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ABOVE: Kennedy Center programs like the Home Visitors Program pioneered by the Demonstration and Research Center for Early Education (DARCEE) in the late 1960s helped dads as well as moms enhance their child's ability to learn.

ON THE COVER: In May 1963, shortly after the Joseph P. Kennedy Jr. Foundation's gift to Peabody College to support visiting professorships for young scholars undertaking mental retardation research, President John F. Kennedy was introduced to the first three visiting professors (J. P. Das, William Lynch, and Leonard Ross, not shown in the photo) during a visit to speak at Vanderbilt University. Shown with President Kennedy are H. Carl Haywood (left), Felix Robb (center), president of George Peabody College for Teachers, and Tennessee Governor Buford Ellington (right back). The photo was taken on the steps at the Tennessee governor's mansion. Photo courtesy of Vanderbilt Kennedy Center.

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# PEABODY REFLECTOR

Volume 75 No. 1

Spring 2006

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





Martin Luther King Jr. Lecturer James Ransome visited a Susan Gray School classroom during his visit in January.

### Noted Artist Speaks at Peabody MLK Event

James Ransome, illustrator of more than 50 children's books, delivered the 2006 Martin Luther King Jr. Commemorative Lecture on Jan. 19. "A Painterly Palette of My Life" took place in the Wyatt Center Rotunda and was free and open to the public. Peabody College also presented its Changing Lives Award to Pamela Matthews, director of Head Start for the Metropolitan Action Commission of Nashville, at the event.

Ransome, a past recipient of a Coretta Scott King Honor Award for Illustration and an International Board on Books for Young People Award, is the illustrator of titles including *The Creation*, *How Animals Saved the People*, *Uncle Jed's Barber Shop*, *How Many Stars in the Sky?*, *Sweet Clara and the Freedom Quilt* and *The Old Dog*.

The Changing Lives Award, first given in 1997, is intended to recognize an individual or organization in greater Nashville whose work uses an understanding of psychological and educational processes to promote positive human change. The award honors the recipient as a role model and inspiration in shaping personal

and professional lives.

"Pamela Matthews has given 22 years to Head Start, both in Nashville and as a consultant assessing performance by programs elsewhere," said Camilla P. Benbow, the Patricia and Rodes Hart Dean of Education and Human Development at Peabody. "She has consistently championed the cause of young children growing up in poverty."

For more information on James Ransome, please see [www.jamesransome.com](http://www.jamesransome.com).

### Peabody Celebrates the Holidays

The Peabody Council hosted the 84th annual Hanging of the Green on the steps of the Faye and Joe Wyatt Center for Education (formerly the Social-Religious Building) main entrance on December 2. The celebration began with a gingerbread house contest in the Wyatt Center. The Hanging of the Green is a Peabody tradition that dates back to 1921 when students in the elementary education department sponsored a holiday program that was centered around the hanging of four evergreen wreaths on the double doors at the main entrance to the Social Religious Building. A reception in the Wyatt Center lobby followed the Hanging

of the Green.

Peabody's Susan Gray School held its Holidays Around the World Celebration on December 3 in the Commodore Ballroom of the Student Life Center on the Vanderbilt campus.

The event included interactive children's activities, performances by the school's children, food and entertainment—all with an international flavor. Both a silent and a live auction, featuring goods and services donated by local merchants and others, were held. The school's new logo and tagline—"where knowledge meets nurture"—was also unveiled at the fundraising event.

The school serves an economically and culturally diverse population including families from Afghanistan, Argentina, China, Ethiopia, France, India, Japan, Korea, Mexico, Russia, Thailand, Turkey and Uruguay.

To see a slideshow of the Hanging of the Green, please see [http://peabody.vanderbilt.edu/slide\\_show/2005\\_hotg/01.html](http://peabody.vanderbilt.edu/slide_show/2005_hotg/01.html). To view a slideshow of the Holidays Around the World celebration at the Susan Gray School, please see [http://peabody.vanderbilt.edu/slide\\_show/2005\\_holidays/01.html](http://peabody.vanderbilt.edu/slide_show/2005_holidays/01.html).



Two young students celebrating "Holidays Around the World" at the Susan Gray School on December 3.



Peabody faculty members Pearl Sims (left) and Isaac Prilleltensky were recently awarded a \$3.9 million grant by the Tennessee Department of Human Services to partner with that agency to improve service delivery across Tennessee.

### Peabody Faculty Members Win \$3.9 Million Grant to Improve Human Services

Pearl Sims and Isaac Prilleltensky were recently awarded a \$3.9 million grant from the Tennessee Department of Human Services to partner with that agency to improve service delivery across Tennessee.

This is the agency that handles the state's welfare program, food stamps, child support and applications for some TennCare benefits—in short, some of the most used and thorniest public services in the state.

"DHS Commissioner Gina Lodge is very interested in improving customer service and in modeling at the state level efforts that they are already supporting with their smaller partner agencies," said Sims, director of the Peabody Leadership Development Center. "She asked us to submit a proposal to help her agency accomplish this goal, which resulted in this grant."

The effort will take place over three years and will be carried out by a team led by Sims and Prilleltensky in partner-

### Bullies, Murderers and Evildoers: Study Probes Power of Labels

What difference does it make if a prosecutor describes a defendant as a "murderer" or "someone who commits murder"? In some cases, those few words could mean the difference between life and death.

New research by Peabody College psychologist Jessica Giles, presented at a meeting of the Cognitive Development Society in San Diego in October, reveals that beliefs about people who have committed violent acts are strongly influenced by the words used to describe those people.

"Noun labels have a powerful influence on our thoughts and beliefs about others. In the criminal justice system, potential jurors who repeatedly hear a defendant being called a 'strangler' in the press might be more likely to support a death sentence for that defendant," said Giles, assistant professor of psychology. "That these labels might also be used to manipulate, inflame or prejudice the general public is of substantial interest in light of recent political rhetoric concerning 'terrorists' and 'evildoers.'"

Giles' recent research has found that both children and adults are more likely to have a negative, fixed view of people described with a noun, such as "evildoer" or "murderer," than a person described as "someone who does evil things" or "someone who commits murder."

"We use nouns generally to describe things whose essential nature does not change: brick, house, dog," Giles said. "We learn at a very early age that nouns are used to describe something's fundamental character. As a result, when we hear a person being described with a noun—murderer, sex offender, criminal—we tend to automatically infer that that person cannot and will not change."

Giles has conducted multiple studies examining the impact on adults and children of using nouns to describe violence and aggression. In a recent study, 90 adults were given surveys about what they believe causes violence, their perceptions of the effectiveness of criminal rehabilitation and their attitudes toward legal sanctions. In one version, the survey questions used the word "murderer"; questions in the other version used "people who commit murder." She found that participants whose surveys used the term "murderer" were more likely to respond that the person described is inherently violent and will not change, more likely to endorse punitive legal sanctions and less likely to view rehabilitation as effective.

Giles found that the effect of noun labels is also strong in children. In one study, preschoolers who heard a character described as an "evildoer" were more likely to infer stability over time and resistance to intervention than were children who heard a character described as someone "who does evil things whenever he can." The same held true in additional work using the label "bully."

The research strongly suggests that children use nouns as powerful cues for making sense of people and their behavior.

"In addition to demonstrating that noun labels can influence adults' beliefs and attitudes, this study also indicates that the way we talk to our children about violence and aggression has an early and lasting impact," Giles said. "We know that the use of labels like 'bully' to describe children who have misbehaved can become a self-fulfilling prophecy. We need to focus on changing the behavior and building the child's strengths as opposed to pigeonholing him or her based on a label."



Giles



ship with the Department of Human Services, Tennessee State University, the University of Memphis and the University of Tennessee at Chattanooga.

“The design team will include some of the best researchers and practitioners in Tennessee and will focus on effectively using technology to train staff and improve the organization as a whole,” Sims said.

“Our goal is to shift the way human service agencies have traditionally done their work—from focusing on deficits to focusing on strengths, from changing people one at a time to changing organizational and community conditions, and from managing crises to preventing them,” said Prilleltensky, professor of human and organizational development.

### Fuchs Research Team Receives Earl Sutherland Prize

Education researchers Lynn and Douglas Fuchs were presented the Earl Sutherland Prize for achievement in research during Fall Faculty Assembly in August.

The Fuchses are a husband-wife research team who hold the Nicholas Hobbs Chair in Special Education and Human Development and are investigators at the Vanderbilt Kennedy Center for Research on Human Development. They are widely recognized for their education research and have published more than 200 articles and book chapters since 1995. The prize comes with \$5,000 and a pewter cup engraved with their names that the Fuchses will keep for a year, until the next Earl Sutherland Prize winner is named.



Chancellor Gordon Gee (left) congratulates Lynn and Doug Fuchs on receiving the Earl Sutherland Prize.



### Best Buddies Quilt

The Vanderbilt Best Buddies Chapter of 2004-05 presented a ceramic “quilt” to the Vanderbilt Kennedy Center in appreciation of the Center’s “continued friendship and support.” Best Buddies is a national organization that pairs college students with young adults with intellectual disabilities to promote friendships. The Vanderbilt Best Buddies chapter has been recognized twice as the most outstanding chapter nationally.

### Dan Marino Foundation Pledges \$1.2 Million to Kennedy Center

The Dan Marino Foundation has pledged \$1.2 million over three years to establish the Marino Autism Research Institute at the Vanderbilt Kennedy Center’s Treatment and Research Institute for Autism Spectrum Disorders. The University of Miami Center for Autism and Related Disabilities will share in the grant and research.

“This will be the first philanthropically funded virtual institute designed to sponsor cross-university collaborative research and community outreach on autism,” said Mary Partin, the foundation’s chief executive officer. “Dan and Claire Marino and the foundation’s board of directors believe that this collaboration between two exceptional centers at national universities will provide a powerful means to address key questions about the nature of autism and

to accelerate the discovery of new strategies for treating and preventing autism.”

“The Dan Marino Foundation has developed a really exciting and novel approach to stimulate scientific and clinical interactions and to take advantage of the great research and treatment efforts that are occurring at Vanderbilt University and at the University of Miami,” said Pat Levitt, director of the Vanderbilt Kennedy Center. “We are proud to be working with the foundation and the University of Miami to make this a great success.”

Starting in January 2006, the new institute will leverage the skills of researchers from both universities in psychology, neuroscience, medicine and special education to answer key questions regarding the causes of autism, to identify the earliest behavioral and bio-markers of autism and to develop more creative, evidence-based treatments to improve the lives of children

with autism and their families.

Wendy Stone, professor of pediatrics and psychology and director of the Vanderbilt Kennedy Center Treatment and Research Institute for Autism Spectrum Disorders, will lead the Vanderbilt effort. Peter Mundy, professor and director of the child and developmental psychology division and executive director of the Center for Autism and Related Disabilities, will lead the University of Miami effort.

For more information, please see [www.marimofoundation.org](http://www.marimofoundation.org).

### Peabody Faculty Members Receive Diversity Honors

The Opportunity Development Center recognized groups and individuals from across the university for their efforts to support and promote diversity in campus life during the 19th Annual Affirmative Action and Diversity Initiatives Awards.

Two Peabody faculty members—H. Richard Milner, professor of education, and Andy Porter, director of the Learning Sciences Institute and professor of leadership, policy and organizations—were among the 13 people honored during an October ceremony. “Know that the purpose of this gathering is to celebrate,” said Chancellor Gordon Gee, who noted that

the award recipients “by their work, their deeds and the quality of their lives have made a positive impact on the entire Vanderbilt community.”

### Faculty and Staff Honored for 25 Years of Service

Four members of the Peabody family—Beverly Hand, project coordinator in the special education department; Susanne Jackson, administrative assistant for the Center for School Choice; Betty Lee, registrar; and Donna Tidwell, administrative assistant in the dean’s office—received Commodore chairs in recognition of their 25 years of service to the University.

### Husband and Wife Educators Donate \$750,000 to Support Graduate Education

A husband and wife who have spent their careers teaching have extended that service into the future with a donation of \$750,000 to Peabody College. John and Leta Shelby Wimpey, alumni of Peabody, made the donation to commemorate their lifelong commitment to education and to honor the memory of their daughter LeAnn Wimpey, also a teacher, who died in 1982 at the age of 29.



From left: Betty Lee, Donna Tidwell, Beverly Hand; Susanne Jackson, seated

The donation was announced at the annual Peabody College Educator Honoree Dinner Nov. 17 at the Student Life Center on the Vanderbilt campus.

“The lives our graduates touch after leaving this institution can’t be counted, but we know that they are bettered,” said Camilla Benbow, Patricia and Rodes Hart Dean of Education and Human Development. “By establishing the Wimpey Family Graduate Fellowship and the Wimpey Family Speaker Series with this donation, John and Leta Wimpey are creating a lasting legacy that will continue to impact future generations of educators and the many students that they will inspire.”

The Wimpeys came to Peabody College in 1950 and together completed four degrees over the course of nine years. Mr. Wimpey received his master of arts, master of education and Ph.D., and Mrs. Wimpey received her master of arts while working full-time. The couple spent the bulk of their careers after graduation in Atlanta-area schools, where Mr. Wimpey served the Georgia Department of Education for 35 years as an administrator and principal and Mrs. Wimpey headed the English departments of several schools.

“John and Leta Wimpey truly exemplify the distinctive character of Peabody College,” Benbow said. “Between the two of them, they have given 87 years to the cause of education, and now they are giving more.”



### Homecoming 2005

Peabody alumni reminisce about their college days during Homecoming events on October 14.



## \$3 Million Grant Awarded to Improve Learning Skills in Preschoolers

Getting very young, at-risk children on the path to future academic success is the goal of a new Vanderbilt research study.

Peabody College researchers Ann Kaiser, professor of special education, and David Dickinson, professor of education, designed and will conduct the study, which will work with preschoolers in the Head Start program in Birmingham, Ala. The study is one of the first interventions that will simultaneously address curriculum, language content and teaching strategy in an attempt to improve language and literacy skills in the highest-risk Head Start enrollees.

“Effective early intervention during the preschool years for children at highest risk for school failure may improve their chances of learning to read and to learn from reading in the early elementary school years,” said Kaiser, who is director of the Research Program on Families at the Vanderbilt Kennedy Center. “Bringing together the big three — curriculum, linguistic content and teaching strategy — in a single intervention is the best we can do, both conceptually and practically, in teaching young children.”

Kaiser and Dickinson were awarded a \$2.99 million four-year grant from the Institute of Education Sciences, the research arm of the federal Department of Education,

to conduct the study. Participants in the study will include 480 children and 60 teachers.

“We will target those children with special needs and children with the lowest language scores in each of the 40 classrooms randomly assigned to the new intervention,” Dickinson said. “Our intervention will include a curriculum that I helped develop, ‘Opening the World of Learning,’ and an intensive natural language teaching approach, ‘Enhanced Milieu Teaching,’ that Ann Kaiser developed and refined over a decade. We will compare the performance of children receiving these interventions with that of children in 20 other randomly assigned classrooms that will continue to receive the current instructional program. Our goal is to identify specific classroom experiences that lead to enhanced language growth.”

“I am thrilled that we are targeting the lowest-skilled kids,” Kaiser said. “These are the kids most at risk. If we can show effects with them, we will have done something really important.”



Ann Kaiser, professor of special education, (above) and David Dickinson, professor of education, will conduct a study with high-risk preschoolers in Birmingham, Ala.

## Schoolchildren Connect to English Peers Online

Students from two Williamson County elementary schools shared research with their counterparts at an English elementary school through a unique online conference at Vanderbilt Jan. 25.

Students from Scales and Hunter’s Bend elementary schools in Williamson County have been exchanging e-mails and conducting research in tandem with students from St. Clare’s Catholic Primary School in Chester, England, for the past two months. They presented their final results at the event, which is part of the Children Connecting Cultures research project led by Lori Schnieders, Vanderbilt assistant clinical professor of human and organizational development.

“In researching their own square mile of existence and then by teaching it to fellow researchers from a different part of the globe, it is my belief that the children will see how the diversity that makes us who we are is really not so different from others separated geographically from us,” Schnieders said. “The researchers involved with this project believe that ‘kid to kid’ the children will find solutions to problems through understanding and will stop responding to violence with violence.”

**PEABODY PROFESSIONAL INSTITUTES**  
Engage, Expand, Enhance.

Vanderbilt University's Peabody College will launch a series of innovative summer programs for education professionals in the summer of 2006.

This year's offerings include institutes for:

- Higher Education Management
- New Institutional Advancement VPs
- Independent School Leadership
- Positive Behavior Support
- Academic Library Leadership
- Charter School Leadership

We hope you (or one of your colleagues) will join us for an exciting summer. Peabody graduates will receive a 20% discount on institute fees.

We are currently accepting applications for summer 2006.

Peabody.vanderbilt.edu/PPIALUMNI Phone 615.343.6222

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VANDERBILT UNIVERSITY



Above: Groundbreaking for the Kennedy Center August 17, 1966. Dr. Henry Hill, acting president of Peabody, is second from left. Walter Stokes Jr., chairman of the Peabody Board of Trust, stands between Dr. Hill and Dr. Susan Gray.



## “PEABODY AND KENNEDY, THESE ARE NAMES THAT INSPIRE—

*they challenge us and set priorities for our work. George Peabody knew that to build a nation you train its teachers. John F. Kennedy knew that a nation’s most precious resource is its children, that all children—retarded, normal, gifted—have just claim to their full and varied capacities, and that knowledge born of research informs and freshens all good teaching. Peabody College, the Kennedy Foundation, and the people of America have made available to us the finest of laboratory facilities for research on education and human development. We shall be worthy of their manifest trust.”*

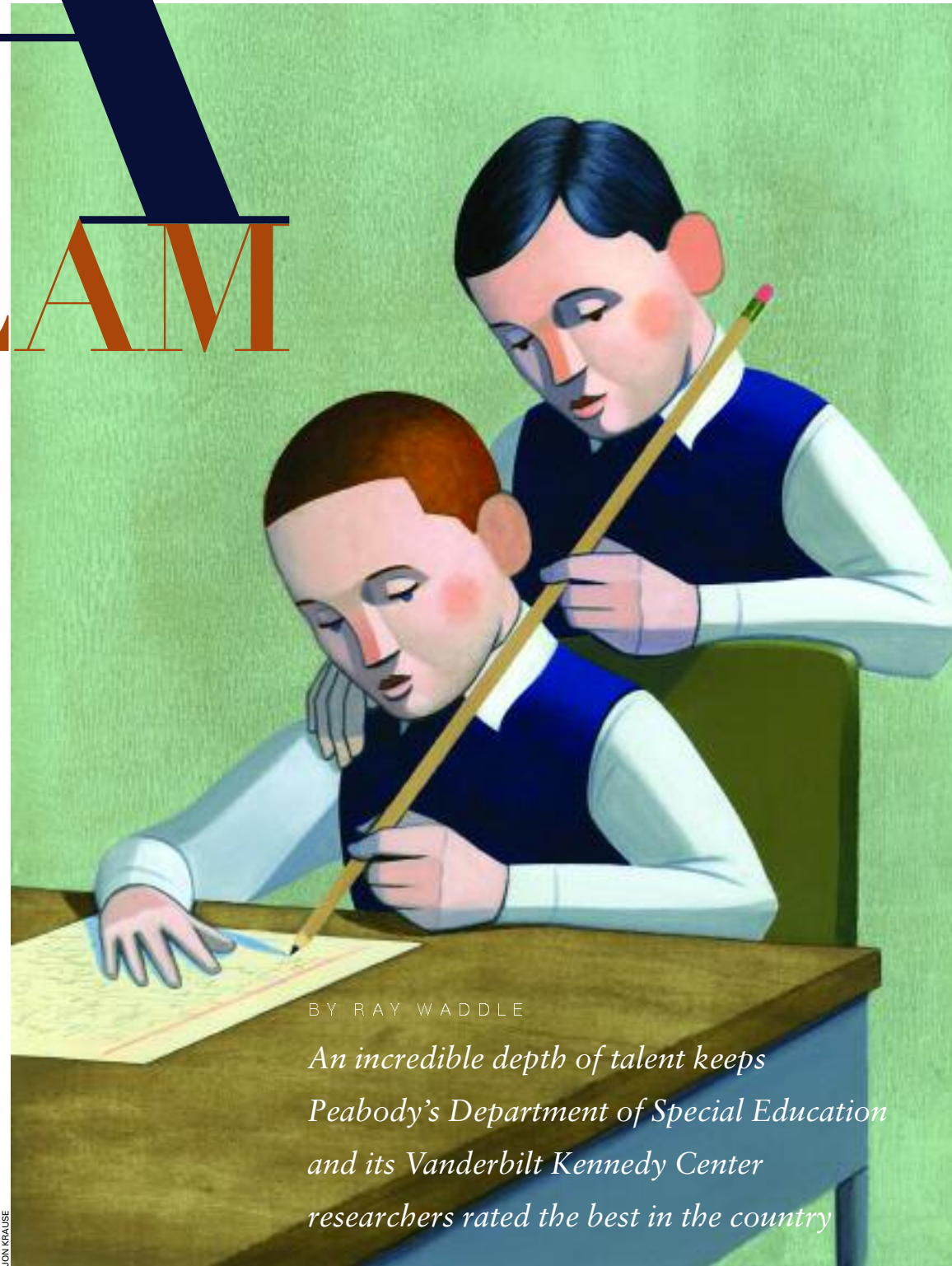
—NICHOLAS HOBBS, FROM THE PROGRAM FOR THE DEDICATION OF THE KENNEDY CENTER, PEABODY COLLEGE ON MARCH 31, 1968

That trust is still manifest in the names Peabody and Kennedy as the Vanderbilt Kennedy Center celebrates its 40th anniversary. As evidenced on November 30 at the Kennedy Center’s 40th Anniversary Symposium, and in its naming as a National University Center for Excellence on Developmental Disabilities Education, Research and Service, Peabody faculty working as Kennedy Center investigators continue to make groundbreaking discoveries that foster a better understanding of human development and functioning. We celebrate that partnership in this issue of the PEABODY REFLECTOR.

*(Unless otherwise noted, all historical photos in these features are courtesy of the Vanderbilt Kennedy Center.)*



# the TEAM



BY RAY WADDLE

*An incredible depth of talent keeps Peabody's Department of Special Education and its Vanderbilt Kennedy Center researchers rated the best in the country*

JON KEAUSE

To work in Peabody's special education department is daily to confront real-world family heartbreak and hope—and recommit oneself to a better life for individuals in need.

Every day, faculty members are likely to encounter children with disabilities and their families in the hallways of the Vanderbilt Kennedy Center, or the Susan Gray School, the Down Syndrome Clinic, the Family Outreach Center—all places where hands-on Peabody research is helping individuals improve their lives.

"We look to Peabody and the Kennedy Center for so many things," says Sheila Moore, executive director of the Down Syndrome Association of Middle Tennessee.

"It's a relief to have them there."

That close proximity of Peabody researchers and families gives special education a remarkable chemistry—a mix of theory and practice, academic ambition and social compassion. The result: a seriousness of purpose that has made national impact and attracted international renown for decades.

Today, special education is the only Vanderbilt department to earn a national #1 ranking in the annual *U.S. News & World Report* evaluation. (Peabody College itself is ranked 5th, the highest rating of any Vanderbilt school.) The department also ranked number one in the nation in a recent study conducted by the University of Illinois based on nominations from department chairs and heads of departments.

"We have gathered here the strongest and deepest group of scholars known anywhere in the discipline," says Dan Reschly, chairman of Peabody's Department of Special Education.

"The department maintains a strong reciprocal relationship between research and its application in the world. Through applied research and its impact on national policy, we are always searching for better answers to the question of how to improve the lives of persons with disabilities. There's still much to be done."

Nearly one in 10 children has developmental disabilities. Special education trains Peabody undergraduates and graduate students to educate youngsters and others who have disabilities or who face other developmental or behavioral delays. Special education field work takes Peabody students into public school systems, private academies, clinics, summer camps and community centers.

They are led by a faculty who has pioneered research in improving school performance and life skills of children with disabilities—kids with reading problems, autism, language hurdles, emotional disorders, multiple disabilities, vision and hearing impairments or intellectual disabilities. As clinical investigators, they devise interventions, therapies and tests in classrooms and playrooms, collaborating with children, parents, siblings, teachers or other Vanderbilt researchers.

The same faculty is shaping national policy and society's attitudes toward persons with disabilities, building on a Peabody belief many decades in the making—that individuals with disabilities with supports are capable of living, learning and working in their communities, to everyone's benefit.

"That's what's different here—the combination of research, service and intervention, a great collaboration across departments and specialties, serving individuals with disabilities and their families," says Robert Hodapp, a professor of special education who came to Peabody two years ago from UCLA.



Two children help each other using PALS—Peer-Assisted Learning, a strategy developed through the work of Doug and Lynn Fuchs.

"Peabody people have been in the middle of the whole discussion of what special education means in this country," says Hodapp, who is also co-director of the Vanderbilt Kennedy Center's Family Research program.

Peabody special education professors, many of whom are Kennedy Center investigators, serve on national panels, receive grant after grant from the federal Department of Education and the National Institute of Child Health and Human Development and publish their research in international journals that have impact in school districts and government.

Recent accolades for the faculty suggest the national reach of their work.

- Reschly was recognized as the most frequently cited person in school psychology textbooks and journals for the years 2002, 2003, and 2004. He is also president-elect of the Division of Research of the Council for Exceptional Children.
- Doug Fuchs and Lynn Fuchs were awarded the Distinguished Researcher Award from the American Educational Research Association.
- Steve Graham and Karen Harris received the Council for Exceptional Children's Career Research Award.
- Donna Ford was awarded The Scholars of Color Distinguished Scholar Award for contributions made toward issues that disproportionately affect minority populations and minority scholars who have contributed to educational research.
- Kathleen Lane received the 2005 Early Career Research Award (division of research) from the Council for Exceptional Children.
- Joseph Wehby was selected co-editor of the *Journal of Behavioral Disorders*.
- Anne Corn was given the Lifetime Achievement Award (2003) from the Tennessee Chapter of the Association for Education and Rehabilitation of the Blind and Visually Impaired.





*Psychological and educational assessments developed here are still in use worldwide, including Dr. Lloyd Dunn's Peabody Picture Vocabulary Test and Language Development Kits.*

The special education department's culture of achievement was not created by mere happenstance, nor was it attained overnight. It has been shaped by history and sustained by an insistent vision of scholarly competence and public service.

"Since the 1950s, there's been a culture here of working very hard and trying to make a difference," says Douglas Fuchs, Nicholas Hobbs Professor of Special Education and Human Development and Vanderbilt Kennedy Center investigator whose specialty areas include classroom assessment, peer-assisted learning and instruction of students who are at risk for failure because of disability or poverty.

"The theme of pragmatism is central. We are all applied researchers. By definition we span traditional notions of academe and the real world. Many of us choose as a lifelong work to do research but address very timely questions that involve parents, practitioners and policy makers."

He added another factor: Peabody's willingness to recruit top researchers time after time.

"Peabody is eager to recruit the most talented people," he says. "In truth, some universities or university units are reluctant to do that. Existing faculty must have confidence in what they're doing, so that bringing accomplished new people to the department is not a threatening thing. As a result, we have a ton of very talented people."

Peabody's spirit of accomplishment and advocacy for special-needs children can be traced back to the mid-20th century and even earlier—a long-standing passion that also gave birth to the Kennedy Center itself.

By the late 19th century, Peabody had been identified with a mission to improve education in the post-Civil War South. In the early 20th century, a succession of leaders stamped the Peabody approach to problem-solving. It was egalitarian and entrepreneurial, often inspired by the pragmatism of education theorist John Dewey.

Eager to try new teaching techniques, it was no stretch for reform-minded Peabody faculty to extend goals of educational improvement to marginalized populations, including persons with disabilities, for whom society had little hope.

By 1937, Peabody had established a Child Study Center, focusing on reading disabilities, and added speech therapy by 1944. Further synergy was created by cooperation with the Bill Wilkerson Hearing and Speech Center. In 1953, Peabody started a training program for teachers of the blind.

Then 1954 was a watershed. Ideas and funding accumulated. It happened on the watch of several remarkable visionaries, notably professors Nicholas Hobbs, Lloyd Dunn, Samuel Ashcroft and Susan Gray. Peabody president Henry Hill hired Hobbs, a child psychologist, to establish a new Division of Human Development, which would house both psychology and the new field of special education. It was a fateful combination.

"The particular genius of Hill's idea of combining special education and psychology would bear fruit," recalls H. Carl Haywood, emeritus professor of psychology, who was an early director of the Kennedy Center.

"It meant that special education would keep one foot in research and not only do teacher-training. Hobbs was especially gifted at seeing what needed to be done in society and what could be done practically. Nationally, nobody was doing anything in mental retardation. Hardly anyone saw persons with mental retardation as educable at all. But Hobbs made things happen."



*Inclusive preschool education was pioneered in the Experimental School in the 1970s by Bill and Diane Bricker.*

That year, 1954, a Mental Retardation Research Training program was started at Peabody, directed by Hobbs and Peabody colleague Dunn and initially funded by the National Institute of Mental Health—the nation's first doctoral-level program in mental retardation research. It continues today, supported by the National Institute of Child Health and Human Development (NICHD) since 1962.

"Most biomedical research at the time was directed at prevention of mental retardation, but Hobbs observed that prevention would never be 100 percent successful," says Haywood. "He wanted to focus on improving the lives of those who are here. Peabody's foot was in the door when nobody else's was. Society's most common error in approaching people with disabilities was underestimating what they could do. Peabody was shaping a new view.

"That was the biggest event that helped us to get the Kennedy Center," Haywood says. "When President Kennedy asked his staff in 1962 what the administration had going in mental retardation research, the National Institute of Mental Health directors said 'we have this doctoral training program at Peabody College,' and that was it."

The program, the first of its kind in the nation, celebrated its 50th anniversary in 2004. All doctoral trainees in the training program from its inception until the early 1970s were graduate students in the Department of Psychology. Now, students come from both psychology and special education. For many years, these students have gone on to hold leadership positions across the country in mental retardation research and training.

In 1962, Hobbs asked the Kennedy Foundation to support visiting professors in mental retardation research.

"The idea was to take people who already had their doctorates and were ripe for being directed into new careers in mental retardation research," Haywood says. Hobbs won that grant, and the first group of Kennedy visiting professors came to Peabody in 1963, coinciding with a visit by President Kennedy to Nashville and the Peabody campus.

Also in 1954, Susan Gray started teaching courses in developmental psychology. One of the most well-known programs to come out of early work at Peabody and the Kennedy Center is the federal Head Start program, which works to help children from low-income backgrounds obtain the nutritional, emotional and academic skills they need to succeed in school. The program was born out of Susan Gray's innovative work with children in poor Middle Tennessee school districts.

"At that time we did not have public-supported kindergarten in the state," Haywood says. "Sue Gray was interested in what students needed to prepare to learn the academic content of the primary grades and what needed to be done in preschool to help them to be ready to do that."

Gray developed a summer program to prepare children for kindergarten and a home visit program during the school year to give parents the tools and information they needed to support their children's success.

"Eunice Shriver and her husband Sargent Shriver visited Nashville to learn more about Gray's work," Haywood says. "When President Lyndon Johnson asked Shriver to design programs to help offset the effects of poverty, Shriver used the example of Susan Gray's Early Training Project to create the federal Head Start program. He has said every step of the way



*Project Re-ED, developed by Nicolas Hobbs, at H.G. Hill camp, 1965*

since then that the intellectual impetus for Head Start came straight from Susan Gray's training project."

All these political connections led, in 1964, to NICHD funding a new Institute on Mental Retardation and Intellectual Development (IMRID) on the Peabody campus. In 1965, Peabody received a federal construction grant with matching funds from the Joseph P. Kennedy Jr. Foundation to found the John F. Kennedy Center for Research on Education and Human Development. It was one in a network of twelve national Mental Retardation Research Centers, today known as Developmental Disabilities Research Centers.

Thus the horizons of special education at Peabody were expanded by this new cross-fertilizing relationship with the Kennedy Center, with the Center's access to national streams of funding and policy-making.

Dunn, the founding coordinator of Peabody special education, also left his mark over the decades. From the 1950s, his research challenged conventional wisdom about how to educate children with intellectual disabilities. The old way—segregation of the children—was downright harmful and outmoded, he argued. His work made "mainstreaming" such children acceptable by the 1970s and 1980s.





*The Demonstration and Research Center for Early Education (DARCEE) pioneered home visitation to help parents in low-income communities enhance their children's development.*

Dunn, his wife Leota, and other associates put the Peabody name on a battery of educational assessment procedures and tests that are now known throughout the world. In common use are the Peabody Picture Vocabulary Test, the Peabody Individual Achievement Test, and the Peabody Language Development Kits. So are the Woodcock-Johnson Psychoeducational Battery, the Beery-Buktenica Developmental Test of Visuo-Motor Integration and the Peabody Developmental Motor Scales.

In the 1960s and 70s, Peabody and the Kennedy Center also contributed the Regional Intervention Program (RIP), which was applauded as a welcome aid to parents and is still endorsed today. It is a form of intervention that parents can be taught in order to manage behavior disorders of their young children. Parents are then taught to teach other parents the RIP procedures.

By 1968, Peabody was home to a new Mental Retardation Laboratory and a Human Development Laboratory, which housed the research of the John F. Kennedy Center as well as the departments of special education and psychology and human development. The Kennedy Center included the Demonstration and Research Center for Early Education (DARCEE) and the Experimental School, where preschool children with and without disabilities learned together. That philosophy of inclusive learning at such a young age, pioneered by Bill and Diane Bricker, would revolutionize American thinking about the potential of preschoolers and the wisdom of mainstreaming disabled preschoolers.

Other Mental Retardation Research Centers were heavily concentrated in medical schools, so only a few had experimental schools for youngsters, Haywood says. The Experimental School emerged as a working lab of national renown. It was renamed the Susan Gray School in 1986 and continues today, providing learning opportunities to children with and without developmental delays (about 150 children are enrolled). Students with developmental delays receive speech, physical and occupational therapy as part of their Individualized Education Plans. The School is the setting for training future teachers, disability service providers and researchers.

Sheila Moore, director of the Down Syndrome Association of Middle Tennessee, says her son with Down syndrome, now 16, has benefited since infancy from the learning environment encouraged by Peabody's special educators, Kennedy Center researchers and Susan Gray School teachers.

"He learned how to roll over, how to eat—every developmental milestone was learned through [the] Susan Gray [School]," she says.

"He's still in a very inclusive setting now in high school. As parents, the inclusive approach helps us expect more from our kids and from the educators. The kids learn good behavior from the other kids."

Kennedy Center cornerstones like the Susan Gray School embody a Peabody-minted philosophy of practical research that infuses every corner of special education in the new century.

"Peabody's core emphasis is on evidence-based intervention,"

says Haywood. "The woods are full of people offering teachers programs that are not supported by evidence. Peabody says insist on it: ask for the evidence."

The work continues. Here's a sampling of senior faculty interests who are Vanderbilt Kennedy Center investigators:

- For more than two decades, Doug and Lynn Fuchs have collaborated closely with teachers and schools to improve practical methods for teaching reading and math. They are known for Curriculum-Based Measurement practices and for Peer-Assisted Learning (PALS), a strategy endorsed by the federal Department of Education. The Fuchs's work is currently supported by no less than nine federal grants.
- Dan Reschly, chair of the department, is co-director of the National Research Center on Learning Disabilities, a Peabody and Kennedy Center program, in collaboration with the University of Kansas, funded by the U.S. education department, Peabody and the University of Kansas. His areas of expertise include special education system reform and the problem of disproportionate minority representation in special education.
- Ann Kaiser is widely known for her work in early intervention for language delays. She also investigates relations between poor language and social skills and behavioral disorders. She's director of the Vanderbilt Kennedy Center's Family Research Program and leads its National Sibling Research Consortium which involves six universities and The Arc of the U.S. in research on life-span experiences and outcomes for siblings in families that include individuals with disabilities.
- Mark Wolery's work has influenced the practice of including children with disabilities in regular childcare and preschool

settings, especially children with more severe disabilities like autism. He won the 2001 Research Award from the Council for Exceptional Children, recognizing career achievement.

- Craig Kennedy is nationally known for seeking the underlying causes of severe behavioral disorders by taking an interdisciplinary approach to problems. He directs the Vanderbilt Kennedy Center's Behavior Analysis Clinic.

"The point is not to gain knowledge merely for the sake of knowledge and then just happen to find an application," says Jan Rosemergy, communications spokesperson at the Kennedy Center. "It's mission-oriented research—knowledge that will make a difference for families and communities as a whole."

Kennedy Center director Pat Levitt, in a recent public message, invoked giants of Peabody's special education past to formulate the present-day Kennedy Center mission of bringing research and public service to bear on intractable challenges of human life:

"Nicholas Hobbs, Lloyd Dunn, Susan Gray, Carl Haywood and a remarkable cast of faculty members knew in the 1950s what we now take as gospel: if you want to understand human nature and behavior, study it from the beginning, in children, and if you want to provide the best evidence-based interventions for those with developmental disabilities, study it with a truly interdisciplinary lens. The remarkable legacy of our Kennedy Center scientists sets the gold standard for research about children with developmental disabilities... Historically the Kennedy Center was one of the first research units at Vanderbilt to reach out beyond the academic disciplines on which its research was founded. We are the prototype for that today on our campus, and even across the United States and abroad."

*(Ray Waddle is a Nashville-based author and columnist.)*

*Recent federal grants awarded to the Vanderbilt Kennedy Center suggest the range of inquiry, both practical and interdisciplinary, of special education faculty members:*

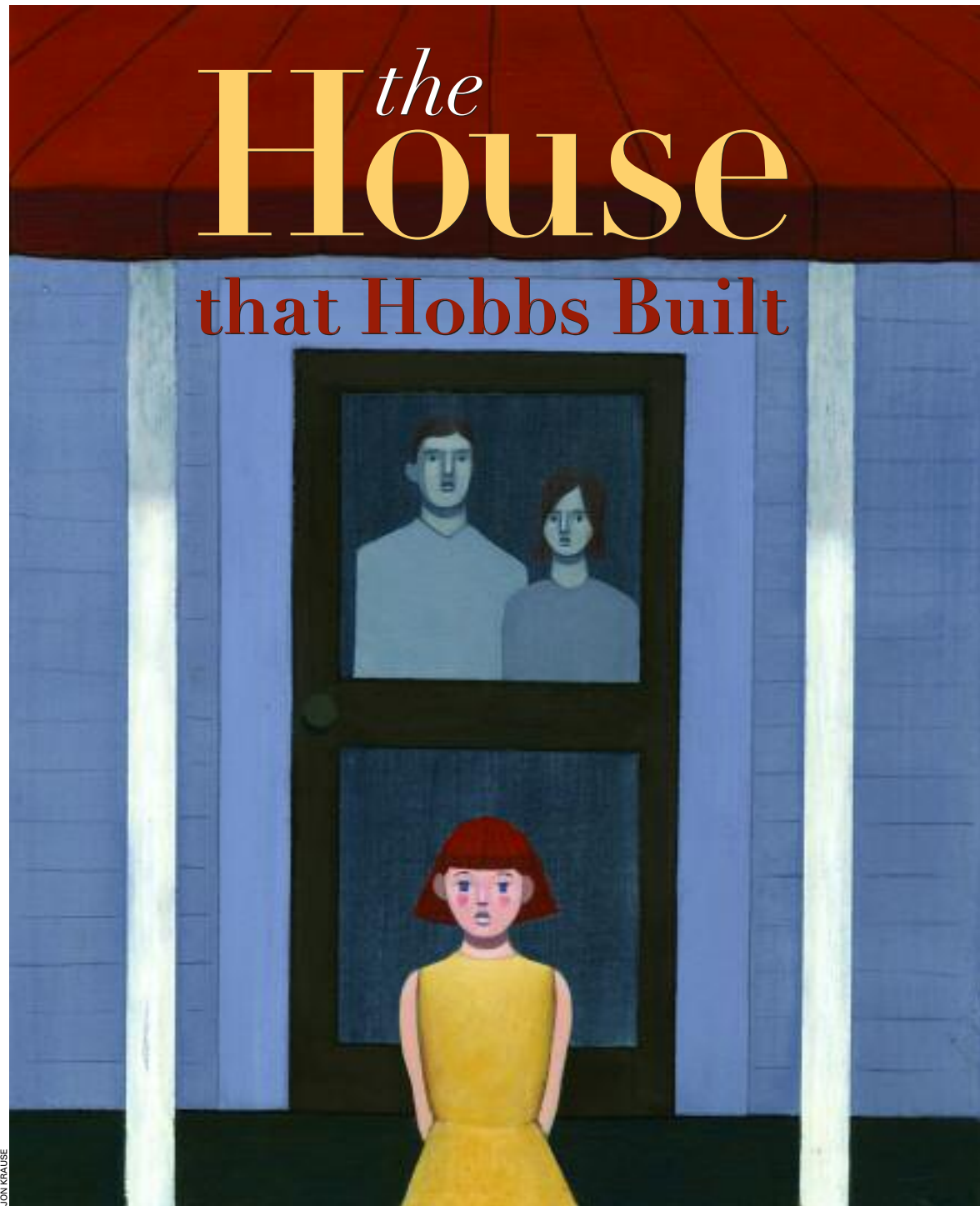
**A \$2.2 million federal grant** to expand training and outreach and improve disability services to poor and underserved populations in Tennessee. The grant designates the Kennedy Center as a University Center for Excellence on Developmental Disabilities Education, one of 61 centers funded by the federal Administration on Developmental Disabilities. Those centers focus on interdisciplinary training in developmental disabilities, exemplary community service and technical assistance, research and dissemination.

**A \$980,922 grant** from the National Institutes of Health Roadmap Initiative. The Biobehavioral Intervention Training Program supports postdoctoral training and research for creating better diagnostic tools and new interventions for children, adolescents and adults with developmental disabilities, according to a Vanderbilt news report. The approach is interdisciplinary, drawing on biological and behavioral disciplines at Vanderbilt.

**A \$100,000 grant** to expand the Kennedy Center's Reading Clinic and Behavior Analysis Clinic to reach more families who otherwise couldn't afford it. The grant came from the locally based Memorial Foundation. The Reading Clinic, directed by Doug Fuchs, provides research-based instruction and assessment for early-elementary-grade students. (One in five children has difficulty learning to read.) The Behavior Analysis Clinic, led by Craig Kennedy, provides comprehensive interdisciplinary assessments to identify causes of behavioral problems and then develops interventions. (An estimated 12 to 15 percent of children and adults with developmental disabilities have problem behavior.)







JON KRALISE

BY MELANIE MORAN

*The Department of Psychology and Human Development at Peabody and its Kennedy Center researchers still follow in the steps of Nicholas Hobbs and Susan Gray, who looked at the environment surrounding children with disabilities and realized the importance of full community engagement*



*DARCEE research on child development in rural vs. urban settings was done in the late 60s and early 70s. Maxine Schoggen is shown below recording the behavior of a preschool child in her home environment.*



Emeritus Professor of Psychology H. Carl Haywood remembers well when Nicholas Hobbs “sowed” the seeds of the Kennedy Center.

“In the early fifties, when Nick Hobbs came to head Psychology, he asked himself, ‘What are we good at?’ and then he asked himself, ‘What needs to happen in this country?’” says Haywood, who served as Kennedy Center director from 1971 to 1983. “Nick always had a very strong social conscience. He wanted to use whatever resources we had to make a difference in people’s lives. His interest in children and in making a difference in children naturally spilled over into variations from normal development.”

It also spilled over from looking specifically at the child to looking at the environment that produced the child. In so doing, Hobbs set the stage for a different way of looking at the education of children with disabilities.

John F. Kennedy appointed Hobbs and Lloyd Dunn to his commission on mental retardation in 1961, which recommended the creation of a nationwide system of mental retardation research centers and a system of University Affiliated Facilities, now called University Centers for Excellence on Developmental Disabilities. The Mental Retardation Facilities and Mental Health Centers Construction Act establishing the centers and providing funding to build them passed in 1963. Peabody applied for and won funding in 1965 to become one of the nation’s first 12 mental retardation research centers under the new law. Ground was broken for the John F. Kennedy Center for Research on Education and Human Development at Peabody College in August of 1966. From the beginning, the psychology department played a major role.

“Our distinction among the 12 original national research centers was in behavioral research in psychology,” Haywood says. “We had a strong but small faculty in psychology and a strong but small faculty in special education, and both faculties were

remarkably research-oriented for a relatively small institution.”

The creation of the center within an existing college quickly raised questions of how resources, including faculty and staff, would be allocated among the involved Peabody departments. “The president of Peabody at the time, Felix Robb, strongly supported our efforts to make it big nationally in mental retardation research,” Haywood says. “When we opened the Kennedy Center, it became immediately a staffing question of who are





Above: Lloyd Dunn instructing children with materials from the Peabody Language Development Kits as part of the *Institute on Mental Retardation and Intellectual Development (IMRID)*  
Right: Nicholas Hobbs



the new scientists going to work for and who's going to hire them. The agreement we had all around was that everybody would teach, nobody would only do research. Successive directors of the Kennedy Center have all supported that approach."

In 1965, Phil Schoggen became chair of the psychology department and worked closely with directors of the Kennedy Center to jointly recruit new faculty during his nine years in that role.

"What that meant to the psychology department was that we had suddenly quadrupled our teaching faculty and were able to attract very distinguished faculty members because we had the grant funds to pay them," Haywood said. "The birth of the Kennedy Center was really responsible for a golden age in the psychology department in the 60s, 70s and 80s. And the Kennedy Center could not have happened without the psychology department. It was an absolutely close relationship."

Peabody's history and tradition of looking at an individual not only as a sum of his or her innate talents or shortcomings

but also a product of his or her environment dramatically informed the approach of both the psychology and special education departments and the Kennedy Center to understanding human development.

"The typical and traditional concerns of psychology, up until Sue Gray and Nick Hobbs, really focused on normal growth and development as something that grew out of individuals and out of genetic roots," explains Kathleen Hoover-Dempsey, chair of the Department of Psychology and Human Development. "Human growth and development largely were seen as functions of internal forces or of immediate conditions. What Sue did in

pioneering the exploration of the impact of economic or social disadvantage on young children set the locus of responsibility for children's development in a much broader context and demonstrated that the conditions that a community or society either permits or tolerates have an impact on the development of children.

"Nick's emphasis on full community engagement—in helping children with behavior problems and allowing and enabling parents and members of the community to help a child develop—was incredibly important in advancing our understanding of normal and abnormal development."

*The Kennedy Center's designation in 2005 as a Center for Excellence will enable it to further engage these resources and broaden its service to families and communities.*

"From the time I entered graduate school in 1962 up through the mid-1980s, most of us doing interesting work in psychology and special education were living in the house of intellect built by Nick Hobbs," says Paul Dokecki, professor of psychology in the Department of Human and Organizational Development and Kennedy Center investigator.

This approach and the innovative, public service-oriented research that it spawned helped spark a new national awareness and understanding of the needs, gifts and development of individuals with developmental disabilities and their families. The impact of this early work as well as the work of the past 40 years is evidenced by the public policy that developed as a result of their initiatives.

"Nick Hobbs had a grant from several agencies to do a major study on the classification of exceptional children. The upshot of that was a severe critique called *The Futures of Children*, published in 1975," Dokecki says. "This book brought together the experience and opinions of well over 100 experts across the country on how well or poorly we were doing in thinking about children with disabilities.

"It fed an emerging public policy concern across the nation about the education of handicapped children. It was one of the major contributors to what became the Education for All Handicapped Children Act, which was perhaps the first piece of legislation on the education of children with special needs." That law went on to become the Individuals with Disabilities Education Act, or IDEA.

After Peabody College merged with Vanderbilt University in 1979, the Kennedy Center became Vanderbilt's first "transinstitutional center" and has since involved researchers whose primary appointments lie in departments across campus. In recent years this diversity has deepened, and in 2001 the center was officially designated as a university-wide center, drawing researchers from the schools of Medicine, Nursing, Arts and Science as well as Peabody. The center now has 150 Vanderbilt faculty members from 19 disciplines; however, the work of the Department of Psychology and Human Development still lies at

the heart of the work done there. The Kennedy Center's designation in 2005 as a Center for Excellence will enable it to further engage these resources and broaden its service to families and communities.

"For many years, the Kennedy Center has functioned as a Center for Excellence but simply hasn't had the designation or the funding," says Elisabeth Dykens, professor of psychology, and associate director of the Vanderbilt Kennedy Center. "The Center for Excellence designation will provide us with infrastructure so that we can continue to grow and expand our outreach programs and our work with our community and state partners."

The center supports a variety of clinics, including the Behavior Analysis Clinic, the Late Talkers Clinic, the Family Outreach Center, the Reading Clinic, Sibshops for siblings of children with developmental disabilities and a host of camps for children with developmental disabilities including autism, Down syndrome and Williams syndrome.

Two of the center's current strengths, childhood depression and autism research, are rooted in its true interdisciplinary reach across campus, particularly in its role in bringing together researchers from Peabody and the Medical Center.

Professor of Psychology and Kennedy Center Investigator Judy Garber is one such researcher. Garber and her colleagues, David Cole and Bruce Compas, are studying depression in children and adolescents with and without developmental disabilities—making Peabody College one of the nation's leaders in this complex and growing field.

"There's synergy in the sense that we are three experts in the field of mood disorders in children, in combination with people



Carl Haywood administering a neuropsychological test used in IMRID research on learning during the 1970s.



in adult psychology such as Rick Shelton, Bahr Weiss and Steve Hollon,” Garber says. “There’s a critical mass here of people who know about mood disorders, from early onset to intervention, treatment and prevention.”

Garber is leading a national study into interventions for teens, either in addition to or in place of medication, to help them manage stress and prevent depression. Garber and her colleagues study depression in typically and atypically developing children.

“There are people in Psychology and Human Development who are very interested in understanding complex aspects of developmental disabilities, including mental health,” Kennedy Center Director Pat Levitt says. “The faculty in that department have a special place in the Kennedy Center in raising our consciousness for understanding all aspects of a person with developmental disabilities.”

A component of Garber’s work is understanding the larger environment influencing the child, much as Hobbs and Gray did.

“My work focuses on trying to identify risk factors for children and adolescents,” says Garber. “Part of that includes looking at families where a parent has depression to understand the impact on the child.

“We are taking a multi-level approach. Particularly when you are studying children, you can’t do that in isolation. It also requires working with families, schools, pediatricians and more—I think that’s true for depression and most childhood conditions.”

Along these lines, Garber’s colleague, Bruce Compas, Patricia and Rodes Hart Professor of Psychology and Human Development, professor of psychiatry and Kennedy Center investigator, is leading the Raising Healthy Children Project. The project is a National Institute of Mental Health-funded clinical trial



Wendy Stone, director of TRIAD, Treatment and Research Institute for Autism Spectrum Disorders, demonstrating the test she developed for the early diagnosis of autism.

designed to test the efficacy of family-based cognitive therapy intervention for parents with a history of major depression. The intervention, which was first developed in partnership with the University of Vermont in 1997, has seen positive outcomes such as reduced emotional and behavioral problems in children, reduced symptoms of depression in parents and improved coping skills in children. The program includes education about depression and teaches parenting skills to adults and coping skills to children. Parents are also given information about how to recognize depression in their children.

Another project designed for better understanding of children’s emotional, cognitive and social development is Project Think Well, led by Professor of Psychology and Kennedy Center Investigator David Cole. K-7 students in participating schools and their parents are surveyed to gain information about children’s beliefs and their abilities and how these affect their social and academic development. Cole’s research includes depression, bipolar disorder and post-traumatic stress disorder in children.

In addition to childhood depression and related disorders, autism research has been a particularly good fit for the multi-level approach supported by Peabody and the Kennedy Center.



A project in 1970 studied the effects of different stimuli on infant learning.



The Kennedy Center supports a wide variety of clinics and camps, including the Explorers Unlimited Camp for youth with Down syndrome.

Tedra Walden, professor of psychology and Kennedy Center investigator collaborates with fellow Kennedy Center investigators Paul Yoder, professor of special education, and Wendy Stone, director of the Treatment and Research Institute for Autism Spectrum Disorders, or TRIAD, in her work on autism. The three researchers are collaborating on a project known as Baby Sibs to identify potential early markers of autism in children under two years old, the age at which health care providers are generally able to diagnose children with autism.

“We decided to study children who are at risk—these are children who have a brother or sister who has been diagnosed with autism,” says Walden. “We are studying siblings as young as 12 months old.”

Walden and her colleagues investigate, among other things, these young children’s emotional communication and emotion development, as social and communicative behaviors are some of the primary deficits in children with autism.

“This study is a great example of collaborative research—it involves developmental psychology, special education and clinical psychology,” Walden says. “We each brought our own separate expertise to this project, and the Kennedy Center really facilitated that. The Center was also instrumental in our ability to get five years of funding from the National Institute of Child Health and Human Development for this project.”

The research by Walden, Garber and their many colleagues continues to build upon the legacy of Hobbs and Gray by

expanding understanding of typical and atypical human development.

“When we study children at risk of autism, we learn something about development in general,” Walden says. “One of the lovely things about studying kids with disabilities or special needs is that what we learn is usually very informative in understanding typical development, too.”

Dykens believes the Center for Excellence designation, as well as the increased collaborations across campus, will further broaden and enhance the impact of the Kennedy Center on the lives of individuals with developmental disabilities and their families as well as increase the engagement of researchers in this work.

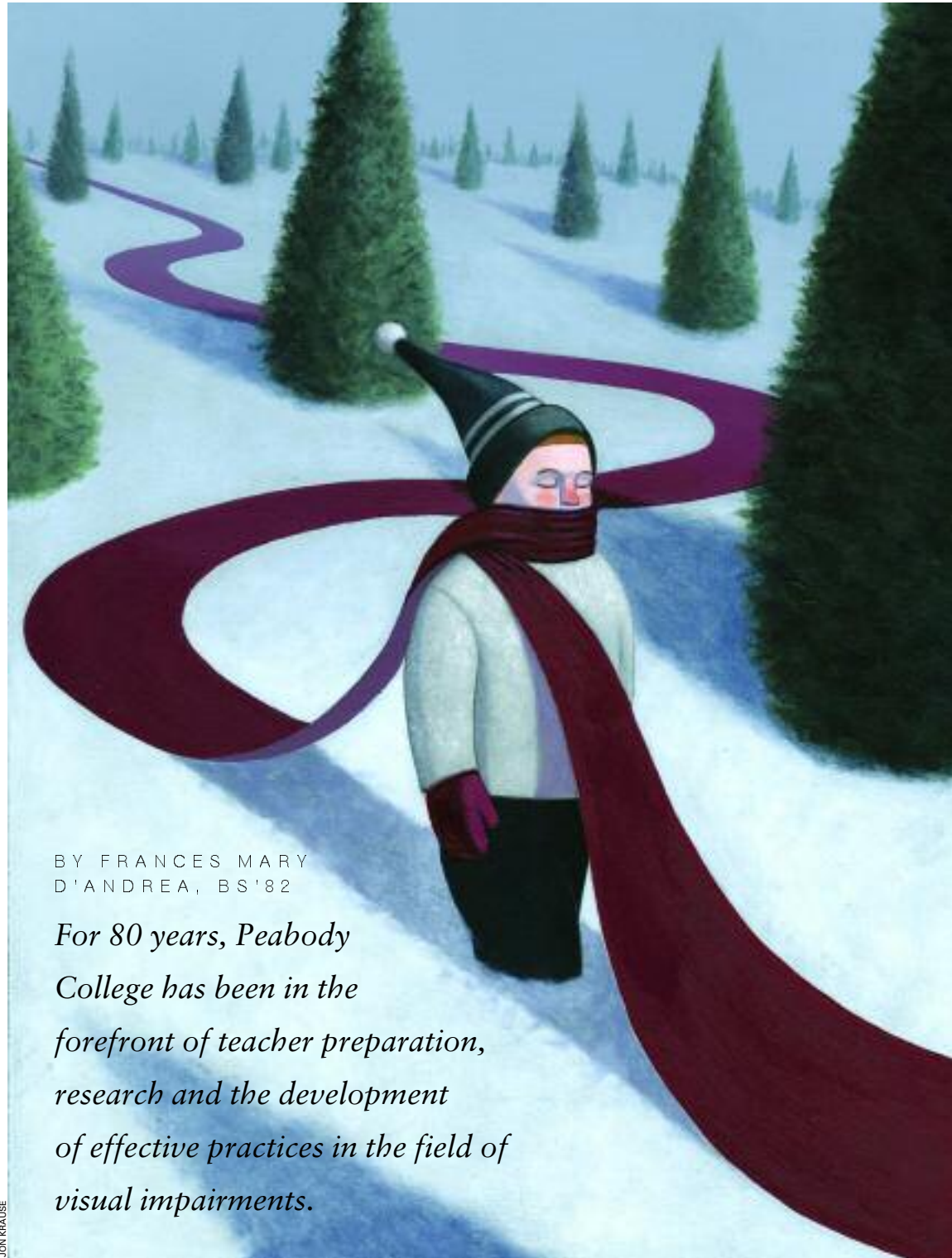
“I see a growing appreciation among my colleagues here for disseminating information that’s coming from the labs and from clinical research into the community,” says Dykens. “People are so excited, not only about the science, but also the family outreach work, our Family Outreach Center and our growing work with multiple partners in the community.

“That is really the sign of a center that goes from making basic discoveries to understanding what those discoveries mean to our community, to the state and to the nation.”

*(Melanie Moran is assistant director for Web communications and implements public relations for Peabody College through Vanderbilt’s News Service.)*



# A Vision *for* Leadership



BY FRANCES MARY  
D'ANDREA, BS'82

*For 80 years, Peabody College has been in the forefront of teacher preparation, research and the development of effective practices in the field of visual impairments.*

JOHN KRAUSE



RICK McBRIDE

*In the 1980s, the Department of Special Education offered one of the few orientation and mobility training programs in the nation.*

Special education—public instruction of children with disabilities—is a recent phenomenon. In centuries past when most people were illiterate, few were concerned about literacy and schooling for children with disabilities, such as those with visual disabilities. The conventional wisdom of the time was that people with visual impairments and blindness were rarely capable of learning or of doing skilled work. Most blind people were reduced to begging, or consigned to the mercy of any kind-hearted citizens who might aid these “suffering mortals” as Valentin Haüy, a noted forerunner of Louis Braille, was quoted as saying in the late 1700’s.

Not until 1785, due to the work of Haüy, was a school for the blind, l’Institution Nationale des Jeunes Aveugles, opened in Paris. In the United States, it was not until 1829 that the first school for the blind opened in Boston. (This later became known as the Perkins School for the Blind.) Other schools opened soon after in 1832 in New York and Philadelphia.

But who taught the teachers? For many years there was no systematic method for preparing teachers to work with children who were blind or visually impaired. Teachers generally learned through apprenticeship programs at the schools where they taught, often strongly influenced by the personal biases and opin-

ions of the superintendents of those schools. The need for college programs for teachers of children who were blind or visually impaired was not acknowledged until the early years of the last century after day programs in public schools were instituted.

Once the value of methodical training programs was accepted, Peabody was one of the first colleges to prepare teachers to work with children with visual disabilities. Starting in 1925, Peabody offered summer programs to prepare teachers of children who were blind or had low vision. By 1957, a year-round graduate teacher preparation program in visual impairments was in place, under the direction of Samuel Ashcroft, professor of special education, emeritus, and Kennedy Center investigator.

Throughout its many years of collaboration, Peabody and the Kennedy Center have been leaders in the development of effective instructional practices. In the 1960s Peabody was the site for ground-breaking research by Natalie Barraga related to visual efficiency and Ashcroft’s and Professor Randall Harley’s research in braille reading. Peabody and the Kennedy Center also led in research on educating children with visual impairments and additional disabilities. Since 1967, projects such as the Peabody Integration Project for Children with Deafblind-

*Peabody was one of the first colleges to prepare teachers to work with children with visual disabilities.*



ness and the Peabody Model Vision Project focused on the unique needs of children with multiple disabilities.

The program in visual impairments at Peabody early on embraced the promise of technology. Projects such as Paperless Braille Recorders and Microcomputers for Blind Youth, the Microcomputer Access Technology Project for Persons with Visual Impairments and the Optacon training project (the Optacon was an electronic device that gave access to print—it ceased manufacture in 1996) foresaw the impact that assistive technology would have on the lives of students and adults with visual impairments.

Peabody's orientation and mobility (O&M) program, the discipline by which people with visual impairments are trained to travel independently, received national certification in 1980. Under the leadership of the late Professor Everett "Butch" Hill, also a Kennedy Center investigator, Peabody prepared dozens of O&M instructors. Hill oversaw the development of the Peabody Mobility Kit for Infants and Toddlers, which was developed in the Susan Gray School, and the Hill Performance Test of Selected Positional Concepts.

Peabody's doctoral program in visual disabilities has had a tremendous influence on teacher preparation programs at other universities as well. Currently, a great number of Peabody

alumni serve as faculty at vision and O&M teacher-preparation programs at universities all across the United States. Many other Peabody alumni are directly involved in professional development and public policy.

Today, Peabody maintains a leadership role in research and teacher preparation in the field of visual impairment and blindness. Critical research projects are being conducted under the guidance of Anne L. Corn, professor of special education, ophthalmology and visual sciences, and Kennedy Center investigator. One of the most innovative is Project PAVE (Providing Access to the Visual Environment), established in 1995. Project PAVE provides comprehensive clinical low vision services to children ages 3-21 in local education agencies of Tennessee and at the Tennessee School for the Blind. Project PAVE provides prescribed optical devices and instruction in their use to students, their teachers and their families. PAVE recently moved to the Vanderbilt Eye Institute. The impact of this project has been huge, and other states have adopted similar models.

Other research in the area of low vision is the SPY Project (Seeing in the Periphery of Youth). This study, undertaken with Joseph Lappin, professor of psychology in the College of Arts and Science and a Kennedy Center investigator, seeks to determine whether there are differences in how children with low vision



In 1969, an Experimental School model classroom served children with multiple sensory and cognitive disabilities, including visual impairments—developing curricula, training teachers, and supporting parents.



A teacher and a child with visual impairments in the Experimental School's Multiple Handicapped Classroom. (1969)

and children with typical vision use their peripheral vision.

Corn is also the director of an international longitudinal research project, Alphabetic Braille and Contracted Braille (ABC Braille) Study, funded primarily through the American Printing House for the Blind in Louisville, Kentucky. This five-year study seeks to learn if there are differences in the reading, writing and spelling abilities of young readers who are initially taught contracted braille (a short form that uses characters taking less space) and those initially taught uncontracted braille (the Braille alphabet as developed by Louis Braille).

Additional research ongoing at Peabody includes a study of orientation and mobility instructional content for children and youth, a follow-up study of acquisition and production of braille and large print in the United States from 2000 to 2004 and an initial study of dual media instruction (children learning both print and braille reading and writing).

"Because of the high quality of our adjunct faculty and our associations with the greater Vanderbilt academic and medical communities," says Corn, "the program in visual disabilities is vibrant and productive in teacher education and research. It is gratifying to see the impact that our research has on the lives of children with visual disabilities and their teachers."

(Frances Mary D'Andrea, BS'82, was director of the National Literacy Center for the American Federation for the Blind before returning to teaching in Atlanta-area schools this fall.)

## Samuel C. Ashcroft

June 14, 1921–January 30, 2006

Sam Ashcroft worked for more than 60 years on behalf of children who were blind and visually impaired. He dedicated most of his career to education and research at Peabody, where he developed and coordinated a regional program of preparation for teachers.



In 2002, Ashcroft, along with Helen Keller, was inducted into the first "Hall of Fame for Leaders and Legends of the Blindness Field." This program of the American Printing House for the Blind is dedicated to preserving, honoring and promoting the tradition of excellence in services provided to people who are blind or visually impaired.

Sam Ashcroft was active in the International Council for Exceptional Children, serving as its National President (1970-1971) and the founding president of the Foundation for Exceptional Children (1971). He was a delegate to the White House Conference on Children in 1970 and was chairman of the Committee on International Year of the Child (IYC). He participated in the Pan Pacific Conference on Children, Honolulu, Hawaii, and served numerous times as grants reviewer and site visitor for the U.S. Office of Education.

Ashcroft is best remembered in his role as director of graduate studies for the visual impairments program at Peabody. He was mentor to many scholars, researchers, and administrators who are now serving throughout the world. His research efforts included studies on the topics of Braille, assistive technology for the blind, and education for chronically ill children and children with severe and profound disabilities.

He authored and edited numerous books, professional journal articles and book chapters and made many international conference presentations. He also founded SCALARS Publishing which distributes his book, *New Programmed Instruction in Braille* and the *Braille Enthusiast's Dictionary*.

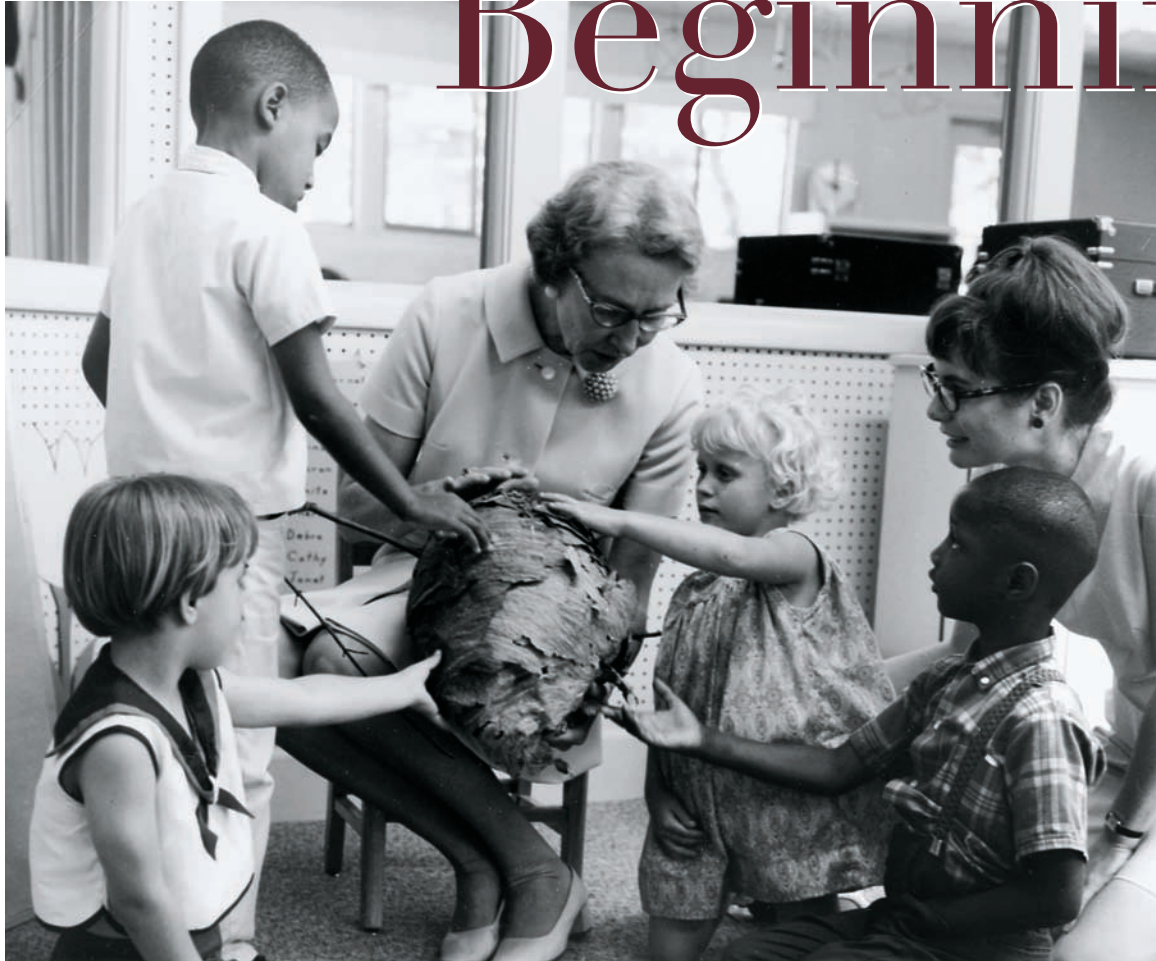
He was chairman, U.S. Delegation, to Nordic Countries and participated in a study tour of special education in many European countries. Ashcroft led special education seminars in Copenhagen, Stockholm, Oslo, and Athens and served as an international consultant on missions to the Philippines, Brazil and Puerto Rico for the American Foundation for Overseas Blind.

Ashcroft married his wife, Tommie, in 1948, and she and their daughters, Barbara and Wendy, all live in Germantown, Tennessee, outside of Memphis. He was a veteran of World War II, serving in the Army Air Corps. Throughout his life, he was an avid humorist, writer, tennis player, musician and sailor, active in all well into his eighties. He always said his book, *Tennis TeNets: Wit and Wisdom On and Off the Court* was a million seller. That is, he said, "I have a million in the cellar."

The family requests memorials be made to the Sam Ashcroft Memorial Fund at Helen Keller International (1-877-535-5374) to support its joint work with UNICEF to combat malnutrition and blindness in children.



# from *small.* Beginnings



*Susan Gray showing a beehive to children in a DARCEE classroom.*

PROFILES BY CINDY THOMSEN

*For it matters not how  
small the beginning  
may seem to be...*

—THOREAU

Susan Gray (1913-1992), a Peabody alumna and co-founder of the Vanderbilt Kennedy Center, understood that small beginnings could, paradoxically, be monumental in importance. Working on the Early Training Project with her colleague Rupert Klaus, those moments of progress educating “disadvantaged” children could be incremental, but any step forward was positive with these smallest citizens.

As they gained momentum with their work, and with a new research center developing at Peabody, it was natural that the Center should have an on-campus, research-oriented school. The Experimental School was devoted to educational research involving children with various disabilities or children whose future development was at risk because of conditions such as poverty. Today, the School—renamed the Susan Gray School in 1986—is an inclusive early childhood education program serving young children with and without disabilities, on site and in the community.

THE REFLECTOR recently spoke with three people—a former participant in the post-doctoral training program, a former graduate student who is now on faculty, and a mother whose son attended the School—whose ties to SGS began inauspiciously, but grew in importance as time passed.

## MARY LOUISE HEMMETER

Mary Louise Hemmeter’s enthusiasm for the Susan Gray School is apparent from the first moment she is asked about it. And the words she uses to describe the school—high quality—are sprinkled throughout her conversation. Hemmeter spent time at the school from 1984–1991. From student teaching to practicum work to research for faculty, she saw the school from every angle.

“What impacted me most was the opportunity to be involved in a really high quality early childhood development program. I was able to see what a successful program looked like and how it affected the children. It gave me a standard to aim for the rest of my career,” she says.

Since receiving her Ph.D. from Vanderbilt in 1991 (she received her M.Ed. in 1987), Hemmeter has taught at the University of Kentucky and the University of Illinois in Urbana-Champaign. Today she is back at Vanderbilt as an associate professor of special education. In the course of her travels, she has found that the Susan Gray School is well-respected across the country. “When people talk about the highest quality lab schools, they still talk about Susan Gray. Today, when I see an inclusive program, I always ask ‘is this as good as Susan Gray?’”

One thing Hemmeter realized early on was that she always wanted to be hands-on. “I always want my research to be with real teachers and real kids...helping teachers use our strategies to help kids,” she adds. “With real kids, you can take a research finding and turn it into a practical reality.”

The result? Getting help quickly to those children who need it most.



*Mary Louise Hemmeter, MEd’87, PhD’91, involved with the Susan Gray School as a student and researcher, is now a member of the special education faculty at Peabody.*

*(Cindy Thomsen is a writer in Vanderbilt’s Office of Advancement Communications.)*





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*Seen through a one-way window looking into a sound-proof testing room at the Waisman Center, University of Wisconsin-Madison, researcher Len Abbeduto interacts with four-year-old girls Jisoo Sohn, center, and Jiwon Yun, left. Both girls are enrolled in the Waisman Early Childhood Program, a preschool for 85 children, one-third of whom have disabilities. Abbeduto, professor and chair of educational psychology and associate director for behavioral sciences at the Waisman Center, did research at the Experimental School in the 1980s as a post-doctoral student at Peabody.*

## LEONARD ABBEDUTO

Even though it's been more than 20 years since Len Abbeduto was a post-doctoral student volunteering at the Experimental School, now known as the Susan Gray School, he still draws on his experiences there in his current life. Today Abbeduto is a professor of educational psychology and associate director for behavioral sciences at the Waisman Center, University of Wisconsin-Madison.

"When I was doing my post-doctoral work, Penny Brooks, who was the director of Mental Retardation Research Training, encouraged all of us to volunteer at the school. I really didn't have any experience with children and this gave me a great perspective. We were really down in the trenches. And one of the first things I learned was how much I didn't know," he says.

Abbeduto was also part of a group that won funding for a grant studying a transdisciplinary approach to early intervention for children with developmental needs. The Susan Gray School served as an onsite research facility. "Right away, we knew if something was working or not. And we had amazing teachers there who helped implement this experimental program."

Today Abbeduto encourages his students to work directly with children. He says that it helps them remember that they are dealing with real people and real families. "Being around the children reminds us of why we're doing what we're doing," he added. It was a lesson learned more than two decades ago, but one that has meaning even today.

## DARA HOWE

When Dara Howe first walked into the Susan Gray School, she expected it to have a profound impact on her son's life. What she didn't realize at the time was the effect it would have on hers.

Within just a few months of his birth, it was clear that Howe's son, Alex, was developmentally disabled. Although he has never been "officially diagnosed," his disabilities fall under the general category of cerebral palsy. "It's a very lonely feeling when you realize your child has special needs," Howe says. "All your friends are having conversations about what their children are doing and you really can't participate."

But when Howe became part of the Susan Gray community, she met other parents in the same situation, other families going through the same process. "I knew nothing about this new world and the Susan Gray School was critical to my development and to Alex's," she adds.

When federal laws were passed that legally required public schools to educate disabled children, Howe used all the skills and knowledge she had gained from the Susan Gray School to help her local school district through the process. "We pushed and made the system more aggressive in dealing with these children. Each year we'd move the system along. Alex has been a real pioneer."

Today, Alex is 21 and finishing his high school special education classes. And Howe is the state chapter director of Family Voices, working closely with parents of children with all types of disabilities. "I give all credit to the Susan Gray School and the Kennedy Center for allowing me to become an advocate for children and their families," she says.

Which just proves that children aren't the only ones who learn at the Susan Gray School.



PHOTO COURTESY OF DARA HOWE

*Dara Howe (left) and her son Alex use a trolley during a Franklin, Tennessee, community orientation program; Right: Alex received early intervention in the Infant/Toddler Learning Project, a Kennedy Center model demonstration project at the Susan Gray School in the mid-1980s.*





# Arts and Disabilities



Since 1994, the Vanderbilt Kennedy Center has sponsored exhibits of art by and about people with disabilities in order to demonstrate the diverse talents of individuals with disabilities. Each year the Center hosts four exhibits in the Kennedy Center foyer on the Vanderbilt campus. Some exhibits feature one or two artists, while other exhibits include the work of many artists. Often exhibits are organized in partnership with community organizations.

The current exhibit, *Gateway to Creativity*, is on display in the Kennedy Center Lobby through March 31. The artwork is done by artists of The Enrichment Center, Winston-Salem, North Carolina. It includes from top left: "Wildflower Trolley" by Chris Cuthrell; center right: "Self Portrait" by Angela Murphy; and bottom left: "Fish and Flowers" by Valerie Williams.

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## FROM THE DEAN

Perhaps more than ever before, Peabody College is strongly positioned to fulfill its mission of optimizing human potential through education, research and service. Our success derives not only from the hard work of our faculty, students and staff, but also from the generosity of the wider Peabody College family.

As this report details, this generosity is central to our efforts to keep Peabody in the forefront of schools of education and human development. Annual gifts to Peabody, through the Vanderbilt Fund, from alumni, parents and friends enable us to meet pressing needs like student financial aid and to take advantage of unanticipated opportunities. In fiscal 2005, Peabody received a combined \$735,000 in unrestricted gifts, a record for the College. More than two thirds of these funds came from members of The Roundtable, our leadership giving society.

Other gifts, too, play a crucial role in facilitating Peabody's ongoing leadership. Endowed professorships, for example, allow Peabody to recruit scholars of national reputation. Peabody now has 10 faculty members who hold endowed chairs. These outstanding scholars raise the bar for faculty performance. They also attract and mentor the best junior faculty and graduate students. Endowment for undergraduate scholarships and graduate fellowships—our fastest growing area of need—is also critical. Last year, Peabody received more than \$4 million in gifts for such purposes.

Annual gifts, endowed gifts for faculty support and scholarships, as well as gifts for programs and facilities, are helping Peabody meet our goal in Vanderbilt's ongoing *Shape the Future* campaign. Under the leadership of Rodes Hart, we have reached the \$38 million mark, an unprecedented sum for Peabody, toward our \$60 million goal.

On behalf of the College, I am grateful to the many alumni, parents and friends who share in our important work.

Sincerely,

Camilla P. Benbow  
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**ROUNDTABLE GIVING LEVELS**

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Alumni of Peabody and Vanderbilt are listed by their full names whenever possible or if that information was available. If an error has been made, we offer our sincerest apology and ask that you bring it to our attention by contacting the Peabody College Office of Development and Alumni Relations at 615/322-8500.

*Italicized names indicate 1982–1983 charter members of The Roundtable.*

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## Tommie Morton Young (MALS'55) Renaissance Woman

**T**ommie Morton Young, MALS'55, is something of a renaissance woman. The author of eight books on topics ranging from after-school activities for at-risk children to African-American genealogy, Morton Young is a lady of a certain age whose passion is life's challenges.

"The busier you are, the better off you are," pronounces Morton Young. "When you have a variety of interests, you're never caught with the rug pulled out from under you. When the challenges come, you just jump right in."

The first African-American to earn a degree from Peabody, Morton Young enrolled the year that the U.S. Supreme Court ruled separate but equal schools unconstitutional. After receiving her B.A. from Tennessee State University, Morton Young says she was largely embraced by her department at Peabody, the Library School. "I was a test case," she admits, having been approached by Dr. Walter Flowers and Dr. Thomas E. Poag and the Southern Education Foundation about enrolling at Peabody. "The experience was not without issues."

Morton Young's resume is diverse. In 1977 she completed a Ph.D. in social psychology at Duke University that included a dissertation on self

identity in the Caribbean. She later worked as a professor and senior administrator at Atlanta University, University of North Carolina and University of Wisconsin.

While at North Carolina, she ventured into genealogy, eventually identifying her great-great-grandmother and her descendants, all of whom had names associated with the Ewe people of Southern Ghana. But knowing names and birth dates, says Morton Young, is just the beginning. "Genealogy tells you where your forebears came from, but with family history you encounter the social phenomena that shaped their environment. That allows you to understand them, how they succeeded, struggled and failed, whether your forebears were royalty or peasants."

In recent years, Morton Young has expanded her interest in genealogy by giving talks and tours that describe the rich African-American history of Nashville, her hometown. She's traveled widely and hopes to go to Russia soon. She's active in Democratic politics, owns and operates AfrAgenda Literary Management and Publishing and is on the board of several local nonprofits. She was nominated for the 2005 ATHENA Award, considered to be Nashville's highest award of recognition for the



*Tommie Morton Young spoke at her book signing at the Peabody Library in October.*

achievements of professional women, by the Davidson County Democratic Women and has been nominated for the 2006 ATHENA by CABLE. She signed copies of her latest book, *The Fabulous You*, at the Peabody Library in October.

"Tommie Morton Young truly is one of Peabody's great gifts to the world," said Camilla Benbow, Patricia and Rodes Hart Dean of Education and Human Development. "She was a pioneer as a student, and she continues to be a pioneer to this day."

—Mardy Fones

## Deaths

**Mary O. Holler Rice**, MA'33, of Asheville, N.C., June 7, 2005.

**Genevieve Acuff Gebhart**, BS'36, BLS'37, of Decatur, Ala., Aug. 27, 2005.

**Sarah Rogers Greenblatt**, MA'36, of Knoxville, Tenn., Aug. 10, 2005.

**Marian Gilreath**, BS'37, BLS'38, of Cartersville, Ga., Jan. 13, 2005.

**Mildred Lou Kelly Smith**, BS'37, of Sylva, N.C., Nov. 7, 2005.

**Cary Coolidge**, MA'39, of Pegram, Tenn., June 1, 2004.

**Sue Dell Dodson Ellis**, BS'39, of Columbia, Tenn., June 25, 2005.

**Louise Gower Elliston**, BLS'39, of Covington, Tenn., June 27, 2005.

**Eleanor Fay Knight Hard**, BLS'40, of Alamosa, Colo., April 29, 2005.

**Mary Hughes Chambers Burrow**, MA'41, of Fulton, Ky., Aug. 7, 2005.

**Ellis A. Woody**, BA'41, MA'51, of Fairfax, Va., May 29, 2005.

**James M. Tolle Jr.**, MA'42, of Bedford, Tenn., June 22, 2005.

**Wilma Hunt Wilson**, BS'42, of

Marlinton, W.Va., May 31, 2005.

**Georgia Elizabeth Hobgood Sconyers**, MA'44, of Marion, Miss., July 4, 2005.

**Mary M. Schmidt**, MA'46, of Hammond, La., May 5, 2005.

**Donald L. Ayres**, MA'47, of Canton, N.Y., May 16, 2005.

**Frank D. Cofield**, MA'47, of Sioux Falls, S.D., June 2005.

**Orson Kenneth Watlington**, MA'47, of Jackson, Tenn., June 21, 2005.

**Ruth Naomi Dees Burgess**, BS'48, of Tulsa, Okla., June 8, 2005.

**Bettie Dunlap Jones**, BS'48, MA'52, of Houston, Texas, July 30, 2004.

**Paul L. Rawson**, BA'48, of Alexandria, La., Aug. 13, 2005.

**Braxton Tatum**, MA'48, of Prattville, Ala., April 21, 2005.

**William Dean Tommey**, MA'48, of El Dorado, Ark., June 3, 2005.

**Eileen Brookhart Willis**, BLS'48, of Winter Park, Fla., Feb. 1, 2004.

**Grace W. Batson**, BA'49, MA'59, of Gardendale, Ala., July 2, 2005.

**Harry Reymer Gaventa**, MA'50, of Atlanta, May 18, 2005.

**Flora Virginia Headen**, BS'50, of Richmond, Va., May 12, 2004.

**Agnes Morgan Jeter**, MA'50, of Union, S.C., June 1, 2005.

**John Edward Pate**, MA'50, EdD'60, of Nashville, June 21, 2005.

**Margaret Claire Patton**, BS'50, of Nashville, Aug. 29, 2005.

**Arthur Clyde Simmons**, BS'50, MA'57, of Chattanooga, Tenn., May 16, 2005.

**Elizabeth Irene Beck**, MA'51, of Nashville, Aug. 30, 2005.

**Hazel Mary Kinzer**, BS'51, GN'37 (Nursing), of Bolivar, Tenn., Nov. 23, 2004.

**Amelia Siler Moore**, BS'51, of Springfield, Tenn., July 28, 2005.

**Harry E. Peck Jr.**, MA'51, of Tullahoma, Tenn., May 7, 2005.

**James E. "Boxhead" Stone**, MA'51, of Winter Haven, Fla., June 11, 2005.

**Mary Emma Tanner**, MA'51, of Lawrenceville, Ga., May 15, 2005.

**Joel E. Beezley Jr.**, MA'52, of St. Louis, Mo., Aug. 2, 2005.

**Robert M. Cochran**, BS'52, MA'53,

EdD'55, of South Bend, Ind., July 23, 2005.

**Sarah Jimmerson Coleman**, MA'52, of Atlanta, Aug. 13, 2005.

**Wendell S. Cooke Jr.**, MA'52, of Franklin, Tenn., July 16, 2005.

**Ruth Clawson Harpool**, MAL'52, of Rogers, Ark., Aug. 12, 2004.

**Tracy B. Norwood Jr.**, MA'52, of Amarillo, Texas, Aug. 1, 2005.

**Eugene Foshee Owen**, MA'52, of Tuscaloosa, Ala., July 26, 2005.

**Tom C. Venable**, PhD'52, of Terre Haute, Ind., April 27, 2005.

**Martha Stuart Armstrong**, BS'53, of Las Vegas, Nev., July 21, 2005.

**Peggy Jean Evans Hall**, BS'53, of Huntsville, Ala., July 14, 2005.

**Reba Ellen Walker Hammond**, MA'53, of Florence, Ala., July 3, 2005.

**Lynn Ousley Malone**, MA'53, of Russiaville, Ind., May 20, 2005.

**Howard Glen Teeters**, MA'53, of Foley, Ala., July 22, 2005.

**Jean E. Favour**, BS'54, of Zionsville, Ind., Nov. 6, 2004.

**Herman C. Sollman**, MA'54, of Fort Branch, Ind., June 21, 2005.

**Curtis A. Newbern**, MA'55, of Killen, Ala., May 21, 2004.

**Blanche Crisp Badger**, PhD'56, of Easley, S.C., Aug. 17, 2005.

**Eula Louise Batson**, MA'56, of Greenville, S.C., May 20, 2005.

**Mavis Ary Borthick**, MA'56, of Springfield, Tenn., May 1, 2005.

**Audrey B. Waggoner**, BS'56, of Nashville, July 15, 2005.

**Helen V. Young**, BS'56, of Palmyra, Mo., July 5, 2005.

**Esther Marie Hedgecoth**, BS'57, MA'61, of Crossville, Tenn., July 31, 2005.

**Marjorie Sims Snyder**, MA'58, EdD'62, of Monroe, La., June 9, 2005.

**Eloise Zurstadt Becker**, BS'59, of Evansville, Ind., June 25, 2005.

**Glyn J. Corley**, PhD'59, of Shreveport, La., Aug. 2, 2005.

**John William Grindle Sr.**, MA'59, of Newnan, Ga., Oct. 31, 2004.

**Mildred Sneed Dailey**, MA'60, of Moulton, Ala., Dec. 22, 2003.

**Billy O. Wireman**, PhD'60, of Char-





## Megan DeSales (BS'97) She Gets the Word Out

A career in politics — that's what HOD alumna Megan DeSales, BS '97, saw for herself. Instead of making news, she's producing it as a senior producer for MTV News. As a producer of news specials for the iconic music channel, she nourishes the ever-restless, under-30 demographic with news their way.

"Before I came to MTV I was with CNN. The attitude there is 'if it bleeds, it leads.' It's 24-hour news so you have to 'feed the beast.' It's very stressful. Here, we ask the question 'what are 15-year-olds talking about? What are the issues and who are the artists that affect them?'" says DeSales, 30. "Our viewers hate to be talked down to, so we tell our writers, 'write the news like you're talking to a friend.'"

It's a job that's taken DeSales to Kuwait to co-produce and co-direct a half-hour film about young Kuwaitis and American troops. Last January, she went to Sri Lanka to produce the *MTV News Diary*, "After the Tsunami." It aired as an hour-long program, netting 2.5 million viewers.

In December she produced a show with Atlanta rapper Ludacris about a high school in Pass Christian, Mississippi, that lost everything in Hurricane Katrina. Currently, she's producing a show on alternative spring breaks to air in late March and is working on a show with a question and answer format called *Leaders* that featured Bill Gates in one show. She hopes to get former presidents Bill Clinton and George Bush Sr. to participate as well.

"MTV has caché. When something happens in the music world, our viewers turn to us. We're the music authority, but we have to be careful what we report to them in the political world. Our viewers know more than we give them credit for," says DeSales.

In between chasing stories around the world, she's co-authored a book — *Spooning* — that will debut in April. It has already been tapped for coverage in Rachel Ray's new magazine *Everyday*



DeSales behind the scenes in the news department at MTV.

and book signings are lined up for Los Angeles and New York.

For now it's all MTV all the time. Long term, DeSales says she can imagine working on a presidential campaign or for an organization such as DATA (Debt, AIDS, Trade, Africa) that U2 artist Bono established to raise awareness of the AIDS crisis in Africa. "Working in news has taught me how to get the word out," she says. "That's the tool I have, and I know how to use it."

—Mardy Fones

Billy O. Wireman, PhD'60, of Charlotte, N.C., July 16, 2005.

William Harris, BA'61, of Brentwood, Tenn., June 5, 2005.

Jessie "Peggy" Patterson Hosman, BA'61, MA'63, of Franklin, Tenn., July 7, 2005.

Lewis N. Johnson, EdS'61, of Owensboro, Ky., June 30, 2005.

Donald F. Behm, MA'62, of Golden, Colo., Dec. 17, 2004.

Charles R. Cork, MA'62, of Memphis, Tenn., July 25, 2005.

Lillian McKay Farrar, BS'62, of Gallatin, Tenn., July 28, 2005.

Sue Gunter, BS'62, MA'62, of Baton Rouge, La., Aug. 4, 2005.

Nina Kerr Jackson, BS'62, of Murfreesboro, Tenn., July 29, 2005.

Josephine Irvine Edwards, MA'63, of Statesboro, Ga., April 29, 2005.

Hazel Marguerite Dole, MA'64, of Wichita, Kan., July 25, 2005.

Jacqueline Ball Hoenes, BS'66, of Jonesboro, Ga., Dec. 31, 2004.

Barbara Hofstetter, BS'66, of Nashville, May 30, 2005.

Sukun D. King, BPA'62, MS'77, of Chattanooga, Tenn., Aug. 14, 2005.

Myram D. White, MLS'66, of Jackson, Tenn., Dec. 6, 2003.

Jessie Allan Young Burney, MA'67, of Nashville, June 20, 2005.

Jayne Harley, MA'69, of Nashville, July 8, 2005.

Thomas Douglas Forrest, PhD'71, of Murfreesboro, Tenn., July 21, 2005.

Leo J. Neifer, PhD'71, of Hosmer, S.D., July 13, 2005.

Lona F. Spencer, MA'73, PhD'77, of Tampa, Fla., Aug. 12, 2005.

Deborah Eileen Rothschild, BS'75, of La Quinta, Calif., July 4, 2004.

Betty Jean Garey Werner, BS'78, of Nashville, Aug. 15, 2005.

Elizabeth Mchese Parker, EdD'80, of Round Rock, Texas, May 18, 2005.

Mary Claire Stroupe Puryear, MLS'80, of Senatobia, Miss., July 25, 2005.

David L. Walker, PhD'80, of Nashville, Aug. 11, 2005.

Katherine Jo Tyrrell Evans, MS'81, of Austin, Texas, June 28, 2005.

Albert While Gaines, MEd'82, BA'62 (A&S), of Nashville, Aug. 27, 2005.

Diane Ellen Henry, EdD'92, of Eddyville, Ky., June 6, 2005.

### Faculty

Ralph E. Kirkman, professor of education, emeritus, and a longtime member of Peabody's higher education administration department, died Dec. 7. He was 77. Services were held Dec. 11 at Woodfin Memorial Funeral Chapel in Murfreesboro. The family requested donations be made to St. Jude's Children's Hospital in memory of Dr. Ralph Kirkman.

Kirkman came to George Peabody College for Teachers in 1968 from Middle Tennessee State University, where he had been dean of the graduate school. Earlier in his career, he held administrative positions at colleges in Alabama, West Virginia and Arkansas.



PHOTOS COURTESY OF PEABODY ARCHIVE, UNIVERSITY SPECIAL COLLECTIONS

## Dwelling on the Past KNAPP FARM

Peabody alumni of the last 40 years or so might be surprised to learn that from the 1920s to the late 1950s, Peabody College owned and operated a successful demonstration farm. Located near the site of the present Nashville International Airport and bordered on one side by Elm Hill Pike, the Knapp Farm encompassed over 300 acres and included a dairy herd of prize purebred Holsteins considered to be one of the best in the United States. Other assets included purebred Southdown sheep, Duroc-Jersey hogs, Shorthorn beef cattle, Percheron draft horses (later to be replaced by the latest in farming machinery) and the planting of crops such as corn, tobacco, potatoes, small grains, fruit and alfalfa. The farm also supplied meat, milk, vegetables and fruit to the Peabody cafeteria.

In 1959, it was decided that the farm should be sold as soon as a good offer was made (the sale eventually occurred in 1965). The dairy herd was auctioned that year, and the 53 Holsteins sold for \$23,290—more than \$400 a head. One of the champion cows went for \$885. The sale of the herd—which was a major event in dairy-breeding circles—provided some of the funds used for the construction of the Hill Student Center. The sale of the farm in 1965 contributed funds for the construction of the Kennedy Center as well as Peabody's share of a new graduate wing for the Joint University Libraries, now the Heard Library.

Source: Peabody College: *From a Frontier Academy to the Frontiers of Teaching and Learning*, by Paul K. Conkin





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