“...take advantage of the Opportunitas in your life and don’t be afraid to take risks.”
—Enrico Mayuga

The Forum asked Enrico to reflect on his time at Pace, and his plans for the future.

This is the year of the Rooster. That’s what I told Dean McDonald right before announcing I was leaving. In the Chinese calendar my birth falls under the Rooster, and good things are supposed to come my way. Well, in the past year, I’ve been blessed by a happy marriage, a new condo, my wife recently landed her first job as an attorney, and I was offered the job that’s leading me away from Pace.

The past 5½ years have been exciting and exhausting. I’m very proud to have been part of the NCATE process, and to have seen the SOE develop along the way. The business of training teachers is an every day challenge, but as Frederick Douglass said, “Without struggle, there can be no progress.”

I’m happy to see my first class, the one I’ve been with since their freshman year, graduate from the five-year program. I’ve always had a weird sense of obligation to these students and it’s been a privilege to “raise” them (as one of them once put it). I still remember several of them saying years ago that I couldn’t leave until they had graduated. Well, here we all are, and I’ll see them at Radio City in May.

As for the future, I’ve been selected to work with the New York City Department of Education as an educational consultant assisting with their teacher recruitment efforts. I’ll be assigned to the Summer Teaching Experience Program, which recruits out-of-state certified teachers to teach in shortage areas. It’s a seasonal position, April through September. I’ve been picked as the person to “hand-hold” the incoming STEP teachers from the time they’ve been recruited until the fall.

Ever since I shared the news of my departure with colleagues, the first thing they ask is “What are you going to do at the end of September?” I don’t know if I have an ideal job in mind, but I do know that I want to continue to work with education students to make sure they explore every opportunity to succeed, discover their hidden talents and blossom. I’ve always been interested in working with immigrants and children of immigrants, especially considering my own parents’ struggles coming to New York in the sixties. I may even want to explore a side career as a life coach and motivational speaker. Of course I know I wouldn’t be able to take these risks without the support of my wife, family and friends.

The SOE faculty and staff (Donna’s been there for me from Day One) have been a wonderful group to work with, and I’ll always be grateful that Jan took a chance on me right out of graduate school. Thanks Jan! Anybody who would like to keep in touch and chat about education, traveling, salsa, tango or capoeira, look me up and let’s have coffee or ice cream. I’d like to tell all SOE students to take advantage of the Opportunitas in your life and don’t be afraid to take risks. We may come across each other as future colleagues. It’s funny how life is, and how we all come to full circle.
Published Poet Visits Pace Campus

By Dr. Patricia Brock

Literally published poet, Ms. Anna Marie Guterl, who also writes under her Korean name, Kyoung Ok Kim, recently shared a sampling of her poetry collection Reflections of Memory with Teacher Opportunity Corps (TOC) scholars and invited guests.

Ms. Guterl read 14 poems selected from a compendium of thousands, that touched on shared experiences of 9/11 ("September Mourn,"), cultural understandings ("my ancestral color"), and concerns about poverty in Somalia.

As Ms. Guterl encouraged participants, “Try writing one poem a day. Observe all that is around you. Put each poem away and revisit it sometime later. You’d be surprised what you discover.”

During the interactive seminar, Ms. Guterl discussed the genesis of her poetry and encouraged the assembled students and teachers to create poetry of their own. Activities included the exchange of original sketches, which were in turn made the subjects of free form poetry. These new poems were then shared with the group. Talented poets surfaced during the seminar!

In addition, Ms Guterl addressed the role of poetry in the classroom. She encouraged what she termed “un-narrative” style, in which grammar, spelling and capitalization rules are deemphasized in exchange for a focus on personal expression and reflection. “Poetry,” she said, “can be a simple description or a healthy cathartic outpouring, unlocking personal concerns and issues.”

Work has begun to publish a collection of Ms. Guterl’s writing to raise funds for Pace’s Center for Urban Education. Books will be available for $10.

So, try your hand at writing poetry, while riding the train, bus or sitting waiting for a friend. We each have a little bit of the poet inside of us.

mother mountain
she dreams of seasons
when spring tunes her body green
of reborn plants
of budding trees
of flowering children
she rejoices in her beauty
renewed
& puts her arms about her
shedding her wintry gown
freeing her stoic self
O she is a proud new mama
her pregnant earth full
future holds her patience
winged hopes fly above her head
& gathers rivers & valleys around her close
while exhaling last winter’s cold
she welcomes her brother sun
blushing amber in the summer heat

-Anna Marie Guterl

Things to Do In and Out of the Classroom

"Wildman" Steve Brill was profiled in TimeOut New York Kids for his walking tours of edible and medicinal New York, including his famous tours of Central Park and Prospect Park. Brill is available for fieldtrips, classroom presentations and assemblies focusing on natural history, science and conservation. His hands-on programs are tailored for all class levels and backgrounds.

To include Steve Brill in the life of your class, or for more information, call (914) 835-2153 or visit www.wildmanstevebrill.com
Education in Action: AmeriCorps Brings English as a Second Language Instruction to Chinatown

By Lisa Wong Macabasco

During the daytime this room of Dr. Sun Yat Sen Middle School is a sixth grade science classroom. On this Thursday night, the students are mostly adult women of various ages, identifying the letters and sounds of the English alphabet and figuring out how to pronounce words with those sounds. Teacher Erik Laby points to a letter on a poster where the alphabet is written, and the class yells out the letter. Tonight the class is having trouble with the letter “F”.

“Rrrrrrrr,” Laby says, listening to the class repeat the sound. “Rat. Rat.”

A few in the room giggle. In a neighborhood with an infamous sanitation problem, Laby uses words that are familiar to the class.

The workshop is basic English, but the program’s coordinators say a better name would be Level Zero. They recently created the workshop after finding that many students were below level one, the lowest of four literacy levels of English the program offered. Many cannot read and write in their native Chinese.

“We basically have to teach them English and Chinese,” said Dana Chow, one of the program’s coordinators.

This workshop is part of a growing English as a Second Language (ESL) program for adults at MS 131 funded and run by the Community and Volunteer Mobilization AmeriCorps program. The program is one of the few free ESL nighttime programs offered in Chinatown for Chinese-speaking adults.

They serve over 600 adult students each year, and this quarter they had to turn students away.

Chinatown’s demographics show a large need for adult ESL classes. Language proficiency numbers are far below citywide levels, especially for those over 65 years old. According to the Asian American Federation of New York, 62 percent of Chinatown senior citizens had limited English Proficiency, which the census defines as speaking English “not well” or “not at all”, compared with 49 percent of the citywide senior population. Forty-two percent of Chinatown adults, compared with 26 percent of adults citywide, spoke limited English.

Rachel Brill, who teaches level two, said because Chinatown is so isolated, many longtime residents never learned English.

“Most have been here for 10, 20 years, and their English is broken,” Brill said. “These people are so secluded. It’s like a Little China. It’s a self-sufficient community. You can speak Cantonese and get along perfectly fine.”

AmeriCorps started the program after 9/11, when English-speaking police and fire officers found themselves unable to give instructions to Chinatown residents immediately after the attacks, according to Chow. She hopes learning English will help these students in future emergency situations.

“At the very least, when another emergency comes, this time they’ll know what to do,” Chow said.

It wasn’t until last April that Chow and the other AmeriCorps members reorganized the program from a disorganized tutor session into a five-level system of classes and workshops, complete with entrance exams to gauge English levels and exit exams that assess the program’s efficacy. Students attend two-hour classes twice a week, but Chow said some students have such passion to learn English that they want to attend classes Monday through Friday. Students have a range of educational backgrounds, but some did not even finish elementary school. Almost three quarters of the Asian adult population in Chinatown did not hold a high-school diploma from their home country, according to the 2000 census. Within that group, three quarters had less than a ninth grade education, comprising almost half of the total adult population in Chinatown. This is three times the rate for adults citywide.

Students range in ages from 18 to over 60, with the majority being 30-50 years old. The overwhelming majority speak Cantonese. Some students are undocumented, although the program does not ask students for that information. Most of the students are women. Chinatown’s Asian community shows a gender

(Continued on page 6)
Meet Carly Einstein,

the Education Supervisor at the LIFE Center, a family shelter located only blocks away from Pace University. Carly is developing programs to serve low-income families, that include Adult Basic Education, General Education Development (GED) preparation, tutoring in all subject areas, finance management, after-school programs, a daytime toddler program, and classes in English as a Second Language (ESL). These programs take place throughout the year, including the summer sessions.

Carly is reaching out into the Pace community for anyone who might be interested in volunteering to teach, tutor or help out in any way. Scheduling is extremely flexible, work-study stipend is available, and those with little or no experience are welcome!

Carly Einstein is looking forward to hearing from you. She can be reached by email: ceinstei@dhs.nyc.gov

Book Review

Preventing Internet Plagiarism: The Educator’s Guide

By Dr. Patricia Ann Brock

With the advent of the internet, today’s students have access to information that exceeds typical library (hard copy and microforms) capacity in exponential proportions. In Preventing Internet Plagiarism: The Educator’s Guide, Dr. Patricia Ann Brock amply demonstrates the allure of plagiarism and examples of its practice in the information age.

Supported by both research data and student testimonials, Dr. Brock has written an accessible guidebook to alert teachers and teacher educators to the prevalence of internet plagiarism and provides methods and resources to help alleviate the problem. Her book is also a valuable guide for concerned administrators and counselors, and a self-help text for those writing papers based on internet sources.

With websites and “how-to” lists of recommendations, she enhances educators’ abilities to prevent plagiarism. The alternative, ignoring the possibility of plagiarism, is both unacceptable and exacerbates the problem.

The issue of internet plagiarism is illustrated by Dr. Brock in a chapter on prevailing student attitudes, with testimonials of students who didn’t recognize their actions as plagiarism because “all of [their] friends do papers this way”.

Readers will find revealed the sophisticated methods used by students who mask their plagiarizing. Dr. Brock provides a set of “red flags” to help detect these subterfuges, alerting educators to problems that plagiarism software and search engines cannot accommodate, as these only detect the use of direct copying with little or no rewording.

The text itself is organized with font changes, shading, boxing, and other techniques to distinctively differentiate between facts, tutorials, testimonials, and websites.

From advice on detecting intentional and unintentional plagiarism to reviews of professional resources, Preventing Internet Plagiarism is an essential addition to the educator’s library, and an asset for all who are committed to using the internet as an educational-equity tool. The book is hot off the press, with all recommended websites active as of Fall 2004. Let’s all use it in responsible ways!

KAPPA DELTA PI, the Undergraduate and Graduate Education Honor Society, will hold it’s initiation on Wednesday, April 27, 2005 from 5:30 to 7:00 p.m. in the Faculty Dining Room. By invitation only.

Tell a Kid!

Central Park Conservancy Presents:

Central Park Scholars

In association with NYC museums, including eMUSEO del barrio and Museum of Arts & Design, offering hands-on instruction with a focus on literacy, math and critical thinking.

Free Saturday program for middle school students in need of more individualized instruction, academic support, and opportunities for success in creative, academic, physical and group endeavors.

Now accepting applications from current 6th and 7th graders for the Fall 2005 Program!
Contact: JoAnn Schneider at (212) 360-1403 or jscheider@centralparknyc.org
Applications available at www.centralparknyc.org/thingstodo/education
Pace University Celebrates Ongoing Partnership

Staff

Pace University and the School of Education this year reaffirmed their partnership with United Way of New York City.

According to Lisa Celifarco of the United Way, the charitable group focuses on providing access to health care, workforce development, hunger and homelessness solutions, and education and early childhood development.

Among the highlights of the relationship between Pace and UWNYC is the upcoming 2005 fundraiser to benefit United Way programs citywide. Members of both communities look forward to these activities.

To donate to the United Way, or find out more about how you can participate in future events, contact Sharon Medow or Anna Fishman at Pace University. The local address of the United Way is:

United Way of New York
2 Park Avenue
New York, NY 10016
(212) 251-2500
www.unitedwaynyc.org

New Programs at the American Museum of Natural History!

Adventures in the Global Kitchen: Exquisite Mushrooms
Tuesday, April 12 at 7:00 p.m.
Linder Theater, 1st Floor
Code: EL041205
$15 ($13.50 Members, Students & Senior Citizens)
“Learn the lore and history of mushrooms as food and medicine across the globe. Gary Lincoff, author of The Audubon Society Field Guide to North American Mushrooms, and Amy Farges, chef and author of The Mushroom Lover’s Cookbook & Primer, will transform the way you view the not-always-lowly fungus. The evening includes a tasting of gourmet fungal foodstuffs, and book signings.”

Animal Drawing
Thursdays, April 7 through May 26
7:00-9:00 p.m.
Code: EW040705
$160 for eight sessions (materials not included)
Limited enrollment
“The celebrated dioramas, dinosaur skeletons, and other distinctive features of the Museum serve as the setting for an intensive after-hours drawing course with Stephen C. Quinn, Department of Exhibition. Learn about the gifted artists who created the world-famous dioramas as you sketch subjects in the ‘natural’ environments.”

Tickets available at (212) 769-5200
For Information, call (212) 769-5315 or visit www.amnh.org/programs
The American Museum of Natural History
Central Park West at 79th Street, New York, NY 10024

“Experiences in order to be educative must lead out into an expanding world of subject matter, a subject matter of facts or information and of ideas. This condition is satisfied only as the educator views teaching and learning as a continuous process of reconstruction of experience.”

John Dewey
1938
Editors' Note

The editors of the Education Forum welcome and encourage submissions from all members of the School of Education Community, students, faculty, and staff. We are actively seeking open letters, field trip ideas, favorite websites, upcoming event announcements, and articles on education both on and off the Pace campus for our next issue. Please email submissions to soeforum@pace.edu, attached in Word format, and including name, contact information and a brief description of your role at Pace. In-person submissions may also be made at 41 Park Row, 4th Floor to Dr. Kathryn De Lawter or Mr. Bryce Cahn.

Chinatown

(Continued from page 3)

gap in education, with 73 percent of Asian women lacking a high-school diploma compared with 66 percent of Asian males, according to the census.

Neither Chow nor the other coordinators had any experience with teaching ESL, but they built the entire program from the ground up. Their teaching staff of five AmeriCorps members expanded in the past seven months to ten members and eight volunteers, and the number of students doubled to 150 students this quarter.

“It’s really grown,” said Chow, noting all this is due to work-of-mouth advertising and the fact that the classes are free. This quarter the program did not even do any publicity because of lack of time.

“We have no problem recruiting,” said Chow, laughing.

The lower-level classes, where students learn English names of foods, the weather, how to fill out applications, and how to go to the bank and the post office, are especially popular.

“Our goal is to help them learn to communicate on a daily basis,” said Chow.

Brill tries to organize field trips to show students other parts of New York, which many have never seen.

“Literally, many have been out of Chinatown only a few times in their years there,” Brill said. “They have definitely never been out of New York City except when they came from China.”

Chow said a low level of English is likely to correspond with a low income background, and she tries to be accommodating to students’ demanding work lives. During the day, students put in long hours in Chinatown restaurants, supermarkets, hotels, garment factories, and bakeries.

Teachers do not chastise students for arriving late after work.

“They definitely know the word ‘overtime,’” Brill said. “Some fall asleep during class. They are so tired, but they really want to learn English.”

Brill said students cannot afford to take advantage of many of New York’s cultural riches, such as museums or Broadway shows. Many have never visited Central Park.

Chow recalled attempting to discuss movies in class, but some students had never seen any movies, even Chinese movies.

“I couldn’t do the lesson because they didn’t have any movies to talk about,” Brill said. “That was eye-opening for me.”

Because students are older, it takes them longer to progress, and it is harder for them to learn.

“We do a lot of repetition, and it still doesn’t get to them,” Chow said, slightly exasperated. “We haven’t seen much level advancement. But, we’re still new.”

This quarter the program offered four levels, its highest yet. Tonight students in the level four class wrote sentences describing their homes. Boo-Ni, one of the more advanced students, wrote her sentence on the board. While she may not know English very well, certain things seem to be universally known.

“I cannot speak Spanish neither Chinese, but I am happy to live here [in Manhattan] than the Bronx.”

Summer Internship

For eligibility requirements contact:
Dr. Marta M. Lugo
Personnel/Human Resources
Yonkers Public Schools
One Larkin Center
Yonkers, New York 10170

Phone: (914) 376-8075
Fax: (914) 376-8559

Become part of the Teachers of Tomorrow Summer in the City Internship Program!

Work with Yonkers Public School teachers and students to gain field experience in your future area of certification (all grades K-12 in all subject areas). Eligible students will receive up to $2000 stipend for a five week period during July and August 2005.

Interested candidates should submit a letter of interest, resume including all previous summer school experience, and one letter of recommendation from your college or university by Wednesday, March 30 2005.

Placements will be based on your college major and the needs of the district.