Presented during the Alumni Association’s Reception on campus. Students wedged into chairs with armrests that curve around to provide a writing surface, twist forward, silent, waiting for the teacher to start the lecture and the discussion that will fill two or three hours of their afternoon. So it has been for decades, for centuries. Though often punctuated with tutorials or office hours, it is the gathering of teachers and their students at assigned times, away from the activity and distractions of their homes and work places, that is the primal scene of pedagogy. All of our recent innovations, collaborative learning, list-serves, study groups, peer tutoring are improvisations on that theme.

Maybe it is just the lure of the familiar that makes us nervous as we contemplate new ways of teaching and learning. Or maybe it is the intensity of the passionate professor’s presence, the experience of the group that gathers together, the stillness of the space and its timelessness that we cherish as we tentatively reach out to receive distance education’s gift of anywhere/anytime learning.

In mid-January we welcomed experienced teachers from Durham, Orange and Chatham to our new Master’s Degree for Experienced Teachers. This new program, the cornerstone of our Carolina Teaching Network, has been designed to engage teachers, gathered into cohorts from the schools where they work, in extended part-time study, leading to a degree that will emphasize a particular area of curriculum that they and their districts are eager to study and develop.

These courses are not delivered on campus, but in the neighborhoods closer to teachers’ homes and work places. There will be intensive face-to-face summer work, and work that continues during next year facilitated by Web-based instruction and small group research in the schools. A new Hi llendale Center in Durham, Professor Jim Cunningham is working with 51 teachers from Durham and Orange County elementary schools who have chosen to study literacy. In Pittsboro, 22 teachers from the Chatham School District are meet- ing with Professor Mary Stone H ailey to study language arts and social studies in their elementary and middle schools. When I went out to greet the Hillendale contingent at their first meeting, I found eight teachers who had taught for more than twenty years, (one had taught for twenty-eight!) and eleven teachers who had taught for less than five years. The Parkwood School had sent eight of its teachers. E. K. Poe had sent eight, N ew Hope, three. Teachers came from inner city, suburban and rural schools, from charter and magnet schools. They were diverse in age, in ethnicity, race, and experience, and they were all relieved that they would not have to drive to campus after long days at work, worry- ing all the way about finding parking places. They were excited to be there with their col- leagues to share the study experience with them, hoping that together they would make the sense out of their courses that would help them transform their classrooms and their schools.

It was a great experience to see their enthusiasm. One of the great pleasures of academic work is the opportunity to draw a pro- gram, shaping it from endless curriculum meet- ings, national and state matrices of standards and requirements, staffing projections and credit allotments, and to bring it to the people for whom it has been imagined. Even when all the course outlines have been voted on, the materials printed and the students registered, all that exists is a score for what may or may not happen.

Let the Adventure Begin . . .

By Madeleine R. Grumet, Dean

The School of Education honored four outstanding leaders in education by bestowing distinguished alumni awards on G o vernor James B. Hunt, Dr. G erry House of Long Island, New York, Dr. Clyde Edgerton of Durham, N.C., and Ms. Laura Bilbro-Berry of Washington, N.C. Presented during the Alumni Association’s Break- fast on October 12 at the Friday Center in Chapel Hill was with Dr. Nancy Farmer, president of the School’s Alumni Association, the experience of the group that gathers together, the stillness of the space and its timelessness that we cherish as we tentatively reach out to receive distance education’s gift of anywhere/anytime learning.

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Mary Stone Hanley, the School’s first assistant professor of aesthetic education, moved from the West Coast back to familiar ground when she joined us January 1. "I grew up in North Carolina, A merican, N aive, A merican, and in Latin American ancestors named the western mountains of North Carolina before my grandparents moved north in the Northern Migration," Hanley said. "I remember visiting North Carolina in my childhood—my many cousins this and that. I look forward to returning to share the many forms that stories take with the people I now will meet."

Before pursuing her doctoral studies at the University of Washington, Hanley taught first, second, and third grades as well as school-wide drama in the Seattle Public Schools. In 1997, she co-founded The Choreopoets, a rich, dynamic performing arts program that celebrates the creation of African American culture and history through research and performance; sub- sequently, she served as artistic director, performer, researcher, and writer. Hanley joined the faculty of a niche North I niversity in 1996, where she worked with student teachers, directed student research, and coordinated the University’s Undergraduate Certification Program. She has won awards for excellence in teaching drama and dance, achievement, service, drama, and communication, including the 1998 Gordon C. Lee Award for Outstanding Dissertation in the College of Education at the University of Washington. Her undergraduate degree in children’s drama and early childhood education and her master’s degree in educational communications and technology are also from the University.

Mary Elizabeth Monahan:

Whoever you are, the world offers itself to your imagination, Call to you like wild geese, over and over, announcing your place in the family of things. "Being at Carolina, for me, is like answering that call and finding my place," says Mary Beth Monahan, who joined us as a junior high school principal in Florida. "I enjoy being at Carolina, the School of Education faculty and its students. A second research focus is science-based psychosocial educational assessment—analyzing the teacher and the student. How can we release the work to form a community of beliefs about teaching and learning?" Stanley A. Schärf, who has served as a professor of educational leadership at U.C. Berkeley from 1991 to 2000, earned a master of arts degree in 1984 and a doctorate in 1988. "I’m excited to be teaching at Carolina. It is a truly unique university with a long-standing tradition of excellence."

Carolyn M. Oliver:

"I am a humanist, that’s my claim. As all teachers know, all the surprises and continuities that our students will be experiencing? How can we in the School of Education work together so that we create and sustain the continuity that our students will be experiencing?" said Mary Beth Monahan, who joined us as a junior high school principal in Florida. "I am a humanist, that’s my claim. As all teachers know, all the surprises and continuities that our students will be experiencing? How can we in the School of Education work together so that we create and sustain the continuity that our students will be experiencing?"

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Lillie, Hunter Retire

David Lillie, professor of early child-
hood, family and literacy studies, retired in
August after 32 years as a faculty member at
the School of Education. “My decision to
retire and leave the Peabody Hall commu-

nity was made with mixed emotions,” Lillie
told the faculty. “This has been a wonderful
environment in which to work and I believe
these years have been very productive for
me, both professionally and personally.

However, the time and situation are right
for me to move on to some new adventures.
Although I have officially retired from the
University, I will continue to be active in the
field of education.” In his new role,
Lillie is directing the UNCW Coordination
Center for the North Carolina State
Improvement Project located at UNCW.

General Aministration, a project aimed
toward improving the performance of stu-
dents with disabilities. During his tenure at
the School, Lillie chaired the Division of
Special Education, served as chair of the
faculty of the School of Education, directed
the Nationwide Technical Assistance and
Development System serving early child-
hood demonstration programs, directed the
Center for Educational Leadership, estab-
lished and directed the North Carolina
Partnership Training System for Special
Education, and established and directed the
North Carolina Distance Education
Partnership. “David Lillie’s outstanding and
effective advocacy for children with disabili-
ties was reflected in his scholarship and
Teaching as well as his accomplishments in
community outreach,” said Senior Associate
Dean Bill Burks.

Richard C. Hunter accepted a position
at the university of Illinois at Urbana-
Champaign as of August 31 as professor and
head of the Department of Educational
Organization and Leadership, ending a 15-
year career at the School of Education at
Carolina. Hunter joined the faculty of
Carolina’s School Leadership Program in
1985, after international teaching experi-
ence in Japan and public schools administra-
tive experience in California, Washington,
Virginia, and Ohio in positions of principal,
assistant and associate superintendent, and
superintendent. During his career at the
School of Education, Hunter served as chair
of the Educational Leadership Program,
implemented the Master’s in School
Aministration Program, and directed the
University’s Inter-institutional Doctoral
Program in School Administration, offering
courses to students in the Charlotte area.
During leaves of absence from his faculty
role, he served as superintendent of public
instruction for the Baltimore City Public
Schools in 1988 and as associate director for

(continued from page 1)

Island, New York, a partnership that pre-
pare at-risk students for college or careers.
Previously she was superintendent of the
Empire, Tennessee, public schools where
she initiated a wide range of successful
school reforms. She was named the 1999
National School Superintendent of the Year
by the American Association of School
Administrators.

House credited the School of Education
graduate faculty with exposing her to the
powerful world of research and teaching her
to connect theory and practice. “I learned to
remain focused on the North Star effect,”
House said, “teaching and leading all chil-
dren so that they can become all they want to
be.”

Clyde Edgerton, author of seven novels,
received the A Luminis Achievement Award,
recognizing the critical acclaim of his writing
and his achievement in literature. The award
was presented by Dr. Sterling Hennis, a
retired English education professor and
former mentor. Edgerton earned all three of
his degrees from the School of Education
(A.B. Ed. 1966, M.A. 1973, and Ph.D.
1979). “I was one of the people who were at the
School and were enthusiastic when I was a student,
literally changed my life,” he said in accept-
ing the award. A former high school English
teacher and faculty member at Chapel Hill
University, Edgerton is noted as an innova-
tive, creative teacher and writer. He has pre-
viously received the North Carolina A Award
for Literature, a Guggenheim Fellowship,
and a Lyndhurst Fellowship in recognition of
his work. A compelling storyteller, Edgerton
is in demand as a speaker and reader of his
own fiction. His novels are Raney, Walking
Across the Sky, The Floatplane Notebooks, Kill
Diller, In Memory of Junior, Redeye and Where
Yourobie Sleeps.

Laura Bilbro-Berry is the 2000-2001
Teacher of the Year for the State of North
Carolina. A second grade teacher at C.
Tayloe Elementary School in Beaufort
County, N.C., for eight years, she earned her
A.B. Ed. degree from the School of Education
in 1992. In presenting the Outstanding
Young Alumnus Award to her, Dr. Stephen
Harkin, her former principal at Orange
High School, called her a model of excel-
lence, a student who was dedicated, unpre-
tentious, highly motivated, kind, and gentle.
“She was a dream student,” Harkin said.

In accepting the award, Bilbro-Berry
credited the School of Education and her
professors for instilling in her the idea that
the world is about risk-taking. “We can’t be
afraid to take chances,” Bilbro-Berry said. “It
never ceases to amaze me how small a
change in practice or a small idea can blos-
som into something so wonderful. We must
continue to do whatever it takes for the chil-
dren of North Carolina.”

In her school, Bilbro-Berry has developed a
Writing Improvement Team, a Reading Renaissance
Program, and Family Math Night. In
her community, she has established a Parent
Book Exchange program for students and their
families, and has directed a program for
at-risk second graders. Bilbro-Berry is cur-
rently traveling the State, serving as an
ambassador for education as the N.C. T
Teacher of the Year.

Music in the Air

UNC students, faculty, and public
school teachers from around the state
gathened in Peabody Hall on
January 26-27 to “hear the music”
and celebrate the impressive results
of the North Carolina Curriculum, Music and
Community (CMC) Project, which
integrates traditional North Carolina
music into the 4th-grade curriculum.
Friday evening performances by banjo player, A.
C. O’Verton, and gospel singers, The Badget
Sisters, set the stage for presentations on
Saturday by elementary classroom and music
teachers from Ashe, Caldwell, Dare, and Surry
Counties. The teachers described and
demonstrated the many ways that they have
integrated this music into the curriculum with
their students.

Co-directed by UNCW faculty
members Dwight Rogers of the School of
Education and Glenn Hinson of the UNCW
Curriculum in Folklore, the CMC project, now in
its second year, uses music as a central
feature of the entire course of
study, not just as a typical “arts
enhancement” unit. The goal is
to make learning in all subject areas
more exciting, fun, and meaningful
for students. “Glenn and I are
pleased with the way the CMC
project has reinvigorated children’s
desire to learn and rekindled
teachers’ and parents’ interest in
the traditions of their local
communities,” Rogers said. The
North Carolina Arts Council has helped
shape this project, both through its financial
support and through the participation of
folklorist director, Wayne A. Martin, folkloric spe-
cialist, Beverly Patterson and A’s in
Education director, Linda Bamford. The
project also has received support from the NC
Humanities Council and the National
Endowment for the Arts.

Faculty Kick Off Year
with Retreat

School of Education faculty gathered at
A quoduct Conference Center on
August 25 for a day-long retreat to begin
developing a collaborative research
process. M. T. Terry K. Peterson, Chief
Counselor to Secretary Riley of the U. S.
Department of Education, addressed
the group on the complex issues facing edu-
cation. Faculty identified several priorities for
collaborative research, including equity
issues, information delivery, and redesign of
teacher education.

Laura Bilbro-Berry leads the charge into the future. Photo by Steve Whitsitt.

Wayne Martin, folkloric special-
styist, Beverly Patterson and A’s in
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Endowment for the Arts.
have an opportunity to experience learning called the nanoManipulator (nM). The student quoted above, who participated in the activity, pointed out, "I enjoyed my experience learning about viruses . . . They all work as a team and their work is very beneficial.

The scientists gave us an idea of what a virus looks like and what it does. . . . We did a lot of "hands-on" activities . . . I enjoyed my experience learning about viruses. It opened my mind to a possible new path to a career as a scientist and gave me a definite new outlook on viruses. . . . I think every student should have the chance to participate in an activity like this. . . .

-Freeman, Orange High School

Many more students in middle schools, high schools, and university classrooms will have an opportunity to experience learning with nanotechnology over the next three years, thanks to a $767,275 grant from the National Science Foundation to Gail Jones, associate professor of science education at the School of Education. As with the student quoted above, who participated in the pilot phase of work, other students now can be able to investigate tiny viruses with a tool called the nanoManipulator (nM). The students not only see the viruses but also receive feedback as they are actually touching the viruses. By using a nM joystick, students can feel the shape, hardness, elasticity, and friction of the virus. Nanotechnology is emerging as one of the fastest growing areas of science. A decade ago, nano applications were regarded as science fiction. Today scientists study nano-sized atoms, move atoms, and create tiny robots using nanotechnology. Jones and her colleagues will study how students of various ages will be able to learn about the technology. Collaborators on this project are Richard Superfine of the U.N.C.-Ch Department of Physics, Russell Taylor of the U.N.C-Ch Department of Computer Science, and Tom A. Norden of Iowa State University.

National Aeronautics and Space Administration Funding Launches Science Labs

The School of Education will establish two new science-education laboratories to train middle- and elementary-grade, and secondary science teachers, with a $500,000 grant from the National Aeronautics and Space Administration (NASA). The new funding will support renovation of an existing classroom in Peabody Hall and establishment of an instructional laboratory at the new R.D. and Euzelle Smith Middle School, scheduled to open in Chapel Hill by 2002. The laboratories will allow science and mathematics teachers to build and test their new ideas in a hands-on manner in an open atmosphere with safety as a vital component. "This funding will enable our teachers to experience the need to energize young North Carolina's desire to study science and mathematics," said U.S. Representative David Price, who is a member of the Subcommittee that drafted the FY 2001 VA-HUD Independent Agencies Appropriations Bill, which included this funding. "I am very pleased to have played a role in gaining this support for public education in North Carolina."

"Teachers across North Carolina will benefit from NASA funded laboratories that will bring space science, taking science methodology courses in person or through distance education courses made available in their classrooms via the Internet. "This support will go a long way toward helping us address North Carolina's current shortage of qualified science teachers," Dean Gurnet said. "Science teachers need a state-of-the-art science laboratory in which to learn how and why to teach aspects of the state's science curriculum."

A specialist professor William E. Vale emphasized the breadth of North Carolina educators-who will be served by these instructional laboratories, including alternative licensure School of Education students, students seeking initial certification, and teachers who wish to continue their education through graduate level courses. "NASA materials and support will be particularly helpful to new teachers in developing lesson plans and curricula that integrate technology with hands-on activities and labs that focus on diverse learners," commented Vale.

The Smith Middle School, where the new instructional laboratory will be located, is a collaborative effort with the Carrboro City Schools and the School of Education. The middle school house not only the new science instructional laboratory but also other new instructional laboratories that will train teachers and provide in-service training and after-hours continuing education opportunities.

N.C. General Assembly Supports School-Based Health Centers

"A school health center, I've been struck by the fact that a lack of adequate health and mental health services in schools prevents them from doing a lot of positive things," says Donald Stedman, professor and former dean of the School of Education. "We need to deliver those services to the schools, where the kids are, earlier and better. Stedman is working to establish school-based health centers in all North Carolina schools. To guide this work, he has established the Leadership Council for Healthy Schools, which he now chairs.

A school-based health center brings together a family nurse practitioner or physician's assistant, a special education expert, a clinical social worker, a mental health specialist and an administrator. These specialists are located in one office inside a school and

ed in that school. Full-time, not rotating from school to school. "It's not enough to have a nurse at a school one day a week," Stedman said. "If the goal is to keep kids in school to raise attainment and improve academic performance, you have to have health professionals there all day long." When Stedman began this work a year ago, 29 of North Carolina's 100 counties had at least one school-based health center. There are more than 2,000 schools across North Carolina. At the turn of the century, the major public health concern was homelessness. Today's world presents a wider range of health concerns, such as asthma, sexually transmitted diseases, alcohol and substance abuse, and thousands of children taking Ritalin and other drugs. "The professionals in a school-based health center can ensure that medications are administered properly and treat minor illnesses so that students don't have to be sent home," Stedman said. "They can also have a big impact on preventing lifelong problems."

One hundred nonprofit groups have joined Stedman in a collaboration called, "Covenant with North Carolina's Children." The coalition has worked with the N.C. General Assembly toward the goal of providing health services for children in North Carolina schools. This past summer, the Department of Mental Health, Department of Substance Abuse Services, Department of Public Health, and Department of Public Instruction offered grants to start 24 new school-based health centers across the state. Counties starting a new center were required to make a financial or in-kind investment. The project began in nine counties and, through distance learning, has spread statewide. Currently in its second year, this project is also funded by OBEMLA.

Corporation for National Service Funds SCALE Network

College students on campuses across the country work to help fellow citizens learn to read. Their efforts will soon be bolstered by a new project by the School of Education's Student Coalition for a Action in Literacy Education (SCALE). With a $250,000 grant from the Corporation for National and Community Service, SCALE is establishing a national network of 20 colleges and universities involved in literacy work. In the 3-year project, SCALE will assist the network schools in developing service-learning seminars related to their community literacy work. The seminar will provide training to prospective literacy tutors. It will include a project such as an oral history, photography exhibit, or curriculum materials. A special effort will be made to encourage faculty and community participation. SCALE will support several grants to these schools and will disseminate sample syllabi nationally.

Since SCALE was founded in 1989 by two Carolina undergraduates, it has grown to become the national center for student literacy work in the United States. "This new project will enable us to multiply the effectiveness of our work with campuses across the country," said Kathy Sikes, executive director of SCALE. "We have this national network-in place, campus-based literacy groups can learn from each other and benefit from ongoing collaborative relationships."
Teachers Who Know Their Stuff

Barbara Stengel, professor of educational foundations at Millersville University in Pennsylvania and executive secretary of the Philosophy of Education Society, spoke to School of Education students and faculty on October 27, emphasizing the importance of teachers’ subject-matter knowledge and her hope for a strong, dynamic relationship between the liberal arts and teacher education. Stengel posed three nagging questions to the audience of 30 faculty and students: "How do teachers know their stuff?" "Is there the intersection between academic disciplines and school subjects?" and "How do teachers come to know their stuff?"

A lively dialogue with the audience exploring these questions, Stengel suggested that “knowing one’s stuff” means that a teacher is “pedagogically responsible,” able to respond with regard to ideas, learners, and texts. The idea of “response-ability” includes a teacher’s thoughtful reaction to what is going on with the students in the classroom. Recognition is the significant first step in addressing and interpreting the needs and desires of students, according to Stengel. Teachers then consider the many alternative responses to diverse student needs. "Subject-matter knowledge is an infinite field," Stengel said. "Knowing one’s stuff is an everyday process for teachers." She emphasized the need for teacher education to be considered an all-campus responsibility and an important issue for all academic disciplines.

In gaining opportunities to advance to leadership positions,” she said, "women must be willing to take the risk of stepping into leadership positions, the panel concurred, noting that women leaders have yet to establish the same networks that their male counterparts enjoy. "Such networks facilitate connection and provide a context for sharing similar ideas and experiences,” said Ann Hart, superintendent of Catawba County Schools. "They lead to bonding that can make a difference in job satisfaction and professional growth.”

Wichin this context, do women take a different approach than men? Are there female and male models of administration? These questions were the focus of a forum hosted September 6 by the School of Education, supported by the Frances C. and William P. Smallwood Foundation of Fort Worth, Texas, and directed by Catherine Marshall, School of Education professor of educational leadership.

"Today’s world presents both opportunities and ironies for women,” said Madeleine R. Grumet, Dean of the School of Education, addressing the audience’s desire for diversity in women teachers and educators from school districts across the state. She emphasized the “deep convictions that women hold about our ability to contribute to a child’s life and society” and urged the group to consider the movements female leaders have been part of this work and “whether, together, we can do it even better.”

A panel of women educators led a dialogue on issues facing women in education. Women must be willing to take the risk of stepping into leadership positions, the panel concurred, noting that women leaders have yet to establish the same networks that their male counterparts enjoy. "Such networks facilitate connection and provide a context for sharing similar ideas and experiences,” said Ann Hart, superintendent of Catawba County Schools. "They lead to bonding that can make a difference in job satisfaction and professional growth.”

Jonathan Kozol, author, educator, and activist, spoke on the Carolina campus on September 20 in the Weil Lecture on Education: Teachers Who Know Their Stuff. In an evening lecture, Kozol described how Bronx teachers and students achieve high levels of achievement in spite of their circumstances of growing up in one of the most impoverished communities in America. Kozol challenged the audience to question and re-frame assumptions about leadership, noting that Bronx students achieve high levels of achievement in spite of their circumstances of growing up in one of the most impoverished communities in America. Kozol challenged the audience to question and re-frame assumptions about leadership.

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Jonathan Kozol Slams Equal Standards Without Equal Opportunity

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Scott Ainslie Sings the Blues

Scott Ainslie, noted musician, performer, and educator, on September 5. The School of Education’s Teaching Fellows Program will sponsor the forum, which will provide the public with an opportunity to share similar ideas and experiences.

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Hanging out at Peabody Hall

From Your Alumni Association President
Dear Alumni,

Regardless of what you are doing now, the School of Education has had a special place in your life. You began or continued your professional training in these Peabody Halls. At some point in your life, you decided to be an educator and this institution and this place gave you that opportunity. Others who now follow you need your support and involvement. The general public acknowledges this critical state need. It’s noteworthy when they take the time to reconnect with Carolina and our need to recruit and retain educators in North Carolina. “It’s exciting to have our alumni together to discuss the critical issues facing educators in North Carolina,” said Wendy Borman, Director of Development. “We have an impressive group of alumni who have made a dynamic commitment to the field of education and to the children of this state. It’s noteworthy when they take the time to reconnect with Carolina friends and discuss current priorities of the School of Education.” If you are interested in helping the Dean meet alumni in your area, please contact us at 919/962-5381 or by email at borman@email.unc.edu.

Winston-Salem area alumni converse at December gathering hosted by Senator Garrou (back left) and Dean Grumet.

Nancy J. Farmer
Alumni Council President

New Council Members Needed
The Alumni Council invites alumni to submit their names or the names of others to be considered for membership on the Council or its committees. The Council is presently composed of 20 School of Education alumni, two faculty members and the Dean of the School of Education. The Council serves as a conduit for the exchange of information and ideas between the School of Education and the alumni. The Council meets three to four times a year on Fridays, 9:00 a.m. – 2:00 p.m., at the Friday Center in Chapel Hill. During their 3-year term, members attend Council meetings and serve on committees and task groups as needed. We can provide substitute reimbursement for teachers. Please send a letter and resume to Alumni Relations, School of Education, Campus Box 3500, Peabody Hall, Chapel Hill, NC 27599-3500, or call 919/962-5381 for further information.

Members Needed
The Alumni Council serves as a conduit for the exchange of information and ideas between the School of Education and the alumni. We hope to see you or hear from you in the near future.

Nancy J. Farmer
Alumni Council President

Alumni Reconnect Around the State
More than 100 alumni of the School of Education, spanning the graduating classes of the last half century, gathered recently in Winston-Salem and Charlotte to enjoy a dialogue with Dean Grumet and to reconnect with one another. Winston-Salem area alumni, hosted by Senator Linda Garrou (’61), Stewart Gordon (’65), Judy Pliner (’70, ’72, ’82), and Catherine Stephenson (’82), welcomed participants at both gatherings and provided an update on the Alumni Association’s upcoming programs. “It’s exciting to have our alumni together to discuss the critical issues facing educators in North Carolina,” said Wendy Borman, Director of Development. “We have an impressive group of alumni who have made a dynamic commitment to the field of education and to the children of this state. It’s noteworthy when they take the time to reconnect with Carolina friends and discuss current priorities of the School of Education.”

Visit us at...
www.unc.edu/depts/ed/
Every day when I walk into Peabody Hall, I am reminded of the importance of philanthropy. A frequently cited definition of the term is “voluntary action for the common good.” Clearly, George Peabody, who established the Peabody Education Fund for the purpose of advancing education in the South, had an impact by making the building that has been the refuge for so many students to study the science and art of teaching. As one who contributed to that education revolution throughout the country, Peabody could only dream of the difference his investment would make in the lives of thousands of students.

Several of our donors have told me that for them, giving and sharing of time and resources with the School of Education is a way of giving return to the School of Education’s potential of state allocations. We know at the School of Education that our donors have made a direct impact on the quality of our students’ lives. It is the School’s financial experiences that we can provide for our students, giving the critical margin that allows us to move beyond the potential of state allocations.

It is delightful spending time with our alumni of the School of Education. A first gratification is the pride of our university and the joy of giving being experienced by these alumni. It has been the perfect experience for us to see through a world light or dark their experiences at the School of Education laid for their founding work.

It is impossible to measure either the quantity or quality of how our lives have been changed through our experiences at Carolina. However, we can try, by taking stock of the significant value of our own educational and experiential giving experiences. We know that future generations will enjoy the same benefits we had. I am convinced that giving is good for the soul and the sense of self. It is also primary to the quality of life. Some studies suggest that giving—as a volunteer or of our financial resources—can lower stress, strengthen our immune system, and increase our physical and mental health. If not, I am convinced that giving and investing in ourselves an enterprise of worthy of our support is deeply meaningful and satisfying.

The donors honored in the C-Contributors’ Honor Roll have expressed through their financial investment in a way that are fulfilling the mission of the School of Education. In the process, they have experienced the joy of philanthropy and of saying thank you. It is my privilege to say thanks for making a difference and advancing the “common good” at the School of Education!

Wendy Gratz Boman
Director of Development

GIVING • The Carolina Slate

7

Contributors Honor Roll

Celebrating the financial investment made by alumni and friends of the School of Education (July 1, 1999 - June 30, 2000)

Wendy Gratz Boman
Keeping up-to-date with alumni... Let us know what YOU are doing!

1950s

Rabbi David Kraus
M.Ed. ’55
Created a CD based on the Kraus Shapiro Sequential Efficiency Analysis (KSSEA), a 1976 work by Rabbi Kraus designed to address non-learning situations and to encourage teachers to be more creative.

1960s

Jo Ane Knott W Hilt
A.B. ’65

Michael L. Boner
B.A. ’Ed. ’75
National Director of Corporate Accounts at Burlington Schools, Graham, NC. Received a Fulbright Teacher Exchange for 2000-2001 to teach at Preshilds School in Lymington, England.

1970s

Denise Grahma Andrews
B.S.S.T. ’73
Science department chairperson, A lamarke, Burlington Schools, Graham, NC. Received a Fulbright Teacher Exchange for 2000-2001 to teach at Preshilds School in Lymington, England.

Virginia Johnson Dickens
Ph.D. Spec Ed. ’77
Professor of Special Education at Fayetteville State University, N.C. Was honored with the 2000-2001 Fayetteville State University Teacher of the Year award.

Floyd H. Eadwards
Edd. ’72

Nancy Carter Edwards-Fowler
M.Ed. ’71

Jane (Clark) Linde
B.A. ’76
Professor at the University of Kentucky in the College of Education, Department of Administration and Supervision. Received the 2000 Senior Faculty Award for Service from the UK College of Education. Appointed “Interim Principal” for a local public middle school for the 2000-2001 academic year. Continues to serve part-time as UK professor teaching classes and advising graduate students, but will return to full professional responsibilities in the 2001-2002 academic year. Janie asserts, “Some professors choose ‘exotic’ sabbaticals in foreign lands. What could be more ‘exotic’ for education faculty than a middle school?”

Barbara H. ekker Muray
B.A. ’76

Enunie Domon Myers
B.A. ’71, M.A. ’73, Ph.D. ’77
Spanish Division Coordinator at Wichita State University; served as Graduate Coordinator for 16 years. Co-editor of four volumes of proceedings from the Wichita State University International Conference on Foreign Literature (which she organized for 12 years). Working on a book on the Spanish contemporary author, Rosa Montero.

John F. Parkman
A.B. ’71, M.Ed. ’72, C.A.C.S. ’80
Has accepted new position as Director of Guidance and Counseling at Oxford Hills Comprehensive High School, a technical and academic high school of 1250 students in South Paris, Maine. Also in his final year as President of the Maine Counseling Association, but will continue as its new treasurer.

Ailene (Bayley) Riddick
B.A. English Education ’71
Recently promoted from a Assistant Superintendent to Superintendent of Schools in Franklin City Schools, Virginia.

Robert Rider
M.A.T. Health & Physical Education ’73, Ph.D. Curriculum & Instruction ’78
Entering 25th year as a professor in the College of Education at Florida State University, for the past three years has served as director of the Center for the Study of Teaching and Learning, in addition to duties as professor of physical education. Recently appointed to position of Assistant Dean of Graduate Studies and Research in the College of Education at FSU. A lot, recently received a $13,000,000 grant to direct the Youth Fitness and Tobacco Prevention/Innovation Project, funded by the Florida Department of Health.

Jane Smith
A.B. ’80
Was named Teacher of the Year for Cumberland County (N.C.) Schools. Currently is eighth-grade science teacher at R. M. A. Abbott School in Fayetteville, N.C. Last spring, she donated one of her kidneys to a student through transplant surgery at U.C.H. hospitals.

Russell (“Rusty”) VerSteeg
A.B. Secondary Math Ed. ’75

1980s

Jackie Blount
B.M. Ed. ’83, M.A.T. ’85, Ph.D. ’93
Recently named a associate Dean for Research and Teaching at Education at the College of Education, Iowa State University, Ames.

Beverly Farrow Brown
B.A., ’76, M.A. ’97
Recently named principal of Union Elementary School in Shanlottie, N.C., having been a N.C. educator for 12 years.

Ted R. Eddings
B.A. Music Education ’81
Recently promoted to Vice- president of Human Resources for Blumenthal M. Is, Inc. in M arion, SC. Resides in Myrtle Beach, SC, with his wife and three children.

G. Stanley Hughes
A.B.E.D. Social Studies Education ’89
Living in Wilmington, N.C., with wife Lisa and children A. aes (13 years old) and Chandler (1 year old). Co-owner of a Memphis-style rib house called Sticky Fingers, which has locations around the Southeast.

David Kaplan
Ph.D. Counseling Psychology ’85
A appointed Chair of the Department of Counselor Education and Rehabilitation Programs at Emporia State University in Emporia, Kansas.

Jennifer C. Smith
A.B. Middle School Social Studies Language Arts ’96
Taught language arts for 14 years in A sheboro City Schools and Chatham County Schools, N.C. In 1997, named National Board Certification in English/Language Arts A. of July 1, 2000, became ILT Coordinator, a new position for A sheboro City Schools.

Carla Jackson Arowood

Celeste Michelle Beck
B.A. Secondary Latin Education ’98
Recently returned from teaching with the JET Program in Japan after 2 years. A ccepted into the A rts in Education M. ater’s Program at Harvard University’s Graduate School of Education for fall semester of 2000.

Lisa Scott Bodenheimer
B.A. Middle Grades Education ’97

Betty M. Daniel Buchanan
B.A. Elementary Education ’91
Teaches 2nd and 3rd grades at (Johnston County) N.C. Was named teacher of the Year on December 11, 1994. New baby, their first child, Benjamin M. attchen Buchanan, born June 13, 2000 (7lbs. 15 oz.). Taking the 2000-2001 school year off to be a Mommy.

Eunice Doman Myers
B.A. ’71, M.A. ’73, Ph.D. ’77
Spanish Division Coordinator at Wichita State University; served as Graduate Coordinator for 16 years. Co-editor of four volumes of proceedings from the Wichita State University International Conference on Foreign Literature (which she organized for 12 years). Working on a book on the Spanish contemporary author, Rosa Montero.

1990s

Frederick H. Jones
B.A. Middle School Social Studies Language Arts ’96
Taught language arts for 14 years in A sheboro City Schools and Chatham County Schools, N.C. In 1997, named National Board Certification in English/Language Arts A. of July 1, 2000, became ILT Coordinator, a new position for A sheboro City Schools.

C. G. Redd
D. Ed. ’77
Dean of Graduate Studies and Research in the College of Education, Department of Administration and Supervision. In addition, has sharp- ened her Swahili bargaining skills and “has learned to love with the animals and land- scape, not to mention the people of Tanzania.”

Jennifer Sherrell Davis
M.A. ’83

Tangula Digs
B.A. ’90
Promoted to position of facilitator for the academically/academically gifteded for the State of North Carolina, N.C.

Jill Beson Fisher
B.A. ’91
Promoted from position of field manager for the Atlantic Coastal Region of Scholastic Book Fairs. Manages a team of 15 field representatives servicing book fairs in North Carolina, South Carolina, and V irginia. Currently resides in Charlotte, N.C.

Brent Fuqua
M.S. ’94
Director, Hoops of Hope Basketball Ministry in Colorado Springs, CO, a Christian, non-profit organization. Coordinates basketball camps and basketball-holding exhibitions in the UK. With wife Dina, a teacher, has a 1-year-old son, Seth.

Kim Langholz
M.Ed., ’91
Completed Doctor of Veterinary Medicine degree in May 2000, Iowa State University. C lient education is an important part of Kim’s new career. Continues to teach when opportunities present themselves.

Christopher A. loren Leutel
B.A. ’97
High school teacher, Wake County Schools, N.C. Married on June 24, 2000, to V erie Elaine E. s, a 1998 School of Education graduate.

Emily Chevaller Moore
B.A. Elementary Education ’96
Kindergarten teacher at Penny Road Elementary, Wake County Public Schools, N.C. Married in May 1999 to Brian E. M oore, a 1996 UC-CH graduate. Nominee for Wake County Teacher of the Year Winner of the Penny Road Elementary Teacher of the Year award for 1999-2000.

Krisden Stone (formerly Bliven)
B.A. Elementary Education ’98

Talia W. White
B.A. Spanish Education ’98
Spanish teacher, grades 3-5, at W ard Elementary School in W inston-Salem, N.C. Earned her M.A. Ed. from Wake Forest University in 1999.

Deaths

Gina D’Erizzo
Ph.D. ’97
Deceased, August 13, 2000

Walter John Taylor, Jr.
M.Ed. ’60
Deceased, May 4, 2000

Charles Ray W. Williamson
C.G.R.E.D. ’77
Deceased, May 4, 2000
Please keep us informed of what you’re doing, and we will share the information with other alumni through The Carolina Slate.

Name (please include former name used in school) __________________________ __________________________ Degree(s), year(s) __________________________
Title __________________________________________________________________________ Employer __________________________________________________________________________
W ork address __________________________________________________________________________
Phone (work) __________________________ Fax __________________________ Email __________________________________________________________________________
Home address __________________________________________________________________________
Phone (home) __________________________ Fax __________________________ Email __________________________________________________________________________
News __________________________________________________________________________

I would like to be involved with the School of Education by:

_____ serving on the Alumni Council or committee
_____ hosting an outreach meeting in my area
_____ assisting with recruitment of prospective students
_____ advising undergraduate or graduate students in my field of study
_____ supporting beginning teachers or other education professionals
_____ serving as a guest lecturer in a class at the School of Education
_____ other (please specify, or contact us to discuss possibilities)

Enclosed is my gift of $ ____________________________ to the UNC-CH School of Education Foundation.
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
Comerstone Contributors $1 - $99

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

Return completed form by May 1, 2001 to:
School of Education Alumni Council, CB 3500, Peabody Hall, UNC-CH, Chapel Hill, NC 27599-3500.

Nominator’s name __________________________________________________________________________
Mailing address / City, state, zip __________________________________________________________________________
Phone (work) __________________________ Fax __________________________ Email __________________________________________________________________________

This candidate is nominated for (check one):
☐ Distinguished Leadership Award
☐ A Luminary Achievement Award
☐ Outstanding Young Alumni Award
☐ Peabody Award

Return completed form by May 1, 2001 to:
School of Education Alumni Council, CB 3500, Peabody Hall, UNC-CH, Chapel Hill, NC 27599-3500. (Fax 919/962-1533)

Nominator’s name __________________________________________________________________________
Mailing address / City, state, zip __________________________________________________________________________
Phone (work) __________________________ Fax __________________________ Email __________________________________________________________________________

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