

The Hunter College

ALUMNI NEWS

VOL. LXIV

No. 9

DECEMBER, 1959

FACULTY PLAY CANCELLED

The Scholarship and Welfare Committee regretfully announces that the evening—reception, dinner and play—it had planned for Wednesday, December 9, must be cancelled.

Due to difficulties in casting and production, the faculty was unable to prepare the presentation of "The Scarecrow" for the scheduled dates. Many faculty members had expended great effort on the project and the decision to abandon it was arrived at reluctantly.

The Committee wishes to thank its members who worked to "get the show on the road", even though it closed before reaching New York.

BRIDGE POSTPONED

After considering the many demands upon the alumni at this time — the tribute to Dr. Shuster, the Roosevelt House Bridge, and Northrop Camp—our committee voted to postpone our Bridge, scheduled for December 2, to some time in the spring.

Then we hope for your wholehearted support.

IRENE B. GRAFF, *Chairman*

BRONX CAMPUS LECTURE SERIES

The Student Government Association of Hunter College in the Bronx announces a series of three lectures to be held in the spring semester on Saturday evenings. Part of the proceeds will go to the George N. Shuster Faculty Fellowship Fund. The names of guest speakers—prominent figures in our society—and the dates will be announced later.

COLLEGE BIRTHDAY LUNCHEON

The ninetieth birthday of our College will be celebrated at a gala Luncheon and Birthday Party to be held in the Grand Ballroom of the Hotel Astor on Saturday, February 13, 1960. Plans are being formulated to make this the outstanding affair in the history of the Alumni Association.

Mrs. Franklin D. Roosevelt will deliver the principal address of the day.

Florence S. Strenger, Chairman of the Luncheon Committee, has been most fortunate in securing the services of the following section chairmen: Mary S. Epstein, Reservations; Evelyn T. Mallamud, Seating; Rose S. Golomb, Addressing and Mailing; Beatrice K. Weinberg, Hostesses; Margarete R. Altenhein, Faculty Representation; Mildred I. Thaler, Reception; Eleanor E. Reilly, Publicity; Delia R. Friedman, Favors. Volunteers for all these sections are earnestly requested.

Tickets are \$6.50 each including gratuities. Tables seat ten. Gather your friends, classmates, sorority sisters and chapter members, and plan your tables. Invitations, containing a reservation form, will be in the mail shortly after Christmas. Watch for yours and send your order in early. The Astor Ballroom is BIG, but we expect a BIG, BIG response.

TRIBUTE TO PRESIDENT SHUSTER

A convocation under the auspices of the Board of Higher Education is planned for January 1960. This will provide a formal opportunity to honor the President and to present our gifts to the College.

The brochure celebrating this convocation will list both individuals and organized groups whose generosity has made the gifts possible.

The Planning Committee of the George N. Shuster Portrait and Faculty Fellowship Fund hopes that those members of the Alumni Association who have not yet sent in their contributions, and who wish to do so, will please send them in early enough to have their names included in the brochure.

All contributions are tax-deductible, and should be sent to Professor Ethel G. Berl, Hunter College, 695 Park Avenue, New York 21, New York. Checks should be made payable to Hunter College.

CHARTER FLIGHT IN 1960

We are pleased to announce that plans have been completed for a chartered flight to Europe in 1960.

The plane, a Transworld Airlines Super H Constellation, will leave New York for London on July 20 and depart from Paris on August 22, 1960. The cost of the flight will be \$275.00.

This flight will be available to *dues paying members* of the Alumni Association in the New York metropolitan area and their immediate families living in the same household.

Since there are only 93 seats, all applications will be processed on a first-come, first-served basis. A deposit of \$100.00 will be required no later than January 15. Final payment will be due May 20.

In our next issue we will tell you about our plan for an all-inclusive land tour with visits to England, Holland, Belgium, Germany, Switzerland, Italy and France.

Arrangements in connection with the trip are being made by Noto Travel Service, 475 Main St., New Rochelle, N. Y. For applications or information, call Mrs. Estelle M. Noto, NEw Rochelle 2-8660 or KIngsbridge 8-2070.

LORRAINE WOODS COSTELLO '56

JOINT PROGRAM FOR M.A. IN POLI-SCI

Candidates for the Master's Degree in Political Science and Government now have a unique opportunity. Three New York City colleges, Hunter, City and Brooklyn, have pooled their faculties and resources in order to offer an unusually strong graduate program in Political Science. This now enables professors to conduct courses interchangeably at the cooperating colleges.

A candidate may matriculate at any of the cooperating colleges where he will receive guidance and counseling, write his thesis and be awarded his degree. The program consists of a minimum of thirty course credits and offers possibilities of concentration in the following areas:

1. Democracy and American Political Institutions.
2. Political Theory.
3. Foreign Policy and Comparative Political Systems.
4. Urban Planning and the New York Metropolitan Area.

Interested Hunter College alumni are invited to seek further information from Professor Ruth G. Weinstein or Professor John G. Stoessinger.

by JEAN T. WILDE

Gusty winds blew hundreds of alumnae back to Hunter for our second Homecoming. Morning arrivals were greeted by our president, E. Adelaide Hahn, President George N. Shuster and



Constance Benos, president of Hunter's Student Self-Government. People then dispersed to different parts of the College for the panels of their choice.

All, plus some later-comers, assembled in the Commons for lunch. The seating—a demanding and devilish job well done by E. Adelaide—brought together classmates and chapter-mates. Much roaming about to find other friends was in order.

At the conclusion of the luncheon, Miss Hahn thanked Florence Bloch and her Reunion Committee—Madeline Stretz, Clara Reid, Virginia Zuckerman—for their splendid work in making things move so smoothly. Miss Hahn then called the roll by decades. Backward we went, from the '59 "babies" to our oldest active alumna, Jessie Rosenfeld '88.

The first of the panel summaries was presented by Dean Harry (Stentor) Levy, who could be heard despite an uncooperative P.A. system. The moderators to follow having less vocal prowess, we adjourned to the Playhouse, where Dean Kathryn Hopwood and Dean Mina Rees gave resumés of their panels. Professor Mary Finocchiaro substituted for Professor Schueler who had had to leave early. The summaries were examples of clear and concise thinking which made one deplore the inability to attend all the panels.

Professor Hahn then presented President Shuster, expressing regret at his imminent departure from the College and gratitude for the years he had served. Dr. Shuster's topic was "International Cultural Relations". One aspect of contemporary life is that technical mastery has brought with it the ability

to proceed from one level of time to another. There are still areas which live in an orally transmitted culture which many countries left in the 16th century. Those people who live in more technically advanced civilizations must develop an interest in and concern for the other culture.

Dr. Shuster feels there is no longer a need for an artificial international language, such as Esperanto. English is bound to become the universal language. It is studied the world over, including Russia. Chauvinistic fanaticism may be on the increase, but nationalism is not rooted in linguistics.

All must share the cultural values of the world. The last few years have seen a noteworthy increase of cultural exchange—in the theatre, ballet and music. It is Dr. Shuster's opinion that the world should have more easily realized that Russia, the country which produced three literary giants — Dostoevsky, Tolstoi and Chekov — would make great scientific strides because "it is far easier to plan mass production of goods than it is to evolve authors of such eminence."

It is to be hoped that if a strifeless world cannot exist, at least war will be less cruel and victory less a woe to the vanquished. The unexplored areas must be developed between the peoples of the world, President Shuster concluded.

Announcements of events of which they are chairmen were made by Mildred Thaler, Scholarship and Welfare; Ethel Berl, Faculty Fellowship Fund; Florence Strenger, Birthday Luncheon.

Solnie Luria gave a delightful and all too brief piano program. Miss Nancy Land of the Physical Education department, assisted by three undergraduates — Loretta Hantman, Susie Martin and Wendy Nickerson — performed three interesting and effective modern dances, accompanied by Sara Malamet. The program ended with the singing of "The Ivy Leaf" lead by the Bobbsey Twins (for so have Bee Weinberg and Gus Wollheim been dubbed).

Alumnae with sufficient energy left progressed to the North Lounge for conversation or to the sixteenth floor to view an exhibit of paintings and sculpture by the Art Department faculty.

The day, all agreed, had been stimulating.

With "Some Recent Trends in European Literature" as its theme, the Humanities Panel, consisting of Dr. Hanna Kurz Charney, Dr. S. Etta Schreiber and Dr. Maurice Friedberg, had planned to discuss French, German and Russian literature in the past decade. Dr. Charney and Prof. Schreiber made excellent and stimulating presentations but Dr. Friedberg unfortunately became indisposed and had to leave without discussing the Russian aspect of the topic.



The role of moderator was in the capable hands of Dean Harry L. Levy, who presented the topic with some pertinent remarks on the value of the humanities.

Dr. Charney began and ended with Albert Camus, pointing that the range between his 1942 novel *The Stranger* and *The Fall* in 1956 traces the main pattern of the literature in the 1950's in France. "The tender indifference of the world" to which the *Stranger* in the earlier novel yields becomes a dominant trend and is often symbolized by inanimate things in contemporary French literature. In indicating the trends, Dr. Charney spoke of the so-called "anti-novel" school, one of the leaders of which is Alain Robbe-Grillet whose work has been described as a "dialectic of space". Another writer, Natalie Sarroute, who refers to our age as "the era of distrust", unites actual conversation with what she calls "under-conversation", the flow of conscious and sub-conscious thought underlying talk. The impression of flatness and indifference in these novels is exemplified by *The Square* by Marguerite Duras, which consists of a dialogue in the form of monochromatic, repetitious remarks revolving around the single topic of existence. As examples of the dramatic treatment of the vision of human condition in its absurdity and mock-heroic dignity, Dr. Charney cited Ionesco's *The Bald Soprano* and Samuel Beckett's plays on related themes.

The most potent counter-theme to those of flatness and anonymity is presented by works showing man isolated in the world but facing man.

Professor Schreiber prefaced her survey of the contemporary literary scene in Germany with a pertinent reference to the abrupt break in German literary development under the Nazi regime. The fact that foreign writers have become so widely read is probably attributable to the lack of truly great native talent.

An examination of the novels of recent years reveals a generation trying to forget the war. Just as for other writers, for Gert Geysler, who is considered to be the best of the post-war novelists.

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EDUCATION

by MARY FINOCCHIARO

In his opening statements given over the closed circuit television system, Professor Herbert Schueler, Director of Teacher Education at Hunter College, stressed the unique contributions which closed circuit television can make in strengthening a teacher education program. Closed circuit television equipment has just been installed at Hunter, and two major uses of this new medium have been planned.

In the teacher education undergraduate courses leading to student teaching, closed circuit television enables a whole college classroom to observe the same learning situation under the direct guidance of the college teacher with a minimum of disturbance to the teachers and pupils being observed. Thus, the college instructor in the educational foundations course, in the psychological foundations course, or in the methods courses can supplement or vitalize her presentation through the observation of a pertinent classroom teaching process. I use the term "supplement" because closed circuit television, like other audio-visual devices, is intended to "supplement" the



teacher not to "supplant" her, if I may use a well-worn cliché.

Closed circuit television is even more useful perhaps in the student teaching phase of the educational program. In the very near future, the kinescopes of lessons given by the student teachers will make it possible for a student teacher and the college supervisor to recall together, more accurately and more vividly than has been possible in the past, the various phases of the lesson.

From a Hunter College Elementary School classroom which has been wired for closed circuit television, and which the audience was able to see on two television screens, Professors Gold and Lesser, co-directors of a federally supported research project, gave us a view of the multiple research studies which are being undertaken under the terms of the federal grant.

One study, related to student teaching, will judge the relative merits of three types of observation of the student's teaching performance: (1) The student teacher will be judged by the supervisor alone on the basis of a classroom observation. (2) She will be

(Continued on page 6, column 1)

SCIENCE

by MINA REES

The Science Panel was devoted to the new concern with secondary curricula in science and mathematics, and to a partial presentation of Hunter's role in extending and enriching the experience of secondary school students in those fields. We were lucky to have as a member of our panel Barbara Muller, a student at Hunter College High School, who has studied, and enjoyed, two sciences presented with a new look: the new physics course, taught in Hunter High School by Ray Miller, a second panelist; and a college level field course in geology for selected high school students, taught by Professor Henry Thompson, a third panelist. Professor Mary Dolciani, the fourth panelist, gave a glimpse of the revision of secondary school mathematics that is now going on under the School Mathematics Study Group, centered at Yale University but involving wide participation by research mathematicians and teachers of mathematics all over the United States.

After a preliminary summary by the panel chairman, Dean Rees, the members of the panel presented more detailed discussions.

Ray Miller began with an account of the effort in physics which, she emphasized, was presputnik. In 1956, Jerrold Zacharias at MIT, together with physicists at Harvard, founded the Physical Sciences Study Committee to prepare new materials for the teaching of high school physics. Miss Miller has been involved not only in the preparation of the materials but also in the experimental teaching of the course at Hunter High. In determining material to be included in the new course, the following questions were asked: Does it stress major achievements of physics; does it give insight into the way in which the important ideas were conceived, nurtured and sometimes overthrown by even more powerful ideas; does it present a unified story in which the interconnections within physics are brought to light; does it show physics as a human activity comparable in significance with the humanities, the languages and the other major studies of high school students.

The course deals with the basic concepts of which the student must have some understanding before he can pursue a worthwhile study of physical science: time, distance, motion; the nature of measurement; the atomic structure of matter and the molecular interpretation of chemistry. Barbara Muller assured the audience that she had had a wonderful time in the course, that she particularly enjoyed making her own apparatus (though this was time consuming), and that it was much more

(Continued on page 6, column 3)

SOCIAL SCIENCES

by ALVA C. COOPER

Professor Livingston Welch's opening remarks on "Talents and Achievement in Psychology" were directed to the general relationship between success and academic achievement: the discrepancies between the "good" report card and future success. He reminded us that it was general knowledge that Darwin was not so smart in school,



Churchill needed tutors, Shaw was not considered a genius by his teachers, and "Thousands can be added to the list."

While emphasizing the importance of preparation, he pointed out that one of the ingredients of success was to pick the right time and place to be born. Professor Welch then described some of the outcomes of a ten year experimental investigation at the Payne Whitney Psychological Training Unit.

In ten years some 52 students with records ranging from *cum* to *summa cum laude* have worked in the Unit. Professor Welch said that, to date, he could be proud of one out of three. He emphasized the great importance of industriousness, the ability to work and carry through a project. In the area of doctoral studies, he said that there appeared to be no one-to-one relationship between the attainment of a Ph.D. and later recognized success. However, Prof. Welch was unable to identify the factors that contribute to the discrepancy between scholarship and future success.

Professor Ruth Weintraub described some of the developments in the Graduate Program in the Social Sciences during the last ten years. There are presently 2200 graduate students enrolled at Hunter. Ten years ago the college received a state subsidy for a five year program leading to a master's degree in teacher education. At present, in the graduate program, if a candidate presents sufficient education courses upon admission, he may elect to take on 8 credits of education and devote the majority of his time to history, sociology or political science.

During the past five years a program has been developed for persons interested in areas other than teaching, as well as for teachers who have completed required courses. This program leads to a degree in sociology, history or political

(Continued on page 6, column 2)

HUMANITIES (Continued)

the war was the Nazis' war with all others its victims. The religious writers fall roughly into two groups—Catholic and Protestant. Among the former is Werner Bergengruen who sees man a part of an eternal order symbolized in God's great and inexorable law. In his stories, as in the work of Gertrud von le Fort, we see an abiding faith in man. Among the Protestants is Albrecht Goes, a practicing clergyman, whose experiences as a war chaplain provide material for his work. Walter Jens, who is a Professor in Classical Literature at the University of Tuebingen, is also the author of stories and novels among which Professor Schreiber names especially *Der Blinde* which shows the symbolist influence and actually depicts the spiritual awakening of human conscience. Two prominent features in the literature of these recent years are the cruelty of man and the deep feeling of guilt towards Nazi corruption and the war. Heinrich Boell also depicts man's insatiable cruelty but mitigates the sharpness of his attack with humor.

Prof. Schreiber also referred to Swiss writers, who, though not German geographically or politically, do write in the German language, and mentioned specifically Max Frisch who in his *Stiller* deals with the problem of real identity, and Friedrich Duerenmatt whose play *The Visit* was recently produced in New York. Writers, religious and non-religious alike, find the world cruel but believe that hope is in sight.

EDUCATION (Continued)

judged by the supervisor reviewing the kinescope of the student teacher's lesson alone. (3) She will be judged both by the supervisor observing her in the classroom and by a review of the kinescope.

In the panel discussion which followed, Miss Barry, acting principal of the elementary school, and the three previous speakers, emphasized the important human factors which have been of concern to everyone involved in this experiment. How would the teacher being observed feel about knowing she is being observed? Would she feel she must put on a demonstration at all times? What would the children's reaction be? In other words, would it really be possible to observe reactions of children to teachers and to the teaching act without seriously affecting pupil-teacher relations in the Elementary School and School-College relations as well.

Miss Barry was most reassuring on these points. Because of the fact that only elementary school teachers who volunteered are observed and because there is continuous and open communication between the Elementary School staff and the directors of the research project, no problems have been noted to date. Neither is it expected that any will arise.

I had a definite conviction, that I felt

SOCIAL SCIENCES (Continued)

science. In addition, a degree in Social work is now granted. This September, Hunter, Brooklyn and City Colleges decided to pool their intellectual resources and offer one joint graduate program in political science. (Ed. Note: See Page 1, Column 3.)

Professor Paul Schreiber, Director of the Louis Rabinowitz School of Social Work, discussed the place of the professional school in the liberal arts college. He pointed out that fundamentally there are no differences between the liberal arts college and the professional school; both are dedicated to the search for truth and the development of knowledge and understanding. The differences exist in the realm of emphasis, for the professional school must, in addition, help the student to develop the skills and attitudes necessary for the practice of a profession. Professor Schreiber reported that The Rabinowitz School of Social Work is happily established at Hunter College.

The School of Social Work had to be financed independently. This was achieved through a grant of \$100,000 by the Louis M. Rabinowitz Foundation. In 1956, 20 students were admitted to the first class. In 1958, the entering class had 60 members. In 1958 and 1959, grants were received from the Institute of Mental Health and from the State Department of Correction. The two year course is a full time program.

Professor Theodore Abel, who spent the summer in Poland and Russia, reported on some of his observations and experiences. He said the Iron Curtain countries differ extensively in what they have in contrast to what they do not have. He found differences in the social pattern, the agricultural policy and the role of the worker.

The Iron Curtain countries differ as to the amount of tradition that existed prior to World War II and the amount of academic freedom that now exists. Bulgaria and Rumania have neither tradition nor academic freedom. Germany and Czechoslovakia had a high tradition but have a low academic freedom, whereas Yugoslavia, which had no tradition, has greater academic freedom. In Poland and Russia there is a high level of social science tradition and there is also a high level of academic freedom. In Poland they are aware of what is going on in other parts of the world. Their program has government support. Professor Abel feels that the reason for the government's interest is that a dynamic situation exists in Poland. In conclusion, he said that behind the Iron Curtain in countries where there is tradition and where academic freedom exists, the social sciences are in an excellent position.

was shared by the audience, that closed circuit television has tremendous potential for adding new dimensions to our teacher education program.

SCIENCE (Continued)

fun to do experiments when you didn't know what answer to expect. This part of the program closed with the showing of part of a movie on crystal growth which was one of the several movies developed for the course.

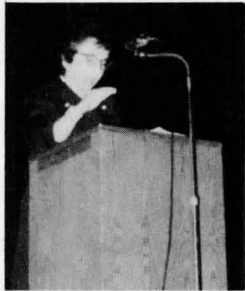
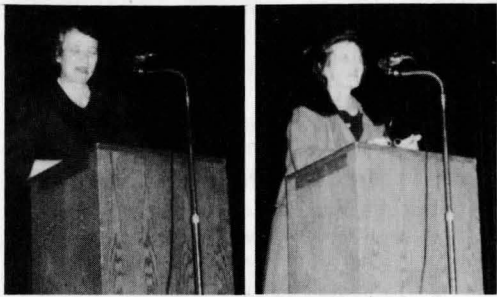
Professor Thompson then gave a brief account of the summer geology course which ran for four weeks—three spent in preparatory course work at the College, and one on a continuous series of field trips. Barbara Muller reported the pleasure had in meeting others with such varied backgrounds in science and from such different schools. She particularly liked the fact that about half the students were boys; and the boys, in turn, were impressed by the ability of the girls in science.

The highlight of the course was the field trip. Some of the major stops were a quarry, a farm, a limestone cave and a trip along the river. Miss Muller thought the course was particularly significant in developing better powers of observation. The students have had a reunion and many are continuing studies of topics not covered in class.

Mary Dolciani told of the work of the School Mathematics Study Group since its initiation in the spring of 1958 at a meeting of research mathematicians called by Dean Rees. A brief session in the summer of 1958 outlined experimental courses for grades 7 through 12. Units were actually written for grades 7 and 8 during that first session. These units have been tried out in several schools, and have been evaluated by teachers. The summer of 1959 was devoted to an extended writing session at the University of Colorado, involving about forty people. It resulted in experimental texts for grades 7 through 12, which are now being tried out in centers throughout the United States.

The mathematics revision accepts the point of view that mathematics has been substantially altered by research during the past fifty years, and that modern mathematics embodies a point of view, new subject matter and unifying principles by which the standard core of basic material—algebra, geometry, trigonometry—can be brought into more effective and closer relationship with twentieth century ideas, and can be more deeply understood. The new materials place increased emphasis on the study of mathematical structure in the teaching of algebra in contrast to the emphasis on manipulative skills alone; and the introduction, in a limited way, of some of the ideas of modern mathematics. Space concepts are studied both geometrically and analytically, thus bringing to the study of geometry powerful new tools. Professor Dolciani gave examples that illustrated the power and insight provided by some of the simple studies of structure that lie at the heart of the new look in high school algebra.

Homecoming Highlights



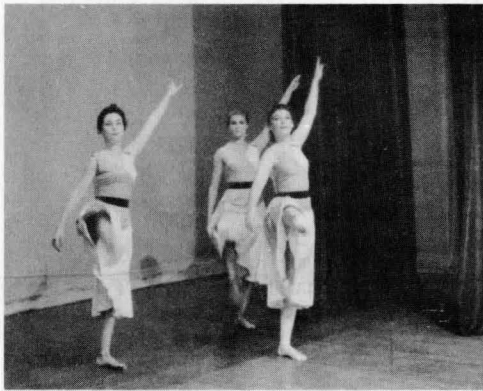
*Reporters: Deans Hopwood & Rees,
and Prof. Finicchiario*



Viewers at the Exhibition



Science Panel



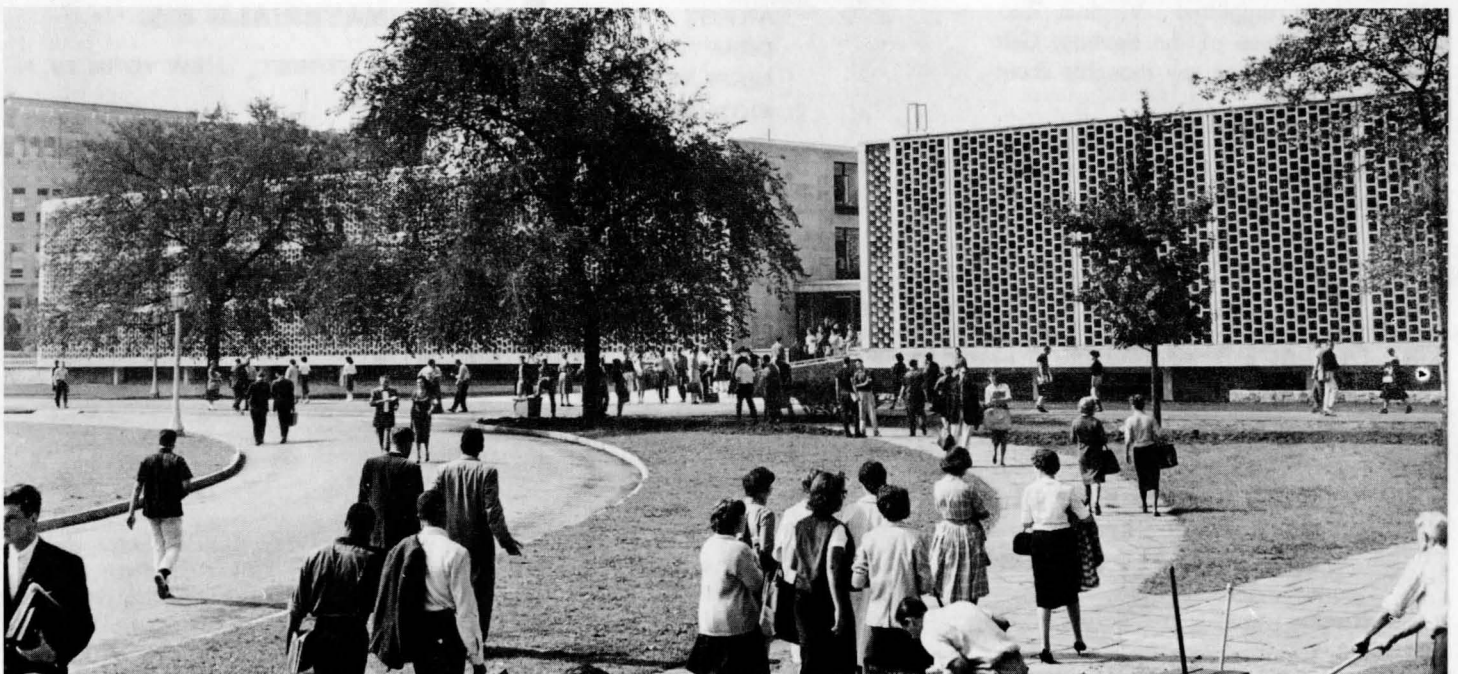
Dance Group



"The Bobbsey Twins"



Jessie Rosenfeld '88



SHUSTER HALL, new library-administration building on the Bronx Campus, which was dedicated October 27, 1959.