilt. "It's true, we take the cream off the top," department chair Joe Cunningham observes, "but we like to think we're responsible for significant value added."

HOD's best advertisement, however, is its roster of graduates. Like Bob Innes, they are multifaceted, multitalented, and success driven. Innes is more than a splendid administrator, a brilliant idea man, and an effective educator. He is a jazz buff, a competitive runner, and a published songwriter. He is also a man who won't get caught sitting on his laurels. The wheels of his mind spin and whirl, weaving ways to evolve HOD, to refine it and redefine it, and to make it better. HOD graduates share many of those traits.

HODetails



■ **HOD is the largest undergraduate major at Vanderbilt, with more than 700 students enrolled; there are nearly 2,200 alumni of the program**

■ **32 percent of all current HOD students transferred into the program from other Vanderbilt academic programs**

■ **HOD's stringent admissions requirements make it one of the University's most competitive undergraduate programs**

■ **HOD graduates report some of the highest starting salaries among all Vanderbilt undergraduate alumni**



■ **The program's unique community service component is not optional; all students do field work as volunteers for numerous local social-service agencies**

■ **Nearly 60 percent of HOD graduates are offered permanent jobs as a result of their internships**



■ **HOD's full-time, semester-long internship requirement—the capstone of the program—places students in a wide range of for-profit and nonprofit organizations in six cities: Nashville; Atlanta; Washington, D.C.; New York; San Francisco; or Cambridge, England**

■ **Undergraduate HOD students may complete a master's degree in human, organizational, and community development within one year of completing their bachelor's degree**



Big Business

■ Jeffrey Owen, BS'92, MBA'99

Fortuitous! That's the magic word for Jeff Owen's HOD internship with Nashville-based Dollar General Corp., a major retail corporation with 5,500 stores nationwide and annual sales of \$4.5 billion. Top management quickly spotted Owen's potential, taught him the basics, and whisked him off to Vanderbilt's Owen Graduate School of Management to earn his MBA.

Though Owen has no systems experience and knows little about technology, he is director of store systems technology for Dollar General. No problem.

"Being a manager is about leadership—the kind of leadership taught in the HOD program. And it's not about technology," says Owen. "Management skills transfer across departments, and the technology we're concerned with is a computer system to make store managers' jobs easier."

Owen knows about store managers' jobs. He happened along as Dollar General was designing a new management-training program. They used him as a guinea pig, he says, putting him through his paces at all levels in all departments. "I've done everything from managing stores to sweeping floors," he says, "and I can tell you from experience that nobody can understand a store manager's job until he's done it."

HOD sharpened Owen's people and leadership skills. Football taught him teamwork. One-on-one exchanges with faculty helped him focus. And Dollar General just keeps moving him up.

Owen is close to another HOD graduate who acknowledges a slight twinge of envy. That would be his spouse, Tulsa native Meghan Montgomery Owen, BS'92, who graduated with a double major in HOD and French. The couple now has three children, ages 5, 3, and 1. "I always thought I'd have a high-powered career," says Meghan a bit wistfully, "but for now I'd rather be at home."

The Arts

■ Adelaide Mallette Vienneau, BS'90

Put Tchaikovsky's "Allegro Brillante" on the stereo, and Adelaide Vienneau is on her toes, literally. These remembered strains often "muscle my memory," she says—a souvenir from her first career.

At 40, Vienneau manages community relations for Nashville's Frist Center for the Visual Arts, a major arts center that opened in 2001 in the former home of the city's art-deco main post office on Broadway. But ballet remains hidden in her heart,



Jeffrey Owen's HOD degree led him to the Dollar General Corp., where he is director of store systems for the company's 5,500 retail stores.

her head, and yes—in her muscles.

Vienneau danced with the Nashville Ballet as Adelaide Mallette during her high school years. After graduation, she received an offer that would fulfill any dancer's fondest fantasies: an opportunity to study under celebrated dancer/choreographer George Balanchine. Accordingly, her higher-education ambitions were placed on indefinite hold.

Mallette was able only to meet Balanchine and dance for him just before his ill-timed death. So she settled for three years with New York's School of American Ballet before accepting a bid to join Dance Theatre of Harlem. Then came the phone call: "Apply for a passport, and do it now. You're going on tour." From 1983 to 1988, Mallette performed in major cities throughout Europe, the U.S., and South America, often in coveted lead roles. She was featured with the Dance Theatre on CBS's "60 Minutes" and at the 1984 closing ceremonies of the Olympic Games in Los Angeles.

But the physical demands of professional ballet are hard on the human body, and she'd already undergone back surgery. At 26 she weighed the advantages of retiring from the stage. "I could have danced for another five or 10 years," she says. But then there was Jim Vienneau back home in Nashville. "While I was away, we logged so many frequent flyer hours that I could fly free to Hawaii on our honeymoon."

Her dancing career behind her, Vienneau craved a university education. "I



had already chosen Vanderbilt and had heard so many good things about HOD, so I enrolled." It turned out to be all she had hoped for.

The more Vienneau learned, the more certain she became that her niche was in social services. "I wanted to work with people, to help them improve their lives," she says. Through HOD she served the United Way and YWCA of Nashville and Middle Tennessee. From 1992 to 1999 she worked for the YWCA, first as director of after-school programs. From there she was named area director for the Y's domestic violence program and shelter, and then she served as vice president of the Y's violence intervention programs.

Vienneau joined the Frist Center last year from St. Luke's Community House, a child-care center and emergency social services agency, where she was associate executive director overseeing internal operations. As community relations director for the Frist Center, she is helping to ensure that the center's exhibitions and programs are accessible, affordable, educational, and fun for people of all ages.

Today the Vienneaus have been married 12 years and have an 8-year-old son, Preston. Jim Vienneau owns his own graphic arts business. "My husband is my best friend and my soul mate," she says, "and my son is the joy of my life. I've never been happier."

A former professional dancer, Adelaide Vienneau now serves Nashville's new Frist Center for the Visual Arts as community relations director.

"I wanted to work with people, to help them improve their lives."



Dr. Clifford Retief, a South African who came to Vanderbilt to play tennis, parlayed his HOD experience into a medical career. Today he is a Nashville-area podiatrist.

Medicine

■ Dr. I. Clifford Retief, BS'87

Clifford Retief didn't choose HOD, but he chose to keep it. The rangy teen tennis star from Johannesburg, South Africa, was casting about for a university scholarship in 1984 when Vanderbilt came through for him. But it was too late for him to choose a major, and faculty advisers placed Retief in HOD.

"They told me I could change majors second semester," he says. But HOD's concerned, committed faculty had him hooked. He played tennis for Vanderbilt for four years, and out-of-town games and long practice hours preempted many required off-campus activities. "The faculty never held it against me that I was a jock," he says.

After graduation, Retief hit the professional tennis circuit. "Win or lose, I had to give it a shot. I had a great time, but I didn't make a lot of money. My tennis game was good enough to make a living, but little more." He returned to Tennessee to take up where he'd left off with a certain Vandy Arts and Science major named Carla Rumley. But by that time, Rumley was in medical school in Memphis.

Retief had always planned to follow his physician dad into medical school. By meticulous selection of HOD electives, he had already met pre-med requirements. He courted and married Rumley, and went off to Chicago to enroll in the Scholl College of

Podiatric Medicine. Though their paths often crossed, the Retiefs' happily-ever-after days would have to wait for completion of medical school, internships, residencies, and fellowships that played havoc with married life.

All that behind them, the Retiefs returned to Nashville last year to put down roots. Dr. Carla Retief practices dermatology in the Green Hills area, and Dr. Cliff Retief is on the staff of Summit Medical Center in Hermitage treating diabetic foot disease.

At 40, his confidence, charisma, and charm shine through. In addition to professional success, Retief has qualified for a commercial pilot's license and sometimes flies charter planes. He has kept up his tennis game, ranking 12th in the country in the 35 to 40 age bracket. He hopes to top that this year in the 40 to 45 competitions.

For the first time ever, the Retiefs have bought a home, a charming two-story south of Nashville. They moved in March and are considering options for decorating the nursery they hope to fill. Meantime, they're puppy shopping.

"Listen up. There will be times when your mother knows better than you. So deal with it."

Technology

■ Jonathan DiOrio, BS'99

Jonathan DiOrio has grabbed hold of a rising meteor and won't let go. After two years and a string of promotions with Tellme Networks, the 25-year-old HOD graduate was recently named the company's business development manager. Tellme is a mushrooming technology company in the heart of Silicon Valley. Its business is making telephoning faster, cheaper, and easier to use by "replacing network prompters with a unified Internet-powered solution."

DiOrio says that means getting connected to your party without detouring through mazes and menus. Tellme technology can save large corporations millions of dollars a year, he says.

DiOrio was among the first employees hired back when Tellme founders were running the business out of somebody's garage. He worked 60 or 70 hours a week then—just as he does now. As Tellme grows, DiOrio moves up. No computer whiz, DiOrio zips along with no trouble. "I wing it," he says. "If I get a tough question when I'm closing a deal, help is as close as my laptop."

DiOrio is the eldest of three brothers born and reared in Providence, R.I. Middle brother Christopher completed requirements for his HOD diploma in December 2001. Jonathan has already started the hard sell on third brother Michael, who is still in high school.

The DiOrios are a traditional, close-knit family. Their father is an obstetrician/gynecologist; their mother was a nurse who helped her husband through medical school. The DiOrios believe that education and hard work separate the winners from the mediocre. They set high standards.

Jonathan DiOrio graduated from Phillips Academy in Andover, Md., in 1996 and could have had his pick among Ivy League universities. "But all I wanted then was to get out of New England," he says. "I wanted to experience another part of the country, get a feel for a different kind of American culture. I came to Tennessee and fell in love with Vanderbilt and the South."

DiOrio proved his love by treating himself to cowboy boots and a Stetson. Initially, he was an Arts and Science major. "But I kept hearing all these great things about HOD, and I went to talk to Bob Innes," he says. "Wow! What a super-neat guy! We hit it off, he signed the papers, and I was in."

Late to the program, DiOrio missed out on some of the required service work. He compensated by

Jonathan DiOrio was reared in New England, educated in the South, and now works in the high-tech heart of Silicon Valley, where he is business development manager for Tellme Networks, a burgeoning telecommunications firm.

interpreting for Spanish-speaking patients in a Providence emergency department.

"In the sixth grade my mother insisted I study Spanish," he says. "I didn't want to, but now I'm fluent. Mom had the foresight to recognize that a significant Hispanic population was on the way. I didn't have a clue.

"So listen up," he warns. "There will be times when your mother knows better than you. So deal with it."

Education

■ Leigh Zimmerman Gilchrist, BS'92, MS'00

Sprawled in the sunshine on Alumni Lawn during Vanderbilt's Rites of Spring in 1988, high school senior Leigh Zimmerman of Richmond, Va., shuffled through papers looking for her notice of acceptance to Peabody College. Her mind was made up. "Once I saw the Vanderbilt campus, I knew I belonged," she says. "I signed the papers and picked out my dorm room that very day."

When Gilchrist says she belongs, it's no empty observation. Most days find her on the ground floor of the Mayborn Building where she serves as graduate assistant to Sharon Shields while she completes her studies and dissertation in Peabody's higher education doctoral program. "I've been lucky that way," she says. She was also graduate assistant to Ed Martin during her master's program in counseling.

Gilchrist said she chose HOD because it fit her aspirations for a career in community service. She comes from a family determined to make a difference. Her brother is an Episcopal minister; her sister conducts a prison ministry. Even before enrolling in HOD, Gilchrist served as a volunteer in facilities for assisted living and elder care.

Her HOD internship was a change of pace. In the summer of 1988, she became a management trainee with the Park Regency Hotel in Washington, D.C. It was her first experience with a for-profit business. "I thought I should at least check out the other side," she says, "and I actually enjoyed the summer." But the internship confirmed what she already knew: Her heart was in community service.

"That's the great thing about HOD," she explains. "You get to explore. It's brilliant how it's set up in that way."

Returning to Nashville, Gilchrist worked for the Salvation Army and then served four years with Women in Community Service, a national welfare-reform organization that no longer operates in Nashville. The agency's focus was teaching life skills to mothers on welfare. In the meantime, she married musician/songwriter John Gilchrist, who is among the many in Music City working as a waiter and bartender until he gets that big break.



Leigh Gilchrist is an HOD alumna who is back at Peabody working toward a doctorate in higher education. Her heart is dedicated to community service, and HOD helped her explore the ways in which she could serve.

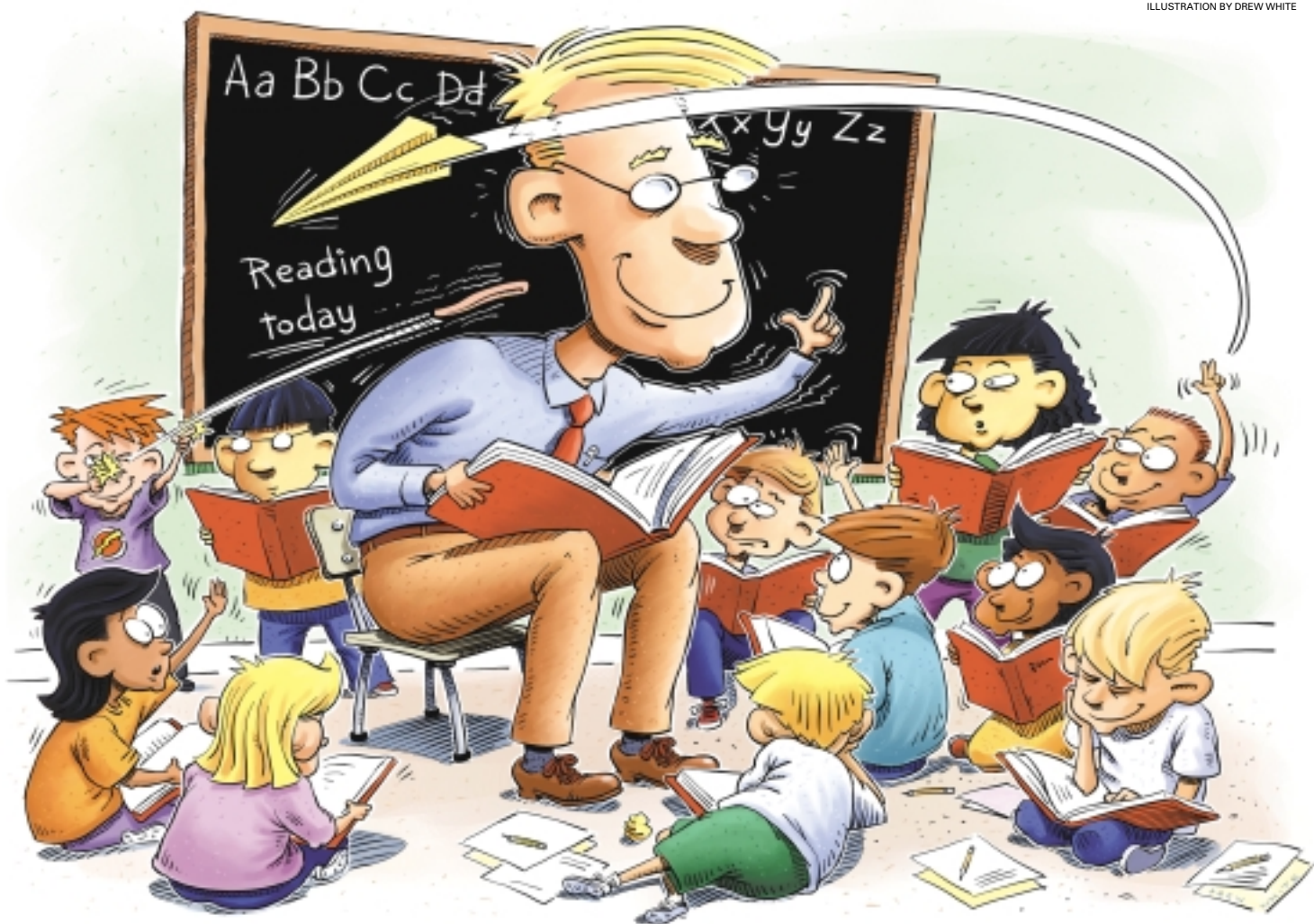
Like a typical HOD alumna, Leigh Gilchrist continues to broaden her horizons. She is particularly interested in research on how mental and emotional illnesses affect college retention, and she is exploring such areas as anxiety, depression, and eating disorders.

One of her favorite projects has been teaching survival skills to welfare mothers for Women in Community Service, at which she moved from program coordinator to agency director in four years. The program included 10 weeks of lessons in parenting, job searching and interviewing, hygiene, anger management, drug and alcohol awareness, and similar survival topics. Upon completion, participants were awarded diplomas.

Members of one of Gilchrist's graduating classes had their diplomas reduced, laminated, and framed. They presented the finished product to Gilchrist with a note: "We couldn't have done it without you." Tears glisten in Gilchrist's eyes as she tells the story. "You know," she says, "that's the sort of thing that makes it all worthwhile." IP

Julia Helgason, formerly a staff writer for the Dayton Daily News, is now a Nashville freelance writer and frequent contributor to the REFLECTOR.





Survival in the Trenches

Peabody grads grapple with their first year of teaching

by Ned Andrew Solomon

Andy Evans, BS'01, was an excellent student in a difficult and demanding program at Peabody College, double majoring in elementary education and language and literacy studies. But since graduating last May, he has faced a much more daunting challenge: convincing a class full of first graders at Nashville's Charlotte Park Elementary that he's the boss.

For many first-year teachers, transitioning from sitting in a lecture hall to standing at the head of the class is a rude awakening. Despite four years of intensive study of educational theory and philosophies, and a mentored term in the role of student teacher, nothing quite prepares one for coordinating the entire classroom experience and the inherent knowledge that the book stops here.

Classroom Management 101

Though countless factors impact a student's achievements or lack of progress, the bulk of student success rests squarely on the teacher's shoulders. So does the responsibility of keeping order and controlling student behavior in the classroom. For Evans, management issues, even with 6- and 7-year-olds, have been his toughest task.

"In my classroom management course in Peabody, I was taught to be consistent with discipline or I would suffer from the consequences," he says. "I was taught to adopt a discipline plan, firmly establish it early in the year with the students, make sure they understand it, and stick with it. But I have been inconsistent, and have suffered for it. When you're inconsistent, it sends mixed messages to children. Students don't know when they will be corrected, so they just do whatever they want and risk their chances of getting in trouble."

Fortunately, Evans has been able to take a deep breath and dig down into the resources gathered while at Peabody to develop a plan for getting his classroom back on track. Slowly

but surely, discipline and stability are returning.

Katy Greenslade, BS'01, encountered a very different management issue in her first year at Nashville's Berry Elementary School, where she teaches a special preschool class for children with autism. For her, gaining student control was not the problem. It was working collaboratively with other adults in the room.

"By far, my biggest challenge this year has been working with assistants," says Greenslade. "Having two additional adults in the classroom who I have to trust and to whom I have to relinquish control is very difficult for me. I always want to be in control since I'm the one who is held accountable for my students' progress, but at the same time I must acknowledge how much my assistants can promote that progress as well."

Margaret Smithey, senior lecturer in Peabody's Department of Teaching and Learning, tries to instill in her students the understanding that basic classroom management is the make-or-break component in nearly every aspect of the educational experience. Classroom management involves establishment and regulation of rules and procedures, classroom arrangement, management of instruction and student behavior, and organization of student work—all the particulars that enhance the learning environment and support opportunities for the student.

"We go into great detail," explains Smithey. "Where do you want the students to put their finished papers in order to cut down on confusion? If a student has a question, is he supposed to go to the teacher during seat work or raise his hand and signal so the teacher can come to him? All those little intricacies of classroom management contribute to a smoothly running class and can greatly impact on-task and off-task behavior."

Although first-year teachers have heard all this in their Peabody classrooms, effectively implementing these basic tenets of sound teaching while balancing all the other aspects of being in a new position is tricky, and frequently forgotten.

"The bottom line for us in terms of how well prepared students feel," says Smithey, "is whether or not they are able to make these connections when hearing it at the University, as they must when they are actually in the classroom, on their own, making all the decisions. It becomes real then, and since the job is overwhelming, it can be difficult to process it all."

Still, Smithey believes Peabody can give its future teachers only the foundation. The most crucial classroom-management decisions must be based on a particular teacher's personality, his or her philosophy of education, the group of children being taught, and the kind of climate he or she wants or needs to create in the classroom.

Teacher Training at Peabody

All Peabody students begin their teacher training with foundational courses in the various theories and philosophies of education and developmental psychology. Then, depending on an elementary or secondary track, students take literacy courses and methods in social studies, science, and math, or they concentrate in a particular content area.

Near the end of their Peabody education, undergraduates get 15 weeks of experience as a student teacher, with approximately six or seven weeks per placement. Although Peabody graduate students may choose the traditional student-teaching

route, most take advantage of an internship program that lasts an entire year, teaching solo in a mentor teacher's classroom and lead teaching 70 percent of the time.

To ensure the quality of the mentors in student-teaching and internship placements, and to augment their ability to communicate effectively what Peabody students need to learn, Peabody has trained 79 experienced teachers as part of a cooperative mentoring effort with Metro Nashville Public Schools. As a provision of this unique program, two new teachers are assigned to each mentor teacher. Mentors are given release time by Metro Schools to visit the new teachers' classrooms, or for the new teachers to spend time in the mentors' classrooms, to observe and collaborate.

Peabody's teacher preparation appears to be paying off. For the past several years, an astounding 90 percent of Peabody's licensed graduates have landed in teaching jobs or graduate school by the time of their graduation. For last year's graduating class, the percentage was even higher, with 95 percent employed or continuing their studies. Although 50 percent of recent graduates have begun their teaching careers in Middle Tennessee or the Atlanta area, Peabody alumni have surfaced in schools across the United States and in 19 foreign countries.

Chris LaFevor, who keeps track of graduating students as Vanderbilt's director of teacher licensure, has a file full of comments from alumni who credit their Peabody education with properly preparing them, and who acknowledge Peabody's reputation for opening doors that otherwise may have remained closed to them.

Creators of Change

Smithey is the first to admit that Peabody's successes begin with the recruitment process. She believes Peabody accepts into the program, and gives back to the educational community, the cream of the crop.

"We get such good students—students who are committed to teaching," says Smithey. "They are obviously not in it for the money. They are doing it because they have a heart and a mind for service and education, have been very successful in their high school or college experiences, and are usually very intelligent and have had lots of meaningful educational advantages such as traveling and studying abroad. We capitalize on those attributes because we encourage them to be effective decision-makers. Many of our graduates become creators of change, and bring innovation into their schools."

According to Smithey, Peabody is also exceptionally strong in fostering the collaboration that takes place between the students and the University during their transition times of student teaching or interning. Collaborators, who might be faculty members, adjunct faculty members, or doctoral students who have taught in a particular content area are in the classroom once a week observing the student teachers or interns, conferring with them afterwards, and frequently addressing issues of concern during phone conversations between scheduled visits. Few other teacher-training institutions provide that intensive level of guidance and leadership.

Although Peabody does not offer graduates ongoing support in any formalized fashion, some new teachers, like Jana Hosenfeld, MED'01, actively seek it, and gratefully find it. Hosenfeld, an alumna of the graduate program in secondary education, acknowledges that the ongoing support she has received was

instrumental in getting her through her first year in the trenches.

“My professors are in contact with me,” says Hosenfeld, “just to check out how well it’s going and how they might adjust their own curriculum in light of how we, as former students and current teachers, have or have not felt prepared. I also feel that I can call on any of my teachers for advice or suggestions. They have left the door open and are so receptive to my needs and questions.”

Hosenfeld also praises the training offered by Peabody’s Classroom Organization and Management Program (COMP), developed by Professor Carolyn Evertson, for helping her maintain classroom control. (For more information about COMP, see the feature article “Common Sense into Common Practice” on pages 15–17 of this magazine.)

The Real World

A strong educational foundation, a great reputation, and faculty and mentor support can only help so much. At the end of the day, the teacher is alone with the demands of student work and the weight of just plain getting by. Hours of planning and piles of paperwork alone can be overwhelming, especially when added to the stress and strain of basic survival.

“For the most part, after completing my Peabody training, I felt that I was prepared to teach,” says Andy Evans. “However, I think the shock wasn’t necessarily that I was a classroom teacher, but the fact that I was on my own, in the real world, with bills and managing an apartment. Meanwhile, I was supposed to teach first graders five days a week for nine months. After work, I eat and sleep!”

Katy Greenslade, who studied secondary education and special education, with concentrations in early childhood and comprehensive special education, echoes Evans’s emotions, with a nostalgic look toward a less pressured time.

“Being a real classroom teacher carries considerably more responsibility than being a college student, even a student teacher,” she says. “It is still strange to look back at college and think of how much free time I had. Simply working in a classroom for seven and a half hours or more was a big adjustment. I must repeatedly remind myself that this is only my first year, and that I should not expect everything to be exactly as I want.”

Ironically, John Hertel, MEd’01, another first-year teacher, attributes the extras he puts into his schedule as the secret to his success. Besides teaching 10th- and 11th-grade English at Algonac, Mich., Community High School, Hertel is defensive coordinator for the varsity football team, the freshman basketball coach, and a co-sponsor for the National Honor Society. His extracurricular activities began even before his tenure as a teacher did.

“I worked with students throughout the summer as a football coach,” says Hertel, “and by the time the school year began, I was already very familiar with the community and the attitudes of the students and educators in the community. I would recommend that all aspiring teachers work in schools as much as possible prior to their first year of teaching. I can’t emphasize enough the importance of being involved with school activities after regular school hours are over. As a result, the students see your interest in them and begin to respond to you in a more positive way.”

Jana Hosenfeld says contact with her Peabody professors have helped her get through her first year as a middle-school teacher. “They have left the door open and are so receptive to my needs and questions,” she says.



PEYTON HOGE



AMY E. POWERS

John Hertel is a first-year high-school teacher in Michigan. He says becoming familiar with his school’s community and working with students in a variety of after-school activities have helped him weather first-year storms.

Andy Evans says classroom management and consistency of discipline have been the greatest obstacles in his first year as an elementary-school teacher.



PEYTON HOGE

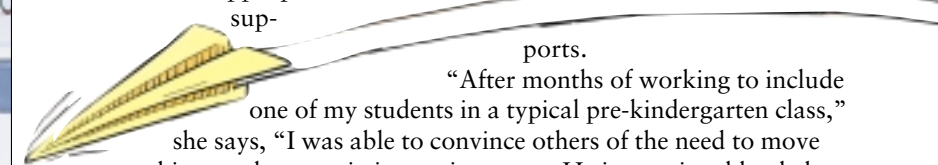


PEYTON HOGE

Elementary-school teacher Katy Greenslade says her first classroom victory came when she worked to move a student with learning disabilities into a typical pre-kindergarten class. “He is now in a blended class and has made gains we never could have predicted,” she says.

When the Light Goes On

Typical obstacles and hectic schedules aside, each of these four first-year teachers experienced powerful moments of clarity and accomplishment that contributed to their sense of purpose, and helped them remember why they originally had chosen this profession. For Greenslade, it was the successful transitioning of one of her students into a typical classroom with appropriate




ports. “After months of working to include one of my students in a typical pre-kindergarten class,” she says, “I was able to convince others of the need to move him to a less restrictive environment. He is now in a blended class where he gets the support of a special education teacher with two assistants, as well as constant interaction with typical peers. He has made gains we never could have predicted.”

For John Hertel, it was turning one of his toughest student adversaries into an ally. “I had one particular student who was giving me a heck of a time throughout the first quarter of the school year,” he relates. “He was a constant disruption. I was continually sending him out of the classroom, and a few times he became verbally confrontational. Eventually, I realized I needed to take a different approach to the situation.”

Hertel began to follow his school’s discipline guidelines and eventually, the student was suspended. Following conferences with the school’s responsibility teacher, he returned. “When the second quarter began, I had this student for two class periods,” continues Hertel. “I thought it was going to be the end of me! However, because of the actions I had taken the first quarter and the conferencing the student had received from our excellent responsibility room teacher, he became a different student. Now, most days he greets me in the hall with a pleasant ‘Hello, Mr. Hertel.’”

Jana Hosenfeld saw the light go on in the face of one student, a child who disliked reading but found herself engrossed in a book Hosenfeld had recommended. Currently teaching at John Trotwood Moore Middle School in Nashville, she gauges her success as an educator in simple terms. “Smiles, students repeating phrases that are difficult for high school students to comprehend—these things show that I’m being effective,” she says. “Most of all, it is the relaxed but challenged looks on their faces when they enter my room.”

And in the midst of Andy Evans’s elementary school trials and tribulations, he has concluded that he is right where he is supposed to be. “I think the most rewarding experience I have had with my students came when they started reading,” he says. “I know that I was taught effectively at Peabody about reading education and how to teach it, but I was still unsure how well I would do.

“When my students began reading, independently, I knew that I had really made a difference. I actually had taught the students, and they learned. I was a teacher.” 

Ned Andrew Solomon is a freelance writer and a former researcher at Vanderbilt’s John F. Kennedy Center for Research on Human Development. He is now director of Partners in Policymaking, a program of the Tennessee Council on Developmental Disabilities.

Peabody Awards Inaugural Frist Scholarship

The generosity of the Frist family has become legendary in Nashville, with the family name associated with a host of local cultural, medical, and educational enterprises, including several at Vanderbilt.

The Frists have an especially close connection to Peabody College through Dorothy Cate Frist, who earned her bachelor of science degree from Peabody in 1932. Mrs. Frist was one of 14 children, all of whom were college graduates, and three generations of her family have been associated with Peabody. As wife of Dr. Thomas Frist Sr., the founder of Hospital Corporation of America (now known as HCA—The Healthcare Company), she instilled in their children her lifelong commitment to education.

A few years ago the Frist family established the Dorothy Cate Frist Honor Scholarship at Peabody to honor Mrs. Frist, who died in January 1998. Today she is remembered through the first recipient of the Frist Honor Scholarship, Catherine Mary Minihan.

Minihan is a senior at Peabody, majoring in elementary education and sociology. She came to Vanderbilt from Rochester, N.H., because she desired to experience a different part of the country and a different culture. What she discovered was a love for teaching and working with children. She has completed practica in both second-grade and fourth-grade classrooms, appreciating the differences between the two age groups.

"I was a little worried that I wouldn't like the fourth-grade level because I was sure I only wanted to work with younger children, but I wound up having a fabulous time with that age group," says Minihan. "I adored both practicum experiences. They gave me a chance to be in a classroom and teach before doing my student teaching, which was a key benefit. The excitement of the students when they are enjoying school and learning is contagious."

Minihan says graduate school will be in her future, possibly to earn master's degrees in both education and social work, in addition to teaching. Peabody, she says, has prepared her for all these endeavors.

"Peabody is a great place because it's small enough to allow you to know many of the people who share your major, which gives you a wide circle of peers to consult about elementary education," says Minihan.

"I've also had the chance to get to know my professors on a personal level. They are always available to meet with me and offer guidance. Peabody has been a wonderful



Catherine Minihan

going to ask questions the teacher did not anticipate. A teacher needs to be as prepared as possible, and if questions come up that you don't know the answer to, you make it a learning experience in the classroom.

"I've also learned the importance of getting to know students personally. By doing so, a teacher is able to relate to her students' lives, tailor lessons to differing student abilities, and create a more cohesive classroom."

One of the most thrilling opportunities Minihan has had at Vanderbilt came last semester when she studied at the University of New South Wales in Sydney, Australia, with three other Vanderbilt students as part of the University's Junior-Year Abroad program. In Sydney she completed her final lab science course and three courses in sociology while soaking in the Aussie culture.

"There were so many things to experience in Sydney, and it was great to study sociology in a different country because it's a discipline in which you can clearly see the different perspectives people have," says Minihan.

Back in the U.S., Minihan will be working to wrap up her Peabody education with the help of the Dorothy Cate Frist Honor Scholarship, a half-tuition award. Through the scholarship, she has had the opportunity to meet members of the Frist family, including alumna Mary Frist Barfield, BS'68, daughter of Thomas and Dorothy Frist, and her husband, H. Lee Barfield II.

"This scholarship lies very close to their hearts, and I am so grateful for having been selected to receive it," says Minihan. "I have a very strong commitment to education, and the Frist family has a strong commitment to Peabody."

"The scholarship is allowing me to take out far less in school loans, which will be greatly helpful as I make plans for graduate school. I'm quite honored to be associated with them."

place for me."

Minihan says she's learned many important things at Peabody, including the fact that she can't learn everything. "There is no way a teacher can know every answer to every question, and students are always

Zeppos Named University Provost

In a further effort to more closely align the University's academic and development functions, Nick Zeppos, who last year was named vice chancellor for institutional planning and advancement, has been appointed to the newly created position of provost and vice chancellor for academic affairs. The change was effective March 15.

In addition to his role as chief academic officer, Zeppos continues to lead the University's 200-member alumni and development staff, which is currently preparing for a \$1.25 billion-plus comprehensive fundraising campaign.

"We must have a process and structure to ensure a straight line from our academic goals, as developed by the faculty and deans, to the allocation and growth of our resources—in short, a seamless integration of mission and resources," said Chancellor Gordon Gee in a statement to the University community. "This requires a new structure with a new vision."

Zeppos, who also is a professor of law, will now be responsible for conceiving, implementing, funding, and assessing the University's academic and research mission, said Gee. "And under this integrated approach, he will ensure that our development and alumni efforts are inextricably linked to that mission."

Gee also announced the appointment of David Williams, general counsel and secretary for the University, to the newly created position of vice chancellor for student life and university affairs. He praised both men for their "great intelligence and creativity, boundless energy and enthusiasm, and a zealous commitment to excellence."

Before his appointment last year as vice chancellor, Zeppos had served as associate provost and as associate dean of Vanderbilt Law School. The Milwaukee native has been at Vanderbilt 14 years.

Former provost Thomas Burish, who served in that role for 10 years, has left Vanderbilt to become the next president of Washington and Lee University in Lexington, Va.



Nick Zeppos

Parent Pow-Wow

James Hogge, right, associate dean for faculty and programs and professor of psychology, visits with Peabody senior Courtney Dashe, second from left, and her parents, Murray and Robin Dashe of Oakland, Calif., during Peabody's Parents Leadership Luncheon in March.



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WE LOOK FORWARD TO HEARING FROM YOU!

In Lieu of Flowers . . .



When a loved one passes away, one of the decisions you may face is how best to create a fitting memorial—a tribute that heralds the difference this special person made in the lives of those around him or her. You may be content to ask that contributions in lieu of flowers be made to the charity of one's choice. Or you may wish to link those gifts to something more personal.

One important way in which you, family members, and friends may honor the memory of your loved one is through gifts to Peabody College.

Perhaps your loved one was an alumnus whose memories of the Peabody years always brought a smile. Or perhaps a Peabody education made possible some wonderful career opportunities. Or maybe he or she simply cared about the exciting discoveries being made each day at one of the nation's top colleges for research in education and human development.

Whatever the reason, a memorial gift to Peabody College, in any amount, helps to foster the causes and ideals your loved one held dear. These gifts are fully tax-deductible and, if one wishes, may be restricted for a specific purpose. A real difference can be made at Peabody if the following is included in your loved one's obituary notices: "In lieu of flowers, the family requests that memorial gifts be sent to Peabody College, Vanderbilt University, Office of Gift Records, VU Station B 357727, Nashville, TN 37235-7727."

If you would like more information about opportunities to honor a loved one through a gift to Peabody College, please contact:

TRES MULLIS, director of alumni and development,
Peabody College of Vanderbilt University
Peabody Box 161, 230 Appleton Place
Nashville, TN 37203-5701

PHONE:
615/322-8500
E-MAIL:
tres.mullis@vanderbilt.edu

Peabody College Alumni Association

Peabody welcomes the following new members to its 31-member Alumni Association Board of Directors. A complete listing of Alumni Board members appears on page 52 of this magazine.

Grace Veronica Ambrose, EdD'97
Wappingers Falls, N.Y.

Ann Scott Carell, BS'57
Nashville

Kimberly Dayani, BS'93, MEd'00
Mission Woods, Kan.

Bonnie Leadbetter, BS'92, MEd'94
Atlanta

J. Hunter McCarty, BS'68, MA'71
Franklin, Tenn.

Donna B. McNamara, PhD'77
Morristown, N.J.

Julie Brown Williams, MA'74,
EdD'86
Whites Creek, Tenn.

Lauren Wilson Young, BS'97,
MEd'99
Memphis, Tenn.



Alumni news may be submitted to THE PEABODY REFLECTOR, *Class Notes* editor, VU Station B 357703, 2301 Vanderbilt Place, Nashville, TN 37235-7703. You also may submit your news by e-mail to nelson.bryan@vanderbilt.edu.

'42

Joe T. Brandon, BS, writes that he has enjoyed contacting old friends from Peabody through Vanderbilt's alumni directory (most recently published in 2001), to many of whom he had not spoken in more than half a century. He also has reunited Peabody alumni with the College's Alumni Office, which he says gives him "a feeling of satisfaction somewhat like that experienced by the midwife at the birth of a prince." When he travels to Nashville from his home in El Segundo, Calif., he enjoys visiting the site of the former Peabody campus just south of the downtown area, where the "old stone castle" (main administration building) still stands. (See the inside front cover of this magazine for more about this building.)

'49

Mack L. Graves, BA, MA'50, and his wife, Mildred, celebrated their 50th wedding anniversary last August in St. Petersburg, Fla., where they own Graves and Graves, a commercial real-estate development and leasing enterprise. A former Brooksville, Fla., high-school principal, Graves retired from the St. Petersburg Junior College English department in 1976 after 18 years. He is an active Kiwanian and World War II veteran who was presented the Purple Heart, the Bronze Star, and the Combat Infantry Badge. "Dr. Susan Riley was my major professor at Peabody and by far my favorite teacher," writes Graves. "She was a 'gem of purest ray serene.' I love Peabody!"

'51

Bernie W. Simpkins, BS, has made a large gift to Brevard Community College in Florida, which created in his honor the B.W. Simpkins Business Seminar for Entrepreneurial Development. The seminar series features entrepreneurs who speak about their successes and the innovative ideas that helped them build their businesses. The first of these seminars was in 2001.

Mildred B. Vance, MA, was named one of three 2001 Distinguished Alumni/ae of Arkansas State University in September. A resident of Sedgwick, Ark., Vance has made a lifetime career at ASU, from which she received her bachelor's degree in 1946. She first was appointed supervisor of the kindergarten at the university's demonstration school in 1948, and today she is a professor of education. A member of numerous professional organizations, she also

has served in leadership roles, including president of ASU's Faculty Association. Before joining the ASU faculty, Vance was a public school teacher in Arkansas and Michigan, and also worked for the FBI in Washington, D.C., and the American Red Cross in Illinois.

'52 REUNION OCT. 25-26, 2002

'56

Betty J. Parker, MA, and Franklin Parker, EdD, have written a chapter titled "George Peabody, Founder of Modern Philanthropy" for the book *Notable American Philanthropists*, to be published by Greenwood Press in 2002 for the Indiana University Center on Philanthropy. The Parkers, who have written extensively about the life of George Peabody, live in the Uplands Retirement Community in Pleasant Hill, Tenn.

LIGHTS, CAMERA, ACTION!

This year Vanderbilt "goes HOLLYWOOD" for the biggest alumni weekend ever—and Peabody alumni have a front-row seat for all the fun!

Homecoming and Reunion have been combined into one event for all alumni and friends—we've called it "extraVUganza"—and your favorite movies will be backdrops for the celebration. Peabody's pre-merger reunion classes are included in the fun, too, as we offer you a very special invitation. These are just some of the things planned:



WE'LL SEE YOU IN OCTOBER!

Registration forms for extraVUganza are scheduled to be mailed in August, and online registration will also be available. If you have questions about extraVUganza, e-mail the Reunion Office at reunion@mcm.vanderbilt.edu, call us at 615/322-6034, or check out the Web site at www.vanderbilt.edu/alumni/reunion.

Melvin Chin (BA'75)
Artist Without Boundaries

When artist Mel Chin creates, his work is rarely confined to canvas, clay, or stone. Instead, Chin's compositions are conceptual first, created in a mind accustomed to thinking both inside and outside Pandora's box. Then his truly original and unique vision is laid lovingly on landscapes as varied as video games and toxic landfills.

Case in point, consider Chin's totally novel concepts for rebuilding the area where the World Trade Center stood. Selected to participate in an exhibit of new design proposals for the Center, Chin envisioned a whole new infrastructure—a floating roadway, 72 feet above the existing streets and buildings. The diverse modular designs "link and lock" and utilize all new sources of ecological power and water treatment that "plug and play" into an integrated system for recreation and work. The World Trade Center exhibit opened at the Max Protech Gallery in New York and is now in Washington, D.C., soon to be headed to Rotterdam, Berlin, and possibly Venice.

Perhaps Chin's penchant for thinking in a whole new paradigm began at Peabody. He entered in the '70s on a

National Merit Scholarship. Nashville's hills seemed preferable to his flat Houston homeland—inspiration for the traditional landscapes and sculptures Chin assumed his career would take. But he quickly used the college's challenging climate to expand into a whole different direction. Even a mandatory class in ceramics exploded into topics as diverse as prehistoric Japanese pottery, Chinese philosophy, French symbolism, and the women's movement—"all in a city where I could, at the same time, question the politics of someone like Merle Haggard," recalls Chin.

With Chin's creativity loosed as a contemporary artist, there's been no containing what has emerged from the box ever since. Awards and grants are numerous and include those from the National Endowment for the Arts and the Rockefeller Foundation; academic appointments include consulting professor at Stanford University and advisory board member at Carnegie Mellon University; and his work is housed in public collections from the Federal Reserve in Washington, D.C., to the Museum of Modern Art in New York.



Artist Mel Chin at work on one of his socially relevant pieces

Just as Chin's vision for a new New York extends beyond "monolithic skyscrapers and memorials," his interest in art, in its largest sense, extends beyond schools and museums to other venues such as popular culture. "I'm especially concerned with the generational transfer of ideas and information," he says.

So when the Museum of Contemporary Art asked Chin to conceive of a publicly interactive art project in Los Angeles, Chin set up the Gala Committee. Using students and teachers and working with writers and producers of TV's hit show "Melrose Place," over a two-year period the committee designed and inserted secret props into the set. From a quilt pattern with the chemical structure of the abortion pill RU486 to a container of Chinese food with slogans from the Tiananmen Square protest, the program had both a private and a primetime life.

The museum exhibited hundreds of the objects, which were later sold at Sotheby's. And through syndication and reruns, "Melrose Place" is destined to continue for the next 20 years, causing an ongoing conversation about an art concept never conceived before. That's just the way he wants it. Another Mel Chin original.

—Carol Wissmann



Chin's concept for a rebuilt World Trade Center is in a traveling exhibit that opened in New York and Washington, D.C., and is headed for Europe.



'57 REUNION OCT. 25-26, 2002

'58

D.C. Pratt, MA, of Riverdale, Ga., retired in 1992 after 40 years as a teacher and school administrator. He is author of 15 books involving poetry, local history, short stories, and mountain speech. In September 2001, the board of commissioners of Fayette County, Ga., and the mayor of Fayetteville issued official proclamations honoring Pratt for his service to the community as an educator, through his church work, and through his involvement with the local Optimist Club. In March 1998 the Georgia House of Representatives commended him for his distinction as a poet.

'62 REUNION OCT. 25-26, 2002

Miriam W. Meyers, BA, recently took early retirement from Metropolitan State University in Minneapolis, which she has served for 30 years, first as the president's executive assistant and then as a faculty member teaching linguistics, writing, and educational planning. She also was a university publications editor. Meyers is author of *A Bite Off Mama's Plate: Mothers' and Daughters' Connections Through Food*, published recently by Bergin & Garvey Trade (Westport, Conn.) Beginning with a look at food's place in the greater family, the book explores the connections mothers and daughters enjoy in the kitchen and beyond.

'67 REUNION OCT. 25-26, 2002

'68

Florine Watson Harper, BS, MA'70, a retired teacher, reports that her husband, Buford, passed away in June 2001 after nearly 60 years of marriage. She has moved from her home in Thomaston, Ga., and is now living in Pelham, Ala., and spending time with her two children.

Sandra Etheridge Silverstein, BS, of Brownsville, Tenn., is in her sixth year as director of the Haywood County Chamber of Commerce. During her tenure, tourism has flourished and many new industries have come to the community, thanks in part to a special incentive package she helped develop to recruit retail businesses and boost the economy. Silverstein says the chamber will now take aim at the local school system.

'69

Jimmie Robinson Felder, MLS, of Montgomery, Ala., is the recipient of numerous community awards and honors, many of them as a result of her persistence in establishing a library for her native Lowndes County, Ala. The former librarian of Montgomery's Carver High School was so distressed by the low standardized test scores in Lowndes County, which had no public library, that she began a crusade in the mid-'80s to create one. She worked five years to secure funding, books, and the support of state and local officials, and in May 1990 the Hayneville Public Library opened inside a former doctor's office. As of August 2001, more than 19,000 books had been catalogued, and a new, larger library building may be on the horizon. Felder has been honored as Citizen of the Year by the Montgomery Alumnae Chapter of Delta Sigma Theta Sorority (1991), Woman of the Year by the Mu Chapter of Iota Phi Lambda Sorority (1999), and Volunteer of the Year by the Junior League of Montgomery (2000).

'70

Brenda Blalock Kirkham, MLS, has retired after 31 years as the librarian/media specialist for Brookhaven Middle School, which is part of the Decatur (Ala.) City Schools. Her husband, Bill, also is a retired teacher.

Janice Brady Zimmerman, BS, MA'71, EdS'72, an active Nashville community volunteer, has been named to the Baptist Comprehensive Breast Care Center Advisory Board.

'72 REUNION OCT. 25-26, 2002

John V. Richardson Jr., MLS, is a professor of information studies in the Graduate School of Education and Information Studies at the University of California-Los Angeles. Currently on sabbatical leave until September 2002, Richardson is serving as a Presidential Scholar of Virtual Reference Services at Library Systems & Services L.L.C. in Germantown, Md. He is studying virtual question answering, notably the measurement and evaluation of virtual question answering, benchmark data, and statistical profiles. Richardson is editor of *Library Quarterly*.

'73

Gail S. Gibson, EdS, PhD'74, is a counselor with Trinity Counseling Center Inc. in Huntsville, Ala. A

licensed professional counselor, national certified counselor, and substance abuse counselor, she retired last year from a 25-year career as a professor in the psychology and counseling department at Alabama A&M University.

'74

John W. Long, PhD, EdD'95, is an assistant professor in the policy studies department in the College of Education at the University of Illinois at Chicago. Last summer he was awarded a Fulbright grant to teach African American studies at the Institute for English and American studies at Humboldt University in Berlin, Germany, during the 2001-2002 academic year. Long's research areas include educational policies affecting the African Diaspora in the United States and Germany and policies affecting African Americans in higher education.

John M. McLaughlin, BA, has been named executive vice president for education leadership and strategic planning for Nashville-based The Brown Schools, the nation's largest provider of education, therapeutic, and family support services for children with extraordinary needs. McLaughlin began his education career as a teacher at Westminster School in Nashville and later founded and directed the city's Benton Hall School, serving students with learning disabilities. He served as associate professor of educational administration and leadership at St. Cloud University before founding the Education Industry Group and the John McLaughlin Co. The Brown Schools, a privately held company, serves young people at 33 locations in 10 states and Puerto Rico.

Alvin T. Simpson, BA, is a noted church musician, ordained minister, and a professor of music at Alcorn State University. He leads church music workshops and has served as arranger and accompanist for numerous gospel-music recordings.

'76

Darwin L. Henderson, EdS, has been named to the seven-member national jury that selects outstanding African American authors and illustrators for the American Library Association's Coretta Scott King Award. The award, a tradition since 1972, honors authors and illustrators whose works promote an understanding and appreciation of the African American culture and its contributions to the

American dream. An associate professor of education at the University of Cincinnati, Henderson was selected for the jury because of his expertise in multicultural literature for children and young adults. He is active in several national literacy and child advocacy organizations.

Roberta Ann Pointer Smith, PhD, of Indianapolis is both a licensed clinical psychologist and psychiatric nurse who has served as a clinician in community mental health and private practice, as an academician, and as a published health-care researcher and reviewer for research publications. She has been an associate professor and interim dean for Vanderbilt's School of Nursing, an associate professor at the University of Illinois, and the Mary Margaret Walter Professor of Nursing at Indiana University in Indianapolis. She continues to work at Indiana as an adjunct professor and has embarked on a new endeavor as research consultant and editor at www.research-help.com. "I studied with many illustrious Peabody faculty who continued as colleagues when I joined the Vanderbilt faculty," writes Smith. "I will always be grateful to Peabody's psychology program at that time, as it helped me launch a successful and multi-faceted career."

'77 REUNION OCT. 25-26, 2002

'79

James B. Hawkins, MS, has accepted a position in his hometown of Gallatin, Tenn., as attorney for the Legal Aid Society of Middle Tennessee and the Cumberlands, providing free civil legal assistance for the poor, the elderly, and victims of domestic violence. He formerly worked with BellSouth's legal department in Birmingham, Ala., as headquarters general attorney, subsidiary general counsel, and subsidiary president. An Eagle Scout, he has been active in church and community activities, including Habitat for Humanity and the United Way. Hawkins is a former member of Peabody College's Alumni Association Board of Directors.



'81

Rob Horowitz, MA, PhD, an Albuquerque psychologist and author, recently learned that his book,

**Bobby Jones (EdD'80)
Great Gospel**

Bobby Jones's voice comes over the telephone like gospel gold. Rich, resonant, and just raspy enough to remind you he's still firmly grounded in this world—but half in heaven, half here. The mix is evident in his conversation.

"We ran it with very little money. It was divine guidance," says Jones, referring to "Bobby Jones Gospel," cable television's longest-running entertainment program. Airing since 1980, the program remained number one in popularity on BET (Black Entertainment Television) for more than 20 years. When Viacom recently purchased BET, Jones, now 63, relinquished duties as producer but remains as host. "I'm not going to be doing this forever." He pauses. "But maybe I will."

"Bobby Jones Gospel" is followed by "Video Gospel," hosted by Marcus Wilson, a 1992 Peabody alumnus and former Vanderbilt quarterback. The two often travel internationally with Jones's Nashville Super Choir.

Jones's interest in gospel dates back half a century. Graduating from high school at age 15, he needed funds to attend college. Answering an ad for a Sunday school piano player, he transitioned from what he calls his rural Tennessee hymn-singing Methodist childhood to urban Baptist gospel.

He graduated from Tennessee State University at 19 with a bachelor's degree in education and taught while going for his master's. And as gospel music evolved from its simple beginnings involv-

ing piano, soloists, and quartets into today's choirs, ensembles, and full-scale productions, Bobby Jones's career in gospel likewise blossomed.

Peabody played a part in his success. While he chose Peabody from which to earn his doctorate "because of its reputation as an outstanding school for teachers," Jones praises the College for giving him so much more. "It opened my mind to be creative, understanding, and flexible—a wonderful experience."

After teaching at the elementary-school and university levels, and as a consultant for McGraw-Hill Publishers, Jones turned his attention to gospel music. Half a lifetime later, he has received a Grammy Award for "I'm So Glad I'm Standing Here Today," performed with Barbara Mandrell and the New Life Singers; Dove and Gabriel awards; and an International Film Festival Award for writing and performing "Make a Joyful Noise," a black gospel opera that aired on PBS.

And if you think Jones has already hit all the high notes, it's not so. He just began TV's "Let's Talk Church"; continues to broadcast his weekly radio show, "Bobby Jones Gospel Countdown," from his Nashville home; and his autobiography, *Make a Joyful Noise: My 25 Years in Gospel Music*, was recently published by St. Martin's Press.

The State of Tennessee officially recognized Jones on April 3 "for his laudable service to Tennessee and his many achievements in the gospel music indus-



THE GAMER'S ENHANCEMENT

try" with a House joint resolution by state Rep. Henri Brooks (D-Memphis). The resolution was presented in the state House of Representatives with Jones present.

"And this Thursday night, I'll be at the White House as a special guest for their tribute to gospel music," smiles Jones. It's his third invitation.

"I don't believe all this would have happened had I not used the organizational skills I gained at Peabody," reflects Jones. "I developed a whole belief system and skills transferable to any aspect of life. It was a holistic approach." The White House honor, adds Jones, is one more "confirmation from God that I'm on the right track doing things to help mankind."

Sing that song, Bobby.
—Carol Wissmann

Editor's Note: More about Bobby Jones can be found on the Web at www.bobbyjonesgospel.com.

Birthing from Within: An Extra-Ordinary Guide to Childbirth Preparation, has been named to Lamaze International's all-time top-10 list of books recommended to parents and families. He co-authored *Birthing from Within* with midwife and childbirth-education innovator Pam England. *Birthing from Within*, which Horowitz calls "an unusual mélange of psychology, midwifery, art, hypnosis, and Zen," helps couples prepare for childbirth as an emotional and spiritual rite of passage rather than

primarily as a medical event. The book is now in its fourth printing.

'82 REUNION OCT. 25-26, 2002

'83

Judy Harrison, BS, of Atlanta is author of *Getting Together with God: Weekly Bible Verses for Your Family to Learn and Apply*, published by Looking Glass Books. The book is divided into monthly themes

with a corresponding Bible verse for each week, encouraging children to learn the verses and then apply them to their lives.

'84

Deanne M. Collins, MEd, EdD'91, lives in Spring Hill, Tenn., where she founded the Spring Hill Arts Center in 1998. Actors with the SHAC routinely play to packed houses at the organization's makeshift theater behind the old local high school, and

Collins has created acting classes offered by the SHAC. A New York native and former professional dancer, Collins landed in Spring Hill four years ago when she married a local resident. "We're drawing all these people who wanted a taste of theater," says Collins. "It's still not enough opportunity for all those who want to perform. There are so many talented artists here. Moving to Spring Hill was a real spark for me."

Deborah Faulkner, EdD, is deputy



Robin-Lynn Clemmons (BS'84)
Lina Bowyer Ellis (BA'87, MEd'90)
Charlotte Fausett McGreaham (BA'70)
The Westminster Three

Charlotte McGreaham was chair of the mathematics department at The Westminster Schools in Atlanta when Lina Bowyer Ellis and Robin-Lynn Clemmons, a former math student of McGreaham's, applied for positions there. "I was very impressed with their educational backgrounds and their strong commitment to teaching," says McGreaham, "and recommended that Westminster hire them." It turned out the three educators had more in common than a love for math: All had received their teaching training from Peabody College.

Having majored in mathematics at Vanderbilt from 1966 to 1970, McGreaham decided to pursue a teaching certificate. She took several education courses and completed her practice teaching at Peabody. "We were encouraged not to simply depend on the textbook, but to look for other sources to enliven our classrooms and provide depth to the students' understanding," she explains. "We were told that as teachers, we had to be lifelong learners. I continue to learn from my colleagues and my students."

Clemmons chose Vanderbilt specifically for the education program at Peabody. "I knew I wanted to teach in the Southeast and that I wanted a school with a superior reputation," she says. "My strengths as a teacher, in my early years, can be credited solely to Peabody." Bowyer Ellis majored in mathematics and economics at Vanderbilt and, after a three-year term at a consulting firm, returned to Peabody for her M.Ed.

Thanks in part to the accomplishments of these three Peabody alumnae, Westminster can boast a very impressive math faculty. McGreaham is a table leader for the Advanced Placement calculus exam reading, grading all the AP



Peabody alumnae Lina Bowyer Ellis, Charlotte McGreaham, and Robin-Lynn Clemmons are all mathematics instructors at The Westminster Schools in Atlanta.

calculus exams for the entire country. She has earned two teaching awards while at Westminster: the Alumni Fellow Award for Distinguished Teaching for 1992-93, and the Goizueta Faculty of Distinction Award for 2001-02.

Clemmons received the 2001 VV Lavroff Calculus Award from Georgia State University. She has been a speaker at numerous local and national mathematics conferences and was nominated for the 2002 RadioShack National Teacher Awards. Bowyer Ellis has served as an AP statistics exam reader for the past five years. In 1997 she was awarded the Tandy Technology Scholar Award for Mathematics and Science Teachers.

The three often collaborate on creating hands-on activities, games, and other techniques to motivate their students, and they share a desire for using

technology to enhance student understanding of difficult math concepts. They also encourage each other to further their careers by pursuing professional goals.

Clemmons believes a strong connection exists between Westminster and Vanderbilt, as many Westminster parents and alumni are Vanderbilt grads. All three teachers are doing their part to keep the tradition alive by taking every opportunity to recommend Vanderbilt to their students—perhaps planting the seed for future Westminster, Peabody-trained professors.

"I tell them Vanderbilt is a great school with an excellent reputation," says McGreaham, "and that the contacts and friendships they will make there are invaluable." These three colleagues and companions are living proof.

—Ned Andrew Solomon

chief of the Metropolitan Nashville Police Department. In March she received the 2002 Nashville ATHENA Award, presented annually by 30 Nashville women's organizations to recognize a business woman who has attained and personifies the highest level of excellence in her profession. She was honored last summer as a role model for young women by the YWCA's Academy for Women of Achievement. Faulkner developed the Law Enforcement Accreditation Coalition of Tennessee, an organization that assists law-enforcement agencies with the national accreditation process.

'85

Ivan J. Reich, BA, JD'88 (Law), is a shareholder in the Fort Lauderdale, Fla., law office of Becker & Poliakoff and has been elected secretary of the Young Members Section of the Commercial Law League of America. Reich focuses on bankruptcy, landlord-tenant disputes, securities litigation, debtor-creditor relations, collections and foreclosures, and appellate law as part of his firm's commercial litigation group.

'86

Aimée Favrot Bell, BS, lives in Metairie, La., and reports that she is happily married with three children, and "had a kick" at her 15-year Vanderbilt Reunion. She also says she loved attending Professor John Murrell's retirement reception at Peabody in October 2000.

'87 REUNION OCT. 25-26, 2002

Gail S. Ward, BA, MEd'90, reports that after a year in Oxford, England, as curator of C.S. Lewis's former home, she is now living in the Nashville area and working as a private tutor for five high-school students who perform in a singing and dancing group.

'88

David Dyson, EdD, is president of Dyson Leadership Institute and the Plan for Life Alliance Network. He has been appointed to serve on the Norton Advisory Board for management and professional education at Birmingham-Southern College.

Brenda J. Gilmore, MEd, is director of mail services for Vanderbilt University and a Metropolitan Nashville-Davidson County councilwoman for District 1. In January she received the Outstanding Public Services Award

from the Tau Lambda Chi chapter of the Alpha Phi Alpha fraternity for her contributions and achievements in the community.

Scott D. Miller, EdS, president of Wesley College in Dover, Del., has been awarded the Presidential Medal of Honor by Universidad Interamericana in San Jose, Costa Rica. He was presented the medal at the university's commencement ceremony in March by Luis Alberto Monge Alvarez, former president of Costa Rica, and William Salom, president of Universidad Interamericana. Miller and Rosalie Miranda, president of Neumann College in Pennsylvania, were honored for their leadership in developing an international educational consortium benefiting students from Costa Rica and Panama.

Anita Perry, MS, lives in Nashville where she is director of development for a nonprofit organization, SAM-Ministries.

'89

Elizabeth Boucher Law, BS, received her doctorate in educational leadership from the University of Georgia in May 2001.

'90

Nick Dunagan, EdD, was named chancellor of the University of Tennessee's Martin campus last fall. He began his work at UT-Martin in 1973 as director of development and went on to serve as vice chancellor for development and administration, vice chancellor for student affairs, and executive vice chancellor. He has served as interim chancellor three times. A UT-Martin alumnus and Missouri native, Dunagan also currently serves as executive director of WestStar, the university's regional leadership program for West Tennessee. He also holds a law degree from the University of Missouri. Dunagan's daughter, Tracy Vander Meeden, works for Vanderbilt as an activities coordinator for the Division of Institutional Planning and Advancement.

Lina Bowyer Ellis, MEd, BA'87 (Arts & Science), and **Joe Ellis**, BA'87 (Arts & Science), announce the birth of their son, Matthew Joseph, July 4, 2001, in Atlanta. Lina is a teacher for The Westminster Schools, and Joe works for Acordia Southeast.

Nancy B. Higgins, EdD, is a professor at Montgomery College in Rockville, Md., where she has developed a

course in diversity, as well as certificate programs in diversity and in human resources management. She is a student adviser and career counselor, works with disabled students in her classes, and teaches online classes part time for the University of Maryland. Higgins has been inducted into the Human Rights Hall of Fame in Montgomery County and was selected by her college's president to be the county's representative for January's national Martin Luther King Jr. commemoration events in Washington, D.C.

'92 REUNION OCT. 25-26, 2002

Joanne H. Evans, EdD, received the 2001 Excellence in Professional Nursing Leadership Award from the Eta Tau Chapter of Sigma Theta Tau International, the nursing honor society. Evans is chairperson of the School of Nursing at Salem State College in Salem, Mass.

'94

Candace Dawn Fruin, BS, MSN'95 (Nursing), and **James D. Stefansic**, MS'96, PhD'00, were married June 23, 2001, in Nashville, where they reside. Candace is assistant nurse manager of the neonatal intensive-care unit at Vanderbilt Medical Center, and James is a neuro-imaging engineer at Vanderbilt Research Center.

Leigh Windsor Taylor, BS, and **Brian Koch** were married July 21, 2001, in Chapel Hill, N.C. She is a teacher with the Onslow County Public Schools, and he serves in the U.S. Marine Corps.

Ann Greenwood Watson, BS, MSN'96 (Nursing), and her husband, **Drew**, announce the birth of their daughter, Ann Lawton Watson, on July 10, 2001.

'95

Stephen J. Bistriz, EdD, has been named to the board of advisors for the Center for Professional Selling at Kennesaw State University's Michael J. Coles College of Business. He joins several corporate partners throughout Georgia who serve on this board. Bistriz is a managing partner with Siebel MultiChannel Services, an Atlanta-based international sales training and consulting firm. He previously worked 28 years with IBM.

Lauren Ford Geddes, BS, married **Ted Duff** on June 23, 2001, in Locust Valley, N.Y. Lauren is formerly the book-

ings editor for *Allure* magazine, and Ted is an associate for a New York investment bank.

Anthony L. Grande, MEd, has been appointed by Tennessee Gov. Don Sundquist as commissioner of the state Department of Economic and Community Development (ECD). He formerly served as ECD deputy commissioner, as well as assistant commissioner of Tennessee Business Services and director of Manufacturing Services. During his service with the department, the State of Tennessee achieved its three best years in private capital investment and job creation, attracting \$5 billion in 1998, \$6 billion in 1999, and \$7 billion in 2000. In 1999 Tennessee was chosen, for the first time, as State of the Year for its tremendous economic accomplishments.



John C. Thorsen, MEd, married **Laura Morsman** on July 14, 2001, in Deerfield, Mass. Both work at the Mercersburg Academy in Pennsylvania, where he is director of the alumni and development office and she is associate director of admissions.

'96

Daniel S. Ryan, MEd, has been named director of human resources for Smith Seckman Reid, a Nashville-based engineering firm. He also serves as chair of the Nashville Chamber of Commerce Employers Council.

Michelle Walker Ungurait, MEd, is social studies supervisor for the Tennessee Department of Education's Division of Curriculum and Instruction for grades K-12. In this role she coordinates the writing and implementation of Tennessee's social studies standards and benchmarks, serves as board member for a number of Tennessee educational agencies, and acts as a member of the board of examiners for NCATE. She also represents Tennessee as the National Council of State Social Studies Supervisors member of the National Council for the Social Studies. Ungurait recently traveled to Korea for three weeks on a Korea Society fellowship, and she is now pursuing her doctorate at Tennessee State University.

Margaret D. Warner, BS, and **Jacob S.S. Gearhart**, BA'95, were married Dec. 1, 2001, in Atlanta. They live in New York City where Margaret is



marketing director for *Worth* magazine and Jacob is vice president of debt capital markets for Deutsche Bank.

'97 REUNION OCT. 25-26, 2002

Becky A. Boltz, MEd, BS'95 (Arts & Science), is a Peace Corps volunteer in China. She finishes her service this summer and plans to return to the States to resume life as a teacher.

D. Brent Borders, BS, is a graduate student at Cornell University where he is studying human resource management.

Ryan J. Keiser, BS, and Jennifer McKay were married May 27, 2001, in Santa Fe, N.M. They live in Dallas where Ryan works for Trammell Crow Co.

Mindy Peirce, BS, and **Chad Pierotti**, BA, were married June 16, 2001, in New London, N.H. They live in Atlanta where Mindy is employed by Morgan Stanley and Chad is employed by Frito-Lay.

'98

Michelle Bergeron, BS, was married July 28, 2001, to Scott R. Taylor. They currently live and work in Kiev, Ukraine.

Brooke Alexandra Brown, BS, and **William J. Helmstetter III**, BS'97, were married June 23, 2001, in Bluffton, S.C. Brooke is an elementary school teacher in Alexandria, Va., and William is a law student at George Mason University.

Jeremy Chaussee, BS, reports that he got married on June 26, 2001, and has taken his wife's last name, Poehner. He lives in Boston, where he works in the Simmons College Service Learning Office.

Emily C. Culver, BS, and **Robert C. Bigelow**, BS'99 (Arts & Science), were married July 21, 2001, in Ridgewood, N.J. Emily is a kindergarten teacher at Hunter's Bend Elementary School in Franklin, Tenn., and Robert is a third-year Vanderbilt law student.

Amy Erbesfield, BS, was married Aug. 4, 2001, to **Kenneth M. (Trey) Clayton III**, BS'97, in Atlanta. Other Vanderbilt alumni in the wedding party were **Sloane Wyatt Alford**, BS'98; **Laura Nuechterlein Weenig**, BS'98; **Amanda Hicks**, BS'98; **Charlie Cox**, BE'98; **Jim Echols**, BA'98; **Jeff Leonard**, BE'97; **Ben Ellis**, BE'97; **Tom Mueller**, BA'97; and

Brett Lawton, BA'96.

Marianne C. Macomber, BS, and **Hunter M. Rice**, BS'97, were married Oct. 6, 2001, in LaGrange, Ga. They live in Nashville where Marianne works for the *Nashville Scene* newspaper and Hunter works for the Tennessee Titans Radio Network.

Scott G. McEwen, MEd, has joined Birmingham-Southern College in Alabama as assistant director for alumni affairs, in which he is responsible for the college's annual alumni giving program. He previously worked as a financial adviser with Prudential Securities in Birmingham.

'99

Ashley E. Rogers, BS, worked one year after graduation tutoring seventh-grade students before taking a teaching position with Denver Public Schools. She also coaches soccer. "I am currently teaching in one of Colorado's poorest communities and loving it!" writes Rogers. "I am learning and have been given so much by a community that many perceive as having nothing to give." In June 2000 she was in the wedding of **Suzanne Goldstein**, BS'99, and **Rob Moore**, BA'97. Other alumni in attendance were **John Ingram**, BE'94; **Bryan Milo**, BA'98; **Carrie Stewart**, BS'99; **Jaime Hackeman**, BS'99; and **Elizabeth Gwinn**, BS'00.

Amy E. Herr, MEd, is vice president of Career Resources/Drake Bearn Morin in Nashville, providing outplacement services and private career consulting to individuals in career transition. She previously was associate director of the Career Management Center at Vanderbilt's Owen Graduate School of Management.

Debra Renee Johnson, BS, and **Julian Lee Bibb IV** were married June 16, 2001, in Franklin, Tenn.

'01

Alissa S. Irion, BS, of Santa Paula, Calif., is completing one year in Japan as a selected participant in the Japan English Teaching (JET) Program. As one of approximately 2,500 program finalists from the United States, Irion is working as an assistant language teacher in Hasami Town, Nagasaki. The JET Program invites young college graduates to Japan to teach English in schools or to engage in international exchange activities at local government offices.

Emily E. Kiang, BS, lives in Dickson, Tenn., where she has just completed her first year of teaching in the multi-handicap class at Dickson County Senior High School. She writes that she chose Dickson because her student teaching was at the nearby elementary school and that she is "adjusting to rural life slowly but surely."

John C. Pitt, BS, of Wilmington, N.C., won the 87th Carolinas Amateur championship match last July at the Dunes Golf and Beach Club in Myrtle Beach, S.C. Though he reached the finals of the 1999 North-South Amateur, the Carolinas Amateur is his biggest victory. Pitt's father, Bill, caddied for him.

Deaths

Sarah Alice Woodward, BS'21, of Yazoo City, Miss., Feb. 12, 2000.

Arline Bellamy, BS'22, of Scotts Valley, Calif., Nov. 29, 2000.

Georgia Plaine Evans, BS'27, of Hermitage, Tenn., 2001.

Maebelle G. Harris, BS'27, of Atlanta, Oct. 18, 1999.

Pat H. Norwood, MA'28, of San Marcos, Texas, Feb. 1, 1999.

Armenia Louise ("Minnie Lou") Shane Bailey, BS'29, of Franklin, Tenn., Nov. 17, 2001.

Elinor Josephine Ralston Binns, BS'30, of Nashville, Nov. 16, 2001.

Martha Geistman Campbell, BS'30, MA'35, of Abington, Mass., 2001.

Bessie Sherrod Dunton, BS'30, of Poplar Branch, N.C., Dec. 15, 1999.

Rev. Edward T. Small, BS'30, of Burgaw, N.C., Oct. 1, 1999.

Rebecca Martin Steed, MA'30, of Alexandria, La., March 18, 2001.

James E. Gibbs Jr., BS'34, MA'39, EdD'53, of Nashville, Nov. 16, 2001.

Harriett Sherrill Tant, BS'34, MA'57, EdS'59, of Hermitage, Tenn., Jan. 5, 2002.

Grace Lee Martin Padgett, BS'35, of Thomasville, N.C., July 1, 2001.

Mary Frances Bradley, BS'36, MA'37, of Pleasant View, Tenn., Nov. 5, 2001.

Louise Woodruff Dean, BA'37, of Potomac, Md., May 27, 2001.

Ellen Snell Coleman, BS'38, BLS'44, MA'59, of Nashville, Oct. 23, 2001.

Clyde Everett Reedy, MA'39, of Madisonville, Tenn., Oct. 5, 2001.

Bowen Cox, MA'40, of Amarillo, Texas, May 12, 2000.

Dr. Sidney Clarence Garrison Jr., BS'40, MD'43 (Medicine), of Murfreesboro, Tenn., Nov. 9, 2001.

Onie Lee Gibson, MA'40, of Bessemer, Ala., Aug. 28, 2001.

Brownie Lea Spain, BS'40, of Hermitage, Tenn., 2001.

Ruth Hines Temple, MA'40, of Bowling Green, Ky., January 2002.

Mary Bible Williamson, MA'41, of Knoxville, Tenn., 2001.

Mildred R. Lawrence, BA'43, MA'49, of Nashville, Jan. 26, 2000.

Frances Margaret Stewart, BA'43, MA'49, of Birmingham, Ala., Jan. 6, 2002.

Carl F. Brown Sr., PhD'46, of Lexington, S.C., Feb. 3, 2002.

John Gerald Parchment, MA'47, PhD'61, of Murfreesboro, Tenn., Aug. 2, 2001.

Allen Early Stanley, BA'47, MA'53, of Clintwood, Va., Aug. 12, 2001.

Robert W. Hall, MA'48, of Staunton, Ill., Jan. 17, 2001.

Charles Everette Holt, BA'48, MA'49, of Roseland, Fla., Aug. 10, 2001.

Harry Harrison Kroll Jr., BS'48, MA'49, of Knoxville, Tenn., Oct. 31, 2001.

Walter Keith Roberts, MA'48, of Pittsboro, N.C., July 17, 2001.

Susan Almon Burzlaff, BA'49, of Muscatine, Iowa, 2001.

Virginia J. Hamilton, BLS'49, of Sullivan, Ind., Feb. 28, 1999.

Marjory E. Lewis, BS'49, of Prescott, Ariz., Dec. 9, 2001.

Vincent L. ("Bill") DeShazo, MA'50, of Fort Myers, Fla., Sept. 28, 2001.

Eva Jane Park, MA'50, MEd'54, of Jesup, Ga., May 3, 1999.

Arthur Harold Thornberry, BA'50, of Nashville, Nov. 9, 2001.

Louise Davis Abell, BA'51, of Brunswick, Ga., Aug. 2, 2001.

Margaret E. Biery, BS'51, of Glendale, Ariz., Sept. 13, 2001.

L. Bruce Robinson, MA'51, of Topeka, Kan., Sept. 22, 2001.

Hubert Fay Smith, MA'51, of Chattanooga, Tenn., July 19, 2001.

Keith Marshall Smith, MAL'51, of Richmond, Va., June 7, 1999.

Leo Adron Beasley, MA'52, of Roswell, N.M., Aug. 1, 2001.

Norman H. Cooke, MA'52, of Ashburn, Va., July 31, 2000.

Florrie Beth Jackson, MAL'52, of La Fayette, Ga., Dec. 14, 2001.

Curtis Hudson Johnson, MA'52, of Jacksonville, Ala., April 11, 2001.

Robert Steinen, EdD'52, of Daytona Beach, Fla., June 9, 2001.

Nancy Agnes Stoker, MA'52, of Winona, Miss., Nov. 16, 1999.

John Herrin Teague, MA'52, of Falkville, Ala., May 16, 2000.

Robert Lee Batson Jr., MA'53, MEd'55, of Lake Worth, Fla., 2001.

Sidelle B. Ellis, BLS'53, of Saluda, S.C., Nov. 22, 1999.

Martha Elizabeth Hurst Rowland, MA'53, of Roswell, Ga., July 21, 2001.

Nine Mae Treadaway Smith, MLS'53, of Quitman, Ga., June 30, 2001.

Grace Long Barden, BS'54, of Columbia, S.C., March 13, 1999.

Grady Lee Beaty, MA'54, of Toccoa, Ga., Feb. 1, 2000.

Bryan McChord Williams, MAL'54, of Rolla, Mo., Sept. 9, 2001.

Fred W. Withrow, MA'54, of Sikeston, Mo., Aug. 30, 1999.

Dorothy Dean Cox, MA'55, of Salem, Mo., Dec. 14, 2000.

Geraldine Mae Miner, MA'55, of Odessa, Fla., May 17, 2000.

James Frederick Ruggles, MA'55, of Marietta, Ga., May 2, 2000.

George Leong, MA'56, of Hoboken, N.J., 2001.

Ralph Tharman Maxwell, MA'56, of Roopville, Ga., April 2001.

Joseph Morris Chilton Jr., BS'57, of Nashville, May 30, 1999.

J. Martin Crosby, BA'57, of Jefferson, La., March 21, 2000.

Margaret Wixson Smith, MA'57, of Fitzgerald, Ga., Feb. 12, 1999.

Eleanor Ann Clay, BS'58, of Cullman, Ala., Feb. 3, 2001.

George Adam Lochner, MA'58, of Elizabethtown, Ky., Oct. 15, 2000.

Hilda Estela Martin, BS'59, of Lima, Peru, Feb. 10, 2001.

Charles William Hall, MA'59, of Stone Mountain, Ga., July 14, 2001.

Anita J. Mauldin, MA'59, of Woodland, Calif., March 2001.

William B. Crowley, EdD'60, of West Columbia, S.C., January 2002.

Lois Harrington Montgomery, BS'60, MA'64, of Austin, Texas, Aug. 13, 2001.

Theresa Bervoets Sutherland, BS'60, of Memphis, Tenn., Jan. 18, 2002.

Dorothy Land, BS'61, of Lawrenceville, Ill., Nov. 3, 2000.

Frances Morgan McCall, BS'61, of Fairhope, Ala., and Gulf Breeze, Fla., Nov. 11, 2001.

Lee E. Williams Sr., EdS'61, of Huntsville, Ala., July 2001.

Robert Lee Pafford, BS'62, of Rockwood, Tenn., Sept. 27, 2001.

Clara Partin Sitz, BS'62, of Nashville, 2001.

Laura Roberts Taylor, MA'62, of

Leota M. Dunn, 1917-2001

Leota Dunn has been a significant contributor to the life and times of Peabody College for more than 50 years. She was never a faculty or staff member or Peabody alumna. Nevertheless, she participated in building the name and international renown of the College through her work as co-author of Peabody educational tests and materials and as a faculty wife. She was a member of the Lloyd and Leota Dunn team—their family motto, "Press on fearlessly."

The Dunns first came from Canada to the U.S. to study for Lloyd's Ph.D. in special education at the University of Illinois. They then moved to Washington where Lloyd did national studies of the competencies needed by teachers for the rapidly growing field of special education. Peabody President Henry Hill found Lloyd and brought the Dunns to Peabody. It turned out to be a coup in terms of the oft-cited two-for-one benefit of employing a faculty member and getting a husband and wife team.

Lloyd became the first director of Peabody's Department of Special Education starting in 1954. This program became and continues today as one of the top five in the nation. Leota Dunn was well known for her support and participation in the life of the College and the special education program, especially by the department's students and faculty. Above all, she lent strength to the high aspirations of her husband, Lloyd, and their son, Douglas.

As a team, Lloyd and Leota Dunn produced an extraordinary array of educational tests and instructional materials. They developed the Peabody Picture Vocabulary Tests (PPVT), Peabody Individual Achievement Tests (PIAT), Peabody Language Development Kits (PLDK), and other materials known and used through-

out the world. Leota Dunn was co-author of all of them.

Nearly every speech and language therapist and school psychologist has used the PPVT. Virtually every Head Start and preschool program has used the PLDK. Numerous research studies, master's theses, and doctoral dissertations using these materials have contributed to the body of knowledge for the education and treatment of children with disabilities. Royalties earned from these materials have been shared with the College since their earliest publication. The Dunns recently funded scholarships at Fisk University and have given more than \$1 million to fund the Dunn Family Chair in Psychoeducational Assessment, a research professorship at Peabody.

Leota Dunn, most recently of Las Vegas, died at home Oct. 1, 2001, at age 83. She was born in 1917 in Canada where she grew up, was educated, and taught school for many years. She met Lloyd as a fellow college student and became his wife of more than 60 years. The Dunns' one son, Douglas M. Dunn, a dean at Carnegie-Mellon University, and his wife, Karen, provided Leota and Lloyd with four grandchildren.

Leota Dunn is best remembered for her warm friendship, generosity, joy in worldwide travel, her excellence at bridge, and her love of reading. She was a generous benefactor and friend of Peabody College and Vanderbilt University.

—Samuel C. Ashcroft

Professor of special education, emeritus



Louisville, Ky., Oct. 29, 2001.

Marvin J. Gold, PhD'63, of Mobile, Ala., June 12, 2001.

Henry H. Lin, MAL'63, of Santa Barbara, Calif., Nov. 4, 2000.

Marie S. Marcus, EdD'64, of Arabi, La., March 23, 2001.

Frederick James Butler, BA'65, of Hoover, Ala., Jan. 9, 2002.

Edwina "Punch" Case Davis, BS'66, of Glasgow, Ky., Nov. 2, 2001.

James C. Norwood Jr., MA'66, of Nashville, Dec. 25, 2001.

Georgine S. Pindar, PhD'68, of Atlanta, Aug. 7, 2001.

Dorothy Remington Pollard Lagemann, MLS'69, BA'66 (Vanderbilt), of Alexandria, Va., June 29, 2001.

Walter T. Locke, EdS'70, of West Palm Beach, Fla., Sept. 30, 2000.

Samuel Richard ("Dick") Heflin Jr., BS'72, of Franklin, Tenn., Feb. 10, 2002.

Allan Clarence Peterson, EdS'73, PhD'74, of Sun Lakes, Ariz., Sept. 15, 2001.

Sarah Antionette McDonald Smith, MA'74, EdS'77, of Nashville, Sept. 24, 2001.

Horace Herbert Bradley, MLS'75, of Bath, N.Y., Jan. 22, 2000.

Thomas Marshall Kinder, EdD'75, of Bridgewater, Va., Oct. 22, 2001.

George Cliff Gillespie, PhD'76, of Murfreesboro, Tenn., July 26, 2001.

Linda Poplin Roberts, MA'76, of Hendersonville, Tenn., Dec. 29, 2001.

Fred E. Ford, PhD'77, of Pulaski, Tenn., Jan. 13, 2002.



Elizabeth Lindsey Stevens, MLS'79, of San Francisco, April 22, 2001.

Susan Lynn Ray, BME'80, of Glendale Heights, Ill., Dec. 31, 2000.

Geoffrey Brackett Richards, EdD'82, of Horridgewock, Maine, Aug. 19, 2001.

Michael Merle Fehl, EdD'85, of Montpelier, Va., Nov. 15, 2001.

William Maiben Beard, BS'94, of Daphne, Ala., Dec. 20, 2001.

Barry D. Gumb, MEd'94, of Charleston, S.C., 2001.

Mark Hindy, BS'95, of New York City, Sept. 11, 2001. (*See story on page 7.*)

Faculty

Charles B. Hunt Jr., BS'38, MA'38, former chairman of Peabody College's music department and longtime principal clarinetist for the Nashville Symphony Orchestra, died Jan. 25, 2002, in Paducah, Ky., at the age of 85. A respected musician and leader, his open and informal demeanor made him a mentor to many in Nashville's music community. Hunt joined the Peabody faculty in 1937, and a decade later he completed his doctoral studies at the University of California—Los Angeles, receiving the first doctoral degree ever awarded by UCLA. He returned to Peabody and directed the music program from 1955 until 1965, and then served as dean of the graduate college for several years. In the 1960s he was president of the National Association of Schools of Music, and he also served as president of the Nashville Symphony Association. Hunt's idea for Peabody College to establish a pre-collegiate music program for talented youngsters fostered the creation of what is today the Blair School of Music at Vanderbilt. Hunt is survived by his wife, Margaret; his daughter, Carol McElwain; two grandsons; and three great-grandchildren. He was preceded in death by his son, Charles B. Hunt III.

Edward A. Martin, basketball coaching legend and emeritus Peabody associate professor of the practice of human and organizational development, died Feb. 25, 2002, from complications following back surgery. He was 75. Born in Allentown, Pa., Martin earned his bachelor's degree from North Carolina A&T University and a master's degree from Temple University. An exceptional athlete in college, he joined the Philadelphia Stars, a team in the Negro American Baseball League, in 1951 and later played basketball with the Harlem Globetrotters. In 1955 he was appointed head basketball coach for South Car-

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

olina State University, and in 1968 he became head basketball coach for Tennessee State University, serving in that role until 1985. At both universities he has been honored as winningest coach, with more than 500 career victories to his credit. He produced 12 All-American players and 16 NBA players, has been inducted into four sports halls of fame, and was named National Coach of the Year in 1972. In 1989, after serving as an assistant to Vanderbilt basketball coach C.M. Newton for four seasons, he joined Peabody College's faculty as an associate professor in the undergraduate human and organizational development (HOD) program. At Peabody, Martin was the father of the HOD program's community-service component. He directed and coordinated this effort and taught the pivotal course in service learning, drawing from his own dedication to serving others. He retired from Vanderbilt in 2001. Martin is survived by his wife, Ruth, and their two children, Edward

A. Jr. and Arnetta. The Ed Martin Foundation for At-Risk Youth has been established by Martin's family to continue his charitable work on behalf of young people. Those wishing to support the foundation may send contributions to P.O. Box 50427, Nashville, TN 37205-0427.

Anna Loe Russell, BLS'38, MA'42, former reference librarian for the Peabody College Library, died at her home in Hermitage, Tenn., Feb. 5, 2002. Russell grew up in Conway, Ark., and earned a bachelor's degree in foreign languages from Arkansas State Teachers College (now the University of Central Arkansas) before attending Northwestern University and Peabody College, where she earned degrees in library science. She taught high-school English and French in Arkansas for several years and was assistant librarian for the Little Rock Public Library from 1938 to 1941. She was assistant librarian at Greensboro College in North Carolina, and assistant cataloguer and

assistant reference librarian at the Women's College of the University of North Carolina from 1943 to 1946, before serving as librarian of Henderson State Teachers College in 1947. She returned to Peabody College in 1947, serving as reference librarian for 26 years, until her retirement in 1973. At Peabody she also compiled and edited the annual bibliography of faculty publications, and she compiled the index for THE PEABODY REFLECTOR. Russell was active in several professional library associations, including the Tennessee Library Association and 60 years with the American Library Association. She also held membership at Nashville's Cheekwood Fine Arts Center and the Cheekwood Embroidery Guild, and she volunteered for WPLN radio's Talking Library, reading the daily newspaper for the visually impaired. Russell is survived by several nieces and nephews.

COMING ATTRACTIONS

JULY 2002

- 8-Aug. 2** Module 2 for Peabody professional students
- 9-Aug. 9** Second-Half Summer Session for Peabody undergraduates

AUGUST

- 21-24** Squirrel Camp Orientation for registered freshmen
- 24** Orientation begins for new undergraduate students
- 28** Fall 2002 classes begin

OCTOBER

- 12-13** Freshman Parents' Weekend; contact the Parents and Family Office, 615/322-3963; www.vanderbilt.edu/families
- 24** Peabody Alumni Association Board of Directors dinner, Braeburn (the Chancellor's Residence), 6:30 P.M.; contact Tres Mullis, Peabody Alumni and Development, 615/322-8500; tres.mullis@vanderbilt.edu
- 25-26** Vanderbilt "extraVUganza" Weekend (a combining of Homecoming and Undergraduate Reunion activities); contact the Office of Alumni Relations, 615/322-2929; reunion@mcmail.vanderbilt.edu; www.vanderbilt.edu/alumni/reunion
- 25** Fall meeting of the Peabody Alumni Association Board of Directors, 223 Wyatt Center, begins at 8 A.M.; contact Tres Mullis, Peabody Alumni and Development, 615/322-8500; tres.mullis@vanderbilt.edu
- 26** Homecoming football game against the University of Connecticut, Dudley Field, 1 P.M. (time subject to change); contact the Office of Alumni Relations, 615/322-2929; reunion@mcmail.vanderbilt.edu; www.vanderbilt.edu/alumni/homecoming

NOVEMBER

- 4** Spring semester registration
- 23-Dec. 1** Thanksgiving holidays

DECEMBER

- 5** Annual "Hanging of the Green" ceremony, Wyatt Center Lobby, 4 P.M.; sponsored by the Peabody Student Association; contact Jennifer Pitts, 615/343-6947
- 10** Last day of fall classes
- 11-19** Final examinations and reading day

JANUARY 2003

- 5** Orientation begins for new freshmen and transfer students
- 8** Spring 2003 classes begin
- 20** Martin Luther King Jr. Commemoration Lecture and presentation of the "Changing Lives" Award, Wyatt Center Rotunda, 4 P.M. with reception following; contact Helen Gleason, Peabody Dean's Office, 615/322-8407; helen.gleason@vanderbilt.edu
- 23** Annual Maycie K. Southall Lecture, Wyatt Center Rotunda, 4 P.M. with reception following; contact Helen Gleason, Peabody Dean's Office, 615/322-8407; helen.gleason@vanderbilt.edu



Peabody Dean Camilla Benbow, center, visits with Suzan McIntire, staff assistant in the Dean's Office, and McIntire's grandson, Kas, during last fall's Peabody Faculty-Staff Kickoff Picnic.

VANDERBILT UNIVERSITY

Peabody College

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THE PEABODY LIBRARY IS REBORN

The classic beauty of Peabody's Library has been recaptured with a long-overdue facelift last summer. From attractive, new stained-wood-and-glass entrance doors to refinished Palladium windows that run the full width of the main floor, the 230,000-volume facility has redefined library use with round study tables, couches, and lounge chairs enabling students to work in groups. The main floor features fresh coats of sage green paint and contrasting white cornices and columns, along with a pale blue ceiling and white cross-beams. The entry turnstile has been removed, and a new combined



circulation and reference desk with contrasting light birch and cherry stains provides a more inviting atmosphere. Current periodicals have been moved to the main floor, along with 12 computers for student use. The former periodicals room on the first floor has been converted to a study area with large study carrels and tables. The renovation is something of a preview of great things to come, as the library is Peabody's top facilities priority in Vanderbilt's upcoming capital campaign. Future expansion and renovation plans for Peabody's library will be announced soon.

PHOTOS BY PEYTON HOGE

