President Jacqueline Wexler recently announced three major appointments to the Hunter College administration and faculty. Dr. Jerome B. Schneewind has been named Vice President for Academic Affairs and Deputy to the President, becoming Provost of the College to replace Douglas Maynard, who resigned the post earlier this year. In addition, Dr. Margaret Tyson was appointed Assistant Vice President and Dean of the Hunter-Bellevue School of Nursing, replacing retired Dean Marguerite Holmes; and Dr. Hugh J. Scott is the new Dean of Teacher Education, taking over from Acting Dean Norris Fliegel. Deans Tyson and Scott assumed their duties at Hunter on July 1, and interviews with them appear in this issue of NewsHunter.

Hugh Scott is not just an educator—he is an urban educator, focusing his entire career on the special techniques, problems and rewards of teaching "disadvantaged" urban youth. Scott, who on July 1 became the new Dean of Teacher Education at Hunter College, definitely believes that the word "disadvantaged" should be in quotes. "Many youngsters from the city ghettoes may be economically and socially disadvantaged," he says, "but they are not—as many have believed—psychologically disadvantaged."

Therefore, he continues, teaching these youngsters "requires new ways to motivate them to learn; it requires teachers who understand the city child and his or her parents, and a teacher who actively participates in the community." Also, he adds, "teachers should be able by bringing a degree of fun to their work—for after all, formal education can be quite boring to most of us."

Dean Scott does communicate a sense of fun about his life's work. He'll tell you that "I'm going to do some preaching and some teaching—I'll let you know when I'm preaching and you can ignore it if you want to." He also communicates an unusual sense of dedication, but then he'd have to be dedicated—to come as far as fast as he has.

Training teachers to teach in the urban environment is, of course, one of the traditional aims of Hunter's Teacher Education department, and Dean Scott, who is 41 years old, is uniquely qualified—by both direct experience and academic background—in developing the innovative new programs and bringing new direction to the ever-changing, ever-demanding field of urban education.

Scott is a native of Detroit, one of eight children, and a "child of the ghetto" who is not quite sure why he was motivated to pursue a higher education. Once in college, however, he planned a career in law. But in 1956 he received a BA in Social Studies and Education from Wayne State University, then went on to get a master's degree in Elementary Education while teaching social studies in the Detroit Public School system.

In 1964 Scott was chosen to "star" in an Academy Award nominated documentary film, "Children Without," which followed him through the day-to-day frustrations and accomplishments in teaching at a ghetto school. Dean Scott believes the "exposure" gained in this film helped win him an appointment as assistant to the Director of the Great Cities Project in Detroit—which, in turn, was the "star" in an Academy Award nominated documentary film, "Children Without," which followed him through the day-to-day frustrations and accomplishments in teaching at a ghetto school. Dean Scott believes the "exposure" gained in this film helped win him an appointment as assistant to the Director of the Great Cities Project in Detroit—which, in turn, was the "star" in an Academy Award nominated documentary film, "Children Without," which followed him through the day-to-day frustrations and accomplishments in teaching at a ghetto school.

Scott received his B.A. from Cornell and was awarded his M.A. and Ph.D. from Princeton. His distinguished teaching career has included posts at the University of Chicago, Yale, Stanford, and the Univ. of Pittsburgh, where he has served as Professor of Philosophy and Dean of the College of Arts and Sciences. At Hunter, he will also be appointed as a Professor of Philosophy.

The November issue of NewsHunter will feature a full interview with Dr. Schneewind, following him through his first weeks as the new Provost at Hunter College.

"We need leaders to identify our health problems..."

Dr. Tyson received her Ed.D in Nursing Education and Administration from Teacher's College, Columbia University, in 1963, and the next year became an associate professor there. In 1968 she was appointed Associate Director of the Division of Health Services at Teacher's College, and after a year's sabbatical in 1970 she was named project director for the School of Nursing's Revision and Reorganization in the Graduate School of Education. In the next eight years, she helped develop new collaborative instructional arrangements with several of New York's leading hospitals. Most of her ten years at Columbia were spent in graduate education, "studying and exploring" curriculum and administration.
ARTICLES AND BOOKS
Norman Adler, associate professor of Political Science, and Blanche B. Blank, Dean of the Division of Social Sciences, are co-authors of Political Clubs in New York, recently published by Praeger. Using the basic research design of Roy V. Peet's 1935 study, Adler and Blank give an up-to-date analysis of political clubs in New York, with a foreword by Mr. Peet.

Gil Alroy, Political Science Dept., has recently published a book titled The Kissinger Experience.

Naomi Cohen, Professor of History, has recently published a book, "American Jews and the Zionist Idea" (Klavin Publishing Co.).

Esther C. Frankel of the Department of Health and Physical Education, wrote an article on "Folk Dance for Fun, Friendship and Fitness" for a recent issue of Prevention magazine.

Jose O. Jimenez, Romance Languages, has recently published a book, "American Jewish and the Zionist Idea" (Klavin Publishing Co.).

Robert July, History Department, is the author of a new book, "Precolonial Africa: An Economic and Social History" (Scrin­ner). The book, a recent revision of the second edition of "A History of the African Peoples," has been chosen for distribution by the History Book Club, and the second edition is also adopted by the Library of Political and International Affairs by the Macmillan Book Clubs.

Mary Lefkafriel, Department of Health and Physical Education, has recently prepared the instructor’s manual for the book titled "Health," which was written by Jean Mayo of the Harvard School of Public Health.

Alex Szogyi, Chairman of Romance Lan­guages, has recently published an article in La Fiera Lettraria, Italy's leading literary magazine, on "My Brother, the Jew, a New York," described Prof. Szogyi's work in translating the plays of Anton Chekhov. Also, Szogyi's translation of "Parasites" was recently presented by the ETS Theatre Company of New York, in association with City Playworks.

Donald S. Zagoria, Political Science, is the author of a new article, "Chinatown Light," which appeared in the Spring issue of Dissent.

LECTURES
Elisabeth Beaupre, Russian Division, re­cently spoke to the Comparative Literature Colloquium at the Graduate Center on "The Aesthetic Consequences of Social Command in the Arts." She also took part in a panel on "New Critical Approaches to Russian Literature" at the mid-vest Slavic Conference.

Jose Jimenez, Romance Languages, has recently given talks to the Hispanic Graduate Association at New York University, and also to the Spanish Institute (New York).

James M. Suarez, Assistant Professor of Economics, was invited to deliver a paper on "The Impact of Cyclical Changes in Unemployment on the Aid to Families with Dependent Children (AFDC) Program" at the annual meeting of the American Statis­tical Association in August.

SPECIAL PROJECTS
Rene Fine Holtzman, coordinator of Field Work for Hunter's School of Social Work, was guest speaker at a seminar on Edu­cation

led to a post at Michigan State University as director of Teacher Education Projects in Detroit and Flint, Michigan. The experimental program, which was funded by the Mott Institute of Community Improvement, involved "talking the student teachers to their students—the teachers received most of their course credits in the field."

During the one year project at Michigan State, Scott was a "full time student as well as a full time teacher," and he received his doctorate in Educational Administration. He also published and edited an educational magazine called "Disadvantaged."

The following year, in September, 1966, Scott became an assistant principal in the Detroit School system and one year later he was named Assistant to the Super­intendent of Schools. "I remember feeling frustrated," he says, "having been in the school system for ten years and not moving very far. What I didn't realize was that the traditional progression was maybe six years as assistant principal then eight years as a principal before you could qualify as superintendent of schools." Scott was named Regional Assistant Superintendent of Schools in Detroit in 1968, and in 1970 he became Superintendent for the Dis­trict of Columbia Schools in Washington, D.C. He held that post until 1973, upon becoming professor of education at Howard University.

While at Howard, Scott received a Rockefeller Foundation grant which he used to travel throughout the country, visiting urban schools, and particularly those school sys­tems which are supervised by a black superintendent. The result is a book he has just completed: "Messiah—or Sa­crificial Lamb? The Emerging Black School Superin­tendent." He has also recently written an article on "The Large City School Superintendent—Conceptions or Con­gratulations?"

Obviously, he has contradictory feelings about the job of trying to run a large urban school system, because "there's a massive contradiction between the responsibili­ties of the job—which are huge—and the authority to take action, which is very limited." One of his conclusions about urban school administration is that "efficiency just isn't good enough." Large city schools, he adds, "will continue to be the most difficult in which to teach. Without major reformations in the total society, we'll never see the day when the mass of children from economically and socially depressed areas score above the national norm."

Urban education can be vastly improved and advanced; though, according to Dean Scott, and he sees that the role of Hunter's Department of Teacher Education is to "ex­pand in our outreach, to find new ways to share cross­experiences with the public schools—having them give input to us and vice-versa." Also, "we must provide more supportive services to those teachers already placed, and we've got to develop new instructional materials and techniques to deal with the specific problems of the inner­city." Scott expects to involve those Hunter alumni who are now teaching in the city: "I want them to come back to us with information and suggestions, to assist us wherever possible."

Scott expects to give his department's faculty a "full voice in curriculum planning and administration," and he also expects from them excellence in teaching, service to the community and an urban focus in research proj­ects. Scott himself will not be teaching any courses during the coming semester, and does not ever want to take on too much of a teaching load. "A dean should be here available to the students," he says, "If I can't do much to enhance their progress, it isn't worth it."

Scott is very much an advocate of open admissions, be­lieving that "everyone has the right to try" for higher edu­cation. He has severe reservations, however, about doing away with required courses. "Students ought to be dealing with the relevance of what is being taught. I feel that some of us in leadership have really abdicated our responsibility to students by not setting standards."

Scott describes himself as "a militant—in terms of tak­ing direct action about human rights—but I'm not an ex­tremist. As an administrator you have to take an organized approach to problems—so you can't be an extremist. When I sit down to talk to the president, that's when I can accomplish something."

Personally, Dean Scott looks forward to working in the biggest, most complex urban environment of all. "New York is my kind of city," he says, listing as among his special in­terests, music, movies and sports. The Scott family, includ­ing wife Florent and daughter Marvalis, 19, and son Hugh, 9, are making their home in New Rochelle.

Alumni Meetings
There will be three meetings of the Alumni Association during the 1975-76 season. These meetings are scheduled for the Shulter and Pickor Rooms at the Howard Hotel, each at 7:30 p.m. on Monday, Nov. 10; Monday, Jan. 5; and Monday, May 10. All are welcome at the three Association meetings.

Chapter Notes
Queens Chapter of the Alumni Association of Hunter College is happy to announce that it will be celebrating its twenty-fifth birthday this December. In honor of this occa­sion we are planning a birthday dinner party at Constant­ine Restaurant at 153-35 35th Avenue (corner Parsona Blvd.), Jamaica, New York, on December 2, 1975. For fur­ther information call Beverly Buckingham at AX 7-7525.

The Westchester Chapter is planning a luncheon at 12:30 p.m. Saturday, October 18, at the Rye Golf Club. Call Miriel Byrnes, (914) 946-1979, for further information.

PASSOVER 1976 EASTER in ISRAEL THE HOLY LAND departs April 8 returns April 19 complete price

HUNTER COLLEGE

Hugh Scott (continued from page 1)

Hugh Scott

BOOKS
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League Seminar
The New York City League of Women Voters has arranged a for a series of seminars from September to January, on Thursday afternoons at 1 p.m.

There are a few seats left for Hunter alumni and inter­ested persons may apply to the Division of Social Sci­ences, Box 564, Hunter College.

PTP Forum
The Hunter College Center for Policy through Participation is planning a "Charter Revision Forum" on Tuesday, Sept. 30th at Roosevelt House. The meeting begins at 7 p.m. 2