

Experimentation in Hunter's *TEACHER EDUCATION PROGRAM*

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The Teacher Education Program at Hunter College is quite different now from what it was a short ten years ago; ten years from now it will be quite different from the way it is now. It is a program, as much as any in the country, that keeps abreast of changing conditions and needs.

Traditionally, more than half of Hunter's undergraduates, and an overwhelming majority of its graduates are future or present teachers in our public schools. No roll call of teachers in any New York school will fail to reveal a sizable contingent of Hunter graduates. Therefore, in a very real sense, the development of public education in our area bears the mark of Hunter's influence. This represents a responsibility and a challenge that makes demands both frightening in their responsibilities and satisfying in their potentialities for service. This report will endeavor to emphasize some of the experimental highlights of Hunter's program, for it is these which will best give an indication of what lies ahead.

During the last three years, Hunter's Department of Education has been given grants from various agencies of the Federal government in excess of \$900,000. These grants reflect in the nature of the projects they support the developing themes of Hunter's contribution to teacher education. They fall into two distinct though significantly interrelated categories: Solving the Problems of Urban Education, and Finding Creative Uses of New Media.

SOLVING THE PROBLEMS OF URBAN EDUCATION

Hunter has achieved national recognition through Project 120, named for the Junior High School in Harlem that gave it its first home. On November 17 it was honored by being the subject of the first Education section of a nationwide program on NBC Television called "Sunday." On this program Hunter graduates Nikki Zundos, John Bittei and William Phipps were shown in their classes at JHS 120 and told of their determination to stay with the children who need them most, the disadvantaged, poor children of Harlem. Project 120 set out to find ways to recruit and train future teachers for disadvantaged children in our city,

who by 1970 will represent one of every two children enrolled in our urban public schools. Volunteers are recruited among the senior students to do their student teaching in special service, slum schools and to be prepared for full-time teaching vacancies the very next semester, in the same schools in which they receive their training. The training itself is intensified considerably beyond the usual, with more than doubled supervision by college and school personnel, increased teaching opportunity, and an orientation to the community served by the school led and organized by a member of the College staff. The personnel division of the Board of Education guarantees placement to the school in which the student teacher receives his training, provided he passes the usual examinations and is willing to accept the appointment.

In its first four years of operation, more than eighty per cent of the Hunter volunteers have accepted the appointment in the schools for which they were trained—and these schools are typical of those that have had the greatest difficulty in recruiting a stable professional staff—and all but a handful, which includes those young ladies on maternity leave, have remained in these positions.

The success of this project has achieved nationwide attention, stimulating analogous programs in such cities as Baltimore, Buffalo, Chicago, Philadelphia and Los Angeles, but most important for Hunter, it has established a mission for our program which will determine its direction and character for some time to come. For example, in the Spring of 1964 this program, with certain modifications, will be extended to nine special service elementary schools. By the Fall of 1964 it will be extended to the high schools, as well. But most important, it has shown to the staff of the Hunter Education Department the necessity of rethinking from the ground up the requirements and characteristics of a teacher education program with a mission for urban service. This is now under way, financed in part by a generous grant from President Kennedy's Commission on Delinquency and Youth Crime. Materials and procedures are being developed with the help of a large corps of recent graduates of Hunter now teaching in slum schools who bring realistic and concrete problems of teaching to the atten-



Professor Lawrence R. Perry, Professor Herbert C. Schueler, Professor Milton J. Gold

tion of psychologists, social workers, teachers and professors of education on the staff of the Project.

The problems of urban education are many, and to the problems of teacher education must be added, among others, the problems of proper student appraisal (a matter of much public controversy at the present time), and of building a school curriculum suitable to the motivations, needs, and life styles of disadvantaged children. In both of these fields, the Hunter Department of Education is making its contribution. It is common knowledge that a child from a disadvantaged lower economic environment is handicapped in showing his true potentiality with existing standardized tests of achievement and intelligence, since they are predominantly middle-class oriented. In a project financed in part by a grant from the U. S. Office of Education, we are attempting to discover the influence of ethnic and social class factors in the measurement of intelligence, with the ultimate aim of creating measures of intelligence that will be fair to a wide variety of ethnic and social class groups that are now

at a considerable disadvantage with existing measures.

The problem of finding a curriculum better adjusted to the needs and life styles of disadvantaged youth, is the challenge of Hunter's Project "Gateway English," recipient of a quarter million dollar, five-year federal grant—the mission of this project to develop materials and procedures in the language arts for children and adolescents of the sixth to ninth grade, to better assist them to cope with the verbal demands of modern society.

In the planning stage is a project to investigate the possible contributions of the arts—music, the dance, and the graphic arts, to the attainment of literacy among the disadvantaged.

When one adds to these experimental projects, whose full effect will not be felt until some time in the future, such on-going programs as the graduate program for teachers of children of Puerto Rican origin and the community experience program in conjunction with undergraduate courses in educational psychology, one is inescapably struck by the degree of commitment to



June Lang Russo conducting class in remedial reading in Project 120

urban education by the Hunter Teacher Education Program.

FINDING CREATIVE USES OF NEW MEDIA

The new media, particularly television, have been in the forefront of experimentation in education. Hunter has chosen to investigate ways in which the unique characteristics of the medium of television, particularly in its recorded form via kinescope and videotape, can be enlisted in the process of teacher education. An installation has been developed on the Park Avenue campus which is now recognized as a pacemaking model of its kind and which has become the mecca of professional visitors from all parts of the United States and

from foreign countries as well. It features remote control cameras which perform all the functions of a television camera without the distracting presence of an operator in the room. The system is capable of using an eavesdropping, slice-of-life technique in recording examples of teacher and class behavior that are unstaged and completely true to everyday life. With the help of three major grants received under the provisions of the National Defense Education Act, Hunter is attempting to investigate the use of the medium in three areas—self-appraisal of teachers and counselors, demonstrations of teaching and student behavior, and study of child behavior in learning situations. Many classes of public school children with their teachers are now familiar with the Hunter TV classroom; many have seen themselves on kinescope and videotape and many dozens of resultant recordings are now available for use in the preservice and in-service program for teachers at Hunter College. Within a short time, a library of such materials, unique in teacher education circles, will be made available for universities and school systems throughout the continent.

Classroom in Hunter College Elementary School



This brief account of but two phases of Hunter's Teacher Education Program leaves out a large portion of significant activity. It does, however, serve to illustrate a theme—a devotion to experimentation for public service, a public service that is as noble as any before our society, the improvement of the education of our greatest national resource, our children.

The Education Department maintains a number of services essential to the operation of a professional training program. The following listings indicate major administrative responsibilities in the program and the coordinators of special services:

Director of Teacher Education—Professor Herbert Schueler

Deputy, Undergraduate—Professor Lawrence R. Perry, Ed. D., Columbia University

Deputy, Graduate—Professor Milton J. Gold, Ed. D., Columbia University

Bronx Representative—Professor Rose D. DiGiacinto '28, M.A., Columbia University

Student Teaching

Professor Nathan Stoller, Ed. D., Columbia University

Professor Eleanor E. Barry '28, M.A., Columbia University

Professor Frances M. Doherty '32, Ph.D., New York University

Professor Rose D. DiGiacinto

Field Observations

Professor Margarete R. Altenhein '30, Ph.D., New York University

Professor David G. Davis, Ed. D., Columbia University

Community Experiences—Professor Samuel I. Squires, Ed. D., Boston University

Educational Clinics—Professor June Harris Fite '31, Ph.D., New York University

Bronx—Professor Victor Balaban, Ed. D., Columbia University

Teacher Selection and Guidance—Professor Ruth S. Lerner '24, Ph.D., New York University

Principal, Hunter College Elementary School—Professor Louie T. Camp, Ed. D., Columbia University

Principal, Hunter College High School—Professor Cyril W. Woolcock, Ph.D., Ohio State University

Coordinator, Campus Schools—Professor Philip E. Kraus, Ph.D., New York University

Coordinator, Affiliated Public Schools—Professor Nancy M. O'Brien, Ed. D., Columbia University

Project 120—Professor Vernon F. Haubrich, Ph.D., University of Wisconsin

Teacher Placement—Professor Mary O. Cameron, Ph.D., Indiana University

Course Area Committees

Social Foundations—Professor Marjorie B. Smiley, Ph.D., Columbia University

Psychological Foundations—Professor Kathern M. McKinnon, Ph.D., Columbia University

Early Childhood—Professor Muriel Farrell '30, Ph.D., New York University

Elementary—Professor Eleanor E. Barry

Secondary—Professor Milton J. Gold

Fine Arts—Professor Lawrence R. Perry

Medical Office

Physicians—Dr. Anna M. Schlesinger, Dr. Margaret J. Nickson

Psychological Services—Professor Ruth C. Conkey, Ph.D., Columbia University

Professor Louis Feigenbaum, Ph.D., University of Kentucky

Coordinator of the Sciences—Professor Abraham Raskin, Ph.D., Columbia University

Coordinator of the Social Sciences—Professor Dorothy Fraser, Ph.D., University of Minnesota

Counselor Education—Professor Dorothy D. Sebal, Ed.D., Columbia University

Guidance Training Laboratory—Professor Arnold Buchheimer

Educational Supervision and Administration—Professor Ronald C. Doll, Ed. D., Columbia University

Special Education—Professor Elena D. Gall, Ed. D., Columbia University

Puerto Rican and Foreign Language Institutes—Professor Mary L. Finocchiaro '32, Ph.D., Columbia University

Instructional Materials

Professor Florence B. Freedman, Ph.D., Columbia University

Professor Lillian L. Gottlieb, Library Committee '27 (on leave), M.A., Columbia University

Dr. Imogene N. Cowles, Liaison, Teachers Central Laboratory, Ed. D., Columbia University

Mr. Herman London, Audio-Visual, M.A., City College of New York

Television

Professor Samuel I. Squires, Coordinator

Mr. Robert E. Brock, Engineer, M.A., New York University

Institutional Research—Professor Gordon Fifer, Ph.D., Columbia University

Education Clubs

Park—Professor Dannetta Sanders, Ed. D., New York University

Bronx—Dr. Virginia M. Rowley '48, Ph.D., Columbia University

Kappa Delta Pi—Dr. Rowley

Director, Film Project, American Mathematics Association—Dr. Harry Ruderman, Ed. D., Columbia University

The following staff members are directors of Federally supported research programs:

Teachers and Resources for Urban Education (Project TRUE)

Professor Herbert Schueler

Professor Marjorie Smiley

Counselor Training TV Project

Professor Arnold Buchheimer

Professor Samuel I. Squires

Mental Abilities Project

Professor Gordon Fifer

Professor Donald Clark

Project English

Professor Marjorie Smiley

New Media for Teacher Education

Professor Herbert Schueler

Future teachers observing classroom activities on TV monitor

