

# THE ALUMNÆ NEWS

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No. 5

## THE MAY ELECTION

My appointment of Inspectors and Tellers is as follows:—

Mrs. Joseph Neadle  
Mrs. Gaylord Worstell  
Miss Rosalie Rosenberg  
Miss Mary Gollow.

IRENE B. GRAFF,  
President.

## TEA TIME

Maytime is teatime! An air of festivity reigns in anticipation of the Spring Reunion and Tea of the Associate Alumnae, to be held on Saturday, May 14, 1938, in the North Ball-Room at the Hotel Astor, at 2:30 P. M.

For winter-jaded spirits there is no more effective tonic than crisp, merry, vivid conversation and entertainment; an interesting and varied program is planned therefore, keyed to spring, novel and entertaining, but brief.

We are playing favorites! There will be "curtain calls" for the Classes of 1928 and 1933, who are celebrating their Tenth and Fifth Anniversaries, respectively, at the Reunion, and taking part in the program.

For a day, '28 and '33 will look backward upon their days at College and affectionately renew their devotion to their Alma Mater. Mindful of their permanent membership in the great alumnae family, they deem it their greatest privilege to join with the Association for the ideals of the College.

On the musical program, the Class of 1928 will feature Mrs. Ann Moore Donnelly, soprano, who, with Mrs. Evelyn Back Zuckerman at the piano, will handsomely delight us with songs. Miss Catherine Weigl of the Class of 1933 will play two appropriate piano selections for your pleasure.

It is our privilege to have as guest artists a group of talented and versatile undergraduates who will entertain in a program of Choral Readings, directed by the gracious and charming Miss Helen Gertrude Hicks, of the Department of Speech and Dramatics.

This "bringing out" of our young students is an expression of the pride and affection the Alumnae have for their cherished charges. Do encourage these aspiring young women with an enthusiastic response.

After the program, tea will be served and a social hour will follow, during which time classmates may visit, exchange greetings, and renew friendships.

Let us all plan to come to the Reunion. Only there can one answer Spring's invitation, more enticing than ever.

MARY ABBOTT CURTIN,  
Chairman, Alumnae Spring Reunion.

## SPECIAL ACTIVITIES COMMITTEE

At the meeting of the Special Activities Committee on April 12, Alumnae present discussed possible ways of increasing membership in the Association among the recent graduates. Dr. Weintraub, a graduate of Hunter College and a member of the staff of the College, addressed the group. It was pointed out that, with the thousands of graduates Hunter has, a strong Alumnae could become a potent force in the City of New York. The possibility of our group's raising funds for a scholarship for some worthy alumnae for graduate study was suggested as a way of arousing interest among graduates. A committee was formed to discuss these plans with the President of the Alumnae Association before any definite action is taken.

The S. A. C. has pledged itself to give a party on the evening of May 13 for the junior boys' group at Lenox Hill Settlement. Miss Gertrude Goller will conduct the games, and all Alumnae interested are urged to come to familiarize themselves with the fine work being done at the Settlement founded by Hunter College many years ago. Come and help these children enjoy our party!

Enthusiasm for our Fifth Annual Formal grows apace, and prompt action is urged. All who wish to avail themselves of the "bargain" must do so within the next week. Until May 25, tickets are \$1.75 a couple; after that day and until the dance on June 4th, at 9:00 P. M., they will be the usual \$2.00. You will be furthering a most worthy cause and furnishing for yourselves and your friends an unusually delightful evening. A splendid orchestra has been engaged, and the latest games will be available for those who just wish to take things easy instead of dancing. There is no thrill equal to that of dancing to an arrangement of "Fame" in a delightful setting, our very own, overlooking the reservoir from the balconies of our lounge. Tell your friends about this gala affair which comes but once a year, and which no one should miss. Only through your coöperation can this dance be a success. If you cannot come yourself, get a ticket and send it to a friend so that she may see how gracious Hunter Alumnae can be and how lovely is dancing on a June night. Before May 25, send \$1.75 for a ticket for two, to either Grace Mary Stackman, 33-18 16th Street, Woodside, Long Island, or Henriette E. Judels, 700 West 179th Street, New York. Folders about the Dance and tickets will be mailed to interested friends if addresses are sent to either Miss Stackman or Miss Judels.

H. E. J.

### THE NEW CURRICULUM

The readers of the ALUMNAE NEWS may be interested to know something of the changes which are connoted by the term "new curriculum" as applied to their alma mater. This is an attempt to satisfy that interest.

A Curriculum Study Committee was appointed by President Colligan in the winter of 1933. It was to examine the current curriculum, and to make such recommendations for change as the examination warranted. Its mandate was first, to hold fast that which its study showed to be good; and second, to think and recommend within the framework of the existing department structure.

Its recommendations—for it has only recommendatory functions—have concerned the three divisions of the liberal arts college curriculum; namely, Prescribed Work, Specialization, and Optional Work.

As to the Prescribed Work, it may be assumed that its function in any liberal arts college is to prepare for the most inclusive of all occupations—the occupation of living. Very briefly, what has happened at Hunter College since the winter of 1933—but effective for the first time for students entering in February 1937—is this: an increase in the amount of science required, combined with the possibility of meeting the increased requirement in survey courses; an increase in the amount of social science required, combined with the possibility of meeting the increased requirement in a survey course in the Introduction to Modern Civilization; a decrease in the amount of foreign language study, combined with greater elasticity in meeting this requirement; provision for adjustment in the second term of English composition better to meet the needs of students as these have been revealed in the work of the first term; a decrease in the amount of personal hygiene study, combined with an increase in the time available for physical development; the possibility of exemption from all college mathematics for some students; the opportunity of choosing ethics or history of philosophy (versus the old requirement of logic for all) to supplement the basic work in general psychology; required work in the fields of appreciation of art and music; the necessity to attend the class in "Orientation", formerly assumed to be everybody's business—and in effect, nobody's business. The central aim of this last innovation is to teach entering freshmen how to study, how to use books, how to take notes, and the like—at the college level.

Before leaving this matter of changes in Prescribed Work, it should be stated that Hunter College is acutely aware of the need for informed guidance in all situations where choice is opened up. This guidance must look two ways. It must look into the student's equipment—her abilities, attitudes, interests. But it must look, too, into the occupational areas to which these assets point.

As to the field of Specialization—which in any liberal arts curriculum is the set of ex-

periences designed to develop special competence—Hunter College had for many years the traditional Major-Minor arrangement. This meant that if a student desired to develop especial competence in Mathematics, she *must* "minor" in Physics; if she had a particular ability in French, or Spanish, or Italian, she *must* minor in German; if she felt the call of Art, she *must* minor in Mathematics; and so on. Some of these Major-Minor combinations seemed intrinsically cross-connected; others, like that in Art-Mathematics, just grew up like Topsy.

The new curriculum at Hunter College breaks down this almost indissoluble tie. Following upon a carefully detailed Pre-Admission program, a Core of Specialization is chosen. It should be stated that incoming students are advised to choose the Core of Specialization with interest and demonstrated aptitude as the first criterion,—and occupational outlook as a quite secondary criterion. After all, these entering freshmen are anticipating a world of work four years ahead! The sub-field, which is to serve as Enrichment of this Core of Specialization, is not to be designated until almost two years later. By that time, college living and Hunter's developed mechanism of educational guidance will be available to help in such a selection.

In sum, so far as the development of special competence as a fruit of college education is concerned, the new Hunter curriculum builds expert guidance around its Core, and increasing maturity plus great elasticity around its Enrichment.

One more point should be made before leaving this matter of Hunter College's recast Specialization provision. It has to do with the answer to the question which has agitated all recent liberal arts college curriculum revisions. Simply stated, the question is this: How far can a liberal arts college go to give foundational equipment for professional and semi-professional occupations? The first answer to the question is that a liberal arts college is to loosen up the mind,—to give culture; it can go no way at all in the direction of helping its students to pull their weight in the economic boat. The second answer is that special schools—of business, journalism, social work, etc.—must be added to the foundational liberal arts structure if preparation for the earning of a living is to be included among the objectives. The liberal arts college must be kept "liberal", and occupational needs must be served, if at all, by affiliated schools. The third answer is to include among the Specializations of the liberal arts college a few, well-tested ones that combine broad general culture (the Prescribed Work) with foundational equipment for occupational fields resting on college education. Hunter College since 1933 has taken the third tack. It has set up a few such Specializations, cognate in its curriculum with the older Specializations. These point toward Jour-

nalism, Social Work, and Business. While the Faculty does not seriously question the value of these new Specializations, a sizable minority is troubled about the particular degree—A.B. or some other—that should be granted to students who complete them.

Reference was made earlier to the three divisions of a liberal arts curriculum; namely, the Prescribed Work, the Specialization, and the Optional Work. As to the last of these, the curriculum study committee has recommended two changes, both of which have been made effective, in whole or in part. It recommended that optionals be made free. Behind this lay the desire to remove limitations that had grown up historically around this part of a student's college life. If optional work has real meaning in a liberal arts curriculum, its meaning would seem to lie in providing an opportunity for a student to ride her own intellectual and esthetic hobbies—whether for occupational efficiency or for avocational fulfillment. In curriculum terms, this point of view transmutes into the provision that there shall be no limitation on the proportion of the optional work which may be taken in any one department or subject.

The second change with respect to optional work has been the committee's move to have the various departments reexamine prerequisites for courses, retaining only such as are essential to success in these courses. Every Hunter graduate will recall how certain courses were barred because they were attractive castles at the top of a steep mountain of prerequisites. In the early days of short-unit courses for farmers, this same curriculum vestige discouraged many an ambitious adult at the agricultural schools. The farmer desirous of learning how to correct murrain among his cattle was faced with the requirement of elementary biology, if not also of physics and chemistry! He started, and he quit, until his felt needs could be more economically and directly met. At Hunter College, the reexamination of prerequisites for optional courses has been proceeding, and some of the steep mountains have been made less steep. But we seem to be in the presence here of a deep-grained academic presupposition; namely, that to profit by C, a student must pass all the way through A and B, even where it is patent that only tiny areas of A and B have any bearing on C. Thus some colleges set up a course in physics as prerequisite to the study of general psychology.

And so, the curriculum revision at Hunter College, begun on a large scale in the winter of 1933 and still in progress, has attempted to keep in mind student aptitudes, interests, and needs on the one hand, and present occupational demand on the other. Indeed, the reconciliation of these two constitutes the real challenge to enlightened liberal arts college administration in our day.

PHILIP R. V. CUROE,  
Professor of Education.

### THE FIRST EARLE LECTURE

All interested are cordially invited to attend the first Earle Lecture, to be held in the West Lounge of the Bronx Social Hall on Tuesday, May 17th, at 4:15. Tea will be served at the close of the lecture.

The Earle Lectures, which will deal with the Greek language, literature, art, and civilization, have been made possible by a generous bequest to Hunter College by Miss Elsie Earle, one-time Recording Secretary of the Associate Alumnae, in memory of her sister, Miss Josephine Earle, Hunter Alumna of the Class of 1894, "to promote the study of Greek".

The first Earle Lecturer will be Mr. Gilbert Highet, Fellow and Tutor of Oxford University, this year visiting Associate at Columbia University, and just appointed to Columbia's permanent staff.

The subject of the lecture will be "The Place of Art in Greek Life".

E. ADELAIDE HAHN,

Chairman of Committee on Earle Lectures.

### MEMORIAL MEETING IN HONOR OF GEORGE M. WHICHER

On March the third there was held in the College Auditorium Building a singularly beautiful Memorial Meeting in Honor of George Meason Whicher, Head of the Department of Latin and Greek, 1899-1924. The program, which was arranged by the Chairman of the Meeting, Professor E. Adelaide Hahn, Head of the Department of Latin and Greek, who, as student and colleague, knew Professor Whicher well, brought to those privileged to be present a composite picture of the life and influence of a truly "white soul". Like Professor Whicher's poems which, in the words of Professor Nelson Glenn McCrea, reflect the "moods . . . of life" in their range "from grave to gay," the tributes paid so eloquently and so reverently to his memory by those who knew and loved him—and to know him was to love him—ranged from attempts to evaluate that "something precious, something lovely", which in the words of the chairman every student of his carried away with her, to the vivid recollection of some amusing incident in his classroom, which was so joyous a place that his students appear to have resented bitterly even national holidays when they necessitated absence from his Latin class.

The program opened with a musical selection rendered with admirable technique and spirit by the Misses Beatrice and Anna Brown, 1937 and 1938. There followed an address by Professor Edgar Dawson on "George M. Whicher as a Member of the Hunter College Faculty". Professor Dawson recalled Professor Whicher's indefatigable and eminently successful efforts to secure for Hunter College that place in the sun which she so proudly holds to-day. It was he who worked with unceasing zeal both