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PROGRAMS FOR THE DISADVANTAGED AT HUNTER COLLEGE.
BY- GOLD, MILTON J.

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DESCRIBED ARE THE PROGRAMS OFFERED BY HUNTER COLLEGE IN NEW YORK CITY FOR TRAINING TEACHERS OF THE DISADVANTAGED. HUNTER OFFERS (1) SPECIALIZED TRAINING COURSES, (2) PROGRAMS FOR TEACHERS OF PUERTO RICAN CHILDREN, AND (3) VARIOUS NATIONAL DEFENSE EDUCATION ACT INSTITUTES ON READING IMPROVEMENT, URBAN EDUCATION, SCIENCE TEACHING, ENGLISH TEACHING, AND HEAD START PERSONNEL TRAINING. THE COLLEGE ALSO OPERATES A NATIONAL TEACHER CORPS UNIT AND AN INSERVICE PROGRAM TO INDUCT TEACHERS INTO SCHOOLS WHICH ARE DIFFICULT TO STAFF. THE EDUCATION DEPARTMENT OF THE COLLEGE HAS ALSO PARTICIPATED IN A PROJECT TO HELP DISADVANTAGED STUDENTS TO GAIN ADMISSION TO THE CITY COLLEGES. HUNTER'S ELEMENTARY AND HIGH SCHOOLS FOR GIFTED CHILDREN HAVE RECENTLY ADMITTED A NUMBER OF DISADVANTAGED STUDENTS WITH UNDEVELOPED POTENTIAL. THIS ARTICLE WAS PUBLISHED IN "PHI DELTA KAPPAN," VOLUME 48, NUMBER 7, MARCH 1967. (NH)

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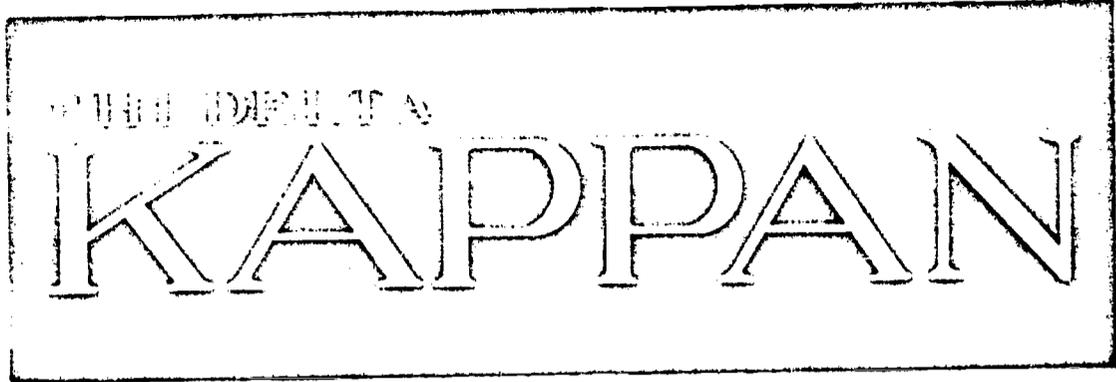
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COVER PHOTO This scene was photographed last summer in a Head Start class at Toledo, Ohio. Our thanks to Richard Allen Huston, director of Head Start for the Toledo Board of Education, for the excellent photograph.—The Editors

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Programs for the Disadvantaged at Hunter College

By MILTON J. GOLD

BEFORE the anti-poverty program developed bandwagon characteristics, Hunter College had already established experimental teacher education programs in the Big City. Project 120, which earned a national award from the American Association of Colleges for Teacher Education, began operations in 1960. At that time no major foundation was willing to support this kind of exploration, but the Division of Teacher Education of the City University provided necessary funds to reinforce the assistance given to student teachers in a junior high school in Central Harlem so that they might understand more fully the dynamics of living in the slum and learn how to cope with student behavior that grows out of such environments. In addition to providing specialized training, the 120 Project has stimulated student teachers to remain in the difficult schools as full-fledged staff members after completion of their training. This program has since spread to a number of similar schools in Manhattan and the Bronx.

The large in-migration from Puerto Rico to the New York metropolitan area has created difficult problems in the schools. The children of this group need to learn in a new language and must develop the ability to function optimally in a new culture. In their turn, teachers have had to gain insight into the nature of a new school population. In order to meet these needs, Hunter College has, for the past decade, offered an extensive special program for teachers of children of Puerto Rican origin. Recently scholarships have been offered by the New York State Department of Education to encourage teachers to enroll in this program. In addition, an experimental Bilingual Readiness Project has been conducted in a number of elementary schools. English and Spanish were taught concurrently to kindergarten and first-grade children in classes composed of Spanish-speaking and Negro and other English-speaking children in order to enhance the self-image of all the children.

MR. GOLD is director of teacher education, Hunter College of the City University of New York.

The following new programs have been instituted to help teachers grapple with the problems of the big city:

NDEA Institute, Improvement of Reading for Children in Disadvantaged Areas, 1965

NDEA Institute, Education in Urban Areas, 1965

NDEA Institute, Improvement of Teaching of Science in Early Childhood Years for Children in Disadvantaged Areas, 1966

NDEA Institute, Teaching of English in Secondary Schools in Disadvantaged Areas, 1966

Training of Personnel for Operation Head Start, 1966

National Teacher Corps Unit, 1966-68

Induction Program for Teachers in Disadvantaged Areas (Center for Urban Education), 1966-67.

Hunter College was one of three New York City institutions (Hunter, Queens College, and New York University) invited by the government to submit proposals coordinated by the Division of Teacher Education for National Teacher Corps programs. These are being conducted cooperatively by each of the three colleges and the city schools. In this program, college graduates were assigned by the U.S. Office of Education to one of the colleges for intensive preparation in the summer of 1966, and for a program of combined study, observation, laboratory experiences, and later, practice teaching and regular full-time teaching in the city schools over a two-year period. This program is intended to lead to certification, a regular position in the schools, and a master's degree for those candidates who meet matriculation and degree requirements of the college where they are enrolled. Twenty-four corpsmen and six experienced teachers were assigned to Hunter College for this project. Significantly, the summer training program was conducted in a school building in Central Harlem rather than on campus. The corpsmen have been assigned for further work and training to schools in Central, East, and West Harlem and the Hell's Kitchen area.

Hunter was also invited to partici-

pate in the development of a new program for induction of teachers in the public schools that have proved most difficult to staff in New York City. Financed through the Center for Urban Education, this program involves an in-service operation in five schools in the South Bronx. Regularly appointed teachers are combining initiation into regular teaching with closely integrated graduate courses given by Hunter College professors who are working with them in the schools. They are given special free time during the day for work with cooperating teachers assigned by the Board of Education and with the college staff members, who help these teachers gain new insights into the community and children they serve and into the curriculum they employ.

The education department has been involved in projects to facilitate the entry of high school graduates from depressed areas into units of the City University. In the College Discovery Program, faculty members have served as consultants to high school teachers of English, science, mathematics, and social studies in programs designed to increase the readiness of these students for future college work.

Finally, the Hunter College Elementary and High Schools, which function as laboratory schools for the teacher education program, have modified their policies in order to admit and to educate a considerable number of children from disadvantaged areas who show signs of undeveloped potential. Since 1965 these children have been admitted without regard to their relative standings on conventional admission tests to these two schools for gifted children. The Hunter College Educational Clinic has developed instruments and has actively participated in the selection of children, particularly for the Hunter Elementary School. Other members of the staff have assisted in establishing policy and reconsidering curriculum.

An imposing array of college professional personnel has participated in these projects. About 50 members of the instructional staff, with added personnel working in a supportive capacity, have been actively engaged in the increasingly demanding work of improving the education of the disadvantaged. As an added dividend, much of the course content in the traditional teacher education program of the college has been altered to include new concepts and experiences derived from the special projects.

March, 1967

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