

Gerald R. Smith

Born in Schenectady, New York, on October 20, 1929, Jerry Smith remained there until his graduation from Mt. Pleasant High School in 1947. His first excursion into higher education was at Concordia Collegiate Institute in Bronxville, New York. After three years in its seminary preparatory curriculum, he went to Concordia Seminary in St. Louis, Missouri, for one year. But Jerry decided that his vocation was teaching, not the ministry. Subsequently he enrolled in the baccalaureate program at the State University of New York at Albany, where in 1955 he received the Bachelor of Arts degree with majors in English and dramatics. While at Albany he met two persons who were to have a profound influence on his life and his professional career. He met Betty Dickheuer, the girl down the block back home whom he had not known. They married in 1954. Jerry decided to continue his work at SUNY Albany in education, and he and Betty made their first home in their college town. David Clark was the second important encounter. While working on his master's, Jerry became Dave's graduate assistant. Jerry earned the Master of Arts in educational administration in 1956.

With master's degree in hand, Jerry took a position as English teacher in the Elwood Union Free School District on Long Island. During the Smiths' three years there their first child, Linda, was born. Jerry then enrolled in the doctoral program at Teachers College, Columbia University. The program required an internship. He called Dave Clark, who had become director of the Cooperative Research Program for the U.S. Office of Education, to inquire about possible internship sites. At the time Dave was looking for someone with Jerry's abilities and hired him—first as research coordinator, later as research associate, and then as administrative assistant. Jerry remained with the Office of Education for five years while completing his doctorate, which was awarded in 1964. Jerry and Betty's son, Paul, was born during these Washington years.

In January 1964 Jerry became an associate professor at Syracuse University with a joint appointment in

the College of Education and the Maxwell Graduate School of Citizenship and Public Affairs. During the next three years he served with Roy Price as associate director of the Social Studies Curriculum Center.

In January 1968 Dave Clark, then the new dean of the IU School of Education, brought Jerry to Indiana University to direct the Center for Innovation in Teacher Education. In 1969 Dave expanded Jerry's responsibilities to include directing the Trainers of Teacher Trainers ("Triple T") Project. During this period Jerry also collaborated on a special urban education project with Shawnee High School in Louisville, Kentucky. When these projects were completed, Jerry joined the Department of Curriculum and Instruction, where his interests turned to alternative schools and to teaching courses in staff development and leadership development. Throughout his tenure his research has focused on change and on how change can be brought about in teacher education.

While on sabbatical in the early seventies, Jerry began work on the development of instruments to measure human potential and self-actualization. Throughout his career, he had sought ways to collaborate with colleagues. When Jerry learned of colleague Tom Gregory's similar interests, Jerry asked him if he would like to join forces. Their efforts produced the *Statements About Schools Inventory (SAS)*. Based on Maslow's hierarchy of needs, the SAS contains four scales that measure how well a high school satisfies four types of student needs—security, social, esteem, and self-actualization. The SAS has been used in more than one hundred schools in twenty-three states. Jerry and Tom's decade of collaboration eventually led to the publication in 1987 of their book, *High Schools as Communities: The Small School Reconsidered*.

More recently, Jerry has studied the restructuring efforts of public schools. Throughout his professional career he has made students central to his efforts to understand and improve schools. That emphasis has recently led to yet another collaborative effort, this time with Kris Bosworth, to develop schools that *care*.

Jerry's teaching makes use of a wide variety of tools and participatory activities, including videos, simulations, role playing, case studies, and problem solving. For several years he ran summer workshops and conferences on campus with Tom Gregory, part of their work in Indiana University's award-winning Alternative Schools Teacher Education Program. He has also served on the Board of Directors of Harmony School, a local alternative school.

Jerry's service to the university has taken many forms. He served on Chancellor Byrum Carter's Advisory Committee, the School of Education Policy Council, and the Instructional Development Committee. He has served as chair of the Promotions and Tenure Committee and of the Task Force on Research and Development. Most recently he served his department with distinction for six and one-half years as its chair. Through all these efforts, Jerry has shown the ability to work effectively within the university's and the School of Education's imposing bureaucracies, always working to soften and personalize them for colleagues and students. In the doing he has become one of the most trusted, respected, and admired leaders in the School of Education.

The School of Education will continue to reap the benefits of Jerry's many contributions. The many roles he has played will gradually be assumed by others. (Jerry does plan to see through to completion over the next few years the work of the numerous doctoral students who currently work with him.) But the *person* that is Jerry Smith, particularly the unconditional and tireless supporter of colleagues and students, will not be easily replaced.

Thomas Gregory
Norman Overly