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NO. 7

024 Opens 8:30 HS Student Bans Soundly Defeated

By ROBERT KANTOWITZ

The Yeshiva College Student Council convened on December 11, 1973, to consider a number of important matters of legislation mostly pertaining to the Student Lounge in F024.

The first item of discussion concerning the Student Lounge was Council's decision to open the Lounge at eight-thirty each morning. Although the student poll conducted by YCSC indicated that the majority of those polled favored an opening hour of noon or later, some Council members contended that a sizable minority favored an early opening, and to deprive them would seem unfair. The members of Council quickly took sides, with one side defending the students' right to have a lounge open all day and warning against the dangers of a parental attitude.

Cutting Shiurim?

Other members claimed that as an official arm of Yeshiva University, YCSC had no right to sanction the "cutting" of shiurim by having the lounge, run by YCSC, open during the morning hours. Nevertheless, Council defeated a motion to keep the lounge closed until noon, and going further, voted to open the

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Teacher Evaluation Issues Raised But Motion Stagnates In Senate

By HENRY ZUPNICK

At its meetings of Dec. 13 and 20, the Senate received and discussed its committee's preliminary report on the development of a general student evaluation of faculty members.

Speaking on behalf of the committee, Senator Newman prefaced his presentation of the report by emphasizing that in working on any plan for evalua-

The committee's report covered four major areas including whom the evaluations would be available to, the makeup of the evaluation committee, informa-

The first part of the report provided for Dean Bacon as well as certain student leaders to receive the evaluations of all faculty members. Each faculty



Senators Ponder Teacher Evaluation Problems

Paul Millman

tion, the committee's primary concerns were giving the important element of human sensitivity the highest priority, as well as considering the halachic problems of such an evaluation.

tion about himself that the evaluating student would have to submit along with his evaluation and a few possible methods to aid the committee in formulating an evaluation.

member would receive his or her evaluation plus overall scores showing how he or she rated in relation to other faculty members, and the chairman of each department would also receive the evaluations of all members of his or her departments. Finally, these evaluations would be made available to students by student leaders, but only upon request and not for publication.

Senators Levy and Weinstein expressed skepticism that such a plan which made evaluations available to all students would lessen the problem of public embarrassment of a faculty member. To this Dean Bacon suggested that since only those who requested to see them would and since they would not be for publication, these evaluations would not really be known to every person in New York. Dr. Hyman added that it would certainly be an improvement over the spread of unsubstantiated rumors that

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Hon. Shlomo Levin Emphasizes Aliyah For YC Students

By BENJAMIN ARBESFELD

The Honorable Shlomo Levin, Israeli Consul for Religious Affairs, speaking at the Jewish studies society meeting on December 13, made a strong appeal for immediate student immigration to Israel.

He stressed that as a result of the recent hostilities, Israeli morale is at a low ebb. A massive immigration at this time, he said, would boost morale, showing Israelis that young Jews throughout the world are willing to make sacrifices for their brethren in Israel.

Crisis Is Not Over

Mr. Levin stated emphatically that although the war might be over, the crisis is not. Israel, he said, is suffering tremendously, both socially and culturally, because 3,000 of its most promising citizens were lost during the recent war. Among the casualties were many young men between the ages of 18 and 25, teachers, Yeshiva students, "the cream of the crop of Israel's cultural reserve."

He emphasized that Israel presently desperate needs immigrants. Making a contrast between the old Zionist ideal of aliya as being self-fulfilling and the present need, he said, "It used to be for immigration's sake, but now Israel needs you and will not be able to exist physically and spiritually without aliya."

Referring to the characterization of Israel as the "land of the deer," Mr. Levin said that just as the skin of the deer can be stretched without blemishes remaining, so too can Israel be stretched. If more Jews live in Israel, its moral right to have more territory is strengthened.

He asked rhetorically what purpose is served by possessing land that is not populated. The 25 mile buffer space between the Israeli part of the Suez Canal and the populated areas proved very difficult for the military mobilization in the last war.

Mr. Levin explained that the reason Israel was initially hesi-

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Annual Oral Readings Festival Held, Teachers Judge Contest

By DAVID BLASS

On December 20, the Eighth Annual Festival of Oral Readings was held. This year, an unprecedented number of contestants, nine, participated in the event. The judges included Drs. Tauber and Keating, and Mrs. Mezvinsky.

Dr. Tauber, chairman of the Speech Department, opened the Festival by noting the unusual number of contestants and associating this with the annual improvement of the event. He then introduced Mrs. Mezvinsky who

Reenzies

Abraham Burkman recited "Reenzies' Address to the Romans." The reading was based on ancient history. Attila and his Huns had invaded Rome, the civilized center of the world, and enslaved her people. One Roman, Reenzies, tried to incite the people to revolt against the Huns. This address was Reenzies' call to the Romans to revolt.

Alexander Berman followed with a reading from the play, "Terrible Dim Fish." The reading was the speech of a criminal character in the play who tries to justify his criminal actions.

Andrew Pomrantz was the fifth contestant. His reading was taken from the recent Broadway play, "Fiddler on the Roof." Tevya, the protagonist, quarrels with one of his five daughters over her love for a gentile man and her willingness to leave her family to join her love in Siberia.

An Evening Guest

Ira Sharaga read a piece from "An Evening Guest," by Elie Weisel. The selection dealt with the recent holocaust, specifically about the last Passover celebrated by a family (in 1944), and how a guest of theirs tries to

warn them of the impending tragedy.

Jeffrey Neiman was the seventh contestant. He chose his piece from "The Crucible," by Arthur Miller. It is based upon the Salem Witchcraft Trials of 1692. The scene takes place between Reverend Williams and his niece, Abigail. The minister's

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Trio Of Social Scientists Present Findings On Yom Kippur War Impact Upon US Jews

By JEFFREY STRASHUN

While every journalist and political scientist is busy analyzing the prospects for peace in the Middle East, few have concerned themselves with the problem of the Yom Kippur War's impact on American Jewry. This far-reaching dilemma has evoked varied

School, Politics and Social Policy.

Dr. Pins began the discussion by classifying the general attitudes prevalent among American Jews today. One segment is very committed, identified, and totally involved. A relatively large group, however, is ambivalent and attempting to remain uninvolved. This group even questions the validity of the continued existence of a Jewish state. One soon sees the tremendous differences between the response

to this war and its aftermath, as opposed to the 1967 war. At the same time, reactions and emotions towards Israel are more positive and more negative than they were six years ago.

Dr. Pins did his study by interviewing twenty-three carefully selected observers between October 16-23, as well as on subsequent dates in recent weeks. Those asked to report represented a cross section of American

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Barry List Reciting

read off the names of the contestants and briefly outlined the rules of the contest.

Barry List and Sol Appleman were the first two contestants. They recited pieces on "American Pie" (by MacClean) and "Sixteen" (by Maureen Daly) respectively. "American Pie" was the basis for a previous rock 'n roll hit while "Sixteen" is a girl's romance story.

Tsaitchem B'Shalom

The Yom Kippur War may be over but its effects are still being felt. The protracted nature of the present crisis continues to place enormous pressures on the economic front. Kibbutzim, in particular, stand on the threshold of dire economic straits. The continued mobilization of Israeli reserves has left them with an acute labor shortage. The gloomy prospect, because of this labor shortage, of fruit, unpicked, rotting on trees looms forward as a distinct possibility. The situation is so desperate that Kibbutz Hadati has turned to religious American youth for help.

In response to this problem and through consultation with various organs of the Jewish Agency, a YC—Stern garin of volunteers has been formed to serve Kibbutz Hadati. Leaving, hopefully in February, the garin will serve as a group on a kibbutz in Emek Bet Shean for a period of 3-5 months. The costs are minimal: air fare, with finan-

cial subsidies for this expense a distinct possibility.

As an added incentive, a free study program will be organized for garin members by Bar Ilan University granting academic credit. Yeshiva has already expressed its readiness to accept these transfer credits. Moreover, the Administration has announced that it will cooperate fully in dealing with academic problems incurred by students wishing to serve.

THE COMMENTATOR calls upon the combined student bodies of YC and Stern to continue their support to this undertaking with their time, effort and service. The continued financial survival of certain religious kibbutzim hangs in the balance and YU students have the opportunity to provide much-needed assistance.

All those interested in the garin should contact immediately either Mike Bergman (M220, 923-7253), Alon Stern (M203, 781-3793) or Dov Bloom (M526) at YC and Beth Kirschenbaum (16B, MU 5-3954), Judy Altschul (4E) or Debby Fredman (683-3217).

Letters To The Editor

BACK BILLY JACK

To the Editor:

Danny Besdin in his December 13 article "Billy Jack" does an undeserved justice to the wonderfully refreshing new movie "Billy Jack."

"Billy Jack" is not merely a good-guys versus bad-guys, young versus old movie. Accustomed as I am to today's youth culture, I was surprised to see a meeting between town's people and "progressive" students in which the film's director left ample room for the viewer to criticize the unruly and disrespectful behavior of the kids! And to find adults who were willing to sympathize and even respect these youngsters was more than I could have expected from any other motion picture of our time.

Was there no conflict in this movie? On the contrary—there was an immense rift between the two main characters: Jean, who felt the only way to save the world was to become a pacifist and Billy Jack, who gave up on creating a utopian society and settled for defending the little world that he had—with violence if necessary.

Your bad guys weren't George Raft—like heavies, either—they were young kids who, like too many young kids in every society are wise guys. And in this case their foolishness eventually lead to regrettable bloodshed.

Of course this was an idealized picture with a hero, but he was a unique one at that. When a deputy-sheriff threatened to shoot a young girl if Billy Jack did not surrender his gun, Billy Jack told him to go ahead and shoot—because once he did, Billy would blow his head off. Humphrey Bogart would have dropped the cigar from his mouth in disbelief if anyone ever pulled that one on him!

"Billy Jack is entertainment for the masses," but there is nothing wrong with that. Any movie which appeal to both young and old, black and white, liberal and conservative has merits uncanceled by its few short points.

And as for Danny's accusation that the karate sequence was sloppy, I would have made green belt last April if I could have thrown kicks like that.

Barry List

DIRSHU DEFENDED

To the Editor:

Glancing at The Commentator (Nov. 23), I was gratified to see that Dirshu had finally made it—rating a first page billing. My initial joy was quickly saddened as I read further. The article does not present an accurate portrayal neither of what took place at Councils meeting nor of Dirshu itself. Please allow me to set the record straight.

Dirshu over the past five years has become one of the amazing success stories of the young Jewish scene. Our record is a proven one as hundreds from Yeshiva and thousands from outside campuses can testify to. Until the present the integrity of both our goals and our organization has never been impeached. We turn to Council for help financially and more importantly—and this was not mentioned in the article—as a liaison to the students of Yeshiva so as to enable us to incorporate even more into our program.

Interviews for Dirshu were advertised and open for all. The Councils representative was invited to attend every proceeding. He did not deem to with the exception of accompanying a group of friends being interviewed. The

representative was invited to attend our weekly and shabbat functions but again work and his athletic pursuit conflicted. Finally his plan for a lecture series, which we warmly supported was never implemented.

Past Dirshu workers run the selection proceedings. Rabbis guide all our activities. We are in constant contact with Rabbis Angstreich, Dobrinsky, Finer, Hirt, Kasdin, Riskin, Safran and Tendler. We, of course work out the nittygritty details.

In any relationship a certain amount of trust is presumed. We look to the Councils and students and to Commentator for this trust and their support. We feel that we have earned it. But more importantly, if Yeshiva is to become "the center of Jewish College youth" in N.Y. city more has to be done than to import a hundred Stern and Brooklyn girls for a Shabbat. Perhaps next time when Dirshu makes it into Commentator the students will be able to read of the many accomplishments which have occurred through its activities. I welcome this opportunity.

Danny Landes, and
David Abramchick,
Coordinators of Dirshu.

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From the Editor's Desk

Mixed Views

By NORMAN BLUMENTHAL



Chou En Lai was reported to have implored his Arab neighbors not to extend their opposition to Israel to the Jewish people who have produced such notables as Marx, Einstein and Kissinger. As a budding psychologist, I am deeply offended that my 'father image' Sigmund Freud, was excluded from this triumvirate. (I should note, however, that the head of our psych department would probably concur with Chou—but for altogether different reasons). Others among Israel's antagonists have similarly gone out of their way to distinguish between and separate their feelings about Israel and attitude towards the Jewish people. Daniel Berrigan appended to one of his recent malicious broadsides against Israel that he is "as anti-Semitic as he is anti-Catholic."

It is not impossible that these belabored distinctions are sincere ones. However, I can't help but suspect that they may be attempts to even further isolate Israel from the few friends she has left. Deny Israel the support of World Jewry, her strongest and most consistent ally, and the country will be hopelessly abandoned and alone.

In the recent edition of THE HAMEVASER, Mr. Irwin Gross,

The Iceman Cometh

The freezing weather that has set in has made it apparent that conserving energy this winter will not be easy. There are numerous measures that may be taken to prevent the wasteful use of energy, among which are curtailing the use of lights in the daytime; eliminating excess lighting; dressing more warmly to remove the necessity of heat operating at capacity, and, in general, a little common sense.

There is no doubt that if we exert a little effort and endure some minor discomforts we can make a meaningful contribution to the University by reducing its fuel bills as well as help in a nation-wide effort to avert a truly serious energy crisis.

Praising Cuckoo

We take this opportunity to commend the Yeshiva College Dramatics Society for their fine performances of "One Flew Over the Cuckoo's Nest." Much time and effort was spent by all parties involved, and special note should be made of the parts played by Mr. Anthony Beukas and John Krug, who provided much of the unseen inspiration and perspiration. Needless to say, the hastily-organized special performance for Israel, which entailed little-known sacrifices for many members of the Dramatics Society, was deserving of highest praise.

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President of SOY, delivered a sanctimonious column replete with half-truths and distortions. If his purpose was to outrage student leaders, it was certainly a job well done. Personally, I was most offended by his inference that THE COMMENTATOR has no "shaichut" to Torah. It is just this "holier than thou" attitude assumed by so many RIETS elitists that creates an unnecessary and destructive polarization at Yeshiva.

Should Mr. Gross be interested in any rapprochement, an appropriate gesture on his behalf would be to direct me to that excess money with which, he claims, THE COMMENTATOR is showered. After one semester of editing a paper on a bare subsistence level, I was encouraged to read that the Administration "gave YCSC money, so that they could give COMMENTATOR more than they need."

Without denying the possibility that SOY may deserve more financial support, I do contend that there must be a more responsible and diplomatic means of procuring such aid than those which Mr. Gross has utilized.

A final and closing vote on the issue with which the Senate has been bogged down all semester, seems imminent. Once this issue is closed, the Senate should, once again, consider the feasibility of instituting more business courses in the College. It's no secret that many prospective businessmen and accountants leave our institution primarily because of the lack of any such courses. It should not be impossible to preserve the liberal arts nature of our College while still accommodating more students who want a torah umada education.

Chabad Chasid, Ex-Catholic Opposed To Proselytization

By MITCHELL SCHRANZ

Two weeks ago the Lubavitcher community throughout the world celebrated **Chag Ha Geulah**, the anniversary of Rabbi Shneur Zalman's liberation from a Russian prison. In New York, thousands of **Chasidim** crowded 770 Eastern Parkway to hear the Lubavitcher Rebbe speak in honor of the holiday. Among those present was Mr. Avraham Crawford—a Roman Catholic until only four years ago.

Mr. Crawford is now a Ph.D. candidate in philosophy at New York University. It was precisely his study of philosophy which prompted him to question his Catholic faith and ultimately become a **Chasid**. Ten years ago when Mr. Crawford began a study of religions, he investigated the foundations of Christianity. His studies led him to the conclusion that "Christianity can be valid only if Judaism is valid, and the validity of Judaism necessarily disproves the validity of Christianity." He added that Jesus was to have brought peace to the world—something we have yet to see.

"Tikun"

But what brought this Roman Catholic to Judaism, and more specifically to **Chabad**? Mr. Crawford says that incorporated into Christian theology is an estrangement between G-d and man. Man was cast in this state because of Adam's sin. All a Christian can do to redeem himself is wait for the second coming of Jesus, while a Jew can actively perform **mitzvot** which will hasten the coming of the Messiah. Quoting the **Kabala**, he points out that every good deed serves as a "**Tikun**" or a means to a restoration of man's status before the expulsion from the Garden of Eden. **Chassidut**, he believes, establishes the closest link between G-d and man.

Mr. Crawford comes from a devoutly orthodox family in Ireland. Having a cousin who is a priest and an aunt who is a nun, it was surprising to learn that the family accepted his conversion with a great deal of tolerance. Mr. Crawford's mother summed up the family's attitude towards his decision by saying that if he'll be happy as a Jew, he should convert.

Learned

Now four years later, there is no trace of a Roman Catholic behind Mr. Crawford's appearance, mannerisms, or speech. Having learned **Tanach**, several **gemarot**, **Kabala** and **Tanya**, he can well be considered a scholar next to most Jews.

Although Avraham Crawford is himself a convert, he now has

adopted the Jewish attitude that we shouldn't try to convert Christians, but rather, save those Jews who are lost—such as the Judeo-Christians. Mr. Crawford's conversion was a totally rational conclusion to his studies, whereas he claims that those Jews who turn to Jesus are acting out of emotion. Although he admits to having heard of a few learned young men who have become Jesus freaks, the vast majority of Jews who leave Judaism do so due to a lack of religious knowledge.

With the touch of the philosopher that he is, Mr. Crawford took a moment to reflect on the nature and purpose of Jewish life. "Man stands at the center of the universe and anything man chooses to do falls into one of two categories—**Kiddush** or **Chilul HaShem**. Every breath man uses for an act of **Kiddush HaShem** brings him towards the end of the **Tikun**. The end of the **Tikun** is Redemption through the Messiah. At this point we will be elevated to our original spiritual status. In order to reach this goal with utmost haste we must go beyond the letter of the law in fulfilling **mitzvot**, strive for **Simcha**—happiness in our own homes, and save Jewish souls who are now lost."

Hon. Shlomo Levin Urges Aliyah To Help Bolster Israeli Economy

(Continued from Page 1, Col. 5) tant to receive volunteers was that she thought the war would end quickly. He noted that the country contrary to expectations, is in a state of semi-mobilization which has meant a tremendous blow to the Israeli economy.

There is a need for volunteers in religious **kibbutzim**. Citing specific examples, he said that **Kibbutz Hadati** needs 160 volunteers and **Poalei Aguda kibbutzim** need sixty workers in order to alleviate the wretched condition of Israel's collective farms.

It was learned that Yeshiva University students at YC and Stern are organizing a group of volunteers to leave for Israel in February. According to Mr. Levin, lecturers at Bar Ilan University have offered to teach these volunteers during their stay. This program would enable its participants to earn college

Three Jewish Leaders Argue War's Effect On Israel, US

(Continued from Page 1, Col. 5) Jewry from across the nation: Rabbis, Hillel Directors, Zionist Organization leaders, college and high school students, and even his neighbors. Their role was to report their observations of community response to the War. The startling point is that, despite their divergent religious and social backgrounds, there was complete agreement among those interviewed.

All the observers saw greater active participation among the

Jewish community than in 1967. More Jews read the papers daily, gave to the UJA, and volunteered to work in Israel. On the other hand, there developed a large group of American Jews who had little concern for current events, who refused to donate money, and who were apathetic to involvement, even on the college campuses. Many of this group even expressed their strong doubts regarding Israeli domestic and foreign policy. The (Continued on Page 6, Col. 1)

Kenny Blackstein Chooses To Take YU Job; Possibly Ass't Registrar Beginning Fall '74

By ALLAN SCHWARTZ

It is always interesting when an alumnus of Yeshiva College decides to remain within the University in a permanent capacity. The former student can often make valuable contributions and suggestions based on his experience from his student days at YU. One such student, Kenny Blackstein, has decided to remain at YC working in the registrar's office.

Graduating Mamareach High School three-and-a-half years ago, lacking the usual religious background, Kenny made his first appearance on the YU scene. In his mind was one question, "What is it to be a Jew?" His home town Talmud Torah gave him a lot of facts, but it was "what and why" he was after, not "how." What makes a Jew different? Why must a Jew fulfill so many religious duties?

Finds Berachot

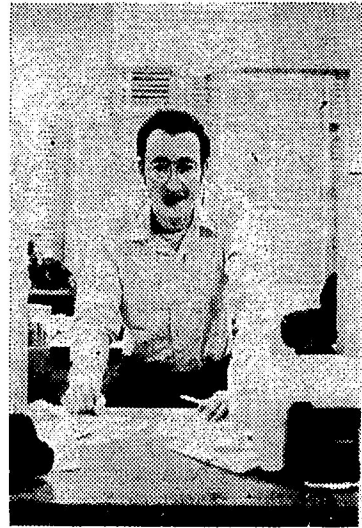
His discovery of YU was a complete accident. One day in his Talmud Torah's library, he came across an English translation of Tractate **Berachot**. "The style turned me on. I wasn't used to seeing discussion, just facts, and I wanted to know what created it." His rabbi explained some of the **gemorah** to him, and mentioned that there was a place where such books were studied. Kenny, who reached the finals twice in the National Bible Contest, came to the "place" and enrolled in JSS.

"I owe everything to YU. I found that there is a difference between experiencing real Judaism going to shul and then playing ball." It wasn't like that from the start and though Kenny entered Yeshiva insecure and afraid of being out of place. Although his reason for coming

was to "find himself," he was afraid of "losing the identity" he had. The turning point came at the end of his sophomore year, when he learned not to be "afraid to give up a bit of what you are in order to gain a bit of what you want to be."

Jiving Classes

Kenny would like to help others participate in the experience YU offers. "I feel YU can



Paul Millman

Kenny Blackstein

drastically influence a lot of people's lives and I'd like to be a part of it." Although he would like to teach math, he feels he can best serve YU by working in the Registrar's office. "To give a student the proper classes and have them all jive so he can come in with the proper frame

of mind is, to me, more important."

Kenny, who puts in a full work load in the Registrar's office, has the knowledge to talk about its problems. According to him, despite the unavoidable errors, YU's programming is run twice as well as any other school's. "YU can afford to pay teachers to teach all hours of the night. You'll get your course eventually. However, if it's a certain teacher you want, not the course, and if all the students want the same teacher, it just can't be done."

Irritable Secretaries

Kenny blames the errors that do come out of the Registrar's office on overwork and pressure. "YU has double transcripts, unlike other colleges, and they just don't have the money to hire five hundred secretaries. The registrar's secretaries have to type out the transcripts for the graduate schools as well. There are times when they pound their fingers off for hours straight. That's why they are sometimes irritable." Mr. Hagler's leaving this year has left the Registrar's office in a bind. The few people who know the procedure have to take care of hundreds of students, and there is no one to run the Jewish Studies Division. The pressure and overwork is tremendous and, as Kenny states, "After a while, anyone can go nuts."

Things inevitably get piled up at times, and Rabbi Edelstein, who does three things at once, gets too busy to do something at the exact moment of request. Almost always, this results in a student having his pride hurt and getting angry.

At present Kenny is President of the School's Math Society, and is **gabbai** of the Morgenstern Shul. He takes jobs that he feels will help him get a better understanding of life. In the future, he would like to get his **semicha**, continue working in the Registrar's office, and teach math.

... On Wry

Cuckoo's Nest - Reviewed

By Chaim Lovinger

It has become very much in vogue to chastise one's fellow Yeshiva College students with charges of apathy that merely echo in the hollow of indifference. Critics of our unique microcosm tend to consider almost heretical any suggestion that a true spirit of involvement can be fostered about anything other than a political or religious cause. The popular notion agrees that "one could put their school spirit in a thimble and still have room for your thumb." Were it not for the Dramatics Society, this misconception might well have been blessed with health and long life. Might have been.

On December 8, 9, 10 and 11 the Yeshiva College Dramatics Society presented Dale Wasserman's "One Flew Over the Cuckoo's Nest," an adaptation of Ken Kesey's 1962 novel. Their

success, another triumph for the battered forces of culture at Yeshiva, can be attributed to several factors.

(Since I'm not Clive Barnes, and since the old Pollack Library is not exactly the Great White Way, my assumption that anyone cares what I thought of last semester's play is perhaps supremely egotistic. But word counts are word counts, they tell me. Therefore . . .)

I could not have been less enthusiastic about Marv Stern's performance in last semester's play, and Marv's loyal supporters repaid my public views with private verbal laceration. Though hoping to escape such punishment this time around, I have not tempered my remarks to meet with the approval of any particular individuals.

Marv Stern assumed the diffi- (Continued on Page 7, col. 3)

Scripta Jasue



J'accuse

By Josh Schwartz

Barring any unforeseen difficulties, I will be graduated this June. In contemplating the academic content of these last few years, however, I find that I will terminate my stay at YU with a marked feeling of disgust. Before I go on, though, I should stress that this feeling was engendered neither by the quality of our instructors nor by the quality of our students. Both are excellent. Yet, somewhere within the miasma of University rules, regulations and procedures, something most valuable to me has been stolen—my time.

The perpetrator of this crime is not overly elusive. In fact, it can be reduced to one simple phrase: general requirements. In the name of a prostituted humanism, I have been subjected to irrelevant, extraneous and sometimes even courses excelling in brain-bending boredom. While supposedly being prepared to enter the world as a "complete" individual, I will, in reality, make my debut as an expert in digesting unwanted and unneeded material.

Lest anyone think that my personal outlook is that of a parochial 'grubber' with an ingrained culture phobia the next time you walk by an advanced Latin class, take a look through the window. I have no intention of debasing the inherent value of the humanities. Far be it from me to degrade something I esteem. I might even concede, if pressed far enough, to some elemental value in science courses for non-science majors. However, I cherish something of far greater importance: freedom and maturity.

On one hand, a mature student will most certainly engage in rewarding mental activity without Big Brother's guidance, while on the other hand, no amount of force-fed information can possibly furnish the immature student with a cultural panacea. It is a travesty of the academic process when learning in some class has to become a distasteful experience, something to be 'knocked off' as painlessly as possible. Requirements, especially if their content commands not the slightest interest for a particular individual, have not proven to be very efficient intel-

lectual catalysts. In many cases, unfortunately those courses have a negative impact.

I am not so naive, however, as to pursue this argument ad conclusionem suam. The powers that be will not suddenly be enlightened. If, however, the real purpose of general requirements is only to impart some non-specialized knowledge required for one's performance as a human being, why prohibit P-N in such courses? If one is going to be force fed, he should, at least, have the option of sweetening his fare.

Before I conclude, though, I must dispel any possible misconceptions I may have aroused. I am fully cognizant of the progressive work on the part of the Senate in the past in eliminating certain unnecessary requirements. However, the task is far from complete. If additional requirements are not to be removed, an expanded P-N provision would most likely be a step in the right direction. Moreover, I wish to except entirely from this discussion those Bible and history courses required of YP students. Attending EMC, I am not personally familiar with the impact of these requirements and would consider it inappropriate to comment extensively here. Undoubtedly there is room for change and modification, and developments in these areas will have to be carefully scrutinized.

Finally, calling for abolition of general requirements is not an open invitation to academic anarchy. Each discipline or major would still, of course, be able to impose its own requirements and I would go so far as to say that if the Physics department, for example, feels that a student will be a better physicist after a course in speech—then so be it. Let the departments worry about the student's major. Let the student worry about his own performance as a human being.

The matter, though, does not rest here. The whole question of general requirements is a direct outgrowth of another severe problem that will certainly warrant future attention. Suffice it to say at the present that the root of all evils is the liberal arts syndrome.

Required



By Jeffrey Wandel

Whenever the question of course requirements in a college arises, heated emotions are expressed on each side of the issue. First the libertarians come out screaming for absolute freedom in course offerings and argue that requirements are not only infringements of their "student rights" but indeed a personal affront to their maturity. No sooner are the words out of their mouth that the defenders of the "liberal arts and humanities" come out charging in defense of this holy institution which they claim will eventually be the salvation of mankind—if only the students would be exposed to them.

If one proceeds to carefully investigate these two opposing positions, one begins to realize that

an even more fundamental question lies at the bottom of their dispute—what is the purpose of a college education. The would-be abolishers of the requirements, while insisting that they should be granted absolute freedom in the selection of courses, picture college as a reposition of higher education from which they can choose courses which interest them and or courses preparing them for teacher careers. In other words, the college exists, in their opinion, primarily for the satisfaction of a student's academic appetite.

On the other hand, the supporters of broad requirements claim that the raison d'être of college is to familiarize students with a broad spectrum of Western cultural and scientific ad-

vances as well as acquaint them with some of the world's classical problems which still perplex us today. Thus rather than saying that the college exists for the benefit and convenience of the student they claim that it is the student's responsibility and sacred obligation to improve himself by disseminating enough knowledge to make him an educated and cultural being, indeed a "savant." Through this education a student fulfills his obligation to himself and to his community where he now becomes a valuable addition.

In attempting to choose between these two variant conceptions of the purpose of a college—whether the knowledge exists for the student or whether the student exists to acquire the knowledge—I believe we are committing a great injustice if we accept one to the exclusion of the other. A complex institution such as a college must fulfill its twofold responsibilities to both the student and to the dispersion of knowledge. We must attempt to satiate the student's academic appetite as well as expose him to a limited number of fields of knowledge forcing him to be aware of the full "human condition."

And so we return to our original question: should there be specific course requirements in college today? I truthfully believe that it is absolutely critical to the realization of the function of a college to maintain such required courses. One needn't claim, that some of the exponents of requirements have in the past, that a college must produce young men who are highly edu-

(Continued on Page 6, Col. 3)

Proposal On Evaluation Brought Up In Senate

(Continued from Page 1, Col. 4) occur now without an organized system, and that since the whole debate in the Senate covered student evaluations, there was no way of getting around making the evaluations available to students.

The second part of the report provided for a tripartite Evaluating Committee made up of faculty, students and administration. The committee was unsure whether this would be an independent committee, or a Senate committee.

Dr. Fleisher Criticizes

The inclusion of faculty in this committee elicited harsh criticism from Dr. Fleisher, who said he found it hard to believe that many faculty members would be willing to put themselves in a position of supervising an evaluation for fear of being approached by a colleague who might not be happy with his evaluation.

Dr. Fleisher suggested, in a letter addressed to the committee, that faculty participation not be a necessary part of the plan but should rather be optional and subject to approval by a vote of the faculty assembly. However, Senator Weinstein

said that unless the plan involved teachers, any instructor who believed he had been wronged could complain about a system which did not receive the sanction of his colleagues.

The third part of the report called for students who perform the evaluating to have taken at least one course with the instructor concerned, and to be willing to submit his cumulative grade point average overall in his major.

The final part of the report suggested the possible use of computers in conjunction with registration, for gathering evaluations and for breaking down ratings of teachers for statistical analysis. This part also asked for detailed answers to evaluation questions to encourage thoughtful responses.

A Senate Project

At the Dec. 20 meeting, in an informal vote, the Senate overwhelmingly favored the idea of evaluation as a Senate project engaging students to perform the evaluating rather than a purely student-operated system. Such a system would authorize the committee to continue to resolve further details for the proposed system.

The committee's report was praised by Senators Hyman and Wandel as offering something concrete to build upon.

Dr. Fleisher questioned the practicality and possibility of an annual evaluation, but Senator Wandel attempted to assure the Senate that since the students were so eager to produce these evaluations, they would complete the necessary work involved.

Dean Bacon added that since such an evaluation might ultimately be needed during considerations of teacher promotion, it would be useful to have as many evaluations as possible.

Senator Newman has promised in the name of the committee that work on an adoptable plan would continue and that such a plan would be submitted to the Senate as soon as possible.

Sharon Krug

Letters To The Editor

(Continued from Page 2, Col. 3)
HORSE FEATHERS

To the Editor:

I must admit, Mr. Ruchelsman's argument about university support for athletic activities ("The President Speaks" — December 13) is well-taken, indeed.

In order to emphasize his point, I feel it is fitting to quote from a dialogue in "Horse Feathers" between Groucho Marx and another professor:

—And I say to you, gentlemen, that this college is a failure. The trouble is we're neglecting football for education.

—Exactly. The professor is right.

—Oh, I'm right, am I? Well, I'm not right, I'm wrong. I just said that to test you. Now I know where I'm at. I'm dealing with a couple of snakes. What I meant to say was that there's too much football and not enough education.

—That's what I think.

—Oh, you do, do you? Well, you're wrong again. If there was a snake here, I'd apologize. Where would this college be without football? Have we got a stadium?

—Yes.

—Have we got a college?

—Yes.

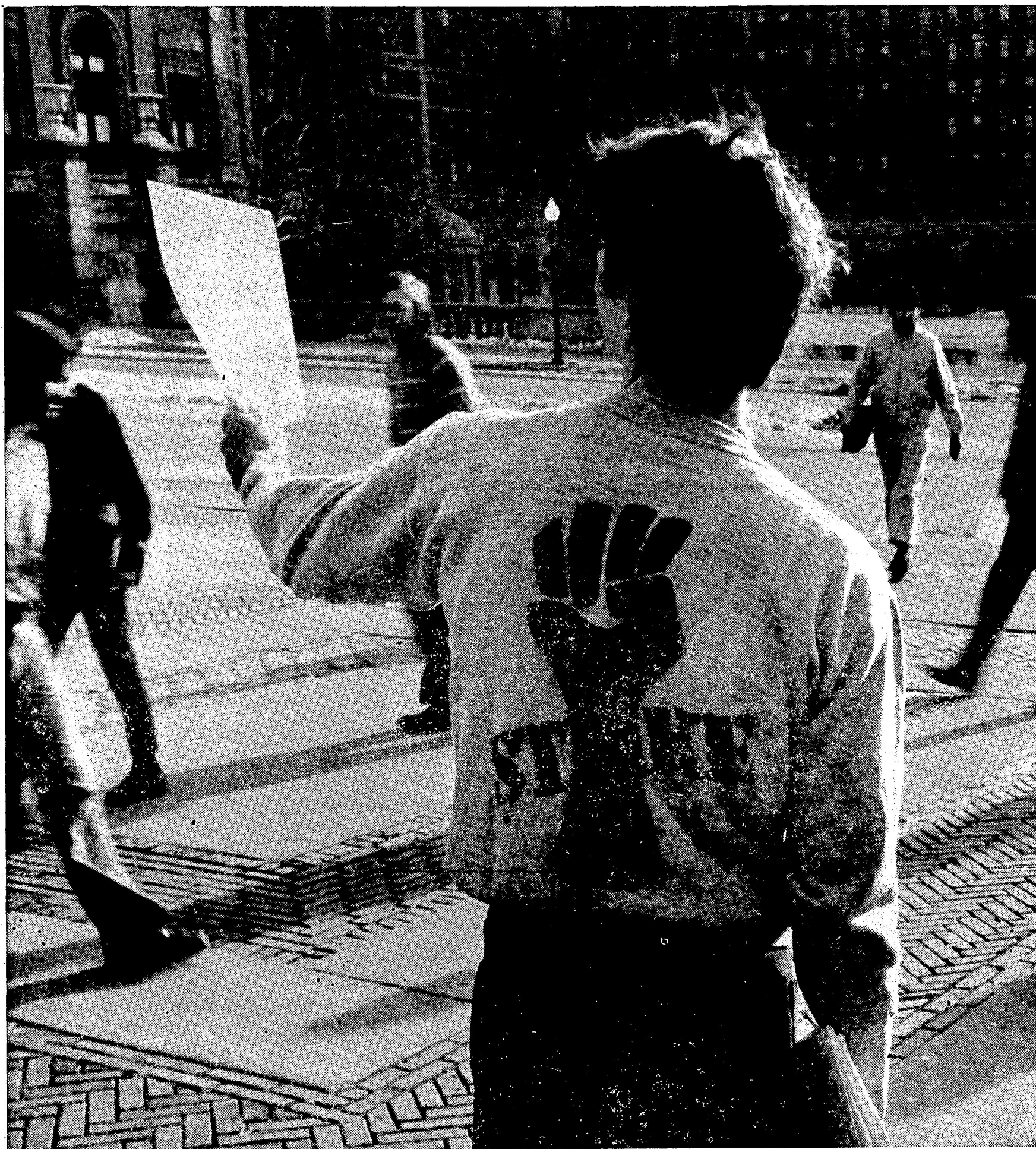
—Well, we can't support both.

Tomorrow we start tearing down the college.

But, professor, where will the students sleep?

—Where they always sleep—in the classrooms.

In view of Mr. Ruchelsman's comments and the above quote, I hope that I have illustrated the ludicrousness of the University pouring money into athletics when it is struggling to keep its head above water. I am not saying that sports should be discouraged, I mean only that they should be either self-supporting or subsidized by student council. I hope that my point, too, is well-taken.



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Three Jewish Leaders Argue War's Effect On Israel, US

(Continued from Page 3, Col. 2) massive "turning on to Judaism" which occurred as a result of the Six-Day War was not evident in the recent war. The idealistic Jewish college youth appears to have quieted down considerably.

Other comparisons by Dr. Pins between 1967 and 1973 were quite interesting. In 1967, praise for Israel and her military and technological prowess by Western nations was universal. There was universal optimism concerning Israel's future in the hostile Arab world. Six years later, the same people saw Israel as being over-confident. Few people saw Israel as being in danger last October and this resulted in great concern, as the casualty lists rose. Therefore, it appears that, while 1967 was a threat to the Jewish world community, 1973 was regarded as a crisis only for the State of Israel, hence the rising ambivalence in attitude.

Where the Six-Day War was a clear cut issue—Israel encircled by embittered Arabs—the Yom Kippur War found Israel not as the underdog, but as engaged in a struggle for territory, not survival. These observers also noted how American politics has played a major role in this new Jewish attitude towards Israel. In 1967, opinions on the Black Struggle and the Vietnam War were being expressed on every college campus. Therefore, Israel became another "cause." In 1973, the general apathy for causes also took Israel out of the spotlight.

Detente And Nixon

American detente also played a role in the new opinions: In 1967, Russia was but an interesting factor in the war effort, while today, she is the major supplier of Arab arms. This fact caused a reaction of preferred non-involvement in Middle Eastern affairs. Finally, American leadership was found to be a factor contributing to the growth of apathy. In 1967, a democratic President led the nation, supported and trusted by American Jewry. Six years later, President Nixon is trying to patch up a tattered administration. Although he has aided Israel more than any previous Chief Executive, a good portion of American Jewry expressed a feeling of resentment and distrust towards him.

Dr. Pins reported that many Jews were concerned that the image of world Jewry, developed and strengthened since June 1967, would soon be tarnished as a result of the Yom Kippur War. Many feel that, eventually, Israel's need for survival will not coincide with American foreign policy, and thus, a wave of anti-Semitism will pervade in America.

A statistical survey of how American Jewry will react to or is reacting to the possible threat of anti-Semitism, as a backlash of the oil crisis, yielded the following results:

Comment	Percentage
A. Who cares. So what?	5-10%
B. Israel should be flexible.	25-30%
C. Cultural pluralism is a myth. We're always a minority. Aliyah is the only alternative.	2.5%
D. The worriers.	50-60%
E. We recognize the problem. Let us plan to do something about it.	3-6%

The most important fact obtained from this survey was that if you remove the worriers and double up the rest of the percentages, the prevailing attitude is that Israel should become more

flexible towards the Arab problem, thus eliminating the oil crisis, and therefore, the threat of anti-Semitism.

It is noteworthy that age was not a factor in the results obtained. The college adult reactions yielded few differences and even those were quite insignificant. The key factor here was the lack of knowledge among high school and college students. Few had any concrete knowledge about partition and the events preceding and succeeding it. Dr. Pins's conclusion is that American youth must be prepared to counter anti-Semitic remarks and that ability only comes with factual knowledge.

Dr. Lamm Speaks

Dr. Norman Lamm, Professor of Jewish Philosophy at Yeshiva, found that the major effect of the war on American Jewry was a psychological one. For the committed, it served as a rude awakening to reality—by destroying the myth of Israel's military superiority. A new questioning of our premises and leadership has begun as a result. Disillusionment has set in among many of America's Jews. And, most important, the committed Jew is re-examining the entire situation in Israel, and is thereby becoming more critical.

Dr. Leonard Fein of Brandeis University observed four reactions among American Jewry immediately prior to the October war. The general reaction was a renewal of concern. A number of Jews felt uneasy in defending the Israeli government's actions. This feeling of discomfort was brought about by the airline hijacking incident in September and other related events. Second, he also heard many Jews demanding more Israeli flexibility in her approach to the Arabs. While these two attitudes were surfacing, leaders of Jewish communities in the past two years have called for a re-channeling of priorities, away from Israel and back into the community. In a philosophical sense, Dr. Fein termed the fourth reaction "the conversion of Israel to a more prosaic place." He continued to say that, "the mysticism of Israel has been dissipated in a medium of petty politics."

American Jewry, according to Dr. Fein, has come to the realization that it can no longer support modern war. The limitations on American Jewry's capability to bear financial and physical burdens was clearly evidenced in the recent war. We must discard the "Take it for granted" attitude of the past—even when pertaining to the future of American Jewry. He suggests that the American Jewish community must be taken far more seriously from now on. American Jewry must take a more active role in knowing more about Israel than her generals and top heads of state. Complete knowledge of Israeli politics is an obligation for American Jewry.

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(Continued from Page 4, Col. 5)

cated in most of the disciplines of knowledge. However, I believe that it is only right that a college force its students to acquire at least a smattering of knowledge which is essential to their functioning successfully in society, or failing this requirement, that the requirements be critical in helping the student become aware of the "human condition."

In the first category, items which are essential to a student's successful functioning in society we can find several of the present requirements at Yeshiva College. Successful communication, be it through the medium of speech or writing is no doubt an essential element to functioning in society. This is fulfilled by required courses in Speech and in Composition. Lest anyone claim that a person may learn these skills outside of these courses I must respond that though this may be individually true, nevertheless, it is better to guarantee the acquisition of these skills for everybody. Several of us upper classmen can still recall when as freshmen and nearing the end of our Speech course we finally emerged from our shell of audience fright and delivered well organized and clearly articulated speeches to our classmates.

Another important skill in our society is the basic knowledge of different literary forms, be they prose or poetry, and the ability to analyze them so that we may respond to them intelligently. This at present is being met by our English Literature requirement, though I might add that I am strongly in favor of offering a choice between English Literature, World Literature, and

American Literature to our students. Unfortunately we at present often get the impression that the English have a monopoly on literary expression.

Other requirements fall into the second category of being crucial in helping the student become aware of the human condition. Courses which particularly hit home for Yeshiva students are requirements in Hebrew Language, Bible, and Jewish History. A knowledge of all three is crucial for the Jewish student to be aware of his heritage. Another example of this category is the science requirement for non-science majors. A college student

The Editor-in-Chief and Governing Board of THE COMMENTATOR extend condolences to Rabbi Louis Bernstein on the death of his father. May he be comforted among the mourners of Zion and Jerusalem.

should be made aware of at least some of the basic functionings of our physical world, be they in Biology, or in the basic principles of Physics. A final area of knowledge which is crucial in understanding the basics of the human condition is culture as expressed in music and art. Not everyone is blessed with musical talents but I believe that everyone should be exposed to musical forms for a duration of at least one semester. Frequently in college one finds students who are fanatical fans of rock-and-roll and yet do not have even a rudimentary knowledge of musical forms. As the forms of expression in music

are so radically different from the verbal ones we are normally exposed to we should be made aware of this added dimension of expression.

At this time I must admit that a notable exception to my list of requirements is that of foreign language. This is a result of the fact that as I do not see how foreign languages fits into one of my two aforementioned principles, firstly those essential to successful functioning in society and secondly those crucial to the student in making him aware of the human condition, I must exclude foreign language from my defense of the requirements. Personally, I believe that our students could function well lacking even the most rudimentary knowledge of other languages and therefore it should be dropped as a requirement.

Fine, you may say, these courses might indeed acquaint one with the basic human condition, but why should one be forced to do so? What is the value of knowing about the "human condition"? I would respond that as a human's sole distinctions are his powers of speech and of his developed intellect he must explore the basics behind these areas. Were he not to do so he would be different than the rest of the animal kingdom on earth. A person must strive to constantly develop himself and it is a college's job to at least familiarize its students with the very basics of this development lest it later be accused of not even sowing a modicum of student interest in the unique human traits.

NEWS IN BRIEF

HOWARD SCHRANZ, a pre-medical major attending EMC, is the newest addition to the Governing Board of THE COMMENTATOR. A member of the YC dean's list and a former feature staff writer, Howard will assume the position of Projects Editor. Joshua Schwartz, the former Projects Editor, has been elevated to the post of Contributing Editor and hopes to maintain a bi-weekly column. Joshua is a classics major and is a member of both the YC and EMC dean's list.

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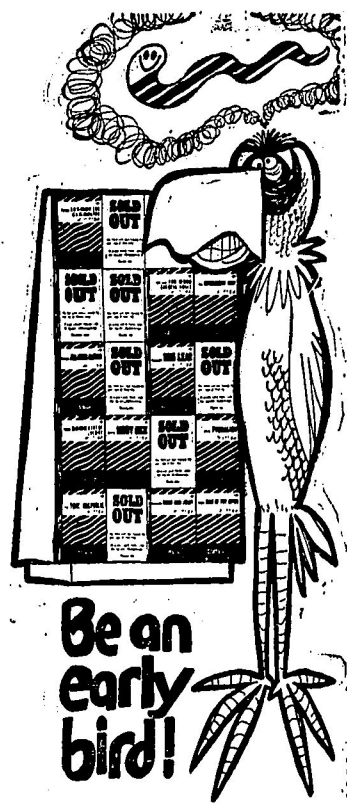
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Ban On Lounge Use By HS Fails; 024 Opened Earlier

(Continued from Page 1, Col. 1)

lounge at 8:30 A.M., earlier than the previous 10:00 A.M. opening hour. The lounge and Furst Hall continue to close at 10:00 P.M. every evening to avoid excessive energy waste.

A related item concerned the use of the Furst and Morgenstern lounges by high school students. Many Council members believed that high school students do not possess the maturity to decide how to spend their money prudently. In addition, the student poll indicated that many students objected to the presence of the high school students.

Other members pointed out that the University has long believed that the mingling of high school students with college students is a positive factor. High school students have for the most part been careful not to abuse equipment, and they have been discouraged from cutting classes by strict YUHS attendance regulations. Rabbi Handel, director of the high school dormitory and Neil Harris, high school dorm counselor, emphasized that the entire high school administration favored allowing their students to use the lounge. They reminded Council that the high school students have had to struggle for all their privileges, from use of the college library to the lounge,

one of the few sources of recreation available.

President Ruchelsman's major concern was that YCSC be completely immune to future complaints about adverse effects which the lounge might have on the high school students. Council voted to permit high school students to use the facilities of F024 before 6:15 p.m., only with approval of the high school administration and afterwards by authority of the dormitory administration. This permission is predicated upon the condition that the high school accept financial responsibility for any damage caused by its students and absolve YCSC of all responsibility for the effects of the lounge on high school students, in terms of parental complaints.

President Ruchelsman announced that he met with Rabbi Miller to discuss the matter of night parking at YU. Mr. Marmorstein will be consulted concerning the feasibility of the proposal.

In other action, YCSC allocated about \$300 to WYUR to repair and replace equipment. Finally, Vice President Bergman reiterated the need for volunteers for religious kibbutzim. He said that specially accredited Bar Ilan courses and flight subsidies have been arranged.

(Continued from Page 3, Col. 5) cult role of Randle P. McMurphy. From the moment he swaggered on stage I could see that he was different from the Marv Stern I knew and did not love in last semester's production. In "Cuckoo's Nest" his comic timing produced many a razor-sharp line, eliciting unusually hearty responses from the capacity audience. Surprisingly, much of the bawdiness was allowed to remain in the Yeshiva production; the consensus of whisperers in the audience suggests that the important nuances were drawn from every line.

As Chief Bromden, Ted Ness was clearly not overburdened with a preponderance of tongue-defying lines. But he emoted. With McMurphy "crucified" on a cross-shaped operating table ("I do get a crown."), Mr. Ness's portrayal of the transformed Indian was a splendid resurrection. There were those who opined that the Chief's inner struggle should have been more

The Editor-In-Chief and the Governing Board of THE COMMENTATOR wish to extend their heartfelt mazel tov to Bernard Firestone '70, former Editor-In-Chief on his marriage to Edith Bing.

of a focal point, that what should have been a gradual and carefully-orchestrated transition was done too abruptly. Such criticism lacks validity inasmuch as it hinges on an interpretation of the script that was simply not chosen for this production. Mr. Ness cannot be held responsible for such a decision.

Joel Tessler's Nurse Ratched, effectively rewritten as a male role, typified the male version of a castrating bleep (sorry). Unusually poised; he was appropriately bleepy in every inflection. David Ashear displayed fine abilities as Dale Harding, a man besieged by problems of enervating proportions. The role was well-cast, but not by type. Jack Newman's stammering B-B-Billy B-B-Bibbit was sufficiently frantic and credible. All three are newcomers to dramatics at Yeshiva; that they are underclass-

men capable of future performances is an encouraging thought.

The other patients in the mental hospital and the staff members were believable to the point of almost instilling fear. Enrollment at Yeshiva College, considered by many as something of a dress rehearsal for

professionalism: Making real use of the twenty-four hour day, both actors and director can be found rehearsing in their Doctor Dentions when saner individuals are long asleep.

But it is not the mere knowledge of behind-the-scenes efforts that makes the audience appre-



McMurphy befriends his fellow patients.

such roles, does not diminish their accomplishment.

Technical aspects of the production were good. The positioning of the players on the stage arranged for en(gross)ing activity in each corner of the stage. With audience attention focused on different characters throughout the play, none of the parts seemed small. And, technically speaking, Victor Delouya's legs aren't bad either.

Mr. Anthony Beukas's directorial talents and full measure of devotion to student dramatics were manifest in every phase of the production. Each year dramatics encounters the problem of representing female roles while limited to male student actors. The double program does not facilitate such activities either. Rather than tacking their deficiencies onto convenient scapegoats, the students follow Mr. Beukas's example of true pro-

ciate a play; to assume so would be consciously setting lower standards for any amateur presentation. It is the result that counts, and the result was good. For the inmates in the Washington Heights cuckoo's nest,

The Editor-in-Chief and the Governing Board of THE COMMENTATOR wish to extend their heartfelt mazel tov to Stan Zimmerman '72, former Managing Editor, on his engagement to Joanne Kluger.

this view into another's asylum was most satisfying.

One would hope that the pride in the Dramatics Society -be comes contagious, spreading to other areas of student activity. Once a large enough segment of the student population shows how much it cares, can the end of apathy be far behind?

Sophs Grasp Sole Possession Of 1st In Intramural Hockey

(Continued from Page 8, Col. 3) ous battle of league co-leaders, the sophs edged the juniors, 7-6, dropping the juniors into third place behind the surging freshmen, who beat the seniors 4-1.

Vicious and Abusive

The soph-juniors game was as emotionally charged as any in intramural hockey history. The checking was vicious, the action wide open, and the arguing with the referee almost abusive. The sophs had never beaten the juniors since the league began, although the teams had played to a 2-2 tie in their previous meeting this season.

The juniors held a 3-2 lead after one period, thank to a goal which may have been scored after play had stopped. Yudi Gopin calmly shot the puck into the net after soph goalie Yankee Poleyeff stopped a shot, held it, and dropped it in order to give it to the referee. The YU hockey fans will be arguing that one for a long time.

Possibly inspired by the questionable, at best, call, the sophs stormed back to take a 5-4 lead into the third period. At 1:44 of the final period, Joel Silber scored to give the sophs a two goal lead, but it didn't stand up as goals by Breslow and Eisenberg tied it again.

The winner came on a shot which have been wide of the goal had it gone untouched. But the flip by Jerry Pasternak hit the back of Steve Reisbaum's goal pad and bounced in, giving Pasternak his third goal and the sophs the triumph.

The frosh put away the seniors, who are now 1-4, with no problem. Eliezer Cohen scored the "hat-trick" for the frosh, with Koolyk scoring the other goal. The only question remaining was whether goalie Alvin Pasternak would get his second straight shut-out, finally ruined by a Wally Wolpoe slap shot with 16 seconds remaining in the game.

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Taubermen Down St. Peter's And Hunter For A .666 Log

By ELLIOT DENENBERG

In a complete turnaround from their MIT defeat, the Yeshiva Fencing Team came back to destroy St. Peter's College, 19-8 and Hunter College 18-9. The fencing team now has a .666 record and co-captains Will Greenberg and Freddie Shulman predict a winning season this year.

In the St. Peter's match the epee squad was at a disadvantage without the services of Will Greenberg who has an injured knee and may be out for the rest of the season. Nonetheless, the epee squad won all of their

Ness, who had the best individual record of the night, 3-0. Louis Solomon also fenced very well and was 2-1. Morris Mandel was 1-2.

In epee, Shalom Buchbinder had a record of 2-1, one of which was a coconut. Harry Peters was 2-0, Elliot Denenberg and Jeff Fried were both 1-0, and Mory

YU Bows To Lions, 20-12 Falls To 1-1-1

By YANKEE POLEYEFF

Playing a unique version of the game that is generally referred to as hockey, the Yeshiva Yucons lost to the Columbia Lions by the score of 20-12. No, the YU place-kicker did not miss two extra points, nor is that score a misprint. Yeshiva did lose by that score, but the real loser was the game of hockey, which suffered a serious blow to the way it is played, Columbia style.

The game was played without a referee, which was ridiculous. The Columbia rules did not contain any "offside" lines, which is ludicrous. It did contain a row of poles running through the center of the gym, prompting a few Yucon players to make some comments, which were, of course, unprintable.

Yucons Poled

Despite all this and more, for instance calling your own penalties and receiving a penalty shot in return, YU managed to stay tied, 5-5 at the end of the first period. Columbia, however, finally got their pole session shots and ricochets in working order and swept out Yeshiva in period two. However, the Yucons were learning and actually outscored Columbia in the final period, but not by nearly enough to overcome that second period devastation.

As one Yucon player put it, "Our record is now 1-1-1, but in hockey, we're still undefeated. Touro is next on the YU schedule. Undefeated or not, YU goes for win number two.

Meanwhile, the sophs regained sole possession of first place after five games of this year's Intramural Hockey League. In a furi-

(Continued on Page 7, Col. 4)

YU Wrestlers Maintain .500; A Season Of Ups And Downs

By LARRY EISENBERG

Before the start of the semester, the Ellmen were even with a 0-0 record. One semester and eight wrestling matches later, the Ellmen find themselves even once again, with a 4-4 record. It almost sounds like something out of a Peanuts strip, to which Snoopy might say something like, "Sigh, there's so little hope for advancement," and would promptly go to sleep. But the Ellmen haven't been letting too many followers get their sorely needed sleep. In the last four meets, the Ellmen and their fans have had their emotions rise and sink with each victory and loss.

In the first of these meets, the Ellmen went against Brooklyn College, with the memory of last year's loss to Brooklyn clear in their minds. In the opening moments of the meet, however, it seemed that this memory would only be reinforced with a repetition of last year's loss. The "Beat Yeshiva" signs plastered around Brooklyn College seemed to say it all as Brooklyn led 21-6, with half the meet over. Co-captain Nate "Tiger" Schwitzer was the only Yeshiva pin at that point.

Turn Around

The last five matches, seemed like a different meet, as co-captain Manny Ruchelsman led the way by pinning his man. Following a loss at the 167 lb. weight class, Jerry Levine and Marty Bodner won their matches by pins, to bring Yeshiva within three points, at 27-24. It all came down to Simeon Vogel, who responded to the pressure by pinning his opponent. The Ellmen had the win, 30-27, and came as close as they ever will to carrying Simeon around on their shoulders; it was that wild.

The euphoria was short lived.

Within a week, co-captain Manny Ruchelsman had come down with a fever, and with him went much of the Ellmen's confidence. The lack of confidence was shown in consecutive matches with Queensboro and Staten Island Community Colleges, as the Ellmen didn't move, didn't push, and didn't win. Against Queensboro, Yeshiva did get pins from Nate "Tiger" Schwitzer, Rick Schulman, and Joe Frager, but generally looked sloppy. Somewhere along the line, almost every wrestler had his chance to win, and managed to blow it. The 39-18 loss was especially disappointing, considering that it was a home match in a year of few home meets.

Embarrassing

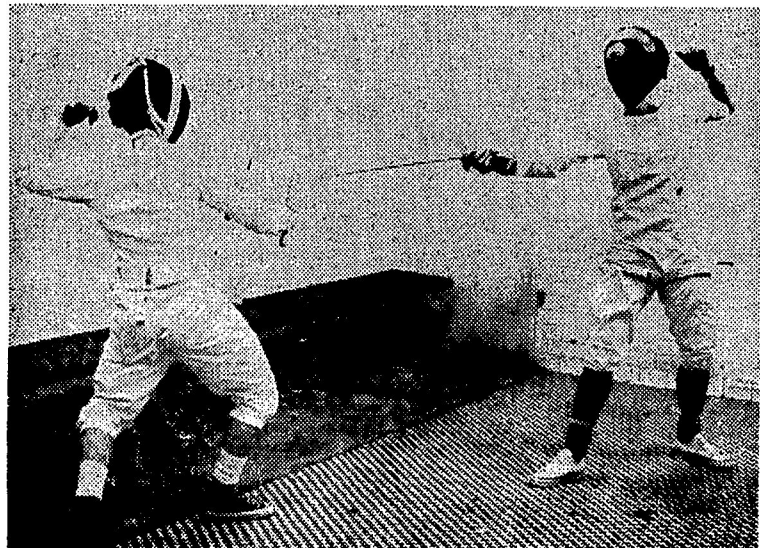
For the Ellmen, things went from bad to worse. The grapplers received three forfeits (18 points) in their meet with Staten Island, contributing to a 30-21 loss. With Manny still sick, the matmen were unable to

The Editor-in-Chief and the Governing Board of THE COMMENTATOR wish Manny Ruchelsman, President of YCSC, a refuah shleima and hope to see him back in action soon again.

muster their capabilities and fell short of what could have been an easy win. Only Nate Schwitzer's win saved Yeshiva from total embarrassment; a term not often associated with the Ellmen.

If they were embarrassing against Staten Island, the Ellmen were very little short of overpowering against Bronx C.C. In the world of pin or be pinned, Yeshiva pinned . . . and pinned; it was just what the doctor ordered. The wrestlers had a field day compiling five pins in an overpowering manner, and wrestling an inexperienced Bronx team off the mat. There were the familiar pinners in Nate Schwitzer, Jerry Levine, and Marty Bodner, as well as the new faces of Allan Kahan and Larry Eisenberg. Joe Frager went a full eight minutes to beat his man by the unique score of 30-24, while Noah Klein picked up a forfeit to bring the final score to 45-12. The Ellmen could not have picked a better way to hang up their uniforms until next semester.

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Paul Millman

Fencers Square Off

bouts with fine performances by Harry Peters, Shalom Buchbinder, Mory Korenblit, Elliot Denenberg, and Jeff Fried. Epee

Korenblit was 0-2.

In foil, Marty Hirsch was 2-0, one of which was a coconut, and Avi Dachman was 1-1, also fencing a shutout. Co-captain Freddie Shulman was 2-1, Eddie Tolchin was 1-0 and David Warburg lost a closely contested bout, giving him a record of 0-1.

The next scheduled home game is Monday, Feb. 4th at 7:30 p.m. in the Yeshiva gym.

Dr. Bacon has announced that the annual luncheon for the students on the Dean's List will be held on Sunday, February 10 at 1:00 p.m. The guest lecturer will be Herman Wouk.

had a record of 6-0 plus 3 forfeits giving them the best record of the night—9-0.

Moskovitz Coconuts

In sabre, Louis Solomon was 1-1, Ted Ness was 1-1, Morris Mandel was 2-1, and Sammy Sutton was 0-1. Special mention is made of Robert Moskovitz who fenced a "coconut," or shutout in his first varsity appearance. Sabre had a record of 5-4 for the night.

In foil, Marty Hirsch was 1-0, Avi Dachman was 1-0, co-captain Freddie Shulman was 0-2, and Irwin Schranz and Bernie White lost one each. Foil had a record of 2-4 plus 3 forfeits, giving them a 5-4 record for the night.

Two nights later, the Yeshiva fencers faced Hunter College. All three squads had 6-3 records for the night.

In sabre, there was a truly fine performance from Ted

Mighty Mites Finally "Put It All Together" With An Exciting Victory Over Pratt 71-67

After losing three close games, the Yeshiva basketball team finally "put it all together" as they narrowly defeated Pratt. Yet until this first victory of the season, the Mighty Mites suffered hard-fought defeats at the hands of York, Marist, and surprising Brooklyn Poly.

At the start of the York contest, the score was close as Yeshiva showed some of their true ability as a team. But when York came out with their extremely potent full court press the Mites were lost. The halftime score was 52-34, and the team went into the locker room dejectedly. The second half was indicative of Coach Halpert's abilities as coach and leader as the Mites fought back from an 18 point halftime deficit to be down by only five points with a little over 12 minutes left to play. York's fast break and press, however put the game away. Yeshiva was led by Bruce Wenig who played a fine all-around ball game, shooting 7 for 8 from the charity strip and scoring a total of 23 points.

Too Tall

The next game on the schedule was against a tough, tall Marist team. The start of the game was indicative of Marist's strength up front as they pulled ahead 30-16, but before the half was over Yeshiva staged one of its finest comebacks of the year. The halftime score was 44-39 and the start of the second half saw Yeshiva narrow that margin to 46-43. Within a two minute span, however, Yeshiva seemed to be non-existent on the court as

Marist rolled up a 57-43 lead and when Yeshiva finally woke up, they realized that they had lost 100-83. David Wilzig and Jerry Jozsef did a fine job in trying to make Yeshiva look respectable, scoring 24 and 21 points, respectively. Jerry also pulled down 12 painful rebounds as he was banged around by the bigger Marist ball players.

It was expected that the next game, in which Yeshiva faced Brooklyn Polytechnic Institute, would be an easy victory. At halftime, the Mites were down by 10 points, but again fought back, to be down by only two points with a little over eight minutes left. Some key foul shots and big lay-ups missed by the Mites brought about their downfall. Once again David Wilzig led Yeshiva with 20 points as the Mites lost 75-66.

Victory At Last

YU's lone victory was gained in a close contest. If the first half was any indication of the Mites' ability, they should never have been defeated, but unfortunately a basketball game is forty minutes long. Yeshiva was up at halftime 46-36 but Pratt led by two points with four minutes left. Allan Lockspeiser made a few key defensive plays and YU

Whose Who's

Engaged:

Richard Bieler '74 to Leslie Zinger
Dov Cohen '74 to Susan Newman
Shaya Marcus '74 to Phyllis Kantrowitz
Marty Shiffmiller '73 to Shari Spilky
Stanley Goldstein '71 to Brenda Goldsmith
Nahum Swinkin '73 — Susan Weissbrot
David Ross '73—Elisheva Sichel
Larry Kraut '74—Evelyn Silver
Married:
Joel Freudenberg '73 — Carol Bolgar