Celebrating Smith Middle School
By Madeleine R. Grumet, Dean

N November 11, 2001, citizens of Chapel Hill and Carrboro gathered to dedicate our new R.D. and Euzelle P. Smith Middle School, named to celebrate educators who have supported the students of this community for decades. R.D. Smith taught agriculture and industrial arts at Lincoln High School. He became assistant principal of Chapel Hill High School from 1970 to 1980, guiding the school through desegregation. Euzelle P. Smith had a 38-year career in Chapel Hill-Carrboro City Schools, teaching at Northside Elementary School, Lincoln Junior-Senior High School, and Franklin Porter Graham Elementary School, concluding her career as a counselor at Chisholm Junior High School. These brief resumes reveal only a glimpse of the Smiths’ continuous and enduring work to nurture and educate all the children in this community. November 11, marking their commitment over decades, witnessed the deep ties that bind schools to their communities. It marked as well the hope that schools represent, not only for the development of the children who attend them, but for the communities that support and surround them.

We are proud that this School of Education is part of this community. We have led some of the land that the school occupies to the school district. We have participated in the planning committee that met with architects to plan its program and space. We are in the process of building a wing attached to Smith Middle School that will be the home of the Carolina Teaching Network, our distance education initiative, offering an accessible meeting place where we can work with area teachers, offering demonstration settings for science teaching, establishing telecommunications classrooms so that the study of teaching can be grounded in classroom interactions projected to off-campus students across the state, providing a center that can offer educational counseling to students and their families. We are grateful to the University of North Carolina at Chapel Hill and to the Chapel Hill-Carrboro City School District for this opportunity. To its Superintendent, Niel Pederson; its School Board Chairperson, Nick Didow, and to all the school board members and administrative staff who have worked with us. But most significantly, we are grateful to be able to participate in the building of this school community, literally from the ground up. Professor Kathleen Brown, a former middle school principal and member of the SOE faculty in Educational Leadership, has worked closely with Smith’s principal, Valerie Reinhart, leading the planning processes for the school. Professor Suzanne Gulledge, who coordinates the SOE Middle School program, has worked closely with curriculum committees and will represent the School of Education on the School Governance Committee. She continues the work that Libby Vessilt initiated before she moved from the School of Education to Bucknell University. Professor John Galasis in School Counseling has worked extensively in the planning of this endeavor. Situated between Seawell Elementary School and Chapel Hill High School, this school offers us an opportunity to study how to provide continuity and effective transitions for the district’s children as they move through the experiences and relationships of these three schools. All three schools are participants in our University-School Partnership Program, and are working together with SOE Professor Patrick Akos to develop ways of studying these transitions.

The school’s commitment to Global Connections extends the commitment of R.D. and Euzelle Smith to this community’s children by dressing and celebrating the specificity of each child’s cultural heritage and working to broaden the diverse cultures into the curriculum and life of this school. This is a crucial collaboration. Instead of maintaining the traditional boundaries between the University and the public schools and then working to modify and dismantle them, we are forging a relationship that integrates our institutions right from the start. The work is slow, sometimes tentative. It engages the creativity of lawyers, faculty managers, curriculum developers. But it acknowledges that the community that supports children includes all of us, and opens new pathways for our creativity and cooperation.

School of Education Presents Distinguished Alumni Awards

On November 11, 2001, the School of Education honored five outstanding leaders in education by presenting distinguished alumni awards on September 22, 2001, to Dr. Phillip Schlechty of Louisville, Kentucky; Dr. William C. Self (M. Ed. ’48, Ed.D. ’56) of W. Limington, NC; The Honorable Senator Howard Lee (M.S.W. ’66) of Chapel Hill, NC; Mr. John Wazak (A.B. Ed. ’83) of Chapel Hill, N.C; and M. Christina Arnette (A.B. Ed. ’91) of Los Angeles, California. Presented during the Alumni Association’s Annual Awards Banquet at the Carolina Inn in Chapel Hill with Dr. Martin Eddy, President Elect of the School’s Alumni Association, and Dr. Ben Matthews, Chair of the Awards Committee, presiding, the awards recognized exemplary achievement, leadership, teaching, and contribution to the profession of education.

Dr. Phillip C. Schlechty received the Peabody Award, the most prestigious award given by the School’s Alumni Association. Named after George Peabody, the American businessman and philanthropist who donated the funds for Peabody Hall, which houses the School of Education, the award honors Schlechty for the significance of his work in the field of education. A former faculty member and A Associate Dean at the School of Education, Schlechty is President and CEO of the Center for Leadership in School Reform in Louisville, KY, working with schools throughout the United States and Canada to promote change and reform in education. In presenting the award, Madeleine R. Grumet, Dean of the School of Education, recognized Schlechty for “challenging us to envision an education system unlike any that has existed before and to be able to participate in the building of this school community, literally from the ground up. Professor Kathleen Brown, a former middle school principal and member of the SOE faculty in Educational Leadership, has worked closely with Smith’s principal, Valerie Reinhart, leading the planning processes for the school. Professor Suzanne Gulledge, who coordinates the SOE Middle School program, has worked closely with curriculum committees and will represent the School of Education on the School Governance Committee. She continues the work that Libby Vessilt initiated before she moved from the School of Education to Bucknell University. Professor John Galasis in School Counseling has worked extensively in the planning of this endeavor. Situated between Seawell Elementary School and Chapel Hill High School, this school offers us an opportunity to study how to provide continuity and effective transitions for the district’s children as they move through the experiences and relationships of these three schools. All three schools are participants in our University-School Partnership Program, and are working together with SOE Professor Patrick Akos to develop ways of studying these transitions.

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Schlechty Challenges Audience to Save American Public Education

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generation of educators will either lose public education in America or save it. That is the challenge before us.”

Dr. Phillip C. Schlechty charged in a keynote address to an audience of alumni at the School of Education’s A Lumni Day on September 22. A former faculty member at the School of Education and currently President and CEO of the Center for Educational Leadership in School Reform in Louisville, K.Y, Schlechty described the environment in which schools operate today as having undergone seismic shifts in recent decades, including current expectations that every child will learn, shifting demographics, changing moral and cultural norms, and technological advances that have opened new realms of learning. “Schools have been shaken up,” Schlechty said, “and the assumptions on which schools are based have been challenged.” Schlechty urged the audience to re-think the process of public education and re-invent schools to be creative, constructive, and vital to today’s world. Responding to Schlechty’s comments were Dr. Betty Siegel ’53, President of the Honorable Howard N. Lee, who represents District Sixteen in the NC Senate, received the Distinguished Leadership Award in School Reform in Louisville, K.Y. Schlechty described the environment in which schools operate today as having undergone seismic shifts in recent decades, including current expectations that every child will learn, shifting demographics, changing moral and cultural norms, and technological advances that have opened new realms of learning. “Schools have been shaken up,” Schlechty said, “and the assumptions on which schools are based have been challenged.” Schlechty urged the audience to re-think the process of public education and re-invent schools to be creative, constructive, and vital to today’s world. Responding to Schlechty’s comments were Dr. Betty Siegel ’53, President of the the first metropolitan school system in the nation to undergo massive desegregation.” Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fund honoring Self, who is now retired. Dunlap also announced the establishment of the William Self Equity Series, an endowed fun...
Noddings Cites Dangers of High Stakes Testing, Promotes Trust
Third Annual Frances C. and William P. Smallwood Dialogue for Women in Educational Leadership
by Bridget Stinger, M.aster’s Student, Early Childhood Intervention and Family Studies

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arning of the dangers of high stakes testing, Dr. Nel Noddings, Professor Emeritus of Child Education at Stanford University, challenged the term “accountability,” stating that educators have a natural sense of accountability called responsibility. “Teachers have always had a sense of responsibility for their students, their curriculum, and their community,” said Noddings addressing an audience of more than 100 women and men educators from across the state at the Frances C. and William P. Smallwood Dialogue for Women in Educational Leadership at the Carolina Club on the Carolina campus on October 27.

Noddings pointed out that most teachers do not oppose curriculum standards or standardized testing. “The problem with standardized testing is the high stakes aspect that has been added to it,” she said. “School systems in states across the country are placing students in jeopardy of not succeeding if they don’t pass a standardized test in that many cases is not aligned with the curriculum.” Noddings challenged the idea that schools are failing. She noted that some schools are failing and most could use improvement, but she stressed the need to ask the question of what needs improving before mandating standard improvements for all schools. “I think that schools now need standards is insulting to educators,” she stated, “because it implies that the American education system has never had standards before. Standardized testing has been in place for decades, yet high stakes have never been attached to it.” Noddings pointed out that standardized tests at one time were written by the textbook company and therefore were automatically aligned with the material being taught, as opposed to the current approach, which creates the need to align the curriculum to the tests.

Noddings recommended that standardized tests be extensively studied to examine the content of the test and why that material is being tested. She cited several reasons for pushing for testing reform, including test anxiety, demoralized teachers, vulnerable administrations, and continued humiliation of poor students, she said. “Because poor students are not as successful on the tests, a noting contributing factor to the state of public schools is the lack of trust between parents and teachers, which Noddings attributes to larger schools. The culture of a school and community is lost as school size increases. “The familiarity between students, parents, and teachers is diminished,” she asserted.

Coping strategies with the increasing demands placed on educators include establishing open forums to rebuild trust and improve communication between schools and the community. In addition, Noddings recommended that standardized tests be extensively studied to examine the content of the test and why that material is being tested. She cited several reasons for pushing for testing reform, including test anxiety, demoralized teachers, vulnerable administrations, and continued humiliation of the poor. “If the tests are a good measure, teachers will not have to teach them,” Noddings explained, “because what teachers already know will be reflected on the test.”

Some people hope that the high stakes testing regimen will collapse on itself, but according to Noddings, such a collapse could lead to the demise of the American public school system as we know it. “If any critics are waiting in the wings to condemn public schools,” she said. Expressing her conviction that schools cannot do what is being asked of them, Noddings encouraged educators to work for effective change in the current system. She emphasized the importance of integrating different subjects, especially at the high school level. “Math intersects with studies and sciences, and those subjects can be taught in an integrated way,” she explained. Noddings also suggested reviving interest in vocational/commercial education, using European schools as a model. “Giving students choices is important,” Noddings encouraged. “Our language should move from accountability, force, and coercion, to words like choice, invitation, and responsibility.”

She encouraged educators to talk with their students about different types of success beyond financial. Following a round-table discussion among participants about topics such as the value of a high school diploma, the teacher shortage, and the dilemma of special needs students who are unable to pass standardized tests, Noddings reiterated that regardless of what the state mandates, the most important part of successful schools is the trusting relationships built there. She identified teachers as a key to achieving these goals. “Experienced teachers need to lead less experienced teachers,” she asserted, urging all educators to work to rebuild trust and increase communication between school and community and to challenge high-stakes accountability.

The dialogue series is funded by the Frances C. and William P. Smallwood Foundation of Fort Worth, Texas. The Smallwood Foundation also offers fellowships for selected first-year students in the doctoral program in Educational Leadership at the School of Education. The four Smallwood Fellows for 2001-2002 — Sherry Stewart, Joli Robinson, Karla Eanes, and Melanie E. Roodhaare — on campus and progressing in their studies.

A video recording of Nel Noddings’ lecture is available on the Web at www.unc.edu/depts/newsnoddings.html. If you need a media player for your computer, you can download one at www.real.com.
Second-Year Teacher Wins Two Grants to Implement Creative Lesson Ideas

A luminous essay by Vorais, a second-year seventh-grade teacher at the Durham School of the Arts, won grants from the Toshiba and Ford Foundations. Vorais’ essay focused on the importance of incorporating student culture and identity into lesson planning. She will use the grants to develop educational programs that align with the teaching standards and principles of the National Council of Teachers of Mathematics.

N. Vorais teaches students to use their own culture and experiences in the classroom, thereby promoting a deeper understanding of diversity and inclusion.

Bill Ware and Rita O’Sullivan, along with co-author Amy Gremth, won the 2001 Distinguished Paper Award from the National Council for Research in Education. The award recognizes significant contributions to the field of education.

Teaching Fellows Program Wins Community Service Award

The Orange County Rape Crisis Center has announced that its annual Teaching Fellows Program will be presented to the North Carolina Teaching Fellows Program of the School of Education this year. The award honors significant contributions to the center’s mission of ending sexual violence and recognizes the Teaching Fellows’ effectiveness in building a strong partnership with the Rape Crisis Center’s Community Education Program by presenting programs to school children.

The Rape Crisis Center is one of several community organizations in which Teaching Fellows work weekly during their junior year. The aim of the junior-year Community Course is to involve Teaching Fellows in work with students outside the classroom setting.

Department of Education has awarded $203,000 to Rune Simeonsson, Professor of Childhood, Family, and Literacy Studies, and School Psychology. In this 3-year study, Simeonsson will collaborate with five European partners (in Finland, Sweden, Germany, and Portugal) and two U.S. partners to study the effects of a policy reform, implementation, and practice, and research base of human services for young children with disabilities and their families in Europe and the United States. They will establish cross-cultural training to prepare practitioners for leadership roles, promote collaborative research through technology-based interaction and exchange visits, and develop a base for further long-range collaboration, including joint academic programs.

Ware, O’Sullivan, and Gremth Capture NCARE Research Awards

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William Self Equity Series

It was a pleasant surprise for the former Dean of the School of Education, Dr. William Self (M.Ed. ’48, Ed.D. ’56) when Ed Dunlap (Ph.D. ’80) announced the creation of the William Self Equity Series Saturday evening, September 22, 2001 at the A lumi A wards Celebration. Former colleagues and students Bob Weiner (M.A. ’54, Ph.D. ’56), Ray Sarbaugh (M.Ed. ’33, Ed.D. ’82), Nancy Farmer (A.B. ’69, M.Ed. ’70, Ed.D. ’82) and Ed Dunlap joined forces with Dr. Self’s daughter and son-in-law, Leslie and Mitch Odess, to secure the endowment that will support the William Self Equity Series.

The William Self Equity Series exemplifies the powerful leadership and personal conviction reflected in Dr. Self’s dedicated career to schooling in North Carolina. The series will bring to the School of Education scholars and practitioners from around the country who can share their expertise with our students, faculty and the broader community. The focus of the series will be rooted in the premise that every child in this country should have access to an education. The William Self Equity Series will provide an important venue for furthering this agenda at the School of Education by bringing the broader educational community together to focus on issues related to educational policy, school reform, curriculum development and teacher education.

Dr. Self’s outstanding career in education began in the late 1940s at Sales Forth Public Schools. He served as Superintendent of the Charlotte-Mecklenburg Schools from 1967-72, one of the most critical times in the history of public education. His integrity and calm nature gave him the ability to be an inspirational leader during the tumultuous aftermath of the Supreme Court’s desegregation ruling. Charlotte-Mecklenburg became a model for the first metropolitan school system in the nation to undergo massive desegregation.

In 1972, the School of Education was fortunate to have Bill Self join the faculty. He believed in a primary service role of the School to the public schools of this state. He created a trusted and worthy bridge between the knowledge and skills within the University and the problems and challenges in public school work. He was admired, respected, and deeply appreciated by many people across the state. Despite his administrative responsibilities as Dean, his work with school leaders across the state, and consulting around the country on school desegregation plans, he was always available to his friends and family across the country. Because Bill Self is a role model for what is right and courageous in public school service, and because his life has been dedicated to advancing the issues associated with equity in schools, this fund has been established in his honor. Responding to the announcement of the fund, Dr. Self replied, with his characteristic humility and grin on his face, “How can all these people remember me after all these years?”

Please join others in making a gift to the William Self Equity Series. Your contribution will make a difference in the impact the School of Education can have in working with educational leaders and practitioners on the issues of equity in education today.

Donations can be sent to School of Education Foundation, CB 3500, Peabody Hall, Chapel Hill, NC 27599. For additional information, contact Wendy Borman, Director of Development, School of Education, by phone at 919-962-5381 or borman@email.unc.edu.

UPCOMING Events

Please Join Us!

March 16-17
First Carolina Women’s Forum: George W. Atta H III at Lumen C Center
The forum will bring together women graduates of UNC-Chapel Hill. Speakers will include Betty Kay McCain ’52, former NC Secretary of Cultural Resources and current General Alumni Association Board Chair; Karen A. Largent ’71, Editor of USA Today, and Virginia Carson ’71, Director of the UNC-Chapel Hill Campus Y. Breakout sessions will address current world events, women in leadership roles, balancing work and family, and women’s health care issues. For more information, contact Stephanie Miller at steph@ua.edu.

May 16-18
School of Education 50th Reunion Peabody Hall and The Carolina Inn
All members of the School of Education Class of 1962, please join us for the First School of Education 50 Reunion. A schedule of events and registration form for this special weekend will be mailed to you this spring. For more information, contact Jenny Jones-Goodwin at jennyj@med.unc.edu or 919/963-6797.

For the latest information on these and other spring events, including the 24th Annual Ira J. Gordon Memorial Lecture (date TBA), visit our Web site at www.unc.edu/depts/ed/ or contact Jenny Jones-Goodwin, Associate Director of Alumni Relations, at jennyj@med.unc.edu or 919/963-6797.

Please visit us at www.unc.edu/depts/ed/ for more information about the campus and the Carolina Slate.
The world has changed since September 11, and so have all of us. Our basic democratic principles and values have been challenged and we find ourselves evaluating and reconsidering what is most important in our lives. In my hope for a meritocracy that is based on our actions and as individuals — we will make positive choices that affect how we relate to one another. We all have a responsibility to ensure that the economic and political freedoms that we enjoy remain available to all who seek them. Freedom begins with the opportunities that are afforded to every child in America. We better have a teacher, coach, school board member or PTA volunteer, you have the ability to create new opportunities for a child. I am always amazed and energized by the power of the transformation that takes place for one child because someone opened a door.

The impact of School of Education alumni have had on thousands of children is remarkable. We have given me pause about the role institutions have in creating opportunities where all can experience the freedom and opportunities that we as Americans take for granted. The School of Education celebrates those who have contributed during the past academic year (July 1, 2000-June 30, 2001) by listing them in the following pages, and we thank you for making a difference through the children you touch and the doors you open every day.

Wendy Grist Borman
Director of Development
difference in the opportunities

friends

cornerstone contributors

support at this level is made

GIVING • THE CAROLINA SLATE
**Nomination Form for 2002 Alumni Awards**

Return this form by May 1, 2002, with a letter no more than two pages in length, describing the candidate’s achievements along with a biographical description of education, experiences, and activities.

Name of nominee ____________________________
Mail address / City, state, zip ___________________
Phone (work) ___________________________ Fax _________________ Email ____________________________

This candidate is nominated for (check one):  
- Outstanding Young Alumni Award  
- Alumni Achievement Award  
- Peabody Award  
- Excellence in Teaching Award  
- Distinguished Leadership Award

Name of nominator ____________________________
Mail address / City, state, zip ___________________
Phone (work) ___________________________ Fax _________________ Email ____________________________

Return completed form by May 1, 2002 to:
School of Education Alumni Council, C.B. 3500, Peabody Hall, UNC-Chapel Hill, NC 27599-3500 (Fax 919/962-1533)