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# The Commentator

Official Undergraduate Newspaper of Yeshiva College

Attend  
Athletic  
Assembly

VOLUME XLVI

NEW YORK CITY, MONDAY, NOVEMBER 25, 1957

No. 4

## S. C. Reveals Curriculum Questionnaire Results

### Promise New Facilities In Y. U. Residence Hall

Canteen and laundry facilities will soon be installed in the College Dormitory, announced Rabbi Moshe Klein, supervisor of the Residence Hall. He further stated that the school has plans for building basketball, handball and tennis courts on the land adjacent to the dormitory which will also be landscaped. The parking lot, formerly located on that site, will be now situated in vacant land on the corner of 185 and Amsterdam Avenue.

The canteen will contain milk, coffee, soda, cake, cigarettes and candy machines. Three washing machines, two driers, one extractor and two ironing boards will be installed in the laundry room.

A new glass-enclosed bulletin board has been installed in the lobby of the dorm, and smaller ones have been put on each floor.

### YU, Jewish Agency Sponsor Israel Tour

The Yeshiva University Synagogue Council in cooperation with the Jewish Agency, is sponsoring a summer tour to Israel. Highlights of the eight-week trip will include: An interview with Rabbi Herzog, Chief Rabbi of Israel, visits to kibbutzim, and guided tours throughout the country. In addition, a complete educational, social, and religious program has been planned.

The total cost of the trip, including transportation, meals, accommodations and a brief stopover in Europe, is \$800. The tour is open to synagogue youth between the ages of thirteen and eighteen.

### Brief Notes

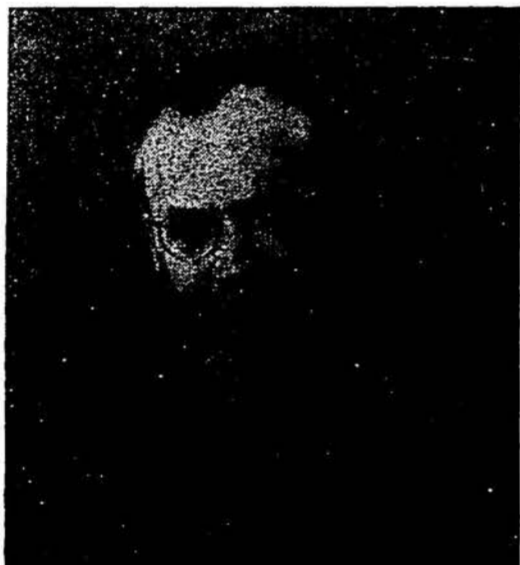
The Council approved the following appointments: Joseph Chervin '58, Chairman of the Senior-Freshman Guidance program, Harvey Lieber '59, alternate to the Review Board, and Larvy Halpern '60, fourth floor delegate to the dorm committee. In addition, Hershel Farkas '61, William Rothschild '61, Henry Glazer '60, Joseph Aufrichtig '60, and Joseph Singer '58 were vested with subpoena powers in the dormitory.

The Council also approved a medical examination program in conjunction with the Albert Einstein College of Medicine. The enactment of the program is pending the approval of the medical school and Dr. Simeon L. Guterman, dean of Yeshiva College.

Twelve club charters were also granted by the Council.

### Rabbi Cyperstein To Head Argentine Jewish Community

Rabbi Avigdor Cyperstein, professor of talmud at Rabbi Isaac Elchanan Theological Seminary has been appointed Chief Rabbi of Argentina, announced Dr. Samuel Belkin, President of Yeshiva University. Argentina boasts the fifth largest Jewish Community in the world, with a



Rabbi Avigdor Cyperstein

population of approximately 360,000.

Rabbi Cyperstein, 52, a native of Poland was ordained at the Yeshivah of Slabotka, Lithuania and the Hebrew University. In 1939, fleeing the Nazis, he escaped to Shanghai and journeyed in the U.S. in 1946. The following year he joined the staff at Yeshiva University as director of the institute of Advanced Rabbinical Research. He was appointed Professor of Talmud at R.I.-E.T.S. in 1950.

Rabbi Cyperstein has been active in various organizations furthering the religious Zionist movement. He is married and the father of four children. While at the Institute of Rabbinical Research, Rabbi Cyperstein gained fame by aiding many students in their quest for smicha.

### Condolences

The COMMENTATOR extends its condolences to the family of the Reverend Milton Cooper '39 upon his untimely death. Reverend Cooper was an instructor in Jewish Music at the Teacher's Institute.

Also to Rabbi Macy Gordon '53, to Hans Froehlich '58 and to Isadore Heller '61 upon the loss of their fathers.

May they be comforted among the mourners of Zion and Jerusalem.

### Upperclassmen Evaluate Instructors, Courses; Biology, Math, Soc. Departments Come Out Best

Yeshiva College students recently rated their instructors and courses. The Sciences division came out on top according to figures revealed by the Student Council Curriculum Committee.

### T.I. Adopts Fourth Year Plan; Methods, Courses to be Added

The Teachers Institute of Yeshiva University has adopted a new program of courses in Jewish Education. This is part of the process of reviewing the complete curriculum of the Institute, announced Dr. Hyman B. Grinstein, registrar.

The new education program will include two courses in methods—one in methods of teaching Hebrew and the Prophets, and the other concerning instruction in Bible, Jewish History and Religion.

In connection with the formation of the new fourth year curriculum of the institute, two new courses have been started. One is on the Philosophy of Jewish Education and the second on the History of Jewish Education in Europe and the United States. Courses in Jewish Music and in Extra-Curricular Activities will be continued as heretofore.

Meetings will be held shortly with heads of other departments to review the curriculum and to develop new courses for the fourth year.

### Religious Freedom Found Only in Israel Declares Golevsky

Rabbi Golevsky, instructor in Talmud in the Teacher's Institute, discussed "Jewish Law—its applicability to Jews of the U.S. and Israel" at the first assembly of the T.I. Student Council, Thursday, November 7.

#### Jerusalem Different

"Only the Jews living in Israel are really free to worship God," declared Rabbi Golevsky, "while those living in other countries are no more than idol-worshippers." He also asserted that Jerusalem is no ordinary capital, comparable to Paris or London. "Jerusalem is the spiritual center of our religion, and the basis of many of our prayers," he declared.

Rabbi Golevsky also discussed the problem of *shmita* which existed in Israel seventy years ago. "However," he added, I am sorry to say that in many *kibutzim* this problem no longer exists."

### Hold Smoker At Weber's Cafeteria

The annual Senior-Freshman Smoker, established to promote better student relations between upper classmen and their naive successors, was held Wednesday, November 20, in Weber's Cafeteria. The show is being planned and produced by a committee from both classes, chaired by Emanuel Sternberg '58.

The feature attractions was a satire on Yeshiva College Student Council written and presented by the freshmen, and "Doc" Gröenspan '58 with his scintillating presidigitation. Other highlights included the songs of Ray Grodner '61, a freshman choral group and band composed of both freshmen and seniors.

The evening refreshments included beer, pretzels, hotdogs, and soft drinks, and will be climaxed by the singing of "Golden Domes," the Yeshiva College Alma Mater.

### Commentator Sports Editor New Civil Service Worker

A physics and math major at Yeshiva College and Sports Editor of THE COMMENTATOR, Jack Prince spent this past summer in a most interesting and stimulating manner. He worked for the New York State Department of Health, Office of Vital Statistics, at Albany.

Under careful supervision of Elizabeth Parkhurst, head biostatistician and wife of Dr. J.V. De Port, director of the Office of Vital Statistics, Jack labored as a junior statistician. He compiled statistics on deaths due to malformations in newborn babies. These reports were classified with reference to their geographical location; type of hospital; parental behavior; and occupation of parents.

Mr. Prince lived with twelve other students at the Albany State Teachers College Dormitory. He and four of his friends cooked

Dr. Simeon L. Guterman, Dean of Yeshiva College, has been given a copy of the report.

The ratings were on the basis of 1.00—excellent, 2.00—good, 3.00—fair, 4.00—poor, 5.00—below poor. The division rated as follows: Sciences, 2.31; Social Sciences, 2.39; Language and Literature, 2.49; Jewish Studies, 2.72.

On a departmental basis, the Bible department rated 3.01 (fair); Biology, 1.56 (excellent to good); Chemistry 2.58 (good to fair); English, 2.58 (good to fair); Fine Arts, 2.47 (good to fair); French, 1.67 (excellent to good); German, 1.79 (excellent to good); Classical Languages, 2.50 (good to fair); Hebrew, 2.45 (good to fair); Hygiene, 2.29 (good to fair); History, 3.04 (fair); Jewish History, 2.22 (good to fair); Mathematics, 1.62 (excellent to good); Philosophy, 2.55 (good to fair); Physics, 3.34 (fair to poor); Political Science, 2.64 (good to fair); Psychology, 2.40 (good to fair); Sociology, 1.60 (excellent to good); Spanish, 3.44 (fair to poor); Speech, 2.38 (good to fair).

The ratings were made on the basis of averaging the ratings of the courses in the department given in a questionnaire distributed during the last academic year. All juniors and seniors were asked to evaluate their instructors and courses on various criteria.

The Curriculum Committee last year was headed by Reuben Rudman '57.

their own kosher meals on a stove that was thoughtfully provided by the Dormitory Officials. Despite the varied social and religious backgrounds of the student group, harmony prevailed. On days off Jack spent his free time at the municipal ball parks, swimming pools and parks.

With a full summer of civil service work behind him, Jack feels that graduating seniors should take advantage of the civil service test administered in December. He continued, "I found that this past summer opened a whole new era of opportunity to be considered in my near future."



# The Commentator

Official Undergraduate Newspaper of  
YESHIVA COLLEGE

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## An Objective Lesson

Elsewhere in this issue, we are publishing the results of a curriculum questionnaire circulated last year. We believe that many things can be learned from these results, and we will comment on a few of them here.

In some departments, notably English, there were wide variations in the ratings of the individual instructors. This, we believe, is partly due to the lack of a departmental syllabus. In a course like English 1-2, all that is necessary is that compositions be written. There are tremendous differences in the type of themes required and how far they go toward preparing the student for college writing. This arises because of a lack of departmental centralization. Department heads are nonexistent. How can we have a departmental syllabus when the only thing the various English 1-2 courses have in common is their title?

One of the most interesting results of the questionnaire was the great preponderance of courses taken because they are required for graduation or for the major over courses taken purely as electives. We believe this is due to two factors. First, there are too many prescribed courses. About half of a student's 128 credits are consumed by such courses, and after he has completed the requirements for his major, he has only about 30 credits left for electives. Science majors have even fewer elective credits left.

Secondly, not enough opportunities to take electives exist. Often electives conflict with prescribed courses, or are given at inconvenient hours. A liberal college education necessitates a wide choice of studies outside prescribed work enabling the student to broaden his viewpoint. We believe that this is lacking in Yeshiva and that steps should be taken to relieve this deficiency.

Finally, we ask the administration not to conclude from the relatively better ratings scored by certain one-man departments that such departments are any less undesirable. No matter how good one professor is, the student still must be able to get varied viewpoints in the field. A detailed copy of the results has been given to the administration. After its reaction is determined, we shall comment further on the curriculum.



## Maybe I'm Wrong

To the Editor:

In connection with an article which appeared in the last issue of THE COMMENTATOR concerning Professor Jekuthiel Ginsburg, the Teachers Institute would like to call the attention of THE COMMENTATOR to the fact that Professor Ginsburg was a Hebrew writer of note, which was overlooked entirely by THE COMMENTATOR. The Teachers Institute has asked Professor Leaf to write a brief sketch of Professor Ginsburg as a Hebrew writer.

We strongly urge you to contact Professor Leaf in connection with the brief article he intends to write.

Dr. Hyman B. Grinstein

To the Editor:

In the issue of the COMMENTATOR dated Nov. 13, there appeared under the pretext of a letter, a sincere, though satiric, discussion of the examination policy of Yeshiva College.

I attempted to delineate, by the use of exaggeration, the frantic attempt on the part of the administration to increase the number of examinations given in our College. I feel that the deletion of certain phrases, the headline attached to the article, and the inclusion of the article as a letter, all served to diminish from its intended effectiveness. That of course is a matter of opinion, yet I feel that by definition, the words "maybe I'm wrong" presuppose singular opinion, and original contexts should be printed unaltered.

However, the purpose of this letter is not to dwell on my perhaps petty complaints, but rather to reemphasize the need for a reconsideration on the part of the administration, concerning examinations in general, and the Graduate Record Examination in particular.

A test, any test, should become an integral part of the educational program. When such tests serve to detract from education rather than contribute to it, then the test becomes far

worse than unnecessary—it becomes harmful.

Now then, if the purpose of the G.R.E. is to aid in the evaluation of our curriculum standards, why should it be counted against those who are the victims of those standards? Veritably, it is comparable to a biologist punishing the guinea pig for contracting a disease, after having injected that disease into the animal.

Moreover, it is not only the nature in which the G.R.E. is counted, but also to what extent.

The class of '58 has been informed that this test will count as one-eighth of the average, in the evaluation of honor standing. The justice of such a method of evaluation escapes me completely.

Finally, I conject that I speak for a good—if not the entire—portion of the senior class, when I urge that you cease to detract from the importance of this matter. I urge, therefore, that you present our case to the administration, before it becomes it becomes too late. Remember, soon the best intentions will be too late.

Moses M. Berlin '58

To the Editor:

I have been a student at Yeshiva University for the past year and I have attended numerous athletic events. At these contests the spirit of the Yeshiva competitor or competitors have always exceeded that of the opposition. But there was one thing about our players which distinguished them from their opponents—their clothing.

The Yeshiva athletes were attired in uniforms which were not "uniform." That is, fencers wore fencing jackets and dungarees; wrestlers wore frayed trousers and multi-colored jerseys, due to fading.

The players don't mind dressing in unmatched uniforms. They still put all their energies into their respective sports. But ima-

(Continued on page 3)

Let's Discuss

## Y. C. Curriculum; Public Relations; Arab Propaganda

By Abraham Shapiro

It does not take courage to criticize a situation which exists hundreds or thousands of miles from where your criticism appears in print. In general, our editorial policy reflects this idea. We try to discuss intelligently the issues here at Yeshiva. When we write of freedom of the press, we would hardly be sticking our necks out if we were to criticize Soviet censorship.

But, then we would not be fulfilling our duty to you! Our problems are unique. The New York Times can discuss Soviet policy; we must limit ourselves to the policies formulated by and for Yeshiva—except in certain cases which affect us directly.

Many problems confront us. One of these, on the front page of this COMMENTATOR, is Yeshiva's curriculum. I studied the details and figures which are the body of the committee's report and I found that the least popular instructors—the instructors about whom I have heard the most complaints—rated the worst in such questions as: Is instructor usually prepared? Is lecture usually understandable? and after taking this course did you feel it was worthwhile?

The worst instructor (according to the ratings) teaches basic requirements!

All three instructors with a 4.00 or higher index rating teach basic courses which every student must take. A situation such as this certainly deserves action by the proper authorities.

The significance of this curriculum report, for which so much work was done by Reuben Rudman '57, chairman of the committee last year, depends entirely on the reception it gets in the "higher echelons."

The September 30 issue of *Newsweek* carried what is known in the trade as a "spread" on *rosh hashana* in its religion section which was full of misrepresentations. It may have been the wrong attitude for me to take, but I waited patiently and read issue after issue looking for a letter from an Orthodox Jew which would take the magazine to task. I waited in vain.

The reform ritual is "a centuries-old family ceremony."

The reform ritual is one "which Jewish families all over the world will carry out with similar reverence."

Again, the reform ceremony is "a centuries-old ritual."

Finally, "reform Jews represent the bustling, liberal wing of Judaism."

Four outright lies in less than three columns. This article is only one of a number of "bad press" items that Orthodox Jewry is getting. Why must radio and television be saturated with conservative propaganda? (A major example—"The Eternal Light," produced by J.T.S.) Why do Yeshiva College students teach in conservative Sunday schools and become counselors in conservative summer camps? These students ought to realize that they are contributing to the growth of a malignant cancer in the Jewish body. (I do not speak of rabbis who assume conservative pulpits in an attempt to bring them back into the fold. They are only to be commended.)

Two years ago I spent a delightful day at Cornell University debating the Cornell team. I slept over at the Sigma Alpha Mu (a Jewish) frat house. In the evening a conversation developed between the Yeshiva students—there were three of us—and some of the "Sammys." As could be expected, the talk drifted to Israel—and we were shocked. The fellows at Cornell more often than not sided with the Arabs. They were quite steamed up about "Zionist propaganda" and the "Zionist press."

The reason for this turned out to be simple. The Arab students at Cornell (as well as at many other American universities) are very well organized. In fact, they are not students at all; they are propagandists, paid by the Arab governments. And they are subverting American youth, both Jewish and non-Jewish in the colleges and universities.

I asked the then consul general of Israel in New York, Semah Hyman, what Israel is doing to combat the Arab "students" propaganda. His answer was, "We have no funds with which to do anything."

A solution to the problem would be very welcome.

# Birth of Yeshiva College and its Early History

## College Opened Sept. 1928; Original Site Now Main Building.

By Jack Nusbacher

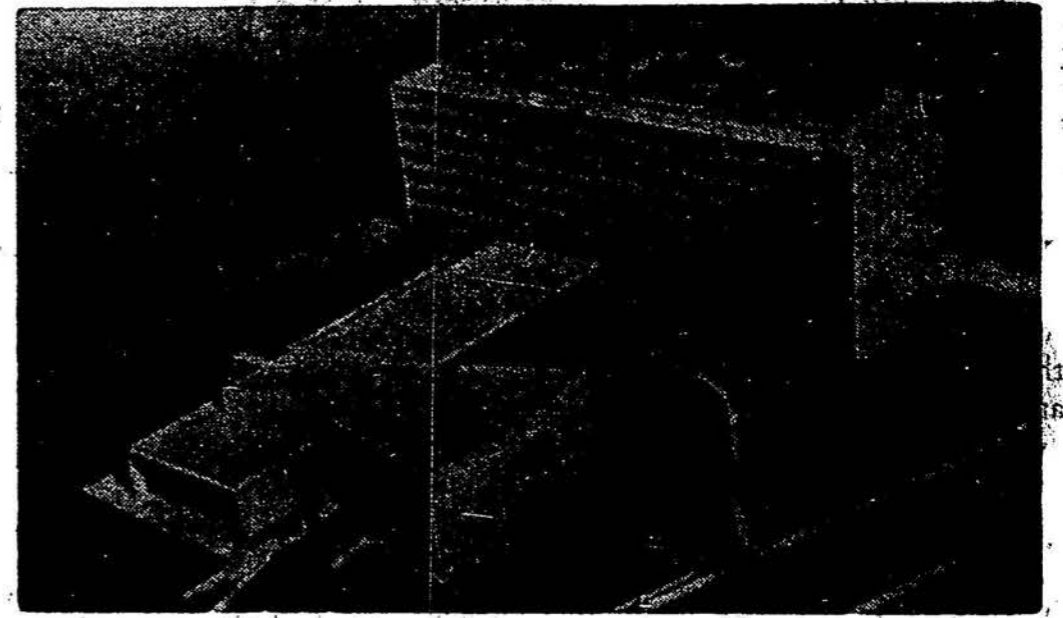
When Yeshiva College opened, September 25, 1928, at the building of the City Center Synagogue, it was an outgrowth of Yeshiva Etz Chaim, which was founded 42 years earlier and maintained classes at One Canal Street in New York City. From 1889 on, when the Canal Street site was condemned by the city,

But the leaders of Yeshiva felt that it was "impossible to conceive of permitting the future generations of Jewish young men to remain in ignorance to their faith", and that a parochial college had to be established.

A meeting was called for October 21, 1923, to discuss the actual financial handling of the

vogue during the reign of King Solomon 3000 years ago in the Holy Land. The principal building, the Seminary and Teacher's College, is designed in part after King Solomon's Temple. When completed, the institution will provide for over 2000 students."

Five months later, on May 24, 1925, the ground breaking exercises took place. In the interim the committee completed the purchase of seventeen additional city plots along the areas between 186th Street and 188th Street. On May 1, 1927, the cornerstone-laying ceremonies took place, and in September of 1928 the first class entered the institution. Yeshiva College was born.



A NEW ERA: Model of the Albert Einstein College of Medicine which opened September, 1955.



END OF AN ERA: Abe Sodden, Red Sarachek and Marv Teicher say goodbye to each other.

Yeshiva started its tremendous process of growth. The Talmudical Academy High School was formed in 1915 and the Teachers Institute in 1917. Moreover, the birth of new institutions at Yeshiva brought about an influx of students. By 1921, 400 students had to be accommodated.

The resulting congestion also brought other problems in its wake. The board of directors were concerned not only in broadening the physical facilities of the institution, but the educational framework as well. An overture to the Jewish Theological Seminary of America to undertake the English and secular studies of the institution, and have R.I.E.T.S. supervise the former's Jewish program, failed.

### Establishment of College

The problem of providing additional courses, "especially for those desiring to enter the rabbinate," troubled the directors for some time. Finally, at a Board meeting, Dr. Bernard Revel, supervisor of the institution, suggested that the only way out of the dilemma was that a college be established where they might receive both "a Talmudic and secular education under one roof and under the same environment."

At the time that the idea of the college had been projected, the major problem was the limited resources of the institution.

entire proposal. Here debate raged about the sum that should be raised. Some of the more conservative members of the Committee felt that the sum of \$1,000,000 was proper to ask of the public. Others felt that the sum of \$2,000,000 should be raised.

When the meeting ended, a total of \$155,000 was subscribed by those present towards the ultimate quota of \$5,000,000 which was to be raised for the new Yeshiva College of America.

### Site Selected

Within a period of several months, a Building and Site Committee reported that it had selected the new site for the building, and had succeeded in purchasing two square blocks on the west side of Amsterdam Avenue, reaching from 186th Street. The site chosen, where the University stands today, has an elevation of 300 feet above the Harlem River. At the time of its selection, two city parks surrounded the area.

An article appeared in the New York Tribune of December 16, 1924, quoting Mr. Samuel Levy, then chairman of the executive committee of the building fund. The story described the proposed structure:

"The five buildings of the institution, to be known as the Yeshiva of America, will be built in the style of architecture in

## Maybe I'm Wrong . . .

(Continued from page 1)

gine how the boys must feel when they face a team that has warm-up shirts, sweat pants and uniform tops that are coincidental with uniform bottoms. Surely, a new uniform or a team jacket can give our athletes a psychological lift and thus result in many more victories for Yeshiva. There is another aspect of athletics at Yeshiva College that disturbs me, and I am sure other students as well. This problem concerns our "field-house" or cheese-box gym. Many of you are aware of the fact that there are various classes and teams which use the gym—all at the same time! Congestion, a result of this situation, has caused great inconvenience to class and team members.

Although there have been solutions offered to solve this dilemma, no action has been taken as yet. Therefore, I would like to suggest a feasible answer for this problem. Not far from the gym—about 100 feet away—there is a large room once used for the high school library. At present this room no longer houses the library. Instead one or two classes meet here during the week. It appears to me that it would not be difficult to schedule these classes elsewhere and convert this spacious room into a gym annex.

Respectfully,  
Hershel H. Glatt '60

## Congrats

THE COMMENTATOR extends its heartiest congratulations to Rabbi Sol Spiro, CSD director of programming on his marriage last month to the former Sima Switzer, of Montreal, Canada; to Yitzchak Fuchs '58 upon his engagement to Susan Leventhal; and to Abraham Atik '58 on his engagement to Tzevia Windwehr.

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## L. Stitskin Reviews Essays by Dr. Belkin

Reviewed by LEON D. STITSKIN  
ESSAYS IN TRADITIONAL JEWISH THOUGHT.  
By Samuel Belkin. Philosophical Library. 191 pp. \$3.50. At Co-op Store \$2.80.

Dr. Belkin's thought-provoking volume comes to grips with those very fundamentals by which Judaism can survive as a way of life.

The supreme need of Judaism in our age is to make the Jewish community in America a vital, and socially dignified force that will retain undiluted our religious heritage. At the same time it must develop a process of integration with the general community. As the president of Yeshiva University and one of the foremost educators of our time, Dr. Belkin has had to face up to this problem in a practical manner. In this collection of essays

man and the world, however, does not constitute a rejection of contemporary wisdom and scientific invention. On the contrary it tends rather to create a "synthesis" in the sense that it combines the "thesis" of our Hebraic vitalistic philosophy with its "antithesis," the mechanistic outlook of the last three centuries. The infusion of our scientific system of education with our special interpretation of history will succeed in utilizing our modern sciences and arts to for the advantage of mankind. By the same token our religious knowledge will be fortified with the valid insights of contemporary thought.

Another principle of the book is that religious education represents an organic unity of knowledge. Divine knowledge as revealed in the Torah is not a



GREATS MEET: Dr. Samuel Belkin meets with Dr. Albert Einstein and Prof. Jekuthiel Ginsburg.

on traditional Judaism, Dr. Belkin gives for the first time a penetrating insight into the basic ideals and educational motivations which guided his inspiring leadership.

Drawing upon Halachic, historical, and philosophical sources, Dr. Belkin advances two ideas which must govern our educational and religious institutions if Judaism is to survive.

The first is a reassertion of a spiritual interpretation of man and the world. As the writer puts it we need. "We need a philosophy which emphasizes not the likeness of man and beast, but the likenesses of man and God . . . which looks upon man not as a mere biological and chemical mechanism, but as a divinely endowed human being who has a higher moral and spiritual purpose in life." (P. 74)

A redirecting of world ideology towards a spiritual philosophy of

mere constitution or code but embodies a guide for life in all of its aspects. A sound educational system puts all of life into a total, unified perspective; the secular is infused with the sacred, and ritual performance with the doctrinal. Accordingly, a good school is one which does not simply have courses in religion but whose entire orientation is geared to ward this organic unity of knowledge. Rationalism and scientific experimentation tend to fragmentize and analyze objective reality. Divine knowledge puts it into unified perspective by emphasizing its value aspects and wholeness.

Essays in Traditional Jewish Thought delves deeply into the wellsprings of Jewish tradition, particularly as it relates to the contemporary problems of the modern world. The book's warm, lively style makes its reading a constant delight.

### F A S S'

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On The Sidelines

# What They Really Mean

By Jack Prince

With the advent of the intercollegiate athletic season at Yeshiva, it becomes increasingly important that the students understand the different dialogues of the English language spoken by the various athletic mentors and student boosters. At present you may not be aware of the underlying truth behind the verbosity of our coaches, players, guest speakers and student leaders.

When the situation calls for an opinion on any aspect of sports, these groups fall into the category of "disguisers". They tactfully and adeptly "dress up" the facts to impress the students. This is done in good faith and with acceptable purpose, but nevertheless, the student should become familiar with the "lines" and their true significance.

I don't propose, now, to give a detailed theory for diagnosing "disguisers," but to put forth a number of examples and allow you to compare the words of the speaker to those of the interpreter.

Coach Bernie Sarachek, upon viewing a high school game in South Weehawken, Michigan, came up with this dilly. "Now that team in those black jerseys—there's team with spirit. Y'see the way they fight for that ball. That's gumption! And they know that fast break, too. All they need is a little height, speed, maybe a little more practice and they'll be as good as any team in the country."

Interpretation! This team can't play their way out of a paper bag. They fast-break in slow motion, they refuse to bend for the ball and all the practice in the world won't help, them grow a few inches. On another occasion at the Fashion Industries Gym, the same Red Sarachek—

"How many times do I have to tell you not to block up the keyhole. Don't you know how to play this game? For the love of Mike, use your brains or get off the court. For this kind of play I don't have to aggravate myself."

Interpretation! The boy has the makings of a great player. He has a good head on his shoulders and knows every trick in the book. I love him and wouldn't give him up for a Cousy.

Once upon a time an aide to Yeshiva's wrestling team came up with this gem.

"Our team has exceptional potential. With proper training facilities and drill periods, the boys will put up a great showing. I'm looking forward to a prosperous season, but don't quote me."

Interpretation! I've never seen such a terrible flock of physical specimens. If they survive the season it'll be a miracle. They couldn't win a fall against a team of nine year olds. But what can I say, I'm getting paid.

On the other hand, Coach Arthur Tauber of the fencing squad, when questioned about his team's prospects, might respond with something like this:

"The team is shaping up pretty well. Of course, they need more practice. The saber squad suffered a great loss but the lower termers are filling in adequately. It could be a good season."

Interpretation! The team is great as usual. The boys who started as freshmen have developed as solid performers and worthy competitors. The sophs and juniors will carry the load and the swordsmen will bring home a winning season, comparable to their past three years.

Next week at the annual athletic assembly, you will no doubt hear the guest speaker pour on this next bit of heart-felt enthusiasm:

"I'm very happy to be addressing the student body of Yeshiva this afternoon. For years Yeshiva students have displayed intense interest in the proceeding of their teams. It gives an old-time football hero like myself, a truly mellow feeling to see sports at Yeshiva progressing so rapidly."

Interpretation! I don't know anything about this institution. In fact, I'd never heard of Yeshiva before today. I hope they have good teams, especially in football.

These examples paint a crude picture of what takes place within the confines of the Yeshiva sports world. Someone is either pressing students to attend games, regardless of the caliber of the contest, or praising a squad that hasn't yet begun to show any promise.

Well the fact is, that Yeshiva students do need continuous reminding. It must be impressed upon them, in whatever way possible, that the squads that bear Yeshiva on their jerseys, represent the students of Yeshiva College, and not just the name attached to the edifice on 186 Street and Amsterdam Avenue. When a team scores a victory, it's the students who have won and when the reverse happens, it's the students who have suffered defeat.

We, the students have to accept some responsibility for our teams. We have to keep our eyes open for wrestlers, tennis players, fencers, basketball players, and all other prospective athletes.

So, even though the words of many of those who address us are a little tinted or disguised, we have to remember that they are trying to instill in us a spirit of "belonging."

Let's all get out to those games and give the Yeshiva teams the break they deserve.

# Commentator Sports

## Writer Predicts Captain Steinmetz, Ader, Bader Lead Team to Victory

As the beginning of the basketball season draws near, the Yeshiva hoopsters are rounding out into a coordinated unit. At this point, it seems pretty apparent that Coach Bernie Sarachek will field a representative team which will be in contention for the Tri-State League crown all the way.

The nucleus of Yeshiva's quintet this year consists of Captain Ira Steinmetz '58 and the "A-B" twins. As everyone familiar with the hoop situation under the domes knows, this tab refers to Messers. Sandy Ader '59 and Irv Bader '60. In view of their performances last year, it is natural that they should supply the team's one-two scoring punch.

Sandy, the only junior on the squad, made his debut for the Mighty Mites in mid-season of last year against King's College of Pennsylvania, with an outstanding twenty-point performance. Sandy then went on to average fourteen points per game. This 6'4" bruiser, displayed a

deadly jump-shot from around the keyhole and did an admirable job in clearing the boards. His best shot is a long two-handed set shot. The opportunity to use it will undoubtedly present itself as Sandy will alternate between the corner and the pivot. Having use of Sandy's services for the whole season, should make Coach Sarachek very optimistic about the coming season.

The "B" half of this illustrious duo made the transition from high school to college ball look easy. Irv Bader trailed only Red Bluenreich in scoring last year, and was eighth man in point total in the Tri-State League. Much can be expected of Irv this coming year. This Erasmus Hall graduate is a double threat to the opposition. A great deal of his points are scored on one-handers from the corner and on driving layups. Although Irv is only 6'1", he pulled down more than his share of rebounds. This year, however, he will probably play backcourt, due to the acquisition of added height.

Captain Ira Steinmetz, steady playmaker and defensive star, is the team's natural leader. He spent most of his time last season out on the bench due to an injury incurred in the beginning of the year. Ira reported in fine condition this year, and his abilities tend to stand out when the going gets rough.

After scanning the roster in this series of articles for our readers this reporter feels that although this year's team will be a young one (one senior and one junior), the potential is there. Knowing the abilities of Coach Sarachek, he should be able to mold a solid unit out of this year's squad. We predict a fourth consecutive victorious season for the Mighty Mites and for Coach Red Sarachek.

## Freshman Five Overwhelms Undermanned Senior Squad

Combining a strong zone defense and constant fast breaks a strong Frosh team overwhelmed the Senior Intramural squad, by a score of 62-32. The win enabled the Freshmen to take a commanding lead in the intramural competition.

The game opened with the Seniors, Rosen scoring the initial basket. Blumenfeld quickly tied the score at two-all on a layup. Shatzkes then hit on two successive jump shots and the Frosh were never again headed. A fast moving Larry Kranes, a former Y.U.H.S. star, set the pace during the first quarter which ended with the Freshmen on the long side of a 14-8 score.

The second quarter saw the Frosh team subbing freely. The Seniors, led by Rosen and Zimand, played fast, heads up ball, but to no avail. The tall, well coordinated Freshmen outscored them 10-6. At the half time mark, the Class of '61 led 24-16.

Fresh from their rest, the first year men's starting five, Blumenfeld, Lifschitz, Kupinsky, Kranes, and Shatzkes, returned to the game to complete the rout. The tight zone was frustrating, the fast break devastating, as the Frosh went on a scoring spree, sinking fourteen straight points, before Zimand '58 scored on a jump. Outscored 24-7, the Seniors resembled a battle weary contingent of ballplayers.

## Rescheduled

The date of the Yeshiva College basketball game against C.W. Post has been changed from December 21 to February 26.

A change was also made in the scheduling of the first Yeshiva wrestling match. It will be against Albany State Teachers College, December 11, at Albany. The originally scheduled Newark - Rutgers match, has been re-scheduled to February 24.

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