

HOMECOMING

Over three hundred fifty graduates and guests attended the sixth annual Alumni Homecoming at the College on November 2, 1963. This year the program was arranged as a tribute to all Hunter graduates in education, in recognition of Hunter's long and close association with the City's educational system.

President Trinsey '22 greeted early arrivals in the North Lounge, where morning coffee was served, a good beginning on a blustery day.

The morning session, held in the Playhouse, was devoted to a panel discussion on "Sensitizing the School System to Special Problems." The moderator was Florence Beaumont, former Associate Superintendent of Schools and now Chairman of the Coordinating Committee of the Public Education Committee. Members of the panel, representing Hunter alumni who have made significant contributions to their fields, were Edythe Gaines '44, Acting Principal of Joan of Arc Junior High School; Evelyn Konigsberg '26, Principal of Washington Irving High School and now Acting Assistant Superintendent; T. Margaret Jamer '23, Director of the Public Education Association School Volunteers; Daisy K. Shaw '33, Director of Guidance at the Board of Education; Adele B. Tunick '35, President of the United Parents Associations. Excerpts from the presentations of the panel members appear on page 14.

Deputy Superintendent John B. King, who had hoped to be present, sent a message which read in part: "It has been my good fortune to have had the privilege of working, over the years, with many members of the Hunter College staff, and a host of Hunter College graduates. I have always been impressed by the dedication and high professional competence which characterizes their efforts on behalf of the children of our great city."

The morning session concluded with an address by Professor Herbert C. Schueler, Director of Teacher Education and Chairman, Department of Education at Hunter. Professor Schueler reported on a recent three-day meeting in Washington on Delinquency and Youth Crime. The conclusions of the meeting were: 1) there is no automatic correlation between low income, slums and the incidence of delinquency and crime; 2) one child out of three is socially disadvantaged today; it is estimated that in 1970 one child out of two will be



President Trinsey greeting Alumni and guests

socially disadvantaged; 3) of all social agencies the only one with enough influence to improve the lot of these children is the school; 4) the key to this improvement is the teacher.

Professor Schueler then described some aspects of the Teacher Education program at Hunter. Some of the points he covered are included in his article on page 4.

Alumni and guests gathered for a box lunch in the North Lounge. The time passed all too rapidly, as old friends greeted one another and exchanged ideas stimulated by the morning session.

Anna Trinsey opened the afternoon session by introducing Arthur Levitt, Jr., Educational Consultant to Mayor Wagner. Mr. Levitt brought greetings from the Mayor and extended his own good wishes for the future success of the whole program of the Alumni Association.

The message from President Meng which appears on page 17 was then read by Anna Trinsey. The President had expected to attend the Homecoming, but found it necessary to leave a day early for a conference in New Orleans.

Dr. Harry J. Carman, Dean Emeritus of Columbia and Chairman of the Hunter College Committee of the Board of Higher Education, paid tribute to Hunter graduates and their contributions to the academic world, and to the community as a whole. He spoke of the high standards of the City University and the necessity for them, saying that "no institution is any better than those

who make it up, students, staff, and most important of all, the instructors." Dean Carman challenged the alumni of Hunter, in view of the needs of all colleges today, to show their support of their alma mater in a tangible way. Anna Trinsey responded by announcing that the Association has set a goal of \$1,000,000 for a gift to the College in 1970, the Centennial Year, and invited Dean Carman to serve on the Centennial Fund Committee.

Calvin E. Gross, Superintendent of Schools, had accepted the invitation to address the afternoon session of the Homecoming, but was unable to attend because of illness. In Dr. Gross' stead, Ethel Huggard '12, former Associate Superintendent of Schools, spoke on the topic, "New Goals in Education," and stressed the fact that



Dean Carman



Ethel Huggard



Dr. Rosenberg

what is required is "a re-examination of the goals we already have. We need to pull them out, restate them, polish them off, and put them to work."

The Dean of Teacher Education of the City University, Dr. Harry Rivlin, spoke next. "The United States has taken the tremendous step of daring to translate the idea of universal education into a reality," he pointed out, and went on to say that deep thought must be given to solving the problems American education now faces. Dr. Rivlin examined some proposed solutions, showing that each has good and weak points and adding that there are no shortcuts and no panaceas.

Dr. Gustave Rosenberg, Chairman of the Board of Higher Education, discussed the tremendous importance of restoring mandated free tuition in New York State and the need to convince state legislators that this must be done. Dr. Rosenberg said that this is a critical year for free tuition and pleaded with the alumni to keep knocking on the doors of the legislators in Albany. "I know of no group of people who can be more effective than women when they want to." Dr. Rosenberg said he wished to pay public recognition to President Trinsey, and the work of the Alumni Association in the fight for free tuition.

He then introduced Dr. Albert H. Bowker, the new Chancellor of the City University, who began by remarking that he felt very much at home at Hunter because he had lived in three areas of the country which have the largest concentrations of Hunter graduates—New York, California, and the Washington, D. C. environs. Dr. Bowker commented on the overwhelming numbers of high school graduates who will be applying for college entrance by 1970, thus underlining the need for expanded facilities for the City University.

Before concluding the afternoon session, President Trinsey announced the formation of a joint council of the Alumni Associations of the four senior City colleges to work for mandated free tuition. She thanked the participants in the day's activities, the committee who had made the arrangements for the Homecoming and invited everyone to attend the reception that followed.

Then alumni and friends of Hunter joined in greeting Chancellor Bowker and the other guests of the day, and in drinking a toast to the good works of all the Hunterites in our schools.

Ethel Garfunkel Berl '27, Mary Bonomo Finocchiaro '32 and Margarete Altenhein '30, co-chairmen, had arranged the program for the day. First vice-president Meta Aronson Schechter '12 was in charge of the social events. A committee of hostesses also lent assistance.

THE PANELISTS REPORT

SAFEGUARDING THE CONCEPT OF PROFESSIONALISM IN TEACHING

Edythe J. Gaines '44

Among the realities to which New York City teachers must be sensitized is the fact that the concept of professionalism in teaching is under deadly assault today. The professional teacher must gird himself to meet such assaults which have their sources both without and within the profession.

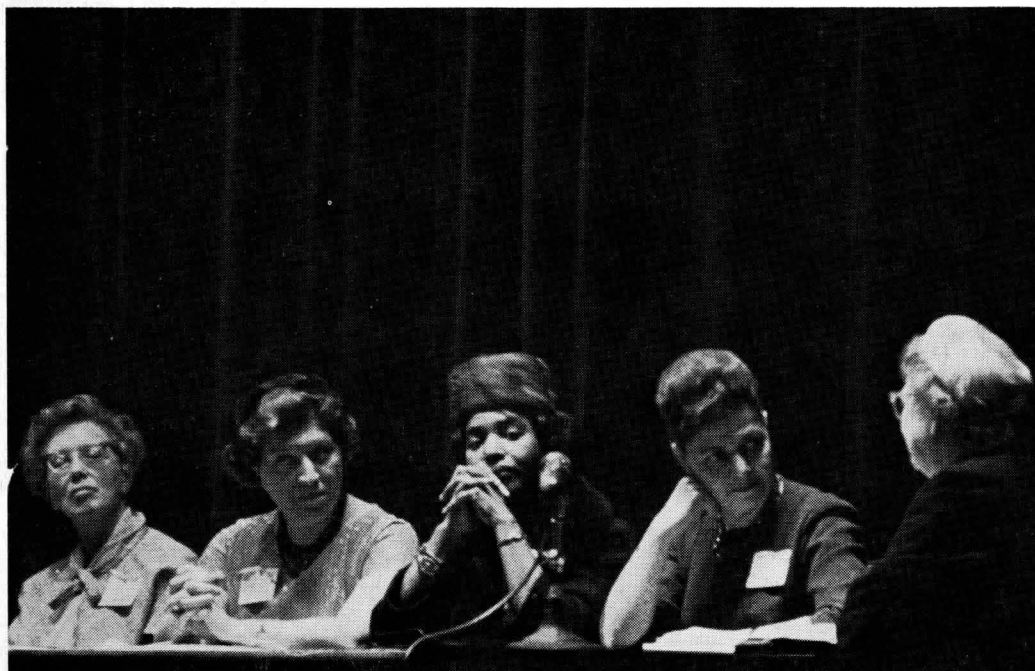
There are those who suggest, at the most extreme points, the abolition of teachers colleges and schools of education, and at less extreme points, drastic reduction in the amount of time spent by prospective teachers in college work

insights do not come by mere osmosis; they cannot be left to the chance inherent in academic pursuits alone. They need to be tackled directly, forthrightly and imaginatively. The solution lies not in eliminating the so-called "education" programs and courses. It lies rather in making these programs and courses more appropriate, more practical, more directly usable by those who expect to be practitioners of the profession. I could say much more on this theme, but let me hasten instead to the problem of assault on the concept of professionalism from within the profession. Herein lies, I believe, the greater danger.

There are those who believe erroneously that the conferring of a license to teach automatically makes the licensee

challenge to the United Federation of Teachers. I speak as a union member of long-standing. I joined the Teachers Guild within two days of my beginning my career as a substitute teacher. Today, I am still a member of the UFT and will remain so until the organization sees fit to oust supervisory personnel. I state this fact to underline my conviction that the organized teacher is much the better-off teacher. I believe, too, that the organized teacher stands the best chance of becoming the professional teacher as well. Still I reiterate that the issue of safeguarding the concept of professionalism in teaching is the greatest challenge facing the UFT. The danger lies in "legislating" regulations which reduce the profession to the lowest common denominator. The organization must move in the direction of protecting the rights of the truly professional teacher, not merely the rights of the civil service worker who holds a license to teach. Let me hasten to say that I have every confidence that such is the fundamental aim of that organization and I have every confidence that that organization can and will do the job required.

I may risk my very life in making the next statement, in as much as most of the members of this audience are of the female sex. Still it must be said that we women, as a group, pose a threat to the concept of professionalism in teaching. Too many women look to teaching as a stopping off place between the end of formal schooling and the beginning of wifehood and motherhood, such teachers tend not to have a sense of commitment to the profession and thus have a depressing effect on the total professionalism of the job. The fact is that the woman who trains as a doctor or as a lawyer is not likely to drop her profession when she marries or has children. Her initial investment has been too great to take so cavalier an attitude. I believe that we must make the professional training of teachers sufficiently rigorous to constitute a similar sense of investment and, therefore, sense of commitment. There is a corollary to this. Experience has shown that the more rigorous are the requirements for qualification for a profession, the more likely it is that more able people will be attracted to that profession. As long as we keep the training program one in which the lowest third of the college group can easily find success, the more likely it is that the profession will attract that lowest third and that it will be unattractive



T. Margaret Jamer, Daisy Shaw, Edythe J. Gaines, Adele Tunick, Evelyn Konigsberg

specifically designed to make them more effective in the profession they've chosen. While I yield to no one in criticism of some of the inanities that parade under the name of "education courses," still I yield to none in my conviction that a teacher needs special training in and special insights into the total art that we call teaching. Such training and such

a professional teacher. Nothing could be further from the truth! The license implies that the holder has demonstrated sufficient basic skills to ensure against gross misuse of his office as teacher. It gives him leave to *become* a professional teacher.

I believe that we have here the greatest

to the most able students. The point I make is that one of the ways to safeguard the concept of professionalism in teaching is to up-grade radically the requirements of the profession.

Now, what do I mean by "the professional teacher"? First, he is a teacher who is skilled in his craft, nay art, and who day by day, week by week, year by year consistently seeks to improve upon present performance. He doesn't need to be *told* to plan his work; he knows that this is foundational to his growth. He doesn't need to be *told* to attend professional conferences and conventions or to observe other teachers or to read the professional literature. He knows that he will gain by participating in the market place of fresh and useful ideas. He doesn't need to be *told* to join and participate in organizations and programs whose purpose is the advancement of the whole profession. He knows that his welfare is inextricably bound to the welfare of others in his profession. . . .

We teachers must abandon our fratricidal conflicts among organizations and band together for the advancement of our total profession. In New York City, with the UFT being the recognized bargaining agent for *all* teachers, I cannot see the wisdom of continuing other organizations working in the same field. The answer, it seems to me, lies in joining that organization and making it responsive to the needs and demands of the truly professional teacher. . . .

The professional teacher knows down deep "where he lives" that *all* of the children are *his* children. He knows that his work goes beyond the four walls of his classroom, beyond the community to which he is specifically assigned, beyond the confines of the academic subject matter he has been "prepared" to teach. He knows that he is a *teacher of all* children, a guardian of our nation's most precious possession wherever they may be and whatever their present status.

DEVELOPING ATTITUDES TOWARDS OTHER PEOPLES

Adele Lehnstuhl Tunick '35

New York has probably done more to integrate its school system than has any other large city in the nation. Nevertheless, nine years after the Supreme Court decision, there are still thousands of children in segregated school situations. The more the problem of desegregation is studied, the more it becomes apparent that there are no easy solutions. Hopefully, as we work toward finding solutions, we will adhere to certain basic principles and commitments:

1. A belief that one of the main objectives of a good education is to prepare

children to live, work, and function effectively in a pluralistic society.

2. A belief that until such time as the problems of desegregation can be worked out, children must have now—wherever they go to school—quality education and the kinds of services which will develop their fullest potential.

3. A belief that concepts of inferiority and superiority based on race, creed, or national origin have no place in a democratic society.

4. A belief that, if we are to have successful desegregation in our schools, communities and parents must be consulted in a meaningful way before decisions are made.

There are, first of all, certain basic facts that cannot be ignored. Statistics show that as of October 31, 1962, 46.4% of the pupils in the elementary schools were Negro and Puerto Rican. The city-wide proportion of these children in the public schools has been increasing at the rate of about 2% each year. The birth rate seems to indicate that this trend

their heavy concentration in certain areas of the city led some people to conclude that "cross bussing" is the only solution. This proposal, more than any other, has aroused considerable dissension and apprehension among parents of all ethnic groups. Cross bussing is a challenge to the concept of the neighborhood school which many of us have accepted for years. And yet, no one has yet successfully defined a neighborhood and perhaps it is impossible to establish one over-all definition, either for neighborhood or neighborhood school.

When one studies even the brief statistics that I have offered, it becomes more and more apparent that an over-all solution for this city is just not possible. We must approach the problem community by community, involving the parents and citizens in helping to determine what can best be done to further integration in that community's schools. We must recognize that physical integration alone is not enough—that simple proximity without wholehearted acceptance by the community may create more prob-



Florence Beaumont, Ethel Berl, Herbert Schueler, Margarete Altenhein, Mary Finnochiaro

will continue. The draining off of white children into non-public schools poses another problem. City-wide about 35 to 40% of white children of elementary school age attend non-public schools. In proportion to the total child population this leaves a higher number of Negro children in the public schools and a smaller number of white children with whom to integrate. It becomes important, therefore, that in integrating our schools, we proceed in ways which will retain as many white children as possible.

The large number of Negro and Puerto Rican children in the public schools and

lems than it solves.

The second real problem that we face arises out of the need to supply quality education to all children according to their need. The concept of service according to need underlies our entire educational program and must continue to do so—regardless of what school children attend or to what ethnic group they belong. If more money is poured into certain schools than into others, it is simply that there are more children in those schools who, through no fault of their own, are suffering from educational disadvantages. This is a responsibility we cannot avoid. We must redouble our efforts to make the budget adequate for all our needs.

Still another problem arises from the fact that all of us are the victims of our own backgrounds and training. Many adults have had only the most perfunctory and superficial contact with people of other ethnic groups. With the best will in the world, we come slowly—and often painfully—to an understanding and appreciation of people whose backgrounds and mores are different from our own. Both the professional staff and the community must face honestly their own prejudices and must assess their actions and reactions consciously in terms of the changing scene. It is the especial responsibility of the professional staff to carry out not only the letter of the law in regard to integration, but the spirit of it as well. Staff attitudes, teaching methods, school organization, curriculum—all must be consciously directed toward building better intergroup relations. Parents and teachers both have a right to insist that integration should not result in overcrowded schools, oversized classes, inadequate facilities, scarcity of services and of books and supplies. But all of these possibilities must be treated as problems to be solved rather than as excuses to oppose integration.

Finally, we all must face the fact that we cannot build better human relations by mandates imposed from above, without the meaningful involvement of the people at the local level. The failure of Headquarters in some instances to interpret both policy and implementation procedures to the staff in the field, and the failure of the school staff to interpret to parents have created more confusion and apprehension than any other single factor. In some communities, parents receive either no information at all or wrong information. Rumors fly, fears mount, chaos reigns—and by the time someone in authority acts, irreparable harm has been done. The Board and the professional staff have the inescapable obligation to give to the community clear and authoritative information, to determine attitudes and sensitivities, to involve the grass roots in finding solutions in terms of their own knowledge of the community in which they live. The more parents are involved in the initial states, the more they are convinced that their opinions are wanted and respected, the more they will be inclined to accept the decisions that finally the Board alone must make. If our traditional concept of public education is to survive, we must recognize that it is the citizens themselves who must determine the future course of education in our city.

CAPTIVATING THE LOST CHILD*

Evelyn Konigsberg '26

I think that is the real problem in big cities and schools everywhere today.

* Based on stenographic transcript.

Children become lost in the process of schooling. Good teachers have rescued lost children. We have in the schools today, as never, never before, all the children of all the people. We have youngsters today of more different types than ever before. Today all children must go to high school—whether they want to or not and must stay there. Years ago only those who wanted high school came. I suspect that those who stray got lost in the process of going through the schools.

We think that going to school is the normal thing. It is not necessarily normal at all for many normal human beings. The concept of schooling is artificial.

It takes tremendous skill to make school interesting and worthwhile for students—to captivate the children. It is a rare child who does not wish to learn when he first comes to school.

There is too much time spent "Starting to begin to commence to get ready to go."

We sometimes lose children in kindergarten. We lose them through teacher attitudes—a great problem. Children from different backgrounds do not necessarily come from worse backgrounds. We like to conform children—teachers are conforming (usually docile) people.

Youngsters always learn in school. We often teach them what we don't want them to learn. We frighten them so that they are afraid to say what they think because it may not be what the teacher wants to hear.

Are our goals valid? What are we doing to make school exciting for the youngsters? If teachers do not capture the child they are not doing what they are paid to do.

Youngsters need a framework of authority within which they carry on a great deal of activity. We need empathy. We have to look at the world through the child's eyes. We don't need sympathy—teachers must not take things personally—"The child was rude to me." The teacher needs tremendous vigor, creativeness, inventiveness. We need administrators who are happy with creative teachers.

INTERPRETING THE SCHOOL PROGRAM TO PARENTS*

Daisy Katz Shaw '33

. . . In the early grades parents are eager to participate in school activities regarding the child—PTA's, in visiting classrooms. The interest continues through junior high school—then there

is an unmistakable lack of interest. When the child is in high school rarely does the parent visit the classroom. About the only contact the parent has with the school occurs during Open School Week interviews and at graduation. Secondary school teachers have a big task interviewing forty to fifty parents in one evening. We must give more individual attention to each student. Teachers should attend Parents Association meetings more frequently.

. . . There are more guidance counselors needed every year—for all the children and the parents.

The National Congress of Parents and Teachers some years ago listed qualities needed in the teacher: 1. patience; 2. sense of humor; 3. understanding and genuine love of children; 4. fairness and kindness; 5. teaching skill, knowledge and training. They also listed the qualities needed in parents: 1. fairness to both teacher and child; 2. firmness; 3. patience; 4. cheerfulness; 5. ability to cooperate.

SHARING RESPONSIBILITY FOR INDIVIDUAL CHILD THROUGH TEACHER VOLUNTEER COOPERATION

T. Margaret Jamer '23

. . . In New York City, through the Public Education Association School Volunteers, 512 men and women last year served regularly at least once a week in schools on all levels of the school system. College students, active or retired professional men and women and many well-educated mothers whose own children are at school or grown give valuable help through the schools.

Over 300 of the School Volunteers now work as a team with individual teachers in the classroom, for the most part tutoring individuals or working with small groups.

At present 130 School Volunteers work in specially organized Reading Help Programs in eight elementary schools and three junior high schools. Individual help is given twice a week to children who are retarded in reading.

A similar program is the Conversational English Program in which, using an audio-oral method, volunteers teach spoken English to children who speak very little or no English. Other volunteers work with small groups or classes in music, art and other areas of cultural enrichment providing additional incentive for the gifted and depth of experience for all.

Citizens—teachers and non-professionals—can share in mutual confidence and humility the responsibility of providing the opportunity for every child to achieve success.