the faces and places of CUBA

With his camera, an alumnus captures the mystery, culture and resiliency of a nation on the brink of change.
Rediscover Peabody at the 2004 Peabody College Reunion!

Friday, November 5, 2004

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

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

Schedule of Events

2:00–3:00 p.m. High Tea for Peabody Pioneers

3:00–4:00 p.m. Peabody Campus Tour
   “Back to the Classroom” Educational Session
   Library Renovation Showcase

4:00–6:00 p.m. Peabody College Reunion Reception

Plan to be part of the fun!

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

Visit Peabody College’s Web site at http://peabody.vanderbilt.edu/


Phillip B. Tucker, Editor
Donna Princhett, Art Director
Jenni Rongved, Designer
Skip Anderson, Joan Brasher, Kurt Brobeck, Melanie Catania, Anne L. Corm, Kathy Hoover-Dempsey, Elizabeth P. Latt, E. Wright Ledbetter, Princine Lewis, Julie Neumann, Jan Rosemergy, David F. Salibury, Lisa Schlichter, Neil Andrew Solomon, Krainin O’Donnell Tabb, Kenneth Wong, Contributors
Camilla Persson Benthorn, Patricia and Rodes Hart Dean of Education and Human Development

Clarence E. (Tres) Mullis III, Associate Dean for Development and Alumni Relations
Kenneth Schexnayder, Executive Director of Advancement Communications

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Peabody Celebrate Silver Anniversary of Merger

Twenty-five years have passed since administra-
tors of George Peabody College for Teachers and Vanderbilt University signed the historic merger agreement that incorpo-
rated Peabody into Vanderbilt as its college of education and human development. A reunion of the two venerable institutions had
once again flourished in its pre-merger heyday—it places among the nation’s most exceptional colleges of edu-
cation, punctuated by multimillion-dollar faculty research activity that is influencing education practice and policy nationally and
in, many cases, worldwide.

Although Peabody College has retained its distinctive identity and character—dedicated to communities, schools, and individuals with exceptional abilities—
and the idea of social action to affect positive societal change.

A series of events commemorating the 25th anniversary of the Peabody-Vanderbilt merger has begun on campus, and one of the
largest is set for Friday, Nov. 5: a Peabody Reflector

A Peabody Again Ranks 4th by U.S. News Magazine

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

The rankings, released in April in the maga-
zine’s “Best Graduate Schools” issue, were based on surveys of 158 education schools that grant doctoral degrees.

Teachers College of Columbia University tied with Peabody at 4th place. Tied at the No. 1 spot were Harvard and Stanford
universities, followed by the University of California-Los Angeles at No. 2, the University of Virginia at No. 3, and the University of North Carolina at Chapel Hill. The University of California-Berkeley (No. 6), University of Southern California (No. 7), Virginia Polytechnic Institute and State University (No. 8), and University of Pennsylvania (No. 9), and University of Michigan-Ann Arbor (No. 10).

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

Peabody specializes in addition to special education that received top-10 rankings in their respective categories included admin-
istration and supervision (No. 4); educational policy (No. 3); elementary education (No. 7); curriculum and instruction (No. 9); and educational psychology (No. 10). Peabody also ranked 11th for higher education admin-
istration and 12th for secondary education.

Each year U.S. News ranks graduate schools of education, business, engineering, law and medicine, while other disciplines, such as nursing, are ranked periodically. Other Vanderbilt colleges and schools rank-
ing in their respective categories for 2004 include the School of Medicine, 15th, the Law School, 17th; the Owen Graduate School of Management, 39th; and the School of Engi-
neering, 17th.

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

Wallin Named to All-USA College Academic Team

Amber Wallin, who received her bachelor’s degree from Peabody in elementary and spe-
cial education in May, was one of 20 under-
graduates chosen nationwide in February for USA Today’s 2004 All-USA College Academic Team.

Undergraduate All-Americans were selected from among 604 nominated by educational pro-
grams with the strongest national represen-
tation and Alumni Relations plans to rec-
ognize some of the College’s many outstanding alumni. These individuals will be announced during the College Reunion, please call 615/322-8500 or e-mail peabodyalumni@vanderbilt.edu.

VU, Peabody Celebrate Silver Anniversary of Merger

50th Anniversary of Historic Research Training Program

The Mental Retardation Research Training Program at Peabody College is celebrating its 50th anniversary this year. The pro-
gram was created in 1954 by Lloyd Dunn and the late Nicholas Hobbs, it was the first doctoral-level research training program of its kind in the USA and has been supported by grants from the National Institutes of Health for 49 of its 50 years. The program was developed in response to the relative lack of scientific interest in mental retardation and the realization that the field held rich, but unexplored, research possibilities. It has graduated more than 140 Ph.D.s, including 22 during the past 10 years, and has supported 18 post-
doctoral fellows. Program graduates have become recognized leaders in disabilities research, education, and in clinical and gov-
ernment roles.

In 1973 the American Association on Mental Deficiency (now the American Asso-
ciation on Intellectual and Developmental Disabilities) honored the program by making Peabody the only insti-
tution ever to receive its Education Award (all other recipients have been individuals).

2 P E A B O D Y  R E F L E C T O R 3
Lecture Series Reflects on Brown v. Board of Education

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

The series, which was facilitated by the Robert Penn Warren Center for the Humanities, was followed by four other lectures throughout the school year and concluded April 2 with a Peabody College-sponsored conference to reassert the educational and social implications of the Brown decision. The daylong Peabody conference—sponsored by the Peabody Center for Education Policy, the Peabody Dean’s Office, and the Vanderbilt Institute for Public Policy Studies—featured a multidisciplinary panel of 22 policymakers, researchers and practitioners. The panel and its moderators included numerous Vanderbilt and Peabody College professors, a U.S. appeals court judge, the executive director of the Tennessee State Board of Education, the director of Metropolitan Nashville Public Schools, professors of psychology and public policy from the University of New York-Buffalo and Duke University, and several others.

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

Fifty years later, panels at the Peabody conference addressed the nature of the constitutional argument, the use of social-scientific evidence in shaping judicial decisions, the political economy of policy development and implementation in addressing racial desegregation, and the ongoing challenge of ensuring equality of schooling opportunity for an increasingly diverse student population.

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

Statistics and Biology: a Natural Pairing in Classrooms

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

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

In addition to the classroom project, Peabody researchers have received a $1.6 million grant to design exercises and class work that help students develop mathematical descriptions of the natural world. For example, students may apply statistical concepts to understand variation in the growth of plants and begin thinking about how these concepts can be adapted to reflect what they see in nature.

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

In addition to the classroom project, the team is following statistical consultants as they work with clients in health sciences, engineering and public policy to understand statistical reasoning in actual practice. This is the first time statisticians have been studied across disciplines and will provide insight about professional practice and about what is important to teach students about statistics.

“Education systems are very complex. When they are studied by individuals or loosely affiliated centers, it is hard to get a complete picture,” says Lehrer. “All the focus and attention on these topics on this project will be on this project,” says Lehrer. “All the focus and attention on these topics on this project will be on this project,” says Lehrer.

Goldring Honored as Distinguished Service Professor

Ellen B. Goldring, professor of educational policy and leadership, and a member of the Peabody faculty since 1991, was awarded Vanderbilt’s Alexander Heard Distinguished Service Professor Award at the 2004 spring
faculty assembly in April. The award is presented to a full-time faculty member for distinctive contributions to the understanding of problems of contemporary society. Its purpose is to encourage, recognize and honor faculty members’ contributions to the analysis and solution of contemporary social problems. These contributions may take the form of teaching, writing, basic or applied research, and consultative or other forms of service.

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

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

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

Partygoers—who included a special guest, the Hon. Dr. Margaret Guinn, director of the U.S. Department of Health and Human Services’ Office on Disability—each donated a new book to the Library. Appreciations also was expressed to Peabody librarian Karen Frank and her late father, Henry D. Kilcrease, and to Peabody students who had organized a book drive.

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

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

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

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

Susan Gray, the imminent psychologist and researcher who began her service on the Peabody College faculty in 1945, designed the College’s Early Training Project, one of the most influential longitudinal evaluations of the last century’s efforts of early intervention on the prevention of developmental disabilities. This project was the inspiration and model for the national Project Head Start. Her work, along with the work of Nicholas Hobbs and other colleagues in school psychology at Peabody, led to the establishment of Vanderbilt’s John E. Kennedy Center for Research on Human Development. Gray died in 1992. To donate books to the Children’s Library or to contribute gifts to purchase bookcases and furnishings for a children’s reading area, please call 615/322-8200 or e-mail marva.greenwood@vanderbilt.edu. Donations to the Paula Goodroe Library are also welcome.

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

Mary Kavanagh Frank, BA’74 (Arts & Sciences), a speedboat pilot for the Farmington, Maine, school district, recently contacted the Peabody Reflector office about the treasure, which was discovered by Frank among her late mother’s belongings. The note is addressed to Bruce Ryburn Payne, Peabody’s first president, and carries a postmark indicating it was sent in 1912.

Mary Frank’s father, Lt. Col. Bruce Ryburn Payne II, had been given the photo and message by his grandparents. Frank mailed the photo, still in its original frame, to the Reflector so that it may be returned to its present location in 1914. A black-and-white publicity photo of Keller accompanies the message, carefully printed in pencil, which reads, “To Dr. Payne, With heartfelt wishes for the success of the Teacher’s College. Helen Keller.” Presumably, the message was a congratulatory note to the new president on the occasion of the College’s reopening—a much-heralded event nationally at the time. The photo itself is dated 1912, by which time Keller had become a true international celebrity. She would have been about 34 years old when the message was sent to Payne.

Helen Keller was born in Tuscumbia, Ala., in 1880 with sight and hearing, but lost both senses following an illness at 19 months of age. When Keller was 6 years old, Alexander Graham Bell, inventor of the telephone,
Sharon Shields, assistant provost for service learning and a professor of the practice of health promotion and education at Peabody, believes his leadership and his support of service learning, he is moving us forward as a Research I institution in a bold and daring way—to take seriously our role as a university to work with our community for the common good of all people.

Service learning combines community-based service with related academic work while providing structured time for critical reflection on the experience, said Shields. By working with the information learned in the classroom to help solve real-life problems while developing a greater empathy for the challenges of people without resources to reach their full potential, students are able to use the information learned in the classroom to help solve real-life problems while developing a greater empathy for the challenges of people without resources to reach their full potential. "We know that when students are engaged and responsible, they really learn," she said. "When students can offer their resources, they are providing a unique contribution to the community.”

Lynn and Doug Fuchs Share New Hobbs Chair

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

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

The husband-and-wife research team was asked by Benbow to name the chair after someone who had a profound influence on their professional lives.

The two suggested the chair be named for late Nicholas Hobbs, a psychologist who helped establish special education as a distinct discipline at Peabody in the 1950s and 1960s and was instrumental in securing the funding that established the Vanderbilt John F. Kennedy Center for Research on Human Development. Donors for the new chair are anonymous. Members of the Peabody faculty since 1999, the Fuchses have pioneered innovations in reading, math, assessment and learning disabilities. Their concept of Peer-Assisted Learning Strategies (PALS) has been widely disseminated. Recently, the Fuchses received a $5.5 million grant from the U.S. Department of Education to expand their PALS research.

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

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

Early in my last semester, I spied a poster outside the lecture hall. It featured kids of many ages standing in front of a decrepit-looking school building—background for description of a foundation-sponsored program designed to attract mid-career adults into teaching in inner-city schools. The program promised a year of full-time graduate work combined with full-time teaching, low pay, and a chance to make a difference for children and families who needed hope and effective education. I knew I wasn’t “mid-career” and reminded myself that teaching was not among my future options. But something about contributing to change in social structures and improving children’s life chances captured my full attention.

A few weeks later I added an application for the teaching program to the grad-school possibilities out for review. Believing the program was a “what if and maybe” option at the bottom of my list of preferences, I was startled by my genuinely excited reaction upon opening a letter six weeks later: I was one of 15 (mostly mid-career) participants selected for the program. With continuing surprise at my enthusiasm, I accepted, took my finals, received my A.B. in political science with delight, and walked into a career I had only thought to avoid during much of my childhood and adolescence. I discovered quickly that I loved teaching. The summer of course work and full-time student teaching was intriguing and challenging. The first day of the 1964–65 academic year arrived, and (sleepless night notwithstanding) I met my “own” class of first graders at Ralph Bunche Elementary School in Oakland, Calif.
That day, and the full year to come, ran high with energy and the excitement that comes from participating in children’s lives, coming to know their parents’ hopes for their futures, meeting frustrating and learning challenges head on, and watching through the complex interplay among children’s social and cognitive development. I left the year feeling deeply fascinated with new worlds of inquiry and work. Children’s development, the links between home lives and classroom learning, the contextual sources of educational success and failure, and the immensely complex and challenging process of teaching.

During the next few years, I travelled, taught in public-school Head Start and elementary programs, worked with community-based early childhood and development programs in Uganda, and did research with a remarkable professor of education law who had argued Brown v. Board of Education before the U.S. Supreme Court. In these experiences, I learned of Susan Gray’s research on young children’s learning in these experiences, I learned of Susan Gray’s research on young children’s learning and watching the daily complexities of the conditions and relationships of establishing a sense of group and relationships. This means I get to observe and engage in research within the adviser’s general research program. My graduate students are, of course, active participants in and contributors to our research program. They also are engaged, in particularly positive ways, in mentoring younger lab members as they become teaching assistants. My TAs and I meet together regularly to plan and discuss sessions, and I believe that individual work with students, and work on evaluating and creating excellent learning environments. Perhaps best of all, I get a front-row seat for observing my TAs’ realization that teaching is a great stimulus for learning. My smallest classes, of 12 to 14 students, offer excellentcounterrights: easy of establishing topical connections, opportunities to draw everyone into discussion, time to wander on creative tangents and paths of unexpected application, and the ability to tailor content and assignments to personal interests. I love teaching at Peabody because I can easily integrate research into teaching. My research program focuses on family-school relationships and ways in which parental involvement enhances student learning, especially among high-risk students. As a professor of psychology and Peabody faculty member since 1970—Howard Sandler and I teach undergraduates, graduate and undergraduate, examine why parents are interested in education and how their involvement, once engaged, influences children’s developmental and learning. My courses are grounded in research and theory, and child and adolescent developmental theory and research, and our research program offers rich sources of perspective on why and how children learn, how families influence cognitive and social development, and how one might increase family support of positive developmental outcomes. My research and teaching are also integrated as we involve graduate and undergraduate students in our research program. My undergraduate students’ research-related experiences may include independent studies, participation in Vanderbilt’s Undergraduate Summer Research Program, or participation in one of the College’s honors programs (two years of engaging in research within the adviser’s general research program). My graduate students are, of course, active participants in and contributors to our research program. For our students were a wonderful and invigorating mix, from varied backgrounds and all Peabody majors. They were thoughtful, regularly insightful, and offered a never-ending source of interesting observations and great questions. I’ve also had unique opportunities to learn from watching other colleagues’ teaching, thanks to various University-supported programs. In these moments of observation and dialogue, I’ve been able to learn from the teaching of colleagues in fields often far from my own (e.g., anthropology, art history, bioscience, history, medicine, music, religion). In so doing, I’ve had countless valuable and generative opportunities to appreciate anew the transdisciplinary and varied nature of teaching excellence. Of course, there are other reasons to love teaching at Peabody. It is valued, opportunities to develop strong new academic programs are myriad, and our students—graduate and undergraduate—are superb sources of inspiration for improved teaching. Most of all, teaching at Peabody means relationships and learning—the merging of developmental theory and research with knowledge of the conditions and relationships that optimize human development and learning. I can’t close without confessing that writing these reflections has been a surprising challenge. Taking advantage of much patience from a fine editor, I’ve come to realize that the challenge has emerged from countless memories of so many unique, interesting, accomplished, and generally wonderful students. My earliest students are now, as am I, deeply engaged in careers; many are now experiencing, as am I, the realities of parenting children who are themselves undergraduates. My students, from my early years here to today, are a rich source of insight and amazement in variably and impact on human development.