Tuning to High Schools

By Madeleine R. Grumet, Dean

A nyone who has raised children knows that even when they are out of diapers, able to read and write, and driving themselves to the mall, it doesn’t get any easier. The needs of adolescents, though less constant than those of young children, are no less urgent. And they are more unpredictable.

Nevertheless, educational settings for adolescents are much too predictable. The high school curriculum is segmented, tightly framed, and sequenced. Tracking, whether it is explicit or implicit—as a result of scheduling that accommodates to specialized courses for selected students—separates and categorizes students. Teachers struggle to sustain the passion that animated their interest in young people and in the world, as they respond to external mandates, examinations, and bureaucracies. But too often the world, whichbeckons students with adventure and responsibility, remains outside, split off from the school and slowly, school, which is supposed to provide a window to the world, shuts the gates. School becomes about school.

High schools are hard places. We know this before Littleton and the violence that erupted in high schools around the country following it. But our concern is not only violence perpetrated by a few terribly disturbed young people. What concerns us is the picture of the world and the place in it that high schools offer so many of their students: the “achievers” as well as the disaffected. This picture is old and not easily changed.

We have deeply ingrained beliefs about what it means to know something, how knowledge is manifested, and what kinds of work in the world require what kinds of knowledge. While we have modified these beliefs somewhat in the design of curriculum for elementary and middle schools, high schools, for the most part, remain set in their ways. They are too large, and students get lost in them, feeling unseen just when they need to know that people outside their families recognize their existence. They are fragmented, asking students to sustain four or five utterly separate academic studies with little integration or connection to the rest of their lives. Community disappears in the crowd and students are abandoned to the media and the peer culture as adults become more distant, associated only with academic expectations and tasks.

The greatest challenge we face, here in the School of Education, is to provide our own students with models of curriculum and community that they themselves will want to bring into their classes once they are teaching. Our task is easier than that facing high school faculties. Our institution offers more flexibility, and our student’s body is selected, admitting those students who are on our campus through choice rather than compulsion. Nevertheless, all of our faculty members have been to high school, and grade school, and university, and we are all steeped in the traditions and biases of our own disciplines. We are here because wepropelled in the very conditions we hope to change. In our Minor of Arts in Teaching (MAT) program we are working with each other in teams, and working to bridge the gap in language and culture that separates theory and practice in the study of education. We are opening up the structures of our own instruction to make it more accessible to working teachers, providing part-time programs situated near their schools and communities. And we are working to find the spaces and occasions when students and faculty can engage with each other more fully, sharing research, experiences in schools, and ideas about how to make our own School of Education programs and community more vital and responsive to its members.

Our new MAT program is one of our efforts to change the picture. By making it a five-year program for college graduates who want to teach in high schools, we hope to provide an emphasis on the life of schools and adolescents as well as the methods of teaching the academic disciplines. Five new faculty members are joining the instructional team for this program, selected for their commitments to young people and for the ways that they understand the structure and culture of high schools.

• Our speaker series, “Growing Up in a Merica: Schooling and Adolescence,” will be directed toward bringing together teachers and researchers on campus and in our communities who are addressing issues of adolescence. We hope it will bring our students together with alumni and colleagues across campus.

• Our redesigned Teaching Fellows Program will provide opportunities for all our students to spend time in schools as well as community-based organizations and community education institutions such as museums, media, and industry. It will enable Teaching Fellows who expect to enter the MAT Program to work in schools with their schools throughout their four years of undergraduate work.

• Our high school literacy project will continue to study how students experience and engage in literacy activities in four area high schools: Orange High School, Orange County; Chapel Hill High School, Orange County; Carrboro High School; Durham County; and Jordan High School, Chatham County. This collaboration of the School of Education and the four districts, funded by the Matching Incentive Grants, is realized through the work of dedicated teachers in each participating school who have been surveying and interviewing their students and colleagues, and working with the Center for Documentary Studies at Duke, photographing students during the school day to assemble a picture of the activities that engage their time and interest.

Although each of us, every high school or institution of higher education, must work to realize democracy within the resources and conditions of our own places, we can learn from each other as we turn to high schools.

Thinking about Testing in North Carolina: What We Know, What We Need to Know

T he School of Education and its Alumni Council will hold an all-day forum on Saturday, October 31 to discuss North Carolina’s ABCs Accountability Program. The forum, entitled “Thinking about Testing in North Carolina: What We Know, What We Need to Know,” will be held at The Friday Center, Chapel Hill, 10:00 a.m.–3:00 p.m. Join UNC School of Education alumni and faculty, teachers, parents, students, NC Department of Public Instruction representatives, and others in a series of conversations designed to identify research and policy questions.

Presenters, panelists, and facilitators at the Town Meeting include Barbara Chapman, principal of New Hope Elementary School; Liz Colbert, senior partner with the Partnership Primary School in Raleigh; Lou Fabrizio, director of accountability with the NC Department of Public Instruction; Nancy Farmer, president of the Alumni Association of the School of Education; George Fleetwood, superintendent of Rockingham County Schools; Madeleine Grumet, dean of the School of Education; Henry J. Johnson, associate superintendent for instructional and accountability services with the NC Department of Public Instruction; Larry Kale, superintendent of Chatham County Schools; Alice Maniolfi, assistant director of the Principals’ Executive Program; H. Arley M. H. Van, research director of Common Sense; Geraldine McDill, president of the NC Association of Educators; Rita O’Sullivan, associate professor at the School of Education; Marvin Pilkam, assistant to the state superintendent, NC Department of Public Instruction; Sebastian Shipp, teacher with Wake County Schools; Ted Vaden, parent from Chapel Hill, and John Wazak, former Teacher of the Year from Orange County Schools.

North Carolina’s ABCs Accountability Program continues to influence efforts to raise academic achievement across the state, linking school status and merit pay for teachers to student performance on the tests. A requirement by the State Board of Education to end social promotions by 2003-04 relies heavily on testing performance to determine if a student will be admitted to the next grade level.

Much is known about the testing program, yet many questions remain. How are the ABCs influencing classroom instruction? Are they encouraging attention to The Standard Course of Study or limiting focus to tested subjects? How are children and families responding to their importance?

We hope you will join us at the Town Meeting to explore these and other questions. This forum will be an opportunity for all voices to be heard, for dialogue to occur, for ideas to be generated. We hope it will take us a step forward in making our testing program the best it can be for the students of North Carolina. Renewal credits (3) will be available for participation in this event. Visit the LEARN NC website (www.learnnc.org, click on Professional Development) to learn more about the Town Meeting, including directions to the Friday Center, and to review documents and background materials for the Town Meeting. If you have a related item you would like posted on the web for all participants to review, contact Linda Baucom. (lbaucom@unc.edu or 919/962-8687). Mark your calendar now, and return the enclosed registration card to reserve a place: the $25 fee includes lunch. Come home to your University to join in a discussion of these important issues and help shape the future of testing in North Carolina.
say that writing relieves stress and allows their academic studies of teaching methods, and focus group discussions, high school students are the most "successful" students say they are finding their high schools to be emotionally safe and focused on learning to make their classrooms places where they can connect with their "real lives." Across the country, students report feeling alienated from learning; even many of the most "successful" students say they are unconnected to their "real lives." Across the country, students report feeling alienated from learning; even many of the most "successful" students say they are unconnected to their "real lives."

The students see major strengths of the MAT program as the knowledge base provided by the faculty, coupled with the extensive, pragmatic experience with children in high school classrooms. "I couldn't feel better prepared for stepping into a classroom," Lowe said. "And as problems arise, I know I can call on professors at the School of Education, or get support from fellow teachers through the LEA II computer network that the School offers." High school teachers are needed across the country in the areas of mathematics and science. The MAT program could be even more productive in helping to meet these needs if the School were able to offer financial aid to the students, according to Ballew. "Many of them have to take out loans," he explained. "Some try to work part-time, which is not really feasible while com- pleting this full-time academic program." The outlook for this year is bright. Enrollment is growing, with a class of 67 students for 1999-00. Their credentials are strong; 8 of their GRE scores are 1180 and their average GPA is 3.4. To help intro- duce the new students into the program, three students from each of the first class met with them to share insights and advice. We answered their many questions," Lowe said. "And we told them to make the most of their classroom placements, to begin to know the surroundings and the children. If every resource available—the cooperating teachers and all the other people at the school. These experiences in the high school classrooms will be crucial for them to become teachers."

Faculty of the MAT program include Carol Mallow (Ph.D. '94), mathematics; Paul B. Houdreld (Ed.D. '59), science; William Proctor, English; Xue Lan, social studies; A. Urey Hening-Boynton and Rylko Kubota, foreign languages, and Daniel Huff, special education; Machtinger has taught this year with the addition of five new colleagues: Daniel Boudah, special education; Gregory Crake, assessment; Jim Herr, ammunition psychology; David Levine, social studies; and William Veale, science.

Teaching Fellows to Work in Schools and Communities

Howard Machtinger Is New Director

Howard M. Machtinger became the third-time director of the Carolina Teaching Fellows in July. During the past decade, the Teaching Fellows Program was developed by the creative leadership of Barbara Day, professor of curriculum and instruction, who will continue to serve in a consulting role

Concurrent with the transfer of leadership, the program has been redesigned to reflect the School's emphasis on the interconnectedness of schools, communities, and homes. In the new program, fellows will work intensively in both communities and schools beginning in the freshman year. Community-based organizations and alternative educational sites such as museums, industry, prisons, and media will be included as placement sites. Fellows will gain a more complete sense of the educational resources and communities in which learning occurs.

"A new teacher must master the tasks of course preparation, classroom assessment and meaningful engagement with students, as well as develop a productive dialogue with parents and the community, without becoming overwhelmed, demoralized, or cynical," Machtinger said, a veteran teacher himself. "The vision of the Teaching Fellows Program is to develop a 4-year experience with prospective teachers along these lines."

In addition to teaching high school history in Chapel Hill schools since 1993, Machtinger previously worked in a residence- group of undergraduate high school students in New York City, serving as a teacher, counselor, coach, and basketball coach. For 10 years, he worked as a computer programmer, using technology in many settings in California, New York, and North Carolina. He has long been active in movements for social justice, starting with the Civil Rights era and extending to the current movement for educational reform.

Machtinger earned his baccalaureate degree cum laude in sociology and English from Columbia University, in 1966. He earned a computer science and business technology degree from Seattle Central Community College in 1981. He is a master's degree is in history from San Francisco State University. He is currently a member of the NC Humanities Council Forum Speakers' Bureau and has written on education for The Journal of Common Sense.

Speaker Series to Address Adolescent Issues

Growing Up in America: Schooling and Adolescence

It takes a community to build a community. The School of Education invites colleagues across campus and in our school communities to join us in a series of conversations about our young peo- ple, their lives, school experience, and futures. We will hold monthly seminars in a series entitled "Growing Up in America: Schooling and Adolescence," to discuss research and program initiatives and invite faculty, students, alumni, and their friends to join us in a series of events to expand our understanding of the experience of young people. The series will be co-sponsored with the University Program in Cultural Studies.

**October 21, 5:00 p.m., 321 Hanes Arts Center

"Jennifer Bruner, New York University, Kids in Culture

November 18, 330 p.m., Toy Lounge

Tom Farmer, UNC-Chapel Hill, School of Education, Inter-group Relations in Schools

*Co-sponsored by the University Program in Cultural Studies

Note: More information is available from the School of Education calendar on page 11. Visit our website, www.unc.edu/depts/oct, or contact us by email (baucum@unc.edu) or telephone (919/966-7000) for updated information.

The Journal of Developmental Science, April 2000, Volume 1, Number 1, pp. 5-14

Teaching Fellows to Work in Schools and Communities

Howard Machtinger Is New Director

Howard M. Machtinger became the third-time director of the Carolina Teaching Fellows in July. During the past decade, the Teaching Fellows Program was developed by the creative leadership of Barbara Day, professor of curriculum and instruction, who will continue to serve in a consulting role.

Concurrent with the transfer of leadership, the program has been redesigned to reflect the School’s emphasis on the interconnectedness of schools, communities, and homes. In the new program, fellows will work intensively in both communities and schools beginning in the freshman year. Community-based organizations and alternative educational sites such as museums, industry, prisons, and media will be included as placement sites. Fellows will gain a more complete sense of the educational resources and communities in which learning occurs.

"A new teacher must master the tasks of course preparation, classroom assessment and meaningful engagement with students, as well as develop a productive dialogue with parents and the community, without becoming overwhelmed, demoralized, or cynical," Machtinger said, a veteran teacher himself. "The vision of the Teaching Fellows Program is to develop a 4-year experience with prospective teachers along these lines."

In addition to teaching high school history in Chapel Hill schools since 1993, Machtinger previously worked in a residence-group of undergraduate high school students in New York City, serving as a teacher, counselor, coach, and basketball coach. For 10 years, he worked as a computer programmer, using technology in many settings in California, New York, and North Carolina. He has long been active in movements for social justice, starting with the Civil Rights era and extending to the current movement for educational reform.

Machtinger earned his baccalaureate degree cum laude in sociology and English from Columbia University, in 1966. He earned a computer science and business technology degree from Seattle Central Community College in 1981. He is a master's degree is in history from San Francisco State University. He is currently a member of the NC Humanities Council Forum Speakers’ Bureau and has written on education for The Journal of Common Sense.

Speaker Series to Address Adolescent Issues

Growing Up in America: Schooling and Adolescence

It takes a community to build a community. The School of Education invites colleagues across campus and in our school communities to join us in a series of conversations about our young peo-
School Eight New Faculty Colleagues

Brown, Daniel J. Boudah, formerly an assistant professor at Texas A&M University, became assistant professor at the University of North Carolina at Chapel Hill on July 1. "I am delighted to join the School of Education and work with my colleagues in this exciting period of growth," Boudah said. "I am looking forward to contributing to the school’s research and training efforts already underway."

Boudah grew up as a language arts teacher in middle school and high school in Vermont. A former computer science professor at the University of Vermont in 1983, he earned an M.Ed. in special education at the University of Vermont in 1987, and was a middle school resource teacher and summer school principal in California for three years. His Ph.D. from the University of Kansas in 1984 is in special education and learning disabilities. He won the Outstanding Dissertation Award in 1996 from the Council for Exceptional Children, Division on Learning Disabilities. He also won the Student Research Award in 1996 from the American Educational Research Association and the Research Education SIG, and the Outstanding Research Award from the Council for Learning Disabilities in 1995. His research approach is collaborative, field-based research, working in partnership with teachers and students. His research interests include bridge bridges the gap between research and practice.

Brown, Kathleen M., who received her Ed.D. at Teachers College, Columbia University this summer, became an assistant professor of educational leadership on July 1. She has taught middle school and served as an elementary/middle school principal in Pennsylvania and New Jersey. She also holds a superintendent’s certificate and a principal’s certificate for grades K-8. She has been an educational researcher/evaluator for Research for Better Schools in Philadelphia since 1998. "I am very happy to be here at UNC-Chapel Hill," she said. "I am really looking forward to working with our principal investigators and colleagues already in the field. During the course of the year, I will have the opportunity to visit at least 17 different school sites across the state and collaborate with the principal leadership and teachers." She did her undergraduate work at Immaculate Conception College in Pennsylvania, where she earned her B.A. in special education in 1985, double majoring in psychology and theology with an elementary education concentration. Her M.A. was awarded summa cum laude from Carlow College in New Jersey in 1995, in elementary education administration. She holds a religious certificate, grade K-12, for the Archdiocese of Philadelphia, where she served as youth director and catechist teacher. She also was president of the Elementary School Principals’ Association in Pennsylvania and is currently on the Middle States Association Evaluation Team. Her areas of professional interest include middle school reform, organizing and leadership for the middle school, and youth and the interaction of theory and practice in educational administration.

Brown, Gregory J. Cal, currently on the faculty of the University of Toledo, will join our faculty in January as an associate professor of educational assessment and evaluation. An elementary and middle school teacher in Michigan for five years, he later worked with the statewide school testing program in Michigan, and subsequently with the national licensure programs at American College Testing in Iowa. "I was excited about the opportunity to work with students at Carolina who are enthusiastic about educational measurement research and testing, and about collaborating with an excellent faculty," he said. Cal earned his doctorate in education, master’s, and bachelor’s degrees in educational psychology from the University of Michigan. He has held elementary teacher and principal certificates in Iowa, Ohio, and Michigan, and served as vice president of the Sylvia, Ohio, Public Schools Board of Education. His research specialization is a standard setting. Other research interests include educational policy, item formats, large-scale assessment, and home schooling. His current work includes two books. Cal is a tenured faculty member of educational policy. He was nominated twice by his peers for faculty researcher of the year at the University of Toledo. But he is most recent accomplishment that he found most rewarding is this: "I was able to help the graduate address at my daughter’s high school graduation last year,” Cal said. “Seeing your children develop into adults you are proud of is perhaps the most rewarding experience a parent can ever have.”

Cal, Jill E. Vann, has joined us as an assistant professor of adolescent development. Since completing a Ph.D. in educational psychology and human development in 1996 at the University of Wisconsin-Madison, she has been a visiting assistant professor and postdoctoral fellow at the University of Illinois at Urbana-Champaign. Her research focuses on adolescents’ peer relations in diverse school settings; her inter- ests include influences, friendship selection, coping strategies and maturation experience among African-American, Asian, Latina and white adolescents. “Schooling is as much about social experiences as it is about academic experiences,” she said. For her studies, students navigate culturally diverse school environments and the implications for the school culture and individual development.” Vann taught middle school students for several years in a summer program for African American, Latina, and Asian-American students in Wisconsin, and was a substitute teacher in the Wisconsin-Simpson County School District in Wisconsin. She was awarded an M.A. in educational psychology from the University of Illinois in 1998, recognizing her outstanding undergraduate teaching. Her undergraduate degree is from Wayne State University, where she graduated cum laude with honors in psychology in 1989.

O’Sullivan, Rita. O’Sullivan traveled east from Greensboro to join the School of Education faculty as an associate professor of educational assessment and evaluation on July 1. A faculty member of the School of Education at the University of North Carolina at Greensboro since 1992, she earned an M.Ed. in early childhood special education from the University of Illinois at Urbana-Champaign in 1993 and completed her Ph.D. in special education in 1999. “Coming to Carolina is an exciting opportunity for me,” O’Sullivan said. “First, I am really long time resident accustom to the whole open air space this. Carolina appears definitely rolling and diverse. Second, Carolina has a nationally recognized program in early childhood education, which I am really pleased to be here!” O’Sullivan has worked with young children and their families in numerous rural and urban settings. Her research focuses on strategies teachers use to support young children of different ability levels as the children work on a complete puzzle task. The proposal for this research won the 1997 Banker’s Rose Award for Research on Classroom Interaction from the Children’s Services at the University of Michigan. O’Sullivan holds a B.S. in home economics social welfare, awarded by Purdue University in 1972, and an M.Ed. in early childhood special education from the University of Illinois, 1980.
Governor and Dean Go to School
Middle School Students Are the Teachers

When technology brings the world into the classroom and children into the world, it is fulfilling its promise to education. Two teachers at Grey Culbreth Middle School in Chapel Hill accomplished that, using the resources of LEARN NC, a statewide computer network of services offered free by the School of Education to teachers and students from kindergarten through 12th grade. Dana Dodson (A. B. Ed. ’96) and Victoria Lunetta (A. B. Ed. ’97), both alumnae of the School of Education, taught their 6th-grade students to navigate through the resources of LEARN. The first mission for the students was to discover information about the Mona Lisa. Sitting behind a Power Macintosh computer, the 6th graders used several sites linked to LEARN to discover who Mona Lisa was, where the painting is, when it was painted, and who painted it. They then proceeded to their next mission: to locate statues from the Parthenon in Greece. To accomplish these tasks, the students skillfully linked to websites with information on France, Greece, the Louvre Museum, travel planning, currency exchange rates, hotels, and conversion algorithms for measurements of length, weight, and temperature.

A form mastering the internet, the students demonstrated their skill last May at an audience that included Governor Jim Hunt, State Schools Superintendent Mike Ward, a Citizen U N C Chancellor Bill M C oy, and Acting UNC Chancellor Bill M c o y, and UNC School of Education Dean Madeleine G r u m e t as well as personnel of LEARN. “The Governor’s interaction with the students was phenomenal,” said Duff C o b u m , then acting director of LEARN. “It is very clear to me why he is known as the education governor. He truly is interested in quality education for all.”

Since its inception in 1996-97, LEARN NC has expanded to include all 117 school districts statewide, making these kinds of experiences available to students across North Carolina. LEARN NC includes lesson plans designed by teachers and indexed to the N.C. Standard Course of Study. It also offers teachers and other educators a forum for exchanging ideas with one another as well as an opportunity to participate in workshops on-line, at a time that fits their work lives.

Beginning in the fall of 1999, community colleges in North Carolina, through a partnership with U N C , are providing training to public school teachers across the state on how to access and use the many resources available to them through LEARN NC.

LEARN NC Becomes National Demonstration Project

J a m e s B a r b e r i s New Director

The School of Education welcomes J a m e s G. B a r b e r as director of LEARN North Carolina. LEARN has enjoyed vigorous leadership from Bob Berlam, who served as director from January 1998 to July 1999, who now serves as program director. Under their leadership, LEARN has stretched across the state, training more than 20,000 teachers. It has enjoyed support from the Legislature and the University as well as a $1.2 million grant from the federal government to serve as a national demonstration project for other states striving to develop an internet network for their teachers. Barber’s goal for LEARN is to support the work of the School of Education and the faculty in providing services to public schools and participating teachers statewide. “We are promoting the development of an integrated teaching network for the state,” Barber said. “The technology of LEARN enables teachers to access resources and each other. We are facilitating the power of teachers’ becoming a human network among themselves.” LEARN will also implement its partnership with North Carolina’s community colleges, in which the colleges will train teachers to use the web site. Barber began the position on August 1. Prior to this appointment, Barber was associate superintendent for financial and personnel services in the North Carolina Department of Public Instruction, responsible for the finances of the North Carolina schools. Before 1983, he worked in the Governor’s Office of Planning and Budget in Georgia. Barber graduated Phi Beta Kappa from Colgate University in 1968 with a bachelor’s degree in economics, and went on to serve in U.S. Navy as a Supply Corps Officer through 1972. He earned his master’s degree in Business Administration from Harvard University in 1974.

“Giving the nation a new syncopation-The people called it Ragtime!”

Syncope is tricky in music and even trickier in life, for it invites us to bring together opposing rhythms into one tune. It also makes music and the rhythms of everyday life more interesting, surprising us with pauses and beats, with the tensions of opposition and the delights of novelty. Ragtime, the era, the music, and the novel by E.L. Doctorow, became the theme of the School of Education’s first collaboration with the North Carolina Teacher Academy (N C T A ). Three one-week sessions that brought more than 200 teachers from all over the state to our campus this summer to study interdisciplinary curriculum that integrates the arts and humanities.

D e a n M a d e l i n e G r u m e t , associate dean Bobby K anoy, and associate professor L y m d a S t e n o e joined faculty from other departments to craft a plan for the academy. Participants included professors J o y K a s o n , J o h n K a s o n , P e t e r F i l i n e , and graduate student C o r t C a m b e r t from a music studies professor T o m M a r b o n from the M u s i c Department; and A. C l a r k M u s e u m staff, B e b b y S h a w , L e s l y B a l k a y and R a y W o o d y . Together they created a five-day curriculum that addressed the era when industrialization and immigration transformed the culture of American society. This UNC group then joined with instructors from N C T A : M a r j o r i W a y , E l a i n e S c h a r l e t t , B C C r o w d w o r d , and A n g e l a M e t t s , and C i n d y C o p o l o of N C T A and U N C . They also involved instructors from the A + S c h o o l s Project which works to achieve school reform through incorporating the arts in curriculum; J a m e s C a s a r a , L o r a D a v i s - J o n e s , M a r t a H e n n e r, D a n i e l l e S t a l l i n g s , and B a r b a r a C a r y .

Participants attended morning presentations on current themes and workshops illustrate their curriculum connections. A second session was visual arts workshops at the A. C l a r k M u s e u m and H a n e s studies as well as theater in education workshops in Pebble Hill, where participants conducted art and dance workshops. The themes of a theater workshop included “The arts and the arts.” The workshop was lead by O. T. S. in collaboration with the Carolina Art Academy. The workshop participants were divided into groups and each group created their own performance. This performance was then presented to the other participants. The performance was then evaluated by the other participants. The performance was then evaluated by the other participants.

W ith funding from the T h o m a s S. K e n a n, I11, Institute for the Arts, the A. C l a r k A r t Academy A g e n d a project has brought together faculty from the School of Education who are particularly interested in the arts, and faculty of the arts departments who are interested in improving future artists’ familiarity with art. In a series of four dinner discussions last spring, 30 participants discussed common interests and developed an intrapreneurial project for refining arts training and education on the Carolina campus. A project will continue in the fall, exploring specific ways of collaborating to develop campus resources for integrating arts education and teacher education. Participating departments include the departments of art, music, dramatic arts, communications studies, and the A. C l a r k A r t M useum.
Distance Learning Reaches Across State

Needed: hundreds of qualified special education teachers. A cross the state, teach-
ers from other fields are stepping in, without training or preparation, to work with stu-
dents who have specific learning disabilities or behavioral or emotional disorders. These teachers often are unprepared to work with special students but find that distance or distance education makes possible, even convenient, what otherwise would have been impossible. Partner institutions are Elizabeth City State University, N.C. Central University, UNCGreensboro, UNCWilmington, Western Carolina University, and the Division of Exceptional Children Services in the N.C. Department of Public Instruction.

Help for Teachers of Birth-Kindergarten Children

Despite efforts by the legislature and the State Board of Education to improve the education of young children by creating a special license for teachers of children from birth to kindergarten (B-K), few people in the state have licensure within this category. “We were inundated with phone calls last year from teachers of B-K children who needed to take course work toward licensure, and wanted to do so through Carolina,” said Harriet Boone, associate professor of child development and family studies. In response, Boone and her colleague, Valerie Jarvis, assistant professor of child development and family studies, pro-
duced a 3-week summer institute offering two graduate courses required for B-K licensure. Collaborating with Catherine Clark and Kim Gamalt from the Child Development Department at Meredith College in Raleigh, they offered daylong classes for three weeks in June at the Orange County Human Services Building in Chapel Hill. The two graduate courses, co-taught by Carolina and Meredith faculty, covered topics such as professional development, leadership, and working with families and interdisciplinary teams. Funding from the Division of Exceptional Children Services of the North Carolina Department of Public Instruction provided a stipend to each of the 60 participants, who came primarily from nearby counties. “We had teachers from public schools, Head Start classes, and infant/toddler programs,” Boone reported. “They were mostly from the public sector, but a few were from private agencies.” With continued funding, Boone hopes to repeat the program next summer.
Newly Funded Projects
$2.4 million from U. S. Dept. of Education for work with teachers of Limited English Proficient students

Limited English Proficient students. Twentynine totaling $2.4 million will enable A. udrey Henning-Boynton, professor of for- eign language education and Spanish, to train teachers in nine counties over the next five years to serve limited English proficient (LEP) students more effectively.

Over the past decade, North Carolina has experienced unprecedented growth of LEP students. In 1988, the state reported 3,000 LEP students; this past year, the number had grown to nearly 29,000. The project will provide training to K-12 classroom teachers and administrators that will lead toward add-on licenses in English as a Second Language (ESL). It also will create a cadre of K-12 teachers who will act as mentors and change agents with other teachers in the district. Participating counties include Alamance, Chatham, Cumberland, Durham, Harnett, Johnston, Lee, Granville and Wake. The project will be accomplished through a partnership between the Wake County school system, Carolina, and the other school districts. The grants were awarded from the Office of Bilingual Education and Minority Language Affairs (OBELA) at the U. S. Department of Education.

Internet network for teachers. LEA R N NC has received a $1.12 million Technology Innovation Challenge Grant from the U. S. Department of Education. The 3-year grant will enable LEA R N NC to continue to pro- vide curriculum materials and resources in North Carolina, and to serve as a national demonstration project for other states striv- ing to develop an internet network for their teachers, working collaboratively with at least two other states in developing internet resources for their educators. Under the lead- ership of director Jim Baribeau, LEA R N NC also will host a national demonstration community forum as an opportunity for other states to see a demon- stration of LEA R N NC and how it operates.

Research. The Rockefeller Foundation has funded Carolina with a $50,000 grant to develop, support, and encourage research education in the grant. The grant will support a new research program entitled, “Race, Ethnicity and Schooling.” Working in collaboration with historian Jim Leloudis, Professor George N Noblit and Dean Madeline Greenum will develop a research symposium that focuses expertise across cam- pus on this topic and provides support for scholars to undertake research in this area.

Arts and education. The School of Education has received a $30,000 grant from the Kenan Institute for the Arts to continue its work with arts faculty members from the College of Arts and Sciences at Carolina to link teacher education courses to arts experi- ences and instruction. Professor George N Noblit and other collaborating faculty members will meet throughout the fall to plan sessions for integration in teacher education courses in the arts.

Music in elementary school curriculum. The N. C. Curriculum, Music and Community Project, directed by associate professor Dwight Rogers, has received a $9,000 grant from the N. C. Humanities Council and a

$10,000 grant from the N. C. A.rts Council. The project seeks to integrate traditional North Carolina music into the public school curriculum. Its goal is to go beyond a typical “arts enhancement” unit and make music a central feature of the entire course of study. In the pilot phase, the project team is work- ing with 4th-grade teachers at Anawell Elementary School in Caldwell County this year. (See article, page 5.) The future plans are to extend the project to two or three more counties.

Effects of block scheduling. The Spencer Foundation has awarded $30,000 to assist professor William Veal to investi- gate how three different schedule types operate. In the spring, the same school affect teaching and learning. The three schedules are a 4x4 block, an A B block, and a traditional schedule. Children, pre-kindergarten through 3rd grade.

Children, birth to age 5. With a support from a $55,000, one-year grant from North Carolina Smart Start, associate professor Rita O’Sullivan will evaluate the effectiveness of the Early Childhood Partnership in Forsyth County, N. C. The activities of the Partnership relate to communication, early childhood education and care, family support, and health/translation.

Charter schools. The N. C. Department of Public Instruction has awarded a $300,000 grant for a 2-year study of charter schools to George N Noblit, professor of social founda- tions, Carol M Alley, assistant professor of mathematics education, and William M Alley, associate professor of educational leadership, to study four large urban schools in the district that are undergoing reform and are using James Comer’s School Development Program as part of their reform strategy. The focus is on how the school district context affects implementation of the School Development Program. The grant will support the research team in conducting case studies of at least two schools in each district.

Charter schools. The N. C. Department of Public Instruction has awarded a $300,000 grant for a 2-year study of charter schools to George N Noblit, professor of social founda- tions. This study is to prepare for a legislative evaluation of charter schools. The nature and character of charter schools will be explored, their impact on local communities examined, and student outcomes assessed. A special focus will be analyzing the best prac- tices in charter schools.

Daniel Huff, clinical associate professor of music education, was among three UNC faculty members who won the 1999 Student Undergraduate Teaching Awards. These awards are the only ones at Carolina directed and funded entirely by students. They are given to professors who are exceptional undergraduate teachers, demonstrate con- cern for each student, teach by example, and maintain high expectations of students. Dwight Rogers, associate professor of elementary education, and Gerald U. nks, professor of social foundations, were among 22 faculty members named by the Senior Class of 1999 as their “favorite faculty” at Carolina. The Favorite Faculty Awards recognize dedication and innovation in undergraduate education. They are co-sponsored each year by the Senior Class, the Division of Student Affairs, and the General Alumni Association.

Robert A. Jackson, one of the first African-American women to earn a Ph.D. degree at an HBCU, has been named the building which houses the U. S. Army Division's Office Jackson Hall in honor of Jackson and her husband, Byrdon Jackson, a retired English professor.
Alumni Bookshelf

Recent books by School of Education alumni cover topics from outdoor learning to school reform. It is gratifying to find our alumni involved in such important work.


This book tells the true story of a young boy’s struggle with self-injurious behavior and his family’s devotion and support. The central theme of the book is that the child was a warm, alive human at all times, neither labeled nor treated as a syndrome or a disorder. A strong secondary theme is the importance of family ties.

Levin, D. Mark (B. A. Ed. ’74). (1999). Taming of the wild outdoors: Building cooperative learning through outdoor education. This book has use-to-activities to teach children of all ages about the outdoors. Team-building group activities based on trees, streams, insects, wildlife, recycling and more promote cooperative learning while providing an appreciation and respect for nature and the environment.


This volume addresses the overall mission, scope, and responsibility of general education as we enter the 21st century. A special focus is on the future role of special education, the inclusion movement, and how it reflects what education in America represents.


Leading authorities in the child mental health field provide descriptions of some innovative and effective prevention and early intervention programs. The volume addresses not only theoretical and empirical issues, but financial, organizational, replicability, and other practical considerations.


This book is a collection of essays “for those who don’t take science, education, politics, and literature too seriously.”


School of Education Alumni Excel in Teaching, Leadership, and Research

Teachers of the Year

A lumnus of the School continue to garner teaching honors at the elementary, middle, and secondary school levels. Congratulations to the recent winners:

Jami Burns (A.B. Ed. ’82, M.A. ’88) Teacher of the Year, Chapel Hill-Carrboro City Schools (NC), 1999

Tangula A. Diggs. (B.A. ’91) Teacher of the Year, Yancey County Middle School, North Carolina, 1999

Phyllis Kerley Ethnagi (B.A. Ed. ’77) Teacher of the Year, Franklin County (NC), 1999

Lyne E. Wilbur Flood (B.A. ’97) Sadie Mae First Class Teacher Award, Johnston County (NC), 1997

Helan McLeod (M.Ed. ’80) Teacher of the Year, Durham (NC) School for the Arts 1999

Chirley Medley (B.A. ’83) Sally Mae First Class Teacher Award, Orange County (NC), 1999

Aredra Whitehurst Kite (B.A. Ed. ’89) Teacher of the Year, Pender County (NC), 1998-99

Finalist for Southeast Region Teacher of the Year, 1999

Tracy Fuller Peedin (B.A. Ed. ’94) Teacher of the Year, “Fame for Learning Award, Johnston County (NC), 1999

Darlene Ryan (A.B. Ed. ’78) Smart Links Business Week Award, 1999

Kira Runion Schadegg (B.S. ’79, M.Ed. ’96) Teacher of the Year, Academy of the New Church (PA), 1998

Dona Potok Warner (B.S. ’78, M.Ed. ’82) Dean’s Teaching Excellence Award, Houston Health Science Center (TX), 1999, 1998, 1997

New Appointments

Arcie Ervin (Ph.D. ’99), who earned his doctorate last spring from the School of Education in educational organization and policy studies, was named associate vice president for academic affairs of the University of Missouri System, effective last January. He serves as assistant to the chancellor and is the administration’s liaison for minority issues.

Paula Myrick Short (M.Ed. ’70, Ph.D. ’83) was named associate professor at the Department of Minority Affairs at The University of North Carolina at Chapel Hill, effective last January. Her work will cover all aspects of academic affairs.

Research Awards

Kathryn L. Staley (B.A., ’93), a master’s student at Atpalapion State University, won the 1998 Best Paper Award from the National Education Association.

Lynn Willford (A.B.J.O. ’78, M.Ed. ’86, M.A. ’91, Ph.D. ’92), senior research associate and coordinator of assessment of the U.S. Office of Institutional Research, won the 1998 Best Paper Award from the American Association for Institutional Research.

Send Us Your Nomination for Alumni Council Membership

Would you like to serve on the Alumni Council of the School of Education? Or do you know someone who seems well suited to such a post? A few spots are open on the Council beginning this fall. Appointed for three-year terms, members are expected to attend three or four meetings per year in Chapel Hill. The Council advises the Dean on educational issues and practice, and assists in planning and implementing events on behalf of the School. Here’s an opportunity to help shape educational policy at your alma mater. If you’re interested or wish to nominate someone else, let us hear from you by e-mail (lbaumc@unc.edu) or telephone (919/966-7000). We welcome your suggestions.

From Your Alumni Council President

The arrival of Dean Madeleine Grumet has re-energized the School and the Alumni Council in our hopes and dreams for developing teachers and school leaders across North Carolina. Dean Grumet believes as the late Chancellor Michael Hooker did that we are a “university of the people” and must be about problem solving for the continued success and prosperity of our state.

Supporting the School’s vision of a place for problem solving and thoughtful conversation, the Alumni Council is sponsoring its first TOWN MEETING to discuss “Thinking about Teaching in North Carolina.” What We Know, What We Need to Know on Saturday, October 30, 10 a.m. – 3 p.m., at The Friday Center in Chapel Hill. We invite you to come and add your insight and ideas for making statewide testing work in our state. See page 1 for more details, and the back cover for a registration card.

The Council also will be reaching out to a teacher and school administrator from every school system to develop a network of “Carolina Connections.” We want to build statewide connection to understand school-based issues and get school input about university programs, courses, and degrees, as well as pending legislation. This year, “get connected” to your Carolina School of Education.

Alumni President


A lumnus Council President
and later became vice president of Chapel UNC-CH Board of Trustees.

families, and foundations who fund these University as a whole, but also about the R. Davie Award and the General Alumni Association's Distinguished Service Medal, Education and one of Carolina's trustees around Dean Grumet and support her. We she is on the cutting edge. I call on my fel-

ness. “Following a family tradition, I came to do their best at whatever they do,” said “The whole world is changing, and improvements—since her college days has been improving student life on campus. With head of student affairs at the University of Michigan during the 1990s, she formed a task force to study binge drinking and led the process of reforming the university’s code of student conduct.

members of the Meredith community expect to benefit from Hartford’s leadership. “In tour to become, we have an accomplished academician, a respected administra-
tor, and an experienced manager of person-
nel and fiscal resources,” said Dr; Jeff Hockaday, chairman of Meredith’s Board of Trustees, announcing the appointment to local media last spring. Hartford is eminently qualified not only to lead but also to serve as a role model for advancing Meredith College’s mission—educating women to excel.

My mother was my role model,” said. “As long as I can remember, I always wanted to be a teacher, just like her.” House, who received her Ed.D. in educa-
tional leadership from our School of Education in 1988, accomplished her child-
education in 1972. “The whole world is changing, and not considering myself a writer until my late middle school guidance counselor, principal, and superintendent’s assistant. Prior to her tenure in Memphis, House wassuperintendent of the Chapel Hill- Carrboro City Schools for seven years, where she was highly regarded by educators. “Gery is visionary, passionate about the future of children, and one of the hardest workers I’ve ever known,” said Neil Pedersen, who served with House as assistant superintendent and suc-
cceeded her as superintendent. “I consider her to be one of the most articulate and skilled leaders I’ve ever met,” in education, or any other sector.”

House’s work on school reform has earned other national honors, including the 1998 Richard Green Award for urban educators, given by the Council of the Great City Schools.

Students Receive School of Education Fellowships and Awards

Outstanding students in various program areas in the School of Education have been awarded named fellowships, scholarships, and awards from the School for 1999-2000. Thanks to the generosity of the individuals, families, and foundations who fund these fellowships and scholarships, the School is able to recognize and support these excellent students. Recipients are as follows: 1999-2000 Centura Bank Fellowship in Educational Leadership and Virginia Carter Gobble Fellowship - John Denning, Ed.D. student in education. 1999 Clarence York Award in Child Development and Family Studies - Aruna Hankins and Erika Smith, recent graduates in child development and family studies. 1999-2000 Esther and Ira Gordon Fellowship - Ipanlette Hall, Ph.D., student in school psychology. 1999-2000 Smallwood Fellowship in Educational Leadership - Tessa Davis and Susan Wynn, Ed.D. students in educational leadership. 1999-2000 W. Lilly H. All Kennedy Scholarship - Kuan Y Lin, Ph.D. student in human development and family education.

...
A Celebration of Giving
The Bundy Family’s Story

“Vee” (A.B. ’35, M.Ed. ’41, Ph.D. ’69) and Norma Bundy impressed on their four children the importance of education, community, and giving to others. The now-grown Bundy children—Vee ’64, Kay ’66, Deborah, and Linda—are living those values through the establishment of the $25,000 Kay Bundy Bowman Vee Scholarship Fund at the University of North Carolina at Chapel Hill, in honor of their mother. The fund will support a new, endowed scholarship in the School of Education at Carolina.

The fund began with memorial donations from friends and family at her father’s funeral a few days ago. The Bundy children generously completed the endowment. “We are so happy with our decision to fund the scholarship,” said daughter Kay Bundy Bowman. “We know Dad would have been honored beyond words that his love of knowledge and his adoration of UNC will continue in the opportunity to give hope to others.”

Deborah Bundy Wilson agrees. “The further we get from Dad’s death, the more we feel a need to find a way to remember and memorialize, for ourselves, his grandchildren and others, who he was and what he cared about most,” she stated. “Dad loved the field of education and he loved UNC. The hardest thing he ever gave me was when I decided to go to N.C. State. Dad and Mom went to college on need-based scholarships. It seems fitting to give others the chance.”

Kay Bundy Bowman, herself a UNC School of Education graduate and a former public school teacher, concurs, “Dad and I are smiling somewhere in his Carolina Blue.” A lifelong member of UNC’s General Alumni Association, Bundy first came to Carolina in the early 1960s. Remembering himself as grown up at an eastern North Carolina farm boy, he received a scholarship for undergraduate study. Bundy graduated from the University of North Carolina School of Education with a bachelor’s degree in 1935 and finished his master’s degree in 1941. He served as principal and superintendent of A.T. Amawhalaw Grapeseed Schools and Madison Maysy School, respectively, from 1944-71. In 1969, he completed his Ph.D. at Carolina. He was professor and head of the Department of Sociology at Bennett College and part-time faculty member at Guilford College and N.C. A&T State University.

Norma Melvin Bundy, who earned her bachelor’s degree from East Carolina Teachers College in 1935, was a math teacher, grades 7-12, for 36 years. She taught all four of her children. She earned a master’s degree in math education from UNC—Greensboro in 1960. After her public school teaching career, Norma Bundy taught math at Guilford Technical Community College for several years.

Both of the Bundys served their communities in ways that reflect their dedication to helping others, especially young people. Vee Bundy was Commissioner of the Boy Scouts of America and a member of the Rotary Club. He also authored several genealogies and A History of Falcon (N.C.). Norma Bundy was an active volunteer in her children’s activities in scouting and church choir, as well as a member of a Alpha Delta Kappa, the N.C. Association of Educators, and the National Education Association.

The scholarship will be awarded for the first time in the fall of 2000. The family prefers that recipients be from Alamance, Bladen, Clarendon, Cumberland, Guilford, or Rockingham counties, where their parents grew up and taught. For the majority of the family’s lifetime, the family lived in Alamance County, where Norma Bundy was a teacher. Some of the vignettes will be published in a future issue of The Carolina Slate.

Nancy Farmer and Everette James Give Paintings

Dean Madeleine Grumet and Senior Associate Dean William Burke hang a painting given by Nancy Farmer and Everette James.

“Thank you for your support of the School of Education at our great University. Working together, we can assure that the School will excel in preparing generations of Tar Heels to come.”

Nancy Farmer and Everette James

If it’s been a while since you’ve been to the School of Education, now is a good time to come home. The School has a warm artistic touch, thanks to alumna Dr. Nancy Farmer (A.B. Ed. ’69, M.Ed. ’70, Ed.D. ’92) and her husband, Dr. Everett James (A.B. ’59). The couple has donated nineteenth and twentieth century American paintings from their extensive collection for the beautification of the School and the School of Education team, preparing annual honor roll of giving.

Annual Honor Roll of Giving

A summary and donor to the School of Education, you are our partners in educating and preparing public school teachers, administrators, counselors and psychologists for our state and nation. We thank you for your support and recognize your loyalty. Beginning July 1, 1999, we will track your gifts and publish an Annual Honor Roll of Giving at the end of each fiscal year. All gifts are needed, appreciated, and well used. The designations for the Annual Honor Roll of Giving are as follows:

Planned Giving

Answers

Charitable Gift

A nn u i t i e s

S t a r T e a c h e r

Honor Your Star Teacher

There are many opportunities to support the School of Education, our students and professors. In the last issue of The Carolina Slate, we announced the newest way, the Star Teacher Honor Roll. Seventy-five of you wrote a brief vignette of the special teacher in your life. Your stories confirm that teaching is an exciting, vital profession.

Some of you wrote of teachers who inspired you to believe in yourself. Others wrote of teachers who brought social studies, Shakespeare or science alive in ill-equipped classrooms. Many became teachers because you were taught by selfless individuals willing to share their knowledge and, in some cases, their worldly goods with you. The inaugural 1998 Star Teacher Honor Roll appeared in the fall-winter 1998-99 issue of The Carolina Slate.

We again invite you to honor the Star Teacher in your life. Honored teachers may be living or deceased. They may have taught any grade in public or private schools, K-12. Please write a brief vignette of the special teacher and submit it with a gift of $100 or more to the School. A response card is provided on the back of The Carolina Slate for your use.

We will publish again this year an annual Star Teacher Honor Roll, listing the Star Teachers where you taught, who taught you, and who nominated them. We will send your vignette to the teacher, or the teacher’s family, and to the school and district where the teacher taught. Some of the vignettes will be published in a future issue of The Carolina Slate.

Your donation is an important source of unrestricted funds for the School. It will be used in the area of greatest need. Your gift also tells current students that teachers are respected and remembered.

Whether you make a planned gift, a Annual Fund gift through the phone-a-thon or a donation in honor of a Star Teacher, you have our thanks for supporting the School that supported you. If you graduated months ago or years ago, you remain a part of the School of Education team, preparing young minds for the future.

We again invite you to honor the Star Teacher in your life. Honored teachers may be living or deceased. They may have taught any grade in public or private schools, K-12. Please write a brief vignette of the special teacher and submit it with a gift of $100 or more to the School. A response card is provided on the back of The Carolina Slate for your use.

We will publish again this year an annual Star Teacher Honor Roll, listing the Star Teachers where you taught, who taught you, and who nominated them. We will send your vignette to the teacher, or the teacher’s family, and to the school and district where the teacher taught. Some of the vignettes will be published in a future issue of The Carolina Slate.

Your donation is an important source of unrestricted funds for the School. It will be used in the area of greatest need. Your gift also tells current students that teachers are respected and remembered.

Whether you make a planned gift, a Annual Fund gift through the phone-a-thon or a donation in honor of a Star Teacher, you have our thanks for supporting the School that supported you. If you graduated months ago or years ago, you remain a part of the School of Education team, preparing young minds for the future.

A n s w e r s

C h aritable G ift

A nn u i t i e s

S t a r T e a c h e r

Honor Your Star Teacher

There are many opportunities to support the School of Education, our students and professors. In the last issue of The Carolina Slate, we announced the newest way, the Star Teacher Honor Roll. Seventy-five of you wrote a brief vignette of the special teacher in your life. Your stories confirm that teaching is an exciting, vital profession.

Some of you wrote of teachers who inspired you to believe in yourself. Others wrote of teachers who brought social studies, Shakespeare or science alive in ill-equipped classrooms. Many became teachers because you were taught by selfless individuals willing to share their knowledge and, in some cases, their worldly goods with you. The inaugural 1998 Star Teacher Honor Roll appeared in the fall-winter 1998-99 issue of The Carolina Slate.

We again invite you to honor the Star Teacher in your life. Honored teachers may be living or deceased. They may have taught any grade in public or private schools, K-12. Please write a brief vignette of the special teacher and submit it with a gift of $100 or more to the School. A response card is provided on the back of The Carolina Slate for your use.

We will publish again this year an annual Star Teacher Honor Roll, listing the Star Teachers where you taught, who taught you, and who nominated them. We will send your vignette to the teacher, or the teacher’s family, and to the school and district where the teacher taught. Some of the vignettes will be published in a future issue of The Carolina Slate.

Your donation is an important source of unrestricted funds for the School. It will be used in the area of greatest need. Your gift also tells current students that teachers are respected and remembered.

Whether you make a planned gift, a Annual Fund gift through the phone-a-thon or a donation in honor of a Star Teacher, you have our thanks for supporting the School that supported you. If you graduated months ago or years ago, you remain a part of the School of Education team, preparing young minds for the future.
Keeping up-to-date with alumni... Let us know what YOU are doing.

1950s

Raymond E. Bauer, M.Ed. Ed.D, Ph.D. Retired from N.C. Wesleyan College, Rocky Mount, N.C. 1993. First assistant football, baseball, basketball, and professor of physical education at “then” new College (1960). Later served as the first Athletic Director for the College for 4 years, as well as professor of education. Resides in Rocky Mount with wife, Mary.

Patrick W. Jackson, A.B., M.Ed., Ed.D. ‘96. Director of international education and outreach, and associate professor of educational leadership, College of Human Resources and Education, Virginia Polytechnic Institute and State University.


1960s


Elizabeth (Miller) Daniel Price, M.A.E.C.E. ’86. Director/principal, Community United Methodist Elementary School, Elizabeth City–Pasquotank County Public Schools, MD. M.A. in reading specialist, 5 years ago. This year, “little one room school house where I taught 45 years ago. This year, "little one room school house that I taught at 45 years ago."


1970s

Richard B. Bryant, Jr., B.A. ’80. Chairman, Department of Curriculum and Instruction, UNC-CH. Ph.D., Education, 1997. "11 years of teaching in the public schools of Durham School, Wake County, NC."

1980s

Katherine Caudle Ann (M.A., B.A., Ph.D., ’80. Fifth-grade classroom teacher, Chapel Hill Elementary School, NC. "11 years of teaching in the public and private schools of north Carolina in the 1980s."

Debra Richmond A. M.E.C.E., B.A., ’81. Director of Child Care Pre-school located in Southern Village, Chapel Hill, N.C. "I was a pre-kindergarten teacher in the 1990s.


Robert Austin Lassiter, Jr. Professor emeritus, retired – Virginia Commonwealth University. "I’ve been in education for 35 years in the field of rehabilitation, then retired, 2nd and 3rd graders, Bob, former chair, Rehabilitation Counseling Program at UNC, retired after 35 years in the field of rehabilitation, "I was a first-year M.D. student through 1982."

1990s


Robert A. Lauter, Jr., Ph.D., ’90. Program emeritus, Department of Virginia Commonwealth University. Bob and Mary (M.A.T. ’70) celebrated their 50th wedding anniversary with 3 children and 2 grandchildren. Bob, former chair, Rehabilitation Counseling Program at UNC, retired after 35 years in the field of rehabilitation. "I was a first-year M.D. student through 1982."

Carolyn Bond Morrison, B.A., ’94. Retired from Durham Public Schools, NC. NCSA, as a teacher, consultant, and principal as assistant team chair. Currently assistant professor in the School of Education at Campbell University, N.C.


Elaine L. Jacobs Price, B.S. ’79, M.Ed. ’96. "I was a first-year M.D. student through 1982."

Elizabeth (Miller) Daniel Price, M.A.E.C.E. ’86. Director/principal, Community United Methodist Elementary School, Elizabeth City–Pasquotank County Public Schools, MD. M.A. in reading specialist, 5 years ago. This year, "little one room school house that I taught 45 years ago."

Raymond E. Bauer, M.Ed. Ed.D, Ph.D. Retired from N.C. Wesleyan College, Rocky Mount, N.C. 1993. First assistant football, baseball, basketball, and professor of physical education at “then” new College (1960). Later served as the first Athletic Director for the College for 4 years, as well as professor of education. Resides in Rocky Mount with wife, Mary.
What’s New? (Please print)


Name (please include maiden) __________________________ Degree(s), year(s) __________________________
Title __________________________ Employer __________________________
Work address __________________________ Phone (work) __________________________ Fax __________________________ Email __________________________
Home address _______________________________________________________________________________________
Phone (home) __________________________ Fax __________________________ Email __________________________
News _______________________________________________________________________________________

Enclosed is my gift of $_______ to the UNC-CH School of Education. Designated annual giving levels are as follows:

- Peabody Society $2,000 or more (includes UNC-CH Chancellors’ Club status)
- Dean’s Circle $500 - $1,999
- Benefactors $250 - $499
- Sponsors $100 - $249

Every gift in any amount is needed, helpful, and appreciated. THANK YOU!

Return to The Carolina Slate, School of Education, CB 3500, UNC-Chapel Hill, NC 27599.

Star Teacher Gift Club Response Card (Please print)

Your name ___________________________ UNC-Chapel Hill class year(s) __________________________
Address ____________________________ Phone (work) __________________________ Fax __________________________ Email __________________________
Your Star Teacher’s name ___________________________ School where she taught [K-12] __________________________
Address ____________________________ Phone (home) __________________________ Fax __________________________ Email __________________________
Grade level/subject taught ___________________________ Living ____________________ Deceased _______________ Unknown _______________
Please describe why she was your Star Teacher ____________________________

If you would like for us to notify your Star Teacher or his or her family about this honor, please provide an address.

Name (teacher or family) __________________________
Address __________________________
City, state, zip __________________________

Enclose a check payable to UNC-CH School of Education, designated for the Star Teacher Honor Roll. Minimum gift of $100, please. Send completed response form with check to: School of Education, CB 3500, UNC, Chapel Hill, NC 27599-3500. THANK YOU!

The Carolina Slate is published twice a year by the Dean’s Office of the School of Education for a wide audience of alumni and friends.

Phone 919 966-7000
Fax 919 962-1533
Email lbaucom@unc.edu
www.unc.edu/depts/ed/

Madeleine R. Grumet
Dean
Linda D. Baucom (M.A. ’72) Editor
Lisa E. Schmidt
Neil Watson
Editorial Staff
Office of Design Services, University Relations
Design and Publication

9,000 copies of this public document were printed at a cost of $7,612 or $.40 per copy.

Visit us at... http://www.unc.edu/depts/ed/