

THE ALUMNÆ NEWS

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No. 1

ALUMNÆ BREAKFAST

There is a great stimulus to morale in these war-weary days in keeping up happy traditions when possible.

After much thought, it was decided not to break the tradition of the Alumnae Breakfast. We were unable to go to the Astor, because of a rise in price of almost 50 per cent. The affair this year will be held in the East Ball-Room of the Commodore Hotel. The date is February 12, 1944.

The price of the tickets will be the same as usual—\$2.50. We may have to cut down a bit on a few of "the extras", but we promise you good food, good company, and a fine program.

Begin to reach your friends now. Remember that pleasant memories are among the things no one can take from you! Let this Breakfast be one of them!

MARY LOUISE DRADDY,
Chairman.

Mrs. Robert E. Draddy,
611 West 156th Street, New York 32, N.Y.
Edg. 4-5348.

COME TO THE TEA

Members of the Executive Council and members of the Membership Committee are urgently requested to serve as hostesses at the tea in honor of the graduating class to be held on Wednesday, January 19th, from 3 P. M. to 6 P. M., in the South Lounge at College.

Please communicate with Professor Margaretha Brohmer at College if you will serve.

MARGARETHA M. BROHMER,
Chairman,
Alumnae Tea for Graduates.

AN APPEAL FROM THE ELEMENTARY SCHOOL

It is possible that some of the Alumnae have postal card collections of places of historical interest that they would be willing to contribute to the picture file of the Elementary School. These should be sent to Room 626, 695 Park Avenue, New York 21, N. Y.

We have appreciated the juvenile books that were sent in answer to an earlier appeal, and our library now has over ten thousand well chosen books. The circulation is greater each week than in many local branch libraries. Our greatest need is for picture books or simple stories written in French or Spanish. These are difficult to obtain now, but in great demand by the six and seven year old children who are learning to speak these languages.

FLORENCE BRUMBAUGH,
Principal.

THE NEW HUNTER COLLEGE CURRICULUM

Hunter College has grown old—as age goes for American women's colleges—learning as well as teaching many things. She has never been static; and though the acquisition of a new building or a new president has naturally aroused more widespread public interest, within the College's own walls it has always been realized that changes in curriculum too are matters of the highest importance demanding keen thought and careful study.

As is well-known, the institution which began on February 14, 1870, as the Female Normal and High School, though it speedily—and happily—changed its name to Normal College, was not completely a college for many years. How could it be? New York could not boast of anything in the way of a secondary school system back in 1870, and students were admitted directly from the elementary schools—to be sure after schooling seemingly more intensive than the elementary school graduate of to-day can boast, and with readiness for training of a far sterner sort in "college" than is demanded by the high schools of to-day. Those Normal College girls of long ago were given the training which, thanks to President Hunter's vision, was deemed best calculated to equip them as teachers, that is, a strictly academic and liberal type of education; and that his dream was a true one seems to be proved by the huge and noble part that Normal, and later Hunter, graduates have always taken in the city's school system. The course thus organized for them was soon extended from three to four years, and then to five, with the four-year "Normal" and the five-year "Academic" course existing side-by-side for a time. Soon after the turn of the century came a sixth year, and then in 1906 a seventh, with the natural result that the elementary school graduates of 1907, who had expected—at least so far as the old "T. D. N.C." girls went (as the present writer can testify, having been one of them)—to enter "Normal College" in September 1907, found with surprise that they were entering Normal College High School instead. The first four years of the Normal student were spent there, in a fully-organized and admirable academic high school; the last three were spent in the College Department, in work leading to a now at last fully-recognized A. B. degree; and by the time those same T. D. N. C. girls, who had now learned to call their old school the Model School instead of the Training Department, got into the College proper, they found it a fully-organized liberal arts college, with six majors, Math-

ematics, Classics, French, German, Science, and the recently added History, and with a curriculum which, though some still completed it in three or three and a half years, was meant to occupy the regulation college span of four years. These same girls had to adjust themselves—as they were joyously ready to do—to still another change of name, for it was in their junior year that the inappropriate and often damaging label of Normal College was at last removed, and replaced by the long-desired and most fitting appellation Hunter College.

The curriculum then in existence—a curriculum with the planning of which Professors Dawson, Kayser, and Whicher, giants of the old faculty, had had much to do, and to the excellence of which the present writer gladly testifies—endured for many years with but slight changes. The number of majors increased, for instance majors in many different fields, such as Biology, Chemistry, Physics, etc., replacing the old "Science" major. So, too, did the number of minors, also the flexibility of choosing them (for originally a specific minor was prescribed to accompany each particular major, as Physical Science with Mathematics, Greek with Latin, French with German, etc.); among the "special minors" was English, which for many years did not attain full status as a major. But on the whole the general structure remained unchanged, until in 1933 President Colligan temporarily released Professor Curoe of the Education Department from teaching duties for the purpose of planning a new curriculum, as chairman of a committee of ten. This committee introduced a number of changes into the curriculum, including the idea of exemption from part or all of the required work in some fields on the basis of achievement revealed in courses or special examinations, the determination of the amount of time devoted to the study of a subject in college by the time already spent on it in high school, the establishment of "survey" courses in Science with a minimum of laboratory work (soon followed by a three-semester survey in all the social studies), the replacement of the old eighteen-credit minors by twelve-credit "enrichments" selected much more freely from various fields, and the establishment of new "cores", as the majors were now called (though later the old term "major" was restored), in certain fields (as Art, Music, Speech, and Physical Education), as well as of new vocationalized specializations (Pre-Medical, Pre-Journalism, Social Work, and Business) altogether replacing the old majors for those who elected them. Both the twenty-four credit "cores" and the new specializations were, as the majors had been, chosen upon entrance, though there was a feeling growing that the choice of these should be postponed until the student had had some college experience.

This feeling increased, until in the spring of 1942 the Course of Study Committee requested the Committee on Curriculum Re-

search to make a study of this special problem. At the same time President Shuster offered the committee certain suggestions, nearly all of which it accepted, on curriculum modifications arising from war needs. The committee worked at its problems for nearly a year, frequently consulting the chairmen of departments concerned, and finally presented a series of proposals which were accepted almost without change by the Course of Study Committee and the Faculty Council, and then were approved by the Hunter College Administrative Committee and the Board of Higher Education, one of whose functions it is to pass on college curriculum changes. The proposals won special commendation from the Chairman of the Administrative Committee's Curriculum Committee, Professor (now Dean) Harry Carman of Columbia. The Curriculum Research Committee has also worked out a program schedule for putting the changes into effect, in the form of a series of recommendations which have won the approval of the Hunter College administrative authorities.

Under the new scheme the student on entering the College does not choose her major but merely her "group". The choice of the major may be tentatively made by the second semester, but does not have to be effected until the fourth. The student is likely to select a major more or less allied to her chosen group, but does not have to do so. The groups are four in number: Science, which means both Laboratory Science and Mathematics; Language; Social Science; and Art and Music, this last for students who at the time of entrance demonstrate special talent and training in one or the other of these two fields, and who thereafter have a special course in this field every semester. During her first two years in college, each student completes nearly all or all her required work, which includes some courses common to students in all groups, and some special prescriptions for each group; and many though not all the students start work specifically in the field which will be their major, with such courses in allied fields as the major department may set up as prerequisites or corequisites.

Every girl in every group during her first two years takes work every semester in English (composition in the freshman year, literature in the sophomore year) and in Social Science (American History in the freshman year, and in the sophomore year one-semester courses in any two of the following, Political Science, Economics, Sociology). A girl in the Social Science Group takes all three of the courses just named instead of only two, and also if she elects to major in Social Science, one or two additional courses in some Social Science or in Cultural Anthropology. Every girl has two semesters of Science, while girls in the Science Group have at least four semesters, all in Laboratory Sciences, one of which must be Chemistry or Physics, except that in the case of a Math-

ematics major the courses in Laboratory Science may, though they need not, be reduced from four to two. Every girl has one semester of Mathematics, increased to at least two in the Science Group (four for those who choose to specialize in Mathematics or in certain Laboratory Sciences such as Physics), and also to two in the Social Science Group, in which a semester of Statistics is required. Every girl has two, three, or four semesters of Foreign Language, the amount conditioned by the time spent on the language in question in high school; this amount is doubled for those in the Language Group, who are required to spend from two to four semesters on one ancient language (Greek or Latin) and one modern one (French, Italian, Spanish, or German). Finally, every girl takes in her first term a general Freshman Orientation course; and somewhere in the course of her first two or three years one semester each of Hygiene, Speech (with a second semester required of those who do not reach certain standards), Art Appreciation, Music Appreciation (except for those specializing in Music), Psychology, and Philosophy, Logic, or Ethics; and four semesters of Physical Education.

All work of the type known as "enrichments" has been suspended to enable each student in her junior and senior years to take a group of courses known as a "War Sequence", aimed to equip her with competence in some field of work needed to aid in the war effort. These "War Sequences" were drawn up by a special committee headed by the College Secretary, Dr. Carl V. Noll of the Economics Department. Some of these fields have already become obsolete; and now, with the end of the European War in sight, it is believed that the requirement forcing every girl to complete a "War Sequence" may be relaxed or revised. The next job for the Curriculum Research Committee, therefore, and one which has been specifically referred to it by both President Shuster and Dean Grady, is the consideration of some group of courses that shall be in its turn a successor to the succession of minor, enrichment, and war sequence.

The present Curriculum Research Committee as originally elected by the Faculty Council consisted of Dr. Pearce Davis, Assistant Professor of Economics; Dr. Mary L. Gambrell, Instructor of History; Dr. E. Adelaide Hahn, Professor of Latin and Greek; Dr. Helene Hartung, Assistant Professor of Education; and Dr. Cyrus C. MacDuffee, Professor of Mathematics. This group, which elected Professor Hahn as its Chairman, was the one that planned the general revision of the curriculum just described. The group that has just worked out the scheme of courses for the first two years, and is now turning its attention to the problems of the last two years, has two new members, Dr. Helen A. Messenger, Professor of Physics, and Mrs. Anna Michels Trinsey, Instructor of English, elected to the committee to re-

place Professor Davis (away on war leave) and Professor MacDuffee (whose deeply-regretted resignation from the College staff took place last summer). An interesting feature of the work of the committee is the fact that, though full and free discussion has of course been a part of its deliberations, and though all its members are persons noted for independence of thought, so far all its final decisions have been unanimous.

E. ADELAIDE HAHN, Chairman,
Curriculum Research Committee.

COLLEGE NOTES

The College held its Yuletide festivities during the four days preceding the Christmas holidays. On Monday, December 20th, the huge Christmas tree in the Assembly Hall was decorated. On Tuesday, December 21st, open house was held for all students in the North Lounge, with entertainment and refreshments. On Wednesday, December 22nd, a Christmas chapel took place at 12:30 in the Assembly Hall, with singing by the Choir and dancing by the language clubs; and on the same day from 3 to 5 a Christmas party was given for the children of Lenox Hill House. On Thursday, December 23rd, the program closed with community singing of carols through the halls.

Roosevelt House celebrated its first Christmas week with a varied program, beginning on Thursday, December 23rd, when three students from each resident group, the Directors of these groups, and the House staff trimmed the Christmas tree in the Picker Room and then had supper together. The religious clubs held open house on Monday, December 27th, from 8 P. M. to midnight, and the social clubs on Tuesday, December 28th, from 8 to 10; both parties included entertainment of visitors by resident groups, guided tours of the House, and a final Christmas-Chanukah celebration around the tree. Guided tours were also planned for Wednesday, December 29th, for students from 2 to 4, and for outsiders from 4 to 6; and in the evening of the same day the Polish Cultural Club gave a Christmas party for members of the Polish armed forces. On Thursday, December 30th, a tea tendered by Mrs. Ruth G. Deiches, Secretary of the House, to the student officers of the resident clubs brought the Christmas festivities to a happy close.

Professor Pearl C. Wilson of the Classics Department, President of the Hunter Chapter of Phi Beta Kappa, has announced that on Tuesday afternoon, January 4th, a tea will be held in honor of the newly elected members of the Chapter, and that their initiation ceremonies will take place on Tuesday evening, February 1st. The Phi Beta Kappa Orator will be Professor Paul Lang of the Music Department of Columbia University.

Fourteen students have just been elected to Junior Membership: Lydia Blumenthal, Blanche M. Davis, Mary P. Dolciani, Doris