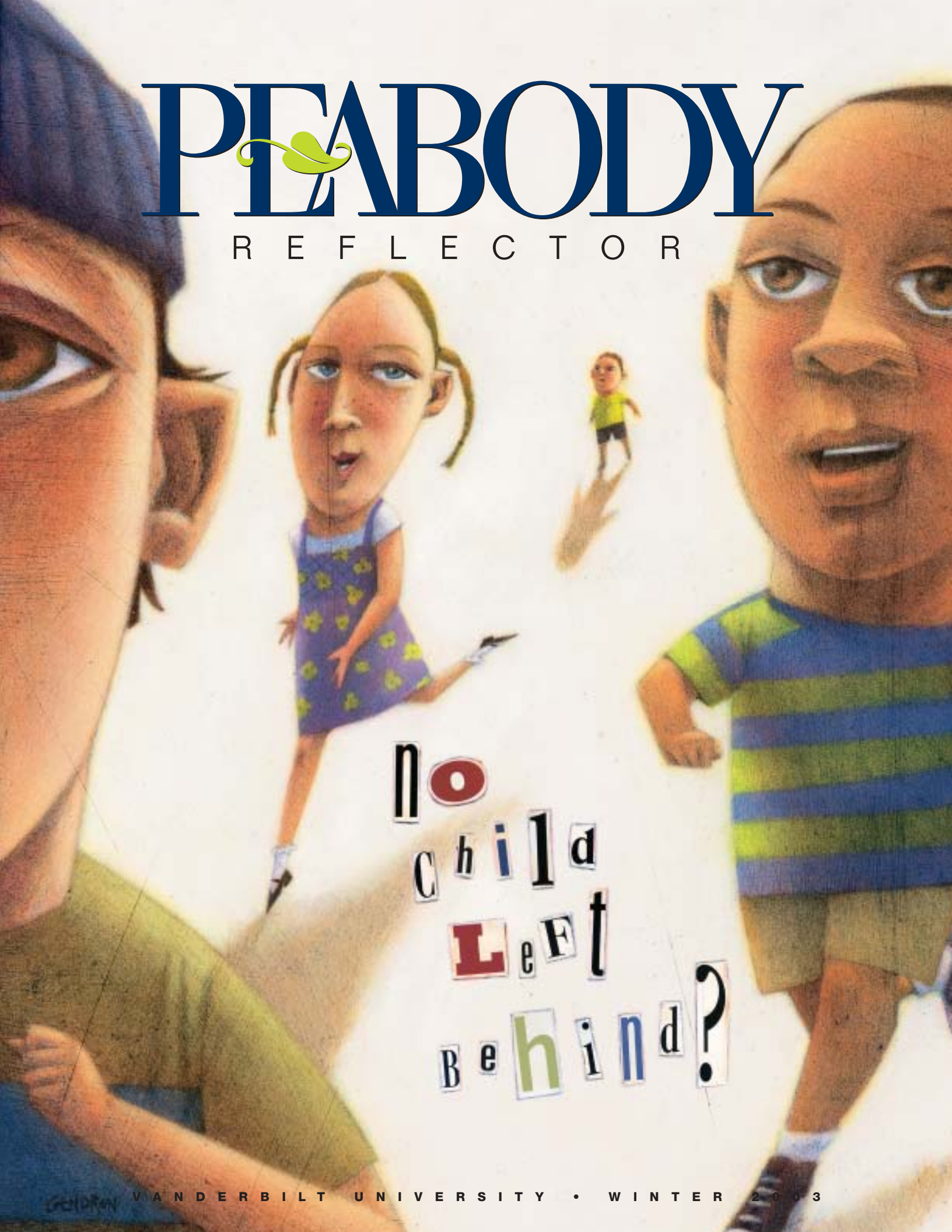


# PEABODY

R E F L E C T O R



No  
child  
Left  
Behind?

Goldman

# Technology Entrepreneur Presented Peabody's Top Alumni Honor

San Francisco-area entrepreneur, humanitarian and philanthropist Chong-Moon Lee, MA'59, is recipient of Peabody College's 2002 Distinguished Alumnus Award.

A native of Korea and a naturalized U.S. citizen, Lee founded Diamond Computer Systems in Silicon Valley in 1982. The company evolved into Diamond Multimedia Systems Inc. in 1994, becoming one of the nation's fastest-growing companies and ranking first in revenue and market share among personal-computer graphics accelerator products in America.

Now chairman emeritus of Diamond Multimedia, Lee has founded another high-technology venture company, Ambex Venture Group LLC, for which he serves as chairman and CEO. He

also is a consulting professor at the Asia Pacific Research Center of Stanford University, and he currently serves as vice chairman of the U.S. National Committee for the Pacific Economic Cooperation Council.

"Chong-Moon Lee has distinguished himself not only as a highly successful businessman, but as a humanitarian and generous patron of the arts," says Vanderbilt Chancellor Gordon Gee. "His life story is one of courage, strength and perseverance, and he enriches the lives of many people through his generosity and philanthropic leadership. With great pride, Peabody College of Vanderbilt University recognizes Mr. Lee for his achievements by bestowing upon him its highest alumni honor."

A former librarian, university professor and pharmaceuticals executive, Lee is active in numerous community organizations, including an anti-drug program in Santa Clara County, his local

sheriff's office and the American Red Cross, for which he serves as a board member. He is well known in the Bay Area for his philanthropy and support of cultural institutions, particularly the Tech Museum of Innovation in San Jose and the Asian Art Museum of San Francisco.

Lee has received numerous accolades for outstanding leadership in business and civic areas, not only in the Bay Area but in the Asian American community throughout the country. He has been named Asian American Man of the Year by the Asian American Chamber of Commerce in Washington, D.C., and twice has been a finalist for *Inc.* magazine's Entrepreneur of the Year honor.

In the mid-1990s Lee contributed \$16 million to the Asian Art Museum, the largest cash gift ever received by a San Francisco cultural institution. The museum, now known as the Asian Art Museum—Chong-Moon Lee Center for Asian Art and Culture, is in the process of moving to a new, expanded facility within a 1917 beaux arts-style building once used as San Francisco's main library and recognized as one of the city's most important historic structures. The new museum's grand opening is scheduled for March 20. One of the first major events at the museum is anticipated to be the presentation of the Distinguished Alumnus Award to Lee on March 31 at a reception in his honor.

"Chong-Moon Lee embodies Peabody's commitment to service in the international arena," says Peabody Dean Camilla Benbow. "He was one of Peabody's early international students through a strong relationship the College had with the Republic of Korea in the 1950s and '60s, and through the years he has excelled as a business leader and philanthropist.

"In his commitment to humanitarian causes, the arts and to his community, Chong-Moon Lee has brought distinction to Peabody College and Vanderbilt University."

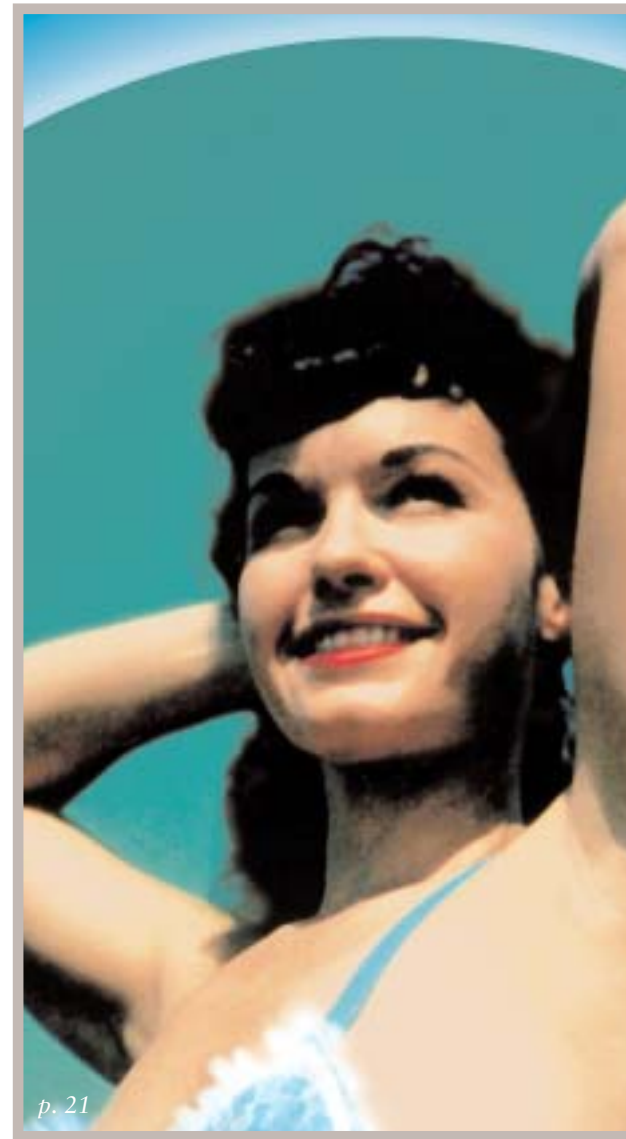
—Phillip B. Tucker



2002 Distinguished Alumnus Chong-Moon Lee (center) with Vanderbilt Trustee and Peabody benefactor H. Rodes Hart (left) and Vanderbilt Chancellor Gordon Gee

## A Special Invitation to Bay-Area Alumni, Parents and Friends!

The 2002 Peabody Distinguished Alumnus Award is tentatively scheduled to be presented to Chong-Moon Lee, MA'59, on Monday, March 31, 2003, at 6 p.m. during a reception in his honor at the new Asian Art Museum—Chong-Moon Lee Center for Asian Art and Culture, 200 Larkin St., on Civic Center Plaza in San Francisco. You are invited to join us for this very special event. For more information, please call 615/322-8500. We hope to see you there!



p. 21

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

ON THE COVER: Peabody researchers are questioning whether today's special-education programs are reaching enough children—or too many. At the core of the discussion is the very definition of learning disabilities and the methods of their diagnoses. In her illustration, Cathy Gendron depicts the controversy for our cover story, "No Child Left Behind?" (page 12). Gendron lives in Ann Arbor, Mich., and is a freelance graphic artist who serves on the faculty of the College for Creative Studies in Detroit and on the board of directors of the Ann Arbor Arts Center.

Phillip B. Tucker, *Editor*  
Donna Pritchett, *Art Director*  
Amy Blackman, *Designer*  
Katya Karagadayeve, *Assistant Designer*

Mary Tom Bass, Alex Burkett, Paul Conkin, Mardy Fones, Julia Helgason, Jessica Howard, Kelly Nolan, Jan Rosemergy, Ned Andrew Solomon, Jason Walton, *Contributors*

Camilla Persson Benbow, *Dean*  
Clarence E. (Tres) Mullis III, *Director of Development and Alumni Relations*

Anthony J. Spence, *Executive Director of Alumni Communications and Publications*

© 2003 Vanderbilt University

# PEABODY REFLECTOR

Volume 71 No. 2

Winter 2003

## Contents

### FEATURES

*No Child Left Behind?* 12

As national debate rages over special-education funding, reauthorization of IDEA, and best practices for teachers, Peabody researchers are asking tough questions about learning disabilities and their diagnoses

*A Tale of Two Centuries* 18

An exciting new book chronicles 217 years of Peabody College history

*Bettie Page: The Pinup of Peabody* 21

Smart, sexy, controversial, mysterious, reclusive, legendary, and a pop-culture icon; this is the fascinating story of Peabody alumna Bettie Page, "Queen of the Pinups"

### DEPARTMENTS

*Around the Mall* 2

*Feedback* 3

*Class Notes* 26

THE PEABODY REFLECTOR is published biannually by Peabody College of Education and Human Development at Vanderbilt University, Peabody Box 161, 230 Appleton Place, Nashville, TN 37203-5701, in cooperation with the Vanderbilt Office of Alumni Communications and Publications. 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 Alumni Communications and Publications, 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).

**Hart Family Endows Their Second Peabody Chair**

Longtime Peabody friends and benefactors H. Rodes Hart and Patricia Ingram Hart have endowed the Patricia and Rodes Hart chair in Psychology and Human Development at the College. The Harts' \$1.5 million gift funds a joint appointment between Peabody and the Vanderbilt-Ingram Cancer Center.

The new chair, which is the second to be established by the couple at Peabody, was instrumental in recruiting Bruce Compas, a national expert on stress and pain, last fall from the University of Vermont. Compas is a professor of psychology and human development at Peabody, as well as director of the Psycho-Oncology Program at the cancer center.

The new chair is particularly meaningful to Mrs. Hart, sister of the late Nashville businessman and philanthropist E. Bronson Ingram, who died from cancer in 1995 and for whom the Vanderbilt-Ingram Cancer Center is named.

In addition to his research on the psychological aspects of cancer and its associated pain, Compas will study children of



Bruce Compas

depressed parents and children with recurrent abdominal pain. The focus of his work is "how people cope with stress and how we can develop interventions to help improve the ways they cope and reduce the adverse effects of stress," he says.

He also will teach Peabody undergraduate and graduate courses.

Compas says the chair was an "extremely important factor" in his decision to relocate. Endowed chairs are essential in attracting and retaining top scholars. The endowment for a chair is never spent but is invested; the income earned on the investment contributes to salary, benefits and research support.

Through a \$3 million gift in 2001, the Harts endowed their first faculty chair at Peabody, the Patricia and Rodes Hart Chair of Education and Human Development. The dean of the College will occupy in perpetuity this chair; Dean Camilla Benbow is its first holder.

The new Hart chair brings to four the number of endowed chairs at Peabody. Vanderbilt has a total of 150 endowed chairs and professorships, fewer than peer institutions such as Stanford, Northwestern, Princeton and Duke. The University is in the silent phase of the \$1.25 billion "Shape the Future" Campaign, for which additional faculty chairs are a priority.

Patricia and Rodes Hart, both graduates of Vanderbilt's College of Arts and Science, have championed the work of Peabody for decades. In 1982 the Harts founded THE ROUNDTABLE, Peabody's leadership society, and Mr. Hart has chaired the group four times. He served as a Peabody trustee from 1967 until the College merged with Vanderbilt in 1979, when he was appointed to the Vanderbilt Board of Trust. He continues to serve as a trustee and currently chairs Peabody's "Shape the Future" campaign committee.

**Collaborative Program Promotes Science Learning**

Peabody College and the Office for Science Outreach (OSO) at Vanderbilt Medical Center (VUMC) are collaborating to enhance the science learning potential of Nashville-area students and teachers.

"The collaborative possibilities between VUMC and Peabody are endless," says Dr. Virginia L. Shepherd, a professor of pathology and medicine and an associate professor of biochemistry at VUMC. At Peabody, she is an adjunct professor of science education.

"Peabody is a leader in curriculum development and studies on classroom practices," says Shepherd. "Scientific knowledge and technology are increasing at a phenomenal rate. Working together we can prepare students and teachers to stay abreast of these developments."

Collaborative OSO programs currently focus on science-education outreach in Metro Nashville-Davidson County Schools through partnerships between Medical Center scientists and Peabody educators. To deepen the OSO's impact and to target programs more carefully, several OSO/Peabody initiatives are being planned.

Shepherd and John Bransford, professor of education and co-director of Peabody's Learning Technology Center, are working on a pending application to the National Science Foundation's Math and Science Part-



Virginia Shepherd

nership program. "John is looking at ways to integrate technology into science instruction," explains Shepherd. "He is a leader in this field, so we know his findings will enhance science instruction and learning." Professor Ellen Goldring and Assistant Professor Tom Smith, both of Peabody's Department of Leadership, Policy and Organizations, will measure the impact of OSO's partnership with public and private schools in this same program.

Another initiative seeks to create a Peabody-based master's degree program for middle-school teachers who teach science though it is outside their realm of training. "Faculty from Peabody, Arts and Science and VUMC will collaborate on the development of both education- and content-based programs," says Shepherd. Howard Hughes Medical Institute and National Science Foundation funding is being sought for this project.

**Dorm's Name Change Reflects Inclusiveness**

The Vanderbilt residence hall known since its construction in 1935 as "Confederate Memorial Hall" has been renamed as "Memorial Hall" by the University. The new name is intended to honor all men and women who have lost their lives in this country's armed conflicts.

Confederate Memorial Hall was constructed on the campus of the formerly independent George Peabody College for Teachers with partial funding from the United Daughters of the Confederacy (UDC) to provide housing for young women who would become teachers at a time when they were sorely needed in the South. It also served for a time as a rent-free residence for women students of Confederate ancestry.

George Peabody College merged with Vanderbilt University in 1979, and its facilities became part of the Vanderbilt campus.

In 1989, after a renovation of the building led to a vigorous campus debate over

*Continued on page 4*



**IN DEFENSE OF DoD SCHOOLS**

I want to commend you on your excellent article regarding the Department of Defense

(DoD) Schools that appeared in the last issue of THE PEABODY REFLECTOR ["Forward March," Summer 2002, p. 18]. The research study involving Claire Smrekar, Debra Owens, Jim Guthrie and Pearl Sims is really a very significant work.

It was my pleasure to serve as the first director of the DoD Schools (Pacific) when the schools were first placed under the direct supervision of the Department of Defense in 1964. It was a unique and wonderful experience and one that I will always cherish. In a recent book [*The Dollar-a-Year Principal: Miracle at Munson*, Watersun Publishing Co.], I made some observations about the strengths of the DoD Schools that in several ways parallel the researchers' own findings, although not as comprehensive. The DoD Schools are special, and there is no question we can learn from this unique system.

Again, my congratulations! In my judgment, Peabody is really all about leadership, and this research and article reflect this priority in spades. Please keep up the good work.

—JOHN DUNWORTH, former president, George Peabody College for Teachers Pensacola, Fla.

**PARENTAL APPROVAL**

When my daughter—Shannon Franklin, '04 (I hope!)—announced that she had enrolled in the HOD program at Peabody, my first thought was, "What in the world is that?"

With the help of articles like the one in the Summer 2002 REFLECTOR ["The HOD Phenomenon," p. 23], I have come to better understand, appreciate and admire this unique program and envy Shannon in the many opportunities for learning and, more important, for service that the program offers.

I have spent most of my adult life working in some type of human services position and have seen firsthand the need for well prepared, well

rounded people who bring a different perspective to the many problems confronting our society. The HOD program seems to be producing such people.

Many thanks to Vanderbilt, Peabody, and the outstanding group of faculty who serve the students and, thus, the community as they learn through experiences that will shape the futures of organizations, communities and, ultimately, our world.

—JAMES R. FRANKLIN Birmingham, Ala.

**LOSS OF A MENTOR**

I was saddened to learn of the death in February of my long-ago mentor Anna Loe Russell [*Faculty Deaths*, Summer 2002, p. 44]. As an undergraduate student at Peabody from 1964 to 1967, Miss Russell allowed me to work in the Reference Department of the Peabody Library for as many hours as were permitted by policy, knowing I was paying for my tuition, room, board, books and peanut butter through scholarships and my library wages.

A demanding but fair woman, Miss Russell patiently taught me the intricacies of inter-library lending, dealing with less-than-patient graduate students, and how to call campus security when the occasional disruptive person intruded into our quiet haven for learning. I managed to graduate in three years, work almost 40 hours a week for the library, and become an eager teacher of English, theatre and journalism, at least partially because she saw it as part of her role at Peabody to encourage those of us she thought had a "proper work ethic."

While my life's journey has taken me out of the classroom and into the boardrooms of the clients I now serve as an attorney, when I reflect on my college education, I think of her first. While other young women were joining sororities, I was helping Ph.D. candidates find research materials, and while there were few parties, the memories are wonderful and

rich and, now, very rewarding.

feedBACK

Thank you and your staff for this exceptionally fine magazine, and for letting me know of Miss Russell's passing.

—KATIE REED EDGE, BA'67 Nashville

**CAMPUS MEMORIES**

I've read more than once the recent issue of THE PEABODY REFLECTOR providing stories of the people who breathed life into the campus ["Your Favorite Professors," Spring 2001, p. 17]. You walked through my memory with articles on Peabody professors, the beauty of the campus, and the buildings that tell their own stories throughout time.

I was there in the early '60s and stayed on campus until my husband graduated in 1966. I remember the friendship and assistance of Drs. Mosely and Woodward, Dr. Anderson's invitation to my family to join him at his home for dinner, and Dr. Sudduth who let me rest instead of walk the graduation practice on a hot day in June (noting the impending birth of my first child and my fatigue). Dr. Alfred Leland Crabb walked to campus with me each morning from Garrison Apartments. He lived just a few doors from the complex and enjoyed his morning walk. Art Cook taught me the value of the plant life at Peabody.

Forty-two years later my Peabody iris still blooms. I've never moved without taking the bulbs with me. I now live in Niceville, Fla., a place I call paradise, and Peabody is here with me. I hope other graduates can hold on to beautiful memories of Peabody. After all, memories are what keep us connected to the past, comfort us now, and bring us softly into the future.

—JUDY W. BASSHAM, BS'62 Niceville, Fla.

*Your letters are welcome and may be submitted by mail to THE PEABODY REFLECTOR, Editor, VU Station B 357703, 2301 Vanderbilt Place, Nashville, TN 37235, or by e-mail to reflector@vanderbilt.edu. Letters may be edited for length or clarity.*



The former Confederate Memorial Hall

the appropriateness of the name, a historical marker was added to the building explaining the origins and historical significance of the building and the contributions of the UDC to its construction. Debate over the building's name has continued, however, and has included resolutions passed by the Student Government Association to change the name and objections by students who have refused to live in the building.

A statement issued by the Vanderbilt administration says, "The decision to change the name of the building was not made lightly. It came after careful consideration and review, and will be effective immediately. This is one of a number of changes that has been made at Vanderbilt in recent years to create a positive, inclusive environment, and to ensure that our facilities and symbols do not inadvertently reflect values that are inconsistent with the University's mission. ...

"The role of the United Daughters of the Confederacy in preparing young women for careers in education during a difficult time in this nation's past remains an important part of Vanderbilt's history."

Although the name of Memorial Hall no longer includes the word "Confederate," the historical marker acknowledging the building's origins remains inside its lobby. The marker's text reads:

"Constructed in 1935 by George Peabody College for Teachers in part with funds raised at personal sacrifice during the Great Depression by Tennessee women of the United Daughters of the Confederacy in memory of their fathers and brothers who fought in the war between the North and South 1861-65. Dedicated to the education of teach-

ers for a region sorely in need of them. Renovated by Vanderbilt University in 1988 for continued service to all students. 1989."

The UDC reacted to the dormitory's renaming by filing a lawsuit against Vanderbilt on Oct. 17, claiming breach of contract by Vanderbilt of agreements alleged to have been entered into between the former George Peabody College for Teachers and the

UDC, which had contributed \$50,000 toward the approximately \$150,000 cost of construction of the building. No further developments on the situation were available at press time.

### \$1 Million Ingram Gift Supports Two Students

Through a unique gift to Peabody, Vanderbilt University trustee Orrin Ingram is supporting two students' educations while helping to strengthen Boys & Girls Clubs of Middle Tennessee.

Ingram, a 1982 graduate of the College of Arts and Science, has given \$1 million to Peabody's Department of Human and Organizational Development (HOD). The funds will finance a graduate student fellowship and a need-based undergraduate scholarship.

The graduate student fellow will conduct research within the Boys & Girls Clubs on a project defined in collaboration with the organization. The undergraduate scholarship recipient will work as an intern at the Boys & Girls Clubs while fulfilling the HOD internship requirement. All HOD undergraduate majors are required to complete a one-semester internship in a professional setting.

The gift will strengthen Peabody's relationship with a major service organization as well as its community outreach, says Joe Cunningham, chair of HOD and associate professor of special education. He will work with the Clubs' leaders to ensure the graduate student research will be a "project that the Boys & Girls Clubs want and need. At the undergraduate level, we'll have another strong

internship site for our students who are particularly interested in community service programs. And, hopefully, we'll do some good."

Eight Boys & Girls Clubs sites serve about 3,000 Nashville-area youngsters each year through after-school and evening programs and some Saturday activities. The sites maintain regular daytime hours during the summer and on school holidays.

Ingram, who is president and CEO of Ingram Industries in Nashville, has served on the board of Boys & Girls Clubs of Middle Tennessee for many years. His gift is the first of its magnitude to benefit both Peabody students and a local community service organization.

### Professor, Alumna Complete Fulbright Program

A Peabody professor and a 2002 graduate were recent Fulbright program recipients.

Participating in the New Zealand Fulbright U.S. Distinguished Americans Scholar Programme, Peabody professor Dale Farran attracted international attention with her



Fulbright Scholar Dale Farran, addressing a 2000 Peabody Commencement crowd

presentations on early development and learning during her June trip to New Zealand. She also made a presentation before government officials and laid the groundwork for potential collaborative research opportunities.

As keynote speaker for "Storming the Brain—the Early Experience and Brain Devel-

### Hal Ramer and Volunteer State Community College:

One of Peabody's Great Partnerships

Friends and colleagues threw a birthday bash for Hal Ramer, BS'47, last June. Well-wishers brought 38 cakes to the potluck party. Thirty-eight.

This beloved consummate educator retired Jan. 31, 2002, as president of Volunteer State Community College, a two-year public community college in Gallatin, Tenn. Ramer, 79, had been its only president since the institution's founding in 1971.

His imprint on public higher education in the state is indelible. Aside from nearly 33 years at the helm of Vol State, Ramer was instrumental in helping to establish the community college system in Tennessee. He also served a seven-year stint as assistant state commissioner for higher education. Peabody College, he says, has been a guiding influence throughout.

"My two older brothers attended Peabody, and I never really thought about going anyplace else. Peabody was a nurturing institution, friendly and open, and it provided a wonderful learning environment." Over the years, Ramer has worked to duplicate this supportive culture at Vol State. Other Peabody graduates have helped.

Of the full-time, part-time and adjunct faculty who teach on the main campus, 17 are Peabody-trained, including the department chairs for education, math, engineering and science, and the dean of social sciences. Still others serve Vol State in key administrative positions, such as the vice president of academic affairs.

"Peabody-prepared faculty and staff are unique in their superb qualifications and dedication," beams Ramer. "They go above and beyond the call of duty in providing outstanding service to our students."

Through the years Ramer has been one of Peabody's most enthusiastic and stalwart supporters, serving in numerous leadership roles, including terms on the Peabody Alumni Association Board of Directors. In 1996 he was recipient of Peabody's Distinguished Alumnus Award.

Bob Forrester, BA'69 (Arts & Science), MA'72, chair of Vol State's departments



Hal Ramer in the June 1942 PEABODY REFLECTOR, posing as a member of the sophomore championship football team.

560 students. Last fall more than 7,000 students filled the roster. Aside from the main campus in Gallatin, the college offers classes at more than 31 teaching sites throughout the 12-county region it serves.

Looking back on a career dedicated to the comprehensive community college and its outreach, Ramer says he is most proud of his students and their accomplishments. "We have many heroic stories of students who overcame adversity in order to continue their educations. Seeing these success stories is a large part of my reward."

During his retirement, Ramer will maintain an office at the college to continue his work on a history of the institution. He also will continue to work for students by serving on the Volunteer State Foundation board, which raises funds to support student scholarships. The average age of a Vol State student is 28. "We have a good many single parents and others whose educations were interrupted by family responsibilities or other situations," he explains. "A lot of our students need a little help." So Hal Ramer will carry on, helping wherever he can.

—Mary Tom Bass



Hal Ramer today

opment National Seminar” in Wellington, Farran was interviewed on national television and radio and gave a public address about the impact of early experience on childhood development. The Fulbright Scholar Program offers lecturing, research and consulting awards in 140 countries. An estimated 82,000 scholars worldwide have participated in domestic or international Fulbright programs.

Farran says she was intrigued by New Zealand’s proactive position on children and families. “They have adopted a nationwide curriculum in early childhood education. The objective is to make the school experience easier for children. Their curriculum is so good that I’ve been talking to a publisher about getting it published here.”

During her visit, Farran met with representatives from New Zealand’s ministries of education, of finance, and of beef and lamb. For these senior officials, she described how early experience can affect children. She is optimistic her trip may create opportunities for collaborative research at the Chil-

dren’s Issues Center at the University of Otago and training at the Wellington College of Education.

Erika Weingarth, a 2002 Peabody graduate with dual majors in German and human and organizational development, was a recent recipient of a Fulbright Fellowship. She will study international marketing and new media communications at Universitaet Mainz, and her work will include an analysis of major German marketing campaigns.

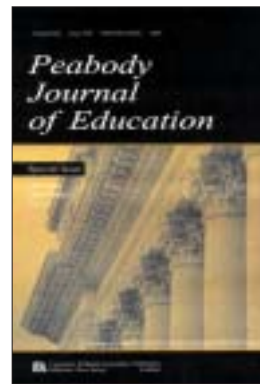
### PJE Celebrates 80 Years

The *Peabody Journal of Education* is back on its traditional quarterly production schedule and has undergone a dramatic revision in format, focus and editorial leadership just in time for its 80th anniversary.

Since its founding in 1923, the PJE has served as a leading national commentator on education and human development issues, involving contributions from social scientists, humanists, practitioners, policymakers and other education professionals. During

the 2001–02 academic year, the *Journal* was brought back onto its regular production schedule, thanks to enormous efforts on the part of PJE staff, faculty members from Peabody’s Department of Leadership, Policy and Organizations (LPO) who served as guest editors, and LPO faculty who submitted their own research for publication. LPO guest editors included professors Bob Crowson, John Braxton, Laura Desimone and Stephen Heyneman.

Volume 78, issue number 1 is to be published in January 2003 and will celebrate the *Journal’s* 80th anniversary with a new format devoted to human learning and its context. The anniversary and format-transition issue will be heralded most obviously by a new cover design signaling the publication’s revitalization. The design integrates Peabody College’s new graphic identity, which was developed during the past year.



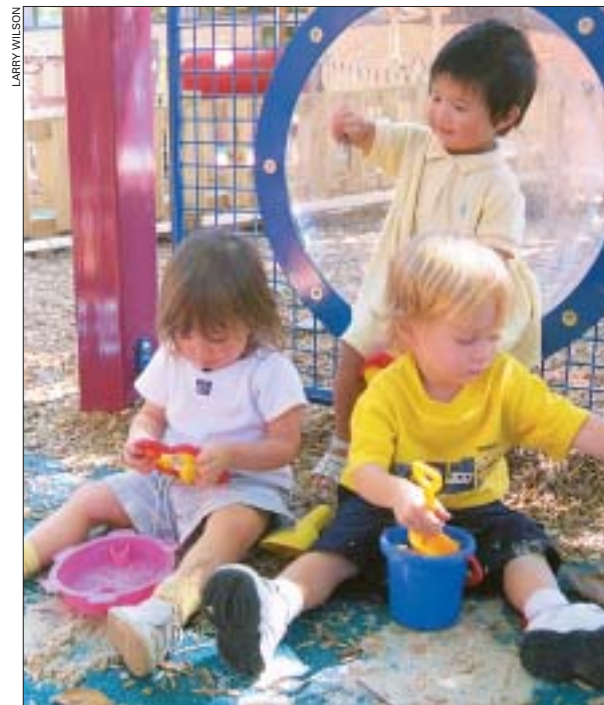
In addition to format changes, the PJE’s editorial board is being expanded to include additional highly regarded education scholars and administrators. An international editorial board, comprising educational leaders from across the globe, also is being added for the first time.

Serving as editor-in-chief of the PJE is Camilla P. Benbow, dean of Peabody College and professor of psychology. The executive editor is James Guthrie, professor of public policy and education, chairman of Peabody’s Department of Leadership, Policy and Organizations, and director of the Peabody Center for Education Policy.

For more information, contact the *Journal* office at 615/322-3997. For subscription information, contact the publisher, Lawrence Erlbaum Associates, by calling 1-800-926-6579 or visiting them on the Web at [www.erlbaum.com](http://www.erlbaum.com).

### Titans Donate \$25,000 for Playground

Last summer, Mr. and Mrs. Bud Adams and the NFL Tennessee Titans Foundation awarded a grant of \$25,000 toward renovation of the playground at the Susan Gray School for Children to make it developmentally appropriate



Thanks to gifts from the Tennessee Titans and other Susan Gray School supporters, the School’s playground is now developmentally appropriate and accessible for all children.

and accessible for all young students.

“One important focus of the Titans Foundation is the lives of young people,” says Adams, Titans owner. “The services of the Susan Gray School are consistent with the foundation’s longtime support of children’s causes and thus merit the foundation’s support.”

Nashville architect C. Robb Swaney and his wife, Peabody alumna Mary Jane Swaney, BA’66, MA’69, conceptualized the playground renovation to honor the life and work of the late Keith Crabtree, a Susan Gray School volunteer. Mr. Swaney, who himself passed away in September, donated architectural designs and building assistance for the playground’s construction.

The playground was dedicated Oct. 25 in memory of Crabtree and Swaney, and in honor of Wendy Brooks, a former student and current employee of the School. Accepting the \$25,000 check from the Titans on the School’s behalf were Jan Rosemergy, director of communications for the John F. Kennedy Center for Research on Human Development; Amy Harris-Solomon, Susan Gray School coordinator; and Brenda Crabtree, Keith Crabtree’s mother.

The playground—thanks to the generosity of the Titans, the Adamses, and other stalwart Susan Gray School supporters like Sam

and Linda Brooks of Nashville—is already providing opportunities for all children, with and without disabilities, to play together as they work on their individual goals. It features widespread accessibility for walkers and wheelchairs, a garden area, sandbox, swings and a climbing structure.

“Play is the most important ingredient enabling young children to grow and develop,” says Susan Gray School Director Ruth Wolery. “The playground environment influences all areas of development from motor skills to social and emotional development.”

The Susan Gray School for Children, a unit of Peabody College and housed in the John F. Kennedy Center, provides

early childhood education for children with and without disabilities. It also supports research on disabilities and their effect on human development and provides a setting for the training of future teachers and researchers of students with special needs.

### Master’s Program in Child Studies Approved

Last year a new interdisciplinary major in child studies was offered to Peabody undergraduates. The major incorporates courses from the psychology, education, special education, and human and organizational development disciplines in the hopes of giving students a complete overview of children in a variety of social contexts.

Now a fifth-year master’s degree program in child studies has been created and approved. The program will allow students to begin working on their master’s during their undergraduate senior year, with some courses counting toward completion of both degrees.

According to Howard M. Sandler, professor of psychology and director of the undergraduate child studies program, the focus of the master’s curriculum will be on applying knowledge of child development to a variety of contexts—individuals, families, schools, communities and society.

“Many students seem to want to work with children and families but do not necessarily want to be teachers or pursue certification,” says Sandler. “They may be headed to medicine, law, nursing or social work and

want to get more applied work with children, adolescents and families. This is by no means a clinically oriented program. We will not be in the business of worrying about any kind of certification or licensure.”

Students interested in pursuing this degree will be required to have a year-long course in development, accompanied by a year-long practicum experience. Once those requirements are fulfilled, students will have the freedom to arrange their class schedules to focus on a particular aspect of the program offering.

### Peabody Makes Mark on Encyclopedia

Peabody professor James Guthrie is editor-in-chief of a new, eight-volume comprehensive educational reference that hit bookstores in November.

The Second Edition of the *Encyclopedia of Education* includes more than 3,000 pages comprising more than 850 articles that range in length from 500 to 5,000 words. From conception to distribution, this major endeavor took several years to complete. It is published by the Gale Group as part of the Macmillan Reference Library.

The face of education has changed drastically since the first edition was published

in 1971, says Guthrie, who is professor of public policy and education, chairman of Peabody’s Department of Leadership, Policy and Organizations, and director of the Peabody Center for Education Policy. Modern technology, history, and economic and societal forces have prompted dramatic evolutions in education, and as a result, most articles in the second edition of the *Encyclopedia* have been completely rewritten or focus on new topics.

Articles cover K–12 education, higher education, international education, educational policy, out-of-school influences, teacher preparation and testing, and numerous other topics. The edition also includes 121 biographical sketches of influential educators, ranging from Plato to Alice Miel.

“Education now matters in new and more intense ways for individuals and societies,” Guthrie writes in his preface. “There is far greater interest in ensuring that education is effective.”

### Remembering Mark Hindy



Chris Wyrick, right, director of development for Vanderbilt athletics, introduces George Hindy at the April 27, 2002, dedication of the new Charles Hawkins Field at Vanderbilt Baseball Stadium. Mark Hindy, son of George and Virginia, played baseball for the Commodores until he graduated with his Peabody degree in 1995. He was killed in the World Trade Center terrorist attacks on Sept. 11, 2001. The cross Wyrick is holding, which was made from material from the remains of the World Trade Center, was donated to Vanderbilt by the Hindy family and is now on permanent display in the lobby of the McGugin Center. A plaque honoring Mark Hindy has been placed at the entrance of the new baseball stadium.

## Children on Parade



Grayson Cobble, left, Carmen Canedo, and their classmates from Vanderbilt Child Care Center join students of Peabody's Susan Gray School for Children in a parade around the Peabody College campus last April to celebrate the Week of the Young Child, a nationwide event for which Vanderbilt was a major sponsor in Nashville. Several of the week's events were held on campus, including seminars on parenting and meeting the needs of children.

Seven associate editors, three of whom are Peabody professors, helped Guthrie produce the *Encyclopedia*: John Braxton, professor of higher education and president of the American Association for the Study of Higher Education; Stephen Heyneman, professor of international education; and Claire Smrekar, associate professor of educational leadership and an assistant to the provost at Vanderbilt.

## Students Answer Call for Volunteer Teachers

Peabody College student volunteers took the lead last spring teaching inner-city youth the tools for success.

Twenty Vanderbilt students, most from Peabody, answered a last-minute plea for help from Sis. Sandra Smithson, founder of Nashville nonprofit organization Project Reflect Inc. She had made a phone call to her friend Ellen Brier, Peabody's assistant dean of student affairs. A much greater number of children than expected had registered for Project Reflect's Young Emerging Scholars Program, and Sis. Smithson needed teachers fast.

"I said, 'I've done something stupid, so save me. I need a whole lot of volunteers,'" says Smithson, a Franciscan nun with a special interest in promoting higher education to minority youth.

Not only did she need a lot of volunteers for the after-school program, but she needed them in just a few days, says Brier, who helped recruit the eager student teachers. "They hit the ground running," she says.

The Vanderbilt students helped teach the 74 fifth and sixth graders basic skills in math, reading, science and social studies for two and a half hours twice a week. They also provided them friendship and reassurance.

"They let the children know they were very special and were selected for the program because they have a great future," says Smithson. "Most of the volunteers came from Vanderbilt, and most of the success was the result of their leadership."

For one semester, the student teachers made lesson plans and taught with workbooks designed for the program. But relationships with their pupils extended beyond the classroom. Many student teachers gave their phone numbers to students in the event

they had questions once the program ended, and some even baked cookies to reward students for hard work.

"We were able to make a difference," says junior Emily Dutterer, a Peabody special education major. "We felt like we were doing something important."

## Vandy PTY Attracts 161 Talented Students

The Vanderbilt Program for Talented Youth (PTY) expanded to two different summer sessions this year, June 9–29 and July 7–27. Student participants, ranging in age from rising eighth graders to rising seniors, traveled to the Peabody campus from as far as Nevada, New York, Texas and Florida to join students from Tennessee and surrounding states.

"The PTY gives gifted students the opportunity to participate in a unique, enriched learning and living environment," says Laura Montgomery, program coordinator. "When they arrive here, they are no longer the top of their class, but one of many gifted minds."

Students spent six hours a day in Vanderbilt classrooms and computer and science labs taking courses in mathematics, computer science, theatre arts, creative writing, American history and genetics. They also ventured off campus for field trips to Dell Computer Corp.'s Nashville plant, the Frist Center for the Visual Arts, and other educational and cultural sites.

Part of the students' education involved simply experiencing life in a university environment. Students stayed in Peabody's North Hall where they learned, says Montgomery,



Chase Stewart (left), 14, from Arab, Ala., and Wells Weymouth, 13, from Tampa, Fla., work together in the Genetics course during last summer's Vanderbilt Program for Talented Youth.

## Leonard Bradley:

*Three Generations of Peabody Influence*

When Leonard Bradley thinks of the dozen people who have influenced him most personally and professionally, more than half are teachers. A lecturer in public policy within Peabody's Department of Leadership, Policy and Organizations, Bradley says teachers, both in school and in his family, have been formative for him.

"I think often of my third-grade teacher, Alvis Johnson, because she showed me school could be special," says Bradley. He credits Lee Greene, a political science professor at his alma mater, the University of Tennessee, with inspiring his 30-year career in state government.

Bradley admits his fervor for government and passion for teaching at Peabody began early. "My father, Col. Leonard Bradley Sr. [BS'38, MA'38], graduated from Peabody with degrees in history and chemistry," he says, and was an educator in Lebanon, Tenn., for more than 40 years. He is now 86 years old. Bradley's daughter, Alice Sanders, MEd'91, holds a master's degree in human development counseling from Peabody.

On Peabody's faculty since 2001, Bradley knows public policy and state government. It's hands-on experience he brings to his undergraduate classes. Chief policy assistant for three Democratic and Republican governors, Bradley has held numerous positions at the state level. He was vice chancellor of the powerful Tennessee Board of Regents, which

oversees one of the nation's largest post-secondary education systems. The regents oversee many of the state's colleges. He also was vice chair of the state's Council on Excellence in Higher Education, a study staffed by the Peabody Center for Education Policy. He continues as a close, informal adviser to the Tennessee Higher Education Commission.



Leonard Bradley

"I get a kick out of teaching," says Bradley, 62. "Just knowing there are students who will remember me, who will be influenced by what I teach, is exciting." He says his students today have a better understanding of what interests them than he and his cohorts did. In addition to excellent teachers, Bradley says his career inspiration came from the social and political upheavals of the late '60s. "Those were the Great Society Days when there were federal grant programs run by states, so state government was the place to be. I wanted to be involved in policy development."

Via his public policy insights and state government service, Bradley hopes he's able to kindle like interests in the minds of his students. He lauds Peabody's commitment to including faculty members with academic prowess alongside seasoned professionals. "Together," he says, "academics and professionals can help students gain knowledge and an understanding of the way the world really works."

—Mardy Fones

## NRC Committee Targets Math-Reform Projects

Patrick Thompson, Peabody professor of mathematics education and chair of the Department of Teaching and Learning, has been named to the National Research Council (NRC) Steering Committee for the review of evaluation data on the effectiveness of National Science Foundation (NSF)-supported mathematics curriculum materials.

Serving on this eight-member committee is a challenging opportunity, says Thompson, because curriculum effectiveness is "a complex topic about which many people have strong feelings." He says the challenges emerge as approaches to the teaching of math fluctuate. These fluctuations have attracted the attention of parents and educators, as well as state and national officials within education and government.

"The work of this committee is important because of the ongoing controversy over what constitutes acceptable reform in math curriculum and teaching," says Thompson. "The NRC is fastidious about data-driven objective advice. As such, the NSF asked the NRC to constitute this panel to provide unbiased assessment of the evaluations of math-related projects it has funded."



Patrick Thompson

"The committee is attempting to take a fresh, objective look at the criteria by which the NSF projects were evaluated and to make recommendations on those evaluations that can serve as frameworks by which future evaluations will be made," says Thompson, who adds he believes he was selected for the committee because of his research on ways to improve students' advanced mathematical reasoning.

## McPeak Joins Development Staff

Laurie McPeak, assistant director of development and alumni relations for Peabody, says joining the college's fundraising team is the opportunity she's been waiting for.

"I am excited about this job," says McPeak. "I'm looking forward to raising the profile of Peabody graduates and working on development projects that meet their interests."

McPeak comes to Peabody from Vanderbilt's current \$1.25 billion "Shape the

"how to live with a roommate, proper cafeteria etiquette, and how to be responsible for their own laundry!"

One hundred sixty-one students attended this year—nearly triple the enrollment for 2001. "We really emphasized recruitment during the year by getting our name out to a very specific population—gifted students in the Southeast," explains Montgomery. "We targeted the gifted-education organizations

and the gifted and talented coordinators in the public schools."

By all counts, the PTY was a huge success. "We hear many students say that after attending PTY, Vanderbilt is their first college choice," says Montgomery. "In fact, we have one three-year camper who will graduate from high school in 2004 and has already filled out her early decision application to Vanderbilt."

Future” capital campaign where she had worked since October 2000. She was attracted to the position by the opportunity to apply her sales and marketing skills to an objective that was more meaningful than a corporate bottom line.

“For the capital campaign I coordinated special projects and scheduled Chancellor Gordon Gee for special engagements,” says McPeak. “It was enjoyable, but I always felt I was hovering above everything, that I wasn’t part of any one institution.” That’s why in June she jumped at the Peabody position.

“Laurie’s experience with ‘Shape the Future’ and her knowledge of Vanderbilt are invaluable in our efforts to advance Peabody College,” says Tres Mullis, director of Peabody’s Office of Development and Alumni Relations. “She brings enthusiasm and energy to everything she does. We are fortunate to have her on our team.”

With its staff of three, McPeak says Peabody is a welcome challenge.

### South African Delegates Study VU Programs

Last April, 37 professors and staff from South African universities traveled to Nashville to learn how American institutions of higher education go about the business of educating students.

For seven weeks the delegation, primarily from historically disadvantaged South African universities, immersed themselves in campus culture and educational practices at Vanderbilt and several other Middle Tennessee institutions.

“We’re here to see how the two [systems] differ, what the problems are in each, and how to address those problems,” observed Lucas Mabusela, a lecturer at Vista University in Pretoria, South Africa. “We hope to find out what gaps we can fill between the [system] here and the one in South Africa.” Vanderbilt and the Institute of International Education sponsored the study trip.

Tim Caboni, a lecturer in Peabody’s Department of Leadership, Policy and Organizations, coordinated the visit. “It gave the South African educators a chance to figure out the things we do that could work in their system, as well as the things we do that would not,”

### Making Music Together

Music returned to the Peabody campus last April when alumni and faculty of the College’s former school of music gathered for a first-time-ever reunion. Along with an entertaining program, the event included a cocktail reception and buffet dinner on campus at the University Club and a tour of the Faye and Joe Wyatt Center for Education, formerly the Social Religious Building. Years ago the building housed music practice rooms, the music library, and performances in the Rotunda.

The 2002 Music Reunion was planned by alumni Charles Ball, PhD’64; Robert Bays, PhD’53; Winifred Smith Breast, BS’52; Jay Dawson, BME’69; Randall Ford, BME’77, MS’78; Solie Fott, MA’52, PhD’58; T. Earl Hinton, BMu’51, MMu’54, EdD’69; and Shirley Marie Watts, BMu’57, MA’61, MLS’67.



Marylynn Roberts, MA’59, and her husband, John, enjoy a display of memorabilia at last April’s Peabody Music Reunion.



J.W. Brown, MA’51, left, and Alfred Bartles, ’50, entertain the reunion crowd.



David Childs, MMu’61, BD’65, PhD’71, right, reminisces with his former teacher Louis Nicholas, professor of music, emeritus.

he says. “Hopefully, they learned from some of the things we’ve already been through.”

The group gathered for classroom programs with Vanderbilt faculty and staff and met with University administrators from alumni relations, student life and housing. Joe Manyaka, a professor of African languages at Vista, said he was impressed with the availability of learning resources, such as computers and library facilities. He also identified at least one program he’d like to implement at Vista: alumni relations.

While Vanderbilt was the group’s home base, the delegation also visited other local

universities, including Belmont, Fisk and Middle Tennessee State.

### New Special-Education Master’s Degree Offered

Regular educators interested in teaching ethnic minority students with learning disabilities now have a new master’s-degree option through Peabody’s Department of Special Education.

The M.Ed. program in learning disabilities and culturally responsive academic instruction has received federal funds to pre-

### Peabody Welcomes New Faculty

Each of Peabody College’s academic departments grew this fall with the addition of an unprecedented 26 new faculty members for the 2002-03 school year:

#### Human and Organizational Development

**Marsha Davis**, associate clinical professor of human and organizational development

**Maury Nation**, assistant professor of human and organizational development

**James Pawelski**, assistant professor of human and organizational development

**Isaac Prilleltensky**, professor of human and organizational development

**Lori Schneiders**, assistant clinical professor of human and organizational development

**Kristen Tompkins**, clinical instructor of human and organizational development

**Brian Williams**, assistant clinical professor of human and organizational development

#### Leadership, Policy and Organizations

**Dale Ballou**, associate professor of public policy and education

**Mark Berends**, associate professor of public policy and education

**James C. Hearn**, professor of public policy and higher education

**Trish Kelly**, senior lecturer in public policy and education

**Joseph Murphy**, professor of education

**Moses Oketch**, research assistant professor of public policy and education

**R. Anthony Rolle**, assistant professor of public policy and education

#### Psychology and Human Development

**Bruce Compas**, Patricia and Rodes Hart Professor of Psychology and Human Development

**Bethany Rittle-Johnson**, assistant professor of psychology

#### Special Education

**Sally Barton-Arwood**, clinical instructor in special education

**Gale Roid**, Dunn Family Professor of Educational and Psychological Assessment and professor of special education

#### Peabody College Library

**Sharon Gray Weiner**, library director



Front row, sitting: Tisha Bennett, Moses Oketch, Linda Colburn, Bethany Rittle-Johnson; second row: Sally Barton-Arwood, Leona Schauble, Camille Holt, Lori Schneiders, Marsha Davis, Sharon Gray Weiner, Karon Nicol-LeCompte; third row: Trish Kelly, Richard Lehrer, Bruce Compas, Brian Williams, Mark Berends, Maury Nation, Dale Ballou, Joseph Murphy; fourth row: R. Anthony Rolle, James Pawelski, Rogers Hall. Not pictured are James C. Hearn, Isaac Prilleltensky, Gale Roid and Kristen Tompkins.

#### Teaching and Learning

**Tisha L. Bennett**, assistant clinical professor of early childhood education

**Linda Colburn**, assistant clinical professor of education and technology

**Rogers Hall**, professor of mathematics education

**Camille B. Holt**, senior lecturer in education

**Richard Lehrer**, professor of science education

**Karon Nicol-LeCompte**, assistant clinical professor of early childhood and elementary education

**Leona Schauble**, professor of science education

pare teachers to work with ethnic minority students with learning disabilities and minority students at risk for school failure. Program participants will develop skills in culturally responsive education and reading interventions (preventive and remedial). Research-based coursework and field experience will prepare personnel to teach in

urban school districts.

The training grant supports students with full tuition and a stipend. Most participants are expected to enroll in the program as full-time students, although the grant provides funds for one part-time student. Applicants must hold regular-education certification, be a U.S. citizen or permanent resident, and

meet Peabody’s admissions requirements.

Visit <http://peabody.vanderbilt.edu/depts/sped/general/funding.html> for detailed program information. Or contact Alfredo Artiles by phone at 615/322-8366 or by e-mail at [aj.artiles@vanderbilt.edu](mailto:aj.artiles@vanderbilt.edu), or Lynda Wyatt by phone at 615/322-8195 or by e-mail at [lynda.wyatt@vanderbilt.edu](mailto:lynda.wyatt@vanderbilt.edu).

# No Child Left Behind?

*As national debate rages over special-education funding, reauthorization of IDEA, and best practices for teachers, Peabody researchers are asking tough questions about learning disabilities and their diagnoses*

By Julia Helgason

**K**ids say the darndest things, and special-education researchers have heard them all. Professor Mark Wolery likes to tell the one about a toy truck and a small boy with Down syndrome. Oblivious to his surroundings, the boy focuses on the truck, rolling it back and forth across a table. Back and forth, forth and back. His teacher, bent upon enlightening the child, instructs him to say “truck.” The boy says nothing. “Say truck,” the teacher repeats. Again no response. “Say truck,” the teacher insists for a third, then a fourth time. The boy looks up with obvious disgust. “I already told you all that dumb stuff,” he announces, proving that children with disabilities are more tuned in than one might think.

Wolery belongs to the core of prestigious Peabody College professor-researchers whose laboratories are schoolrooms and whose competence has guaranteed them starring roles in setting national standards for special education. They are among the loudest voices testifying before the President’s Commission on Excellence in Special Education, which is charged with recommending policies for improving the education performance of students with disabilities. They even hosted the commission on campus in April.

Peabody Dean Camilla Benbow leads the cheers. “We have the finest special-education research department in the nation,”

she says. Indeed, *U.S. News & World Report* magazine consistently ranks the department first in special-education research and second overall (behind the University of Kansas).

Benbow gives much of the credit to department chairman Daniel Reschly. “Dan has pulled together the most amazing group of talented, dedicated professionals—cutting-edge researchers with international reputations,” she boasts.

Reschly, a professor of education and professor of psychology, calls his career a matter of serendipity. He was a history major at Iowa State University when he abruptly changed directions. With a scholarship to Cornell University, he had planned to pursue a doctorate in 19th-century American economic history. But he lacked one class for his minor in psychology. “I had two criteria for that last class,” Reschly recalls. “I wanted it midday so I wouldn’t have to get up too early. And as a young man with the usual interests, I wanted it to have a reasonable ratio of women students.”

He chose a psychology course on the development of exceptional individuals, and by the time it over, Reschly had given up his Cornell scholarship to follow his heart. “That was the beginning of my 35-year love affair with people with disabilities and the programs that improve their opportunities,” he says. Reschly’s deep feeling for children with disabilities is shared by departmental colleagues.

“We love those kids,” affirms Ann Kaiser, professor of special education and professor of psychology. “And I love this job.”





## Top Assessment Researcher Named to Dunn Chair

They say good things happen to those who wait. In this case, Peabody's special education program is poised for very, very good things.

Following an extensive, five-year search, the Dunn Family Chair in Educational and Psychological Assessment has been filled by Gale Roid, a national expert on educational and psychological assessment and test development. Roid joined the faculty in January.

The Dunn Family Chair was established in 1997 by Lloyd and Leota Dunn. Lloyd Dunn taught at Peabody from 1953 to 1967. He was Peabody's first chair of special education and also played a key role in the development of the John F. Kennedy Center for Research on Human Development. He and his wife, Leota, who died in 2001, co-authored groundbreaking educational tests and instructional materials in the 1950s and '60s. Profits from the sale of these materials made possible the Dunns' \$1.25 million gift to fund the chair.

Roid is author of the fifth edition of the *Stanford-Binet Intelligence Scales* (Riverside Publishing), the oldest intelligence measure still in use in the United States. "It's a venerable instrument known throughout the world," says Dan Reschly, professor and chair of special education. Roid also is co-author of the *Merrill-Palmer Developmental Scales, Revised Edition* (Stoelting Co.), set to be published in early 2004. In addition, he served until recently as a visiting professor at Simpson College and Graduate School in Redding, Calif.

"Gale has an outstanding record in psychological educational measurement, and he's a successful test developer with several published products," notes Reschly. "He's also been successful in obtaining grants to support the development of assessment instruments."

Peabody's longstanding tradition in the field of educational measurement will be strengthened by the creation of a new Center on Educational Assessment, which will be anchored by the Dunn Family Chair.

Roid says he decided to join the Peabody faculty "because of the great opportunity to continue my specialty: development of assessment devices that help 'special kids,' those with retardation or learning disabilities as well as those in gifted programs. I'm looking forward to helping create the new assessment center to help all those 'special kids.'"

—Mary Tom Bass



Gale Roid



Professor Ann Kaiser says she loves her job because of Peabody's "wonderfully unique faculty and the fact that we're really making a difference."

Kaiser is a specialist in early childhood development. Most of her current research involves children enrolled in Head Start, their behavior, and their language use. So what makes the job so great? Creative things like developing storybooks for teachers to read to kids. But mostly, she says, "it's this wonderfully unique faculty and the fact that we're really making a difference."

Faculty members are cooperative rather than competitive, claims Kaiser. There is no deadwood. Everyone is productive. "And as far as I'm concerned, Dan Reschly hung the moon."

### The Law and Learning Disabilities

As with all Vanderbilt departments, the first order of business is teaching. In this case, the mandate is to mold motivated candidates into competent, caring special-education teachers. And because of the department's worldwide reputation for excellence, it attracts crackerjack doctoral students from top-notch schools as far away as Germany, India, Korea, China and Japan. "Across the board our doctoral students are broadly educated and exciting to direct," says special education professor Lynn Fuchs.

The chairman of the department goes by "Dan," even to students. And though his management style may appear casual, even laid-back, Reschly can be hard-nosed when it's called for. He's never been known to back away from controversy. On the contrary, he grabs those hot potatoes with both hands and has even challenged the very definition of "learning disabilities" under the law.

That would be Public Law 94-142, or IDEA (the Individuals with Disabilities Education Act). Passed in 1975 and

implemented in 1977, IDEA guarantees public education for children with disabilities in the least restrictive environment, which usually means in a mainstream classroom. The law is mandated for reauthorization every five years and has come up for that process this year. Reauthorization usually means revisions in regulations and changes in funding.

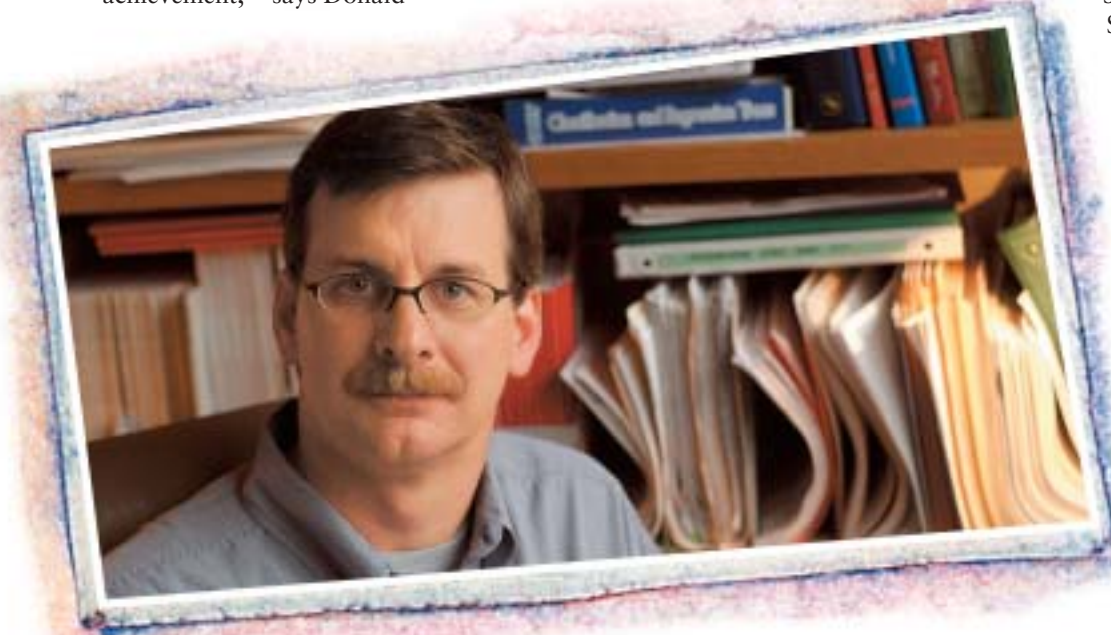
Though an overhaul of the law was scheduled for 2002, reauthorization has sometimes run late in the past, and special-education faculty members expect it's more likely to come up in the new year. In any event, Congress began debate on the subject in the fall.

Nothing is simple in the special-education realm of acronyms and jargon, but some things are more confusing than others. This is one of them. "Learning disabilities" (LD) is, first of all, a broad diagnosis encompassing a range of learning problems accounting for more than half of all students served in special-education programs.

Second methods to identify learning disabilities are controversial, which is where it gets complicated. "Learning disabled" is also the term used to describe the majority of children identified as atypically developing—the approximately 80 percent who defy specific description and who exhibit no visible signs of disability.

"This is a highly significant issue," says Reschly, and it is one that has frustrated teachers and researchers for a long time. The mandated method for defining and identifying learning disabilities is to compare ability, as measured on IQ tests, to achievement in basic learning skills—reading, writing and math.

"It's sometimes called 'unexplained under-achievement,'" says Donald



The biggest problem with the current method of identifying children as learning disabled, says Professor Donald Compton, is that "kids have to fail before they are eligible for services. That's not the humane way."

Compton, Peabody assistant professor of special education. "And the biggest problem with it is that kids have to fail before they are eligible for services. That's not the humane way." Nor is it the most efficient way.

This method of diagnosing learning disabilities almost inevitably delays treatment until third grade or later when interventions are less likely to be effective, says Reschly. Prior to fourth grade, children are expected to learn to read. From fourth grade on, children are increasingly expected to read

and learn. Reschly and Compton believe that preventing reading problems with better general-education instruction, along with early identification and intervention for children with persistent problems in learning to read, should be crucial national priorities.

### A New Era of Research

Reschly's hope is that research under way at Peabody's new national Center for Disabilities Research will influence Congress to amend the law. Should Peabody researchers determine that the ability/achievement model is not working, they will look for more valid and useful means.

The Center for Disabilities Research operates under a five-year, \$3.5 million grant from the U.S. Department of Education's Office of Special Education Programs. Reschly and colleague professor Doug Fuchs are co-directors. The Center is housed within Peabody College and the John F. Kennedy Center for Research on Human Development.

The Kennedy Center belongs to the era referred to as Peabody's "grand tradition of excellence in research." Though Peabody's education programs were known for research as far back as the 19th century, the 1923 introduction of *The Peabody Journal of Education* gave it new significance. And after Nicholas Hobbs joined the faculty in 1951, research took off like the Concorde.

In the mid-1960s, Hobbs led efforts that spawned both the Kennedy Center and its Experimental School, today known as the Susan Gray School for Children. The Center's mission was to solve the mysteries of development and learning, contribute to new knowledge about child develop-

ment, and find ways to best address the needs of children with disabilities and their families.

The initiative recently expanded to include genetic, pharmacological and neurological facets of developmental dis-

abilities research, and the Center has pulled away administratively from Peabody. However, a significant number of Peabody faculty members continue to serve as Kennedy Center researchers—particularly faculty from the Department of Special Education.

Two of those faculty members, Doug and Lynn Fuchs—Peabody's husband-wife research team in special education—have a long history of developing successful programs that help children learn. One of the most difficult challenges for teachers, they say, is the diversity of children in any given classroom.

## IDEA: The Debates Continue

Most children with disabilities are educated in neighborhood schools in regular classrooms alongside non-disabled peers. Just a quarter-century ago, such children likely would have been at home, in private schools for mentally challenged children, or in institutions. The drastic improvement in circumstance and outlook for children with disabilities results from federal legislation enacted in 1975 and periodically amended since that time.

Before the legislative mandate, little attention was paid to the education of children with disabilities, and it was widely believed that they were not educable.

In the 1960s parents of children with disabilities hopped on the civil rights bandwagon and demanded that their children have the same rights as other children. Their vehement and persistent advocacy brought only piecemeal legislation until Law 94-142 was passed in 1975 with a comprehensive mandate to educate all children.

Public Law 94-142, or Education for the Handicapped Act (EHA), provided programs and services for individuals with disabilities aged 3 to 21. The law was intended to support states and localities in (1) protecting the rights of children with disabilities, (2) meeting the needs of these special children, (3) and improving their lots in life. However, the law was not activated until 1977, when the governing regulations were established. Among its requirements was a provision for Congressional reauthorization every five years.

Since 2002 was the 25th year, the law is up for reauthorization and congressional debate began last fall.

Among other things, the law provides that each child be evaluated for and given an Individual Education Plan (IEP), that parents be instructed in ways to encourage and help their children, and that timely reports from schools inform them about their children's progress. Most important, it calls for children with disabilities to be educated "in the least restrictive environment," which put an end to institutionalizing children with disabilities and began their integration into classrooms with typically developing children.

Reauthorization in the 1980s and '90s saw increased public concern for children with disabilities. A 1986 amendment expanded the mandate to include infants and toddlers from birth to age 3, paving the way to prepare young children for the academic and social challenges they would face later in public school. A 1990 amendment renamed the law, calling it the Individuals with Disabilities Education Act (IDEA). Further expansion occurred in 1997 when reauthorization provided for transition of students with disabilities from high school to independent adult living, with transition planning commencing at age 14.

Additional changes are anticipated during the current reauthorization process, which most likely will continue well into 2003.

—Julia Helgason

**Professors Doug Fuchs and Lynn Fuchs have a long history of developing successful programs that help children learn. One of the most difficult challenges for teachers, they say, is the diversity of children in any given classroom.**

For the sake of argument, the Fuchses suggest that we consider an urban third-grade classroom of 34 children, a third of whom live in poverty. Six live with grandparents. Three are in foster care. Two have been physically or sexually abused. Five come from homes in which a language other than English is spoken. There is a five-grade spread in reading achievement. Only six read at or above their grade level. Ten are more than two grade levels below target. And three of the 34 have been certified as having learning disabilities.

When faced with full classrooms and few resources, how does a teacher reach them all? She doesn't. Typically, she gears instruction to average-achieving students, leaving the rest to struggle.

### Funding for Instruction That Works

For much of their careers, Doug and Lynn Fuchs have searched for better ways. Among other methods, they have investigated the effectiveness and feasibility of "peer-assisted learning." Peer-assisted learning is just what it sounds like. For a portion of each school day, children are paired. Computers select those who need help and those classmates most suited to giving it. The children work under specific, designated guidelines that encourage cooperation and competitiveness with other pairs or teams of pairs. At an appointed time in the process, they switch places. The coached become the coaches, and vice-versa.

Follow-up studies have proven, and teachers agree, that the method works: Every student in the classroom benefits from the pairing experience.

Reschly believes IDEA should mandate schools to implement such programs that are proven to work. "There are better ways of teaching that have not been widely adopted in this country," he says. And he believes the law should hold schools accountable when children don't learn.

Wolery is concerned about funding. "My fear is that we'll get the same money, but it will have to serve fewer kids," he says. The result can be doctored to sound great—more dollars per child. But some children would be left out—underserved or not served at all—which would seem to fly in the face of the current president's "No Child Left Behind" education initiative.

On average, the cost of educating a child with disabilities is about twice that of educating what professionals call "a typically developing child." Under IDEA the target for federal funding is 40 percent of the additional cost, with state and local school systems picking up the rest.

But that 40 percent was never an entitlement, and Congress has never appropriated the full amount. Federal monies com-



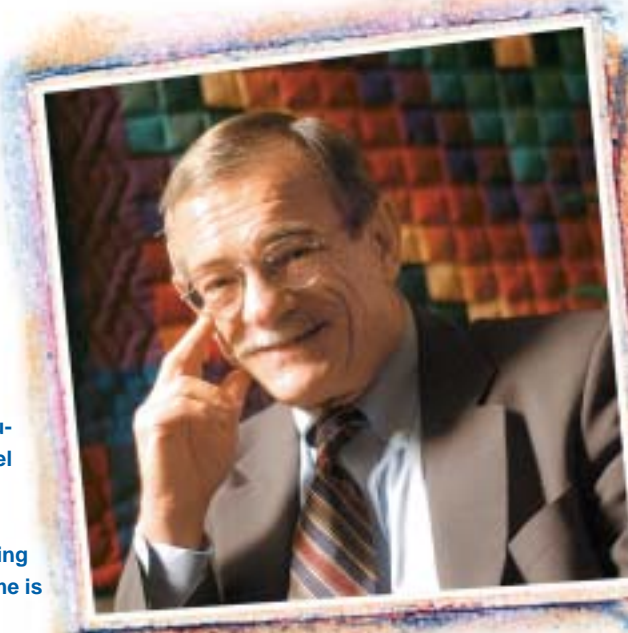
prised only 8 to 10 percent of the additional cost in the early years. It now approaches 20 percent, or about half the targeted amount. Both President Bush and Democratic opponent Al Gore promised full federal funding during the presidential campaign. But as some special-education faculty members suggest, "When politics walks through the door, common sense flies out the window."

Experience has shown, however, that teacher training can be a problem even when money is not. Special education professor Anne Corn is also a professor of ophthalmology and visual sciences. "We have the funds to offer full scholarships to students who want training to teach visually impaired children," says Corn, "but we have no takers and we have no recruiters." Parents of visually impaired children are begging for teachers. Some have filed lawsuits, and some are transporting their children hundreds of miles for services.

### Discrimination in Diagnosis?

Reschly is heavily involved in another hotly debated issue. For most of his career, he has been fascinated by "overrepresentation of minorities" among children identified as learning disabled—so much so that his name is practically synonymous with research in that area.

**For most of his career, Special Education Department Chairman Daniel Reschly has been fascinated by "overrepresentation of minorities" among children identified as learning disabled—so much so that his name is practically synonymous with research in that area.**



Overrepresentation of minorities means that the percentage of some minority children in some disability classifications is higher than that of the majority, which is understood to be white children. Theoretically, this should not be the case. The issue, therefore, has triggered litigation in federal courts, state courts and independent school districts by plaintiffs who allege discrimination. Though repeated efforts have been made to address the issue, it remains unresolved while also creating misunderstanding and distortion, says Reschly.


Across all 13 categories of learning disabilities, as defined by law, 12.1 percent of white children have been diagnosed, compared to 14.3 percent of African American children. At the same time, children of Asian and Pacific Island heritage are underrepresented at 5.3 percent.

African American and American Indian children are today overrepresented in only three of the 13 categories. For example, 2.6 percent of African American children are diagnosed with mental retardation, compared to 1.1 percent of white children, and 1.6 percent of African American children are diagnosed with emotional disturbance compared to 1 percent of white children. There is no single cause and no single solution, says Reschly, but the trend is downward; the overrepresentation numbers are slightly lower than they used to be.

Research suggests that some explanations for minority overrepresentation are connected to economic status—such things as poor nutrition, poor health care, higher incidence of accidents, exposure to toxic substances such as lead paint, and unequal treatment in school settings. Most apparent are indices of teacher quality. Teachers of economically disadvantaged children tend to be less experienced, not properly certified, teaching outside their specializations, and unfamiliar with their students' culture.

These are among the top challenges facing Peabody's Department of Special Education, which continues to grow in both resources and influence. The dollar volume of grants is escalating—some \$10 million for the 2001–2002 scholastic year. And Reschly has added two new stellar faculty members

this year: Sally Barton-Arwood, a specialist in behavior disorders and classroom organization, and Gale Roid, who comes to Peabody with expertise in educational and psychological assessment and test development (see article on page 14).

Dean Benbow reflects on the realities. "We sometimes speak of the 1960s as our 'golden years,' and I guess they were," she says. "But if those were the golden years, these are the platinum." 

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

# A TALE OF TWO

*An exciting new book chronicles 217 years of Peabody College history*

# CENTURIES



*Knapp Farm of Peabody College*

**Peabody College: From a Frontier Academy to the Frontiers of Teaching and Learning, just published by Vanderbilt University Press, is the first comprehensive history ever written about Peabody, from its founding in 1785 as Nashville's first educational institution to its present-day status as one of America's foremost colleges of education and human development. In the book, author Paul K. Conkin, Vanderbilt distinguished professor of history, emeritus, tells the fascinating tale of Peabody's remarkable and influential life with integrity and vivid narrative.**

**The following is an excerpt from Chapter Nine: "The Academic Side, 1914–1930." At this point in Peabody's history, 129 years after its founding, the College had already undergone numerous incarnations—from Davidson Academy to Cumberland College to the University of Nashville to the State Normal College to Peabody Normal College and, finally, to George Peabody College for Teachers—and had moved from its former campus near downtown Nashville to its new home across the street from Vanderbilt University.**

Students gathered for the first time at the George Peabody College for Teachers on June 25, 1914. Before an abbreviated six-week summer school ended, 1,108 students had enrolled, many more than expected. Even larger numbers would come in the following summers. Whatever their expectations, hopes and dreams, these students were pleased at what they found on this brand-new but chaotic campus, which featured two new and luxurious buildings. Peabody was thus an almost immediate academic success, in part because it was unique, not just in the South but in the United States. From 1914 until the Great Depression, it would build upon this early success, taking on an expanding array of educational missions. In most respects, this would be Peabody's golden age.

## Dual Missions

At the outset, Peabody had two complementary missions. The first reflected the reasons for its creation by the Peabody Education Fund trustees, who wanted Peabody to serve as "the educational crown" of the new public school system of the South. It was "for the higher education of teachers for all the South." It was to send out into these states "men of trained ability to build up and administer state systems of education." In a statement of purpose, [Peabody President Bruce] Payne and [Latin professor Charles E.] Little elaborated on this broad mandate. Peabody would train educational leaders for the South in the same sense that Johns Hopkins trained medical leaders

and Cornell and Wisconsin trained agricultural leaders.

They listed the targeted students: normal-school teachers, state and county superintendents, professors of education in colleges and universities, graduate students from normal schools or colleges, leaders in the emerging high school movement, and supervisors of elementary schools. They stressed educational research, a center for educational advice, the recruitment of exceptional talent in the field of education, and surveys and investigations.

Peabody's second mission, which originated with the Rockefeller-funded General Education Board (GEB) and [GEB Executive Secretary] Wallace Buttrick, made the college unique. In 1911 the GEB offered \$250,000 to endow a Knapp School for Country Life at Peabody. This helps explain Payne's selection as president, for he had been a pioneer in an emerging country-life movement and held what was probably the first country-life conference in the country, at the University of Virginia in the summer of 1908 (three more would follow). The Seaman Knapp Memorial Association promised to raise at least \$150,000 for a building to house this school. Consistent with this aspect of Peabody's mission, Payne and Little cited some pioneering goals for a college of education: to train teachers who could enhance rural life and rural schools, improve southern agriculture, teach various industrial arts, and promote health and hygiene.

No teachers' college anywhere had accepted such challenges. For Payne, this mission was more central, more full of possibility, than simply training teachers or educational administrators in traditional academic areas.

At the turn of the century, educators, agricultural reformers and journalists began to expose the problems of farmers and rural people. They seemed to be losing out on the promise of American life. Those who, like Buttrick, had spent years visiting all parts of the South realized that the problems of rural folk were worse there. The South remained more rural than any other section (over 80 percent). Per capita incomes were half the national average. The South had a worsening racial problem and lagged far behind the North in almost every index of human welfare—educational attainment, social services, health and mortality, conservation and housing.

Both Buttrick and Payne believed that the great hope for the rural South lay in the public schools. But the schools could lead the rural South to a gradual redemption only if they expanded their mission beyond the usual academic subjects. This dovetailed with the position of most rural-life reformers and of the organized Country Life Movement led by Liberty Hyde Bailey, dean of the New York State College of Agriculture at Cornell University and both a scientist and the poet or philosopher of the country-life cause. Almost all self-professed southern progressives supported this movement. Payne, with connections to Bailey, Cornell and the Country Life Movement, invited Bailey to give the key lecture at his 1910 country-life conference in Virginia.

In February 1909, a Country Life Commission appointed in 1908 by President Theodore Roosevelt and chaired by Bailey submitted a lengthy report. It received widespread publicity because the country-life issue joined conservation as one of Roosevelt's pet concerns. The report included a long analysis of rural problems and then made recommendations for progress. Its section on rural education could well have served as a mission statement for Peabody, for it proposed a complete redirec-

tion of education in rural America. Education had to relate directly to the way people lived, which meant that in rural areas, the schools should emphasize agriculture and country-life subjects. The schools' failures were in large part responsible for ineffective farming and the drift of rural people to cities. Rural schools should become community centers, teaching adults along with children. Teachers should no longer be migrants but part of the total community. The schools should teach home subjects—home economics, health and sanitation. The commission also had several related recommendations for rural churches and inspired many country-life initiatives by the social agencies developing in the mainline churches.

Along with Bailey, another member of this seven-member commission was also a hero of Payne's and a fellow North Carolinian, Walter Hines Page—author, critic, southern progressive and future diplomat. Page was also an original trustee of the General Education Board and a friend of Buttrick. These multiple linkages make clear that a conspiracy among a small group of southerners who supported many types of reform lay behind the early goals, and the academic culture, of George Peabody College.



*Peabody Normal College women in the new Ewing Gymnasium, around 1888.*

The Country Life Commission endorsed increased extension work to aid farmers and homemakers. In effect, it endorsed the work of Seaman Knapp, who in 1909 was a bit of a hero in rural America. His death in 1911 led to the establishment of the Knapp Memorial Association and to the fund-raising for a Knapp School of Country Life. Knapp grew up on a farm in western New York state. He attended a classical academy in Vermont, then graduated from Union College and began his career as a teacher and as a part-time Methodist preacher. He moved to Iowa, where he headed a school for the blind and operated a small farm. He soon made the growing of well-bred hogs his vocation and set off on a career in agricultural reform, publishing a farm journal in which he touted "scientific agriculture."

In 1879 he moved to Iowa State Agricultural College as professor of practical and experimental agriculture and superintendent of a college experimental and demonstration farm. In 1885, after he moved to Louisiana to help develop a huge farm and timber colony, he helped introduce rice as a

crop, soon the most capital-intensive and most profitable in the South. He edited a rice journal and soon made a fortune. Working for the federal government, he helped introduce new rice varieties and modes of cultivation borrowed from East Asia.

In 1902, as an old man, Knapp gained limited government support for an experimental rice farm. He soon landed a Department of Agriculture appointment as special agent for the promotion of agriculture in the South. In this role, he began introducing demonstration farms, first in nearby Texas, then in Louisiana. These farms were privately owned, but local subscriptions covered any losses by a farmer who followed directions offered by Department of Agriculture agents. All nearby farmers were supposed to visit these farms and learn new techniques. Above all, these Knapp demonstration farms guided farmers in crop diversification during the boll weevil disaster for cotton. Excellent at promoting his demonstration farms, Knapp became famous for them and his work, a point of pride in a South that had few recent heroes to applaud.

In 1906, when the GEB became interested in extension work, Buttrick visited Knapp. The result was GEB funding for county demonstration agents. At the same time, Buttrick urged the GEB to fund professors of secondary education in southern state universities (Bruce Payne had this role in Virginia) to help develop courses in agriculture, home economics and industrial arts for rural high schools. Wickliffe Rose, then the agent of the Peabody Education Fund, supported this goal and worked closely with Buttrick. Eventually, the GEB contributed more than \$200,000 a year to pay these agents, aided indirectly by Department of Agriculture funding.

Knapp became known as the father of county demonstration work. In 1914, Congress funded these county programs nationally with the Smith-Lever Act, which established an Extension Service in the Department of Agriculture. It soon employed farm and home demonstration agents in all agricultural counties. Ironically, this new program, which began just as Peabody opened for classes, would in time make Peabody's experiment in agricultural education redundant. It would also reduce the need for the Knapp demonstration farm soon purchased by Peabody with funds gladly donated by the State of Tennessee.


This background explains why Peabody's first two academic buildings housed industrial arts and home economics laboratories. Lathes and drills for wood and metal filled one building, sewing machines and kitchen counters another. The next building completed, the Social Religious Building (SR), housed an extensive health and physical education program. Had Peabody completed a building for the Knapp School, as planned, it would have been the fourth building, devoted to the improvement of country life. As it was, agricultural work filled much of the basement of the Home Economics Building. It included the latest cream separators and other dairy tools. To the east, and up the hill from the Industrial Arts Building, lay an acre or more devoted to vegetable gardens, a barn, and at least two chicken coops. After 1915, about five miles east of downtown off Elm Hill Pike, Peabody operated its agriculture laboratory and the first demonstration farm in Tennessee—the Knapp Farm.

No other teachers' college in U.S. history began with such assets. Any principal of a high school under pressure to introduce courses in agriculture or industrial arts or home econom-

ics had to come to Peabody, which for a few years had a monopoly in these areas. In the first summer, courses in agriculture attracted 115 students; industrial arts, 110; drafting, 193; home economics, 308. Other courses, such as those in economics, primarily involved rural subjects. Payne praised the students who chose these courses, for in most cases they enrolled not to learn how to weld or sew or cook to improve themselves, but to pass these skills on to their students back home. They did it out of a spirit of service.

## Service and Democracy

In Payne's vocabulary, two words—"service" and "democracy"—defined the spirit of the new Peabody. The Social Religious Building symbolized these ideals. The early students, many of whom could barely afford to attend Peabody, exemplified these ideals in their dedication to an ill-paid but vital calling—teaching in the public schools. Their task extended far beyond the classroom and teaching the traditional academic subjects, for they were to be agents of change in their home communities. Through the children, or working directly with parents, they were to help improve rural and village life by spreading the gospel of sanitation and hygiene, even sexual hygiene; by communicating the latest improvements in farming and homemaking; and by making schools shops or canneries available to the whole community. The walls between school and everyday life would have to come down.

In language drawn somewhat loosely from John Dewey and other progressive educators, the life of the school would have an intimate tie to what was most familiar to rural children, to what most concerned them, and to the subjects that would inform their most likely career. After all, 97 percent of southern youth would never go to college. All the young women would be homemakers; most of the young men would farm. This did not mean a displacement of such skills as reading and writing, but rather a rapid decline in the teaching of classical languages. The end goal for this type of education was a new, efficient, prosperous, healthy and "democratic" South. 

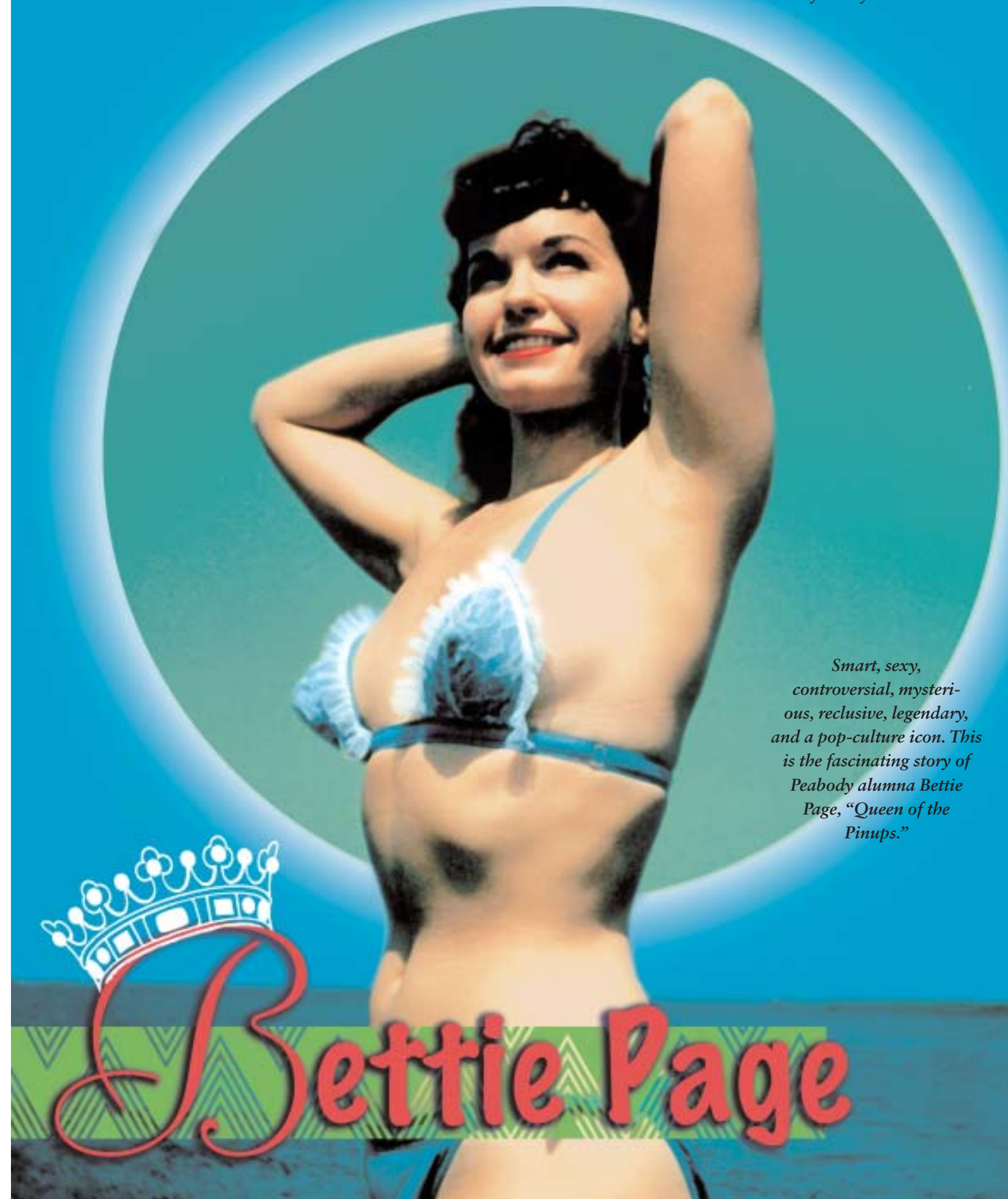


*Paul Conkin signs copies of his new book about Peabody's history for Ann Neely, associate professor of the practice of education (standing). Seated next to Conkin is Helen Gleason, events manager for Peabody College. Conkin's book signing took place Oct. 25 during "extraVUganza," the event that combined Vanderbilt's Homecoming and Reunion festivities for the first time.*

*Read more by ordering your own copy of Peabody College: From a Frontier Academy to the Frontiers of Teaching and Learning. Call Vanderbilt University Press's distributor at 1-800-627-7377 for more information.*

# The Pinup of Peabody

by Mary Tom Bass



*Smart, sexy, controversial, mysterious, reclusive, legendary, and a pop-culture icon. This is the fascinating story of Peabody alumna Bettie Page, "Queen of the Pinups."*

For Bettie Page, BA'44, everything changed with a walk on the beach. A striking, shapely woman from Nashville who had endured childhood poverty, an abusive father and a stormy marriage, Page was newly living in a cramped New York City apartment in 1950. One afternoon, to get away from the city, she decided to take a stroll on the beach at Coney Island.

She paused to watch a well-built man work out with weights, and he soon noticed the young beauty. He walked over to Page and introduced himself as Jerry Tibbs, a local police officer whose hobbies were weightlifting and photography. An aspiring actress at the time, Page agreed to let Tibbs take her photo at his studio.

A few days later, wearing scant homemade bikinis, she pouted and posed for his camera, teasing and sassy, wanton and exceedingly lovely. Tibbs was besotted. He knew other men would be, too. And so the career of one of the most imitated, unforgettable pinup models of our time was launched.

**Bettie Page has appeared in more magazines than Marilyn Monroe and Cindy Crawford combined. She is currently featured on more than 100,000 Web sites.**

Though she modeled for just seven years, from 1950 to 1957, before quietly vanishing at age 34, Page has appeared in more magazines than Marilyn Monroe and Cindy Crawford combined. Her pinup images remain among the most popular with collectors, and memorabilia bearing her likeness rakes in millions each year. Page fans can't get enough, and their increasingly fervent interest and devotion has landed her on Lycos's top 50 Web-search list and at least 100,000 Web pages. Yet she remains relatively unknown—a mysterious, reluctant pop icon known today as “Queen of the Pinups.”

From the moment she dropped from public view in 1957 until the early '90s when a determined reporter tracked her down, Page lived quietly, marrying twice more, attending Bible college, returning to Peabody in the mid-'60s for graduate study, and eventually retiring to a quiet life somewhere in southern California. When the reporter found her, she was stunned to learn of her ever-growing popularity. She finds all the fuss mystifying. Now 79, Page grants few interviews and refuses to be photographed, preferring that fans remember her as she looked in the '50s.

In the foreword to her authorized biography, *Bettie Page: The Life of a Pin-Up Legend* (1996) by Karen Essex and James L. Swanson, Bettie writes, “I was not trying to be shocking, or to be a pioneer.

I wasn't trying to change society, or to be ahead of my time. I didn't think of myself as liberated, and I don't believe that I did anything important. I was just myself.”

Religion has been central to her life for many years, and because of her strong convictions she would not grant an interview with THE PEABODY REFLECTOR for this article. According to her brother Jack, who lives in Nashville and served as the mediator between Page and the REFLECTOR, she “had words with a professor over religious ideas” during graduate school at Peabody and, nearly 40 years later, still holds a grudge against the College because of the encounter.

### *A Troubled Childhood*

Bettie Mae Page was born to Roy and Edna Page in Nashville in April 1923, the second of six children. Roy was an itinerant auto mechanic and flagrant womanizer. Edna was an unskilled housewife who had married young and remained in the union for the sake of her children.

Mechanic jobs were scarce, and Roy Page moved his young family from town to town across the South and Southwest, looking for whatever work he could find. In Tulsa they were evicted because of unpaid rent. Desperate, Roy stole a car and drove his family back home to Nashville, hoping relatives would come to their rescue.

The stolen car belonged to a deputy sheriff, and Roy was arrested the following day. His offense cost him two years in prison. Edna

and her children were taken in by Roy's mother, and though Bettie was only 8 at the time, she took on many of the household chores and dutifully tended to her younger brothers and sisters.

Roy saved the money he earned working as a mechanic in prison, and when he was released he bought a farm near Nashville. The land was rocky and unyielding, and the children were saddled with grueling chores. Roy promised to pay them, but he never did. Soon enough, a pregnant 15-year-old showed up at the farm, claiming Roy was the father. Edna Page, fed up with her husband's philandering, threw him out of the house and filed for divorce.

She moved her children back to Nashville and took in laundry and worked as a hairdresser to make ends meet. It wasn't enough, however, so when Bettie was 10, she and her two sisters were sent to an orphanage. To amuse themselves, the Page girls invented a game called “Program”: They took turns posing for each other, mimicking the movie stars and models they saw in magazines and newspapers.

A year later the still-struggling Edna brought her daughters home, and though her marriage was over, she rented a room in the basement of her home to her ex-husband, who also had returned to Nashville. Perhaps she thought the children would benefit from having their father nearby, but life took a decided decline for Bettie. When she was 13, her father began sexually molesting her. She told no one for nearly 60 years.

Bettie sought refuge from her dire home life at a local community center, where she learned to cook and sew, studied diligently, and buried herself in books. A smart and enthusiastic

student, Bettie blossomed in high school. She set her sights high at Nashville's Hume-Fogg High School and focused on winning the full scholarship to Vanderbilt University that was awarded annually to the class valedictorian.

She threw herself into extracurriculars, was a member and program director of the drama club, secretary-treasurer of the student council, co-editor of the student newspaper and yearbook, and a regimental sponsor for three Nashville high school ROTC chapters. As a senior, Bettie's classmates voted her the “Girl Most Likely to Succeed.”

But the full scholarship eluded her. She skipped an art class to rehearse for a play, which resulted in a B in the class. Consequently, she graduated second in her class with a 97.19 GPA, missing valedictorian honors by one-fourth of a grade point. Rather than the coveted full scholarship to Vanderbilt, Bettie received a \$100 scholarship to Peabody. “I was completely crushed after that,” she says in her biography.

### *The Peabody Years*

By all accounts, Bettie recovered quickly from the disappointment and thrived at Peabody, where she majored in English and minored in social science. To help meet tuition and expenses, she worked as a secretary to the late Alfred Leland Crabb, BA'16, PhD'25, a highly respected professor of education from 1927 to 1949. He also was a successful author, penning 11 historical novels. Bettie typed manuscripts for at least three of these books from his handwritten notes and dictation. Crabb and his wife were especially fond of the bright coed and often invited her to stay at their home on weekends.

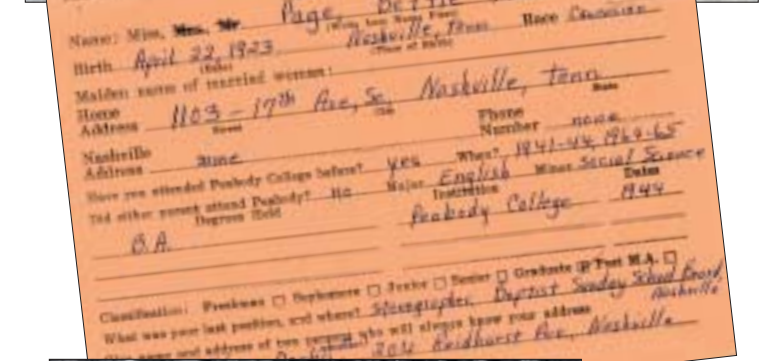
Still drawn to theatre, Bettie joined the student drama club, the Peabody Players, and performed in at least five plays. She also served as secretary-treasurer of the group in 1943–44. In a 1943 production of “The New War,” Bettie was credited in the pages of this magazine with giving a “fine performance.” The REFLECTOR praised her again for her performance in “Love from a Stranger,” another 1943 production: “As a silly, none-too-bright maid, Bettie Page proved her mettle as an actress.”

Bettie was a member of the Peabody Players Radio Guild, which broadcast 15 minutes each Saturday morning over local radio station WLAC. An interest in writing led her to pen a short play that was aired by the guild, and she also served for a year as student associate editor of THE PEABODY REFLECTOR.

Though they say they did not know her well, classmates paint a portrait of a beautiful girl who kept to herself. Says Barbara Gatwood Thompson, BA'44, “She was kind of a private person and a loner, but she had a drop-dead gorgeous figure. I didn't know Bettie that well; we just knew each other to speak. As I remember, we had lockers that were close together in the Social Religious Building basement, and we'd visit briefly at our lockers.”

Jim Maddux, BA'48, acted in several plays with Bettie. “She was very attractive, but a little shy. She was almost withdrawn.” “We were never close friends, but I certainly remember Bettie,” adds Betty Brewton Blackburn, BA'44. “She had a great figure and was very pretty, too. I can't remember her having any real close friends, but then, you know, it's been a long time.”

When she was a junior, Bettie married boyfriend Billy Neal, who had just been drafted into the Army. Between her studies, her work for Professor Crabb, and her station as a young bride,



**BETTIE AT PEABODY**  
*Top to bottom: The November 1943 PEABODY REFLECTOR lists Bettie as an associate editor of the magazine. • From the January 1943 REFLECTOR, Bettie, at center in doorway, appears in the play “Love from a Stranger,” as a member of the Peabody Players. • The alumni-record card filled out by Bettie in 1965, following her modeling career, when she returned to Peabody to pursue her master's degree. (Note her last place of employment: the Baptist Sunday School Board.) • The June 1943 issue of THE PEABODY REFLECTOR features Bettie, far right, as a recipient of the John J. Didock Scholarship for high scholastic achievement.*

she simply may have had neither the time nor energy to focus on friendships with other Peabody students.

Bettie had planned to teach high-school English, but a miserable experience as a student-teacher changed her mind. During her first day leading a class, the male students whistled and made suggestive remarks, and in her biography she says she simply couldn't handle the boys or control the class. Though she received her bachelor's degree in June 1944, Bettie never used her teaching degree.

Billy received orders to report to San Francisco for a pending assignment, and following graduation she joined him there. Two weeks later, he shipped out to the South Pacific. Using the skills she had learned while assisting Professor Crab, she began working as a secretary to an executive. The president of Hollywood Commercial Motion Pictures visited the office one day and introduced himself to Bettie, asking if she would model for ads for his various businesses.

He sent several of Bettie's photos to 20th Century Fox, who responded by inviting her out for a screen test. Some reports say the studio chiefs disliked her southern accent, others say she refused the "casting couch," but, in any case, Bettie was rejected by Hollywood. Still, with her own job and apartment, she was independent for the first time. She realized her hasty marriage had been a mistake, and she waited for Billy to return from the South Pacific to tell him.

Billy insisted they try to reconcile, Bettie became pregnant, and he begged her to return to Nashville with him. She received a call from Warner Brothers for another screen test, but she ignored the telegram and left San Francisco to be with her husband. A few weeks later in Nashville, she miscarried. She says Billy was excessively jealous and verbally abusive, and she stayed with him until she was able to save enough money to leave.

During the next three years, Bettie supported herself through secretarial jobs and lived in Miami, Haiti, Washington, D.C., and, finally, New York. She was 27 years old in 1950 when she met amateur photographer Jerry Tibbs at Coney Island, an encounter that soon changed the course of her life.



One of Bettie's many magazine covers (1956). Note the misspelling of her first name, a common mistake that persists today.

### *Journey to Pinup Queen*

Tibbs published several of the pinup photos he took of Bettie in a small Harlem newspaper. They proved popular with readers, and he continued to photograph Bettie and sell the photos. Tibbs is credited with giving Bettie her distinctive bangs, a look that many actresses and models have continued to embrace as a nod to Bettie. "Jerry said I had a very high protruding forehead, and that I'd look good with bangs. I've been wearing them ever since," she explains in *Bettie Page*.

Through Tibbs's contacts, she began modeling for amateur camera clubs, posing for a small group of photographers who snapped photos of her simultaneously. She reportedly earned \$10 an hour for studio work and \$25 for outdoor shoots, considerably more than her weekly \$40 secretarial salary, and she soon left office work to model full time.

Camera clubs walked a thin legal line—because their work was for personal use, they weren't bound by the laws of the day that censored nudity in magazines. They encouraged models to pose in the buff, and Bettie, a natural exhibitionist, happily complied. "From the first time I posed nude, I wasn't embarrassed or anything," she says. "I was happy as a lark stark naked."

With her long black hair punctuated by those trademark bangs, bright blue-gray eyes and lush curves, Page radiated an irresistible, combustible mixture of wide-eyed innocence and saucy, come-hither appeal. At 5-foot-5, 130 pounds and measurements of 36-23-35, she quickly became one of the most popular models among camera-club enthusiasts, and her photos began appearing in scores of cheesecake magazines like *Wink*, *Flirt*, *Beauty Parade* and *Titter*. She used the sewing skills she had learned as a teenager and made most of her skimpy bikinis and costumes.

Though Bettie did not actively promote her career, her photos were sufficient endorsement. Howard Hughes reportedly wanted to meet her, but she wasn't interested. Hugh Hefner, publisher of a new men's magazine called *Playboy*, was another fan. Bettie was Playmate of the Month in the January 1955 holiday issue, but she did not pose for the magazine. Hefner bought an existing shot in which Page appears nude except for a Santa hat, holding an ornament, winking at the camera. Today this issue sells for hundreds of dollars. Among collectors, it is reportedly the second-most coveted issue; only the first issue featuring playmate Marilyn Monroe is more valuable. Hefner reportedly has said that Page is among his all-time favorite centerfold models: "She had a saucy innocence that is both contemporary and provocative, but also nostalgic."

Bettie had the uncanny ability to look as if she were posing for the first time, every time, as if she'd just discovered how terrific she looks in practically nothing. Her poses are playful and joyous. She's showing off and having a blast. Her ease in front of a camera is even more remarkable considering that she was never told how to pose or how to express herself by her photographers, most of whom were amateurs.

"She was the Michael Jordan of modeling. The best that ever was; the best there'll ever be," declares pinup art historian Art Amsie, whose camera-club photos of Bettie are considered among the best. Her naughty-but-nice allure was the stuff of men's dreams in the 1950s, a time of sexual awakening in America. In *Thy Neighbor's Wife* (1975), an exploration of morality in America between World War II and the era before AIDS, Gay Telese describes the "new" 1950s woman: "whole-some in appearance but sexually unpredictable." Bettie Page embodied this "new" woman like no other model of her day.

Bettie was amenable to adventure, and her modeling career took an illicit turn when she began to work for Irving Klaw, the unofficial kingpin of pinup photography whose New York City business, Movie Star News, catered to customers who wanted custom photographs. Bettie did bondage and fetish modeling for Klaw and his sister, Paula, and worked for them regularly until the end of her career in 1957.

"To the Klaws, bondage was strictly business; to Bettie Page it was fun. She claims she wasn't a fetishist, but she enjoyed doing it because she was 'young and open to new experiences,'" explains her biography. In addition to his photography business, Klaw produced films. Bettie starred in about 50 short films, called loops, and three feature-length burlesque films.

She continued to flirt with the notion of becoming an actress, taking acting lessons for three years and landing roles in several off-Broadway and television productions. Though she was encouraged by the theatre and television appearances, she made little serious effort to pursue an acting career.

In 1955—the same year Bettie won the title "Miss Pinup Girl of the World"—a Senate obscenity investigation led by Tennessee Sen. Estes Kefauver attempted to link pornography with juvenile delinquency. The committee targeted Klaw. Bettie was summoned to testify but was never called before the committee. Though Klaw was not found guilty of any wrongdoing, the scandal led to the demise of his photography business in 1957.

### *Bettie Disappears*

Some believe Bettie was embarrassed by the Senate investigation; others point to several alarming incidents with stalkers. But in 1957, she decided to leave New York and dropped out of public view at the height of her career.

"I was 34 years old. ... I was getting too old to do pinups," she explains. She moved to Florida, where she married her second husband and became a Christian. The marriage soon ended, and her interest in spirituality led her to spend three years attending Bible colleges in Los Angeles, Chicago and Portland, Ore., even briefly serving as a counselor for the Billy Graham Crusades.


In 1963 Bettie was summoned back home to Nashville where her father was quite ill from complications of severe diabetes. She took a stenography job with the Baptist Sunday School Board and returned to Peabody College that fall to pursue a master's degree in English, but did not complete the

degree. With nearly all her coursework behind her, she decided to take a year off to return to Florida, where she met and married her third husband. After five years, they divorced, and Bettie moved to California, where she still lives reclusively, out of the camera's eye.

Much of this time and unbeknownst to her, a Bettie revival was stirring. Her pinups continued to be top sellers, and she was rediscovered by young men such as Dave Stevens, who modeled his female lead in the 1981 comic book *The Rocketeer* after Bettie, even naming her "Betty." (The comic became a major motion picture by Walt Disney Studios in 1991.) She has been immortalized on canvas by famed artists Olivia De Berardinis and Robert Blue. Fashion designers have copied her look, and musicians have composed tributes to her, her favorite being "Bettie Bettie" by the country-alternative group BR5-49.

Since she was discovered in California in the early '90s, her popularity has only spread. In 1992 Bettie communicated with the public for the first time since 1957 in an audio interview aired by *Lifestyles of the Rich and Famous*. *The E! True Hollywood Story* produced a docudrama on Bettie in 1997; she did not appear before the camera but spoke in silhouette. Director Martin Scorsese and actress Liv Tyler are reportedly developing a feature film about her life. And Bettie is now finally receiving some financial rewards of her newfound celebrity status. "This popularity is sort of strange to me, and very surprising," she says. "It was so long ago, and it was only seven years of my life. I thought it would be forgotten by now."

Far from it. Numerous books and magazine articles have been published about Bettie through the years, including at least three unauthorized "tell-all" biographies, photo compilations dedicated to her, and several provocative comic-book series such as *The Betty Pages* (1987–1993) and *Bettie Page Comics* (1996–97). Though speculation ranging from the mild to the bizarre has abounded regarding the details of her life from the time of her disappearance in 1957 until her 1992 rediscovery, Bettie has shared very few of those details in the rare interviews she has granted.

In their biography *Bettie Page*, Karen Essex and James L. Swanson convey why they believe she has endured. "The real Bettie Page never confused herself with the woman in the photos. She didn't manufacture a false persona and spend the rest of her life failing to live up to it. She never tried to become a different person for the camera. Instead, she let the pictures capture the woman she always was." 

*Mary Tom Bass earned her master's degree in institutional advancement from Peabody College in 1985 and is a freelance writer and editor now living in Red Oak, N.C. She is the former editor of Vanderbilt Magazine and a 16-year veteran of the University's Division of Development and Alumni Relations.*





Please Note: Class Notes appear only in the printed version of this publication.

**REDISCOVER** : The Peabody Journal of Education!

*Peabody Journal of Education*

The Peabody Journal of Education is celebrating its 80th anniversary as a leading national commentator on education and human development issues by announcing an exciting revitalization that is reflected in its overall aesthetic, mission, editorial structure and substance.

The Journal now features:

- A dramatic new design and format
- A wider, richer scope of topics per issue
- An expanded U.S. and international editorial board

FOR SUBSCRIPTION INFORMATION, call Lawrence Erlbaum Associates at 1-800-926-6579

Or visit them on the Web at [www.erlbaum.com](http://www.erlbaum.com)

LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS  
Mahwah, New Jersey

**Frances Folk Marcum (BS'67)**  
*Grassroots Coordinator*



*Fran Marcum*

What's the next challenge for Tullahoma, Tenn., entrepreneur Frances Folk Marcum? She says her options are open. "I'm still trying to recuperate from those 20-hour days on the campaign trail, but whatever I decide to do, it will be something that changes people's lives for the better."

Fran Marcum, 57, intended to accomplish that goal as congresswoman for the Fourth District of Tennessee. Then she lost the Democratic primary.

"But I made 40,000 new friends," she says. "To my mind, that's winning—not losing." Marcum refers to the 40,000 votes she received, the most ever racked up by a losing candidate in a Democratic primary, and not a bad showing for a former elementary-school teacher.

She might be teaching fourth grade still had fate not intervened. The death of her father, Charles Folk, left her mother, Evelyn, in a quandary. Mrs. Folk turned

to daughter Fran for advice on how to dispose of the 25-man precision machine shop Charles Folk founded in 1958.

Marcum reviewed the books, conferred with the employees, and in a courageous—some say foolhardy—decision, she took the helm.

There were a lot of surprised folks in Tullahoma. But they hadn't known the hotshot behind that Southern Belle façade. They had no idea that Marcum's rapid-fire mind could spit concepts, constructs and decisions like an AK-47 spits ammo.

By the time she sold the business in 1999, she had built it into a 600-employee aerospace engineering and manufacturing concern with 12 locations in the U.S. and Canada.

How'd she do it? "I simply listened to my father's employees and put their sug-

gestions into practice."

Spouse Dan Marcum calls that empowerment. It's one of her two great strengths, he says. Consensus building is the other. "I can get people with divergent views to agree, but everybody leaves mad," he says. "When

Fran does it, everybody leaves happy."

Through the years Marcum has remained involved in education, serving on the Peabody College Alumni Association Board of Directors and the Southern Association of Colleges and Schools. She also currently serves on Peabody's "Shape the Future" Campaign committee. In recognition of her service, the newest building on Tullahoma's Motlow College campus has been named the Marcum Technology Center.

—Julia Helgason



## Sara Ezell (BS'94, MED'97)

### *Opening Doors to Students with Disabilities*

When Sara Ezell was attending Hillsboro High School in Nashville, she knew one thing for certain: She would be going to college at Vanderbilt. She was so sure that she applied for early admission, and nowhere else.

But as a high-school student with a physical disability, few shared Sara's optimism. It wasn't that her guidance counselors and teachers wanted to hold her back; they simply were unaccustomed to students with disabilities desiring to continue their education rather than enrolling in life-skills or vocational programs. "I didn't want to get a job or stop my education," recalls Ezell. "I had plans. I wanted to get my undergraduate degree, master's, doctorate—whatever I could."

Fortunately, her family believed in her. So Sara and her mom, who had been her advocate in countless battles with the school system, contacted the Opportunity Development Center (ODC) at Vanderbilt to discuss potential accessibility issues if Sara was accepted. Nothing prepared them for their meeting with then-ODC Assistant Director Joyce Matthews.

"Both of us were just amazed when we left there," says Ezell. "Not only did Joyce agree to everything we requested, but she said, 'If it's not that way now, we'll make it that way when Sara gets here.' We'd never, ever had that kind of response before. It was almost as if they were glad to have me there!"

Ezell did attend Peabody and proceeded to graduate *magna cum laude*. She then earned her master's degree from Peabody in early childhood special education. Along the way she worked on research grants with Peabody professor Ann Kaiser, interned at the Susan Gray School for Children, and served as chairperson of the Tennessee Council on Developmental Disabilities, a governor-appointed position.

Today, Sara Ezell is in the position to say "yes" to new students with disabilities who are considering, or have recently been accepted to, Vanderbilt. As assistant director of disability services at the ODC, Ezell arranges services and accommodations to ensure that no matter what the individual's disability is, he or she can fully participate in all Vanderbilt scholas-



Sara Ezell

tic and social activities. She is also responsible for settling disputes among Vanderbilt students, professors, employees and employers when conflicts are disability related.

The thing Ezell most enjoys about her job is putting future students' fears to rest, never forgetting the relief she felt when she first approached the ODC herself. "I try to make the students comfortable—to be sort of a doorway to the Vanderbilt experience, to let them know the whole University is pretty much like this," says Ezell. "It's a lot like working with special education. You're working with parents, you're working with kids—it's the same stuff, just grown up!"

—Ned Andrew Solomon





## Laura Caudell (MED'00) Troy Justesen (EDD'01) *Two Young Alumni Take on Washington*

Working with the president and the nation's top political figures inside the beltway isn't just a career goal for two of Peabody's young alumni. It's already their jobs.

You'd think interacting with the leader of the free world would be the highlight of Laura Caudell's job, but she claims her most treasured encounters are with the children she meets when coordinating school visits for Secretary of Education Rod Paige.

"I'm amazed to see these children and their excitement," says Caudell, who is Paige's deputy press secretary. "It keeps my job exciting to see the light in their faces."

On this day Caudell is in the midst of a frenzy that began at dawn. Before lunchtime, she has already made several trips to the White House, briefing Paige and coordinating national media interviews—and it's just her second day on the job. She previously had worked on the advance team for Paige since January 2001.

"I'm from a small town of 8,000 people [in Georgia], and now here I am," says Caudell with a clearly southern inflection from her Capitol Hill office at the U.S. Department of Education. "I've been so blessed."

Her job description isn't quite broad

enough to encompass all her responsibilities. On a need basis, she assists President George W. Bush's or First Lady Laura Bush's advance teams. In this capacity, Caudell travels before the president or first lady to set up logistics and coordinate the media events in which they will be participating. She also sets up camera angles for photographers and videographers, and basically sets the stage for announcements or events in D.C. and other locales.

"I've been traveling non-stop for a year and a half," says Caudell, who has visited 44 states and two countries while working on advance teams for Paige, the president and the first lady. "It's just hectic—but it's very rewarding, and the opportunity of a lifetime."

Caudell says her education at Peabody helped prepare her for the responsibilities of her burgeoning political career. "It gave me a thirst for knowledge for a broad spectrum of education issues, and it gave me insight into how higher education affects everything in our society. I took Strategic Marketing for Educational Institutions with [Professor of the Practice of Education] Kent Weeks. He was a phenomenal teacher. I use so much of what I learned in that class day to day."

Caudell says that Paige, whose sister Elaine Witty, MA'61, EdD'65, studied at Peabody, has an affinity for Vanderbilt. He visited the College last fall on his "No Child Left Behind" tour and is co-writing a book with Jim Guthrie, chair of Peabody's Department of Leadership, Policy and Organizations.

"[Paige] has such a high respect for the school," Caudell says. "He's a brilliant man and a dedicated educator."

**Troy Justesen** sat on the White House lawn as a spectator in 1990 when former President George Bush signed the Americans with Disabilities Act. Twelve years later he helped plan the anniversary celebration of the ADA while working at the White House on President George W. Bush's special-education agenda.

"If you'd told me 12 years ago not only



Laura Caudell

that I would be back here but that I'd be one of the people planning this event and in charge of implementing the president's directive to make it happen, I would have gone back home, sat on the horses, laughed at you, and rode off on the farm someplace," says the Utah native.

As the associate director for domestic policy, Justesen is in charge of assisting implementation of President Bush's "New Freedom" initiative to increase the effectiveness of federal programs that provide support for the 54 million Americans with disabilities.

Justesen, who is technically a Department of Education employee, is on detail at the White House until April 2003. After that, he will return to the DOE.

"I am not a political appointee," he says. "Many federal employees don't always have the opportunity to come and serve directly," he says.

Justesen says he didn't originally plan to work on special-education policy issues. "Having a disability is part of my life, but it isn't the thing I thought I would do," he explains. "I like the public policy perspective, but I also like the idea of being able to change people's lives. I thought the best way for me to do that was through education, not through medicine or law."

Justesen returned to Peabody for a hearing in April as part of the national tour of the President's Commission on Excellence in Special Education.

"A number of the nation's great researchers in special education who are making advances in how we educate children in America are at Peabody," he says. "I've worked with people from the world's greatest universities, and Vanderbilt is right up there with them."

—Jessica Howard



Troy Justesen



BOARD OF DIRECTORS OF THE PEABODY ALUMNI ASSOCIATION

2 0 0 2 - 2 0 0 3

OLYMPIA AMMON, BS'96, *President*; Houston, Texas; olympia\_ammon@hotmail.com  
FRANK A. BONSAI III, MEd'93, *Past President*; Franklin, Tenn.; fbonsai@comcast.net

GRACE VERONICA AMBROSE, EDD'97  
Wappingers Falls, N.Y.  
heartyg@aol.com

ANN SCOTT CARELL, BS'57  
Nashville, Tenn.  
615/665-8857

SUCHINDRAN S. CHATTERJEE,  
MS'77, PhD'80  
Peoria, Ariz.  
chatterjee@email.msn.com

KIMBERLY (MISSY) DAYANI,  
BS'93, MEd'00  
Mission Woods, Kan.  
dayanikm@aol.com

JONATHAN N. DYKE, BS'93  
Washington, D.C.  
dykej@executiveboard.com

TRICIA L. EVEREST, BA'93  
Oklahoma City, Okla.  
triciaeverest@aol.com

RUTH BISHOP HAGERTY, MA'61, EDD'84  
Gallatin, Tenn.  
rhagerty720@aol.com

MARY CAIN HELFRICH, BS'90, MEd'92  
Nashville, Tenn.  
maryhelfrich@comcast.net

BONNIE TERWILLIGER LEADBETTER, BS'92  
Atlanta, Ga.  
blt121@mindspring.com

JOHN W. MADDEN II, BS'88  
Dallas, Texas  
john\_madden@suizafoods.com

MARIAN HAYNESWORTH MAIER, BS'98  
Roanoke, Texas  
hmaier@mindspring.com

JOHN B. MAZYCK, BS'95  
Montgomery, Ala.  
mazyck@merchantcapital.com

J. HUNTER McCARTY, BS'68, MA'71  
Franklin, Tenn.  
hmc9063@aol.com

DONNA B. McNAMARA, PhD'77  
Morristown, N.J.  
donna\_mcnamara@colpal.com

CHARLES Z. MOORE, BS'59, MA'60  
Brentwood, Tenn.  
moorefc@comcast.net

CATHERINE A. MOUNTCASTLE, BS'79  
Nashville, Tenn.  
cbali@aol.com

PATRICIA OWEN POWERS, BS'84  
Nashville, Tenn.  
ppowers@wallerlaw.com

ALEXANDRA SIMMONS, BS'02  
Houston, Texas  
713/524-3250

MARGARET DILL SMITH, PhD'81  
Bainbridge, Ga.  
msmith@catfish.bbc.peachnet.edu

KATY KEEBLE SUDLOW, BS'98  
Smyrna, Ga.  
kksudlow@yahoo.com

JULIE JOHNS TAYLOR, BS'95, MEd'96  
New York, N.Y.  
jtaylor@unitedmanagement.com

KAREN DANIELS TREADWELL, BS'89  
Dadeville, Ala.  
ktreadwell@charter.net

CAROL ROGERS WESTLAKE,  
BS'79, MEd'84  
Nashville, Tenn.  
tnstep2@aol.com

JULIE BROWN WILLIAMS, MA'74, EDD'86  
Whites Creek, Tenn.  
sanbwill@bellsouth.net

LAUREN WILSON YOUNG, BS'97, MEd'99  
Memphis, Tenn.  
901/685-3685

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

Please Submit Your Nominations

Peabody alumni are invited to submit names of Peabody graduates to be considered for membership on the Peabody Alumni Association Board of Directors and for the Distinguished Alumnus Award, which is presented annually.

Peabody's Alumni Board of Directors serves to advance the interests and welfare of Peabody College and its alumni, and meets on campus twice each year. The Distinguished Alumnus Award honors a graduate who has distinguished himself or herself on the national or international level. Nominees' character and achievements should attract favorable attention to Peabody College.

Mail nominations to Laurie McPeak, Peabody College of Vanderbilt University, Peabody Box 161, 230 Appleton Place, Nashville, TN 37203-5701. Questions? Contact Laurie at 615/322-8500 or by e-mail at [laurie.mcpeak@vanderbilt.edu](mailto:laurie.mcpeak@vanderbilt.edu).

# Make a difference in a Peabody student's life. Endow a scholarship.

A named scholarship is a thoughtful, enduring way to honor or remember someone important in your life—and it's a tremendous opportunity to touch the lives of some of the world's most promising students.

Endow a Peabody College scholarship today. Our students are counting on you.

To learn more, contact:  
Tres Mullis, Director  
Peabody College  
Office of Development and  
Alumni Relations  
615/322-8500 or  
[tres.mullis@vanderbilt.edu](mailto:tres.mullis@vanderbilt.edu)

*"I'm not sure how to put into words  
my thanks for helping support my education,  
but I am so very grateful."*

—Catherine Minihan, Class of 2003,  
recipient of the Dorothy Cate Frist  
Honor Scholarship

Vanderbilt University

Peabody College

2201 West End Avenue

Nashville, TN 37203



Nonprofit Org.

U.S. Postage

**PAID**

Nashville, TN

Permit No. 777



*Peabody's North Hall is covered in a blanket of white during a memorable snowfall last February.*

## A CHANGE OF SEASONS

