After only three months, I know the importance of the creation of communities in schools... and I’ve personally verified the demanding life of a principal.”
—Rafael Parente

SOE Stories—Profiling Your Pace Community

From Career in Finance, Carrol Newell Steps Up to Teach

Professionally, I have spent the majority of the past 17 years in financial service. In the beginning I loved it. I received my BS in business from CUNY, Medgar Evers College. The majority of the Assistant Professors were men. Yes, I noticed the obvious lack of gender representation, but at the time I was busy taking in as much information as possible and I did learn a great deal about finance.

I continued my education in Diploma Financial Management at NYU’s School of Continuing Education and Professional Studies. I also received a Certificate in Project Management from the American Management Association. Meanwhile, on the professional front I was managing projects that were keeping me up at night.

I was absolutely crazy about my job. I enjoyed it most when I was helping other members of the staff, explaining complicated processes to people. I felt at home analyzing, dissecting, and explaining complicated ideas in a condensed format. This is how I landed a sweet job involving managing projects. The best part of it was meeting the team members and getting them to slow down and analyze their steps. In slowing down, we could begin to see what was going wrong with our systems. Somehow all the computer logic in the world did not provide the answer that the human brain could achieve if it is attenuated in the right directions.

I enjoyed helping people come to an awareness of the knowledge that they have. I enjoyed explaining little things that would take them to the next level. I went into a state of euphoria when they realized their own knowledge, and how they could apply it to similar situations, and on to situations that were new and foreign. Eventually, I realized that I wanted to be a teacher. I entered the MST program in the School of Education at Pace, and I found that I had been an educator at heart for a long time.

I believe I have achieved a small amount of success during the course of my studies. I say this with modesty because I have not yet completed my degree, and I am at that delicate juncture of the program involving student teaching. I student teach at Murry Bergtraum High School, and I have been assigned a mentor teacher.

(Continued on page 6)
In Their Own Words—Introducing New Faces in the SOE

In our ongoing series, the Forum brings you personal statements from new members of the Pace New York School of Education faculty and staff. This month, we were pleased to speak with

Professor Lynda Geller

I am a licensed psychologist bringing over twenty two years of teaching, training, mentoring and supervisory experience to Pace, primarily in the areas of autism and developmental disabilities, and special education interventions. I am committed to the proposition that all students, including those with special learning, social, and emotional challenges should be fully integrated into both the school community and the community at large. I chose to come to Pace in large part because I believe it is poised on the brink of great expansion and the development of specific areas of excellence including my specialty, the autism spectrum. Since I believe firmly that educators can make an enormous difference in children’s lives, I am dedicated to teaching the teachers by sharing my knowledge, views, psychological perspective, and breadth of experience. I hope to influence Pace graduates by preparing them to enter the school system with the tools and the motivation to make them leaders in accomplishing the inclusion and integration of all students in the classroom and in society.

Dr. Dianne Zager

I joined the School of Education faculty in September 2004. Prior to coming to Pace, I taught at the C.W. Post Campus of Long Island University for 24 years. I have written and presented extensively in the areas of special education, autism and teacher preparation. In 2005, I was appointed as the Michael C. Koffler Professor in Autism. As part of Mr. Koffler’s gift to Pace, I’ve helped to established a Center for Teaching and Research in Autism on the New York campus. Pace has also received a grant from the United States Department of Education which will support tuition for four cohorts of 16 graduate students each who wish to receive specialized training in autism. Applicants must have successfully completed a Master’s Degree in Special Education. Tuition expenses will be fully covered for the 16 qualifying students. This is an exciting project because of its attention to high need urban schools and to the inclusion of students with autism in general education. We’ll be working in partnership with the NYC Department of Education. If you would like more information about the Special Education Program at Pace’s New York City campus, or are interested in applying for this unique opportunity, please contact me at dzager@pace.edu.
SOE Receives Koffler Grant for Special Education

Forum Staff

In 2004, Michael C. Koffler, President and CEO of Metschools, Inc., was the Executive in Residence in the Lubin School of Business Program. Mr. Koffler’s company operates several private schools in New York City, serving children K-8, with a special emphasis on day care, early intervention and special education.

In 2005, Mr. Koffler pledged one and a quarter million dollars to Pace University to establish an endowed professorship in autism. Pace has appointed Dianne Zager, Ph.D., a nationally pre-eminent leader in the field of autism education, to the post and has created a new national Teaching Center for Research in Autism. To quote Jan McDonald, Dean of the Pace School of Education, “Michael Koffler’s gift will enable the School of Education to increase the number of faculty members with specializations in autism education and to establish what I believe will be the biggest program in the country dedicated to autism education.” To that end, Pace has hired new full time faculty members whose backgrounds include special education and autism teaching experience. With this gift, Pace has entered the forefront of autism related teaching and research and it is expected that the Center will serve as a national model.

For more information, see Profiles of Dr. Dianne Zager and Prof. Lynda Geller.

Graduate Student Orientation in January Set to Repeat Successful October Program

By Carol Hafer

On October 5, 2005, I attended the SOE’s new Graduate Student Orientation program, organized by Dir. of Student Services Sonaly Rivera. It was one of the best, most informative meetings I have ever gone to. Ever.

The purpose of the program was to introduce new grad students to the program and to help continuing students prepare for what is to come.

Department Chair Dr. Art Maloney reported on progress the SOE has made in the past year, touching on NCATE, Pace High School and the addition of new faculty members. Several new professors were introduced, including Dr. Dianne Zager, in attendance.

Dr. Maloney also announced the lineup for the Spring Lecture Series, which will address the theme of upholding the SOE’s mission statement in an age of standardized testing.

Assistant Dean Linda Hamell spoke about how we can best prepare to graduate and become certified with a minimum of stress, and Prof. Laksmi Nor spoke at length about fieldwork requirements, student teaching and the preparation of graduate portfolios. Dr. Pat Brock, or “Doc Brock from TOC” as she’s known, discussed new developments in the Teacher Opportunity Corps.

I would like to personally thank Sonaly, Donna Eustace and all those involved in preparing this informative evening. If you failed to attend, you missed out on a comprehensive explanation of what your life will be like while attaining your graduate degree and certification.

Fortunately, you have a second chance. Sonaly Rivera has announced that she will be hosting a second orientation program for graduate students to take place on January 19 at 5:30 p.m. in room W210 of 1 Pace Plaza. I encourage all grad students to attend.
**New York Historical Society Presents Groundbreaking Slavery Exhibit**

*By Bryce Cahn*

The image many Americans hold of slavery is definitively that of the Southern plantation. But there is another history of slavery that hits much nearer to home, and this is the territory that the New York Historical Society covers powerfully with their important new program, _Slavery in New York_.

The exhibit is a chronological walk from the importation of the first black slaves into the Johnstown Colony in 1619 (two years before the New Amsterdam settlement by the Dutch West India Company) through and slightly beyond the abolition of slavery in New York in 1827. It defines three distinct periods, the Dutch, English and United States, and looks at the evolution of New York’s slave class, their lives, the laws that shaped them and the resistance that rooted black culture in the city from the very beginning.

Expressive maps and original artworks, including an impressive series of wirework sculptures, move the viewer along. There are interactive multimedia displays, some of which are disabled during school tours to allow smoother flow, and a film documentary produced for the NYHS by the History Channel.

New York’s was originally a corporate slavery, not an individual one, and most of the slaves during the Dutch colonial period were owned directly by the Dutch West India Company. This is reflected in the exhibit by a large collection of bureaucratic artifacts—bills of lading for ships, bills of sale and price schedules—all endorsed by the Company, whose complicity in early slavery is made abundantly clear.

By the English period, New York had become the slave-owning capitol of the New World (Sojourner Truth was, in fact, a New York slave who resided in Ulster County until her emancipation in 1826), and the artifacts transition to include circulars and newspaper ads for slave auctions and to recover runaways. In a show of hypocrisy, Revolutionary War documents describe the patriots’ attempts to enlist the black population by promising freedom for service.

Paintings that round out the exhibit portray the casual attitude of New Yorkers towards slavery. In them, black workers, obviously slaves, are not the artist’s subject but treated as just part of the scenery, sending a vivid message to the modern viewer.

With all these strengths, the problem with the exhibit is the problem found in exploring any covert or unreported history—it wasn’t meant to be remembered. While Northern slavery was in common practice it wasn’t considered worthy of chronicling in any detail, and after it ended it was considered best forgotten, and we did a good job as a society of forgetting (I didn’t have any knowledge of New York slaves before attending the NYHS). There aren’t many material artifacts included in the exhibit, which is populated mainly with documentary evidence. Period props and furnishings are labeled as representative of the time rather than holding any special significance in themselves, and only a few photographs and daguerreotypes are in evidence. It’s to NYHS’ great credit that they were able to create what is ultimately an effective, deeply moving and educative program on this hidden history.

The NYHS recommends this exhibit for students not younger than 5th grade owing to its subject matter. Given the text-heavy nature of the program, it may be best suited to older students. Tours are available in both Spanish and English. Slavery in New York runs through March 5, 2006. For more information or to arrange a class visit, call (212) 485-9293, email schoolprograms@nyhistory.org or visit online at www.nyhistory.org and www.slaveryinnewyork.org.
Staten Island, a job he landed Technical High School in McKee Vocational and system, though, was at New York City school in 1987. His first job in the began writing after he retired Stuyvesant High School who was an English teacher at upcoming Forum). McCourt will be reviewed in an the planning, implementation, and the newly (which was held there). 

Since then I've had a very American educational system. 

arrived and was willing to
great opportunity had been

offered to me, a Brazilian

student who had recently

arrived and was willing to

learn everything about the

American educational system.

After then I've had a very

busy routine. I arrive at the

high school at 10 a.m. and

stay there until 4:30. I am

responsible for coordinating

the planning, implementation,

and evaluation of our after-
school activities; observing
classes and talking to

teachers; dealing with
discipline issues; creating
bulletin boards, a new
pamphlet and a new
presentation for our open
houses; attending meetings to
which Ms. Sy cannot be
present; sponsoring the Pace
Pride Club; teaching ESL to
small groups of students;
conducting school tours, and
other tasks.

After that, I go to Pace
University three times a week
and then go home at 8:30 at
night. But that's not where
my day ends. Living in
Sheepshead Bay, Brooklyn,
my commute is
approximately one hour.
After dinner, shower and
checking emails, I still read
books, do assignments and set
everything for my next day. I
finally go to bed at about
2 a.m. to get up again at 7:30.
Is having such a busy
schedule worth it? Of course
it is!

I know I have very ambitious
plans. I intend to go back to
Brazil and change the history
of failures of the public
educational system there.
Besides, I'm sure that I've
never learned so much in such
a small period of time.

After only three months, I
know the importance of the
creation of communities in
schools, I've read books and
discussed about and
personally verified the
demanding life of a principal.
I can talk about the good and
the bad things that this system
has been facing. Most
importantly, I have
understood that education is a
mission, a call, one of the
most serious responsibilities
that a person may have, and
perhaps the only real solution
to the major conflicts that the
world faces these days.

Rafael Parente is in the
graduate program for
Educational Administration
and Supervision.

―Fred Rogers, in testimony before the U.S. Senate, late 1960’s.
The School of Education would like to announce the availability of a three-credit summer graduate course to be offered at Oxford University in England from July 2—July 12, 2006. The course will be co-taught by Dr. Gregory M. Holtz of Pace University’s Michaelian Institute, and Sr. St. John Delany, Ph.D. It will be a Foundation course and serve as a field-based study of the education system in the UK. Emphasis will be on structure of education, curriculum, assessment and diversity, using a comparative model.

Participants will reside in St. Edmund’s Hall, one of the most beautiful and centrally located colleges in Oxford.

Cost estimates include:
- Regular tuition for three-credit hour course.
- $100 deposit for room and board due Jan 23.
- $700 balance for room and board due May 1.
- Airfare (students will make their own arrangements).

Do you have an upcoming event or favorite NYC happening for individuals or school trips? List it in Opportunitas! Email soeforum@pace.edu.

Contact—
Sr. St. John Delany
Pace New York SOE
(212) 346-1343

We need 10 students to make this course possible—Express your interest before break!

The Forum is now available online! Visit http://appserv.pace.edu/execute/home_soe.cfm