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A

n anniversary is an opportunity to acknowledge and celebrate a shared history. On the occasion of the 40th anniversary of the School of Education, the faculty, staff, and students are honored to be part of its rich history and are excited about the future.

The origins of the School of Education predate its official inception in 1969. A number of those formative people and events are acknowledged in this special anniversary newsletter.

Establishing a school within a university framework is no small accomplishment. It is recognition of the vitality of an existing program and a statement about the university’s investment in that program’s future. As the 1960s unfolded, the Department of Education expanded its academic programs and undergraduate and graduate enrollment. By the time the Board of Trustees gave final approval to establishing the new School of Education under the leadership of its first dean, Dr. John Wozniak, the school enrolled more than 1,100 students.

Those of us who are privileged to be part of the school today owe that opportunity to many who came before us. Those early leaders—Fr. Walt Krolikowski, John Wozniak, Gerald Gutek, and Jasper Valenti—provided the vision and leadership that proved so successful, as did the many faculty members whose entire careers were devoted to the SOE. We are all proud to be part of this legacy, and we thank you, our alums, for sharing this milestone with us. We are grateful for your support and look forward to our continuing partnership.

CELEBRATE A SHARED HISTORY

David P. Prasse, PhD
Dean
The Early Years

Today’s School of Education is the embodiment of Loyola’s century-old commitment to preparing high quality professional educators. As early as 1906, “Lectures on the Theory and Art of Teaching” were offered under Pedagogy by St. Ignatius College, the predecessor of Loyola’s College of Arts and Sciences. The first formal pedagogy courses, initiated in 1910, were the History of Education and Theory and Art of Teaching.

Initially, pedagogy courses were offered to prepare men (at the time, all students in the College of Arts and Sciences were male) to teach in high schools. The full-time faculty established the Downtown College (later Water Tower Campus) in 1913. Courses for the professional development of teachers were offered in the late afternoon and on Saturdays, and summer programs were added in 1918. They attracted teachers who wanted to meet the Chicago Board requirements for professional development that contributed to salary increments.

Establishment of the Graduate School in 1926 enabled Loyola to offer a Master of Arts in Education, as well as a Doctor of Philosophy in Education. The first doctoral degrees addressed education-related topics, and the Department of Education was established in 1929. Austin G. Schmidt, S.J., PhD, served as the first dean of the Graduate School and chairman of the Department of Education.

An increasing demand for professionally trained educators resulted in the Bachelor of Science in Education and Master of Education programs being added in the mid-1930s. The Doctor of Education program was added in 1950. After more than a decade of petitioning by the faculty who were preparing for accreditation and seeking more autonomy for their programs, and with the strong support of Fr. Walter Krolikowski, who was dean of the College of Arts and Sciences from 1964–1970, the Board of Trustees approved establishment of the School of Education on January 5, 1969.

The Water Tower and Lewis Towers. The School of Education was housed on the Water Tower Campus from 1969–1994 and again from 2002 to present.
Recognizing Loyola’s commitment to preparing education professionals, producing quality scholarship, and providing professional development to Chicago-area school teachers, the School of Education was formally established in 1969. That vision continues today, and the school was recently ranked among the Top 100 Schools of Education in U.S. News & World Report.

In 1969, the school offered three undergraduate and three graduate programs in teacher preparation. As the school responded to challenges facing educators in the field, the array of programs offered grew. In 1974, the school was the first in Chicago, and one of the first in the nation, to offer a master’s degree in bilingual education. As the school approached the 21st century, the focus was on creating programs to meet the changing demographics and needs of today’s students. Bilingual/bicultural education, special education, technology education, and reading are among the eight undergraduate and nine graduate programs offered in teacher preparation.

Programs preparing school leaders paralleled the teacher preparation programs. Early programs, such as the administrative internship program initiated in 1969, attracted participants from across the nation. In 1993, the School of Education joined with Roosevelt University to form the Chicago Alliance for Leadership and Learning (CALL). Continuing through 2000, CALL prepared more than 50 administrators to assume leadership roles in the Chicago Public Schools.

From the beginning, Loyola played a significant role in preparing educators and school leaders for positions in Catholic schools, both lay and vowed religious. Long-standing relationships have existed with a number of religious orders whose priests, nuns, and brothers received education degrees from Loyola.

Deanna Wruskyj teaching Science and Math at a middle school in Englewood (south side Chicago neighborhood)
Programs were established in the 1980s between the SOE and private and parochial schools in the metropolitan Chicago area. One such initiative was the Center for Leadership in Private Education, a master’s program in instructional leadership for Chicago archdiocesan principals. In 2003, the school established the Center for Catholic School Effectiveness (LUC.edu/ccse) to respond to the needs of Catholic schools for high-quality, research-based professional development in the context of Catholic identity and mission.

The CCSE, nationally recognized for school-effectiveness coaching, professional development, and research in Catholic education, has worked with more than 400 schools, serving more than 5,000 teachers in over 85 American dioceses. LU-CHOICE (Loyola University Chicago Opportunities in Catholic Education) places students with a bachelor’s degree in Chicago Catholic schools while they earn a master’s degree in education. The Jesuit Volunteer Corps (JVC) Magis places master’s degree students in community-based agencies and schools. Each represents the School of Education’s commitment to Catholic education.

Professional contributions beyond K–12 settings have a long and distinguished history in the SOE. In the late 1970s, responding to a need for quality educators in nonschool settings, the school initiated an Adult and Corporate Structural Management Program (AIM), preparing educators for corporate settings. In the 1980s, a program in College Student Personnel Work prepared graduates for key positions in colleges and universities. Responding to a need for community college faculty, the school began the Community College Learning and Teaching Program (CCLT), focusing on quality teaching. The program, a first of its kind in the nation, was replicated by other colleges and universities. Recognizing the need for quality leadership and professional development, the school, working in close collaboration with the Chicago Police Department, began a specialized doctoral program for CPD officers and commanders.

After 40 years, the School of Education remains committed to the ideals and goals of its founders. Today, the school’s programs prepare and support education personnel, addressing the learning and leadership needs from kindergarten through higher education.
Go onward and upward’

Walter P. Krolikowski, S.J., PhD (1923–2007), or Father K, as he was called, helped prepare thousands of educators over five decades. He served as dean of the College of Arts and Sciences from 1964 to 1970 and was central in developing programs to prepare educators. As a member of the Board of Trustees, his support was crucial in the decision to elevate Loyola’s Department of Education to a school. His career at Loyola began in the education department, and, after serving as dean of the College of Arts and Sciences, he returned to the new school as a member of the faculty and continued to teach philosophy of education courses until his retirement in 2006.

MEMORIES

Maureen West (MEd ’08, BS ’03), a Spanish teacher for Chicago Public Schools

West recalls traveling to Cape Town, South Africa, with Dr. Ernestine Riggs and other Loyola alumni in July 2008.

“Over hot tea and pastries, we shared stories and compared education issues with the local teachers at our host school. It was the trip of a lifetime and reinforced the importance of receiving an education with a social justice background.”

John P. Reilly (EdD ’91, MEd ’72, BS ’68), Retired Chicago Public Schools Principal

Reilly recalls the things that come to mind when he looks back at his days in SOE

“...the vibrancy of Phi Delta Kappa (the professional educators’ fraternity) from its start in the early ’70s. I also remember the double-sized classroom needed to accommodate the number of students who wanted to take classes with Douglas Van Bramer, Arthur O’Meara, James Smith, and John Wozniak.”

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COMMUNITY ENGAGEMENT

For more than 40 years, the school has worked collaboratively with community groups and organizations to create partnerships and programs that are responsive to the community.

Outreach has always been central to the school’s mission. The Educational Research Training Program at Loyola, funded by a federal Title IV ESEA grant from 1966–1971, prepared students for leadership positions in educational institutions, research organizations, and government agencies. Later, education faculty assisted the Chicago Public Schools in adjusting to the changes in curriculum and governance mandated by the Chicago School Reform Act of 1988.

In the 1970s, the school’s Department of Educational Guidance and Counseling took an active role in community drug prevention efforts. In addition to working with local substance abuse rehabilitation centers, Loyola offered graduate courses in drug abuse education to facilitate the development of anti-drug school curriculum and community programs.

**THEN & NOW**

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One of the school’s longest running programs, Upward Bound (1966–1996), was a precollege preparatory program for high school students from low-income backgrounds who had inadequate secondary school preparation. The program developed the skills and motivation necessary for these students to succeed in higher education.

Since 1999, the school has been a partner in a similar program, Chicago GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), an alliance of five area colleges and Chicago Public Schools promoting post-secondary education.

In cooperation with Chicago Public Schools, the School of Education also coordinates a number of direct outreach projects in high-need high schools. Each year, the TNT: Target New Transitions program (LUC.edu/TNT) sends nearly 50 Loyola undergrads to work as academic coaches with small groups of students in four Chicago public schools where they serve 160 high school students. Because of the work of Susan Baik, tutors fifth graders at Swift Elementary School about fractions.
Loyola faculty, Chicago students also have access to COUNTDOWN (COUNTDOWN.LUC.edu), a weekly television show and Web site that uses technology and more than 800 instructional videos to supplement math instruction. Finally, school faculty, staff, and students provide literacy skills workshops for more than 150 parents and students in our Rogers Park-area partner schools through the Joy Is Reading program.

Another example of today’s community outreach is the Teaching with Primary Sources (TPS) program, formerly known as the Adventures of the American Mind. TPS, sponsored by the Library of Congress, provides professional development to teachers in Chicago-area schools in addition to funding summer graduate courses. Participants in the program collaborate with Teaching American History grant recipients, the Sierra Club, the Japanese American Citizens League, and other community organizations.

Today, the Center for School Evaluation, Intervention and Training (LUC.edu/cseit) provides training and technical assistance for faculty and administrators in the Chicago Public Schools, additional school districts across the state, and state education agencies. CSEIT works to improve outcomes for students, teachers, and families by preparing educators, enhancing school support through action research and evaluation, and developing leaders to sustain education reform efforts. CSEIT focuses on positive behavior intervention supports, problem solving, response to treatment intervention, and technical evaluation assistance to state education agencies.

Joy is Reading, 2009

TRIBUTE • BARNEY BERLIN, PhD

‘...the students come first.’

Dr. Barney Berlin served more years as a faculty member than anyone in the School of Education. One of the first faculty members with urban teaching experience to join Loyola’s School of Education, Barney became the first chair of the school’s administration department when the School of Education was founded in 1969.

During his tenure, Barney was involved with many programs within the School of Education, including serving as director of teacher education and certification, initiating the Upward Bound program, Teacher Corps, and SOE cohorts, and implementing a cohort program for Chicago police officers. He retired in 2006 and remains active in School of Education alumni events.
“To this day, when people ask me who the teacher was that made a difference in my life, I shout out the name of Dr. Barney Berlin. He was an adviser, a mentor, an educator, and a believer. Dr. Berlin stood for the standards of Loyola University Chicago and was truly the most influential person in my educational development as a teacher.”

Patti Sexton Walsh (BA ’73)
Third Grade teacher at Sullivan Elementary School

“i guess my fondest memory of the School of Education was actually traveling to the Mallinckrodt Campus for the first time or a small charter van going from Lakeshore on a cold and icy day to meet with Dr. Lowe about possibly declaring education for my major in undergrad. Dr. Lowe ultimately became my mentor, I and owe a lot of what I have achieved in education to her.”

Kevin Tate (BSEd ’99), assistant principal at King College Prep
international Perspectives

For many years, the School of Education engaged the global community through domestic and international programs, direct faculty involvement abroad, and the work of our international alumni in their native countries. In the early years, the school’s contacts with international religious groups such as the Divine Word Missionaries increased enrollment of international students. Today, students from more than 27 countries, including Indonesia, Bangladesh, China, Serbia, Nigeria, and Uganda, study in the School of Education.

A doctoral program in comparative and international education began in 1972, and in 2005 the Center for Comparative Education (LUC.edu/cce) was established. Both the program and the center provide opportunities for students to examine perspectives from many nations on issues such as the privatization of education, education of immigrant children, impact of schools on the cultural and national identity of children in marginalized communities, and the relationship between education and globalization.

Before the John Felice Rome Center opened in 1962, a pilot study-abroad course was taught by Dr. John Wozniak, then chair of the Department of Education, and John Felice, S.J., future director of the Rome Center. In 1991, the School’s Rome Center summer program for graduate students began, followed by the undergraduate program in 1996.

The School’s Cuba program, which began in 1998 as a short-term study-abroad service-learning opportunity for graduate students, faculty, and staff, today sends faculty to Cuba to instruct educators in English as a Second Language, curriculum leadership, entrepreneurship, and health care. Since its inception, more than 100 Loyolans have traveled to the island to provide training, 10 Cubans have come to Loyola to receive training, and hundreds of Cubans have benefited from the program.

In 2007, Loyola partnered with Sanata Dharma University in Indonesia to provide training to improve leadership and education in Indonesian Jesuit schools. Teachers from Indonesia received a master’s degree from the School of Education and returned to their country to provide professional development to Indonesian teachers and administrators.
These faculty and many other alums are exemplars of the school’s ongoing commitment to international education. Faculty members have a long tradition of serving as international consultants. Since the 1960s, faculty have traveled and consulted in many countries, including Thailand, Indonesia, Vietnam, Peru, Russia, Romania, Serbia, Croatia, Cuba, Mexico, England, and South Africa. Additionally, many graduates are making a difference in their native countries.

**TRIBUTE • JOHN WOZNIAK**

Dr. John M. Wozniak joined the faculty of Loyola University Chicago in 1950. One year later, he was made acting chair of the Department of Education. He served in that capacity until the founding of the School of Education in 1969, when he became dean, a position he held for another 10 years.

John is a remarkable educator, scholar, mentor, colleague, and friend to all those passing through the School of Education. Dr. Wozniak retired in 1989 and remains active in the School of Education alumni events.

“If you asked (John) for the shirt off his back, he would give it to you, but making sure it was the right size for you,” says fellow emeritus faculty member Barney Berlin.
The faculty of Loyola University
Chicago, Dr. John M. Wozniak joined the faculty of Loyola University Chicago in 1950. One year later, he was made acting chair of the Department of Education. He served 18 years in that capacity until the founding of the School of Education in 1969, when he became dean, a position he held for another 10 years.

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Valerie J. Collier (MEd ’00, BA’95), senior program coordinator in SOE who has been with Loyola since ’74 memories Collier recalls her advisor, mentor, and friend, the late Dr. Carol Harding.

“Carol believed in me, encouraged me, and told me, ‘You have a story to tell and people will listen’—words I carry with me every day. I feel blessed to have had her in my life.”

Bill Leecce (MEd ’71) Retired English and journalism teacher for Township High School District 214

“My first encounter at Loyola was with Dr. John Wozniak who immediately made me feel welcome, excited about my chances for success as a teacher. Dr. Wozniak became my mentor, the one I hoped to be like when I became a teacher. I am forever indebted to him for his grace, his kindness, his modeling of how a teacher should treat students.”
1985
MICHAEL J. BAKALIS, PhD
1985–1989

1989
ROBERT E. ROEMER, PhD
1989–1996

1995
TEFFY E. WILLIAMS, PhD
1996–1997

1989
SCHOOL OF EDUCATION MOVED TO MALLINCKRODT CAMPUS

COUNTDOWN BEGAN BROADCAST ON CHANNEL 21

FAMILY STUDIES PROGRAM STARTED

MUNDELEIN COLLEGE MERGED INTO LOYOLA

ART SAFER 1985–1999

JUDITH INGRAM 1991–1999

SUMMER ROME PROGRAM INITIATED

CHICAGO ALLIANCE FOR LEADERSHIP & LEARNING PROGRAM (CALL) INITIATED
SHARE YOUR MEMORIES

In celebration of our 40th anniversary, the SOE would like you to share your favorite memories of your Loyola days. Share the stories and photographs of people, places, and programs that made an impact on your life. To find out how, visit LUC.edu/soe40.