

Paintings by the famous artist are at the heart of an innovative multi-arts curriculum designed by a Peabody researcher



Ready, Set,

The artwork on these pages was created by 4-year-old children in Peabody College's Susan Gray School for Children as part of an intensive visual-arts, music-education, and dance and drama program centered on the paintings of Vincent Van Gogh. The model multi-arts curriculum, created by Susan Eaton, a research associate in Peabody's Department of Special Education, was put into place in fall 2002 and continued in six-week segments. Teaching artists conducted weekly training sessions for teachers in the aesthetic, cultural and art-skills goals for that week, and the teachers then implemented the lessons in their classrooms.

The "Ready, Set, Van Gogh!" program focuses on the artist's self-portraits, sunflower still lifes, sunset landscapes, and his paintings "The Bedroom" (1889), "Vincent's House in Arles (The Yellow House)" (1888), and "Starry Night" (1889). Focusing on only one artist's work, says Eaton, allows the children to become familiar with the essential characteristics of Van Gogh's style and how music, dance and drama are related in a historical context.

Eaton says there is a paucity of research on practical arts-education programs for teachers. The project's goal is production of a teacher's manual and supporting materials so the activities may be replicated in other preschool programs. This year's program was made possible with support from the Susan Gray School and Director Ruth Wolery, and with a grant from the Louis Draughon Foundation.

One of Van Gogh's many sunflower paintings is recreated by children at the Susan Gray School. In creating their own artwork, the children also learned visual-arts concepts and vocabulary such as "horizon" and "texture." They continued their artistic growth in music classes designed to parallel the visual-arts themes and then composed their own orchestration with unpitched instruments and moved to music as they "grew" like sunflowers and experienced concepts and vocabulary such as "crescendo" and

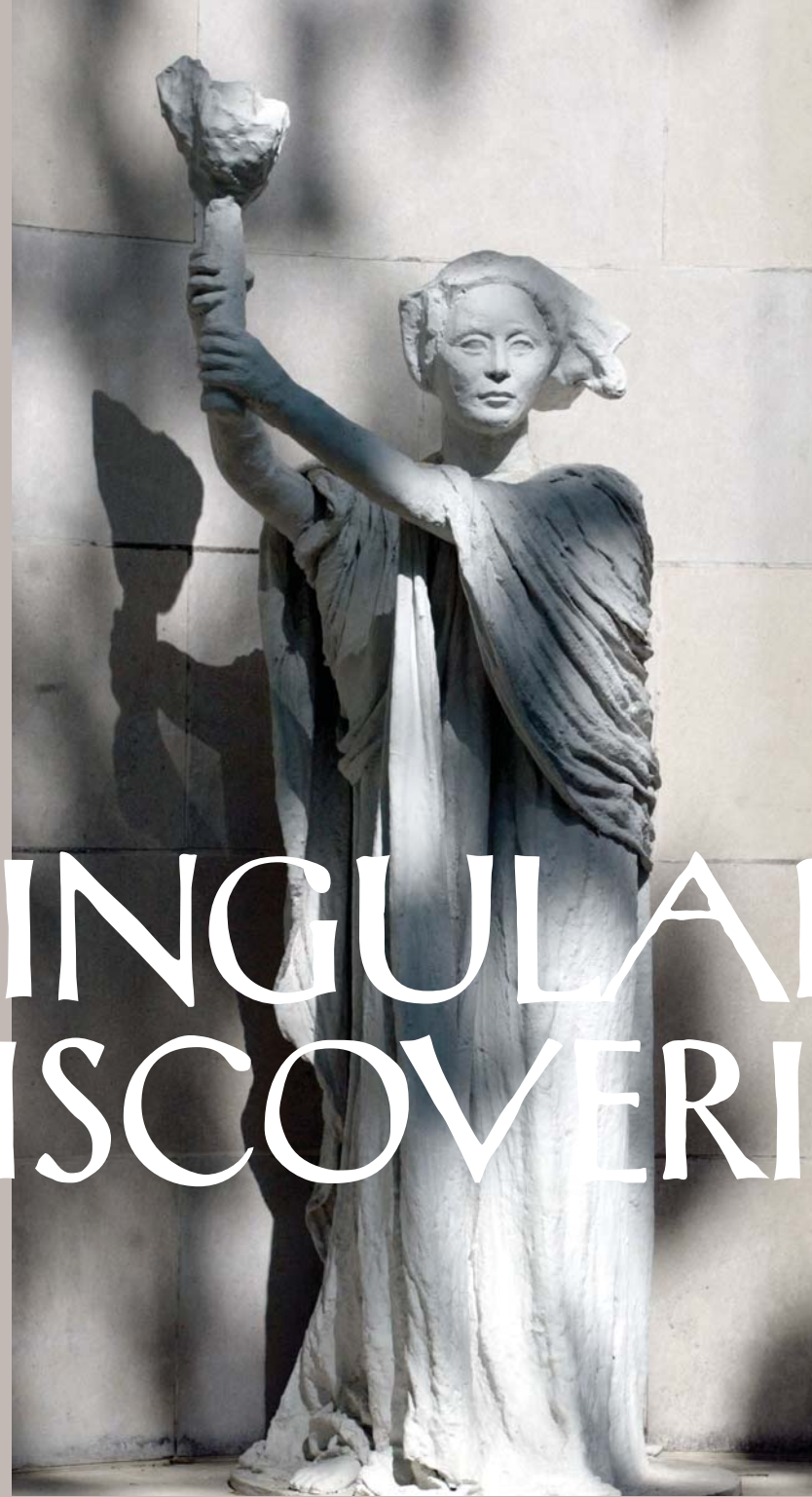


Van Gogh's sunset landscape "Samann bei Untergehender Sonne" (1888) is the model for the preschoolers' study of color and horizon. "There is little awareness of the value of helping children to understand aesthetics as an enrichment of their development," says researcher Susan Eaton. "Therefore, giving teachers and children an awareness of aesthetic elements in visual arts, music, and drama is a critical dimension of our program. Most children may not become outstanding artists, but all children can benefit from learning to incorporate aesthetic dimensions in their world view."

Van Gogh!

After examining physical traits in Vincent Van Gogh's numerous self-portraits, preschoolers created their own "self-puppets" using paper plates, yarn, crayons and fabric to replicate their own physical traits. The children also studied emotion by discussing how the artist may have been feeling in his self-portraits. Shown here with the children's work is Van Gogh's "Self-Portrait with Straw Hat" (1887).





SINGULAR DISCOVERIES

BY JULIA HELGASON AND PRINCINE LEWIS

Peabody College faculty are leading scores of ground-breaking research projects that are making an impact across the entire spectrum of study in education and human development issues, some with global ramifications. Last year alone, these projects attracted more than \$20 million in research funding—more than at all but seven of the top 50 schools of education nationwide, as ranked this year by *U.S. News & World Report* magazine.

Here we sample the breadth of Peabody's faculty research by exploring a single significant and provocative study from each of the College's five academic departments.

Initial efforts to mainstream children with developmental disabilities unleashed unprecedented mayhem in the nation's public schools. "We had children hitting and biting themselves, hitting and biting other children, smashing chairs and pulling doors off their hinges," says Craig Kennedy, associate professor of special education.

For Kennedy, a California native, San Francisco was the battleground. Before order could be restored, he says, teachers had to understand why some of their children had become aggressive. Discovering why ultimately became Kennedy's life's work.

Some of the answers came in the first 10 years when investigators identified communication deficits at the root of 70 percent of aggression in children with developmental disabilities. In some cases, children with

world of biology and brain chemistry has been unusual for a college of education. But in that interdisciplinary environment, education researchers now collaborate with neurologists, pharmacologists and geneticists to find mutually beneficial solutions.

Before clinical trials with school children, investigators studied aggression in animals, specifically rodents. Geneticists at the University of Pittsburgh developed a hyper-aggressive breed of mice for the studies—not by adding a gene, but by removing one. Missing that gene altered the limbic system area of the brain associated with emotions and memory, explains Kennedy, and the mice turned out to be as aggressive as any animal ever studied in a laboratory. Testing for the gene in children with developmental disabilities speeds up diagnosis, treatment and intervention—and possible prevention of aggressive behavior.

Observation of human subjects produced progress in other areas, including a correlation between sleep loss and aggressive behavior. As investigators noted

SPECIAL EDUCATION *Aggressive Children: Is It in the Genes?*

mental retardation never learn to use spoken language. Yet, they learn quickly that aggressive behavior gets them attention.

"Children might hit or bite when they didn't like the task assigned to them," says Kennedy, who is also an investigator in Vanderbilt's John F. Kennedy Center for Research on Human Development. "Once teachers understood that, they could help children substitute nonviolent alternatives. Before that, we didn't have a clue."

With that information under their belts, researchers were left to determine why aggression surfaces in the remaining 30 percent of children with developmental disabilities. For the last 10 years, this has been Kennedy's focus. Complicating the issue are multiple diagnoses—autism, Down syndrome, mental retardation. No two children are alike.

The search for answers led Kennedy to Peabody where he has distinguished himself among scientists in related fields. For the 2002–03 academic year, he was awarded more than \$1 million in grants from the National Institutes of Health and the U.S. Department of Education.

"I wanted to come to Vanderbilt and to associate myself with the John F. Kennedy Center because at the time, the Center was one of a very few places in the nation investigating the biomedical causes of aggression, says Kennedy."

Through the Center, Kennedy has been able to partner with biomedical researchers at Vanderbilt Medical Center, whom he calls "the folks across the street." Historically, crossing the street into the

variations in aggression from one day to the next, they attempted to learn what biomedical variables were at work. They already knew that people with developmental disabilities seem to require less sleep and have

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Craig Kennedy works with Vanderbilt neurologists, pharmacologists and geneticists to uncover the causes of aggression in children with developmental disabilities.

As various ills continue to plague the nation's public schools, educators have responded with redoubled efforts to identify causes and cures. As a result, education reform has shot to the top of the list of white-hot research topics.

Peabody's Ellen Goldring has been among the most prolific researchers, having prepared some 200 journal articles, scientific presentations, addresses and lectures. A professor of education policy and leadership, Goldring has focused, she says, "on that point where school policy implementation converges with school leadership." She engages in programs with the mission of preparing educational leaders who can courageously and creatively propel teaching and learning.

Goldring is involved in a number of projects centered on questions of how to prepare leaders for learn-



Ellen Goldring, whose research centers on school leadership, is involved in the professional development of school principals in Tennessee and in the training of principals for Jewish day schools in Israel and throughout the world.

LEADERSHIP, POLICY AND ORGANIZATIONS

School Reform with a Global Twist

ing. She and colleagues have developed learning modules and focus a great deal of attention on data-based decision making. "Our underlying philosophy is that leaders who experience a deep understanding of learning themselves are then able to transfer this knowledge to 'leading learning' in their schools," she says.

Very few research studies have been done concerning how educational leaders learn and how they, in turn, help their students learn. The result, says Goldring, is a dearth of evidence on what works and why. Along with colleague Nancy Vye, Goldring expects to provide some of the answers. The first year of their research study is being funded by a \$50,000 grant from Vanderbilt's Learning Sciences Institute.

One issue Goldring and Vye are addressing is problem finding. While problem solving gets plenty of attention, Goldring says problem finding is equally important as there is little chance of solving an unrecognized problem.

Goldring brings to the table the advantage of a global perspective on school leadership. While she is a member of the Peabody team providing direction in professional development for school principals in Tennessee, she is equally involved in the professional training of school principals for Jewish day schools—not only in the U.S., but throughout the world.

Peabody recruited Goldring in 1991 from the faculty of Tel-Aviv University in Israel, where she earned her master's degree in education and later became a faculty member. This allows her the uncommon ability to move seamlessly between public and Jewish schools.

Although basic tenets of education are universal, Jewish day schools have unique and complex problems, explains Goldring. They must establish Jewish content curriculum and ritual practices. They must create their own licensing criteria because they are not affiliated with governmental agencies. And they must instill in Jewish children their connection to Israel as the religious and spiritual center of Judaism, as well as their connection to past and future generations.

Goldring traveled to Israel last summer as a guest of the Jewish Agency for Israel and Bar-Ilan University. As part of an ongoing collaboration, she participated in deliberations on professional development of school leaders and the role of Israel in training principals for Jewish day schools. "It was a good example of education research meeting globalization," says Goldring.

This summer, while working with a new cohort of school leaders, she is continuing the leadership-learning study in the U.S. The research, which focuses specifically on learning rather than teaching, involves a complex methodology in which subjects are interviewed extensively and asked to respond to questions about knowledge, values and practices.

All told, Goldring is currently engaged in research projects funded by an impressive \$3.6 million in grants from the Learning Sciences Institute, the W.T. Grant Foundation, the Nashville Public Education Foundation, and the Bill and Melinda Gates Foundation. Her faculty co-investigators are Pearl Sims, John Bransford and Jim Guthrie.

—Julia Helgason

Lori Schnieders plopped a smooth stone into a cow pond and discovered a global research project. "I aimed for the other side of the pond," she confides, but the stone fell short and seemed to rest for a moment on the surface before it went under. "As I watched the expanding circles in its wake, it occurred to me that the stone was much like an infant plunked into a family."

Initially, she says, an infant is on the surface of the family demanding attention. As it develops, the child becomes immersed in the culture and traditions of that family, and as the years pass, he settles into the mores of the neighborhood and community. This experience is the same whether the infant is born into an American family, an Asian family or a Middle Eastern family. The differences result from the culture—in values, attitudes, customs, beliefs and ethics.

Schnieders began to wonder about a world in which children of one culture learned from children of another culture about their respective environments. Could such a scenario create a bond between them that would cause them to understand each other better and fear each other less?

"My dad was an Episcopal minister," says Schnieders. "We moved around a lot, and my parents embraced whatever community and culture we found ourselves in. As a child I was never exposed to any hatred or bigotry. As an adult, that kind of hostility was difficult to understand and deeply troubling."

From these reflections emerged Schnieders' multicultural project, "How the World Plays," which is designed to bring cohorts of children together by linking classrooms across the globe via the Internet. "The intent," says Schnieders, "is to break down the barriers we adults have put so firmly into place, and to build bridges of understanding that enable children to open doors of acceptance to each and every individual—not just to tolerate others, but to accept them."

The project requires children to research one square mile surrounding their homes, and to relay what they have learned to a partner research team in another part of the world. Schnieders, who is an assistant clinical professor of human and organizational development, kicked off the project in St. Louis where she was teaching before being recruited by Peabody College. Students at three St. Louis schools researched their square miles and reported what they discovered to children in two schools in Scotland and one in Wales. The children's limited language skills dictated that the project begin with English-speaking students.

The children in Thurso, Scotland, traced the migration of their ancestors through history from Orkney Islands immigrants to modern-day Highland Scots. They wrote a skit based on the information, and then

HUMAN AND ORGANIZATIONAL DEVELOPMENT

Kidney Pie and Billy-Goat Cheese



performed it for their peers, their community and, finally, for their partner school in St. Louis. Children from Dundee produced a video from interviews with local business people who spoke of their multiple ancestral origins and offered nutshell descriptions of their lines of work. Welsh children shared a variety of customs and taught a short language lesson.

For their part, one St. Louis school produced a digital video of "a day in the life of an American kid," demonstrating American children at work, at play and at home. A second St. Louis group gave a history lesson on the Lewis and Clark expedition and the games played by pioneer children. And the third St. Louis school shared pictures of sports figures from the community and discussed the area's blues-music heritage.

"How the World Plays" has caught the attention of technology leaders overseas. Last October, Schnieders gave a presentation of her project as a case study at the launch event for the Welsh Video Network at the University of Wales, Aberystwyth, the home base of lecturer Dilwyn Roberts-Young, who is Schnieders' partner in the project. The Welsh Video Network, Europe's largest single videoconferencing network, links all colleges and universities in Wales and is managed by the United Kingdom Education and Research Networking Association. Schnieders was the only

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Lori Schnieders teaches understanding and acceptance of differing cultures by linking classrooms of children across the globe via the Internet.

Leona Schauble's first job after college was writing computer manuals for a software company. It was, however, her second job—writing for the creators of “Sesame Street”—that got her where she is today.

Rich Lehrer spent his early career years teaching

TEACHING AND LEARNING

From “Sesame Street” to Vanderbilt

high-school science and serving as a school psychologist.

It was in Pittsburgh that the paths of the two crossed, leading to an eight-year collaboration that brought them last fall to Peabody where, as professors in the Department of Teaching and Learning, they are continuing to investigate ways to improve math and science curriculums for elementary students.

Schauble's interest in educational research began with her job in the research department at the Children's Television Workshop and “Sesame Street.” She often served as an informal translator between the researchers and the producers and writers for the show. She also interviewed children to find out what they thought of the show.

“Being from a large family, I thought I understood pretty well how children think,” says Schauble. “However, I soon realized that the tools I had were insufficient to understand how children were learning from the show.”

She decided to pursue a master's degree in developmental psychology at Columbia University while continuing to work for the show. Eventually, she wound up as a research scientist at the Learning Research and Development Center at the University of Pittsburgh. At about the same time, Lehrer arrived in Pittsburgh on sabbatical from the University of Wisconsin to spend a year as a visiting professor at nearby Carnegie Mellon University.

“Rich came over to find out who was doing interesting work at the University of Pittsburgh and someone mentioned me,” Schauble says. The following year, attracted by the University of Wisconsin's reputation in educational psychology, Schauble applied for and received an appointment there.

A year later, Lehrer asked Schauble to take a look at some data involving children who were learning about mathematics and science by programming robots and conducting their own investigations of ideas in geometry. “The kids' math and science performance was incredible,” says Schauble. “I

thought, ‘Kids should not be reasoning that way.’” For the past eight years, they have investigated the effects of model-based reasoning—the relationship between ideas and evidence—on the acquisition of math and science knowledge.

“We want to promote more powerful forms of mathematics and science education where students actively make sense of these disciplines, rather than doing problems in their textbook with no understanding of why



Leona Schauble, Rich Lehrer and Deb Lucas are investigating ways to improve math and science curriculums for elementary-school students.

they are doing them or how important ideas are related,” Lehrer says.

Lehrer and Schauble work in partnership with teachers to investigate how children's thinking about modeling changes over prolonged periods of time: years, not days or weeks. The team's research is unique because they often work with the same teachers and students for several years.

At Vanderbilt, Deb Lucas, Lehrer's wife and one of the team's teacher-collaborators, joins them. Lucas was a sixth-grade teacher who developed interdisciplinary approaches to the teaching of math, science, language arts and social studies. Having assisted in the development and use of model-based reasoning curriculums in the classroom, she will work with Lehrer, Schauble and others at Peabody to develop relationships with Tennessee's teachers.

Before coming to Peabody, Lehrer held the Sears-Bascom Chair in the School of Education at the Uni-

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Adolescent depression has become a public health issue of the first magnitude. According to the National Institute of Mental Health, as many as one teen in eight may suffer from the disorder. Indeed, almost everyone knows a family with a troubled teen and, in many cases, adolescent depression is associated with his or her unacceptable behavior patterns.

Judy Garber, professor of psychology and human development, is an expert on adolescent depression. For the last 25 years, she has examined the phenomenon from a biopsychosocial perspective.

“My primary research focuses on the etiology, course, treatment, prevention and outcome of depression in children and adolescents,” says Garber. “We study social-cognitive, environmental, biological and interpersonal factors that contribute to the onset and maintenance of mood disorders.”

PSYCHOLOGY AND HUMAN DEVELOPMENT

Teen Depression: An Ounce of Prevention ...

Depression is associated with a range of problems, explains Garber, including deteriorating family and peer relationships, poor scholastic performance, alcohol and drug abuse, and suicide or attempted suicide. It can also pose an increased risk for other disorders and interpersonal problems.

A number of risk factors contribute to adolescent depression. “The most potent psychosocial risk factors are negative life events and the perceived inability to handle life's challenges. In addition, one of the greatest risk factors is a family history of depression,” says Garber. Research has shown that children of depressed parents have about a fourfold increased risk of developing depressive disorders themselves.

Garber, who also is a senior fellow in Vanderbilt's Institute for Public Policy Studies and an investigator in the John F. Kennedy Center for Research on Human Development, has authored or co-authored dozens of articles on depression and related subjects. Currently, she is involved in two projects that consider how pharmacological or cognitive-behavioral treatment of depressed parents affects their children's functioning.

NIMH officials say depressive disorders are difficult to diagnose and often misunderstood by parents who believe their teen is simply “going through a phase,” and that the so-called phase will ultimately resolve itself. Not so, the experts say. Adolescent depression is very serious, and can and should be treated. Ideally, it should be prevented.

So it comes as no surprise that NIMH is funding Garber's latest project to the tune of \$1.4 million.



Judy Garber seeks prevention of adolescent depression through a variety of interventions, such as teaching at-risk youngsters new skills to cope with stressors.

More ambitious than previous prevention studies, the four-site initiative covers a larger number of subjects—320 individuals aged 13 to 17—for a longer period of time—eight months—and will include a three-year follow-up. Garber's goal is prevention through interventions such as providing at-risk youngsters with new ways to think about things, new ways to approach problems, and more skills to cope with stressors.

In addition to Vanderbilt, the sites include Harvard University School of Medicine, Western Psychiatric Institute and Clinic in Pittsburgh, and the Kaiser Permanente Center for Health Research in Portland, Ore.

A central aim of the project is to examine the clinical and cost effectiveness of a prevention program for at-risk teens. “If the intervention turns out to improve outcomes and to reduce long-run costs, it could be implemented by primary care physicians and mental health professionals as an adjunct when treating a depressed parent,” Garber says. “And successful, cost-efficient outcomes would also pave the way for managed care organizations to consider such interventions as a covered option under their policies.”

—Julia Helgason

Julia Helgason, formerly a staff writer for the Dayton Daily News, is now a Nashville freelance writer and frequent contributor to THE PEABODY REFLECTOR. Priscine Lewis is a public affairs officer who covers Peabody news for the Vanderbilt Office of News and Public Affairs.



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

Ida Long Rogers Honored for Service to Christian Education

Ida Long Rogers, MA'51, Peabody professor of higher education administration, emerita, has been presented the Francis Asbury Award by the General Board of Higher Education and Ministry (GBHEM) of the United Methodist Church. The award, named for the chief organizer and first bishop of the American Methodists, recognizes individuals for significant contributions to fostering the church's ministries in higher education at the local, district or annual conference level. She was nominated for the award by the Tennessee Annual Conference and is a member of Belmont United Methodist Church in Nashville.

The United Methodist Church operates or is affiliated with nearly 700 schools, colleges and universities around the world. During her years at Peabody, Rogers instructed and nurtured students who are now presidents of some of these institutions. One of those students, Ken Yamada, MLS'66, EdS'75, PhD'79, oversees these 700 schools as an executive with the GBHEM. He attended the award presentation for Long.



Ida Long Rogers, left, visits with her former student Dr. Gene Baker, BS'67, MA'71, and Mary Baker at last fall's Vanderbilt "extraVUganza" celebration, which combined Homecoming and Reunion festivities.

DANIEL DUBOIS

Michael Ndurumo (BS'77, MS'79, PhD'80)
Advocate for Deaf Education in Kenya

Michael Ndurumo arrived in East Tennessee from Kenya 30 years ago—a deaf, teenage boy sent by missionaries to finish his education at a Knoxville-area Baptist academy. By the time he left, he was on a mission himself, to improve deaf education for Kenyan children. Today, with his bachelor's, master's and doctoral degrees from Peabody, he directs special education for the nation of Kenya.

If two Christian couples had not changed the course of his life, says Ndurumo, he would have become a carpenter. Even today, deaf children are encouraged to attend vocational school to become carpenters, builders, tailors or masons.

"Hearing people in Kenya don't believe that deaf people can go to high school," says Ndurumo. "I'm helping to change that belief."

Ndurumo, as one of 11 children reared in the poverty that still plagues much of Kenya, contracted meningitis at age 8, which left him profoundly deaf. The popular belief at that time—not only in Kenya but throughout the world—was that sign language thwarted deaf children's academic and social abilities. Children, therefore, were taught only to lip read and speak, which proved difficult for children who had never heard language. Because Ndurumo had heard and learned to speak Swahili before he lost his hearing, he had an advantage.

A bright, quick student, he finished primary school and wanted to go on to high school, but the Kenyan schools didn't know what to do with him. At age 17 he was introduced to a missionary couple, Lowry and Ruth Mallory. Lowry Mallory was headmaster of a small Christian school in Nyeri, Kenya, and was asked by an education official to accept Ndurumo as a student in 1970, which he did. After Ndurumo finished his first year of high school there, the

Mallorys returned to the United States and helped him enroll as the first international student at King's Academy near Knoxville, which had a special program for the deaf.

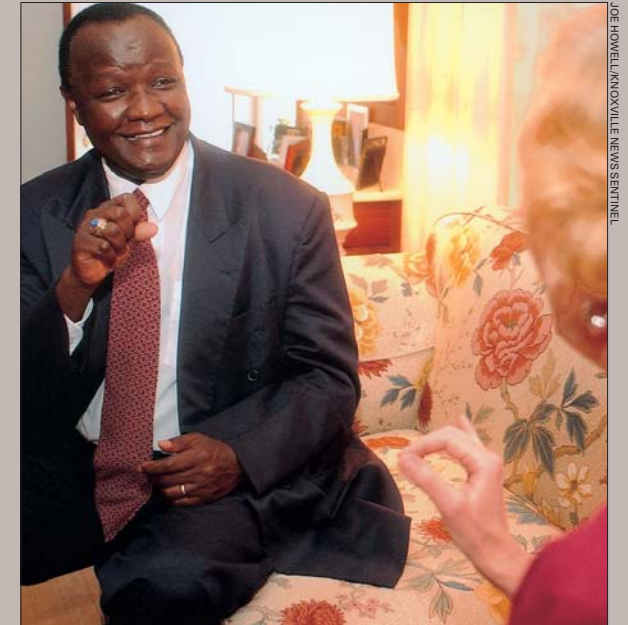
Ndurumo arrived in Tennessee during the summer and learned sign language before school started. He taught himself English by reading the dictionary and completed two years of high school in one year. He graduated in 1973 and enrolled at Peabody College, earning three degrees by 1980.

Once he returned home, Ndurumo convinced the government to allow him to teach sign language in one of four schools for the deaf. They gave him a year. When the academic progress of the four schools was compared, the signing students did better.

Over the next three decades, he would lead the development of sign language in Kenya, and establish the first church and the first national association for the deaf. In 2000 he received the Distinguished Service Medal from the president of the Republic of Kenya for service to his country, and that same year he was named the Dr. Andrew Foster Visiting Professor at Gallaudet University in Washington, D.C.

Today Ndurumo wants to build more schools for deaf and hearing children in Kenya because children currently are placed on waiting lists for openings. The HIV/AIDS epidemic also is affecting education because many children live on the streets after their parents die. Life expectancy in Kenya, with a population of 30 million, is only about 48 years.

"Children drop out of school when



JOE HOWELL/KNOXVILLE NEWS SENTINEL

Michael Ndurumo directs special education for the nation of Kenya and is leading efforts to improve deaf education there.

both parents die," says Ndurumo. "The boys go look for jobs to support their brothers and sisters, and the girls take over the role of the mother."

Ndurumo envisions a university for the deaf in Kenya as well. "Now that deaf children can go to high school," says Ndurumo, "they ask me, 'After high school, where do I go?' Hearing colleges aren't keen on accepting deaf students. I want to see more deaf people who are teachers and professionals who will serve as role models."

The Kenyan government has donated 50 acres of land for the building of Trinity University for the Deaf, and an architect has donated the preliminary design. A campus for 120 to 140 students could be built for about \$1 million, and 10 deaf students could attend for the cost of one at an American college, says Ndurumo. The Kenyan government has agreed to support the university once it is built.

— Jennifer Lawson,
Knoxville News Sentinel



Samuel Fleming Wilt (BS'91, EMBA'00) *Chocolate Chips Off the Old Block*

Fleming Wilt's family and Vanderbilt University go back a long way. His mother, father and grandfather all attended Vanderbilt, and each left a distinctive mark on the institution. His grandfather, Sam Fleming, was chairman of the board of trustees for several years; his mother, Joanne Hayes, is currently on the board of trust; and, perhaps most impressive, "My father [Toby Wilt] was tailback on the football team that beat Tennessee in the late '60s," he says.

A 1991 Peabody alumnus, Wilt majored in human and organizational development (HOD). There he developed skills he has put to good use in London at Willis Corroon, in Atlanta at SunTrust Bank, in Nashville at SunTrust and Cumberland Equity Partners LLC, and, since 1998, at Christie Cookies, where he is president. Says Wilt, his Peabody education presented a perfect recipe for sweet success in the cookie field. "HOD classes provided a unique blend of communications, sociology and psychology that I apply every day at Christie Cookies."

As president, Wilt oversees the production of cookies for Christie Cookie's extensive mail-order business, which offers baked cookies in gift packages through Internet and direct-mail sales, and foodservice sales of frozen cookie dough for major customers like the

Doubletree Hotel chain, U.S. Foodservice Co. and Sysco. All products are manufactured at a facility in Nashville. "We have a team of 37 employees," says Wilt. "My primary responsibility is working with our team to reach our goals, both as a team and as individuals."

During his term at Cumberland Equity, Wilt returned to Vanderbilt to enroll in the Owen Graduate School of Management's Executive MBA program, further building upon the HOD foundation he laid during his Peabody years. "Peabody taught me presentation and team-building skills that were exceptionally useful in my classes at Owen," says Wilt. "The combination of the two programs has enabled me to feel confident in my ability to resolve complex business problems and gain consensus among co-workers."

There is life for Wilt beyond the business world. In June 2002 he began his own family when he married Dallas Hagewood of Nashville. He also keeps in close touch with his younger brother, T.J., and sister, Jodi, who live nearby.



Fleming Wilt is president of the Christie Cookie Co., which runs an extensive mail-order business offering gourmet cookies in gift packages.

And for the last 11 years, Wilt and two of his college cohorts, Fletcher Lance, BS'89, EMBA'95, and Cliff Norris, BA'88, have augmented Vanderbilt's athletic activities by organizing a tennis match between current varsity team members and alumni varsity players.

"This has enabled us to stay in touch with Vanderbilt," says Wilt, "and to get to know some of the current students, with whom we are always impressed, even when they're winning!"

You can find out more about Christie Cookies by visiting the company's Web site at www.christiecookies.com.

—Ned Andrew Solomon



Mary Jane (“Molly”) Henneberg (BS’95)

Molly and the Media

“Reporting live at the White House, this is Molly Henneberg, FOX News.”

Watch the FOX News Channel, and you’ll likely spend part of your mornings with Molly Henneberg, Washington, D.C., correspondent for the 24-hour cable network. Since March 2002, the 29-year-old has hitched her rising star to the skyrocketing ratings of TV’s most-watched cable news.

Henneberg loves her job—the news emanating from the nation’s capitol, the city where she grew up, and the network team. During her college summers, she interned at D.C.’s local FOX affiliate, WTTG. After graduating summa cum laude from Vanderbilt, she progressed through positions in small-city broadcasting as a reporter and anchor.

Henneberg laughs. “WHAG in Hagerstown, Md., was the hardest,” she recalls. “I had to be my own camera person as well as a reporter. I’d carry my own tripod, tapes, batteries, microphone and camera, and set it all up, trying to imagine where I’d be. Then I’d go

stand in front of the camera, shoot my own interviews, all the while hoping it was in focus. Afterwards, I’d edit my own work. I was so excited to be in broadcasting. I really loved it.”

But after four years, Henneberg wanted to return to family, friends and her native D.C. “I decided to try freelancing, to see where I could get in the door,” she recalls. Her plan succeeded. She began with FOX News, researching, producing and helping other reporters. Shortly after the Sept. 11 tragedy, she worked as an overnight update anchor, and a few months later the network promoted her to full-time Washington, D.C., correspondent. Her hourly live-shots cover the latest from the White House and administration. The job is a dream come true.

Henneberg writes all her material. She credits her bachelor’s degree in English and elementary education from Peabody as background to her success in journalism. “I had the best of both worlds,” she says. In English I worked on my sourcing and agonized over my writing. The education degree taught me

to assemble the subject matter in ways that are easy to understand.”

While her broadcasting day begins at 4 or 5 a.m., Henneberg still takes time out for fun. Warmer weather finds her bicycling or rollerblading along the Potomac, or kayaking down it. “I love the museums, or meeting friends for dinner, and I seem to be a perpetual impromptu tour guide for visitors.

“I’ve also registered with ‘Commodore Career Connection,’” says Henneberg, referring to Vanderbilt’s online database of alumni who have volunteered to serve as career contacts and provide informational interviews about their careers to alumni and current students. The service is part of Dore2Dore (www.dore2dore.com), which offers numerous online resources for Vanderbilt alumni.

“I’m more than happy to help Vanderbilt students thinking of pursuing broadcasting. A lot of people helped me when I was starting, and I want to return that support to the next generation of TV reporters or journalists. Vanderbilt always produces such excellent grads, regardless of the field they’ve studied.”

Case in point: mornings with Molly.

—Carol Wissmann



Molly Henneberg is a Washington, D.C., correspondent for the FOX News Channel.



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



Aggressive Children, *continued from page 21*

more sleep issues than the population at large. By observing subjects around the clock, they found that less aggression surfaced after a good night's sleep.

While recording brain activity during sleep, and comparing children with autism, mental retardation and Down syndrome, investigators made significant discoveries. For example, even when autistic children slept eight hours and their sleep appeared to be uneventful, in fact they were lacking the rapid eye movement phase, or REM sleep, that is so important for memory consolidation. It is now known that children with developmental disabilities get almost no REM sleep. In the past, says Kennedy, autism was not diagnosed before age 3, but by tracking sleep patterns of younger children, diagnosis now can be made as early as 18 months.

Little by little, the dark secrets of aggressive behavior are being brought to light. "It's like putting together the pieces of a complex puzzle," says Kennedy. "We're asking questions that others are unwilling or unable to ask. We're solving problems nobody else has solved—and that's very exciting."

—Julia Helgason

Kidney Pie, *continued from page 23*

American invited to present.

Schnieders says her project brought to light a particularly gratifying moment of revelation when American children asked Welsh children to name their favorite food. The Americans fully expected to be "grossed out" with revelations of kidney pie or billy-goat cheese. Instead, they broke into giggles and applause when the answer turned out to be pizza.

For all the participants, it was proof positive that kids on opposite sides of the globe are, indeed, more alike than they are different.

—Julia Helgason

'Sesame Street' to Vanderbilt, *continued from page 24*

versity of Wisconsin, and he served as an associate director of the National Center for Research for Improving Student Learning and Achievement in Mathematics and Science.

"I initially thought of teaching as an interlude before going on to graduate study in biology," he says. "But by listening to my students, I discovered a much more interesting problem—how people learn."

Lehrer continues his fundamental commitment to schooling by working with teachers and schools in Arizona, Alaska and Wisconsin that educate populations that are typically neglected or otherwise underprivileged. Schauble continues her involvement with Children's Television Workshop as a consultant.

—Princine Lewis

A Serendipitous Reunion, *continued from page 17*

Little could they have dreamed that Vanderbilt University would eventually reunite them. Unbeknownst to one another, each of the four friends applied to Vanderbilt and was accepted. The years they forfeited together in high school would be spent together in college—a reunion of pure serendipity.

Before entering as freshmen, they learned of each other's acceptance. Annie and Meredith decided to room together, and the four meet often for lunch and dinner. "Many times we've closed the place down, laughing 'til time to go," says Annie. The team is again intact.

At Peabody College, Meredith and Annie are majoring in human and organizational development, while Christina majors in special education. Erin is an economics major in the College of Arts and Science, but her minor in managerial studies often brings her to classes at Peabody.

In 2003–04, they'll share their senior year together. Christina hopes to go on to graduate school at Peabody.

All four young women have been successful at Vanderbilt. Three have made the dean's list. Meredith has studied abroad in Italy. Erin is on a soccer scholarship and works part time for Inner Circle, a marketing and promotions company.

So, will there be a "happily ever after" to the foursome's friendship? Absolutely, says Annie. "I think we'll keep in touch after graduation. We've known each other forever. We endured our high school years apart, but now we're friends for life. They're great girls."

Who knows? In 50 or 60 years, maybe we'll rediscover the Plano quadruplets at an early bird dinner—still laughing and closing the place down.

Carol Wissmann, a freelance writer and frequent contributor to THE PEABODY REFLECTOR, lives in Gig Harbor, Wash.

WILL POWER FOR PEABODY

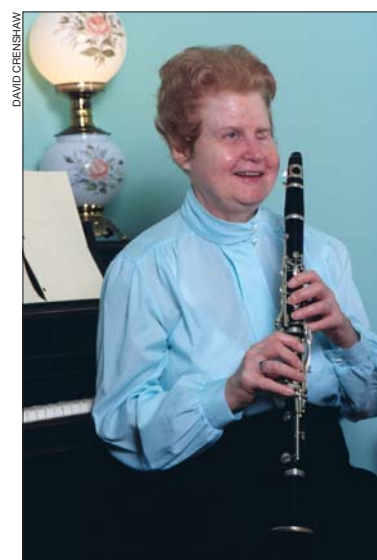
Education runs deep in Margaret Riegel's family. Both of her parents were college graduates. Her mother was an educator, her sister was an educator, and for 32 years Margaret taught music at the Tennessee School for the Blind, educating students from age 3 to 22. She retired in 1993.

"I was ready to retire, but I certainly enjoyed teaching," she says. "The kids who were second graders the last year I taught graduated this year, and I went to their graduation. I've known some of them since kindergarten—they're my babies!"

Margaret, who herself was born with partial blindness and eventually lost her sight completely, earned her bachelor's degree in instrumental music education from Peabody in 1960. Five years later she earned her master's degree in special education with certification in visual impairments—one of the few such programs in the nation at that time.

Because she believes in Peabody College and feels a certain indebtedness to Peabody for the benefits her degrees have brought, Margaret made the decision last year to include the College in her will. She wants her gift to help fund undergraduate student scholarships so future students may enjoy the Peabody experience, too.

"My family has always believed in the importance of education, and no longer is a high-school diploma adequate," says Margaret. "Young people are our future. If they want a decent job, they'll need the highest-quality education available, and that's what Peabody offers—but Peabody has never been inexpensive. Students need financial assistance.



Margaret Riegel, a music teacher for more than 30 years, has included Peabody in her will to benefit student scholarships.

"You simply can't go wrong supporting Peabody."

Bequests and other planned gifts represent a tremendous way to leave a legacy of support for Peabody College and her students. In addition to the personal satisfaction of helping others, you also gain an estate-tax charitable deduction for the full value of your gift.

A gift by will may be tailored to meet specific personal and financial objectives, and many giving options are available. We would welcome the opportunity to discuss them with you.

Planned Giving at Vanderbilt

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21st AVENUE IN THE 21st CENTURY



PHOTOS BY DANIEL DUBOIS

After years of discussion and debate, an elevated pedestrian bridge spanning 21st Avenue—and physically linking the Vanderbilt and Peabody campuses for the first time—is complete. The 400-foot bridge, which rises 17 feet above the busy street just south of the Edgehill Avenue intersection, was dedicated with much fanfare last December. The dedication featured a parade led by Chancellor Gordon Gee, Dr. Constance Bumgarner Gee, Peabody Dean Camilla Benbow, members of the Vanderbilt Marching Band, the Commodore mascot, and children from Peabody's Susan Gray School for Children and the Vanderbilt Child Care Center. Along with providing a safer, faster commute by foot for the Vanderbilt community, the bridge also serves as an attractive entry point to the heart of the campus.