

Lazarus at White House Potok Talks to Honor Students

Lady Bird Hosts Senior

By DVORA WEINKRIB

Channa Lazarus, recipient of the Mrs. Lyndon Baines Johnson Scholarship met Mrs. Johnson last Tuesday in a special audience at the White House. The \$1500 scholarship, established last year by the Women's Branch of the UOJ-CA is awarded annually to a social science major at Stern to do research in poverty. Channa, the first Stern student to receive the award, flew to Washington with Mrs. Nathan H. Wadler, President of the Women's Branch.

On arrival, they were greeted by a member of Mrs. Johnson's secretarial staff, who showed them the President's Library and set the tone for the meeting while they waited for Mrs. Johnson.

Mrs. Johnson and Channa discussed Channa's project on the "Socialization and Developmental Problems of Lower Class School Children." Channa was impressed by the First Lady's charm and her ability to place her guests at ease moments after she walked in.

During the meeting, Mrs. Wadler presented the First Lady with several gourmet Jewish Cookbooks. Mrs. Johnson laughed and mentioned that the cookbooks would have been very handy during Premier Eshkol's recent visit. "Luci Baines will be delighted with this; she loves preparing gourmet dishes," she added.

Discussing her life as First Lady, Mrs. Johnson claimed that it was wonderful, but was really unfair because "I get all the enjoyments of being First Lady, and

the President gets all the problems."

The afternoon was concluded with a tour of the White House by a member of the curator's staff, and Channa and Mrs. Wadler were taken to see diplomatic and state rooms which are normally closed to the public.

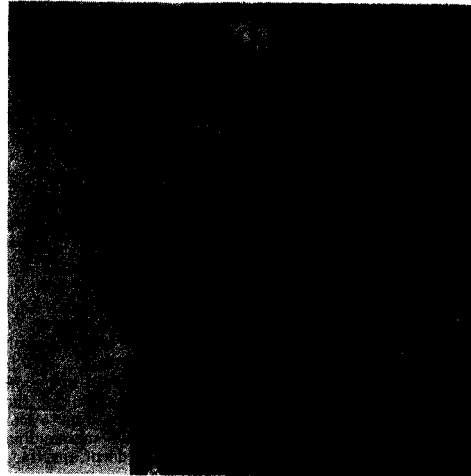
Miss Lazarus was a member of the 8-man American delegation to the Congress of World Union of Jewish Students in Jerusalem this summer and is a member of the Mazkirut (Secretariat) of Mizrahi Hatzair. She plans to do graduate work in Jewish studies.

3 Tributes

A special Scholar's Tribute Evening, to be held Wed, March 6, will recognize scholarship on the part of three members of the Stern College faculty. Professors Shlomo Eidelberg, Morris Epstein, and Meier Havazelet will be honored, and their books evaluated.

Prof. Abraham Duker of Yeshiva University will speak on *Writings of Yitzhak Schipper* by Dr. Eidelberg. Prof. Louis Schoffman of Brooklyn College will discuss *Tales of Sandobar* by Dr. Epstein, and Prof. Jose Faur of the Jewish Theological Seminary will evaluate *The Ramban and the Gaonites* by Dr. Havazelet.

Dr. Norman Frimer will preside at the event. Dr. Belkin will be present to greet the honorees and critics.



Chaim Potok speaks on "Judaism and the Craft of Fiction" at Dean's List Luncheon.

Sunday February 18th, "The Chosen" gathered at Furst Hall to attend the Fifth Annual Honors Luncheon and Lecture for those named to the Dean's Lists of Stern and Yeshiva College. Dr. Chaim Potok, author of the best selling novel, *The Chosen*, delivered the main address on the subject, "Judaism and the craft of fiction."

If the topic of the lecture con- tem- emphasized a broader concept — one man's attempt to cor- relate intellectual pursuits with spiritual values. Dr. Potok spent

eight years at Yeshiva University high school and College prior to his 1950 graduation Summa Cum Laude. Consequently, the author discussed the resolution of his inner conflicts as a Jew and as author near halls which echo that formative struggle.

Co-hosts, Dr. Norman Frimer, Dean of Stern College, and Dr. Isaac Bacon, Dean of Yeshiva College, immediately alluded to the need for synthesis by the con- temporary orthodox "intellectual elite." Quoting a passage from *The*

Chosen, Dr. Frimer noted, "A fine mind without a soul, is an abomina- tion to G-d."

"The Chosen" — Significant Work

The speaker's introduction by Dr. David Fleisher, professor of English literature at Y.C., offered a pleasant interlude from the seri- ous atmosphere. Explaining what Hillel meant (or ought to have meant) in his admonition not to judge a man until you arrive at his place, Dr. Fleisher assured the audience that imaginative iden- tification with the judged was in- tended. He added that this ele- ment of empathy as advocated by Keat's and Hillel will earn *The Chosen* its place among signifi- cant literary creations.

Total Commitment Required

Dr. Potok presented an auto- biographical account of the an- guish between two intellectual forces — the desire to create in an apparently iconoclastic media and the personal need to teach Judaism. Beginning during his latter years of high school, the inner struggle continued during service in Korea and during prepa- ration for a Ph.D. at the Univer- sity of Pennsylvania. At that time he realized that masters of fic- tion used the iconoclastic attack stance only as a foundation on which to rebuild a new world in the ashes of old. Having then resolved that true fiction involves selective presentation of the ar- tist's own private vision of reality, Potok was prepared to begin his own quest. Thus Chaim Potok aims toward a goal unique to the Orthodox Jewish artist — to be true to his people and his craft. Both of these elements, he con- cluded, require a total commit- ment.

At the special press conference following the luncheon, Dr. Potok revealed a different side of his personality. Facing direct ques- tions concerning his present novel as well as prospective projects, the author dropped the general, nostalgic tone of his address on past conflicts and entered into a

(Continued on Page 6, Col. 3)

STERN Proposes Student Court

By ELAINE EINHORN

Barbara Schreiber and Yanina Leitchman, representing the stu- dent council, led an open discus- sion in Koch Auditorium, Febru- ary 13, 1968, on whether an hon- ors system and/or a student court should be established at Stern. Miss Schreiber outlined the pur- pose and possible set-up of such systems.

The purposes of an honor sys- tem would be, "a) to create an atmosphere of intellectual and moral freedom and responsibility
b) to facilitate the elimination of dishonest procedure in all phases of college life among our student body and c) to engender a mutual trust and integrity among stu- dents and faculty."

A student court, would be es- tablished "to administer and en- force the honor system." The re- porting of a specific student for cheating on exams, on papers, or for violating any rules would not be permitted as it would violate the prohibition against tale-bear- ing. One suggestion for enforcing the honor code was to require each girl to sign a statement prior to the exam stating that she will take the exam honestly. A possi- bility within the structure of the halacha might permit reporting individuals in matters concerning the integrity and reputation of the entire Stern community



Left to Right: Barbara Schreiber and Yanina Leitchman lead open dis- cussion with student body on honor system.

It was recommended that the system first be attempted in the dormitory where infraction of rules, such as violating the Sab- bath is of community concern. Al- so violation of dorm rules would not endanger the accused's aca- demic success. This tryout would indicate whether such power and authority ought to be delegated to an autonomous student court.

The functions of a student court would endeavor "to protect the individual rights of the student, to enforce and protect efficient

maintenance of the honor code and ruling of the student coun- cil." The court would also accept complaints concerning unjust treatment, and criticism of exist- ing rules.

The court would consist of five students elected by the student body, a rabbinic advisor, and a faculty advisor elected by the ju- dicial body. The court would re- ceive complaints submitted by the students. If the court sees it as being a valid complaint, the prob-

(Continued on Page 5, Col. 4)

Arts Forum Reviewed

February 20, 1968, signaled the first in a series of lectures en- titled "The Second Annual Fo- rum of the Arts." The series was initiated last year under the spon- sorship of Dr. Morris Epstein, chairman of the English depart- ment.

Last year the program consisted of three lectures. Allen Mandel- baum, who now teaches at Hunter College, discussed his poetry "Journeyman." Sheldon Harnick, in a lecture "Anatomy of a Hit" spoke about how he adapted a Twain story to the stage and came up with "The Apple Tree." The third lecture was given by a lay- man, Harold Miller, who has a strong interest in Shakespeare. He recited and discussed a number of Shakespearean works.

In accordance with their pur- pose of drawing students' atten- tion to various fields of culture and increasing their knowledge of the arts, the four lectures planned for this year are diverse in con- tent.

Our first lecture on Feb. 20, was extremely interesting. Dr. Jess B. Bessinger, Jr., who is currently teaching at N.Y.U., is an authority on Anglo-Saxon music and litera- ture. He gave numerous highly- acclaimed recitals of poetry to the accompaniment of the Sutton Hoo instrument. This instrument was

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SC Debates on Nat'l Topic

Tournament time has arrived for Stern debaters, as Stern partici- pates once again in the Annual Colleges' Debate Contest at Ye- shiva.

On Sunday, February 25, Judy Lock and Cindy Reiss debated the negative view, while Charlotte Adler and Joan Gail Schecter dealt with the affirmative ar- guments of the national debate topic: Resolved: That the federal government provide citizens with an annual cash income.

Other schools from all parts of the Eastern United States partook in the event. RPI, Johns Hopkins, Loyola, and Yeshiva gave extra- ordinarily good presentations in past tournaments.

Incidentally, it is never too late to join the club. Anyone inter- ested in debating can contact Phyl- lis Maza in the dorm — room 10G.

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Letters to The Editor

Dear Editor:

Periodically I am asked why Stern College does not offer a basic science course for non-science majors. This idea has merit and over the past year Drs. Goodman, Friedland and I have explored the feasibility of offering such a course at Stern College. We are aware that some of the multi-discipline courses that have been offered at other institutions in the past were unsuccessful, and

(Continued on Page 5, Col. 1)

To the students and faculty who sent me condolence cards, I want to express my sincere thanks for their expression of thoughtfulness.

Sincerely,
Mrs. Hilda Rosin

Board Soundings

P.S. Perspective!!

By MARLENE GLASSMAN

Recent disheartening developments in the political science department reflect a narrow perspective which unless modified could prevent the academic upgrading of Stern as a liberal arts college. Student despair for the future of political science at Stern has been necessarily followed by fear for the progress of the humanities area in general. In 1968, an adequate liberal arts program in the humanities requires a strong background in political science, economics, and sociology to supplement a foundation in history or literature.

Dr. Eleanor Ostrau has represented political science at Stern since her arrival six years ago. Graduating Phi Beta Kappa and receiving her M.A. and Ph.D. from Cornell University, she is distinguished in her field of political science. After being employed at the American Association of the United Nations, the United States Council on Foreign Relations, and as a research analyst in the United States Department of State, she taught at Hunter College. Regarded as one of the most intellectually challenging instructors on the Stern faculty, it is appalling that the Administration could find no means to protect the position of an individual of such high quality.

Near the close of last semester, Associate Professor Ostrau inadvertently informed her class of comparative government that she will no longer continue teaching at Stern next fall. The students reacted with shock and outrage and demanded immediate Administrative explanation for the dismissal. They were told that Yeshiva University requires automatic tenure for any instructor holding the same position for six years. The Administration maintained that the small quantity of students presently enrolled in Stern's political science courses does not warrant a full time professor. As no supplementary University positions were available for Dr. Ostrau, under present financial conditions, a commitment could not be made. (It is interest-

ing to note that while there may be no separate creditable political science major offered at Stern, the combined history-political science major may earn the majority of her major credits in either history or political science. At present, the number of students concentrating in the political science aspect equals the number concentrating in history.)

As a solution to the political science dilemma at Stern, the Administration has announced the part time appointment of Dr. Joseph Dunner and Miss Ruth Bevin from Yeshiva College. In the '68-69 academic year, the current political science program will be maintained. However, can one full time qualified person be replaced by one professor whose major concerns are elsewhere and by one instructor who has no doctorate as of yet? If there are enough courses for these two people, why could Dr. Ostrau not have been retained?

In the past, the political science department's pet peeve was lack of diversity. Through Dr. Ostrau's efforts to answer this need, a seminar in African government was instituted last year. The instructor of that seminar, Dr. Susan Rither, is presently on the Barnard College faculty. Next year Dr. Ostrau, who specializes in political theory and comparative government, will be replaced by Dr. Dunner and Miss Bevin, both of whom also specialize in political theory and comparative government. (... interesting point of information in the case of a lack in historical perspective ...)

Isn't it ironic that when Stern's almost-political science majors clamor most for a political science department and a separate major, the Administration disrupts whatever headway was made in the six years that Dr. Ostrau taught at Stern? If political science at Stern can afford to stagnate academically, Dr. Ostrau's dismissal foreshadows regressive steps in several other areas of college life. Dr. Ostrau, as a full time faculty member was actively

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1859

Test for survival of the fittest? Chinese torture? Exactly what was going on in the auditorium during final examinations?

In the spirit of change ever present at Stern last semester, most final exams were administered in the auditorium instead of in individual classrooms. The conditions existing in the auditorium during the exams were next to impossible, as the goal seemed to be to see how well the student could do in spite of what was going on around her. Were we married to the proctors, we could sue for divorce on grounds of mental cruelty. In fact, were we all Negroes, the NAACP would probably be screaming against such cruel treatment. Unfortunately, we're going to have to do the screaming ourselves.

Just what was the situation, as seen by the average student? Over two hundred girls from different classes were jammed into the uncomfortable auditorium seats and generously given large boards to balance on their laps while writing. At times when only several classes had exams, everyone was moved in to the back of the auditorium instead of being allowed to spread out. Proctors circulated regularly, suspiciously eyeing would-be cheaters from all corners of the room and from their vantage point on the spacious, airy, and by comparison, comfortable stage. At the same time, instructions were shouted from the front of the room in a manner closely resembling that exhibited at last year's crisis assembly at the outbreak of the war.

In some cases, every seat in a row was occupied by an uncomfortable test taker. A nervous individual didn't have a chance. Seated between a chronic knuckle cracker and a loud gum chewer, who could possibly concentrate on any involved question? If one girl in the row moved, everyone had to shift position quickly or suffer the consequences of a sharp jab in the abdomen. Or, if anyone in the row had a cold or the flu, it would have been nearly impossible not to catch it, since girls were practically sitting on each other's laps and were literally breathing down each other's necks.

The aim of an exam is to test knowledge, not endurance. It was never quiet in the room and only the privileged few seated at desks were even slightly comfortable. In some cases, exams were distributed before the scheduled hour. Thus, on the Friday of the conflict exams, some girls were already writing at ten to nine, while others didn't even receive their exams until ten after. Not that this was any real advantage, though. So many instructions were being voiced during the first twenty minutes that only those with great powers of concentration could possibly think.

In addition to having to be able to write clearly, part of the student's energy had to be devoted to balancing those oversized writing boards while taking the test. Freshmen, arriving early, used the only available desks, sat down, and neatly placed their pens on one

side and their exam books on the other. Seniors, rushing in at the very last moment, had a terrible time finding room for their candy bars, gum packages, cigarettes, tissues, hot coffee, and Drake's cakes on constantly tilting and shifting writing boards.

Final exams are never pleasant under any circumstances. We should be thankful that the administration has conditioned us to some extent to such uncomfortable surroundings by putting five girls in one dorm apartment and by exposing us to the most exasperating conditions in the cafeteria. To anyone who would like to get practice in concentrating on work under duress, I heartily recommend the Stern Library.

There are many programs at Stern which need correction. This is surely one of them. Spring finals are usually more difficult because of weather conditions. During the fall finals only a minority were comfortable and relaxed, and these were the proctors. And so, those in charge of final examinations, please take note. It is the responsibility of the student to be prepared to do well on an exam, but it is the responsibility of the administration to provide adequate and fair testing facilities. We would appreciate such facilities. The challenge to do well by overcoming unhealthy, thought-stifling conditions is one we do not need.

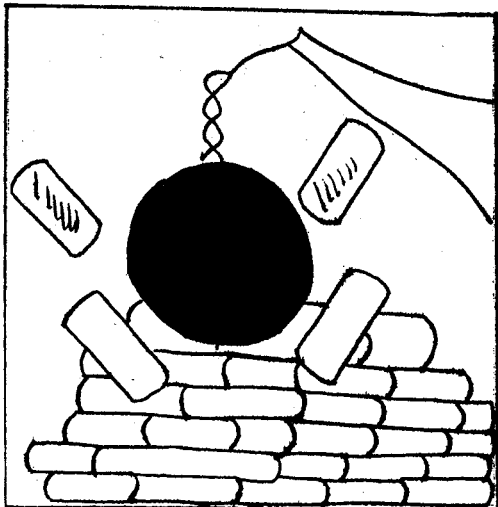
The entire staff of *The Observer* wishes to congratulate Jeanne Litvin '69, Photography Editor, on her engagement to Sim Goldman.

Odd Odds

On Sunday, February 18, the annual Yeshiva-Stern Honors Luncheon was held. Representing the "intellectual elite" of the University were 221 students - 176 boys and 45 girls. Surely, we are aware of the fact that the Yeshiva College enrollment is approximately twice that of Stern College; but how does that account for the fact that almost four times as many boys as girls attain Dean's List status? It is hard to believe that YC students are so much brighter than Stern girls. Apparently there is some difference in the marking standards of the colleges. If honor students are afforded recognition for their accomplishments promptly, it seems only fair that an equal and equitable standard of marking should be established and adhered to.

Choice '68 is coming in April.
Campus Coordinator — Debbie Shanker
Secretary — Hunt Ramras
Polling Chairman — Leah Siegal
Publicity Chairman — Debbie Schreibman
Public Relations Chairman — Judy Greenberg

Watch for further information concerning the National Collegiate Presidential Primary.



Originated by Hudashan Freilich

Illustrated by Marlene Friedman

Rest assured, the demolition of this foundation will in no way impair the quality of the building.

Author Ben Ami Relates The Life of Jews in Russia

Reviewed by Beth Spiegelman

One of world Jewry's biggest problems today concerns the position of the Jewish community in Russia. Ben Ami, a Russian born Israeli analyzes the present situation in his recent book, *Between Hammer and Sickle*. The author presents both information derived from personal experiences during several long visits to the Soviet Union, and material from other sources.

Soviets Stifle Judaism

Ben Ami emphasizes that the Russian government is systematically trying to obliterate all traces of Soviet Jewry by ignoring history, strongly discouraging religious education, closing synagogues, forbidding Jewish unity and contact, among many other crimes. Jewish Jewry, however, knowing that they cannot escape their religion-nationality, try to experience Judaism in as many ways as possible.

To prove his point, Ben Ami compares the treatment of the Jews to that of other religions and nationalities, since Judaism is considered both a religion and nationality. He then proceeds to outline their place in society, by depicting the lives of four typical Russian Jews. The book furthermore includes Ben Ami's comparison of the Eastern and Western communities in Russia, and his evaluation of the entire situation.

Jewish History Ignored

The author points out one of the chief Soviet tactics to reduce Jewish pride, that is, intentionally ignoring the place that Jews have had in the history of Russia. Names of famous Jews are omitted from history books, and the murder of Russian Jews is neither mentioned nor even associated with the Nazi invasion of the USSR. At Babi Yar, where thousands of Jews were brutally murdered, this intentional forgetfulness is blatantly obvious. Although a marker was recently put up, no mention of the Soviet Jews appears on it. In Vilna, the Jews erected a monument to the thousands of victims on which were inscriptions in Russian and Yiddish. Shortly afterward, "the local authorities began urging the heads of the Vilna community to obliterate the Hebrew letters. When they refused, the authorities sent workmen who poured cement over the epitaph, then engraved

on the monument a new inscription in Russian which does not indicate by even a word that the victims were Jews. This is only one step removed from defaming of the Jews and their share in the war." (pp. 37-8)

Policy and Propaganda

Official "policy" concerning education is that with requests by a certain number of parents, religious schools can be set up. Certain complications, however, prevent this theory from being put into practice. Once a parent signs his name on such a petition, chances for a successful and respectable life by Soviet standards, will be lost to the children he is trying to help. Furthermore, he would probably lose his job since Jewish education is connected in the Russian mind with a "world Zionist conspiracy" which has headquarters in the evil synagogues where there is black market smuggling of capitalistic-imperialist dollars when the Jews are not participating in drunken orgies to their G-d. By reading Soviet newspapers, one also learns about the starving two million in the vicious little country of Israel who keep attacking the poor innocent Arab countries with the best of weapons. The great imagination of Soviet propaganda, however, is working against itself. Thinking Russians cannot understand how a little backward country could have sufficient weapons and strength to worry the nice strong Arabs. They, therefore, do not consider the reports seriously.

Before closing synagogues, local newspapers get the support of the community by acquainting them with similar "facts." All sorts of slander is brought up in order to

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Basketball! Sneakers! Action!

By MARDI SOLOMON

The setting: a brightly lit gym on 88th Street.

The time: Wednesday night, February 21.

The action: WILD!

The Julia Richman Community Center was packed with basketball enthusiasts last Wednesday night, some of whom came to view the Second Annual Stern College for Women Student-Faculty Basketball Game. Despite the tension, and fast-paced scoring, the students squeaked by, with the final score 36 to 14.

Mrs. Auerbach, Mrs. Orlan, and Miss Slomowitz combined their talents to score one point. The other 13 points were scored by Jeri Tracey, a student at Hunter College who was kind enough to play on the somewhat shorthanded faculty team. Other members of the faculty squad were students Marlene Ravitz and Linda Weiss.

The faculty team, whose enthusiasm was the highlight of the game, was kept from scoring high by the excellent guarding of Rocky Ciment, Gloria Epstein, and Becky Tausig. High points of action in the game included the dribbling dexterity of Mrs. Auerbach and the frequent jump balls between members of the same team!

The antics on the court however, did not dull the image of the well trained student team coached by Sue Stamm, a physical education instructor at Hunter College. The faculty was not quite as agile, but their enthusiasm more than made up for it. Their participation was greatly appreciated, and evidence of good sportsmanship is obvious: they have challenged the students to a rematch next year.



New Yorkers yelled to truck the trash.

Litter City, USA,

Hello, America. This is your travelling reporter, Nancy Snelkerson, reporting to you from Slim Square in Scum City. To give you the last word in public opinion we bring you the man on the street. Pardon me, sir.

Who, me? I wasn't doing anything. I didn't throw that candy wrapper down. It was there when I got here.

Oh, no Sir. You don't understand. That's part of our refuse problem. The sanitation engineers of our city refuse to clean up.

Sanitation engineers? You mean the garbage men! I thought they were striking 'cause they want to clean up!

That could be true. Before you go on, would you tell me your name?

What's in a name? A nose by any other name would smell. If you don't answer me, I'll speak to another man-on-the-street.

All right. You win. The name's Mayer. Mayer Brinsky.

How do you do, Mr. Brinsky? What is your occupation?

What?

What do you do? When?

Anytime. Do you have a job? Oh, that. No, I don't have to do anything. I'm President of my Student Council.

Oh. Then you're a student.

Well, I'm enrolled in a school, if that's what you mean.

That's what I mean. Why aren't you in school now?

Because the entire student body is on strike.

Really? Looks like you and the garbage men have something in common. What are you striking for?

We don't think it's fair that a guy should have to enroll in a course just to get credit.

Do you think you'll get the administration to see your point?

Oh, sure. It's just a matter of time.

Tell me, Mr. Brinsky, what do you think of the Viet Nam War?

Not much — and don't call it a war.

Why not? Because it's undeclared and when it's all over we'll still be able to say that America has never lost a war.

I see you're a man who thinks, Mr. Brinsky. What are your aspirations for the future?

I want to be King of U.S.

But, Mr. Brinsky. The U.S. doesn't have a king.

Well, you better be sure not to tell LBJ.

I think I heard that line before. I don't doubt it. It's unoriginal. Mr. Brinsky, would you mind if I ask you a question?

Probably. Forget it. This is Nancy Snelkerson signing off.

State University of New York Conjoins With Hebrew U.

by Sharon Nulman

Congratulations are due the State University of New York! They have had the foresight to initiate a program which Yeshiva University, had it the courage to live up to its responsibility, should have long ago instituted. I refer, of course, to the State University's cooperation with Hebrew University in offering both an eight week summer session course on "Modern Israel" and a full year study program abroad to begin in 1968. Both these programs have been well planned and the result is that no stone has been left unturned for a meaningful intellectual

experience.

The summer session course, which provides 6 semester credits, will be held on the modern Hebrew University campus, from June 29th until August 27th, where students will attend lectures given by the instructors of the faculty at Hebrew U. Two weeks of the course will be devoted to touring, visiting, and attending supplementary lectures by Israeli authorities around the country.

Year Abroad Program

The year abroad study program, which will also be held at the H.U. campus, carries with it up to 36 semester hours of credit, and, more important, no prior knowledge of the Hebrew language is required for acceptance. August through October will be devoted to "Ullan," the intensive Hebrew language courses which are conducted at various levels; and from November to June, the normal academic year at H.U., participants will be enrolled as

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Draft Dodgers Condoned

By LOIS SCHWARTZFARB

"Eternal vigilance is the price of liberty." In his recent book, *How to Stay Out of the Army, A Guide to Your Rights Under the Draft Law*, Conrad Lynn applies that slogan to the situation of a possible draftee. If he acts fast enough, and follows the correct procedures, he can perform a great service to his country by weakening militarism, and he can get all the rights due him under the draft law.

Conrad Lynn, the lawyer-author of this book, believes that every young man should have access to the information and techniques available for obtaining draft deferments and exemptions, and should acquaint himself with the crucial mechanics involved.

Mr. Lynn reserves several pages of his book for a discussion of

(Continued on Page 6, Col. 3)

Sternagram by Schott
what they called the
new dance for
Jewish dogs:

- | | |
|-----------|-----------|
| ① SROIN | ③ YPANOC |
| — — — — — | — — — — — |
| ② LEHWOR | ④ HAMT |
| — — — — — | — — — — — |

Unscramble for answer:

LAST ISSUE'S ANSWER:

- | | |
|---------|----------|
| ① ANGEL | ③ DAZZLE |
| ② HEATH | ④ SUMMIT |

What the Shah of Zulzain
said to still his people:
ZUL ZAIN SHAH!

Sutton Hoo And Poet Too

Tuesday evening, February 20, Kock Auditorium was transformed into a Mead Hall as Professor Jess B. Bessinger, Jr., to the accompaniment of the Sutton Hoo Harp, addressed the first session of the Second Annual Forum of the Arts. Dr. Morris Epstein, Chairman of the English Department, introduced Professor Bessinger, an author and editor of books, dictionaries, and articles in the field of Medieval English. Sutton Hoo Harp in hand, Professor Bessinger proceeded to explain the history and origin of this 7th Century Anglo-Saxon musical instrument. He was able to recreate the atmosphere of Medieval England as he gave a rendition of the original Middle-English version of Chaucer's *Canterbury Tales* and the introduction to *Beowulf*.

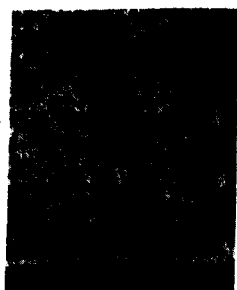
The Observer wishes to express deepest sympathy to Susan Ekstein, Jeannie Feldman, Miriam Krinsky, Beverly Moskowitz, and Cindy Reiss on the loss of a dear one. May they be comforted among the mourners of Zion.

Portrait of an Art Exhibit...

Developing Art Expression Abstract Vivid Colors Meet Delicate Lines

The Stern student-sponsored art class (see president's message) exhibited a selection of "Expressions in Color." The class, including Miriam Bienstock, Edith Dunn, Sandie Ehrenreich, Roberta Goldberg, Lucille Herman, Shana Kellner, Helene Kuzener, Lyla Magnus, Sherry Nunberg, Sandra Soloman, Lea Sternberg, and Joan Sweet, was of heterogeneous background in relation to painting experience. Therefore, one of the major goals of instruction has been to develop a feeling of freedom in expression. The understanding of color and space achieved can be seen by the selections on exhibit. Movement is vivid and at times startling. Although a few of the paintings are sterile, I find the majority are extremely provocative and dynamic. Many of the girls were surprised at discovering their abilities in expressing themselves.

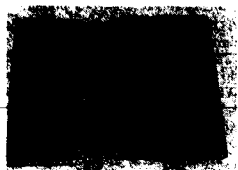
The painting to the upper left especially caught my attention. When viewed from a distance, it appears as an interweaving of figures and forms enabling one to sense the vivacity of the atmosphere in which the figures danced. The colors are mainly hot with a contrast in blue and green. Many



may find abstract expression meaningless, but I see fault at the basis of this stand. Citing Emerson, "Every genuine work of art has as much reason for being as the earth and the sun." To the artist his own work represents a genuine evolution of his inner being.

All Reviews
by
Lucille Herman

Different Medias Different Effect

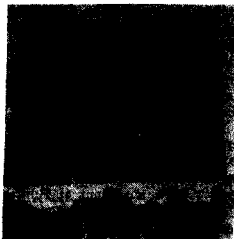


Dory Turk employs another interesting technique. Through the usage of colored foil and black paint she achieved an effect of a stained glass window. The picture is a sunrise with a streaking of rays on the horizon.

Pictures of a realistic trend displayed on stage include portraits, landscapes, still life, collages, as well as fashion illustrations. Media used are charcoal, pastel, watercolor, oil, tin foil, and tissue paper.

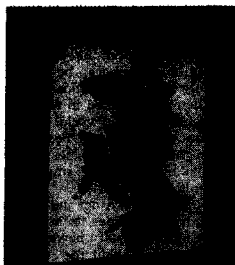


The Human Figure - Alive



A female nude in oil by Varda Katz appears in the upper right hand corner of the stage. She used a loose brush stroke and the force of the figure and background interwoven create much action in a stationary pose.

One evening eight girls were discussing "Flowers in Rhythm" by Deena Besdin, an abstract collage in glue and tissue paper. The colors are vivid and strategically placed on the canvas. The canvas, whether viewed vertically or horizontally aroused animated discussion as we noted suggestions of figures, human and animal, as well as inanimate objects.



Some very interesting studies in brush and ink were contributed by Chava Huggins. One is able to feel the delicacy of the line as well as to recognize the underlying form. On the other hand, she depicts landscape scenes and abstract work in vivid colors. In these pictures one feels the forces of the atmosphere — the strength of the swirling clouds in the sky.

Zamir chorale concert to be held at Town Hall April 28 and May 2. For tickets: see 9G or 14F.

Art Course Brush Off

by Lucille Herman

One of art's unique powers is its demand upon the individual to create a personal world. We relate to art in numerous ways and develop a taste in perspective to our inner thoughts. At times our reactions might seem inconsistent with what we think ourselves to be but usually our "personal" art reveals our uninhibited feelings and ideas. Walter Pater, an English art critic of the nineteenth century, described it in the following manner: "Art comes to you proposing frankly to give nothing but the highest quality to your moments as they pass."

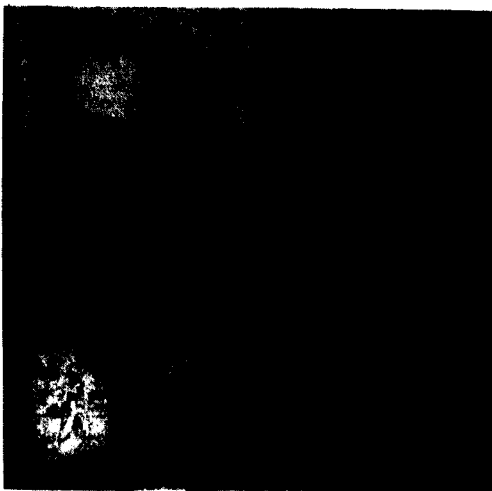
During the week of February 11-18, the second Stern College Art Exhibit was held in Koch auditorium. On display was a variety of work done by students. An exciting distraction from the drab, lifeless walls which confront us every day, the exhibit disclosed a previously hidden aspect of the student body. Although at Stern College we cannot boast of its widespread or developed academic department, art is a medium that cannot be stifled. The display showed sufficient student concern in this field to merit administrative recognition. This year, on student demand, the art club arranged professional evening art instruction under Miss Barbara Fuchs, an art instructor in the New York City school system. A studio art course is in demand for the second year... what blocks its passage?

Opinions His And Hers

It was interesting to listen to comments made by spectators, especially the difference in male and female observations. Males tended to be more critical and favored the abstract pictures as well as the more forcefully expressive ones. The girls tended to be more general in their appreciation.

Like last year, the exhibit aroused a tremendous amount of excitement. Hopefully, the quality of next year's exhibit will surpass both.

The Good...



Other contributors were Marlene Friedman, Susy Gottdiener, Helene Katz, Debbie Pratt, Donna

Sava, and Eva Schwartz. Marlene Friedman was instrumental in the organization of the exhibit.

The Bad, The Ugly

HAPPY DUMPING GROUNDS

Dear Editor:

Upon my return to school for second semester, I was delighted to see that a number of tables and chairs were added to the smoking lounge in a valiant attempt to alleviate the space problem in our sadly over-crowded building.

By the second day of classes, however, I was disgusted to see what became of our new addition. It turned into a Grand Coatroom where every slob in the school could drop her coat and save the trouble of standing in the elevator and going to her locker. On Thursday, February 8th, I personally counted no less than ninety-seven

coats piled up on every couch, chair, and table.

It is unpleasant enough to walk through streets where garbage hasn't been picked up for five days, but walking through everybody's personal garbage that has been literally dumped in the lounge is even worse.

Since we've all been to first grade within the past sixteen years, perhaps we could make an effort to recall the first thing we did when we began our schooling; we learned to hang up our coats!

I'm afraid that if the girls don't straighten things out soon, the next class project in the smoking lounge will be a rummage sale.

Janice Alpern

The Observer heartily congratulates Miss June Tauber, Chairman of our Speech Department, upon her recent marriage to Stephen Golden. We wish them many happy years together.

WYUR at Stern?

Results from the Dorm Council Poll:

For: 192

Against: 18

More Information: 35

Willing to pay 50c increase in dues to cover cost: 173

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LETTERS TO THE EDITOR Three of SCW Staff Are Awarded Ph.D.'s

(Cont. from Page 2, Col. 3)

do not want to place Stern College in that category.

A multi-discipline science course requires its own laboratory and equipment. Under some circumstances it would be possible to utilize two departmental laboratories without reducing the effectiveness of the course. The Biology and Chemistry laboratories at Stern College are now operating at maximum capacity, and anyone visiting the Fifth Floor notices immediately that storage facilities are severely limited, even without the additional equipment that would be required.

Some institutions have solved the problem of necessary laboratory facilities by brushing the problem under the carpet, and abandoned laboratory work in favor of lecture demonstrations. In our opinion, the experimental method must be an integral part of any course which aspires to teach scientific principles.

We are truly encouraged by the interest of the students in such a course. Realistically, we will be unable to implement such a course until can obtain additional facilities.

N. L. Kemes, Chairman
Department of Chemistry

Apathy at Game

To the Editor,

To make use of time-old sayings is probably not the best method of bringing home an unpleasant point, but when I think of the student-faculty basketball game played on Feb. 21, one platitude seems in place. It is said that "a school is not better than the students and faculty that comprise it." What can Stern boast of when she considers the fine turnout at the game? Certainly it becomes painful when one realizes that three out of a good number of young and vibrant women

teachers managed to show up at a function which could have boosted student-faculty morale and rapport. Instead, most of the teachers approached about the basketball game — aside from Dean Auerbach, Miss Slomowitz and Mrs. Orlian — chose to remain aloof and indifferent towards the whole matter.

The faculty, however, cannot be charged with every injustice. Our fellow students displayed an equally bad attitude towards the game. Maybe twenty students were there to cheer the team on, two out of which had to play the part of Benedict Arnold in helping complete the faculty team. This fine show of student citizenship came after posters, flyers and some personal invitations were given to the student body.

Unless we heed to the pathetic situation made clear by this basketball game, Stern can only hope to assume a poor posture in student to faculty and student to student relationships.

May I remind the readers of this newspaper that a game against Hunter's varsity will be played next Wednesday evening?

Cynthia Clement
Stern Basketball Team

FINAL PREPARATION

To the Editor:

The period of finals supports my assumption that one reveals his true character under pressure.

Critic Clurman Next in Forum

(Continued from Page 1, Col. 4)

recently reconstructed when it was found on an ancient burial ship. It is known to have been used at the time of the Middle English ballads.

The forthcoming program, a lec-

ture by Harold Clurman, is scheduled for March 20. Dr. Clurman has been appointed drama critic for the soon-to-appear magazine "New York." He has had a long, knowledgeable acquaintance with theatre, having produced and directed several films and theatre productions. His lecture is entitled "How to be a Good Audience." He will discuss new trends in the American theatre on the basis of what is playing on Broadway in 1968.

On April 24, Chaim Potok, well-known author of *The Chosen* will speak about "Judaism and the Craft of Fiction." Dr. Potok is currently working on a new novel while serving as editor of

the Jewish Publication Society of America.

The last program will be presented by our own eminent English department. Rather than a lecture, it will be a group discussion on "Obscurity in Literature: The View from the Department." Is literature a give and take between reader and author? How much should the reader participate in what he reads? Is modern literature too obscure? Is it obscure enough? These are some of the questions which the staff will treat.

Judging by past success, both in content and in attendance, this year's Forum of the Arts should be a very worthwhile event. It is a wonderful opportunity for students of Stern College to broaden their scope and add a new dimension to their appreciation of the arts.

Stern College basketball team vs. Hunter College Varsity team Wed., Feb. 28, 1968 — 6:45 P.M. at the Julia Richman Community Center — 68th St. and 2nd Ave.

The Student Council Concert Committee, chaired by Ardith Bondi, sponsored a major musical event last Monday night in Koch Auditorium. The Classical Trio group, composed of a flute, violin or viola, and a cello, performed selections by Haydn, Bach, Bartok and Russell. The players were students and faculty members of the Juilliard School of Music and the Manhattan School of Music.

"The players were excellent," declared Ardith. The performance was marred however, by ringing bells, and noise outside the auditorium. The concert was attended by about 50 girls.

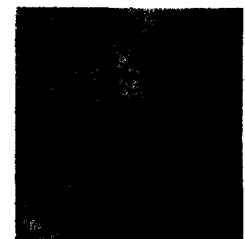
Musical Eve Enhanced by Classical Trio

Musical Eve Enhanced by Classical Trio

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Three Stern College faculty members, Dr. Y. Kerstein, Dr. C. K. Kerber, and Dr. N. Friedman recently received Ph.D.'s in their respective fields of study. Dr. Kerber and Dr. Friedman received their degrees from Columbia University and Dr. Kerstein was awarded his degree from Ottawa University.

Dr. Kerstein's dissertation, *The Conflict Between National and International Ideas of the Kibbutz Movement in Israel*, analysing

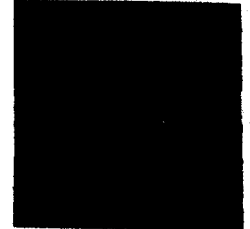


Rabbi Dr. Y. Kerstein

Hebrew literature in Israel since the Chebat Tzalom movement until the present time, presents the development of the kibbutz and

its reflection on Hebrew literature.

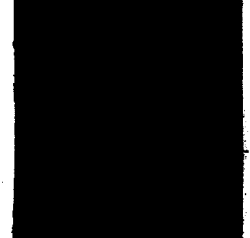
Dr. Kerber's thesis, *The Federalist Mind: Rhetoric and Ideology in the Assessment of Jeffersonian*



Dr. C. K. Kerber

America, is a federalist criticism of Jeffersonians. She has also published articles tangent to this topic.

Dr. Friedman interviewed mothers, teachers and students in a number of selected New Jersey communities for the purpose of determining ways in which the school appears to parents, and the ways in which consensus about school goals and practices are



Dr. N. Friedman

achieved. As a result of her survey, Dr. Friedman formulated a thesis entitled, *Observability in School Systems: A Problem of Systems Integration*. She also mentioned that this dissertation possesses implications for the current issue of school decentralization and pressure on ghetto population for increased participation in school affairs. This thesis will be included in a volume on school community relationships that Dr. Friedman is preparing.

Students Vote on Court, Code; Negative Views Expressed

(Continued from Page 1, Col. 2)

lem will be explored, witnesses will be called and if an accused exists, she will be called to defend herself. Then the five student members would vote and the decision would be by the majority.

Although there were not more than fifty girls present at this assembly, many views, mostly negative were voiced. Students present voted whether they would want to adhere to such a system. The results are to be evaluated and discussed by the student council.

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Stern Mishmar Series Views Religious Topics



By GINA ZWEIG

Mishmar, a new institution at Stern College, will take place every Thursday night as an extra-curricular extension of the Religious Studies Department. Dean Frimer conducted the first Mishmar on Feb. 8, at 7:00 in the Orange Lounge of the dormitory.

Before beginning an analysis of the sedrah *Beshalach*, Dean Frimer explained the ideology of the class. Primarily, the class strives to develop a particular philosophy about Torah, through which Torah will be studied for its own sake, rather than because it is one of the requirements at Stern College.

In accordance with this philosophy, Dean Frimer asked that no notes be taken.

The second week's Mishmar session was conducted by Rabbi Schachter to an audience of about 50 girls. Rabbi Schachter spoke on the Ten Commandments.

Each week, a different member of the R.S. Department will present a lecture. The diverse personalities of the teachers will provide various approaches to the Torah.

The schedule for the remainder of the month, features Rabbi Blidstein on Feb. 22, and Rabbi Gordon, on Feb. 29.

Pres. Continues to Deplore Conditions

By ZELDA BADNER

The date — Tuesday. The time — 8 P.M. The event — the second concert of the Stern College Student Council Concert Series. Culture at Stern College at its best.

Cultural development is only one of the ways Student Council aids the growth of Stern College. This is the second year of our successful concert series. The chairman works diligently to bring accomplished musical talent to our college. The response of the student body is equally encouraging.

However, the efforts to bring culture to our school are seriously hampered by the facilities available. The appearance of the auditorium is disgraceful. The acoustics are poor. The stage is ugly. The front curtains as well as those at the back of the stage are drab and dingy. The lighting is inappropriate for a concert. Most important, the baby grand piano is dreadfully out of tune. As a result, we must invite musical groups that do not need a piano. The entire setting available for a concert is disagreeable. These appalling conditions only infuriate the audience and embarrass the coordinator.

Most unsuitable for a concert atmosphere is the bell situation. Perhaps we are fortunate that for no additional cost, we have bells accompanying our musicians! The bells do not chime, but ring harshly to announce the start and the finish of classes. As the bells sound, the audience cringes and the musicians stare at each other in amazement.

This hideous situation makes a shambles out of earnest efforts. Concert artists can not be invited to perform unless we can assure them proper facilities. Sadly we can promise nothing of the sort. The attempts to develop a cultural program are blocked by poor facilities. How much more can we plead before changes are implemented? Are we being listened to or are our complaints filed under "unimportant?" Are we regarded as a growing women's COLLEGE or as a small girls' Jewish school where everything is good enough as is?

These perpetual questions can only be answered by actions. Words alone are no longer sufficient.

Russian Aim: To Obliterate Signs of the Jewish Identity

(Continued from Page 3, Col. 2) remove the blame from the government.

Government Crimes World Responds

Ben Ami successfully proves his main point, that "Soviet Jewry is the greatest misfortune of Jews today." (p. 292). Incident after incident and fact after fact is cited until the reader wants to rush to the Student Struggle for Soviet Jewry office, give all his money to "Chesed L'Avraham," or even both, depending on his or her own personal beliefs of which is right. The situation must be publicized; world opinion must be

set to convince Russia that a change should be made. No longer should Russian Jews find it necessary to ask: "Why have you forgotten us?" (p. 277).

A Soviet Jewry display in the school library will soon present further information. Presently, one half of the bulletin near the cafeteria is devoted to Soviet Jewry news. Pertinent articles should be given to Faye Appelbaum in 4D at the dorm.

Promising Events Planned by Yauneh

By EVE TURK

The Yavneh calendar for this semester is filled with varied events. To begin with, the Stern chapter has planned several provocative lectures. After the "cycle of man" series concludes with Rabbi Fishman's lecture on "Death" to be given on February 26, the following lectures will be held: "Jewish Mysticism" by Larry Kaplan on March 18, "The Problem of Jewish Halacha in Israel" by Rabbi Herszkowitz on April 25, and an analysis of The Chosen by Potok by Rabbi Blidstein on May 13. Next on the agenda is an NYU Melavah Muke, March 9 and a weekend con-

vention at the University of Pennsylvania, March 22. The Stern chapter will also institute the Geshet Project. Run nationally by the Jewish Agency and Yavneh, this project consists of a seminar course on contemporary Jewish history. The course will be run by student and will involve conventions with other Geshet project chapters. The participating girls will receive and be held responsible for a reading syllabus. At the end of the course, each participant will be eligible for the planned trip to Israel, designed to supplement the seminar study by actually visiting and studying the sites of modern Jewish history.

FREEDOM OF CHOICE

Some organizations, which provide death benefits for their members, appoint a so-called "official" funeral director.

It should be understood, however, that the member-family is NOT obliged to use this "official" director in order to receive the organization's death benefits.

Under New York State law, the family may make arrangements with ANY FUNERAL DIRECTOR OF ITS CHOICE. The law is quite specific: freedom of choice is ALWAYS the family's prerogative.

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Prescription for Non-Conscription

(Continued from Page 3, Col. 3) draft exemption for those young men who qualify under the provisions of Class IV-D. This division covers ministers of religion and students pursuing a divinity course of study. A divinity student who considers the commandment "Lo Tirzach" and knows that his religion forbids him to kill, can rely on IV-D for escape from the military. However, no one should be forced into a profession because it guarantees draft exemption. This applies especially to those who are undecided about semicha, yet undertake the extra three years of study because it is an easy way of avoiding the draft.

Mr. Lynn's book is a useful guide to some of the complexities of the draft system. Every man of draft age should read this book. Those young men who wish to resist the conscription law may be aided in having all their rights. Mr. Lynn points out the technicalities and

loopholes in the draft regulations and he encourages every draft-age youth to claim his full rights to deferment or exemption under the law. Those young men who do not object to military induction will not be persuaded by Mr. Lynn to change their course of action. On the contrary, they will find **How to Stay Out of the Army** to be a very amusing journal of the desperate attempts of America's youth to escape conscription.

Ed note — "It is sad that a book like this should be in demand in a country where the cry used to be 'My country right or wrong.' It seems that the youth of America feel more idealistic toward 'right' than 'my country.' If the book is found amusing, that in itself is sad. Perhaps the government should be more concerned with what Americans think of America, than with what the world thinks of her.

Spring Scene: Class News

All of Stern's four classes have started on their activities for the spring term.

The freshmen had an exciting week of events from February 13 to 18. They sold cups, pens, pencils, pennants, and stationery. Freshman Shabbat, with Rav and Mrs. Lichtenstein as guests, was well attended.

The Sophomore Class has already begun to plan its activities for the spring semester. An Executive Board meeting has been held and a general class meeting was held on February 28, 1968.

A Sophomore Shabbat is planned in Forest Hills for March 9.

The Junior jewelry sale is over and the Junior class is now preparing for a Shabbat and a Chagigah planned for March 23.

The Senior class held a meeting on February 19, to discuss their sale, the week of March 18. They are also working on the Senior Dinner, to be held June 12.

Potok: Judaism, Fiction



Faculty with Chaim Potok at ease during Luncheon honoring Dean's List Students.

(Cont. from Page 1, Col. 5) genuine discussion of his "personal" view of reality.

Asked just how an author communicates his message through

the medium of fiction, he pointed to casual limits in statements of events. In *The Chosen*, one may note a Jewish boy's reaction on

discovering that a child will be permanently blind. In a moment of pain, the Jew instinctively removes a fly from a spider's web.

Contrasting his own novel to previous treatment of Jewish themes, Dr. Potok alluded to his attempt to depict a modern clash within the core of Judaism. As opposed to the typical conflict between the secular periphery and the extreme religionist, he delineates two streams very much within the tradition. Dr. Potok however, considers only one stream sufficiently resilient to contribute creatively to a modern culture. This contribution, he stated, furthermore, is the Jew's purpose for existence.

As far as treating the problem with which even a resilient modern orthodoxy must cope, this cannot be faced on a teenage level. *The Chosen* introduced a single aspect of the conflict; fuller treatment awaits Dr. Potok's future work.

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RINGS AND THINGS

ENGAGED:
Talia Hendl 71 to Howard Schulman
Jeannie Kohane 69 to Hillel Markowitz
Jeannie Lufkin 69 to Sam Goldman
Bonnie Natus 68 to Jeff Taylor
Sue Pukin 69 to Harold Loferman
Faye Kagan 70 to Joe Potasnik
Linda Douglas 69 to Kenny Pourberg
Phyllis Farkas 68 to Chaim Lauer
Lorraine Farkas 68 to Makhoul Sautis
Bathsheva Weintraub 68 to Rabbi Shimon Hock
Judy Weiss 69 to Sam Leuchberg
Judy Shore 69 to Mel Appelbaum
Marsha Rubenstein 69 to David Meyers
Alice Witnoff 68 to Uri Groman
Reva Weintraub 68 to Barry Weiss
Miriam Levy 68 to Manny Goldstein
Prima Potok 68 to Peter Shiffbauer
Mauda Sas 68 to Peter Benedict
Rosa Hiler 71 to Mark Drapkin
Rivka Shikman 70 to Joel Edmonowitz
Mr. Friedman to Bernice E. Borotzky

MARRIED:
Vicki Schoenfeld 68 to Rabbi Meyer Bergles
Suzanne Friedberg 69 to Jacob Jacobowitz
Pecia Thassanow 70 to Michael Lipnicki
Linda Hessler 71 to Ronald Liebus
Elzel Goldstein 68 to Eugene Fischer
Yehoshua Edelman 69 to Yehon Shulman
Gilda Schuchman 66 to Marc Angel

BIRTHS:
Rabbi and Mrs. Blidstein — a boy
Rabbi and Mrs. Shifman — a girl
Mr. and Mrs. Wolkstein — a boy

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Letters to the Editor

(Continued from Page 5, Col. 3)
gedol hador as well as a rosh yeshiva at the university and therefore it was not proper to overlook his status as a Rav.

Mendi Gopin YC 1970
Mark Blechner YC 1971

TU B'SHEVAT

Dear Editor:

Assuming that Stern College is an institution devoted to maintaining and furthering Jewish ideals and values, it seems a bit odd that no mention is made of Tu B'Shevot on the calendar, and no special activity was held to commemorate it.

When I questioned at random some of the students at Stern as to the holiday or holidays that would take place in February, most answers included Lincoln's Birthday and even St. Valentine's Day. Few remembered that it was also Tu B'Shevot February 14. At a secular college, I would consider this par for the course or even good.

Of course, I realize that this is merely a minor holiday (it is mentioned in the Talmud but...), however I would suggest that it rates equal time with Lincoln's Birthday and Washington's Birthday, especially at Stern College for Women, a part of Yeshiva University, which is the oldest and largest under...

Sincerely yours,
Lea Wiener

MEDIC:

To the Editor:

I could start complaining about the one a month maid service, the ridiculous sign in regulations, or the grab bag comedy of registration; however, the most popular topic now being discussed vehemently is the situation with our doctor. First problem: we have no doctor staying with us. All right, we have to talk about our full time nurse. Oops! Second problem: we have no full time nurse. In fact, we only have the privilege of the nurse's service from 9:00 to 12:00 excluding vacations. (This includes all Christian holidays, Saturdays and Sundays, all Jewish holidays, and the

period of final examinations.

Is it not a pity that there is a limited time interval during which one is allowed to become ill or break a leg? It is not that the house mothers are incapable substitutes; but when one is in dire, gastric pains, the presence of a "stern" mother only augments the physical anguish of the victim.

I suppose we girls have this silly conception that the small fortune we spend to go to this worthy school is used not only for Stern's highly acclaimed education but also for medical security. It really is hard to feel safe from 9:00 to 12:00 and then shut off. As far as this school's attitude is concerned, one could quote Rhett Butler's well-known line: "Frankly my dear, I don't give a damn." Perhaps it is about time we give apathy a shot in the procrastinating posterior. If we wait too long, hours may be shortened and the vacations extended. Furthermore, we may have to wait even longer than "eternity" for the doctor to arrive and officially proclaim the girl, overcome by nausea and high fever, as not being well.

One nice thing that can be said about the dorm's medical treatment: it treats each person with the same indifference. "Death be not proud"; you, too, will only be allowed between the hours of 9:00 and 12:00.

Humbly submitted by an irate student who had to help her hobbling roommate to go to the hospital because the nurse forgot to come down and determine the girl's ankle as broken (which it was).

FROSH LETTER

To the Editor:

I agree wholeheartedly with a "Fresh Frosh" that "there are some really great things the class can do..." but I find myself not only in total disagreement with the content of her letter but repelled by its strident tone. I found the letter to be in striking contrast with the constructive discussion of substantive issues raised in the editorials on the same page. Issues of library hours, new

courses, and greater student participation in the intellectual and social currents of our times were considered in a mature manner. While recognizing, and perhaps even identifying with the feelings of the Freshman class in relation to the Orientation Test, I feel that the issue at hand does not warrant the expenditure of time or psychic energy it has generated. Let's be "new, better, and more daring" to quote my friend, the "Fresh Frosh," but where and when it really counts.

Sincerely yours,
Tovah Lichtenstein

DERECH ERETZ

To the Editor:

As a student who is devoted to Stern College with all her heart, but who is also deeply concerned about Stern's spiritual as well as physical welfare, I must voice my emotions on the frightening absence of "derech eretz" in our school. It is indeed paradoxical that the students of an institution which is supposed to be a bulwark of Torah ideals should dis-

regard such a basic precept as that of Kibud Morim and Kibud Z'Kanlim; however, in my two years at Stern, I have noticed with alarm that an attitude of disrespect and indifference towards those who are older and wiser than us is present at Stern to an almost flagrant degree.

As religious Jewish women we must be aware that according to the Torah, "derech eretz" is much more than an attitude or an abstract concept; like all the other precepts of Judaism, it is a mitzvah which must manifest itself in concrete action as well as inner feeling. Thus, according to the Shulchan Aruch, one of the most basic ways in which we exhibit our "derech eretz" is by standing up when a rabbi, teacher, or elder enters or leaves a room, and because "Derech eretz kudmah l'Torah," this chivv especially applies to a rabbi or a teacher of Torah.

It is bad enough that when a Rabbi or a religious studies teacher enters a classroom, few girls have the presence of mind to stand

up for him as the din requires. But when an entire student body does not have the common sense to stand up for the Vice-Mayor of Yerushalayim, who is a high public official as well as a Rabbi and a Torah scholar, there must be something chronically wrong with the religious atmosphere of the school or the character of its students. "Im ain derech eretz, ain Torah": if we students of Stern College ever hope to be among the preservers of Torah ideals in America, we had better start embodying a few of these ideals now.
Name Withheld

Sing Out Sweet Sixth

Stern College was both privileged and honored to welcome grade six of P.S. 302 on February 14, 1968. Grade six presented a fifty minute program entitled *A Morning of Choral Recitation* as interpreted through sound, light, and color.

The performance was both entertaining and educational. The thirty-six children, under the direction of their talented and imaginative teacher Mr. Giveans, composed some of their recitations. One could not help but notice the total involvement and enthusiasm in which both student and teacher partook in the presentation. Each word of the performance was heard in the clarity and unison.

The performance was an inspiration to all, especially to the students of education. We are not undermining the many hours of work that went into such a program we are merely marveling, and perhaps modeling ourselves after such a talented teacher.

Ostrau and Tenure

(Continued from Page 2, Col. 5)

involved in efforts to improve academic standards and physical conditions of the college. Her concern for developing better student-faculty relations is evidenced by her concrete support of the OBSERVER's attempts in this direction, namely her contributions to the first OBSERVER SUPPLEMENT, October 30, 1967. While Dr. Dunner and Miss Bevin are both well versed in their fields, what will be the effect of divided loyalties on these other areas?

Are we back where we were

six years ago with no full time instructor in the political science department? Does the action taken against Dr. Ostrau reflect general policy that will in turn affect faculty members of other departments nearing the attainment of tenure? How will highly qualified prospective faculty members react to Stern as a prospective institution for a teaching position?

Stern College, where are you headed? Is your step-sister status in relation to Yeshiva College and your blindness to the requirements of a 1968 liberal arts program progressing into the future?

Y.U. Israeli Program Urged

(Continued from Page 3, Col. 4)
full time students in various selected programs.

Kenyon College has recently set up a five-year program which will lead to the simultaneous awarding of both a bachelor's and master's degree.

But the distinguishing aspect of this program is that the student will spend his 4th year at a university abroad, returning to Kenyon in his fifth year. President F. Lund believes this program to be "a reasonable alternative to the junior year abroad."

The realization that such balanced programs do exist is overwhelming. It seems ironic that students at Yeshiva University, a school dedicated to "Jewish learning and tradition," must go through so much red-tape to enjoy the privilege, if not the right to at least a year of study in Israel, while a secular college, one with no connection to Judaism, has instituted the very program one would expect to find at Yeshiva.

Gary Schiff, in his article in "The Commentator" entitled, "If I Forget Thee, O Jerusalem," has recently publicized the fact that "the Israeli authorities even offered Yeshiva University its own building in Israel to establish a modest Israel branch, but Y.U. refused. Too expensive."

We at Stern, who now hope that "Blueprint for the Sixties" will be fulfilled in the Seventies, can appreciate the fact that Yeshiva is short of funds. We realize that the attractive and seemingly ideal offer made to us cannot be accepted at this time. We feel, however, that some arrangement should be made whereby students could study in Israel without having to worry about loss of class credit or restriction in courses.

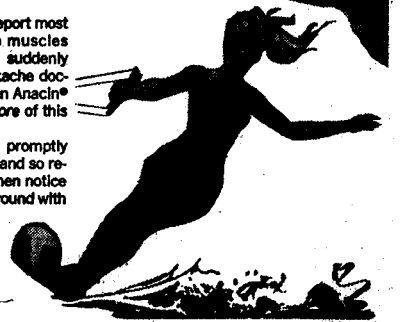
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Promptly Relieves Pain
So Stiff Muscles Loosen Up and
You're Back Into Action

DOCTORS who specialize in back troubles report most aching backs are due to weak, tense muscles which can go into painful spasm as you suddenly bend, stretch or twist. To relieve such backache doctors recommend the pain-relief compound in Anacin® Analgesic Tablets. And Anacin gives you more of this medication than any other leading tablet.

Anacin is a special fortified formula. It promptly relieves pain, helps reduce swollen tissues, and so releases pressure on sensitive back nerves. Then notice how stiff muscles loosen up and you move around with greater ease.

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EVALUATION IN PROGRESS . . .

Students Urged to Submit Final Suggestions

The Observer has repeatedly pointed out how students in various colleges and universities have influenced administrative action [See editorial page.] Throughout the country student opinion is being sought on administrative issues — opinion which may help to cast light on shortcomings in present policy.

Stern College is now going through its adolescent period. As with many adolescents its physical growth has exceeded its maturity. While students have often complained about prevailing conditions, they are the only ones aware of inadequacies. The faculty is presently discussing several issues to ascertain in what manner present conditions may be ameliorated. The Observer staff has several suggestions of its own to offer.

Now is the opportune time for the student body to voice opinions which will exert a positive influence on administrative decisions.

The Observer at this time voices specific problems. Student influence on their subsequent solution will depend on student response to our questionnaire.

I — PHYSICAL FACILITIES

One of the major problems facing Stern is its size. More and more students are being admitted while physical facilities remain at a stand-still.

What the University doesn't realize is that it may very well doom itself by unchecked growth. It may very well place itself in a non-competitive position if the housing and classroom facilities are significantly poorer than those of other American education institutions. Even the most idealistic and dedicated student will be affected by her surroundings. A decent, dignified, attractive physical environment not only creates an atmosphere more conducive to a positive attitude towards learning in general, but is also more likely to produce a dignified, attractive individual who values the life of study as dignified and attractive.

We all agree that our present quarters are inadequate and can only hope that the new facility planned will suffice. It is of the greatest necessity that planning for expansion should not be conducted in terms of the student body envisaged in the near future, but rather for the next ten to twenty years.

The suggestion was made that student enrollment be limited to under 600 until the second year in the new building facility. This would prevent the current situation from becoming impossible and would ease the trials of settling into the new building.

Among those things considered an absolute necessity in the new building are: adequate library space with room for at least 100,000 volumes and an atmosphere conducive to library work and individual study; lounges, typing rooms with typewriters supplied by the school; a newspaper room, music rooms for practicing and listening to records, a visitors' lounge for dates and parents, and dining room facilities large enough to accommodate Stern students, TIW students, and guests.

It has been pointed out that while we must make do with our current facilities, building should provide as pleasant an atmosphere as possible. This would necessitate a new over-all paint job and maintenance of general cleanliness including the back stairways.

II — ADMISSIONS

Based on the above suggestion to keep enrollment below 600, Stern College could be highly selective in the admission of new students. This in turn could result in the up-grading of course offerings.

It has been suggested that several full scholarships be awarded based on academic and extra-curricular excellence on the high school level without regard to ability to pay. This would attract some of the better students, especially those from the New York City area who now attend the free city schools.

The question has also been raised whether background should serve as an influencing factor in admissions. The object in this case would be to establish a balance between Yeshiva and non-Yeshiva graduates, and between New Yorkers and out-of-town students.

III — PROGRAM AND COURSE OFFERINGS

The possibility of maximal achievement under a dual curriculum has been questioned. While it is totally undesirable for Stern to drop the dual curriculum, it is believed that the smaller the number of individual courses carried during a semester, the greater would be the student's efficiency. It has therefore been suggested that students should be limited to a given number of courses (not credits), that the courses be treated as units and that requirements for graduation be based on these units, and that these course units be intensive and cover greater area than the courses currently being offered.

In order to ease the work load it has further been suggested that students be encouraged (rather than discouraged) to take courses during the summer. This might encourage more students to pursue the BRE and BHL. It is also felt that the limitation on the number of credits held by a lower senior (110 credits) should be lifted.

Under our current system there is a definite need for specific guidance programs to be set up with a counselor in each area of study to guide students toward educational goals. These counselors could help undecided students to choose a major, as well as help in selection of electives which would help prepare the students for employment and/or graduate school.

IV — INTELLECTUAL OFFERINGS

In spite of the complexities of the dual program Stern's curriculum has three academic components: the liberal arts distribution, the major, and the Jewish Studies Program.

Liberal Arts: While the catalog listing of courses seem favorable, the course offering is, in fact, inadequate, particularly in philosophy and the arts. Students have been agitating for a Philo major for years, but thus far no avail. Moreover, there is no real way for a student to develop or cultivate a strong secondary academic interest.

The Major: The major sequence should offer the experience of working within a disciplined intellectual framework, and at the same time prepare the student for later study or a job related to the major.

It has been suggested that a non-major course of study be developed for those who do not wish to concentrate in any particular field. It is felt that these students take advanced courses because they want to and thus weaken the major. A specific recommendation for distribution of courses between the arts and sciences would be made to such students, and they would be advised that graduate study would be impossible.

Getting back to the major, it has been questioned whether the major requirements at Stern are adequate, or whether too superficial an acquaintance with the subject is permitted. As things stand now it is impossible for a student to "back up" her major. The general impression is that many departments do not offer enough, in material or challenge, to their good students.

Another difficulty lies in the fact that the Religious Studies courses often conflict with the major. It has therefore been suggested that certain hours be devoted only to the Jewish Studies to obviate possible conflicts.

The Jewish Studies Program: This program should afford the student the opportunity to learn about Judaism in an historical context as well as in one relevant to contemporary life. In this area in particular it is most important for the instructor to fit the needs of his students. All too often the students on the A-B level are treated as illiterates. It must be remembered that the courses given are college courses, and must be taught on a college level.

One of the difficulties met specifically in the Religious Studies classes is that the division of the students is based mostly on their knowledge of the Hebrew language and not on their familiarity with Jewish laws and customs. This diverse range in background can make the teaching of such a course very difficult.

Another complaint raised is that students on the A-B level are not afforded the opportunity to take electives in the Jewish Studies. It is felt that through electives these students might find added incentive to raise their Hebrew level.

Several suggestions have been made for all three components of the curriculum. The first and foremost of these is that more courses should be offered, giving students a greater choice of electives, particularly in her major field of study. Secondly, courses should be up-graded in terms of content, requirement of individual thought on the part of the student, and integration with other courses. Seminars and individual research projects should be offered on the junior and senior level to students with outstanding ability and interest in a particular field.

It is also felt that Dean's List students should be rewarded in some way so as to increase the incentive to join this group. At present, this group's distinctions consist of being allowed to take unlimited cuts [of which they are least likely to take advantage], and being invited to the Dean's List luncheon. There should, however, be some program for the enrichment of these students' academic life through seminars, lectures, and field trips.

It has also been requested that seniors running an A in a course be exempt from a final exam in that course, and that exemption tests be given in basic and prerequisite courses.

Please fill out and return the following questionnaire to The Observer box in the office. Your opinion may help to effect necessary changes in Stern College.

Responses will appear in the following issue of The Observer.

Name (optional) Major

Class Date

1. Would you say that physical facilities
 - () have a grave effect on students
 - () have a mild influence on students
 - () are unimportant

2. Which facilities would you consider most important in a new building?

[Number from 1-8 with 1 being your first preference]

- () adequate library facilities
- () adequate dining facilities
- () lounges [specify types]
- () music rooms
- () typing rooms
- () language labs
- () Observer room
- () other [specify]

3. What can be done to make our present building a more pleasant place in which to study?

4. If Stern College were to adopt a strict admissions program which qualifications should be most important?

[Number from 1-6]

- () scholastic achievement in high school
- () college board scores
- () character reference
- () extracurricular activity in high school
- () background
- () other [specify]

5. Do you advocate a change from the present credit system to a course unit system?
 - () yes
 - () no

6. Should the restriction of the number of credits held by a lower senior be lifted?
 - () yes
 - () no

7. Do you feel the need for a Philo major at Stern?
 - () yes
 - () no

8. What other major would you like to see instituted?

9. What is your Hebrew level?
 - () A
 - () B
 - () C
 - () D

10. Are your Hebrew and Jewish study courses on high enough level?
 - () yes
 - () no
 - () too high

11. What electives would you suggest for the Jewish Studies department? Specify course and Hebrew level.

12. Do you find the courses in your major field adequate?
 - () yes
 - () no

What new courses would you like to see instituted?

13. Would you be interested in a seminar geared toward your major?
 - () yes
 - () no

14. Would you be
 - () willing to
 - () interested in
 - () uninterested in

working on an independent research project?

15. Are you satisfied with the present cut-system?
 - () yes
 - () no

What kind of cut-system would you advocate?

16. What kind of exemption tests would you like to see offered?

17. Other comments or suggestions:

18. What kind of exemption tests would you like to see offered?

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