

THE HUNTER COLLEGE ALUMNI NEWS

Published Monthly from October to June, inclusive, at 49 East 65th St., New York 21, N. Y., by the Alumni Association of Hunter College of the City of New York
Second Class Mail Privileges Authorized at New York, N. Y.
Price \$5.00 a Year, or else 20% of the Annual Dues.

VOL. LXIII

NOVEMBER, 1958

No. 8

HOMECOMING DAY

A new chapter in the history of the Alumni Association of Hunter College was written on Saturday morning, October 18, when the first Homecoming Day began promptly at ten-thirty, as our president, E. Adelaide Hahn, stepped forward on the platform of the Assembly Hall to greet an expectant group of alumni and faculty. Her welcoming remarks were brief but warm and generous as she expressed gratitude to the large number of people who, catching the spirit of the venture, had worked so willingly toward its success. She paid special tribute to President Shuster, whose seeming magic produced substantial financial aid; to Mr. Gaynor, the manager of the Commons, where lunch was served; to the Duplicating Office; and to Miss Florence Bloch, whose talent for hard work, efficiency, and fortitude withstood the supreme test.

President Shuster added his welcome to the guests, saying that Homecoming Day was "one of the finest things that the Alumni have ever done and a source of great satisfaction to the college." He mentioned that a study relative to the output of scholarly literature published in English ranked Hunter fourth among the Nation's colleges; that a book of essays written by Hunter College students had won praise on a distant campus; and that an unusual graduate program in the biological and physiological sciences is being sponsored jointly by the college and Sloan-Kettering Institute — all things in which alumni can take pride.

At the conclusion of the greetings, the alumni attended panel discussions, many remarking, as they departed from the Assembly Hall, that all of the subjects sounded so interesting that a choice was hard to make. This was the beginning of a very special day in the annals of the Alumni Association; a day which at its close left feelings of genuine satisfaction and pleasure. Homecoming Day seems destined to become a tradition. If it does, another "first" will be added to "E. Adelaide's" already long list, for to her must go our deep gratitude for the idea and for the dauntless spirit which did so much to make it a reality.

ELEANOR E. REILLY

HUMANITIES PANEL

One of the four panel discussions to which those who attended Homecoming Day were treated was in the realm of the humanities. The theme, HUMANISM IN ANCIENT, MEDIAEVAL, and MODERN TIMES, was introduced by the moderator, PRESIDENT GEORGE N. SHUSTER, who, after a few cogent words, presented the first panelist, PROFESSOR EMERITUS PEARL C. WILSON; her topic was "Homer, the First Great Humanist." Professor Wilson traced Homer's keen interest in human beings through his *Iliad* and *Odyssey*. The protagonists in both epics run the gamut of human emotions. They are not faultless, but Homer treats their failings with sympathy and understanding. Of Patroclus, for example, Professor Wilson said, "He had been a grave and generous young hero. But out of his bitter pain there is born in him an understanding that extends to all human beings and transmutes even hatred of an enemy into gentleness."

President Shuster next introduced PROFESSOR HELAINE NEWSTEAD, whose subject, "The Humanistic Quest in the Middle Ages," dealt, among other things, with such matters of interest to the mediaeval philosophers as the significance of dreams, human love in its relationship to divine love, and justice in its many ramifications. Professor Newstead traced the importance of the quest, which involved long series of adventures, through various pieces of literature, notably Dante's *Divine*

(Continued on page 6)

EDUCATION PANEL

Members of the panel discussion of TEACHER EDUCATION AT HUNTER COLLEGE, moderated by PROFESSOR FLORENCE BRUMBAUGH, Principal of Hunter College Elementary School, touched upon the past, present, and future as they presented the following topics: "Recent Developments in the Undergraduate Program" by PROFESSOR ETHEL G. BERL; "Recruitment and Placement" by PROFESSOR ESTELLE L. POPHAM; "In-Service Graduate Programs. Example: the Puerto Rican Program" by PROFESSOR MARY L. FINOCCHIARO; "A Glimpse into the Future" by PROFESSOR HERBERT SCHUELER, Director of Teacher Education.

The panelists called attention to change and progress; to the challenge which lies ahead in preparing our teacher education students to meet community and school needs.

The recently revised curriculum offering a sequence of courses starting in the sophomore year provides for field observations in schools and experience in social agencies. Expansion in services includes the Office of Teacher Selection and Guidance which is in charge of screening and counseling students. Widening horizons for research; foreign languages in the elementary school; the use of tape recordings and television for the improvement of instruction and learning call for cooperative effort which is being given by many departments in the College as well as by school and non-school agencies in the community.

(Continued on page 6)

MORE ABOUT HOMECOMING DAY

SOCIAL SCIENCE PANEL

The Social Science Panel, with DEAN JOHN J. MENG as the very able and witty moderator, discussed various aspects of the equal protection clause of the Fourteenth Amendment.

PROFESSOR DOROTHY GANFIELD FOWLER of the History Department gave a scholarly résumé of the "first period" of the Fourteenth Amendment, that is, its inception and Supreme Court decisions on it to 1887. Lyman Trumbull who sponsored the Civil Rights Act said that it "certainly did not pertain to education or intermarriage". Professor Fowler declared that historians generally agree the Fourteenth Amendment was aimed at weakening the codes, which restricted the freedmen's ownership of real estate, employment, and jury service, and which imposed penalties heavier than for whites who had committed similar crimes. Test cases to 1887 show that the Supreme Court made a "narrow" interpretation of the Amendment as a guarantee of only the "natural" rights of negroes.

The next speaker, PROFESSOR MARGARET SPAHR of the Political Science Department, discussed the acceptance and later rejection of the "separate but equal" doctrine in a most provocative summary of Supreme Court decisions. On the question of separate but equal railroad accommodations the Court ruled 8-1 that there was no denial of equality under the circumstances. When Professor Spahr turned to the problem of school integration, she pointed out that to integrate the Schools in the 1870's would have been unwise, because of the great difference in background and training between the two races, that in Massachusetts separate schools were provided for "the poor and neglected" of any race, and that as late as 1939 the Supreme Court upheld the separate but equal doctrine for Missouri schools. On the other hand, the Court ruled that a negro law student in Texas must be admitted to the white law school because it had better facilities than the one for Negroes.

PROFESSOR ROSALIND TOUGH of the Sociology Department then made a very interesting survey of the sociological aspects of integration. She first discussed the Supreme Court decisions on integration before 1954. She then spoke on the postponement, to the twentieth century, of the entire issue of equality in the schools. In conclusion Professor Tough made a prognosis for education in the South. Although the Supreme Court decision of 1954 has temporarily retarded education in some instances, most people of both races will soon accept the changes in the educational structure of the South without belligerency.

PROFESSOR DOROTHY LAMPEN of the Economics Department was the last speaker. Her topic, "Some Frontiers in Current-Economic Thinking", had a bearing on the in-

(Continued in next column)

SCIENCE PANEL

The session on the Natural Sciences was opened by DR. BEATRICE GOLDSTEIN KONHEIM, professor in the Department of Physiology, Health and Hygiene, who had graciously agreed to be the moderator in place of her departmental colleague, Dr. Abraham Raskin, whose illness, we record with regret. In his stead, Professor Konheim in commenting on the recent advances in the natural sciences compared their growth to an inverted pyramid.

The first speaker was DR. MORTON FUCHS, instructor in the Department of Physics, whose subject was "Fundamental Particles." Dr. Fuchs developed the historical background of the atomic age from the latter part of the last century, when atoms were believed to be indivisible, through the significant discovery of the electron, around 1900, and subsequently of the other fundamental particles, protons, neutrons, and photons. He also referred to research on cosmic rays and anti-particles.

DR. EDWARD R. EPP, assistant at Sloan-Kettering Institute, spoke on "Particles and Biophysics." He showed how the discovery of X-Rays by Roentgen, in 1895, led to their first therapeutic use in the treatment of malignancy by radium emanations in 1908. By 1933, with the advent of the cyclotron and the splitting of the atom, artificial radiation was born. Subsequently, the betatron and cobalt 60 became effective sources of radiation useful in medicine. Dr. Epp used a number of interesting slides to illustrate the relative hazards of radiation.

The last speaker, DR. LIEBE F. CAVALIERI, associate at Sloan-Kettering Institute and former lecturer in the Hunter College Graduate Program, emphasized the stability of biological particles in his talk on "Particles and Biochemistry." Dr. Cavaliere described the relationship of the fundamental particles of DNA, RNA and protein in a cell by ascribing to each the following roles: DNA tells the cell what to do; RNA tells the cell how to do it; and the protein does it. The interaction of these particles results in the synthesis of new protein, but as Dr. Cavaliere said: "When does this start? What makes DNA? What makes RNA?" Those are questions for the future.

ELEANOR E. REILLY

SOCIAL SCIENCE PANEL, *continued*
 tegration problem from the broad viewpoint of new social needs and responsibilities in our changing society. In particular, she gave a most interesting analysis of John Galbraith's *The Affluent Society*.

A fifteen minute period for questions from the floor to the panelists completed the program.

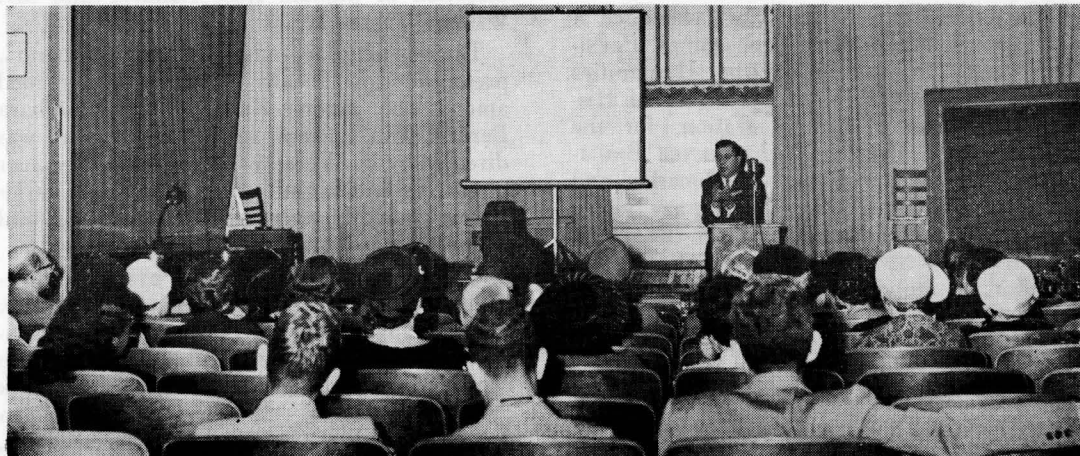
MARIE L. VAGTS



Two Presidents
E. Adelaide Hahn and
George N. Shuster

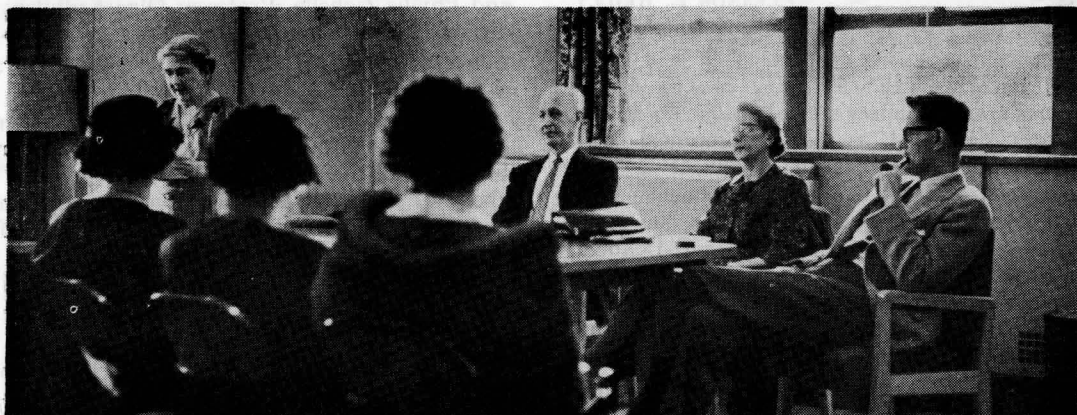


The Education Panel
From left to right: Professor Mary L. Finocchiaro, Professor
Ethel G. Berl, Professor Florence Brumbaugh (Moderator),
Professor Estelle L. Popham, Professor Herbert Schueler



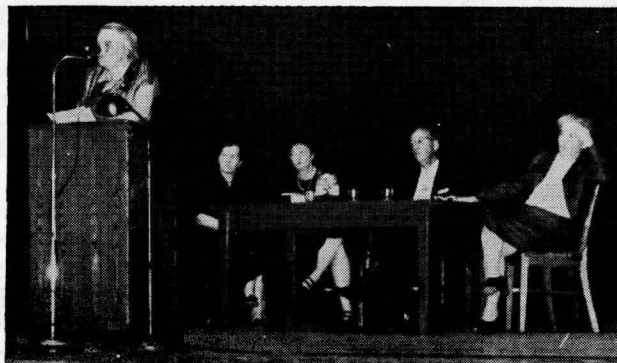
The Science Panel

Dr. Morton Fuchs



The Humanities Panel

From left to right: Professor Pearl C. Wilson, President George N. Shuster (Moderator),
Professor Helaine H. Newstead, Professor Marshall W. Stearns



The Social Science Panel

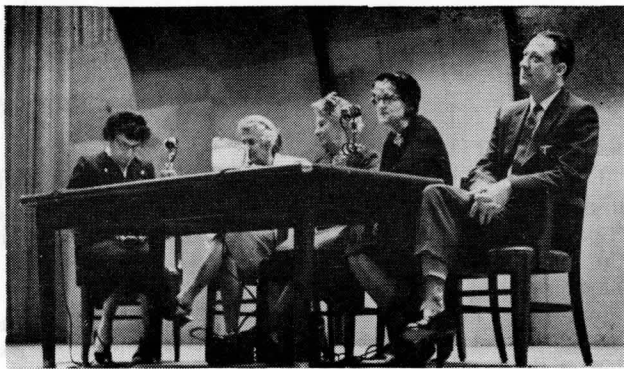
From left to right: Professor Margaret Spahr, Professor
Dorothy Lampen, Professor Dorothy G. Fowler, Dean John J.
Meng (Moderator), Professor Rosalind Tough



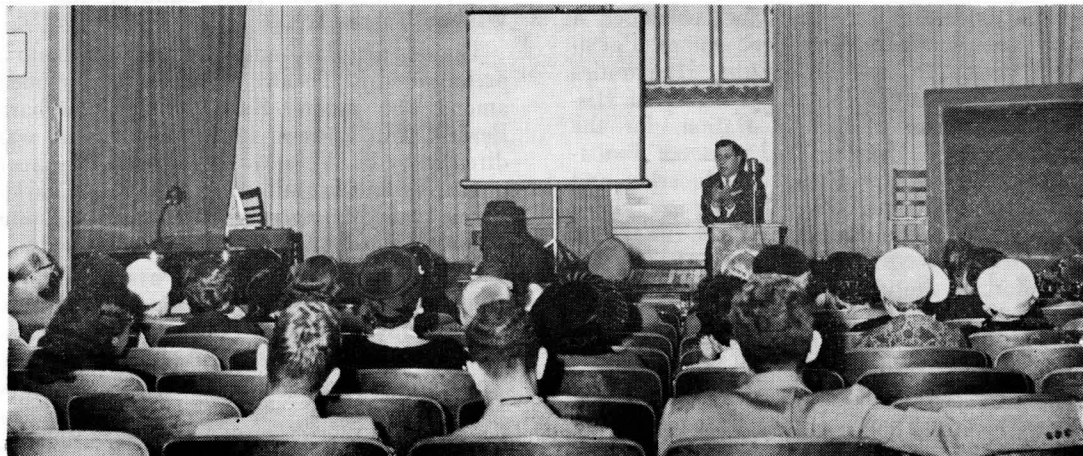
Bridging Three Score Years and Ten
Miss Malvina Baltrokvicz, 1958
Miss Jessie Rosenfeld, 1888



Two Presidents
E. Adelaide Hahn and
George N. Shuster

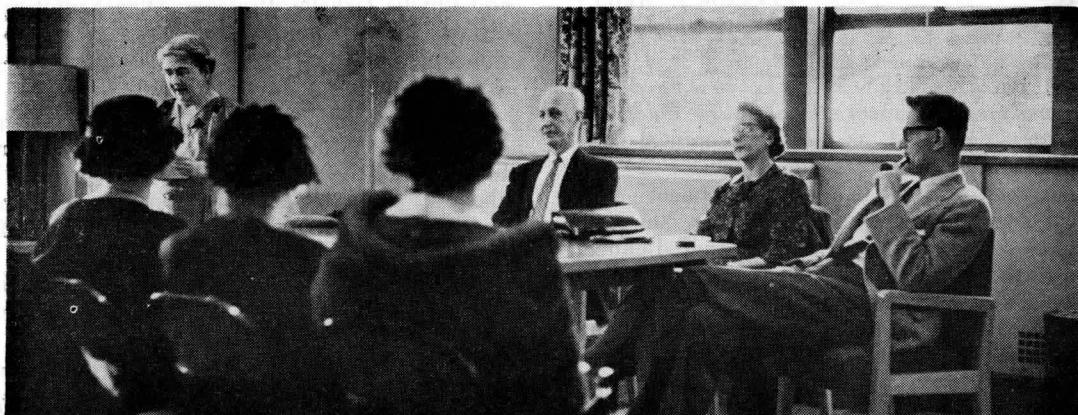


The Education Panel
From left to right: Professor Mary L. Finocchiaro, Professor
Ethel G. Berl, Professor Florence Brumbaugh (Moderator),
Professor Estelle L. Popham, Professor Herbert Schueler



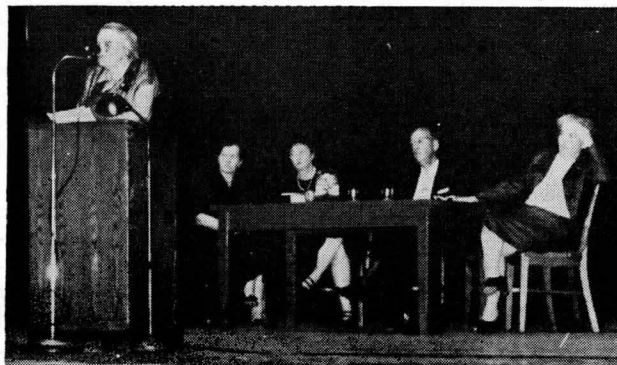
The Science Panel

Dr. Morton Fuchs



The Humanities Panel

From left to right: Professor Pearl C. Wilson, President George N. Shuster (Moderator),
Professor Helaine H. Newstead, Professor Marshall W. Stearns



The Social Science Panel

From left to right: Professor Margaret Spahr, Professor
Dorothy Lampen, Professor Dorothy G. Fowler, Dean John J.
Meng (Moderator), Professor Rosalind Tough



Bridging Three Score Years and Ten
Miss Malvina Baltrokovicz, 1958
Miss Jessie Rosenfeld, 1888

FURTHER NEWS OF HOMECOMING DAY

THE LUNCHEON

Four hundred alumni and faculty members lunched informally in the Student Commons as part of the social side of Homecoming Day. The number might have been even larger had the many who were turned away made their reservations in time. PROFESSOR HAHN extended a welcome and expressed gratification at the large attendance. In response to a roll call of graduates by decades, it was apparent that each decade from 1880 to 1950 was represented.

The moderator of each panel presented a very brief summary of its proceedings. PRESIDENT SHUSTER spoke for the Humanities Panel; DR. JOHN J. MENG, professor of History and Dean of Administration, for the Social Science Panel; DR. FLORENCE BRUMBAUGH, associate professor of Education and Principal of Hunter College Elementary School for the Education Panel; and DR. BEATRICE GOLDSTEIN KONHEIM, professor of Physiology, for the Natural Science Panel.

Ample time was provided before, during, and after the luncheon for that *sine qua non* of any Homecoming Day: an opportunity for renewing friendships and for conversation which included both reminiscences of the old days and news of later ones.

ELEANOR E. REILLY

HUMANITIES PANEL, *continued*

Comedy and Chaucer's *Canterbury Tales*, the former described as "a philosophical allegory"; the latter, as the work of a poet who combined a "genial temperament" with "intellectual seriousness." Professor Newstead concluded her analysis of Dante and Chaucer with the remark that "their view rests on the secure conviction that man has his appointed place in a divinely established universe of order and harmony."

The final speaker introduced by the moderator was PROFESSOR MARSHALL W. STEARNS, whose topic was "E. M. Forster and Humanism Today." Professor Stearns commented on three aspects of Forster's work: his "consciousness of a *literary tradition* of which he is a part, and which gives him balance, insight, and what we might call staying power"; his "use of the traditional *comic manner*, which gives him range, poise, and individuality"; his "mastery of *moral realism*, which gives him objectivity, depth, and judgment." Forster's own words were used by Professor Stearns to summarize what the novelist really believes: "Tolerance, good temper, and sympathy — they are what matter really, and if the human race is not to collapse, they must come to the front before long."

My own reaction to the three papers presented is best expressed in Chaucer's line: "And wel we weren esed atte beste."

CECILIA A. HOTCHNER

AFTERNOON PROGRAM

A happy audience of Alumni left the Hunter College Playhouse after an afternoon of entertainment on Homecoming Day during which they enjoyed musical selections, a one-act play, and folk-dances.

The musical program presented by Opera Workshop included excerpts from *Aida*, Simon Boccanegra and *Pagliacci* sung by Harriet Pegors, Angela Figliolia, Casimir Ganski, Marie Lillo and Stan Porter under the able direction of Madam Rose Landver and Mr. William Tarrasch.

The one-act play, entitled "Their Husband", presented by Theatre Workshop, included among the actors Ruth Bratter, Barbara Berlind, Eva Epstein, Linda Shapiro and was directed by Dr. Vera Mowry Roberts. Manager of Setting and Lighting was Professor Charles Elson, Stage Manager was Roberta Sklar, and Student Coordinator was Virginia Shields.

Folk-dances presented by Physical Education Majors featured as participants Bronx students Joyce Balacco, Florence Barrie, Phyllis Cohen, Judy Lazar, Elbe Lugo, Emilee Maisel, Isabel Mitchell, Rachelle Topel; Park Avenue students, Judith Adessa, Helga Deutsch, Helen Gerardi, Rosalyn Josephs, Mary Kaiteris, Ann Malischak, Jule Unger and Phyllis Zichello. Professor Olga Kulbitsky directed the dances, Sarah Malament was accompanist, and Dr. Vera Mowry Roberts managed the lighting.

From the Playhouse the Alumni then made their way to the Lounges on the third floor for conversation, and to the "Pent-House" abode of the Art Department on the sixteenth floor to view an exhibition of the work of students.

M. B. M.

EDUCATION PANEL, *continued*

On the graduate level, the Puerto Rican Program exemplifies the school-college cooperative planning of our Teacher Education Program. The specific skills and knowledge the teachers need in order to cope with the teaching situation which presents unusual problems were determined by many research studies and through consultation with state and city officials. A sequence of courses for the Puerto Rican Program was designed to give these linguistic, social, and professional skills.

The Office of Teacher Placement serves the Teacher Education Program both by recruiting out-of-town residents (there are 260 students in this current semester) and by placing teachers as substitutes in New York City and as regular teachers in out-of-town schools. About two thirds of our graduates have accepted their first position in New York City schools; 20% in New York State; 10% in other states and foreign countries.

MARGARETE R. ALTENHEIN