

The Commentator

Official Undergraduate Newspaper of Yeshiva College

VOL. LXXIII 73

YESHIVA UNIVERSITY, NEW YORK CITY, Wednesday, April 7, 1971



No. 5

Council Announces Referendum Results

By ED BURNS

Against a background of faculty protest, the Yeshiva College Student Council announced today the results of its schoolwide referendum. Prepared and tabulated by the Council's research and advisory committee, the poll's nearly 17,000 individual votes reflected the sharply diverse attitudes of the student body.

Controversy over the referendum began when certain faculty members criticized the poll as an attempt to exert student power. Members of the senate committee on degree requirements prejudged the outcome of the voting and accused the students of calling for the abolishment of courses at a time when the committee is deliberating.

A total of 759 students filled out ballots, the first section of which dealt with various schoolwide issues. The first question asked whether the eight semester residency requirement should be abolished. Although the issue was already defeated in the senate, it was felt that strong student sentiment in favor of the proposal might bring about a reconsideration of the question. The results showed that 85% of the students felt that if a student could complete 128 credits in less than four years he should be allowed to graduate.

Student Involvement

The next question discussed student involvement in administrative affairs. Should students have a say in firing and granting tenure to teachers? This proved

to be a delicate question as 136 (18%) students abstained. However 70% voted in favor of establishing a joint student-faculty committee, which includes members of the YCSC Executive Council, to review the firing and ranking practices of the college. Only 12% felt that the students should have no say in judging the capabilities of teachers.

The faculty's role in the senate provided material for thought to 672 (89%) students who felt that the faculty veto should be abolished. The students' contention centered around the rationale that since the faculty already is represented on the senate, they should not have a double stranglehold over senate proposals. The 10% of the people who voted "no" and the five abstainers thought otherwise. Another proposal for senate reform met with student approval as 82% indicated that the student faculty representation on the senate should not be made equal. A full 18% felt that students should not be given so much power.

School Regulations

The next five questions dealt with school regulations. In order to give the student an opportunity to fully evaluate his program after taking midterm examinations, 77% of the students felt they should be allowed to drop a course until a week before finals. It was found though, that 23% of the students did not recognize the student's maturity and voted

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Senate Tables Veto Vote; Passes Exemption Motion

By LEONARD DAVIS

Perhaps afflicted with spring fever, the Yeshiva College Senate on March 25 and April 1 had two of their busiest and most productive meetings. Among the topics discussed by the senate were the faculty veto, finals exemption for graduating seniors, the fifth administration senator, the holding open of courses at registration, and the "professional option" of students accepted to graduate school after three years of undergraduate study at YC.

At the March 25 meeting the senate voted to table the proposal to abolish the faculty veto to avoid an uncomfortable and potentially divisive predicament. Currently, the faculty assembly can veto any motion passed by the senate, and the proposal would have left veto power only to the YU president. The voting on the proposal would certainly have been by student-faculty blocs, and had the proposal passed the senate, it undoubtedly would have met its defeat by the veto it would attempt to abolish. Thus, to maintain student-faculty harmony, the motion was tabled.

Finals Exemption

In this spirit of student-faculty harmony a compromise proposal on finals exemption for seniors was proposed by Senator Danny Kurtzer. A previous motion which would have allowed graduating seniors to take a P-N grade in



At the busiest senate meeting

all courses not in their major or required for graduation was vetoed by the faculty assembly. Although the veto was ruled invalid for lack of a quorum the fate of the proposal was grim. Senator Kurtzer's proposal would allow a graduating student to receive exemption from a test in a non-major or non-required course with the permission of the course instructor. After discussion with his instructor the student would be told the grade he would receive without taking the final, and he would then decide whether he wanted the final exam.

The only discordant note to this motion was voiced by Dr. Fleisher. According to Dr. Fleisher the proposal would do away with final exams which, especially in elective courses, are "creative papers and are not useless exercises," and, as exemplified by his own exams, are "educative." Dr. Fleisher also expressed his skepticism of his colleagues' ability to ward off student pressure and to avoid student favoritism.

The proposal was passed without a dissenting vote and with three abstentions including Dr. Fleisher. Despite his objections Dr. Fleisher told THE COMMENTATOR that he "could imagine" exempting a student from a final exam.

Dean Bacon then announced a new course at Yeshiva College in computer science and the establishment of a new track for math majors planning theoretical study in graduate school. The proposal was sent back to the math department and will be acted upon by the senate in late April.

The senate proceeded to act upon a proposal by Professor Silverman to fill the fifth administration senate seat vacated by Dr. Rackman. Originally, the senate constitution provided for the vice president for academic affairs to be the fifth member. The constitution was later amended when Dr. Rackman was elevated to the office of provost. Professor Silverman's amendment would allow the president of YU to name the fifth member, who would hold an undesignated office analogous to Vice President for Academic Affairs. The proposal was passed 14 to 1 at the April 1 meeting.

Backlog

Due to a backlog in the agenda, the senate proposed to meet April 1 at 1:30 instead of the normal 2:45. (The March 25, meeting, scheduled for 2:45 did not begin until 3:05, and the April 1 meeting did not start until 2:05.)

At the April 1 meeting Chair-

(Continued on Page 6, Col. 1)

Frohlinger Wins JSS Presidency; Levy And Wasser Also Elected



New JSSSC Executive Council

By HAROLD FAVERMAN
This year's secretary-treasurer of JSSSC, Brian Frohlinger, moved up to the presidency in the March 29 elections defeating Joel Reback.

In the vice-presidential race, Paul Levy defeated Chaim Stramer by the narrow margin of 78-66. Mr. Levy was a member of the JSS student-faculty curriculum committee for the past two years and generally active in school politics. The new

secretary-treasurer is Walter Wasser, who handily defeated two opponents. Mr. Wasser received 82 votes, while Jonathan Goldstein tallied 40 and Alai Hershkowitz, a write-in candidate, managed to obtain 13 votes. Being a freshman, Mr. Wasser is getting his first taste of Yeshiva politics.

Although the campaigning was generally low-key, 150 out of a total of 225 JSS students participated in the election. Several student leaders commented that the

67% turnout indicated the deep feeling and concern that JSS students have for their studies.

The platforms of all the candidates were unusually similar, showing that the basic problems concerning JSS are being focused upon and wrestled with. Some of the points were the calling for improved *hashkafa* lectures, closer *rabbi-talmid* relationships, the need to demonstrate a greater concern for the plight of Soviet Jews, the conduction of a teacher-course evaluation and the organizing of more meaningful Shabbatons. A few of the novel ideas suggested included receiving credit in JSS for a year spent studying in Israel and forming closer ties with the SOY and EMC student councils.

The absence of distinct political differences among the candidates and the respectability of the campaign were seen to indicate that all the aspirants were sincerely working toward the goal of unifying the student body and bettering the JSS program of studies. As the president-elect commented after his victory, "I think that we've overcome the problems of disunity that have been prevalent in past elections. We can now utilize this unity to effectively improve the JSS program."

EMC Honors Students

Jerusalem's Deputy Mayor, Rabbi Shear Y. Cohen, contends that the new housing and building programs currently being undertaken in the city offer a vital link to world Jewry.

Speaking at the Dean's List Luncheon of Erna Michael College of Hebrew Studies, Rabbi Cohen said, "The further development and building in and around Jerusalem is a necessary bridge to world Jewry. Greater availability of housing serves as an inducement and offers Jews everywhere a greater opportunity to settle in Israel."

Rabbi Cohen said he was initially opposed to the new build-

ing plans because he thought "the holiness" of the city would be jeopardized and its beauty threatened. "However, the building of Jerusalem strengthens the spiritual beauty of the city," he said. "Beauty means not only aesthetic beauty," he added, "but spiritual beauty as well. Further population and growth of the city as a center of world Jewry will give Jerusalem a greater spiritual beauty and grandeur."

Sixty-nine students at the College were honored for academic achievement in the 1969-70 school year, and were greeted by Dean Jacob Rabinowitz.

Evaluate

THE COMMENTATOR welcomes the publication of the teacher evaluation handbook after an absence of three years. It is a valuable document that, if used properly, can be instrumental to both students and administrators in choosing courses and instructors.

The report makes a painstaking effort at being objective, but the scaling technique used may lead to certain misunderstandings. Question #16 asks the student: "How would you rate the course as taught by this instructor?" The five choices range from excellent to poor with "good" in the middle. The teacher, in evaluating his students, also has five choices, the middle one being "C", by no means a "good" mark. In this respect the evaluation is misleading, and students should take note that a teacher who was rated by his class as number three is merely getting a "hook."

It is also to our sorrow that there are some notable absences in both courses and teacher listings. The evaluation editors made an effort at covering all classes and instructors, and it is unfortunate that the response was not reciprocal and the results consequently incomplete.

Despite these minor shortcomings, we believe that the evaluation must be taken as a serious study. It is an objective and analytic appraisal of instructors as seen through the eyes of their students.

Seniors have a special advantage in seeing their teachers in the perspective of four years of college. Along these lines, THE COMMENTATOR supports and encourages the formulation of an additional evaluation whereby the seniors can evaluate the programs in their major field and possibly analyze their entire college experience for the benefit of the lower classmen.

Update

It is about time that the mathematics department realized the need to satisfy the new trend in its field. More and more students are continuing in graduate schools for applied mathematics specifically operations research.

Realizing the shift from the theoretical approach, the mathematics department is

offering a practical alternative. Instead of the normal advanced calculus course, which is quite superfluous and overtaxing for those interested in applied mathematics, a new relevant course will be instituted. Also a sorely needed computer science course will be introduced. The latter is very late in coming, but because of the new Belfer facilities it is now feasible.

Praise must go to the Dean and Dr. Lisman for realizing the new needs of the mathematics students. It is hoped that similar needed innovations will be instituted in other departments.

Resuscitate

At a time when all Yeshiva College activities have been cut as result of the University financial situation, the athletic department has been plagued by financial waste.

For example twice this year bus transportation was ordered, but the teams they were ordered for were unaware and made other travel arrangements. This information gap found the fencing team receiving a call at St. John's that a bus was at Yeshiva ready to take them to St. John's. There was a fee for cancelling the bus.

It would be easy to place the entire blame on the athletic department, but the guilt must also be shared by the student team managers, who are supposed to check with the Athletic Office. This has not been done and a communications gap has resulted.

The problem is compounded by the lack of a full-time on-campus athletic director. Mr. Sarachek, the unpaid athletic director, has been a great service to Yeshiva in the past decades, but his multiple outside interests keep him from Yeshiva. The college needs a full-time paid athletic director to coordinate and manage the athletic department.

THE COMMENTATOR feels that the athletic department and the athletic teams should reorganize the department in order to minimize financial waste. If Mr. Sarachek cannot devote his full time to Yeshiva, the College should get someone else who can.

The Commentator

600 West 185 Street, New York, New York 10033, LO 8-8400
Published bi-weekly during the academic year by the Yeshiva College Student Council at Alert Printing Co. The views expressed in these columns are those of THE COMMENTATOR only and do not necessarily reflect the opinion of the faculty or the administration of Yeshiva College.

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Letters To The Editor

To the Editor:

I believe I have located one major difficulty in establishing clearer communication between the faculty and students: if the reporting in THE COMMENTATOR is generally as inaccurate as it was in the March 25 reporting on the March 22 YCS meeting, then those members of the college body who trust THE COMMENTATOR as a source of information are being continually misled:

Specifically:

I. Misquotations.
A. I was quoted as being concerned about "misrepresentations" in THE COMMENTATOR. I said that I was concerned about "misconceptions appearing in THE COMMENTATOR and in Tempo that result from misinformation or lack of information." Clearly, accurate information is one requisite, among others, for arriving at intelligent conclusions. But I have no reason for thinking that there is any deliberate falsification in THE COMMENTATOR; and deliberate falsification is what

"misrepresentation" implies. (One may wonder, however, whether the reporter knows something that I do not that might explain his slip in substituting his word for mine.)

B. I was quoted as saying that "both the faculty assembly and the tenure system are simply 'means of guaranteeing academic standards.'" I said that the closed faculty assembly (i.e., only faculty members may be present) was a guarantee of freedom of expression; and that the tenure system, among its other virtues, guarantees academic freedom. Academic freedom is the issue, for, obviously, academic standards are upheld by rigorous professors (regardless of rank) and by interested students.

II. Incomplete reporting.

A. I was quoted as saying that the idea of having students responsible for establishing courses is "insidious, grotesque and self-defeating," and, later, "ridiculous." These are verbatim quotes; but the terms followed an exposition, completely missing from the report, that led to these concluding adjectives. Space limitations are no excuse for choosing quotes out of context so that the relevant points of the discussion are missed. First, I cited an article by Leonard Press in Tempo (2/25/71) that lamented that "students do not decide what will be taught in the curriculum, who will teach it or how it is to be taught." Then, I pointed out that:

1. Majors in a given area are not yet knowledgeable enough to know what will be required of them in their future work. But a primary responsibility of a faculty member is to know just what professional training in his field consists of. Clearly, to have a curriculum set up by relatively uninformed students rather than by professionally competent faculty members could easily lead to a sequence of courses that left these students inadequately prepared for their work. Students, then, who want such responsibility are opting for a program that would work against their own best interests. Is this self-defeating idea not an "insidious" idea? (Of course, if an existent curriculum is insufficient, then this should be looked into.)

2. Non-majors have no way of assessing, and certainly no way of prophesying, what the eventual benefits of some course would be, for them or for others. The idea, then, of inexperienced, uninformed students setting up before (Continued on Page 5, Col. 2)

From the Editors' Desk

Up Against The People



By Andrew Geller

Lieutenant William Calley killed twenty-two people, including women and children, at My Lai three years ago. This was established to the satisfaction of a military tribunal last week, and thus, in the legal sense, stands as a proven fact. The military jurists were faced with a choice of life imprisonment or death as the fitting punishment for massacre. They chose the former as the more humane and civilized response to brutality:

Middle America was outraged, and the Silent Majority nearly choked on its anger. "War is hell," they philosophized, and if clean-cut, all-American Bill Calley killed a few of those yellow people it hardly made it any worse. And those Orientals are always committing hari kari anyway.

Even our President Nixon was upset at the verdict and the punishment. He was slightly more sophisticated in his rationalization, however. As he saw it, all-Americans, and indeed the whole world, was responsible for the slayings at My Lai. Everybody contributed to the atmosphere of hate and terror in America today. Everyone is a part of mass society's attempt at dehumanization.

And so the President freed Calley to live out his life term in his suburban house until all the lengthy appeals are made. That could take years.

I think that the attitude of most Americans, including President Nixon, toward Lieutenant Calley's guilt is wrong, unjust, and ultimately extremely dangerous. No one, today, still denies that Calley held a gun and murdered innocent civilians. And no one denies that this act is morally wrong. Yet they would exonerate Calley because his guilt is part of a larger, national guilt.

The consequences of this thinking are catastrophic. It would be unfair to punish any thief or murderer for his crime, for television

and literature have long glorified violence. The rapist is no more guilty of his crime than the president of NBC, this logic dictates, and if the latter is not punished, neither should the former have to suffer for his sins.

Even worse, it would be wrong to accuse any individual Nazi of war crimes. His actions were not only condoned by his society, they were encouraged. And the same goes for the Spanish inquisition, the Crusades. The list is endless.

Psychology has shown how powerful an influence social pressure can be. It is up to society to show that it will not consider this an excuse for atrocities. Each individual who buckles under group pressure is still responsible for actions that he commits under the group influence. The alternative to this stand is legal and eventually social chaos.

Therefore, William Calley should be returned immediately to his military prison to serve his life sentence. He should of course be granted all the rights of appeal that are afforded to any American citizen. But until such time as the decision of the military court is overturned, Calley stands guilty and should be treated that way.

In the last issue of THE COMMENTATOR, my column contained certain charges made against the dean by members of the faculty. Their inclusion in my column was not meant to indicate either my support for, or denial of, these statements.

However, these individuals have refused to produce facts to substantiate their claims, although there are suitable committees of the faculty before which such charges can be brought. I must therefore assume that the statements made were false, and I regret their publication. With this retraction, I extend my apologies to the dean and the faculty.

The Fifth Column



On Futility

By Mel Hoffman

When I first came to Yeshiva, I was surprised and incensed at the cavalier attitude of many seniors concerning improving the quality of life at this school. In the last few weeks, I have witnessed a presidential election characterized by irrationality, prejudice, and defamation, an attempt by the faculty and administration to lead the students to believe that a certain senate proposal was vetoed by the faculty assembly when in fact it wasn't, and a student council meeting where a faculty member unabashedly insulted the students and student institutions of Yeshiva and generally expressed opinions befitting a poetic truck-driver. After that I not only understood the phenomenon of the indifferent senior, but felt that I was about to be swept up by it—half a semester early.

Last Shabbat I started reading a book of essays by David Dellinger, a pacifist and one of the Chicago Seven. The essays were

written over a span of thirty years—thirty years of resistance to three major wars and other smaller conflicts in which the United States has participated. Thirty years of being persecuted, beaten, jailed, and worst of all, ignored. And yet Dellinger still believes and doggedly continues with his cause.

I don't presume to equate the quest to end war with the attempt to improve the quality of life at Yeshiva College, yet certain similarities exist. In both cases a significant segment of the opposition is characterized by a sort of "Know Nothing" mentality. A rabid, irrational, almost paranoid feeling that anything the students (or pacifists) propose is "insidious and grotesque." The pacifists are commies and hippies, the students "demagogues" and "dupes." In both cases, as a direct result of this attitude, the cause appears to be hopeless. It is impossible to talk (Continued on Page 4, Col. 1)

Man In The News

Dr. Fleisher Discusses Problems At Yeshiva

By EDWARD R. BURNS

Dr David Fleisher, chairman of the English department of Yeshiva College is an outspoken member of the college faculty. His recent arguments in favor of the faculty veto, and his statements at the recent student council meeting have thrust him into the spotlight of schoolwide attention.

A senator and member of the senate committee on degree requirements, Dr. Fleisher's involvement in school affairs has a long history. When he first came to Yeshiva, it was his intention to devote himself solely to teaching. After viewing conditions in the college, however,

student leaders. At that time, editors and writers of THE COMMENTATOR were subject to rigid penalties by administration and faculty members who disagreed or took offense at the paper's columns. These actions included expulsion, academic threats, and infringement of dorm rights. Student-faculty relations were so strained that the two groups refused to meet with each other. Consequently, Dr. Fleisher was appointed to chair a committee whose function was to settle the student's grievances. The Fleisher report, an outgrowth of this committee, gave THE COMMENTATOR the right to print anything except an attack upon the Jewish religion or a statement that would leave a writer open to libel.

Here are Dr. Fleisher's opinions on some current school issues:

What is your opinion of unlimited cuts?

"The unlimited cut system is not working out well. I did not oppose it at its inception and am still in favor of it at other institutions. It just doesn't work out well here. For every hour of class missed, a student must spend a minimum of two, and sometimes three or four, to make it up. In other schools there is adequate time to make the work up. At Yeshiva, however, although he's tempted to cut because of the pressures of the double program, the student can't find the time to make the work up."

Does unlimited cuts, then, have a deleterious effect?

"Well, it's hard to evaluate their effects, but I would say that there has been some lowering of standards in elective courses. This system is, of course, the only way out for some students."

Do you believe in the sincerity of students seeking academic reform?

"Some students, I believe, have

genuine motives and would never deliberately compromise the standards of the college. But there is a large body of students who repeatedly put pressure on the student leaders. The reasons (Continued on Page 4, Col. 1)

Critic Praises Dramatic Society's Comedy "No Time For Sergeants"

By SHELDON MILLER

There is, about some comedies, an air of anticipated humor. Everyone knows what the punchlines are going to be, and yet, that makes them all the more funny when they come. The Yeshiva College Dramatic Society's production of Ira Levin's "No Time For Sergeants" is one such comedy.

The plot of the play is familiar enough. Will Stockdale, a strong but simple Southern boy, having come of age, is drafted into the air corps where, through no fault of his own, he becomes the cataclysmic cause of a series of cataclysmic events, as a result of which he is (as is the Army's way) sent home with a medal, all this being done for the good of the Corps, the country, and the sanity of two generals and Sergeant King.

The dramatic society's handling of the play is one of their best jobs to date. On the technical side, Mr. Beukas and crew have again displayed a wonderful knack for innovation, working with limited stage facilities and props. All the quadrilateral-



'No Time For Sergeants'

shaped figures "on stage" are made to fulfill a variety of roles. They transform themselves from barrack bunks and latrines in Act One to an airplane in Act Two. Changes of scene are effected smoothly with a minimum of noise and clutter, and the lighting is also, for the most part, well done.

Top Notch

As for the acting, the entire cast turn in very fine performances all around. Freddie Marton, as Will Stockdale, is excellent. In addition to a genuine Southern drawl, Freddie plays the naive plowboy with a good-natured, innocent incredulity that is very convincing. Marc Bauer as Will's pining (with perhaps a bit too much whining) friend, Ben Whitlege is reminiscent of

Nick Adams' in the movie version of the play, and is also very good. Gabriel Gribetz is beautiful as the cigar smoking General Bush. As Pa Stockdale, Joel Reback is funny. But as the First Classification Corporal with his vocal cords in his nose, he's a riot.

Though perhaps a bit unseasoned, David Mark does an admirable job with the difficult part of the hapless Sergeant King. Special recognition should also be given to Stan Goldin who plays the psychiatrist.

The one criticism that can be leveled against the production is that in the more excited, action scenes of the play, some actors seemed to swallow their lines. This could be due in part to the nature of "theater in the round." If the dramatics society means to continue using this idea, it should look into the possibility of using microphones suspended from the ceiling.

In the final analysis, any discussion of relevance and of the dramatic quality of today's theater is, here, totally irrelevant. "No Time For Sergeants" is a light-hearted comedy and should be appreciated as such. Besides, the immediate purpose of any comedy is to provide the audience with the enjoyment that comedy does. Measured in peals of laughter, "No Time For Sergeants" was a resounding success and all those hard working people responsible for its production deserve a hearty round of applause for saying "Yes time for sergeants."

One Man's Opinion

"The Fault, Dear Brutus..."



By Danny Kurtzer

The air has begun to settle on what might have become the campus issue this year—faculty-student confrontation. Precipitated by some hostile articles in COMMENTATOR and by intransigence at various faculty and administrative levels, this mini-crisis developed into a potentially dangerous situation. Now that things have begun to cool somewhat, it is time to re-evaluate our, the students', role during this past and in future such flare-ups.

I believe we have made two rather serious mistakes this year. The first, the lesser important, is tactical. In a situation where we are driving toward confrontation, we must act like we want and are prepared for that confrontation. In other words, there is absolutely no use in our throwing punches from outside the ring.

The second mistake, stemming from this first, as that I fear we do not know what we are talking about on most issues in which we seek to rectify problems. Given this, our motives in demanding change are suspect, and we come away as humiliated losers in a power struggle of our own making. Let me elaborate on this point.

The two 'great' issues in senate this year have been the senior-P-N proposal and the amend-

ment to abolish the faculty veto; in both these cases our stupidity and pedagogical immaturity were amply illustrated. Vis a vis the P-N, it became a compromise immediately, satisfactory to no one, and yet staunchly defended by students. If the proposal was no good, why support it and make the faculty look villainous for opposing it? And, to return to point one above, if our motive for supporting it was simply to raise the specter of confrontation, why was there no direction, no plan, but only threats and empty promises?

The case of the faculty veto is, perhaps, more illustrative of our serious malaise. Most students are agreed that we would like to see the veto abolished, full academic power passing to the senate. Fine, but to bring it to a vote—knowing quite well that it had no chance of success, would polarize the senate into factionalization, and yet not willing to use even this as a focus of confrontation—was absurd. The student-senate delegation was made to look like fools, supporting an inane proposal.

All of this was exacerbated by some irresponsibility on the part of COMMENTATOR. Its news articles were often tinged with sarcasm or misplaced emphasis. And some opinion columns were written with little or

no concern for the truth. Even when specific charges were leveled, it was done in such a low, sniping way as to render them counterproductive manifestations of student irresponsibility, rather than illustration of real grievance.

The problem is, I submit, that while students know theoretically what they want, they do not know practically how to get it. We are generally concerned with the academic excellence, or lack of it, at Yeshiva; thus our proposals for reform emphasize progress, experimentation, idealism—commendable goals, indeed, but highly impractical when translated into our motions. And, therefore, we meet faculty or administrative opposition, interpreted by us as reactionary, by them as a defensive measure to preserve the integrity of the college.

From this clash of irreconcilables, attitudes emerge which are highly unhealthy — on the one hand, among students there is the feeling that our ideas are seen as nothing more than cynical attempts at self-gain; on the other, the faculty feels itself wrongly attacked for pursuing the right policy.

It is hard for me to understand why we have difficulty in believing what is told to us, even (Continued on Page 7, Col. 1)



Dr. David Fleisher

he felt the need to speak out. At the time, there was a lack of faculty involvement in academic affairs. Furthermore, in 1948 there was no fixed salary scale for teachers. One instructor could command a higher salary than a full professor simply because he could bargain better than his colleague. Dr. Fleisher became a leader in the struggle to gain uniform salaries with mandatory increments.

The professor's next major crusade came as a result of administrative actions against stu-

Dr. Fleisher Discusses Problems At Yeshiva

(Continued from Page 3, Col. 3) For their proposals are either they want an easy way out of requirements and regulations or because they simply do not know enough about academic matters." Dr. Fleisher further stated that there is a vocal group in the faculty assembly who believe that student initiated proposals in the Senate have a tendency to water down the standards of the school.

"I proposed the establishment of the senate because I felt it is the only way there can be open and effective discussions among the faculty, students, and administration. The reason there has been so much disappointment is that the students take an unrealistic view of what can be accomplished in so short a period of time. They would like to see things changed immediately." Dr. Fleisher then stated that there are insurmountable problems in every college. At Yeshiva, for example, it is impossible, even for Dean Bacon, to sweep away certain poor faculty members.

What is your opinion concerning a student-faculty board to review the firing and ranking practices of the college?

"Student reaction towards teachers is relevant and important. However, I would be most influenced by individual student comments since they could be judged qualitatively rather than quantitatively." Dr. Fleisher suggested that a list of instructors coming up for tenure be printed in THE COMMENTATOR. Then, students could express their

views in writing to the promotions committee. He did not believe, however, that students should be on any committee dealing with promotions or firings.

What is your opinion of Dean Bacon?

"He's the best of the three deans whom I have been associated with for three important reasons: One, he believes in faculty participation in academic affairs. Two, he greatly increased the strength of certain departments. Finally, he's a decent human being who tries to be very fair minded. He is very tolerant of a broad spectrum of ideas."

Last year, Dean Bacon stated that Yeshiva College is "second to none." What is your opinion of Yeshiva's status?

"A college earns its reputation through a combination of its students and faculty. Our best students are at least the equal of the best anywhere. We have, however, a percentage of poor students whom we admit but would have difficulty in entering some better schools. These boys bring down the school's standards. We do, however, have a respectable faculty, whose caliber has been raised since the dean came."

David Fleisher is a professor whose views have been taken seriously for many years. An independent thinker, he is quick to criticize or praise those who deserve censure or testimonials. Whether right or wrong, he is a man to be reckoned with.

YCSC Group Distributes Teacher-Course Analysis

By JOSEPH STECHLER

The recently distributed Teacher-Course Evaluation has produced a variety of reactions throughout the campus, according to random interviews with members of the administration, faculty, and student body. The Dean and members of the faculty had praise for the effort of the Student Council Curriculum Evaluation Committee, and for the format of the Evaluation, while expressing some doubts as to the validity of the conclusions of the statistical analysis. Among the student body, there was widespread pessimism regarding the effect of the Evaluation upon the faculty. There was also sharp disagreement among the students as to the usefulness of the Evaluation. However, the administration, the faculty, and the student body all agreed that the Evaluation should be used as one of the means in appraising the competence of the teaching staff.

Dean Isaac Bacon applauded the "very definite effort" of the Curriculum Evaluation Committee. He liked the fact that no value judgments were made in the Evaluation. However, he wondered how many of the questions put to the students were really "relevant." Dean Bacon also expressed doubts about the validity of some of the statistical conclusions. He stated that he "cannot be totally oblivious" to the results in the Evaluation, nor could

he make them the overriding factor in his appraisal of a faculty member. Dean Bacon felt that the Evaluation "didn't teach me much new," because he had kept himself close to the pulse of the issues and situations within the school. He indicated that in his opinion "our faculty comes through very nicely and strongly" compared to those who had been evaluated on other campuses.

Faculty members were generally pleased with the format of the Evaluation. Dr. Abraham Tauber praised the Curriculum Evaluation Committee for their "very thorough, careful job." In his opinion, the members of the committee had made a substantial effort to be as fair as possible. However, Dr. Tauber thought that the Evaluation had several faults. He felt that a guide on how to interpret the mass of statistics should have been included in the Evaluation. He further noted that factors outside the purview of the questionnaires may have influenced the final statistical tallies. For example, certain elementary courses may have suffered from the fact that students are required to take them. Dr. Tauber felt that the faculty members of his speech and drama department would "consider the results" of the questionnaire in evaluating their own courses. He proposed that the Dean use the Evaluation as one means of judging the faculty. He further proposed a faculty conference to discuss the course evaluation.

Dr. Pauline Kra also praised the Evaluation for its "statistical presentation." However, she felt that it must be viewed with "a grain of salt." Dr. Kra expressed the belief that faculty members would not change their teaching methods specifically in response to the Evaluation because all teachers constantly try to improve their courses.

The extent of the Evaluation's distribution was criticized by Dr. Eli Levine. He felt that it was terrible from a Jewish standpoint to shame faculty members who received adverse ratings by publishing the material so publicly. Since the purpose of the Evaluation was to improve the faculty, Dr. Levine argued, each teacher's evaluation should have been distributed only to the individual teacher, the chairman of his department, and to the Dean. Dr. Levine added that precautions should have been taken to make sure that each student filling out the Evaluation questionnaire was a registered member of that class. He also believed that each student's grades in the course being rated be placed on his questionnaire. Although he thought that a teacher receiving a poor grading should adjust his method of teaching, Dr. Levine felt that students generally lack the experience to judge the content of a course.

Student leaders were generally happy with the Evaluation and hopeful for productive results. Student Council President Bob Weiss felt that some teachers would change their courses in response to their ratings. He hoped that a committee composed of administration, faculty, and student members would be instituted

which would appraise faculty members, using the Evaluation as one guide.

President-elect Dov Butler noted that the Evaluation would provide each faculty member with a good indication of how students have reacted to his course. It would give every teacher who received a bad review an opportunity to improve the course without outside pressure. However, President Butler indicated that some form of outside pressure should be brought to bear upon those faculty members who did not make a personal effort to improve their courses. President Butler pointed to the section of the Evaluation dealing with the teachers' requirements for their courses as being very important to the student in terms of acquainting him with the demands and goals of each course. President Butler expressed his belief that the Evaluation would be helpful to students in choosing courses, as it was better than hearsay.

The reaction of the student body to the Evaluation was much less optimistic than that of the faculty or student leaders. There was almost universal agreement among those interviewed that the ratings would have no effect upon the faculty. The feeling of the student body on this matter was expressed by Billy Spivak, a junior, who felt that the Evaluation would have no effect on "those who are set in their ways," and only possible effect on new members of the teaching staff.

There also seemed to be a general consensus among the students that the Dean should use the Evaluation as one means of judging individual faculty members, but not as the only means.

There was sharp disagreement among the students as to the usefulness of the Evaluation. Trends of opinion among those interviewed indicated that upperclassmen usually found the ratings of little value. Steven Winter, a junior, pointed out that juniors and seniors felt they were well-informed of the ability of individual instructors through reports from their fellow students. However, the opinions among sophomores and freshmen were different. Sophomore Nahum Swinkin and freshmen Isaiah Wexler and Baruch Twersky, for example, believed that the Evaluation would provide some help for them in choosing courses.

Bernie Gelber, chairman of the Curriculum Evaluation Committee, noted that while the Evaluation should not be the "last word" on a teacher's fitness, the Dean should use it as one means for appraising the competence of the faculty. Acknowledging that there might be some areas of statistical inaccuracy, Mr. Gelber nevertheless hoped that those teachers receiving somewhat lower scores would be considered accordingly, because, in his words, "where there's smoke there's fire."

Mr. Gelber also revealed that a questionnaire would soon be distributed to seniors which would attempt an evaluation of the various departments and majors within the school.

Universities Must Again Attempt To Break Chain Of Irrationality

(Continued from Page 3, Col. 2) to irrational people.

The importance of the book for me was not so much what Dellinger said as it was that he said it and persists in saying it for what has already become the greater part of his life. It is this that made me ashamed for wanting to give up and it is this that will probably keep me from doing so. If the quest for peace is worth more than thirty years, surely the quest for academic excellence is one-eighth as important and deserves four.

Indeed if universities like ours could only stop approaching the task of education with the condescension and self interest they now employ, perhaps they could finally break the chain of irrationality within the ivory towers and even help a higher cause. Remember that the teachers and professionals of this generation were the students of the last. They are the products of a system that treated them with the same prejudices and irrationality they are applying to us. If the chain can be broken within the university, then the men it pro-

duces might even be able to turn the tide against the system of irrationality that reigns in the rest of society.

I therefore dedicate this to those students, and to the many sympathetic faculty members, who have come to believe in the futility of change at Yeshiva. I know how you feel and it is difficult for me to condemn you. I only ask that you give it another chance. Enrollment is dropping and so is Yeshiva's reputation. Time is running out.

The third annual Lag B'omer Exhibition will take place on Thursday, May 6, 1971 during club hour in the YU gym. This year it will feature Yeshiva College Varsity Sports: basketball, fencing and wrestling. A demonstration and explanation of the sport will be given by the team members. It is hoped that greater participation and interest in Yeshiva teams will be generated. Awards will be given to the varsity coaches Marcell, Stern and Ellman for their hard work and devotion. A special presentation will be made to Coach Tauber for his many years of tireless effort to Yeshiva College Athletics. This will be the first year that basketball is represented at the exhibition. All students are invited to attend this informative yet different event. Try and learn something about your varsity sports before it is too late.

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Pre-Med Honor Society Sponsors Speech On Downstate Admissions Qualifications

By MARK GREBENAU

Alpha Epsilon Delta, the pre-medical honor society, was host to Dr. David Kaplan, a member of the admissions committee at State University of New York Downstate Medical Center and Walter Pedowitz, a fourth-year medical student on March 25. Dr. Kaplan spoke on four aspects of Downstate: its admission procedures, its curriculum, its atmosphere in general and its offerings for the medical student.

Regarding admission procedures, Dr. Kaplan explained that all applications to the school are painstakingly evaluated by the ten-member admissions committee, which takes the grade-point average, the scores on the Medical College Admissions Test, an essay written by the student and the various recommendations from the applicant's college into consideration. By means of this evaluation, the number of students to be further considered for admission is reduced to about forty percent of the original number. The remaining applicants are then interviewed by members of the committee, who subsequently present their individual interview evaluations to the committee as a whole. All interviews are then assigned a score by each member of the committee, based on the quality of the applicant's recommendations, tests, interview, etc., and the two hundred applicants having the highest total scores receive acceptance notices. As candidates inform the school of their decision on whether to attend or not, additional acceptances are sent out to the remaining candidates with the highest scores. In all, about twice the number of students in the incoming class receive acceptances to Downstate.

Changing Attitudes

Dr. Kaplan took special note of the changing attitudes among candidates for medical school. Whereas in earlier years potential medical students have attributed their motivation to a desire for financial benefits and prestige, the medical candidate of the present desires to satisfy self-established goals and to provide service to the community as a doctor.

As for the curriculum at Downstate, the pre-medical society was told that the program is a traditional one, although there is a tendency toward the establishment of an integrated system in which aspects of several fields of study would be included in the outlines of courses which would normally not emphasize such aspects. Dr. Kaplan also informed the students of a new modified program involving three years of classroom study followed by a fourth year of clinical work, which would allow a student to begin his residency immediately upon graduation. He furthermore noted that there was an M.D.-Ph.D. program in existence, into which students, if they desired, might enter after being accepted. In addition, the possibility of transferring into Downstate from another school after two years was mentioned, although such transfers are quite rare. Both Dr. Kaplan and Mr. Pedowitz assured those present that regardless of curriculum, there is no problem involved with being

unable to attend classes at Downstate on *Shabbat* and *Yom Tov*.

Intellectual Atmosphere

Dr. Kaplan then spoke of the intellectual atmosphere at Downstate. After explaining the grading system, he assured the pre-medical society that although the medical school has a reputation of being a "high pressure" institution, this is in fact a carry-over from college by the students themselves. The faculty, he noted, tries to impress the students with the fact that competition is no longer appropriate and that cooperation should be the rule. Mr. Pedowitz added that grades were of little importance in internship interviews, and that normally, much more emphasis was placed upon the recommendations of the medical school in the consideration of a graduate for an internship.

Lastly, Dr. Kaplan affirmed that the attitude of Downstate

to medical education was that the medical school should not only train the physician within the disciplines of a more or less standardized program, but should also mold him into a person who is aware of the reason he is being trained in this manner. In this way, hopefully, a good doctor will be produced.

A question and answer period followed Dr. Kaplan's address, in which the following points were discussed: 1) Downstate has no objection to students applying after three years of college; of course, such students should have records better than those of a student applying for admission after four years. 2) Clinical work may not be done overseas, although one may do routine clinical jobs there. 3) Mr. Pedowitz assured the members of Alpha Epsilon Delta that students at Downstate have adequate free time for leisure and social activities.

Committee Announces Results Of Key Student Referendum

(Continued from Page 1, Col. 2) against the proposal.

In a similar vein, 89% of the students felt that they should be permitted to file for a P-N grade until the end of finals. Opposing this viewpoint were 87 (11%) students who believed that this would only provide an easy way out for a student doing poorly in a subject.

The effect of the next question applied only to students having an index over 3.4. Eighty-two percent of the students polled felt that honors students are capable of assuming a greater work load than the 17½ credit limit now imposed. We find, though, that 18% believed that too great an academic load is detrimental to the student's well being.

The most overwhelming majority came on the question of granting credit for Art 1, Music 1, and Hygiene to seniors. 94% felt that they should get such credit.

Liberal Arts Major

A new concept at Yeshiva was

introduced in the referendum. The proposal called for the establishment of a Liberal Arts major. This would enable a student to take any course he wants to in any department, without the restriction of concentrated departmental requirements. A full 90% of the students greeted the idea enthusiastically.

A question only for RIETS students concerned the requirement in Bible. The proposal suggested the establishment of two 3-credit survey courses in Prophets to replace the eight 1-credit courses required now. A majority of 71% voted for the proposal believing that they will take a three credit course more seriously than the present one credit class. Of the 407 RIETS students who voted, 29% voted against the proposal.

Required Subjects

The last and perhaps most important question concerned the required subjects at Yeshiva College. It was here that the liberal and conservative viewpoints of the students were clearly expressed. A majority of the students felt that both English 1 and Speech 1 are necessary subjects for a college student. A great many students felt the need for a foreign language. Answering the question should the following subjects be required for the B.A. degree, the results were as follows:

	Yes	No
English 1.....	61%	37%
English 2.....	44%	55%
English 3.....	31%	66%
English 4.....	25%	66%
English 4.....	25%	73%
	Yes	No
Speech 1.....	53%	45%
Speech 2.....	26%	72%
Calculus.....	14%	76%
Hygiene.....	26%	71%
	Yes	No
Language 1-2.....	44%	54%
Language 3-4.....	15%	82%
Art 1.....	31%	68%
Music 1.....	29%	71%

The results of the referendum can now be used both by student council and the Yeshiva College Senate as an indication of strong student sentiment. Particularly, with regard to the evaluation of requirements, the senate committee on degree requirements can use the poll as a barometer to supplement the academic data already accumulated in its researching. How the student council will use the results remains to be seen.

Letters to the Editor

(Continued from Page 2, Col. 5)

they are educated what courses belong in the curriculum is again a negation of the very idea of education. For only those who have the intellectual principles that such education supplies can logically conclude how beneficial the courses in question have been. The possible disagreements arise from varying interpretations of varied experiences; but is it not a "ridiculous" idea that intelligent conclusions can result from little or no experience?

Further, the most anti-education idea I have heard is: "What do I need that course for?" expressed by students who have never had it. How can people supposedly interested in learning reject an entire field of human endeavor and commitment before learning something about it?

3. The idea that the content of a course could be set up by students, who by definition are relatively inexperienced, is also clearly against the best interests of the students. For they cannot know the general principles that a course should stress for maximum learning efficiency, nor can they know what specific material would best illustrate such principles.

Thus, the idea that students should decide "what will be taught" is so greatly out of proportion to their knowledge and experience, so distorted a view, that the idea is legitimately describable as "grotesque and self-defeating." Moreover,

4. Students have far too little experience to be able to establish valid criteria for evaluating professional attainment or scholarly credentials. They cannot decide, then, "who will teach" if they are really interested in academic excellence.

5. Students—who do not know a field well or at all—have no way of being sufficiently aware of the many possible ways of organizing a course and no criteria for choosing among these possibilities. The idea, then, that students can decide "how (a course) is to be taught" is an exaggerated view of their abilities; and the idea that students

should so decide is, again, one that would work against the students' best interests.

6. What students are competent to judge is whether a professor is getting across to them what he is trying to get across. I stated this explicitly at the meeting; further, I was questioned on this point and agreed with the student questioner that this is well within student competence. This, however, was omitted from THE COMMENTATOR's report.

Thus, the deliberate omission of the last point and of the relevant argumentation leads to the suspicion that THE COMMENTATOR sought, not to inform the students, but to antagonize them. The choices of quotations miss the points of the discussion; the choosing, then, was either ineptly done or deliberately provocative. It would seem that THE COMMENTATOR is against faculty-student cooperation and is trying to project its own attitudes onto others who do not share them.

III. Deliberate slanting.

A. The function of a column in a journal is to express opinion regardless of the sense of the opinion. The function of a news report, however, is to inform the reader, so that the reader may

arrive at his own conclusions. The use of the "I" implies that it is impossible for young persons either to be demagogues or to be misled by them. Are there no such things as fashions, in ideas as well as in dress? You should know better; and if you do not, a reading of history will illustrate this. Consequently, you should know that professors should have minds trained to analyze an argument's content so that they are hopefully, less susceptible to the swings of fashion. It is, therefore, in the students' best interests to have a body that is less subject to fads, retain decision-making responsibility. Thus, the retention of the veto power by the faculty is a vital protection for the students.

I have heard recently about "research" done by students about their proposals. Have former student leaders of other colleges (e.g., Mario Savio) and what can happen when fads gain power been "researched"? In truth, I do not know the source of THE COMMENTATOR's persecuted attitude, that the faculty is working against the students. For myself, I work against what I believe would be detrimental to the students, hoping to con-

(Continued on Page 7, Col. 3)



The intersection of 16 and K in Washington, D.C. where 800 people were arrested on March 21 protesting the treatment of Soviet Jews.

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Senate Tables Veto Vote; Passes Exemption Motion

(Continued from Page 1, Col. 5) man Kirschbaum reported that the faculty assembly had passed the senior exemption proposal and had vetoed a proposal that would have allowed a student to take 12 credits in summer school. Dr. Tauber explained that members of the faculty assembly were concerned over the effects 12 credits in summer school would have on student health and school standards. The faculty assembly also passed a resolution allowing three members of the Senate—the chairman, the mover of a proposal, the seconding senator—to appear and explain their proposal at faculty assembly meetings.

A proposal was then introduced by Senator Rubin to close no courses in registering for sections of basic courses unless the teacher specifically requests that his course be closed. Senator Rubin explained that this measure would help students in scheduling of classes and decrease the number of basic courses taught by a teacher thereby allowing him to teach more advanced courses. The proposal was designated to a committee to formulate details and report back to the senate after *Pesach*.

The "professional option" issue was next discussed by the senate. The motion, proposed by Senator Knecht, would grant a BA degree to a student accepted to graduate school after only three years at Yeshiva College. The degree would be granted after successful completion of one year of graduate school. As Senator Knecht explained, a student accepted to graduate school after three years of undergraduate studies cares little for a four-year residency requirement; but the granting of the degree would serve as a ben-

eficial public relations measure. Such a policy already exists at YC for pre-engineering majors. The proposal was easily passed.

P-N Revision

The report of the scholastic standing committee on revision of the P-N system scheduled for the April 1 meetings was postponed due to the absence of committee chairman, Dr. Simon. Parts of the revision suggestions were disclosed, however, by Chairman Kirschbaum and Dean Bacon. The committee suggested that instructors be told which students are taking their courses for a P, so that, according to Dean Bacon, a teacher who would not want to give an F, would "have less *rachmanus* to give an 'N'." The second plan of the committee would permit a student to remove a "P" and allow a grade to stand.

Senator Knecht also proposed that students be allowed to take up to 43 credits in a one year period. Currently a student may take 35 credits in two semesters at Yeshiva College and no more than six credits in summer school. The proposal would serve to permit a student to take on extra summer course. After discussion the proposal was passed.

The senate received a letter from the faculty assembly answering THE COMMENTATOR publication of faculty charges of bribery and pressure exerted by the dean on faculty assembly members. The faculty claimed the charges as false and considered the charges slanderous and "an infamous insult" to the dean and faculty; a retraction was demanded.

The next meeting of the senate is scheduled for April 22 at 2:45.

Israel Absorbs Jewish Emigrants; Ruffles-Out Transition Problems

Israel has devised special methods for meeting the problems faced by immigrants coming into the country from the Soviet Union, according to an American Jewish Committee report released last week.

The report, compiled by the Israel Office of the Committee, indicates that one of the main problems stems from the difficulty Russian Jews have in adjusting from a totalitarian state to a free society.

The report, listing the everyday irritations that result from this adjustment, quotes the re-

action of Haim Talmor, an Absorption Ministry official who has been working closely with Soviet immigrants: "In Russia, the government decided on his place of work, his apartment, the education of his children, all the processes of his life. He wasn't required to use initiative. He's not used to paying water bills or looking for a job or picking a school for his children."

Problems arise, the report continues, in the social framework, with immigrants from the Soviet Union having been generally accustomed to a social life re-

Pride, Defiance Illustrate Washington Jailee's Acts

By MITCHELL WOLFSON

The growth of youth's concern for political and social justice has brought about a rather humorous side effect. To be accepted as a comrade, one must sooner or later be arrested at a rally, demonstration or march. It has become quite fashionable nowadays to get busted for the cause. It was this intrinsic desire which prompted many of the protestors at the Washington demonstration for Soviet Jewry on Sunday, March 21, to sit down in the street. I must admit that this desire contributed in some part to my participation in the illegal sitdown. However, by the time the eventful day was over, I was satisfied with my decision and, in general, with the whole day's events.

It was not explicitly known to everyone that the marchers would eventually commit the illegal act (obstructing the traffic was the official description). After hearing Rabbi Kahane and several others (I wasn't really listening) speak about the plight of the Soviet Jews, the 2500 protestors proceeded to march through the streets shouting "*Am Yisroel Chai*." They marched past the White House and towards the Soviet Mission. About a block from the mission, at the intersection of 16 and K, the marshals ordered the protestors to sit down. About 1000 marchers obeyed the command. I had been walking with some friends, one of whom had a guitar, and we automatically sat down and began shouting in unison, "*Am Yisroel Chai*." The guitar served its purpose, as a group gathered around and began singing Hebrew songs. As I surveyed the situation, I saw that many were



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Beel

extremely excited at the prospect of getting arrested.

The Arrest

After about half an hour, the cops began approaching kids and ordering them to go with them. No one resisted arrest. The man's plan was now evident. All those sitting down would be arrested and eventually the intersection would be cleared. When my turn came to go, I went peacefully. I had no desire to argue with a guy who had a big club dangling at his belt. In any event, I walked with him towards a police bus, talking to him in a friendly manner. Suddenly an officer with a Polaroid "Swinger" took our picture. At this point I was quite baffled. I soon realized that the photograph was for identification purposes. We had to wait for a new bus to come to take us to the precinct, and while waiting the officer filled out some forms.

Our police bus finally arrived, and I boarded happily; it was getting cold. On the bus, the "criminals" began putting Soviet Jewry stickers on the roof, seats, and windows. The police bus was now mobbed. After a rather uneventful trip, we arrived at our destination, the Fourth Precinct. We were jailed nine in a cell. Luckily there was a toilet in each cell.

An officer notified us of two alternatives. We could forfeit ten dollars collateral and have no trial, or we could arrange for a trial. Everyone decided to pay the money. However, I was among the many prisoners, who did not have ten dollars. Consequently, we had to wait for a JDL repre-

Who's Whose

Engaged:

Marvin Sussman '68 to Aviva Bendheim

Jon Bloomberg '69 to Miriam Fischmann

Itzy Levin '70 to Henchi Izak Norman Cantor '71 to Sandy Weissman

Arnold Yagoda '71 to Linda Major Leslie Bennett '69 to Devorah Weiss

Michael Ross '69 to Debbie Rosenthal

Everett Ackerman '72 to Helen Mittel

Joel Reback '72 to Noreen Paik- en

Married:

Joe Birn '69 to Nechama Masliansky

sentative to come with the money. By this time, I was sufficiently sick of jail—besides being tired and hungry, I was getting uncomfortable being enclosed in a cage. To pass the time, we conversed with the cops, who turned out to be quite amiable.

The Release

Finally the man with the money arrived. We were let out of jail and taken to a room, where more forms were filled out. Then we had to pay the ten dollars, get our finger prints taken, and get photographed for the mug file. When this miscellaneous processing was finished, we again boarded the police bus and travelled to where our buses were supposed to be waiting. I say "supposed to be waiting" because upon arriving, we discovered that the buses had departed about half an hour before. We had to wait three hours while JDL representatives mustered up new buses. By the time we left Washington, it was 12:30 a.m.

As I look back, I don't regret my decision to get arrested. Moreover, I am happy that 800 people went with me. True, many kids may have decided to get arrested to gratify their personal Mark Rudd syndromes, and for others the whole scene was a fantastic ego trip. However, the event achieved some very good things. The sit-down was totally peaceful, and the protest was a realization of the concept of civil disobedience and passive resistance. The chief of the WPD reported that his men had never before arrested as many people at a single time, and yet the demonstration remained completely non-violent. The press commented that the Jewish protestors were well-mannered, respectful and sensible. As it turned out, the sit-down was a *Kiddush Hashem*, and a very impressive means of voicing anger at the predicament of Soviet Jews.

Billet Receives Senior Award

In balloting held on Thursday, April 1, the senior class selected Heshie Billet to receive the Philip Lieberman Memorial Prize. Given by the class of 1966, the award is in recognition of character, personality, and service to his class. A student in the Rav's shiur, Mr. Billet is president of the Student Organization of Yeshiva. In Yeshiva College he is a history major.

When asked why he thought Mr. Billet had been selected, one student cited his "sincerity, strength of character, and dedication." Noting that these terms may be cliches, he added, "there is no other way to describe Heshie." Another student pointed to "his embodying all the traits a Yeshiva student should have besides being a really great guy."

Mr. Billet's future plans include continuing for *Semicha* at Yeshiva and graduate study in Jewish history and Jewish philosophy.

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Sensei Sober Awards Karate Black Belts



Karate Sensei Displays Skills

(Continued from Page 8, Col. 5) Weltanshaung perfectly synthesized from Judaic and Oriental philosophies, Sensei Sober performed the very old kata of "Drunken Monkey."

The "Drunken Monkey" style is to completely disjoint the entire body in order to absorb any blow and yet be able to respond immediately with devastating techniques. In the course of this difficult kata, Sensei Sober broke a four-inch cinder block with his foot and just as the audience was recovering from their astonishment, he neatly knocked off the top of a very weakly supported stone brick with a finger stab.

The afternoon concluded with the exchange of presents between Sensei Sober and his two black belts, Andrew Hirsch and Michael Andron. They were then awarded their certificates of rank, black gis, and black belts—signs of their amazing achievement and the results of four years of intense, concentrated study and hard work.

In concluding the ceremonies, Master Sober expressed the hope that they would only use their karate techniques on "boards, bricks, and cinder blocks—inanimate objects—and never have to use them on human beings."

(Continued from Page 5, Col. 4) vince them about this before they err.

B. While questions asked by students are reported fully, answers to which these questions are omitted, as if they had never been given. Thus, the relationship between the faculty as a whole and the faculty senators is omitted. And, again, the quartet of adjectives is cited. One wonders why the overly defensive attitude of the reported caused him to omit the main gist of the discussion—that students sometimes want more responsibility than they can handle properly—in order to concentrate on a quartet of words that he sought, by removing them from their context, to make into an antagonistic issue.

Further, Dr. Fleischer admitted, not that tenure "allows people who have deteriorated to continue longer," but merely that it may or sometimes allows this to

The annual Senior Dinner will be held on Thursday, June 10, 1971 at Terrace on the Park in Flushing, N.Y. The couvert is \$12 per person. Please contact Mark Karosick or one of the senior class officers.

happen. But entirely omitted is Dr. Fleischer's statement that this is one possible flaw among its many virtues.

Finally, a clarification was given in regard to Dean Bacon's "influence" on the faculty. Dr.

Fleischer pointed out that Dean Bacon is a respected member of the faculty, and, therefore, his opinions are respected, but that he exerts no coercive or undue influence. This too THE COMMENTATOR chose to omit.

Mr. Geller's column is another matter. His distortions of fact may truly reflect his understanding, or they may be for the purpose of arguing the validity of an otherwise indefensive attitude. Thus, he neglects that it was my idea to speak to students, that it was Dr. Simon's idea that the SC was an excellent forum, and that it was YCSC President Weiss' idea to invite, not only me, but Dean Bacon, Dr. Fleischer and Dr. Simon as well. Thus, if "faculty members who think the dean is not doing a good job" do exist—as Mr. Geller knows(?) they do—they can be invited to speak at another meeting. At this meeting, there was no attempt to defraud as Mr. Geller's sense of persecution implies.

He too is defensive about my adjective quartet and forgetful of my arguments. (I did not however, refer to students as "stupid." I was and am concerned about ignorance—the lack of knowledge—not stupidity—the inability to use it.)

Most important, however, is the conviction that I was "supercilious" and "lacked respect" for the students. The point is that I do acknowledge the worth of student opinion, and that I concur in wanting a "partnership" to come about. However, students

must realize that limitations in ability are not proper credentials for the open exercise of such ability; that self-criticism and self-awareness should precede attacks on others; and that students should want only those responsibilities that they are competent to handle well. In my courses, if I require more than can reasonably be expected from the students, I am being unfair. Similarly, in this area, the students are being unfair to themselves by not distinguishing between what they are capable of doing well and what they cannot be reasonably expected to do.

The "partnership" flourishes when each does whatever he does best. Having me as, say, wrestling coach, or having a student run the Music Department is inviting disaster. We must first identify our areas of competence and their limits; then we can function as we all want to. We are all, after all, interested in the excellence of YU.

Sincerity and good will are not equivalent to competence. I believe that most students are sincere. But I now have to conclude that THE COMMENTATOR does not seem to have good will, for it seems to seek to create antagonism where, in fact, none exists. Hopefully, the students who read this letter will understand my intent better than THE COMMENTATOR chose to understand the YCSC meeting.

Asst. Prof. of Music
Dr. Edward Levy

Students Must Rethink, Revamp Methodology, Scope of Activity

(Continued from Page 3, Col. 5) when it comes from hitherto acceptably trustworthy people. If, for instance, Drs. Simon and

Applications are now being accepted for position on THE COMMENTATOR governing board and staffs for 1971-1972. The written application should include name, local address, class year, previous newspaper experience and two positions desired. It must be submitted to Morgenstern 225 or THE COMMENTATOR mail box in Furst Hall 109 no later than April 30, 1971.

Levy said publicly that there was no administrative coercion of faculty, then any charge of such coercion, or worse of bribery, printed in this paper had to be backed by facts—names, dates, etc. Without such a basis for COMMENTATOR contentions, the charges carry as much weight, and are as malicious as saying, "When is the last time so and so beat his wife?"—the essence of the charge in innuendo.

This then has been the char-

acter and content of student politics at Yeshiva. In trying to emulate activism elsewhere, we have falsified, mismanaged, miscalculated and obfuscated the essence of our desires. If we really want reform, if we really want YC to be a good college, let us say so and let us admit that we have no pat, a priori ideas of how to achieve this. In this way I think students, faculty and administration can approach each other as equals in the search for academic excellence.

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On The Sidelines



The Sacred Cow

By Billy Schechter

Bernard "Red" Sarachek has been the part-time athletic director of Yeshiva College for twenty-seven years. In past years, Red has been of great service to Yeshiva despite his many outside activities. It was Red Sarachek who kept the athletic department going in lean years. It was Red Sarachek who constantly fought with the administration for improved facilities. It is Red Sarachek who has kept the dream of a Yeshiva College athletic center alive. However, times have changed, and Red Sarachek has found it harder and harder to commit his time to Yeshiva College. What was sufficient time in the past, is not enough now. The time has come for Red Sarachek to step down as athletic director of Yeshiva College.

It is not easy to ask a man to step down after he has done so much for you. But how long does a person live on past merits? Yeshiva is thankful to Red, but Yeshiva also needs a full-time athletic director. An athletic director that is at the school five days a week to supervise the athletic department, who can help the individual coaches recruit athletes and make sure that everything is going right. It is common knowledge that Red Sarachek cannot devote his entire time, and as a result the athletic department has bumbled along from absentee management.

If the college wanted to keep Mr. Sarachek as a figure head and have an assistant director to do the "day to day activities" that would be fine. However, the assistant athletic director, Marvin Hershkowitz, is also a part-time employee and has outside interests. Thus it ends up that the real athletic director of Yeshiva College is Mrs. Miller, the secretary of the athletic office and the "work study" students.

Ask Mrs. Miller a question and you will be told to ask Mr. Sarachek. And Mr. Sarachek is not around so the question is left unanswered. Yeshiva College has an athletic office that is unable to make a split second decision. Some athletic department.

At times students wonder if the athletic department actually knows what it is doing. And the answer is no. Somehow it just manages to get by. The coaches are the ones who keep the teams going, but they sometimes need help from upstairs and there isn't anyone upstairs. Thus Yeshiva College athletics is doomed to stay at its present strata, which isn't very high.

There is only one alternative, a new athletic director. Yeshiva College has a reality. The old that old is to be restored to the athletic department is to have a full-time athletic director. Yeshiva should not get rid of Mr. Sarachek by any means, but he can no longer function at his present position. He should step down. A new person must be found to take the job. It should be a paying job that insures a full-time position. The time has come for the athletic department to come of age.

Yeshiva's Alleyemen Conclude Trying Season; Bowl Poorly At Worst, Erratically At Best

By RONNIE MASLIANSKY

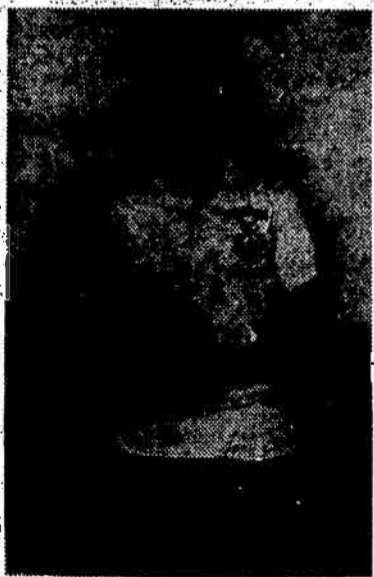
"One problem is that most of the school doesn't even know of the existence of the team." So said Jay Rosenberg, captain of Yeshiva's newest addition to the L.P.C. (Last Place Club). Which team? Why, the bowling squad, of course. The nine members who together make up the pin brigade have been beset by the usual problems facing the local team.

"There must be more decent bowlers than we have been able to find. There's just no desire to come out," Jay says. He also emphasizes the heavy, 69-game, schedule. "It makes practice very difficult to arrange and without any practice at all, even a good bowler once a week cannot reach his potential."

E. J. Shapiro adds another element. "There's no money given to us by the school. For \$400, the guys would be able to practice, and our record would be much better than it is."

Bowling Conference

The team is a member of the 16-team Eastern Intercollegiate Bowling Conference of the American Bowling Congress. Other members include Pace, St. John's, St. Francis, Fordham, Kings Point, and Columbia. The matches are held every Sunday at the Bowlmor Recreation Center at 14 Street and Union Square. There is one match consisting of three games held every Sunday afternoon at 2 p.m. Jay, who is



Jay Rosenberg

a junior, would like to see more attendance at matches than an occasional team member's girl friend.

The bowlers' final record was 15 1/2 wins against 53 1/2 losses (there was one tie) for a percentage of .225 and last place. They were able to put together some good performances, such as the time they upset first place Pace, but at other times they were miserable.

The final score of each game is based upon the total of the five members of each team. An average for these games approximately 820 is considered good. Yeshiva's is 741, Pace averages

Andron, Hirsch Get Black Belt During Annual Karate Exhibition

By FRED MARTON, TED MIRVIS and SID ROSMAN

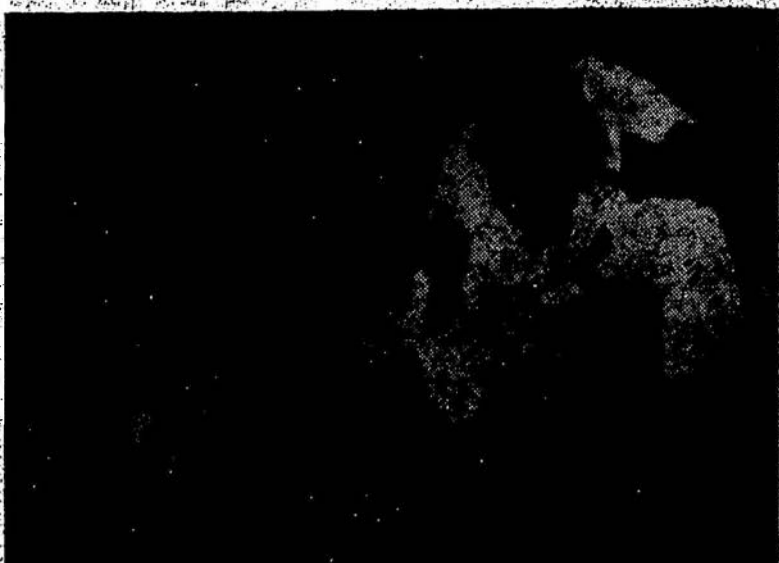
The first black belts ever received by students trained in the Yeshiva College karate club were awarded on Sunday, March 28, in ceremonies presided over by Master Harvey I. Sober. The two recipients were Michael Andron, a senior in Yeshiva College, and Andrew Hirsch, YC '70.

Freddie Marton welcomed the over 400 people who came to see Master Sober in exhibition and witness the black belt grading. He described the history of the club, telling how it was formed in response to violence around the Yeshiva College campus. The club began six years ago with a membership of ten which has since grown into the hundreds with branches in synagogues, Jewish high schools and centers throughout the New York area. As it is customary at black belt grading to describe the background of the Master, granting the belt, Mr. Marton then spoke of Master Sober's training and credentials.

Having begun his karate training at age twelve and one-half, Master Sober now holds the rank of fifth degree black belt in the Chinese style and is a First Level Grand Master, symbolized by the black and red sash. Mr. Marton also mentioned that aside from his high standing in the karate world, Master Sober is currently working on his doctorate at Columbia University in Middle Eastern language and culture.

A Jewish First

Master Sober then spoke briefly concerning the importance of the occasion. He spoke proudly of the fact that for that for the



Winning A Black Belt

first time in Jewish history the black belt was being awarded by a Jewish instructor to Jewish students who were trained in karate at a Jewish institution. Also, he saluted Yeshiva College for being the only university outside of the Oriental world to grant academic credit for karate instruction.

The testing was proceeded by an exhibition of the basic karate workout done by the entire club and a short demonstration of the first few kata (forms) by the junior karatekas - all student of Andron and Hirsch. At the conclusion Sensei Sober explained that with a knowledge of karate, a person can make use of inconspicuous, everyday objects as

weapons of defense. After successfully defending himself against an attacker wielding a bowie knife, using only a belt, Sensei Sober showed how an untrained person could use a bunch of keys or a comb as effective weapons of defense.

The actual testing then began with Andrew Hirsch demonstrating, to the obvious satisfaction of his teacher, several prearranged defenses against a knife, punch, and kick. To show that he possessed not only fast and accurate techniques but also extremely powerful ones, Andy broke a

one-inch board with a very advanced kick and two construction bricks with a palm-heel strike.

Michael Andron followed with equally "eye-opening" defenses (all done from a sitting position) against a club, knife, punch, and kick. After breaking three boards (held seven feet high) with a flyin front kick, Michael demonstrated his perfect accuracy by kicking an apple off a bowie knife held at the same height without cutting his foot. The breaking continued with Hirsch smashing through four boards with a standing side kick. Andron then destroyed four boards with an elbow strike after an attempt to break five boards when a supporting club block failed.

Testing Completed

The testing ended with the performance of two black belt forms by both Hirsch and Andron - a weapons kata (budda) and an intricate kata of Sensei Sober's own composition. Having seen these kata done to his satisfaction, Sensei Sober displayed some of the skill for which he has earned the rank of black and red belt. As a master of kata, a wielder of unbelievably powerful techniques, and possessor of a

(Continued on Page 7, Col. 1)

Poloner Blasts YU Marks

By GERRY SKOLNICK

One of the more, if not most, important qualifications for a good athlete in any sport is humility. Although it is good to be self-confident, it is never good to be "too" sure of yourself. It is therefore not too advisable to publish a ballplayer's record while he is still playing for a team. However, now that Stuie Poloner has finished playing ball for Yeshiva, we might as well let his head swell a little and advise the college student body of his exploits as a 'Mighty Mite.'

To start off, a basic recap of Stuie's vital statistics is in order. Over three years of varsity basketball he sported a fine 22.6 average, with a very respectable field goal percentage of 43% and a professional free throw percentage of 74%. Aside from his fine scoring, Stuie also hauled in 385 rebounds.

If these statistics haven't made you take notice, maybe these records will. First, he broke Irving Bader's career point total of 1374 by scoring 1378. Second, he broke Irwin Blumenreich's mark of 513 points for a season (1954-55) by scoring 534 during the '70-'71 season. Another rec-

ord of Blumenreich which was broken by Stuie is the highest per-game average. In the 1955-56 season, Irwin averaged 24.7 points, but this past season Stuie averaged 28.

If these are still not enough to convince you of Mister Poloner's talent, the following few should get you. In his freshman year (1967-68), Stuie scored 443 points. The closest anybody has come to this has been 380. He also broke Shelly Rokach's one game scoring record of 48 (set in double overtime in the 1964-65 season) by scoring 47 this past year in a regulation game. And, finally, he shattered another Rokach record by making 172 free throws last year, breaking Rokach's 1964-65 mark of 132 by forty.

For anyone who has ever played or plays basketball, these marks represent an absolutely unbelievable career. Playing for a Yeshiva College athletic team takes a lot of courage, and Stuie has not only shown that courage but excelled while performing. So, if your head swelled a bit from this article, Stuie, enjoy it. No one can deny that you deserve it.