



Rochelle Landesman, Judy Fink, Esther Yablok, and Rosalie Bayer — student council officers for coming year.

ROSALIE BAYER TO HEAD STUDENT COUNCIL, '61-'62

The student council officers for the 1961-62 year are Rosalie Bayer, president; Judy Fink, vice president; Esther Yablok, secretary; and Rochelle Landesman, treasurer. Campaign speeches by the candidates were delivered at a student assembly Monday, May 1, while elections were held Wednesday, May 3.

Rosalie Bayer, the new student council president, was president of her sophomore class and vice president of the student council during her junior year. In addition, she has worked with various committees and has served as head of the forum committee. Among the innovations which Rosalie hopes to effect next year are the preparation of a school calendar listing all important school functions, and the establishment of a more effective big-sister program. She also hopes to establish a Yeshiva College-Stern committee to discuss mutual problems.

"I hope to achieve greater school unity and better understanding between faculty members and students so that we can function in an efficient and organized manner," Rosalie stated. "In order to fulfill these aims the cooperation of the entire student body will be called upon."

Scholastic Society Inducts 5 Students

Initiation of the first members of the newly formed Scholastic Service Society of Stern College took place May 15, at the Student Council installation of officers.

Those elected to the Society include Phyllis Katz Rosenberg, Sabina Muller, Helen Pflanzner, Shirley Wertheimer, and Naomi Wilamowsky. Membership is based on high academic standing — a cumulative average of 3.4 — and extra-curricular activities: the student must possess a minimum number of extra-curricular points at the time of her election. Students are elected after completion of their third, seventh or eighth semesters.

Judy Fink, a sophomore, was vice president of her class this year. Esther Yablok, a freshman, has played an active role in the activities of the religious committee and has worked for the blood drive. Rochelle Landesman was vice-president of the freshman class this year.

A program to install the new officers was held May 15. The program was highlighted by a candle-lighting ceremony during which each in-coming officer lit a candle extinguished by an outgoing officer.

Dr. Vogel Appointed Full Dean Of Stern

"I look upon my role as the stimulant toward ever increased achievement at Stern and to the prevalence of a climate where these achievements can be grasped," commented Dr. Dan Vogel, who was recently appointed Dean of the college. The appointment, announced by Dr. Samuel Belkin, president of Yeshiva University, became effective as of May 1, 1961.



Dr. Dan Vogel

Dr. Vogel, who had served as Acting Dean of Stern since 1958, has been associated with Yeshiva University since 1949. At that time he entered the faculty of Yeshiva College as an instructor in English, having received a B.A. degree from Brooklyn College in 1948 and an M.A. degree from Rutgers University in 1949. In 1951, he entered the administration as an Assistant Registrar and was also appointed an Assistant

Soph, Junior Share Top Paper Post

Serving as co-editors in-chief of THE OBSERVER for the 1961-62 year will be Elaine Feigenbaum, '64, and Rheta Weinstein, '63, announced the present co-editors Letty Hiller and Judith Rosenberg.

During the course of her two years as a member of the Stern newspaper staff, Rheta served as news and feature editors and most recently as associate editor, while Elaine previously held the position of lay-out editor. The associate editorship will be filled by Pitzie Friedman Lando, Naomi Minder, Evelyn Blatt, Naomi Fuchs, Sylvia Barack, and Jean Levine will assume the roles of news, feature, copy, art, and lay-out editors respectively.

"Rheta and I are very much encouraged by the enthusiasm and capabilities displayed by next year's editorial board," remarked Elaine, "and through organization and the creation of new editorial policies, we hope to present a new OBSERVER to the student body."

The following positions are still open for the coming year: typing editor, photography editor, advertising manager and circulation manager. Those interested may contact either Rheta or Elaine.

Professor in English.

At the inception of Stern College in 1954, Dr. Vogel began teaching at this school as well as at Yeshiva College. He was appointed to the post of Acting Registrar of Stern in 1955. Dr. Vogel became Assistant Professor and Registrar in 1956, the same year that he received his Ph.D. in English from New York University. He was named an Associate Professor in English in 1958, in addition to his appointment as Acting Dean.

Two Seniors Study Medicine At Einstein, Penn School

Naomi Wilamowsky and Susan Mitchell, two Stern seniors, have been accepted as students at medical schools, and will begin their studies in the Fall of 1961.

Naomi will attend the Albert Einstein College of Medicine, while Susan will pursue her studies at the Women's Medical School of Pennsylvania.

A chemistry major, Naomi is presently working as research assistant in the department of Pediatric Cardiology at Einstein, headed by Dr. Abraham Rudolph.

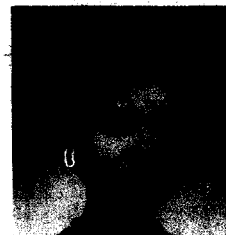
"The department concerns itself with the diagnosis of congenital heart disease," Naomi explained. "At present research is also being done on dogs to study the heart and circulation under

Wilamowsky Valedictorian Of '61 Graduating Class

Naomi Wilamowsky has been chosen valedictorian of the Stern College graduating class of 1961. Her selection was based on her possession of the highest cumulative average among the seniors — 3.95. Runners-up were Devora Kassachkoff and Esther Gordimer.

The honor of being chosen a valedictorian is not novel to Naomi. Having graduated from Ramaz Elementary and Junior High School, she was chosen valedictorian of her graduating class at William Howard Taft High School in the Bronx. At high school graduation, she received departmental awards of excellence in biology, Hebrew, and chemistry.

Naomi was the recipient of a Mayor's Committee Scholarship for her four years of study at Stern. While at Stern she was co-editor of THE OBSERVER, 1959-60. Her major hobby is folk-singing with self-accompaniment on the guitar. After graduation, she will enter Albert Einstein School of Medicine.



Naomi Wilamowsky

Commencement exercises will be held in conjunction with those of the other branches of Yeshiva University on Thursday morning, June 15, 10:30 at the Danziger 30th commencement exercises at Campus. These will be the Yeshiva University.

The fourth Stern College graduating class will consist of 40 girls, four of whom were graduated in January, 1961. The number of graduates equals that of last year's class. In 1959, there were 28 graduating seniors; in 1958, there were 26.

Several seniors plan to continue their studies in graduate school. Devora Kassachkoff has received a fellowship to the Yeshiva University Graduate School of Science. The following were also accepted to graduate schools: Susan Mitchell, Women's Medical College in Philadelphia; Sabina Muller, to study French at Radcliff; and Helen Pflanzner, to study Jewish History at Columbia.

Dr. Barnaby C. Keeny, president of Brown University, will give the commencement address. Honorary degrees will be awarded to the following: Dr. Keehey, Dr. Deane Montgomery, Dr. Maurice Hexter, Dr. Joseph G. Cohen, Dr. Jacob E. Goldman, and Dr. Emanuel Backman, associate professor of political science at Stern College. In case of rain, commencement will be held in the Nathan Lamport Auditorium.

SENIORS REVEAL FINAL PLANS

The final activities of the Class of June, 1961 were announced by class president, Gigi Galkin.

A tea with the members of the Stern College Faculty was held on April 16. Seniors entertained

them with a take-off on "Rhinceros" which is currently appearing on Broadway. Afterwards the students and faculty members chatted over tea, coffee and cookies in the cafeteria.

The last main event before graduation exercises will be the senior dinner for seniors and their families and friends, to be held on June 14. Elizabeth Isaacs, Dean of Women, and Dean Dan Vogel will present Service Awards which are given in accordance with the new Points System. Mrs. Esther Zuroff, secretary, has been chosen as guest of honor. She has been associated with the school since the Senior class entered in September, 1967.

The newly-founded Alumni Association will present an Alumni Award for the first time and valedictorian Naomi Wilamowsky will speak. Chairmen of the dinner are Gail Markowitz Quint and Sonia Intrator.

Room For Improvement

Another school year approaches its end; simultaneously, signs of life can be detected for the year to come. As students filled out their preliminary registration recently, anticipating the next semester, they found new courses being offered in many areas.

This process of the expansion of Stern's curriculum has been a continual one since the school's inception. One need only glance at the number of courses offered eight or even five years ago to note the great progress that has been made. In proportion to its size, Stern now boasts a fairly large and varied curriculum.

Yet, complaints about the course of study abound, and many of them are well-founded. Many gaps exist in the program. Need for additional courses exists in virtually every department. A number of departments also require additional faculty to provide both a different perspective on the subject matter in general and instruction in their fields of special interest.

A large portion of complaints about the curriculum center around the Hebrew department. Though there are many courses offered, there is still a lack of variety within each of the four Hebrew levels in all areas of Hebrew and Jewish studies. No additions were made in the Hebrew curriculum for the coming year to correspond to the increase in secular subjects. The Hebrew department, like the secular departments, is plagued by a shortage of faculty. With one or two exceptions, each professor is required to teach too many classes. He is forced to spread his energy over too large an area; consequently, he cannot devote sufficient time to each class.

Being fully aware of the complaints about the course of study, Student Council recently issued a curriculum survey, asking each student to express her views — relating, from her own experience, the good and bad features of the different areas of study. Questions were asked pertaining to the major field, the Hebrew department, and the curriculum as a whole. Suggestions for improvement were requested in all three sections of the questionnaire.

It is our view that much is to be gained from this survey, and we are confident that the administration will take into consideration and implement constructive criticism on the part of the student body. The criticisms and suggestions found in the survey, if followed through, should go a long way towards continuing the improvement of the Stern College curriculum.

SENIORS: HOLD FAST

Seniors of the class of '61 at Stern have one thing in common with seniors all over the United States. Next month they will receive the result of four years of study — their college degrees.

But seniors at Stern College differ from the seniors at all other colleges in one main respect: they will be graduating from the only four-year college under Orthodox auspices for Jewish girls.

In view of this unique factor, we are hopeful that, in addition to their degrees, the seniors will take with them:

- a lasting belief in the traditions of Orthodoxy;
- a desire to communicate their traditional ideas to those around them;
- a consciousness of the potential influence they possess as graduates of Stern College for Women.

In giving final tribute to the fourth graduating class, we realize that through hard work and personal achievement, the seniors have contributed a great deal to their college. Let us hope that they will take with them an even greater contribution to their respective occupations and communities.

Congratulations to the newly-elected class officers for 1961-62:

- SENIOR CLASS**
 President: Ruth Weinberg
 Vice-pres: Helene Friedman
 Secretary: Myrna Krentzman
 Treasurer: Leah Frankel
- JUNIOR CLASS**
 President: Hindy Fink
 Vice-pres: Renee Gottesman
 Secretary: Fran Lipman
 Treasurer: Ruchie Barash
- SOPHOMORE CLASS**
 President: Andrea Kirshnitz
 Vice-pres: Naomi Raymon
 Secretary: Jeanne Levine
 Treasurer: Adena Silver

Poll Shows Seniors Lead Active Interested Lives

Forty-three per cent of this year's seniors were married before graduation and two already are mothers. Seventy-five per cent of these wives will continue their schooling and/or teach.

These figures were revealed in a questionnaire which the seniors filled out for THE OBSERVER. It was learned that two of the husbands are medical students, one is continuing his studies at graduate school, four are instructors, one is an engineer, and one is a lawyer.

Three girls plan to teach in Israel and one, Gail Markowitz Junt, plans to move to Belgium to join her husband where he is at present studying to be a doctor. Gail would like to resume her position in merchandising at the Brussels office of Macy's. She expects to return to the States.

In listing some of their most memorable events at Stern, most of the girls told of various activities or functions in which they participated with others wrote one word: Graduation. Judy Lefkowitz remembers being called by the F.B.I. It seems that they were looking for a criminal, and when they broke into his house, they found a gun and a school notebook with her name on it.

"At an appointed time in my freshman year," reminisces Rita Markowitz still, "after three hours of concentration for a Biology final, my roommate and I were screaming down the dormitory hall and then went back into solid concentration." Five

minutes later came the inevitable knock on the door by the house-mother.

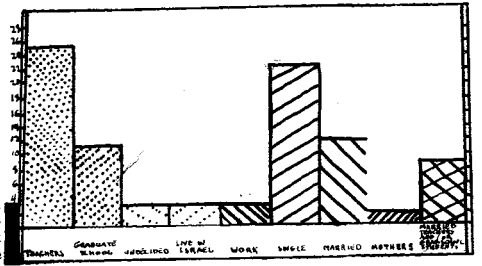
When substituting, Helen Presby remembers spying a crawling object on the floor. The children started screaming, "A rat! A rat!" and the class was in an uproar until one enterprising youth picked up the stray hamster from the science lab and took it outside.

Esther Rivkin still puzzles when she thinks of the night when a man walked into her room at the dorm at four A.M., looked around for a few minutes and just left. "Who he was and what he came for, we never found out."

An interesting phenomenon of this year's class was the presence of two girls named Phyllis Katz. One, Phyllis D., explained the way confusion was avoided when a boy called the dorm asking for "Phyllis Katz": The boy

would have to know the color of her hair (red or black), her place of origin (Cleveland or Miami) and her middle initial (H or D). "Pity the poor boy," she smiled, "who didn't know the particulars on each!" But Phyllis D. finally found a permanent solution — she became Mrs. Judah Rosenberg.

Phyllis H. Katz recalled the time when her girl friend had a blind date but couldn't go. "We decided I would go in her place using her name. His blind date had been described to him as short and dark, and in I walked, red-haired and tall. I doubled with my roommate who kept calling me by my right name so I explained to the fellow that 'Phyllis' was my middle name. Thank goodness for that midnight curfew! At 11:58, I turned to the boy, announced, 'By the way, I'm not . . .!' jumped out of the car and ran for the elevator."



IN THE MAIL BAG

To the Editors: Concerning the system of discipline in the Stern College Dormitory, in the February 28 issue of THE OBSERVER, I think it is necessary to clarify the actual function of the dormitory council.

The dormitory council plays an important role in coordinating various aspects of dormitory life and in dealing with disciplinary problems.

In cooperation with the residence directors, the executive board of the Council acts as a judicial body in determining penalties for failure to comply with regulations. The executive board is composed of Arlene Gissan, president; Judy Bauer, vice-president; Shirley Wertzimer, secretary; and Hermine Gertz, treasurer.

Members of the dormitory council are elected by dormitory residents. Elections are currently being planned for the middle of May.

The dormitory council also includes the floor chairmen. The floor chairmen are responsible for regulating dormitory life on their respective floors and they work in coordination with the executive board in dealing with dormitory problems.

Dear Editors: It has been called to my attention that I made an error in my letter to the editor in the last issue. I made a statement asking for more power for the dorm council; however, I have been informed that they have power and that they have a voice in

all decisions which lack precedent. However, I feel that there is still much needed to make this dorm a more enjoyable place for the girls. I am looking forward to a more livable dorm life next year.

L. F.

Dear Editors: Student Council would like to express its congratulations to you for a job excellently done.

"Yashek co-ach" to "THE OBSERVER" for the expression of meaningful student opinion about he world around us, and the observer - galley 16

voicing of student opinion about our own more immediate world of Stern College for Women.

Student Council

MAZEL TOV

On their engagements:

- Rena AvRutick '62to Richard Barth; Phyllis Brunswick '63 to Saul Siegel; Betty Freimark '61 to Jerry Benscher; Debby Cohen '61 to Rabbi Dov Leibenstein; Marilyn Goldberg '63 to Bernard Berger; Rochelle Landesman '64 to Herbie Millen; Molly Miller '63 to Leonard Zoll; Shaena Temmelman '64 to Shimon Jakubovic; Sheila Weinreb '62 to Mendy Ganchrow; Gaby Weisberger '62 to Yaacov Goldfinger.
 On their marriages:
 Shulamith Cohen '61 to Rabbi Joseph Silverberg; Nira Libai '63 to Arnold Asher; Pitzie Friedman '63 to Judah Lando; Judith Norden '63 to Joseph Holstein.

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 Faculty Advisor Dr. Aharon Lichtenstein

Principles of Rambam Discussed at Lecture

Dr. Aharon Lichtenstein and Rabbi Harold B. Kanatopsky delivered a series of two lectures each, sponsored by the Stern Chapter of Yavneh, on the Thirteen Principles of Faith According to the Rambam.

Dr. Lichtenstein stated that the thirteen principles are not a summary of the philosophy of Judaism but rather the basic principles, the belief in which is incumbent on every Jew. They

are not the only beliefs of Judaism, but they differ from other true beliefs in that it is commanded to believe them, whereas with respect to the other beliefs, differences of opinion are tolerated.

The commandment to believe is not more important than any other commandment; it is simply the basis of the others, for the others would be meaningless without it. Dogmas must exist in religion; the commandments must be obeyed because they are the will of G-d and not because they are rational.

A person may be required to believe, as belief is not based on knowledge; one believes that concerning which there is either objective or subjective uncertainty; it is virtue to come to believe with certainty that about which there could be some doubt at first. To know G-d refers not to intellectual knowledge but to voluntary acknowledgement and acceptance. G-d's will must always be the final authority over man's intellect.

Rabbi Kanatopsky discussed the first four of the Rambam's thirteen principles, which are concerned with the direct relationship of man to G-d. He said that only the effects of G-d's actions can be known and not His essence. Although the Rambam wrote widely in the field of philosophy, only his thirteen basic principles are necessary for every Jew to accept; his philosophical speculations may be accepted or rejected. Belief in G-d is innate in man and cannot be acquired, but recognition of G-d may be achieved through observation of nature, an encounter with real fear, or the study of Jewish history.

Goldie Becomes Engulfed In Deep Dark Forest

By Sylvia Barack and Evelyn Blatt

Once upon a time there was a little girl named Goldie who lived with her mother in an old shoe at the edge of a deep, dark forest. Time and time again her mother had told her; "Goldie, stay near the shoe. Don't ever go near the old haunted mansion in the middle of the deep, dark forest. But Goldie was young and impulsive and one day she wandered into the forest not knowing where she was going.

As she approached the old haunted mansion, she climbed the stairs tremulously. She knew not what she would find at the top. Knock! Knock! Goldie knocked timidly, but no answer came from within. Slowly she pushed open the door, and, seeing no one, she entered. In the middle of the room, in the old haunted mansion, in the middle of the deep, dark forest, her eyes fell upon a magnificent table spread with a sumptuous feast.

Her mouth watered as she gazed with amazement. Which dish should she try first? Such a hard choice to make! These delicacies were all new to Goldie and she knew not which ones to choose. English muffins? Frogs' legs? French petit fours? Matzo and Maror sandwiches? Wine and wafers? Fig newtons? Flaming baked Alaska? Health salad?

She looked around, but still no one came. Impulsively, she closed her eyes and picked up the first fish she touched. Oh, health salad, she thought. Looking at its label she saw that it was made with champagne sauce. Eagerly she rector of a project entitled "The examined the next dish. Hmm, matzo and maror sandwiches and they're labelled R.S. The flaming baked Alaska caught her atten-

tion, but as she was about to pick it up she drew her hand away, for on the label it said, "Don't light me, except in the Chemistry lab!"

Carefully she examined the English muffins, baked by Lichtenlon Bakery — liberally frosted with Canterbury Cranberry sauce; the frogs' legs marinated in formaldehyde cream sauce; the French petit fours iced with maraschino conjugations; fig newtons filled with high voltage fruits (and a few nuts here and there); wine and wafers, made from a fine old historical recipe originated by a Jesuit order of monks.

Near the table were three beautiful chairs. Oh, how tired I am, she thought once again. Which one shall I sit on? As she drew closer, she saw that the largest was upholstered with the patchwork of foreign tapestries — "HUMANITIES." Goldie had never heard of it and besides, it looked much too wide for her. The next chair was smaller and harder. On it, was written in bold, black letter print, "SCIENCE." No, thought Goldie. This would be much too hard. The last chair was the smallest. It was engraved with the letters, B.R.E.

"Grempa would like me to sit in

this chair." So she sat down. But, alas! The chair broke into a trillion little pieces, and Goldie went thump-thump, bumpy-bump onto the floor.

"Oh, what shall I do, what shall I do?" she cried in dismay. Just then, the door opened. Through the door of the old haunted mansion which lay in the middle of the deep, dark forest stomped two big bears.

"What are you doing here?" growled the first bear.

"Yes, what are you doing here?" said the second bear.

"Oh, please don't be angry. I... I saw all these wonderful dishes on the table, and there were so many, I couldn't decide which one to choose," tried Goldie.

"Nonsense," growled the first bear. "Young woman, if you could find your way into the deep, dark forest and up the stairs of the old haunted mansion, then why couldn't you decide which dish to try first?"

"Yes, why?" echoed the second bear.

The first bear continued his tirade. "After all, you knew what you were doing when you came to the deep, dark forest and entered the old haunted mansion, didn't you?"

Well, didn't you?

Pres. Previews Council's Year

By Joanne Hulkower

This past year's Student Council began its activities with a leadership seminar, at which time council members attempted to set as an objective for this year, working toward greater continuity and efficacy in our student government. Thus, this year's activities were planned with long range goals in mind. With the aid of interested and energetic students, Student Council has accomplished the following main objectives this year:

The following positions were created:

Bulletin Board Chairman, Calendar Chairman, Historian, Agenda Chairman, Parliamentarian, Curriculum Committee, and Chairman of Study Program in Israel, and or Abroad.

These changes were made in the Constitution:

The method of voting was changed to the original system of preferential, with the additional clause that explanation sheets regarding the preferential method of voting be distributed to the students at the time of elections.

The first Leadership Seminar was held with the purpose of establishing more continuity between turnover in Student Council government, to explain the benefits of parliamentary procedure, and to discuss the duties of the various officers.

The first Interschol Sing was held.

The Purim Chagigah, for the first time in Stern History, cleared money, rather than ending in debt.

A system for awarding service keys was established with the intent of standardizing the points necessary for the keys, so that the keys will be the same for every class, and will represent approximately the same amount of service.

The plans for instituting a Scholarship-Service Society were completed, and the first members were inducted at installation.

The dramatic workshop presented its first three-act theatrical enterprise of serious nature.

Stern College became a member of the United States National Student Association.

Hebrew Speaking Day was established on a monthly basis with the purpose of giving greater impetus to the students to speak Hebrew.

Student Council requested reduction of Late Examination Fees for girls who had missed all their Preliminary negotiation for final exams due to illness.

Belkin Man in News

Dr. Samuel Belkin, president of Yeshiva University, who has recently written the book "In His Image", was the subject of *The New York Times* "Man in The News" on Monday, March 27.

Dr. Phyllis Cahn has received a National Scientific Foundation grant for special training of undergraduate students, summer, 1961. Dr. Cahn will be working for ten weeks in the American Department of Natural History, Department of Ichthyology, as di-

velopment of the Lateral Line System of Fish."

Dr. Morris Epstein and Dr. Shlomo Eidelberg have been invited to address the Third World Congress of Jewish Studies in Jerusalem, summer, 1961.

Dr. Dora Bell has written a book, *L'ideal Ethique de la Royaute en France au Moyen Age*, which has been accepted for publication by Librairie E. Droz, Geneva.

Class President Book Sale a Service

"We are happy to have rendered a service to the school," said Junior class president Sandy Caplan, while discussing the class' most recent project. The second annual book sale was held during the week of April 24 to April 27.

Between five and six hundred books, varying in subject matter from popular best-sellers to books of religious content, were sold.

Door prizes consisting of a \$5 gift certificate in a photography store, a bottle of perfume and a memo pad were awarded to the holders of the winning receipt numbers.

"Due to the discount offered to the girls", Sandy commented "the sale was not financially successful."

Rachel Wischnitzer supplied a chapter entitled "Judaism and Art" to the recently published third edition of *The Jews: Their History, Culture, and Religion*.

Walter Duckat, vocational guidance counselor, has just written two articles — "Jewish Economic Prospects—1961" in *Congress Bi-Weekly* and "Careers in Dentistry" in *Jewish Life*.

Dr. Menachem M. Brayer has written "Love—Yes; Overprotection—No", published in *Principal* magazine.

Dr. Aharon Lichtenstein has written a book entitled "Rational Theology and Henry Moore: Two Aspects", published by Harvard University Press.



Initiative In Fund Raising Projects Brings In High Total For P'eylim

A variety of money-raising projects has provided a total of \$140 to date for P'eylim. The money provides for the maintenance of a religious education and way of life for Israeli immigrants, explained Perla Weinstock, chairman.

"Three pennies a day for P'eylim" says the sign on the rectangular jar in the cafeteria, and that, more or less, is what students and guests are doing with their change as they wait in line.

With the coming of Pesach, there was a need for various kosher cosmetics and Adwe was willing to supply the goods to meet the demand — with a percentage of the profit going to P'eylim. A selection of lipsticks, powders, etc., was offered and

class representatives accepted the orders. Syma Goldenberg and Gila Winer represented the seniors; Miriam Gunzenhauser and Carol Taub, the juniors. In the sophomore class, Suzanne Paley and Rheta Weinstein took orders as did Miriam Radinsky, Maxine Levy, and Dvora Scroloff for the freshmen.

In addition, there was a sale of Barton's Kosher L'Pesach candies and cakes; Perla Weinstock and Devora Kasachoff handled the sales while Eliezer Rabinowitz publicized the project. Shulamith Cohen Silverberg and Perla, co-chairmen, also sold matzo covers for the seder.

"There is a wonderful sense of satisfaction which comes from working for such a worthwhile cause," commented Perla.

New RELIGIOUS FEELING EXPERIENCED IN ISRAEL

By Eva Frost

"Be careful when you go to Israel! Don't let that irreligious spirit catch you! Israel holds many more dangers and temptations for a religious person than does a completely non-Jewish environment. While you will learn Hebrew, you may forget Judaism!"

Although these words of advice disturbed me quite a bit, my feelings were mixed with those of expectation and curiosity. After two years of Jewish studies at Stern College (on "C" level) and two years of dormitory life in a religious environment, I was quite convinced that Yisroel Shamayim can be neither taken away from you nor taught you in school or by external environment.

I was convinced that I would return from Israel retaining my orthodox principles. However, those five months I spent in Israel were sufficient to change my entire religious outlook. There is, I found, a relationship between one's environment and one's religious views.

I was studying at a teacher's seminary sponsored by the Jewish Agency. Its purpose was to impress young Jewish men and women with a devotion to Israel and Judaism, so that they may become the future leaders and teachers of Jewry in the countries of the Galut. The students shared only two things in common: a love for the Jewish people and a thirst for Jewish knowledge.

What struck me most upon my arrival was the religious fervor and enthusiasm of the older students in the dormitory. In view of their backgrounds this was almost inexplicable. But the enigma slowly unfolded — religion at the Zev Gold Teachers Seminary was contagious, spreading outward from the nucleus of teachers, administrators and dormitory supervisors to the entire student body. It was by no means a meaningless conforming to the environment. The spirit of Judaism slowly permeated one's body, mind and soul as if a miracle had happened. And the miracle workers were our teachers.

Judaism is a way of life and a way of life can only reach you through sparks of life. Our lectures at the Machon were full of sparks of life, full of thunder of Musar and lightning of insight. The sparks came from the teachers' eyes whether they spoke about the poetry of the Bible or the logic of the Mishna. Yes, our teachers were bold enough to be preachers, at times, and to convey their feelings, their biased opinions, if needed. After all, religion is not merely a matter of objective analysis — faith cannot be divorced from feelings and convictions. I was happy to find that religious beliefs can be taught to those who want to learn them. However, they can only be taught by those who not only believe in them, but also feel an urge and a calling to communicate their beliefs and ideas.

STERN COLLEGE STUDENT IN ISRAEL EXPRESSES LOVE OF JEWISH LAND

The idea of leaving Israel was like a hard physical blow, because it made me realize that my time in Israel has been passing on winged feet. I have been trying not to think about the necessity of returning so soon — of leaving a land that has become, in the course of my first few months here, my native environment, and the only sort of life and future I can imagine for myself. The feeling of being a Jewess, an integral and functioning part of healthy and wholesome Jewish surroundings, instead of a foreign element trying its best not to create too much conflict with a non-Jewish majority, has overwhelmed me.

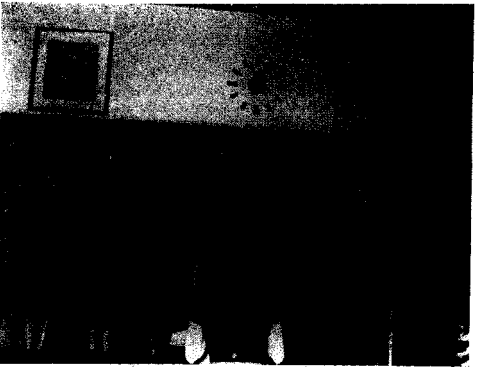
I have acquired a deep love for and *nachas* from every field, every hill, even every tree, because it is ours — because it represents courageous, idealistic Jewish blood, fighting to win back our rightful *Moledet*. The fierce and delirious pride in every glorious achievement and victory of our brothers and sisters; the heritage, the strivings and efforts, the disappointments and joys and sufferings of the Jewish people, which are buried under every stone, which peep forth from every winding brook, which shine clearly from every ancient ruin — they have entered my blood, penetrated my soul, and found a home there.

The State of Israel has its faults, and I am not blind to them. Material conditions could be a bit easier, but I have no allergy to ice-boxes and primuses.

After all, quite clearly, Eretz Israel is home; it is developing and improving at an incredible rate, it is absorbing poor, uneducated Jewish immigrants from *arba kanfot haaretz*, and it is crying for dynamic, active, educated leadership, willing to work hard, and willing to leave one and for another to enter a new, independent, active and free life.

The Jewish people may be likened to a tree that was planted

over two thousand years ago on this soil. Most of its leaves fell, and it looked as though it might die, but the roots always held their own. The tree suddenly began to flourish, new leaves and branches sprouted, and surprisingly soon, lovely blooms and fruits of hard labor and dedication appeared. I am like a minute branch grafted onto this tree, and the graft has taken very successfully. What more can I say? By Dvora Wilamowsky



Rosalie Bayer, in foreground, directs the chorus in the Yom Ha'atzmaut Assembly Program, April 17. The presentation was written by Mrs. Klapperman, wife of a Stern College Faculty member.

Complexities Of (SABRA) Described By Instructor

By Meir Havazelet

To define the "sabara" would be an impossible task. Probably the best way for an American to view the Israeli youth is by comparing it to the first and second generations here in America during and after the Revolutionary War. No one would have been able, at that time, to define the American character. Even more difficult is the definition of the "sabara", who is a combination of different generations and cultures.

Israel is not only a melting pot of "Kibbutzei Galuyot" of seventy countries and cultures, but it is also a melting pot of generations born in Israel, each one different from the other.

There is the generation of the old leaders of the *kibbutzim*, followed by those in the under-

ground who experienced the thrill and adventure of the few fighting the many; there is the first generation of Medinat Yisrael, oldiers of an army fighting the enemy; and finally there is the youngest generation who have been enjoying the last several years of comparative quiet on the orders since the Sinai Campaign.

It appears that the "sabara" is now at a turning point and is entering a new phase. The phase of pure idealism, with its assets and liabilities, is now passing. The "sabara" is becoming more practical and less adventurous; he is beginning to look for personal advantage. The farmer no longer hills he land in the Negev wholly because of idealism, but also because of the profit he hopes to make. And the oldier in the Israeli Army is becoming interested in a career.

But Israel today, as in the past, continues to be a mystery to the world. It has been said that many of the Israelis of today are anti-religious and cynical. Yet now can we explain the sale in one year of 30,000 *Shas* and one-half million Bibles — one for every four people? And what reason can we give for the revived interest in archaeology in Israel? To me this indicates a deep-rooted desire to delve into the past. Although the "sabara" may at times be called cynical, he seems to have an intense interest in the history and traditions of his forefathers.

It is mutually advantageous for the "sabara" and the Jewish youth of the Diaspora to meet. The "sabara" can learn the traditions and treasures of the Jewish people which were kept alive in the Diaspora, while the Jews in the Diaspora can learn from the "sabara" the spirit of "chalutzim", and above all, national pride.

Schwartz-Bart Depicts Suffering

By Sonia Intrator

When the results of the Goucourt-Jury were made public in the fall of 1959, they created quite a sensation among the literary critics. Andre Schwartz-Bart was practically unknown to the public and he did not belong to the traditional so-called "intellectual circles". He is a self-educated young Frenchman who witnessed and experienced in his early youth the cruelty of war.

The Nazi holocaust is seen by the author not as an accident in the course of events but as the latest manifestation of Jewish suffering throughout the centuries. When, in an act of kiddush Hashem, Rabbi Yom Tov Levy killed the remnant of the Jewish community of York, including himself, "to all his line and for all centuries was given the grace of one Lamed Vovnik to each generation."

Thus "The Last of the Just" is not only a book of Jewish suffering. It is also a "Jewish book." Unlike most of the French Jewish writers, Schwartz-Bart is not concerned with the dilemma of the Jew trying to reconcile his dual traditions. Ernie Levy, the hero, is not torn between his Jewish loyalty and assimilation. In this sense, Schwartz-Bart is a true Jewish writer who utilizes Jewish concepts of history and mutual interdependence. Ernie's sacrifice is not accidental and in him are represented all the sufferings of the Jewish people.

When the Nazi elements begin to infiltrate the town, the government, and the school, Ernie suddenly realizes, in his own young conscience, that something horrible is taking place. He experiences it for the first time when he is attacked and tortured by his Nazi classmates under the approving eye of his girl friend, Ise. It is not so much the actual pain that provokes in him a revolution but more so the implications, the sudden contact with the beast.

"The beast in his heart was roaring so horribly that he was afraid he would die on the spot." After an attempted suicide, Ernie Levy deliberately engages himself in a slow destruction of his soul. In a most powerful passage, Schwartz-Bart depicts the conscientious descent and humiliation of "the late Ernie Levy." Nothing is debasing enough in his de-humanization, in his attempt to incarnate a dog,

Whether Schwartz-Bart, in his description of the Jewish agony, is being cynical or apologetic can be argued at length. It seems in a way that his idea of suffering has Christian overtones — a view of our people doomed to suffer and thus performing a divine mission is not essentially Jewish. The Jewish concept of mission is more concerned with the maintaining and teaching of the Divine Law than with martyrdom. This is not really a difference of basic concept but rather one of emphasis. On the other hand, Schwartz-Bart can be accused of over-simplification

when he implies that Christianity is the cause of Jewish sufferings. "It was the year 1933 after the coming of Jesus, the beautiful herald of impossible love." We find it difficult to determine where Schwartz-Bart visualizes the concept of sacrifice as part of the divine mission and where he views it objectively, blaming it on the Christians, the Germans, etc. There is a confusion between the mystical and objective levels.

Perhaps this is an attempt to emphasize the mysterious aspect of Jewish suffering and our incapability of (Continued on page 6)

WHO THE SLAYER.....?

By Batya Abramson

Man: a complex of thought, of emotion, of fears, of desires; possessor of a spark, he seeks to fan it into a blaze. Man: with feet rooted to the earth he aspires to rise to the heights. But there came a time when man renounced the ascent. There came a time when the spark was nearly extinguished. Without the light man was lost in his darkness, and became less than man.

One such as this now faces judgment for unleashing this darkness. The terror and horror that are a world without light stand witness against him. What is more horrible than man's betrayal of mankind, what more

terrifying than hatred without cause, than murder without end, without guilt?

Yet, more than horror, more than terror is aroused at the thought of the children. Children, children screaming in the darkness for their mothers.

Time soothes wounds, though they be as sore and as grievous as these. The deep wrenching pain is assuaged; but the missing limb is felt in its absence, and the people weep for their loss.

That the world may see, that the world may know, that we may not forget: the judgment has begun. "Who the slayer, who the victim, speak!"



After closing, Nicky uses an adding machine to total the night's receipts, but Linda has homework to do.
Credit Line (UPI Photo)

11-26-60 (LB)

Shoppers Always Win With Owners Nic, Lin

By Blossom Rabinowitz
"What is the price of that silver set?" "Oh look!" "Isn't this clever!" Squeals of joy and happiness can often be heard from a centrally located dormitory room at the Hotel Collingwood. Situated on the third floor, not far from the all-important mailbox, Linda Aranoff and Nechama Mayerfeld have combined earning with learning by establishing the Lin-Nic Gift Shop. The business title picks up a syllable from each of their names, and the attractive gifts display their combined good taste.

Linda and Nicky noticed that most dormitory students spend weekends with friends or relatives — each invitation requiring a small hostess gift. As a time-saving device, and to supply the demand for articles of Jewish interest, they started the dorm gift shop this September.

Open to "the public" every Wednesday night, the store offers articles of sterling silver, crystal, wood, patina, porcelain and glass. They also offer personalized jewelry, trays, salt shakers, juice sets, cases, and unique kanck-knacks. Prices range from one to eighteen dollars. More expensive gifts may be obtained through individual orders. Prices are reasonable and for an extra few cents purchases are beautifully gift wrapped. The

Council Initiates Curriculum Survey

In order to channel student criticism of the academic curriculum at Stern into constructive measures, Student Council is conducting a curriculum survey. The idea of the survey, as first conceived by Student Council, is far students, faculty, and administration to work together toward the betterment of the school.

The first step in this plan was the composing of a questionnaire by members of the Council which was approved by the administration. Questions were included concerning each student's major field, the Hebrew Department, and scholastic status of the school. The results of the questionnaires will be compiled by the Council.

shop has expanded to include a bridal registry, and gifts for showers, weddings, Bar-Mitzvahs and birthdays. This unusual enterprise began as a convenience for themselves, too. But though the profits are good, the work is very time-consuming. Linda cheerfully explains, "Going over the books has become a Thursday night ritual in room 312." And Nechama comments, "It's a pleasant experience to attend a shower where the gifts admired come from Lin-Nic."

Publicity from United Press International photos, mid-west papers and Yeshiva University publications have helped advertise the enterprise. The proprietresses do not employ high pressure salesmanship methods. They are very helpful and encourage browsing. Since there are so many points in their favor, we wish Lin-Nic continued success.

STERN'S-EYE VIEW

By Judy Epstein and
Rozzie Rosenberg

Two of the major trouble spots in the world today are Laos and Cuba. In the former, Krushchev has been giving Kennedy a hard time; and in the latter U.S. policy hasn't been too kosher. We must, however, point out one major difference between the unethical practices of the two countries. Russia is selfish enough to use her tactics to strengthen her own position in Laos, while we are simply interested in strengthening Castro's in Cuba . . .

The strike at Central Park Zoo need not cause too great alarm among animal lovers, since the most vicious of all animals is safe in his cage in Jerusalem . . .

Beatnik folk singers have been arrested in Washington Square. We advise all "sifira" beards to watch out . . .

Yuri Gagarin has set two speed records. He has traveled at a speed achieved by no man before him, and he has caused American scientists to work with a speed never before attained in a laboratory . . .

Senior Reminisces About Four-Year Sojourn Here

By Shirley Wertheimer
I recall with clarity a picture of myself entering Stern College four years ago. I remember a smile of undisguised eagerness — the sort that embarrasses on-lookers because of its all too obvious sincerity, a spirit that smacked of high school cheering-squad practice and an unflagging zeal which said in no uncertain terms — "let me, I know how." This was four years ago when the skirt lengths were longer, Stern College had graduated only one class in its infant history and dorm students were riding elevators in the Duane Hotel.

Now it's over. It's hard to believe that three years separate the beginning from the end. What a shocking and frightening thrill to know I must reminisce, as I know others have done and I never thought I must, over the four years that have bridged the end of my roaring teens and the step into sensitive, poised adulthood.

What makes the prospect of reminiscing disagreeable at times is the fear that sudden revelation will prove there had been along the way much (dare I say it) wasted time. What an unbearable thought. Better not look. Slowly, though, as I peek from between my fingers, I see memories of days filled — and not many wasted. Here an evening was spent printing invitations of the grand Purim Chagiga festivities, and there an hour slipped by in twisting crepe paper decorations. Also, we studied. I am an encyclopedia of much knowledge — a special kind with useless tidbits as

well. I can spout some poetry. I can conjugate Latin verbs. I can read a Hebrew story. I know how to be diplomatic.

I've been a student. I've become cultured. Name a museum. I've been there. I know on what floor in the Museum of Modern Art Picasso's "Guernica" can be found. I am sophisticated. I attend the opera and can say I do not care for Wagner's style.

I watch the fashions. I read the news. Kennedy is so-o-o intelligent and handsome. Jackie is America's taste in women.

I feel more confident when I express an opinion. I have spent four years in college and as I peek through my fingers and my memory recalls these things I am not frightened. I have accomplished something. There is more that I need, more that I want. I haven't wasted much time. I'm on my way.

Someday (and soon) you'll be reminiscing too — you must. Four years is quite a journey to recall.

Judo Blues

ACP — Stern College students ought to be happy that their muscles are not being overdeveloped. In St. Paul and Fort Worth, female college students are learning judo. One girl sadly complained, "I thought this might be a new way to get your man but they're all scared of me now."

You Watch, Listen and Understand

By Anita Rubin

You watch him working in class. You watch him listen, and comment, and smile. Now he asks a question. Now he writes what you are saying on the board. And you ask your neighbor, "What's this all about?"

You're new in class. You look about you and wonder why everyone is seated in a circle. Why does the teacher wait till after his roundabout questions and give-and-take conversations to arrive at the principles of education? Why does he not simply state, "These are the principles," and be done with it? Someone is talking . . . and you listen.

. . . Some educators believe knowledge to be completely ascertainable and transmissible. The purpose of education is therefore to transmit to the pupil the Truths which other minds have accumulated."

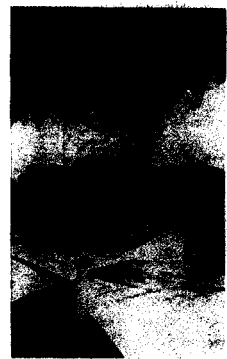
The atmosphere in the classroom is similar to the atmosphere in the business class. Professor X dictates and each student, for speed purposes, vigorously employs her shortened shorthand. Occasionally a hand is raised. A question is asked. Answered. Momentary relief is felt by all. And in a moment, the education process begins anew. Occasionally a joke is offered by the professor. Into half the notes does the joke enter. It will appear perhaps on the examination or make history in some other way.

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Girls Name Lichtenstein Favorite Professor

The "Favorite Professor" of Stern College is Dr. Aharon Lichtenstein, according to a vote taken by the student body. He was selected to represent Stern in a contest sponsored by the National Student Association, an association consisting of students at many colleges, which is endeavoring to find outstanding professors for a new nationwide television series called "Meet the Professor."

This TV series will present a profile of one American educator each Sunday for three months. It is designed to provide Americans with a realistic picture of the men and women who help to shape our country's future.



Seniors indulge in fingerprinting — for educational purposes.

Exam time is drawing near. Professors are in a dither. Speed is their by-word. "How much more can we stuff into our students in the remaining time," is the general cry. The History professors are a few centuries short. The English professor says, "I don't see how we'll ever get to modern times . . ." And he laughs. And the students laugh. And it's all very funny!

You've seen so many teachers operate in this manner and you ask yourself, is this the right way? Is this the only way?

Every age has a psychology of its own; a way of seeing life, of interpreting beauty and art. What good is information of the past unfiltered in the light of the present? The teacher who transmits what others in the past ages have said, forgetting to combine and contrast the past with the present, is robbing his students of creativity and life and meaning. The teacher who alone lectures and foregoes letting the student give his own meaning to the uttered word, is asking his students to lead other peoples' lives, think their thoughts, dream their dreams.

You hear a laugh . . . and you feel yourself coming out of a dream world and back into the classroom. You stop looking about you . . . someone is talking . . . and you listen.

"The most important elements in a curriculum should be the problems of mankind and what to do about them . . ." And you recognize the voice . . . "The only way to be alive in this world is to do something about the human condition. This is a philosophic principle . . ." It's your Ed professor speaking! . . . "A personal belief."

You watch him working in class, and suddenly you understand that he's offering you another view of education. You watch him working in class, and you realize that he's a living acting example of what he believes in. He asks many round-about questions because he wants the answers to come from his pupils. He wants each pupil to think for himself, to sit in the driver's seat, to make meaningful associations. He works to help his students identify and clarify.

You watch, you listen, and you understand: this is a real teacher.

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Student Initiates Program To Help Needy In Israel

By Rheta Weinstein
Eva Frost is not surprised when she hears a knock on her door and finds a bundle of used clothing.

No, she is not opening her own laundry — she is merely carrying out a "used clothes for Israel" program.

"When I was in Israel," she explains, "I realized the tremendous need for used clothing." It seems that many societies, such as Mizrahi and Agudah, have been sending clothing but it was mostly suited for older women.

"I also knew," continues Eva, "that when the girls in the dorm no longer have use for discarded garments, they either can think of no place better to send it than the Salvation Army, or, if they want to send it to Israel, they generally don't have enough to make one package."

So Eva came before the Student Council and requested funds to send these packages to needy religious orphanages and schools or private homes or people whom she had met who, though greatly in need, are too proud to accept gifts from people they don't know. Student Council approved the plan and the student body was requested to provide the clothes. The response was greater than Eva had expected for she now has two standard size closets completely filled. Within the next few weeks, a committee will be

selected to wrap and ship the parcels.

One of the other valuable sidelines of this project was the teaching of the concept of Tzedakah to many Sunday School students. Once the girls at Stern recognized the urgency of this appeal, they carried it through their teaching jobs and their students were also requested to aid the needy in Israel.

To all those who have contributed either goods or services, Eva says, "I want to offer thanks on behalf of all the grateful people who will receive the benefit of your deeds."

Schwartz-Bart Book Reviewed

(Continued from page 4)

comprehending its nature and expressing it in theories. Ernie Levy has suffered and died but his presence is still somehow felt. "I can't help thinking that Ernie Levy, dead six million times, is still alive somewhere, I don't know where . . . There was no breeze in the air, there was only a presence." Here Schwartz-Bart seems to reconcile his revolt against suffering with his religious intuition.

Schwartz-Bart is most successful in creating an atmosphere, in infusing a feeling; sometimes his prose is pure poetry and more than anything else, his book is a powerful outburst of emotions.

SHAVUOT Festival of First Fruits Represents Culmination Of Exodus

By Blossom Rabinowitz
When Moses stood ready atop Mount Sinai, the angels did not want G-d to give him the Torah. They felt that mortals had but little value. And when Moses was chided into answering them, he replied, "Had you experienced slavery in Egypt? Were you redeemed from exile? No! The commandments of observing Shabbat are not applicable to you angels who do not work. Neither can you honor parents whom you do not have. And why do you need such commandments as 'do not steal' when angels possess no evil inclination?"

Upon hearing this, the angels were silenced and they permitted the Torah to be given to mortal man — to whom it rightfully belongs. No, we are not angels. G-d does not request such behavior from us. For that reason the Torah was given to the Jewish people on the sixth day of Sivan in the year 2448. It was at the foot of Mount Sinai that the Jewish people became one unified nation. That is the great accomplishment referred to in the Haggadic statement: "Had G-d brought us to Mount Sinai, and not given us the Torah, for that alone we should have been grateful."

Ever since those days at Mount Sinai, rabbinic legend has repeatedly emphasized the uni-

versality of Judaism. It is said that the Tablets for the Ten Commandments were prepared on the eve of creation, independent of time, of place, of culture. When they were delivered, the Kol Hashem divided itself into seventy languages so that its universal message would be heard throughout the world. Given in the wilderness, the home of none, the Torah was offered to all who would accept it.

The festival of Shavuot, Z'man Matan Toratenu, is the culmination of the holiday of Passover. The physical freedom that had been gained with the departure from Egypt would have been meaningless had it not been fashioned and guarded by the laws received on Shavuot. The holiday is also known as Pentecost, from the Greek word meaning fifty, as it comes fifty days after Passover. During the intervening period of Se'firat Ha'omer (the counting of the Omer) each individual was to count the days between the two holidays by a measuring

of grain, thereby demonstrating eagerness for the appointed time. The Hebrew word Shavuot meaning 'weeks' carries the same implication of counting.

As the Festival of the First Fruits, Shavuot saw all the Jews coming to the Bet Hamikdash with offerings from the first fruits of their orchards and fields. Fragrantly symbolic of the harvest season, flowers bedeck many homes on Shavuot. The Book of Ruth, describing agricultural life in Israel, is recited. Tradition attaches its significance to King David, the great-grandson of Ruth, who is said to have died on Shavuot. Also read is Akdamos, a poetic ode describing the glories of the Giving of the Torah.

LATE FLASH!

Batya Abramson has been asked to speak at the Yeshiva University commencement dinner, to be held June 14. Batya, a junior, will represent all the students of Yeshiva University.

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Faculty children "live it up" as their parents converse more sedately with students at the same Senior-Faculty Tea April 16.

Teachers, Seniors Gather For Informal 'Spot of Tea'

Another precedent was established at Stern when the Senior Class '61 gathered at an informal tea with the faculty, Sunday afternoon, April 16.

A play, by Ionesco — famed for a satirical account on the follies of mankind — highlighted the afternoon's entertainment. Dvora Kasachkoff, Sonia Intrator, and Rhea Feldman enacted the humorous and enigmatic dialogue of the play so expertly that the audience registered the desired reaction of surprise. The ending offered an appropriate conversation piece as the group

adjourned to the cafeteria for tea and cake.

A spot of gaiety and brightness was accompanied by the entrance of the tots of the faculty who sipped their milk while the grown-ups sipped tea.

There is no doubt that the afternoon offered an opportunity for both faculty and students to meet and socialize in a congenial atmosphere. Gigi Galkin, president of the class, feels that the experience was invaluable and should be maintained as an important tradition at Stern.

Yearbook Becomes All-School Project

The Stern College Yearbook, *Kochaviah*, is due to come out the week of May 23. There is no special theme in the issue, but this year's book is different. Instead of making the yearbook a senior project, an effort has been made to incorporate all the classes at Stern into this issue. This has been done by the innovation of short articles written by persons in each of the three other grades. Class pictures of the freshmen, sophomores and juniors have also been included.

Sandy Braverman, the editor of the Yearbook, feels that the entire staff has done an efficient and worthwhile job. Sandy said, "This yearbook has its own glow or quality which can be noticed and felt by all its staff members because of the positive attitudes they expressed while working."

Kochaviah is now on sale for \$3.50 and orders are being taken by Gail Resnick, circulation manager, and Ruthie Weinberg and Mimi Gunzenhauser, assistant managers.

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