

*Edited by Anna
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Conversation with Dean Murrell

By: Anna Louise Downing

Upon receiving this assignment, I was extremely apprehensive about meeting with Dean Murrell to discuss the recent Inaugural Convocation and the future of the School of Education. Who wouldn't be nervous about meeting the Dean of their school? However, upon arriving at his office and being warmly greeted by Candra Healy and the Dean, my apprehension immediately disappeared. Dean Murrell greeted me with a warm smile and genteel handshake which made me feel as though I had known him forever, even though this was our first meeting.

Dean Murrell explained the school's vision which will have a dedicated focus on the advancement of the

achievement and development of city children and youth based on a framework of identify, race, social capital, and culture. As future graduates in the SoE, we will be preparing for and prepared to face these issues in our classrooms and school environments. Dean Murrell further discussed the school's vision as it continues to strive in the areas of commitment to the Jesuit traditions of educating the whole person along with teaching the inequalities of the educational systems. We also discussed Loyola's commitment towards a community school with the city of Baltimore.

Throughout the conversation, I was impressed by Dean Murrell's commitment to our School of

Education and Loyola's Jesuit values. At the end of the conversation, Dean Murrell thanked me for taking the time to meet with him. He is very pleased with the continued dedication of the education students and the SoE's ability to move forward in the 21st century.

In closing, the School of Education celebrated its official launch on Wednesday, October 14, 2009. There was an Information Open House from 5-6:30 pm in McGuire Atrium and the Convocation started at 6:45 pm with remarks by Nancy S. Grasmick, Ph.D., Maryland State Superintendent of Schools. A reception followed from 8:15-9:30 pm.

SUPER EDUCATION SENIORS

By: Kristyn Barnett

Loyola is very proud of its many seniors graduating from the School of Education this year. The department would like to recognize four students in particular in this issue.

Caitlin Geraghty is a senior majoring in education. She is from Yonkers, NY and is placed at Pleasant Plains Elementary in a fifth grade class as a student teacher. Caitlin said, "I chose teaching because I absolutely love being able to make a difference in the lives of our children. Teaching is ultimately rewarding and the most enriching experience I have ever been a part of." When asked about Loyola's education programs she said that the professors make every lesson count. Caitlin feels that they are very genuine people. After graduating Caitlin hopes to move back to New York to teach.

Nicole Giannini is from Copaugue, New York. She is now student teaching at Pine Grove Elementary in a fifth grade class. Nicole said, "Ever since I was little I loved school and forced my brother to "play school" with me after we got home, I couldn't get enough." She chose this profession to try and create a learning

environment similar to the one she experienced in elementary school. She feels that the professors at Loyola are truly devoted to their craft and have served as such an inspiration to all future educators. Nicole plans to teach in New York after graduation or continue on to graduate school and work towards getting her masters in special education.

Glynnis Fastiggi is from Brielle, New Jersey. She is now student teaching at Chadwick Elementary school working with a fifth grade class. She chose teaching as her major because she wants to make a difference in a child's life. Glynnis says, "We are so lucky that we have the opportunity to be in a classroom as early as freshman year, not many other education majors can say that." After graduation Glynnis wants to get a teaching job in either New Jersey or Baltimore. She hopes to eventually become a reading specialist as well.

Jane Gervasio is from Trenton, New Jersey. She is currently student teaching in a first grade classroom at Elmwood Elementary. When asked why she chose this profession Jane said, "I knew I wanted to become

that role model a child would need in his or her life." She has many ideas of what she wants to do after graduation. She wants to teach in either New Jersey or Maryland, and eventually be teaching in a primary aged classroom.

Congratulations seniors! Best of luck throughout your final semesters and career!



EDUCATOR: JOHN DEWEY

By: Angela Fratarcangeli



John Dewey was born October 20, 1859 in Burlington, Vt. He attended the public schools of Burlington and then went to the University of Vermont. In 1882 he entered Johns Hopkins University in Baltimore to study philosophy. Dewey earned his PhD in 1884 and then spent 10 years as a professor of philosophy and psychology at the University of Michigan.

During those years he became interested in education. He found that his findings of child psychology were not corresponding with traditional school teachings. So he searched for a new philosophy of education to remedy these concerns. After Michigan he went to the University of Chicago to become a professor of philosophy. Dewey's work in philosophy and psychology mainly revolved around changes

in education. In having educational aims and criteria he focused on learning offered by psychology as applied to children. He tried to lessen tensions and strain in education. Two of Dewey's writings on education are *The School and Society* (1899) and *The Child and the Curriculum* (1902). These writings presented and defended the main beliefs of the philosophy of education he originated. The beliefs were that educational process must revolve around the interests of the children. It must provide opportunity for the child to do thinking and doing in the classroom, and the teacher should guide the students rather than telling the students what to do to or reciting a lesson. John Dewey is considered a founder of Progressivism. Progressivism essentially holds that students learn by doing – and especially by doing things that are related to their needs and interests. The results of Dewey's ideas were the establishment of a department of pedagogy and of the

University of Chicago's Laboratory Schools, in which the educational theories and practices suggested by psychology and philosophy could be tested. This enhanced the reputation of the University of Chicago. His ideas and proposals affected educational theory and practice throughout the United States.

Works Cited:

Ecker, Pam. *John Dewey*. 1997. 8 October, 2009. <http://www.bgsu.edu/departments/acs/1890s/dewey/dewey.html>.



**Guess the Faculty
Member
By: Yih-Cheng Wun**

This faculty member was born in Baltimore, went to Cornell University and likes kayaking, biking, traveling internationally, reading, playing the guitar and attending concerts.

This faculty member taught middle and high school for twelve years and was a lacrosse coach at the high school.

This faculty member loves being at Loyola's SoE and feels strongly about social justice, commitment and urban education.

This faculty member has four children and one grandson. Who is this faculty member?



**MSDE/NCATE UPDATE
By: Yih-Cheng Wun**

The NCATE is revved up to do a lot this year, from advancing the student learning process, to improving themselves in "the redesign and transformation of the accreditation". The NCATE's president comments that it's an opportunity to reexamine itself, and improve its standards, as well as examining how student learning has affected teachers. Also, the BOE (Board of Examiners) will be using NCATE's program as a test for several institutions, and hopes to get it implemented as soon as possible.

Meanwhile, the MSDE announced that all Maryland schools will take part in the "Learn and serve Challenge week". Maryland is the only state which requires service learning to graduate, and continues the fine tradition of ensuring that students are aware and ready to contribute to the community. From children to adults, everyone participates in some sort of service learning by the time people are ready to enter the workforce.

**Book Drive for Guilford
Elementary/Middle School
By: Anna Louise Downing**

At the beginning of the Fall Semester, Katelyn Larkin, a senior elementary education major found herself at Guilford Elementary-Middle school in a fifth grade classroom. Katelyn was surprised by how few books there were in the classroom. "There were no age appropriate books for the students," Katelyn told Dr. Castellán.

Katelyn asked Dr. Castellán if a book drive could be sponsored by a student in the ED 100 class, Introduction to Elementary Education. Dr. Castellán approached the class and asked if anyone would be willing to help sponsor the book drive for Guilford Elementary-Middle School. I responded to her request and thus, another tremendous idea was born from an elementary education major to help support a local school. Katelyn's vision goes hand in hand with the vision of the SoE along with Jesuit values. Way to go, Katelyn!

The book drive started on Tuesday, October 6, 2009 with boxes being placed in the following locations:

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the library; the campus post office; the Study; the Department of Parking & Transportation; the School of Education; CCSJ/Campus Ministry; the back of the Chapel and both the Columbia and Timonium graduate centers. Any new or gently used books can be placed in the boxes. Books are needed for all grades-Kindergarten through Eighth grade. The book drive will continue until December 4, 2009.

