

THE HUNTER COLLEGE ALUMNI NEWS

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THE TEACHER EDUCATION PROGRAM



DIRECTOR HERBERT SCHUELER

(Professor Herbert Schueler, who has succeeded Professor Curoe as Director of the Teacher Education Program at Hunter College, comes to us from Queens College, where he had served since 1950 as a member of the Education Department and Director of the School of General Studies. He holds the A.B. and A.M. from City College and the Ph.D. from New York University, and has studied at the University of Berne. Originally a specialist in German and English linguistics and literature, he combined all his interests in 1954 when he visited Germany on behalf of the U. S. State Department and assisted the German authorities in the State of Hesse and Rhenish-Palatinate in improving the teaching of English in the public schools. Since 1953 he has been a consultant and a member of the publications committee of the Center for the Study of Liberal Education for Adults. — Editor.)

Hunter has traditionally done more than its share in preparing teachers for our elementary and secondary schools. There can hardly be a school anywhere in the City that does not have several Hunter graduates on its faculty. Of the total number of students enrolled in Teacher Education in the four municipal colleges, Hunter has more than one-third; and even though it is far from being the largest of the four in total enrollment, it has the largest number enrolled in Teacher Education. Another indication of the magnitude of Hunter's contribution to the teaching profession is the number of student teachers. In the academic year 1956-57, more than nine hundred student teachers in about 125 schools will have successfully concluded this most significant phase of their professional preparation.

With the coming of state aid in 1948, the scope of our program widened considerably. For Teacher Education, the New York City

residence requirement no longer applies; any resident of New York State who meets the admission requirements to Hunter may be accepted as a tuition-free student, provided he enrolls in our Teacher Education Program. At the present time, we have more than five hundred out-of-city residents regularly matriculated. This represents about one-half of the total number of such students registered in the four municipal colleges. Since we now accept students from the rest of the state, it follows that we should be preparing teachers for out-of-city service. The latest report of our Teacher Placement Office reveals that this is indeed the case. More than twenty per cent of our most qualified graduates are now teaching in school systems outside of the city, largely in the adjoining counties of Westchester and Nassau.

Another consequence, indeed a condition, of State Aid, was the establishment of a graduate program of Teacher Education at the master's degree level. State and City requirements for permanent teacher certification require a master's degree or its equivalent for secondary school teachers; comparable advanced work is a condition for higher salary schedules in the case of elementary school teachers. Now that the severe shortage of elementary school teachers seems to be at an end, we can look forward to a master's degree requirement for elementary school teachers as well. With the shortage of teachers shifting to secondary schools (the need is now particularly acute at the Junior High School level), we must seek to encourage more of our students who show promise in their major fields of academic interest to prepare for teaching in the secondary schools. This should mean not only a shift in emphasis at the undergraduate level, but a further expansion of the graduate program.

Our sister institution (or shall I say "brother"?), the City College, pioneered many years ago in the establishment of an educational clinic as a laboratory for courses in educational psychology, mental hygiene, tests and measurements, and research. State aid made it possible for such a clinic to be established at Hunter as well. We now have two branches, one at Park Avenue and one in the Bronx, both equipped with one-way vision rooms, so that college students may observe, without themselves being observed, school children in such situations as diagnostic testing, psychological therapy, and remedial instruction. State aid also made possible the establishment of the previously mentioned office of teacher placement, which assists our graduates in securing the kind of professional placement for which they are best fitted.

In my capacity as the new Director of Teacher Education, I have had many occa-

sions in the last few months to attend professional conferences with teachers and administrators of the public schools in the Metropolitan area. I was most impressed by the number of colleagues in all levels of the profession who introduced themselves to me first as graduates of Hunter College, and only secondarily as teachers, chairmen of departments, and principals. Evidently Hunter is *alma mater* in the best sense to a goodly portion of our local teaching profession. Perhaps the most dramatic recent demonstration of this loyalty was the return to a recent questionnaire sent out by our Office of Institutional Research. In order to assist the Teacher Education Program in planning revisions in the curriculum, the Office is undertaking a survey intended to identify the most important professional problems met by new teachers in their first years of service. A rather elaborate and searching questionnaire was sent out to all recent Hunter graduates in teaching positions. The returns exceeded all expectations; about 83% of those asked returned completed questionnaires. Those familiar with the standards of research based on voluntary returns will recognize this to be an almost unheard-of response. It is heartening to realize that the graduate of Hunter maintains positive identification with the work of the College. It makes the task of program development so much more functional and so much more rewarding. In the last analysis, a college is measured by its graduates. In our work of Teacher Education, we welcome the privilege of working with the alumnae and alumni in continually improving our program of preparation for the noblest profession of them all.

HERBERT SCHUELER