

# The Commentator

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NO. 3

## Yeshiva Open House Termed A Success

By NORMAN KINEL

As part of the ongoing recruitment effort by the Yeshiva College admissions staff, an "Open House" was held on Sunday, November 13. In an interview with Mr. Paul Glasser, Associate Director of Admissions, the program was termed to have been "successful in numbers and spirit." The event was attended by more than 250 people, with participants coming from as far away as upstate New York and Baltimore. Publicity was arranged through ads in the Anglo-Jewish press and Yiddish newspapers as well as through extensive mailings to Rabbinic Alumni, Jewish and Public High Schools nationwide, and through visits to Metropolitan area Yeshiva High Schools.

Personal invitations were also sent to seniors in high schools who have requested an application from Yeshiva College.

The "Open House" began with greetings and orientation by Dean Kurtzer and Mr. Glasser. Following this, a question and answer period dealing with the different Judaic Studies departments was held, and Mr. Glasser indicated that the "crowd expressed a serious interest in Yeshiva's dual program." As part

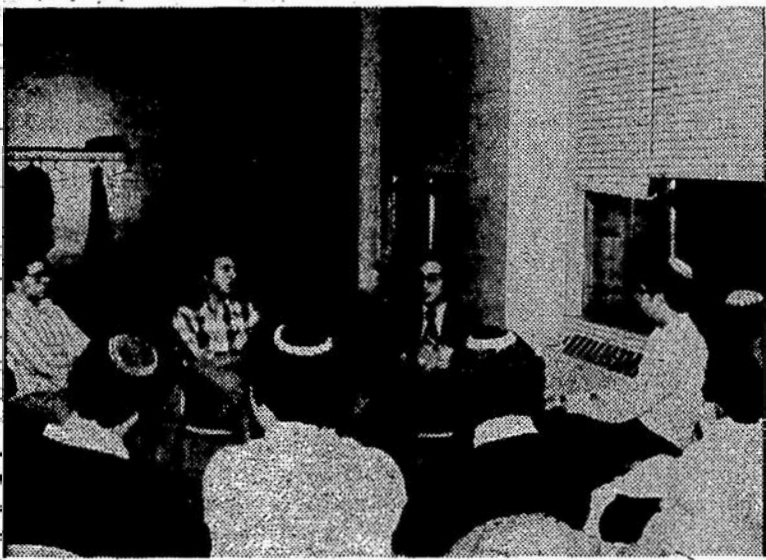
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## New Attitude Towards Yeshiva College Characterizes Outlook Of Dean Kurtzer

Dr. Daniel Kurtzer, newly appointed Dean of Yeshiva College, met with the Governing Board of THE COMMENTATOR on Wednesday, November 9. Dr. Kurtzer described his job and then answered questions asked by members of the Board.

While his job description may have designated him to be a Dean of Students and to act as a liaison between the administration and the student body, Dean Kurtzer has developed his job, in accord with the other new appointees, into one consisting of three parts: dean of faculty, academic dean, and dean of students. He will serve as the Chairman of the Faculty Assembly, meet with

ception for the past twenty to twenty-five years here at Yeshiva, is one that the strength of a university rests on its undergraduate schools." While there are certain difficulties because of the four different campuses of Yeshiva University and while there is no inclination at present to integrate Yeshiva College and Stern, Dean Kurtzer offered several proposals,



B. Kurtzer

Dean Kurtzer meeting with COMMENTATOR Governing Board.

faculty members, as did the previous dean, and try to develop a coherent system with specific rules in order to deal with the faculty. In this way, Dr. Kurtzer hopes to remove many of the uncertainties regarding tenure, retirements and appointments, that have existed between faculty and administration, and that have led to abuses.

As Academic Dean, Dr. Kurtzer sees himself in charge of the college's curriculum. He noted that "requirements" in Yeshiva demand attention, and that changes in them have been and are being proposed. Furthermore, he stated the importance of integrating the different units of the University with the undergraduate schools. "The conception today, which probably has not been the con-

including a uniform course numbering system throughout the University, to help achieve this goal of integration.

Dr. Kurtzer's third aim relating to curriculum is to meet the students' articulated need for "business" and business related courses. He said that he is not committed at present to a business major, but that it might be desirable to offer courses which would relieve students of prerequisites in business graduate schools.

The third facet of Dr. Kurtzer's job is that of Dean of Students. He would like to get to know the students and to act on their behalf. He mentioned that he had noticed a change in ideology of the student body since his graduation.

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## Dr. Kurtzer Attends Student Council Meeting To Answer Questions Concerning YU Policies

By ETHAN SIEV

On November 14, the fourth meeting of YCSC was convened in the Rubin Shul. The first order of business was a question and answer session between Dr. Daniel Kurtzer, the new Dean of YC, and members of the council and student body. The questions man-

required credits' without such a reduction being at the expense of to more evenly distribute students and teacher workloads and to

Dean Kurtzer was asked if it would be possible to cut down the number of required courses at YC, in view of the fact that the faculty assembly would probably veto any changes, if only to save the jobs of its colleagues. Dr. Kurtzer answered that the administration is presently reviewing the entire requirement structure. It would attempt to restructure the requirements in such a way as to reduce the number of



J. Fredman

Dean Kurtzer (left) with Student Council

professors or departments. He stated that the administration hoped to restructure the large lectures and the small workshops

avoid the threatening of positions of any professors. However, the administration will still attempt, in spite of these changes, to adhere to the educational concept of a liberal arts college, providing courses in all disciplines.

### University Hiring

When asked about the overburdening course loads that some of the faculty members carry, and the use of part-time instructors, Dr. Kurtzer answered that he felt that overworking the faculty

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## Senate's Existence Discussed; Yiddish Problem Reconsidered

By ARIEL FISCHER

The continued existence of the Yeshiva College Senate in the form of a University-wide Senate and a proposal to have Yiddish satisfy the language requirement at YC were the two issues discussed at the November 10 and 17 Senate meetings.

The meeting of November 10 opened with a short discussion which resulted in the passing of two motions. The first, proposed by Dean Karen Bacon of SCW read, "It is the sentiment of the Yeshiva College Senate that the future University-wide Senate, no matter what shape it assumes should include administration, faculty, students and graduates from Yeshiva University." The second motion was made by Dr. Edward Levy, and stated that "It is the sense of the Yeshiva College Senate that the present undergraduate Senates be involved in immediate and ongoing consultation on what is happening in terms of the organization of the new University Senate." Both motions passed unopposed.

Senate Chairman Dr. Aaron Levine then opened a discussion on the continued existence of the YC Senate and the possible merger of the YC and SCW Senates. Objections to a possible consolidation were raised, the principal one being the impracticality of the two Senates getting together often enough.

Dr. Steven Bayme stated that the present structure of YC's Senate gives the students a direct voice in the governing of the College. However, in a University-wide Senate, the student representatives would be outnumbered, outclassed, and probably uninterested. He maintained that, in order that student

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## Bronfman Discusses The Quebec Problem

By ARI KLAPHOLZ

Edgar Bronfman, the prominent business tycoon and chairman of the renowned Seagrams Liquor Corporation, was the guest speaker before a large crowd, during the November 17 club hour meeting

of Club Canada. Following an introduction by the club president Ernie Roll, Mr. Bronfman gave an informative picture of the present political and economic situation in Quebec Province and discussed some of the repercussions that would result if the separatist party were to succeed in separating Quebec from the union.

He began by stating that the

present economic situation in Quebec might allay the volatile emotions of separatist supporters and thus inhibit the friction of an independent sovereign state. A 12½% unemployment rate, the constant emigration of business from Quebec, and the fear of investing money in the state, he claimed, would calm the emotional fervor for a separatist government. Mr. Bronfman further added that even if Quebec were to attain sovereignty, this new status would only enhance the risk of economic isolation from the rest of the Canadian provinces.

### A Possible Trend

The segregation of Quebec from Canada, he felt, would eventually lead to the dismemberment of Canada and open the possibility of other provinces seceding from the union or merging with the USA. He cited for example that British Columbia, geographically isolated from its fellow provinces by the Rocky Mountains, already has developed the proclivity to orient its thinking in a north-south direction,

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J. Fredman

Business tycoon, Edgar Bronfman

## First Step

We heartily commend the decision to add a business course to the Yeshiva College schedule for Spring 1978. Although a single course is obviously only a token gesture it apparently symbolizes the determination of the new administrators to respond to the needs and desires of the students. We hope that this decision is only the first in a series of innovative steps which will serve to update and upgrade Yeshiva College.

## Dangerous Steps

In recent weeks there has been an increased number of incidents involving Yeshiva students and the surrounding community. Students walking between the school and the subway have been threatened and robbed. Although we realize that Col. Marmorstien and the security office cannot be responsible for patrolling the entire neighborhood, there are a number of practical suggestions which must be implemented to decrease the danger.

1) Col. Marmorstien should attempt to have the police patrols in the neighborhood intensified.

2) A student safety patrol, similar to that which functioned in previous years, must be reestablished to help Col. Marmorstien and the local precinct patrol the area.

3) Additional funds should be allotted to hire guards to patrol an established route between the school and the subway.

The responsibility for student safety must be shared by both the security office and the students, and only in this way can safety be insured.

### Alumni Remarks

## A Tribute To A Friend

By WILLIAM HOCHMAN, YC '77

Of all my friends at Yeshiva College he was the only one who called me Bill. My "friend" was not a roommate or a classmate but, he was the best friend a student could have. My "friend" was a teacher, an English professor. My friend was Dr. Irving Linn (zt'l).

A tribute, or retrospect, written by a teacher would, of course, be written from the heart, but it might not touch the hearts of the students who were fortunate enough to have Dr. Linn as a teacher. I also feel that I owe it to those of you who never had the opportunity to have my "friend" as a teacher, to tell you

about the sweetest teacher I ever knew.

His colleagues would tell you that he was a devoted and involved member of the Yeshiva University family for over forty years. I can also tell you that he was respected and admired as a teacher, and that every fifty minute class he taught was an experience which his students will never forget. Whether it was phonetics, Poe, or Hemingway, Dr. Linn always tried to keep the class interested as best as he could. When he would tell a personal story about a place he visited or about an experience that would emphasize a point in

the literature, he would always begin with, "When Mrs. Linn and I . . ." I felt as if he wanted the entire class to personally relate to his experiences. And who can forget how Dr. Linn eloquently read Chaucer's Canterbury Tales, in Old English.

It was as evident in my classes, as in those thirty years ago, that Dr. Linn learned with his students in addition to teaching them. When he would give his, well-known, four part examinations, they were not meant for the student to only regurgitate the class lectures. The essay questions were structured so that

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## Letters To The Editor

### To the Editor:

Maybe, as an incoming freshman, I'm disillusioned; either that or idealistic. I came here above other colleges, because this is Yeshiva. Not only was I interested in continuing my Jewish education, but I was also interested in a Jewish environment.

Friday, November 11, was the anniversary of Kristalnacht, the night of broken glass. Not a word was heard here. Rather people were talking about "going down to Stern, for rosh chodesh." Not a word was mentioned. Frankly I believe we should rearrange our priorities. What about you?

Marc A. Singer  
YC '81

### To the Editor,

For the past two years I have been Chairman of the Big Brother Program which is associated with the Jewish Board of Guardians. The Big Brother project was created in order to help the thousands of boys who do not have a mother or father at home. The objective of this program is to provide these boys with the missing parental figure that is so essential to their lives. The unique relationship that develops is especially rewarding to both parties and cannot be properly expressed in words.

This year, along with my assistant Danny Wechter, I have invited all Yeshiva University

students to participate in this program. I am embarrassed to report that in a University that prides itself in helping disadvantaged Jews, there was not even one inquiry as to the nature of the program. One afternoon every three weeks as a big brother is not too much to ask — even of the "busy" Yeshiva student. I hope the students here will awaken to the fact that there is also knowledge to be gained from experience and not merely from reading textbooks.

Leon Behar, YC '78  
Vice-President of EMCSC

## The Commentator

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### From the Editor's Desk



## A Step To The Right

By PHILIP KLEIN

During the late Sixties and early Seventies, the political and social unrest rampant in America affected almost everyone in one way or another. Here at Yeshiva as well, anti-war sentiment was openly expressed, rallies were held, and in general, attitudes reflected to a significant extent the dissatisfaction with the "establishment," expressed by students throughout the country. Furthermore, even the religious perspective of many Yeshiva students of those years was not left untouched by this attitude of question, suspect and doubt what the "establishment" is saying.

Interestingly enough, Yeshiva's yearbook Masmid, of 1970 had as its opening piece of literature an allegory describing a journey, during which the traveller, Pilgrim, meets a giant named Piety who later is revealed to be "a man of small stature wearing stilts." Upon discovering this, Pilgrim asks his guide about the meaning of the stilts, in response to which he is told, "The stilts accomplish two things. Firstly, they enable Piety to take less steps. Secondly, they allow him to present a better image to the sundry folk he encounters, thus enabling him to continue his righteous work." Pilgrim then asks, "What is to prevent anyone who knows nothing of righteousness from wearing the cloak of Piety?" The reply: "Truly nothing, for if it suits thy whim, take up a cloak and frock thyself."

The traveller, as is obvious from the entire piece, is intended to represent a Yeshiva student, and Piety, the Rebbeim. Apparently then, students in general — assuming the editors of Masmid '70 truly represented their classmates in presenting this view of the Yeshiva experience — were more likely to question and doubt traditional Judaism than they are today. In fact, during a recent meeting, Dean Kurtzer, who graduated from Yeshiva College in 1971, described what he perceived as a shift to the right, religiously as well as politically, in the opinions of Yeshiva students today from those of his own contemporaries.

There are several factors contributing to this move to the religious right. The disillusionment with radical modes of thought and the general trend away from liberalism and towards conservatism have certainly been felt at Yeshiva. Moreover, the draft-evading Yeshiva student no longer exists, thus eliminating or diluting the influence of the non-committed student. Furthermore, experiences with Yeshiva seminars and other similar religious youth movements, as well as years spent in Israeli yeshivot, have had a marked effect in increasing the devotion to the pursuit of Jewish studies of many yeshiva high school graduates. Many of these students have enrolled at Yeshiva and have contributed significantly to the religious atmosphere here.

Symptomatic of this trend are several phenomena. The Yeshiva Program, the bastion of "right-wing" thought, or more correctly of a more traditional Jewish viewpoint, has enjoyed an increased enrollment, while both EMC and JSS enrollments have experienced declines. In addition, the beit medrash is more fully occupied, both in the evening and in the morning as well, than it was in the past. Better attendance at characteristically "frum" — excuse the inaccuracy of the word — activities such as the SOY Purim Chagiga is also a reflection upon a more "frum" student body. Finally, as seen from the dearth of columns and dorm room discussions about making YC co-ed, students here are more inclined towards maintaining the yeshiva atmosphere of Yeshiva College.

This last remark brings me to my major point. Although there has been less talk among students in the past about bringing co-education to the College, the reorganization that the University is currently undergoing may have some far-reaching ramifications regarding the structure of the undergraduate schools. The consolidation of the Stern and YC faculties is more or less a reality. What about consolidating the student bodies of both schools? That seems to be off limits and maybe rightfully so, at least at the present time. Nevertheless, one must be aware of the benefits to be gained from such a move. The reduction in expenses for education would no doubt improve Yeshiva's financial situation and possibly eliminate the deficit under which the University is supposedly operating. As far as educational benefits are concerned, a larger enrollment in one school would mean expanded course offerings and a larger, more diverse faculty. I also have been led to believe that psychologically

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## NEWS IN BRIEF

THE FIRST ANNUAL YCSC BENEFIT PERFORMANCE, featuring comedian Robert Klein, was held on Sunday, November 20, at Hunter College. Over 1,500 people attended, making the event a success. Much credit must be given to Council President Skydell for his persistence and efforts in planning the event, coordinating ticket sales and in serving as the evening's master of ceremonies.

THE ANNUAL ORAL INTERPRETATION CONTEST was held on Thursday, November 17. The winner, out of a field of eight participants, was Steve Passer who did a rendition of King Creon's speeches from Antigone. The runner-up was Barry Holzer who read from a letter from Borisk, a Russian Jew.

A COMMENTATOR sponsored symposium on the topic of Torah U'mada: Theory or Reality will be held on Tuesday evening, December 13 in F501 at 8:00 PM.

# Dean Geller Predicts New Era For CSD

By CHAIM WEXLER

An optimistic but none the less realistic atmosphere greets the visitor upon arrival at the office of the new dean of Communal Services, Victor Geller. The new dean, who had worked for thirteen years in the community service division prior to his leaving for the travel business, has now returned at the request of Rabbi Lamm.

Mr. Geller sees his job as the beginning of a "new era" in the history of Yeshiva University. It is one in which, out of sheer necessity, the school must move from that of just preparing people to serve in the outside community to that of taking an active and influential role in communal development. He described the present situation in the Jewish community as "very bad" and gave a few striking examples. In a personal survey taken in 1950, he had found telephone listings for over two thousand Jewish houses of worship in the New York area. Twenty five years later in the same area the number had dwindled to about 760. "YU," he said, "must move to establish and help finance new Orthodox synagogues all over America. We must also move toward improving relationships with existing communities so that they will come to look to us for leadership and guidance."

When asked if YU had the resources for such an undertaking, Mr. Geller replied candidly that it did not. He added, however, that since Rabbi Lamm has given this area such high priority, many other divisions of the college, albeit worthy ones, may be forced to suffer. He justified this position by saying, "Without a Jewish community, there would be no need for YU at all!"

With regards to the Conservative movement, Mr. Geller said that this was not the answer needed to save the Jewish community. The high percentage of intermarriage among the children of members of Conserva-

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— YUPR  
Dean of CSD, Victor Geller

## SSSJ Opens Chapter In YC; New Activities Being Planned

Did you know that the Student Struggle for Soviet Jewry was founded in 1964 by a small group of students from Yeshiva University? Did you also know that for the past several years YU has not had its own official chapter of the SSSJ? It is thus that a group of students recently got together to organize a Yeshiva chapter, and held their first official meeting on November 2.

The members discussed ways of getting the students and the faculty involved in the activities of this important organization. Jonathan Michaeli, an active member of the organization and a student at YU, explained to those attending the meeting the areas in which the students could be called upon to help and the committee began making tentative plans for activities to be held here during the year.

### Public Information

The Student Struggle for Soviet Jewry runs many programs aimed at helping Soviet Jewry in two major areas. The first and most important area is publicity. As explained at the meeting, one of the strongest weapons that can be used against the Soviet Union is to exploit its sensitivity to public pressure. As long as Soviet officials are allowed to conduct their affairs in a secretive manner, they feel free to arrest, imprison and torment whomever they please. Only the knowledge that the world is aware of and cares about what they are doing will ever hamper their activities.

What the Student Struggle tries to do, therefore, is distribute information informing the public of the plight of important political prisoners. There is much material printed by the SSSJ about all major activities in the Soviet Union. Newsletters are distributed at college campuses, and

branches are established to keep the college students informed and to urge them to write letters to political prisoners and "refuseniks" behind the Iron Curtain.

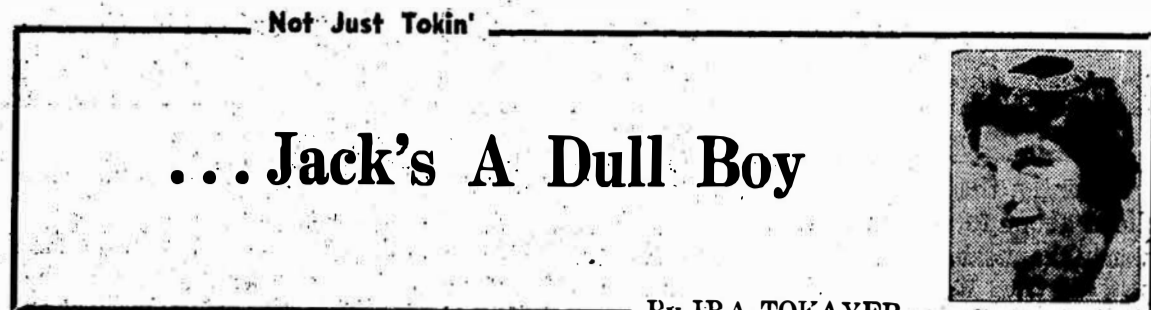
As it was made clear at the meeting, the purpose of letter-writing is more than just to boost the morale of those fighting for their freedom. It is known that very often the prisoners do not even get the letters, but as long as the authorities see that they have attracted attention, they will exercise caution in their treatment of those people.

The SSSJ arranges for political (Continued on Page 6, Col. 2)

## COMMENTATOR Symposium

THE COMMENTATOR has announced that it will sponsor a University-wide symposium on the topic "Torah Umadah: Theory or Reality?" which will take place on Tuesday evening, December 13, 8:00-10:00 PM in Furst Hall, room 501. The participants will include two newly appointed Yeshiva administrators, Dr. Daniel Kurtzer, Dean of Yeshiva College and Rabbi Yoseph Blau, Mashgiach; and two well-known faculty members of YC, Dr. Sol Roth, Visiting Assistant Professor of Philosophy and Dr. Steven Bayme, Assistant Professor of History.

According to Jordan Cherrick, chairman of the event, "The symposium represents an attempt to generate intellectual discussion and debate of salient issues which are particularly relevant to the Yeshiva community. Unlike other campus lectures, the



## ... Jack's A Dull Boy

By IRA TOKAYER

The scene: Hunter College, sometime in the present.

It appears to be the highest social event since the famous "Zionism is Racism" rally over two years ago. The scene represents the culmination of weeks of planning, publicizing and badgering by an unrelenting Student Council. Although ticket sales slowed down to an unnerving crawl, a brilliant but minor variation led to a tremendous late surge resulting in what is seen

today. The atmosphere here is anxious, anticipating, electric. The stragglers are still finding their way to their seats among a multitude of yarmulkas as the President of Council starts to speak. (We'll pick him up in the middle, leaving out the formalities and other rhetoric and baloney sometimes characteristic of people high on the ladder of success.)

"I've always felt that our institution should be the leader in the New York Jewish collegiate community, 'synthesizing' stu-

dents from all campuses in the metropolitan area. Due to its unique role in the Jewish community, it can generate interest among a maximum number of people. Encouraged by this great turnout we will be able to continue functioning in this hegemonical role."

"Secondly, I understand that the unique pressures and limited free time and recreational facilities, which characterize the undergraduate institution which I represent, can be socially frustrating, and as we know 'All work, no play makes . . .'. With this in mind we've attempted to give the students outside activities within the framework of the school, to keep spirits high and apathy (or emotional boredom) low. This particular concert was greeted hesitantly by many students leaders, but I had confidence in myself and my competent (but somewhat balding) administration, that we had not misread the unpronounced and possibly unconscious sentiments of the students. I'm glad I had the opportunity to see this overwhelming response which proves that our students can and do enjoy themselves occasionally whether they need to or not."

"Without further adieu, the man we've all been waiting for; for your enjoyment, the ever popular Roberto Kleindinger, Dean of Admissions, Albert Einstein College of Medicine." . . .

## WSSW Deemed Unique IntsSocialWorkApproach

This is the first in a series of articles on the Graduate Schools of Yeshiva University.

Viewing the world from its perch atop the Brookdale Center of Yeshiva University, situated in downtown Manhattan, the Wurzweiler School of Social Work provides its students with a symbolic overview and insight into the intricate workings of a complex and often difficult world. It is toward the goal of helping people better understand themselves in relation to society, and toward the goal of helping people more effectively cope with their problems in an ever changing world, that Wurzweiler directs itself. With these goals in mind, Wurzweiler trains its students to explore every area of communal life and to render expert social services to the community in general and to the Jewish community in particular.

Founded by Yeshiva University in 1957, Wurzweiler is unique in that it is the only accredited graduate social work program under Jewish Orthodox auspices in a university setting. To paraphrase Dr. Samuel Belkin z'l, the "master builder" of Yeshiva University, on the concept of Wurzweiler, "How can a Jewish university not have a school of social work, when you consider that tzedakah is an integral part of the Jewish tradition?" In pursuance of Yeshiva University's ideology of Torah U'Mada, Wurzweiler is committed to the perpetuation of Jewish Orthodox ideals while it at the same time

explores the social avenues of the world in general.

In an interview with THE COMMENTATOR, Dr. Lloyd Setleis, Dean of the Wurzweiler School of Social Work, defined social work as, "the facilitation of social processes between individuals, groups and communities in relation to particular institutional arrangements. Thus, social work is a discipline designed to help individuals, groups and communities take hold of their lives by helping them make more creative and responsible use of their personal as well as community resources, to effectively meet their everyday needs." To illustrate this, Wurzweiler trains its students for example, to help an in-

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## Jewish Studies Alternatives Provided By Affiliate In LA

By STEVE VAGO

Not all Yeshiva students have to trudge through the snow or dodge passing cars on their way to classes every morning. Our counterparts in the newly established Yeshiva University of Los Angeles have the luxury of attending classes down the hall from their dormitory rooms and the opportunity to enjoy the California sun. YULA is the latest addition to the YU complex of 17 schools and 8,000 students.

During an extensive interview, conducted prior to the opening of the school year, Rabbi Avraham Cooper, Director of Admissions, detailed the goals of the numerous programs offered by the school.

YULA was conceived, according to Rabbi Cooper, by its dean, Rabbi Marvin Hier, an educator for fourteen years, and the spiritual leader of Congregation Shaarei Tzedek in Vancouver, British Columbia. It was Rabbi

Hier's dream to establish a yeshiva on the West Coast to facilitate the dissemination of Torah in the second largest Jewish community in the United States. The objective of the school is to enlighten and educate those who have never been exposed to Torah as well as those who previously had to pursue their Torah studies in distant cities.

Rabbi Cooper explained that YULA offers three different programs to accommodate the diverse backgrounds of the students.

The Jewish Studies Program, modeled after the successful JSS program, is headed by Rabbi Jonathan Kolatch, a graduate of (Continued on Page 7, Col. 3)



S. Vago

Talmidim in Rav Meiselman's Shiur at YULA.

## Jerusalem-Johannesburg Axis Based On Trade Opportunities

By LEWIS GENUTH

Recently, there has been much clamoring in the United Nations about formation of a "Tel-Aviv-Pretoria" or "Jerusalem-Johannesburg" Axis on the part of Arab, Communist, and Third World nations. Political implications notwithstanding, these nations have been correct in noting closer ties forming between Israel and the Republic of South Africa.

Relations between the two have been less than cordial in the past. Israel, along with other developing nations of the 1940's and 50's, denounced the racial policies of the South African government. As late as 1962, Prime Minister David Ben-Gurion stated that the South African regime and its apartheid policy was "a disgrace to humanity."

However, relations improved between the two countries during the late 1960's. This improvement was accelerated after the Yom Kippur War. In 1976, South African Prime Minister John Vorster paid an official visit to Israel, a first by a South African head of state. During this visit a mutual trade and development agreement was announced. After this year's United Nations arms embargo on South Africa was passed by the Security Council, Israel announced that it would continue weapon sales to that country.

### Natural Resources for Know-How

There are many reasons for the improved relations between the two nations. The chief ones are economic and military in nature. Israel desperately needs natural resources such as coal, chromium, tungsten, and iron for the maintenance and development of industry as well as for defense purposes. In addition, South Africa supplies the demand for Israel's lucrative diamond cutting and sales trade which supplies the Israeli economy with sorely needed foreign currency. South Africa, on the other hand, needs agricultural and technical know-how which Israel could supply. More importantly, Israel could supply South Africa with a new source of weapons. In addition, South Africa's ports are vital to Israel's maritime trade, and would become more so in case of war and closure of the Suez Canal.

There are political motives. When black African nations, un-

der Arab pressure, broke relations with Israel after the 1973 war, Israel naturally turned to South Africa. As one black African diplomat noted, Israel had nothing to lose by improving relations with the Vorster Government.

The influential South African Jewish community cannot be discounted either. The Jews there have always been Zionists, lending greater per capita economic support to the Jewish State since its establishment than any other Jewish community in the world.

Thus, unless radical changes occur in South African, Israeli, or possibly Third World policies and politics, relations between Israel and South Africa seem destined to grow and prosper.

## Continuation Of Arab-Israeli Stalemate Causes Escalation Of Mid-East Tension

By DANIEL GOTTLIEB

"What else is new?" was the reaction of Israel's United Nations Ambassador to the latest censure of Israel on her policies in what the world refers to as the "occupied territories of the West Bank," and what the present Israeli government terms Yehudah VeShomron (Judea & Samaria). Ever since 1967, international pressure has been mounting on Israel to return these territories, liberated in her 1967 pre-emptive attack against her Arab adversaries; but of late, the intensity of criticism has increased in geometric proportions, building up dramatically to what is sure to be a monumental decision.

The conflict is not a new one. For years the US and the Arabs have attempted to coerce concessions on the part of Israel. Not succumbing to pressure, the Israelis have remained relatively firm, and with the rise to power of the Begin regime, the new Prime Minister has recognized the Yehudah VeShomron settlements of Ophra, Maaleh Adumim, and Elon Moreh (alias Kaddom),

thus paving the way for a policy of establishing numerous Jewish settlements in this region (where Jews have not lived since the Hebron Massacres of 1929-1936). The last attack on Israel's policy was voiced just two weeks ago, since a 131-1 UN decision condemned Israel for settling Yehudah VeShomron. The European economic community at the UN described the settlements as "contrary to the norms of international law," and declared that the territorial settlements "aggravate tension." In response to these and other accusations on the illegitimacy of settlements, Herzog explained, that in 1967 "they ousted from these territories not the armies of the 'legitimate sovereign,' but illegal invaders . . . (referring to the

illegal annexation of the territories by Jordan in 1950 — a move that was recognized by only two countries). Therefore, says Herzog, Israel "cannot be considered an 'occupying power'" and is not in violation of the fourth Geneva Convention which protects local population from displacement and deportation.

### Historically Incongruous

The "Palestine Liberation Organization," supported by the Arab governments, maintains that the Jews have no right to a state in Palestine and as implied in Article 6 of the PLO covenant (1968), only those Jews living in Palestine prior to 1917 would be permitted to stay when the Palestinian State will be established. This article presupposes the first four articles which speak of Palestine (to include Jordan, Gaza, Israel, and the "West Bank") as the legal Palestinian homeland which they possess by right and which they alone will govern. Israelis, however, reject these ideas as being incongruous with recorded history. Over the last 3500 years the Arabs constituted a majority in Palestine for only 25-30% of the time (about 900 years) of which they were the sovereign power for only 525 years. The Jews, in contrast, who have maintained an unsevered chain in residence in Palestine, composed a majority for about 50% of the period and were the supreme power for about 875 years. Furthermore, in 1947, at the time of the partition, more than 70% of the land, now known as Israel, was owned by the British government who turned ownership over to Israel.

One of the main contentions of the PLO is that Israel has created a refugee problem by usurping Arab lands rendering the local Arab population homeless and indigent. Zionists claim that the Palestinian problem amounts to no more than some vivid fabrication designed to conceal the desires of the PLO to annihilate Israel behind a legal-humanitarian facade. The desire to eliminate the Zionist entity has long been the object of the Arabs as expressed in numerous public statements throughout the years, and as has been recently reiterated by the Arab countries in cahoots with the PLO, in the form of the Covenant

(Continued on Page 7)

### Spontaneous Reactions

## Teachers Or Professors?



By AARON STIEFEL

In his best-selling novel, "Zen and the Art of Motorcycle Maintenance," Robert Pirsig states that "At a teaching college you teach and you teach and you teach with no time for research, no time for contemplation, no time for participation in outside affairs. Just teach and teach and teach until your mind grows dull and your creativity vanishes and you become an automation saying the same dull things over and over to endless waves of innocent students who cannot understand why you are so dull, lose respect and fan this disrespect out into the community. The reason you teach and you teach and you teach is that this is a very clever way of running a college on the cheap while giving a false appearance of genuine education."

Although Yeshiva College may not as yet have reached the level of Pirsig's "teaching college," the possibility certainly exists

that it will in the immediate future. During my four years at Yeshiva the size of the faculty has been substantially decreased, while the teaching load for faculty members has been increased. These measures have allowed Yeshiva to more economically provide teachers for the courses offered, but have also detracted from the academic atmosphere that is an important part of what I consider the ideal college experience.

An increased teaching load affords the professor less time for independent research work which is essential if one is to remain involved in a subject to the extent that is necessary for college instructors who must be capable of advising students who are considering advanced courses or even careers in their field.

This problem when coupled with a reduction in faculty size can result in an intellectual stagnation

which can ruin an entire department whose members are often dependent on each other for intellectual sustenance. The chemistry department, for example, has been devastated by the departure of approximately fifty percent of its faculty in just the last three years. Although this statistic may be attributable in part to the demise of Yeshiva's graduate chemistry program, so precipitous a decline is intolerable under any circumstances, especially when the field is subject to rapid changes due to continuing scientific advances;

Overworked professors may also be unable to develop close relationships with their students, an advantage that students at small schools like Yeshiva have come to expect.

The closing of Belfer has also exacerbated the problem as it will certainly result in the departure of several of our most highly respected professors, while also eliminating most of Yeshiva's ongoing scientific research work, a vital area to which YC students are already receiving only minimal exposure.

(Continued on Page 7, Col. 4)

## NAHAL Trains For War And Builds For Peace Adding To Israel's Security In These Aspects

By ABRAHAM J. EDELHEIT

Let us go back in history. It is June 1948, one month after Israel declared its independent status. There is now a ceasefire. Yet, everyone knows that the next round of fighting is soon to follow. The situation is critical. Being pressed for manpower, the Provisional Government makes a decision to draft 17 year olds to fight. Among those drafted are members of the Israeli Pioneer Youth Movements.

During the remainder of the War of Independence the youths of the pioneer movements were integrated into the fighting units of Zahal. At the same time, a unique plan was developed to utilize these units after the actual fighting would be over. Thus, on November 24, 1949, Nahal (Fighting Pioneering Youth) was officially set up as part of the army.

The aims of Nahal are simple: to absorb volunteers and build settlements in strategic areas in order to add to Israel's security. They try to train and prepare those who join its ranks, for military service, while, simultaneously preparing them for suitable vocations once they return to civilian life. Thus, Nahal serves a double purpose. In the military sphere some of the finest fighting men in Zahal have Nahal backgrounds. In the settlement sphere, the nation gains good solid citizen-farmers, who in time of need are able to serve their flag to the fullest degree.

As with the rest of the army, Nahal is always changing. Thus, in many settlements, industrialization is taking place. Then too, the military aims of Nahal are also changing. Instead of only preparing ground-troops, some Nahal units are being prepared for positions in the Air Force,

Navy and Intelligence branch.

At first there were arguments over whether Nahal should exist or not. In the long run Nahal has turned out to be a very successful organization, accomplishing its main objectives — the creation of both a superior soldier and new settlements. The latter is even more important, since most of these settlements are in the forefront of the nation's defense system. Over 100 settlements have been built since 1951. The first to get permanent status was Nahal Oz; the most recent is Holit. During its 28 years of existence, 24 former Nahal settlements have become permanent civilian kibbutzim. The best tribute to Nahal's success is the fact that many foreign countries from Africa, Asia and Latin America have shown interest in this type of organization to solve part of their own defense needs.

## Dr. Kurtzer Expresses Views At COMMENTATOR Meeting

(Continued from Page 1, Col. 2) ation some seven years ago. And while the distribution of students was approximately balanced among all three Jewish Studies divisions back in 1970-71, today about half of YC's students attend the Yeshiva Program. Such a situation has many ramifications. Dean Kurtzer expressed the hope that Yeshiva students would portray Yeshiva fairly and help to produce positive changes in the University.

The Dean hopes to enlarge the student body by involving himself in recruitment of students and by involving the alumni and matriculants in this process.

When questioned about his motive in accepting an almost

thankless job, Dr. Kurtzer replied that he sees an opportunity to do many things with a good faculty and with all of the new appointees involved. He expressed hope in making "Yeshiva into a place, where, students accepted to Yeshiva College and Columbia will have to think hard before coming to a decision."

Dr. Kurtzer mentioned proposed plans to establish in the future a Middle East research center at Yeshiva University, citing a need for expertise in such an area. He also voiced a need to look at faculty and departments, saying that he wishes to reduce number of part-time faculty members, unless they have a specific expertise in their respective fields.

## Dean Kurtzer Attends YCSC Meeting To Answer Questions Concerning Yeshiva

(Continued from Page 1, Col. 5) was extremely unfair to the students of Yeshiva College. However, now that the University has been consolidated, more full-time instructors can be hired in the near future. "Whereas YC could not afford to hire another political science instructor," he said, "the University as a whole can afford it. The professor could teach courses here one semester, and at Stern College in the second semester, and even teach some graduate courses at Ferkauf." The Dean continued to say that a new system of appointments, tenure and retirement is being drawn up which will remove some of the uncertainties of faculty position. When this system is put into effect, the University will, in effect, go on a hiring spree. "YC can't use the funds that are donated to any of the graduate schools," he concluded. "However, we can use some of their faculty."

Dean Kurtzer took this opportunity to inform all present that he was attempting to set up a program with the Einstein Medical College which would offer YC pre-med and biology majors advanced courses in the near future. He said things look promising for the implementation of this program. When asked about possible school assistance in the sports program, the Dean replied that he and the rest of the administration were interested in the sports program, but that athletics is at the bottom of the University's list of priorities, and that he could

see no hope for change in that status in the near future.

In reference to the condition of the Pollack Library, Dr. Kurtzer said that Dr. Baum, acting head of the Yeshiva University Libraries had set a deadline of February 1979 for improvement of library facilities. There have been some new appointments to the library staff, and expectations for future improvement are great.

When asked how the University would use the money saved by the closing of the Belfer Graduate School of Science, Dr. Kurtzer said that he was not sure how much money, if any, would be saved. He added that the University hopes to establish research programs for the faculty of Belfer, while having them teach some undergraduate courses at YC.

Dr. Kurtzer, when questioned about whether Yiddish could fulfill the language requirement, mentioned that he had reopened debate on the issue in the Senate, but has not as yet formed an opinion of his own. In response to another question, he said that the Executive Council would soon be meeting to try to solve the problems faced by students who spend a year in Israel. Dr. Kurtzer closed with an appeal to the student body to aid him in effecting changes in Yeshiva College.

In other Council business, President Skydell declared the Stern-YC Shabbaton a big success and added that another one was being considered for next semester. Also, a theater night is planned

for December 17, and on Dec. 23-25 the intercollegiate Shabbaton will be held. Also, there is to be a ski trip on January 1. Details on all the aforementioned events will be provided to the students.

President Skydell mentioned that nine more movies are scheduled to be shown over the course of the year, and encouraged students to attend, stating that only five students turned out for the first movie shown on November 13. Mitch Merlis reported that the Universal Gym Machine is due in the first or second week of December. Finally, a proposal for the allocation of \$116 to the hockey team was passed unanimously.

## Bronfman Discusses The Quebec Problem

(Continued from Page 1, Col. 5) rather than an east-west direction. If Quebec were to secede it may generate enough feelings of disunity so as to provoke a state such as British Columbia to also secede. The economically weak maritime states are also very well disposed to secession, and to merging with the USA.

Mr. Bronfman went on to explain that if Quebec were to secede, she would also tarnish the good and innocent name of Canada. He stated that many investments made in foreign countries were only permitted if the investor was Canadian and thus

no impression of threatening interests was involved.

In contrast to the attention which Mr. Bronfman received last year during the kidnapping of his son Samuel, little reference was made to the occurrence. The only reference made was in response to a question of whether his life had been altered in any way by the ordeal. He said he did remain with a few scars, yet that life must go on.

The pleasant meeting concluded with a presentation to Mr. Bronfman by Club Canada of a book about the history of Yeshiva University.

Cleveland Crusader

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By SHELLY SENDERS

Let's face it. Aside from taking a "perfectly legitimate" leave of absence from Rockland Community College and claiming 32 credits for a year's worth of non-college work in an Israeli Yeshiva, the easiest way to earn many credits is by taking the College Level Examination Program (CLEP) test in one of the over twenty subjects. And since so many students here at Yeshiva take advantage of the University's low

educational standards with regard to the CLEP test, I feel my efforts on their behalf will be much appreciated.

The College Level Examination Program serves a dual purpose, according to Professor Silverman, Yeshiva College Registrar. It is, first and foremost, designed for students unable or unwilling to go through the rigors of a college schedule and provides a system of tests which upon completion lead to a unique External College Degree. But certainly, this aspect of the CLEP test is not the one recognized as primary by the YU student. Taking a CLEP test in a specific area, and exhibiting a certain level of proficiency can earn a student six credits per test and up to thirty credits per individual. The tests cover a wide spectrum of subjects from the very technical to the highly esoteric. Exams are scored based on a relative scale of 20-80 and percentage rankings vary for each subject. As most upperclassmen know, the two easiest tests to pass are the American History and English Literature examinations. Yeshiva accepts a score of 70% and above for exemption from the course and a relative score of 80% or higher for the transfer of credit.

I have often wondered about the true level of proficiency necessary to earn credit on these tests. Does "passing" require an expertise equivalent to that of a student completing such a course in college or is the test little more than a remake of a high school Achievement Test? Being a graduating senior with no need for additional credits, I decided to take the American History exam on a lark, to more-or-less "test the system." I must admit, I did study two or three hours, and I did have a course in history in high school and yet, my background upon entering the test was certainly minimal by college standards. The exam had 120 questions, 25 of which I did not even attempt to answer and another 25 which I believe I had a low probability of answering correctly. Because a percentage of the number wrong is subtracted from the number right, I calculate that I should have been marked correct on the equivalent of no more than 50% of the questions. Furthermore, in discussions with history majors and

those generally involved with the subject, the material covered on the exam seemed detailed to the point of being trivial in some areas, while exceedingly thin in others.

And the results? Well I ended up in the 95th percentile and received six credits for the equivalent of five hours of work (three spent studying and two spent taking the test). Even more surprising, was my discovery that being in the 70th percentile meant that a raw score of approximately 35% was necessary. My conclusions from this interesting experience were twofold. To begin with, although the test was rather difficult as a result of its emphasis on trivial detail, the grading scale used overcompensated and yielded inflated marks. Furthermore, the standards used by YC are extremely low, allowing minimal understanding of course material to be the yardstick for granting exemption and credit.

The fact that Yeshiva accepts such a low proficiency level seriously disturbs me. But there is yet another problem with the CLEP tests as presently administered which is perhaps even more distressing. A "mesorah" has been circulating around many of the city's colleges. It is not the type of tradition which our morning class instructors explain as being halacha mimoshe but rather it is halacha mi-some recent graduate. In English literature, all of the information necessary to achieve a grade of 100% is available to many students because some intelligent fellow decided to jot down all the questions on the test. On the American History exam, the techniques have become even more sophisticated and now a list of the correct "letters" is circulating, allowing one to walk in "cold" and gain six easy credits. To be sure, the tests change periodically but the problem of "mesorah" will remain as long as students see the CLEP test as a simple and certainly profitable means of earning credit. Notwithstanding the obvious moral, ethical and legal implications, the existence of the mesorah further destroys the credibility of the test as an accurate measuring stick of a student's scholastic achievement.

But these were my observations. I then decided to explore (Continued on Page 6, Col. 1)

## Senator Torgow Reintroduces Yiddish Proposal As Language Department Continues Opposition

(Continued from Page 1, Col. 3) voices continue to be heard and be effective, the YC Senate should continue to exist as a separate entity. Dean Kurtzer agreed and proposed two related motions: 1) "It is the sense of the Senate that we, the YC Senate, should continue to exist and 2) "It is the sense of the Senate that the Undergraduate Council be reactivated to discuss the possibility of integrating the undergraduate Senates." The matter was referred to the Senate subcommittee.

### Yiddish News

The November 17 meeting centered around a discussion of the validity of Yiddish to satisfy the language requirement at YC. Student Senator Gary Torgow proposed, "that Yiddish be used to satisfy the Yeshiva College language requirement, effective September 1978. All regulations of the College pertaining to the other acceptable languages will apply to Yiddish."

Mr. Torgow opened the discussion by arguing that Yiddish was necessary for Chinuch and Jewish Education; that it was essential for conversation with the elderly and other social activities; that Yiddish was the language in which many great Shiurim were given; and that Yiddish was a dying language which Yeshiva College should try to rejuvenate. He added that it was necessary to have Yiddish satisfy the language requirement, for if not, student enrollment in the course would remain low.

Dr. Joan Haahr voiced strong opposition to the Yiddish proposal and raised three arguments against it. Firstly, the mission



Chairman Levine and Secretary Friedman at another exciting Senate meeting.

of YC is to expose its students to the outside world. Yiddish would defeat this purpose, since it would not expose the students to a foreign culture as do other languages. Secondly, Yiddish literature is on a much lower level than is the literature of other languages and therefore is an unsuitable substitute. Finally, Dr. Haahr argued, other foreign language departments exist mainly because their courses are required. Allowing Yiddish to satisfy the language requirement "would be sounding the death-knell of these departments." Dr. Levy agreed with Dr. Haahr and added that such a proposal would increase the insularity of the Yeshiva student. He suggested that Yiddish be incorporated into the Jewish Studies Programs.

Student Senator Michael Weisz commented that although for many students it is desirable to be exposed to foreign culture,

others come to YU specifically to enter an intense Jewish atmosphere. For them Yiddish would be more valuable. Dr. Daniel Kramer, representing the alumni, disagreed with Dr. Haahr's premises. He felt that most students do not benefit from a language taken at YC, since the 3, 4 courses which stress the literature and philosophy of a foreign culture, are rarely taken. Dr. Kramer added that students, wanting to learn about their own heritage, would get more out of Yiddish than other languages. Rabbi Charlop spoke emotionally on the great heritage that is contained in the Yiddish language, and the enormous loss that would continue if its study were not encouraged at this present time.

Chairman Levine suggested that Dr. Kurtzer meet with Dr. Kra, Mr. Knudsen, Dean Rabinowitz, and Mrs. Fishman, and invite them to the Senate's next meeting to discuss the issue.

## Raising Standards

(Continued from Page 5, Col. 5) the matter further with administrators at Yeshiva and at other institutions to determine the accuracy of my evaluation and perhaps discover some rationale for the CLEP test. Dr. Isaac Bacon pointed out the severe reservations he has had with regard to the test and yet, maintained that it was a measure taken to alleviate the burden of requirements and allow the student more latitude in taking courses. In my mind, the problem with this argument is that, only too often, the student will take a CLEP test to rid himself of a requirement without replacing it with a more valuable course. Instead of taking a course load of 16 credits for two semesters, he need only take 14 and easily "clep" the remaining six credits. Furthermore, it appears, that the heaviest users (or misusers) of CLEP tests are students returning from a year's educational sojourn in Israel. Wishing to supplement their average of 16 credits transferred from the Israeli yeshiva and graduate in four years post high school without the problems of taking summer courses, these students can receive up to 30 credits for showing proficiency on CLEP tests. Indeed, an obvious argument in favor of maintaining the present structure of the CLEP test therefore, is that it allows a student to spend a year in an Israeli yeshiva without suffering undue hardship when he returns. However, I am not so sure that this is a scholastically sound argument.

Professor Silverman mentioned that it was the decision of the faculty assembly to accept the CLEP test as a viable operating system for the awarding of credit. Indeed, steps have been taken to eliminate irregularities in the

program. A student "clepping" out of English 3-4 is now required to take the equivalent of two semesters of advanced courses in English. But this solution simply skirts the issue at hand, namely the acceptance of a test which, in my opinion at least, lowers the high scholastic standards that Yeshiva professes to have.

After hearing different forced rationales for accepting CLEP credits, it was refreshing to hear someone expressing my own sentiments. Dr. Richard Rosenthal, Vice President for Academic Affairs at Columbia University said simply, that the CLEP test "is not a substantial sort of achievement" and "doesn't show the mastery of a discipline." As a result, Columbia does not accept the CLEP test as a method by which a student can dodge the requirements which face him.

In somehow interpreting all that has been said in this space, I must conclude that unless some scholastically sound and equitable solution to the problems plaguing the CLEP test can be found, the only alternative facing Yeshiva is to completely abolish the present practice of accepting credits for such examinations. For with the existence of the "mesorah" and other such techniques used to subvert the system, even the possibility of raising the minimum standards and requiring a higher level of proficiency becomes a totally meaningless alternative.

We have all waffled too long on such issues, seeming to care only about personal needs and desires. It is high time that students, faculty and administrators objectively, and with a degree of finality, decide upon the proper role of scholastic excellence at Yeshiva College.

## Geller Appointment In CSD Fills Gap In Communal Needs

(Continued from Page 3, Col. 2) tive synagogues, showed that they have not risen to the challenge of present day values. As far as making compromises, the Dean said that many young, talented and idealistic Jewish leaders were lost because they refused to agree to work in synagogues with mixed pews or microphones on Shabbat. This he said only further demonstrated the need for Yeshiva University to help start Orthodox shules all over the country.

### Job Availability

One problem of vital importance to those planning a career in the rabbinate is the ability to find jobs after they finish the Semicha program. One of Dean Geller's major assignments is to oversee the placement program which has come under strong criticism in past years. Asked about the prospects of finding rabbinical positions in the near future, the Dean was not so optimistic. The semicha student must be talented, well-qualified and committed. If he is all that, and willing to leave the New York area, he stands a reasonably good chance of finding a job.

The Communal Service Division also includes youth and educational programs. One of the major goals the Dean hopes to

realize in the future is a greater cooperation with NCSY and other Orthodox youth groups. He hopes that YU will be able to place more people in the staff and administration of these movements.

As far as YU's work abroad, Mr. Geller outlined some very interesting programs. In Australia, YU is currently running some "outreach programs" in the major cities. In South and Central America, the Yeshiva is also active in Jewish education programs. In Israel, YU has started the Gruss Center. Though still modest in size, it is a very significant step for Yeshiva, which has neglected to establish its own institutions in Eretz Yisrael.

The Dean does spend a great deal of time trying to convince the skeptics that a "new era" has really begun at YU. He attributes the skepticism to the "terrible lack of pride and self confidence among ourselves even though statistics and achievements prove to the contrary." The new administration has come in at a time of serious financial hardship and at a time of turmoil in the American Jewish community. But if the optimism and dedication of the new appointees like Dean Geller are any sign, YU may yet be heading for better days.

## Modern Trends In Psychology Analyzed By Professor Manny Sternlicht Of YC

By MOISH LOVINGER

Career prospects for psychology majors, including employment and graduate school opportunities in the United States and in Israel, together with a discussion of current problems in the field of mental health, were highlighted in an interview held with Dr. Manny Sternlicht, Professor of Psychology at Yeshiva College.

Dr. Sternlicht, an eminent clinical psychologist who also is affiliated with the Willowbrook Development Center in Staten Island, has recently received an honorary award for his advances in the field of clinical psychology. It is his belief that the psychol-

## SSSJ

(Continued from Page 3, Col. 2) cal prisoners who have been freed from Russia to speak on college campuses to keep the students informed of the situation in Russia.

### Political Lobbying

The second major area in which students can help is by urging American congressmen and State Department officials to pressure the Soviet Union into freeing political prisoners and allowing Jews to emigrate from Russia. There are major demonstrations in Washington every year in which students are asked to take part. For the less inclined among us, a mere postcard to a congressman can also help.

There is a congressional Adopt-A-Prisoner Program organized by the Greater New York Conference on Soviet Jewry in which such major political figures as Edward Koch, Herman Badillo, Mario Biaggi and Shirley Chisholm have adopted prisoners of conscience for their congressional districts to concentrate in helping

Yeshiva University's chapter has been asked to adopt Yosef Mendelevich, an Orthodox Jew and a political prisoner who was recently transferred to Vladimir Prison for allegedly refusing to work on shabbat. Letters were sent last year to Mendelevich on Chanukah and Shavuot and volunteers will be in the cafeteria from time to time again this year distributing information and helping students send postcards and letters to Russia. Two refuseniks, eighteen year old Leonid Slepak and seventeen year old Nethas Feinberg have also been adopted and letters will be sent to them as well.

Tentatively planned for December is Alexander Slepels, of the well known Slepels family, coming to Yeshiva to address the student body. In addition, Emmanuel Nathonevich, father of Nethas Feinberg, has asked that Kaddish be said for his daughter Elle because it is impossible to get a minyan together in his town. Students who are able to say Kaddish will be approached to take it upon themselves to say Kaddish for one week, in her memory.

A major campaign is now being planned to get the students and faculty of Yeshiva more involved than they have been in the past. Recently, a delegation from the YU chapter of SSSJ and Mrs. Lynn Singer, President of the Long Island Committee for Soviet Jewry brought Boris Levitas, who was recently freed from Russia and has been reunited with his parents in Israel, to meet with Rabbi Lamm and Dean Rabinowitz and to ask them to take part in the campaign.

ogy department at Yeshiva College affords its students a solid foundation in order to pursue careers in all branches of the discipline. "The psychology department," said Dr. Sternlicht, "prepares its students to meet the demanding trends in the dynamic field of psychological research and practice."

The most current trend in the mental health area today is that of "deinstitutionalization." However, Dr. Sternlicht seems to think that it is probably a false trend and that "the pendulum may swing back to an institutionalization in the future, but perhaps different from the kind we have now." It is unfortunate that most of the public mental health institutions today were built under a philosophy that existed fifty years ago, namely the concept of large facilities housing up to 16,000 residents, isolating the mentally ill from their community. Perhaps the kind of institution that will alleviate this problem of "depersonalization," which society is in need of today, is a small facility housing a maximum of 250 residents located directly in the heart of a community. Efforts are being made by the government to allocate the necessary funds to develop new programs especially for the severely retarded, and facilities such as Willowbrook have been mandated to diminish the number of residents from 2,000 to 250 by 1981.

In the area of mental illness, many other problems are arising, one of which is the rapid growth of technological innovations, which Dr. Sternlicht claims, "can lead to general feelings of anomie and anxiety." As a result, the field of psychology stresses the notion that more preventive measures must be taken regarding mental health. Needless to say, the concept of mental illness is one which is gaining a certain degree of public concern.

The rising interest in mental health and in the general area of psychology can be seen at many American universities, as well as at Yeshiva University.

## Who's Whose

### Engaged:

Mike Schwartz, YC '78  
to Robin Weiss  
Allen Lempel, YC '77  
to Melinda Teitler, SCW '79  
Michael Moseson, YC '70  
to Marna Ludwig

### Married:

Etzion Brand, YC '76  
to Faye Koval, SCW '78

Research opportunities as well as active experience in psychology and the helping professions can be obtained if one takes the initiative to do so. Yeshiva College is fortunate enough to have an excellent faculty who take a sincere interest in those students who wish to secure their guidance.

Dr. Helmut Adler, chairman of Yeshiva's psychology department and a noted researcher in experimental psychology, offers ample assistance and information regarding the various fields of psychology. Dr. Sternlicht as well, is instrumental in helping recruit Yeshiva College and Ferkauf students to do voluntary research at Willowbrook, particularly in the summer. An undergraduate student at YC can also assist in research projects that are being done at Yeshiva University's Ferkauf Graduate School. This year, Yeshiva has innovated a university-wide psychology department supervised by its new dean of Ferkauf, Dr. Morton Berger.

As a consequence of part of the increased interest in psychology, particularly mental retardation, the Yeshiva College Psychology Department is introducing a course in the spring semester on "The Psychology of Exceptional Children." The Psychology Club and the Psi Chi Honor Society will invite speakers to lecture on new theories in psychology, research opportunities as well as admissions policies of various graduate schools of psychology.

A chief concern of a student majoring in psychology is that of his admission into a graduate program. It is well known that admission into a doctoral program in clinical or school psychology is a masterful feat. The principal reason for this, according to Dr. Sternlicht, is the fact that due to the lack of financial support, the number of PhD programs have not been expanding. However, some of the clinical practicing people in psychology are attempting to mitigate this problem by establishing professional training schools in clinical psychology. Thus far, California, Massachusetts, Michigan, and New Jersey have established such programs. However, people with masters degrees in school, social, developmental, experimental and counseling psychology can obtain good positions in their respective fields. One need not necessarily attain a PhD in order to practice in these fields of concentration.

One area of difficulty regarding job opportunities is in academics. (Continued on Page 8, Col. 4)

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## Boris Levitas Informs SSSJ Of Soviet Jews' Predicament

By GARY MILLER

On October 19, 1977, Mr. Boris Levitas, a noted Soviet Jew, visited Yeshiva College. Mr. Levitas, who was brought to Yeshiva in cooperation with the Long Island Committee for Soviet Jewry, spoke to members of the YU Student Struggle for Soviet Jewry chapter, headed by Jonathan Michaeli and Neil Atlas. He later met President Lamm.

Mr. Levitas, who now resides in Israel, was permitted to leave the Soviet Union in January, 1977, after a three year ordeal. His parents were permitted to leave in 1973 while he was denied a visa. Prior to his departure from Russia, Mr. Levitas was subjected to much harassment. He was expelled from school and was deprived of his apartment and residence permit. After being threatened with conscription, he was forced to go into hiding for three years.

Mr. Levitas' ultimate emigration to Israel was the culmination of a long personal search for his roots. As a young Jewish boy, he began to seek out books about Judaism. Although his entire academic upbringing taught him to negate his Judaism, he was, nevertheless, able to develop a Jewish identity.

While speaking to the YU chapter of the SSSJ, Mr. Levitas emphasized the great potential influence of the US Congress and described how he himself was greatly helped by Congressman Levitas of Atlanta. He expressed concern over an apparent lessening of American Jewish activism on behalf of Soviet Jews. He is hopeful that the Orthodox community will take a more active role in the future. Mr. Levitas, who has spoken from the floor of the United States House of Representatives, is now lecturing nationwide.

## Stalemate In Mid-East Conflict Intensifies Arab-Israeli Tension

(Continued from Page 4, Col. 5) and the "10 Points" (Cairo 1974) which calls for Israel's destruction. However, it was politically unfeasible to advocate "driving the Jews into the sea." The PLO claims that the Israelis are attempting to sway world opinion against the belief that the Zionists have stolen, in unprovoked confrontation, their "homeland." Gush Emunim and the Begin government, the protagonists of retaining Yehudah VeShomron, disregard the validity of the Arab claim based on Jewish inertia in establishing a Palestinian State during 19 years of Arab rule of the West Bank. When asked to explain this phenomenon, Saudi Arabia's Foreign Minister Prince Saud Al Faisal responded by saying that the question "leads to 1948 not 1967" because the partition of Palestine was never implemented because the Israelis occupied "many parts of the Palestinian homeland (JTA 10/27/77)."

The Zionists base their right to the land which they call Israel on historical, religious, and strategic realities. Historically, as has been shown earlier in this article, the Arab claim is fairly impotent; yet, the Zionists claim, even during the Arab reign as a majority, they constituted nothing more than a minimal existence on the land, yielding no productivity. This was noted by Mark Twain in 1867, who described the land as a "desolate country . . . given over wholly to weeds — a silent mournful expanse . . . a desolation is here that not even imagination can grace with the pomp of life and action . . ." Not until the Jews came to build the country was the land cultivated redeeming it from generations of desolation.

### Religion and Strategy

In the same vein lay the deep religious feelings toward the Promised Land. The Bible, in its ultimate foresight, began with the story of the creation to dramatize that the whole world belongs to G-d who grants land to whomever He pleases. Therefore, says Rabbi Yitzchak, when the nations of the world will come to accuse Israel of trespassing they should be reminded that the land (Yehuda VeShomron) belongs to G-d, and G-d chose Israel as His

beneficiary. Like the rest of Israel, Yehuda VeShomron were promised to Abraham, the father of the Jewish people, and the promise was reiterated to Moses and Joshua. It was these lands that served as the stage for hundreds of years of Jewish History which still lives on.

These religious-historical facts for the claims to Yehudah VeShomron are virtually uncontested. However, Israel's strategic needs are not a topic characterized by world unanimity. UN Resolution 242 speaks of withdrawal from territories (no specific ones) while providing Israel with "secure and recognized" borders, but everyone defines "secure" to suit their own purposes. Former Foreign Minister Yigal Allon in his October 1976 article in Foreign Affairs maintains that, "If the sole consideration was purely a strategic-military one, the most convenient borders would have been those Israel maintained following the Six Day War, or perhaps those which it maintains today . . ." Israel's greatest vulnerability is the eastern boundary where the entire width of the coastal plain is between 10 and 15 miles . . . , "around the vicinity of Beit Horon Elion where both Jerusalem and Tel Aviv are clearly visible. Allon continues to point out that, in our age of sophisticated long range weapons which may render ground forces obsolete, the significance of topographical borders has become less important in the eyes of the world. Yet, claims Allon, this argument is totally invalid against Israel where the exact opposite holds true; secure borders will be a decisive component in any war. Even heavy bombardments of England and Viet-Nam failed to bring surrender until the ground troops yielded. In Israel today, a more serious concern than attack by army regulars, is the infiltration of terrorists with plans for mass killing and maiming of the civilian population (Since June 1967, terrorists killed over 133 Jews in Israel). A secure border would provide an early warning system for the urban concentrations in case of terrorist infiltration.

### Distrust and Apprehension

A final, and perhaps the most basic problem is the lack of trust

## LA Offers Jewish Studies Alternatives In The Form Of A New YU Affiliate

(Continued from Page 3, Col. 5) YC and RIETS. JSP-1, or the first level, is geared towards students having only a minimal knowledge of Judaism.

The second level is for students with some exposure to Judaism, as well as for those who have spent time studying in Israel. JSP's 16 students (as of September) attend classes in Bible, Talmud, Philosophy, and other Judaic studies, daily from 7:30 to 12:40. In addition to daytime studies, JSP offers various courses in the evening for men and women who wish to broaden their knowledge of Judaism.

The second program, known as the Yeshiva Program, is for graduates of yeshiva high schools who attend college full time. Its ten students meet from 7:30 to 12:40 and are supervised by Rabbi Avrohom Friedman.

In order to attract some students and ease the burden on current students, YULA is exploring the possibility of establishing joint programs with several universities. Similar programs exist between USC and Hebrew Union College (reform Judaism) and UCLA and the University of Judaism (conservative).

The kollel, which is the third program, with its eight members is led by Rabbi Moshe Meiselman, also the Director of Academic Programs. Rabbi Meiselman is the essence of the "synthesis" Jew; he is the nephew and talmid of Harav Joseph B. Soloveitchik and he has a PhD in math from MIT.

Third year semicha students in RIETS have the option of attending the kollel in Los Angeles. The kollel students also serve as educational resource personnel for the JSP program and for the community at large.

In addition to these three programs, YULA will be the base for the Simon Wiesenthal Center for Holocaust Studies, the first major center for holocaust studies to be established in the United States. It is named in honor of the renowned Nazi hunter whose Jewish Documentation Center in Vienna has been responsible for uncovering more than 1,000 Nazi war criminals including Adolph Eichmann. Mr. Wiesenthal was honored November 12, at the inauguration of the center.

The center, designed by noted Israeli artist Ami Shamir is composed of five major areas. The first area consists of a university-level holocaust library of nearly 15,000 books and publications in a dozen foreign languages. There will also be space for an extensive index and a microfilm research area.

The Documentation Center displays actual documents of destruction. There is also a lecture hall in which international scholars will deliver lectures to both Jews and non-Jews.

The Commemoration Hall will include a display of European maps, with push button operations for visual aids and taped information with facts, dates and numbers pertaining to the

extermination of European Jewry.

The last area is called "Yizkor," a dark circular area with a lowered ceiling. It is lit by a glass column containing three stones from the Birkenau extermination camp. One wall will be used for a display of yizkor candles, the lights of which, reflected in angled mirrors and glass, will multiply into millions, representing all the Jews who perished in the Holocaust. The symbol for the Center is an abstract Mogen David in the form of a soaring rocket splattered with yellow paint.

YULA's educational and cultural programs are matched by equally impressive physical facilities. The school occupies a spacious modern building near the heart of Beverly Hills. It is conveniently located in proximity to numerous yeshiva high schools, day schools, talmud torahs and synagogues, most notably Congregation Beth Jacob, the largest Orthodox congregation in Los Angeles led by Rabbi Dr. Maurice Lamm. To house the many out-of-state students, from as far away as Washington, British Columbia and Missouri, YULA has built a brand new dormitory. The cafeteria is being expanded to accommodate a capacity of 125 people and is managed by a registered dietician.

Although YULA is an affiliate of Yeshiva University it is nevertheless completely autonomous and independent, both financially and academically. The school is governed by its own Board, with Samuel Belzberg, a prominent Jew from British Columbia as Chairman, and Ronald Aknall, a real estate developer, as Co-chairman. Despite its autonomy, YULA remains under the "educational leadership" of YU with Mr. Sam Hartstein and Dr. Isaac Bacon serving as consultants.

The future of YULA is insured by the tireless efforts of its Board members and the financial backing of its generous benefactors. Off to a propitious start, the Kollel is being built with a \$250,000 donation from the Tannenbaum family in Toronto. If you wish to be a "founder," for a mere \$50,000, please contact Rabbi Cooper at YULA: Los Angeles, California 90035.

## Teachers Or Professors?

(Continued from Page 4, Col. 4)

The situation has been further aggravated by Yeshiva's penchant for replacing full time faculty members with part-time teachers who are ineligible for costly fringe benefits. Although this policy may be fiscally sound, it is academically irresponsible. Instructors can't be expected to exhibit extraordinary interests in the students or the institution when their position at YC is a temporary one, intended only to serve as a secondary source of income. Part-timers are also unavailable for consultations with students as they are often on campus for only the few hours that they actually lecture each week. Furthermore, the insecurity inherent in a part time position may create an undesirably high turnover rate among faculty members. The use of part-timers is worthwhile only when an expert in a very specialized field is

employed to teach an advanced course that extends beyond the scope of the full-time faculty members.

I believe, as does Pirsig, that an institution that hires a faculty to do no more than "teach and teach and teach" is not providing its students with a "genuine education." By increasing the hours that instructors must spend in the classroom and by failing to hire new professors to replace departing ones, choosing instead to eliminate course offerings and fill faculty vacancies with part-time employees, Yeshiva flirts with becoming an artificial "teaching college" that only mimics a true university. A major effort must be made to revitalize and rebuild Yeshiva's faculty. I feel that the new deans are committed to the task. I hope that the rest of the administration is as well.

## Wurzweiler School Deemed Unique With Involvement In Jewish Groups

(Continued from Page 3, Col. 3)

dividual become a more constructive part of his family arrangement, and to help parents and children become more effective in their respective roles.

Wurzweiler students and graduates are involved in the whole gamut of social work endeavors. They can be found rendering services to the general community through work in government agencies, mental and general hospitals, family and child care agencies, educational programs and in community planning. In addition, Wurzweiler's strong affiliation with the various Jewish community agencies, offers its students and graduates excellent opportunities to become involved with almost every aspect of Jewish communal life. For example, Wurzweiler graduates can be found working professionally with Jewish Federation agencies, Jewish family agencies, Jewish health care associations, Jewish vocational bureaus and Jewish community centers. Wurzweiler graduates have made significant inroads into every organized aspect of the Jewish community. As Dr. Jacob Lindenthal, Associate Professor of Sociology at Yeshiva College said, "Wurzweiler is the infantry school of Yeshiva University, as it is a front runner in the forging of Torah ideals throughout the community at large."

According to Dean Setleis, students at Wurzweiler "learn and gain their experience out of the doing." There are two programs that lead to a Master of Social Work degree. The first is the Concurrent Program under which the student attends lectures two days a week and engages in supervised field placement work for the remaining three days. Much emphasis is placed on the student's field work with the various communal service agencies. Students maintain close working relationships with their individual faculty advisors, as they are constantly evaluating and integrating social work theory and practice.

The second MSW program is the Block Placement Plan initiated two years ago. "The Block Plan," said Dean Setleis, "was instituted in response to the needs of the smaller North American Jewish communities outside the New York Metropolitan area."

Under the Plan, students spend three blocks of summer study at Wurzweiler, the first two summers of which are followed by a full year of supervised placement in Jewish communities all over the United States, Canada and this year for the first time, in Israel. The program provides on the job training of students, preparing them for positions in Jewish communal agencies across the country, which are in desperate need of the professional expertise that Wurzweiler graduates can offer.

Wurzweiler also provides a five year BA-MSW program in conjunction with Stern College, an Extended Program designed primarily for married women who cannot attend school full time, and a doctoral program in Social Welfare.

Last year there were 650 requests for admission for a total of 120 available places at Wurzweiler. There are presently 250 students in the Concurrent Program, over 100 students in the Block Program which will graduate its first class this year, and approximately 100 students in the other programs. The ten to one student to faculty ratio is greatly enhanced by the individual supervision given to each student as he or she works in conjunction with faculty advisors.

Aside from a high "B" average, there are no undergraduate course requirements for admission to Wurzweiler. Admissions officers do take into consideration, however, the personality and maturity of the applicant, the quality of the student, his sense of imagination and creativity, and most importantly his capacity to give of himself to others. "Our work," said Dean Setleis, "demands the use of a creative mind with a very informed body."

According to Dean Setleis, Wurzweiler ranks among the best social work schools. His sentiments were echoed by Dr. Lindenthal of Yeshiva College, as well as by many Wurzweiler students. One student said, "Wurzweiler has come into its own as one of the leading proponents of social work innovation." Asked if she was satisfied with the school, another student told THE COMMENTATOR, "Wurzweiler has helped me come to know myself. It puts great emphasis on what feelings our clients trigger in us, the workers, so that we better

understand their problems and can better serve them. In this way Wurzweiler is unique. I have gained a whole new insight into people and into community life. I am very satisfied."

Dean Setleis alluded to the fact that, as with most schools, certain problems do exist. Wurzweiler is in need of more lecture space and an enhancement of its presently adequate library. There is also a shortage of an adequate number of field training agencies with which Wurzweiler can affiliate itself. Some students feel that too much of the hard core theory reading is left to the student, as most of the emphasis is on field work. With regard to problems facing social work students in general, Dean Setleis said, "Students must learn how to lend themselves to others. They must be willing to risk their feelings, their thoughts and their whole beings, in a society that does not always find particular sympathy to those feelings."

Dean Setleis urged many Yeshiva and Stern College students to explore the vital field of social work, "especially when the American Jewish community is in desperate need of expertise in social service." There is a need for professional social workers to engage in the formulation of social welfare legislation, to assist and guide the American Jewish family, and to innovate in the area of educational programming. An enhancement of the level of social work expertise would benefit society in general, and the Jewish community in particular.

Wurzweiler is a unique institution. It offers the student a commitment to Jewish ideals while at the same time offers him the opportunity to broaden the scope of his experience in the wider world. Wurzweiler's ideology emphasizes the infinite worth of the individual and the obligations of social justice—principles basic to Judaism. "The young man or woman who is solidly established in his Jewishness has a very substantial base upon which to build a professional self," said Dean Setleis. He concluded by saying, "In the final analysis I would like students to leave here with a capacity to give of themselves in response to the needs of others: a giving that is shaped by the ideals of Judaism and by the principles of social work theory and practice."

## Noted Psychologist Says No Need To Gratify Jewish Child's Desire To Partake In Christmas

Jewish parents who "emphasize Christmas at the expense of Hanukkah . . . deprive their child of an opportunity to feel proud of his past and to develop a positive attitude toward his roots," a noted psychologist has asserted.

Dr. Alice Ginott, writing in the current (December) issue of Ladies Home Journal, said that some Jewish children plead to "be allowed to celebrate Christmas with everyone else, even though it is not their holiday. Many Jewish parents find it hard to refuse," the practicing psychologist noted. "They borrow the style, if not the substance of Christmas and, believing that they can take the Christian religion out of Christmas, create an artificial holiday for their children."

According to Dr. Ginott, though the child may wish to celebrate Christmas, he has no need to do it, and "neither the child's physical nor emotional well-being depends on having these desires gratified."

Hanukkah symbolizes the Jewish people's struggle to maintain their spiritual identity against militarily superior forces. Though

The Dr. Abraham Tauber Speech Club announces that Mr. Mitchell Freund, Public Access Director of Teleprompter-Cable Television, will speak to the student body during Club Hour on Thursday, December 8, in room F 307. All are invited to attend.

it is a happy holiday and a children's holiday, Dr. Ginott feels that for many Jewish children it pales by comparison to Christmas. They want to be part of the fun and excitement.

Dr. Ginott advised Jewish parents to "understand and sympathize with the child's predicament by acknowledging his feelings . . . A child who feels understood, feels loved. It helps him to tolerate frustration and stops him from feeling sorry for himself for not being able to celebrate Christmas. A child does not need to be given everything he wants; he needs to be given permission to want," Dr. Ginott said. "When a parent verbalizes her child's wishes, she gives him that permission."

## Psychology Opportunities For The Aliyah Oriented

(Continued from Page 6, Col. 5)

In the applied areas of psychology, industrial psychology is an open field and at the moment quite lucrative. However, it is also the most difficult one for the orthodox Jewish individual for the reason that there is much anti-semitism among the chief executives in the United States. Additional guidance and information regarding professions in psychology as well as graduate programs and policies can be secured in the guidance and counseling office.

In contrast to the state of psychology in America, the situation in Israel is exceedingly encouraging. The need for clinical and school psychologists in Israel is great, and one can make a real contribution even with a masters degree. Almost anyone in psychology who wants to go on Aliyah and has a good command of the language can even choose his own field within the discipline. Israel also uses more applied psychology than does the United States. Thus, the area is quite

open, especially in the less populated areas. Even though the situation is advantageous to the psychology student, it is also an indication that there are many social problems and psychological difficulties in Israel.

As long as there are human beings within the social environment, people will inevitably have to face and come to grips with the various social, mental and psychological problems of a troubling world. In this dynamic and often trying world, the incidence of psychological disorders is prevalent and growing. Thus, students and researchers are constantly searching for new keys to unlock the problems of troubled psyches. By studying psychology, one can gain an insight into the workings of one's own mind, and in turn can help others, come to grips with their own problems. It is a Torah ideal to be sympathetic and dedicated to the cause of humanity, and Yeshiva University's psychology professors and students are attempting to achieve this goal not merely in theory, but also in practice.

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## A Step To The Right

(Continued from Page 2, Col. 5)

and socially, the lot of the students would improve, thus raising the morale of those in attendance at Yeshiva College and increasing the enrollment in general.

Regarding the religious atmosphere, though, a decision to combine YC and Stern would create severe problems, in that it would precipitate a decline in the quality of our Jewish Studies programs. Many of the rebbeim, who are among the finest magedai shiur in the yeshiva world, would refuse to be associated with an institution which has taken a step in the direction toward the "Brandeis University concept" of a Jewish college.

The issue is not, however, whether Yeshiva should maintain two separate undergraduate schools merely to appease the faculty of the religious divisions; it is rather, something more complex and more difficult to appreciate. It must be acknowledged by all, that YU was established upon the basis of halachic Judaism — as transmitted by our sages and as interpreted, where necessary, by contemporary halachic authorities. It is thus, to a traditional, halachic concept that we appeal in setting major policy for Yeshiva. This includes the policy of having no classes and no library hours on shabbat and yom tov, even at Einstein and Cardozo, despite the undesirable nature of such policies in the eyes of students who are either gentiles or non-observant Jews. Similarly there is a commitment towards maintaining the traditional "yeshivish" aspect of the undergraduate, secular college as well. Therefore, co-education restricted to YC alone and as such, its direct threat to the Jewish Studies programs uncertain at best, would nevertheless violate this "yeshivish" atmosphere of the College, which in itself is the primary justification for the existence of Yeshiva.

It does seem, however, despite all which has been stated, that certain steps will inevitably be taken, to offer advanced courses or seminars for mixed groups of both YC and Stern students. Such a move, by avoiding the problem of officially changing the nature of the undergraduate schools, does have a chance for success. Thus, even though there is opposition to co-education on the above mentioned grounds, the benefits it would bring can be realized to an extent in the near future, with mixed classes in certain isolated courses, and thereby without violating that unique characteristic that makes us Yeshiva College.



# Inadequate Remittance For Hebrew Teachers

Shock and dismay characterized the reaction to the disclosure that teachers in Jewish day schools and Hebrew schools were subsisting on "poverty level" salaries. In light of this, a call was issued by the New York Coordinating Council on Jewish Poverty for "an immediate restructuring of Jewish communal priorities," to provide decent wages and upgrade the level of Jewish education.

The challenge to federations and welfare funds throughout the country was issued in the wake of the recently released, nationwide study by the American Association for Jewish Education which noted that teacher salaries in Jewish day and supplementary schools were "too low to afford a head of family a decent, comfortable standard of living as the sole wage earner."

## A Vow Of Poverty

Rabbi Jack Simcha Cohen, Executive Director of the Council on Jewish Poverty, analyzed the AAJE data in comparison with various official and unofficial governmental poverty-level figures and disclosed that:

1. The minimum annual salary for teachers in Jewish day schools is below the official Poverty Level of \$6,111 for a family of four, and would qualify them for welfare programs, food stamps, and other similar government benefits. Thus, most Hebrew teachers would be included in any official category of poor in America.

2. The median minimum annual salary for all teachers in Jewish education is less than the Bureau of Labor Statistics' Lower Income Level of \$10,041, the figure below which a family of four in urban America may be regarded as a potential welfare risk. On this basis, the overwhelming majority of all teachers in Jewish education may be classified in the potential welfare risk category.

3. Few teachers in Jewish schools can realistically aspire to earn the \$16,236 the Bureau of Labor Statistics deems necessary for a moderate living for a family of four in the urban US.

"Furthermore," Rabbi Cohen declared, "none of the governmental categories of poverty provide budgetary allowances for such added costs as kosher food, religious affiliation, and Jewish education. As a result, Jewish teachers to whom such items are necessities, rather than luxuries, would have still less funds available for food, clothing and shelter."

"The harsh facts," Rabbi Cohen continued, "are that a family head must virtually take a vow of poverty before entering the Jewish teaching profession." He noted

that many gifted students would either be dissuaded from ever entering the field or would direct their talents toward more lucrative positions as principals and administrators. "Such a situation," Rabbi Cohen added, "would have a dire negative impact upon the future of the Jewish community, for it would mean that our children would suffer from second-rate teachers and rapid instructional turnover."

## Quality And Improved Income

Expressing concern that Jewish education might become, "a transient profession," attractive primarily to young, unmarried students, Jerome Becker, President of the Council on Jewish Poverty, urged that the topic of teacher salaries be made a priority agenda item at the next general session of the Council of Jewish Federations and Welfare Funds, and called for the convening of a forum, "including establishment and grass roots leadership in the field of education, together with federation personnel, in order to develop a restructuring of priorities." Such a forum, "would focus, not on capital construction, the so-called 'edifice complex,' but on means of improving teachers' incomes and bettering the quality of education." Noting that, "the decor of the classrooms and the imposing stature of the buildings do not educate the child," Mr. Becker concluded, "the teacher does, but he is starving."

# Anti-Semitism On The Rise On British Campuses As Arabs And Other Third World Students Unite

By YECHIEL FRIEDMAN

Although approximately 20% of Great Britain's 650,000 college students are politically active, this minority has allowed its voice to be heard very strongly, much to the dismay of their fellow Jewish students.

The major concerns of American-Jewish college students, such as the Bakke issue, are not as vital to the Jewish students of England. Their concern is focused rather on the growing amount of anti-Semitism which has manifested itself in confrontations relating to Middle East issues, primarily the issue of the so called Palestinian problem.

Most pro-PLO students are either Arabs, members of the Third World community, ultra-leftists (including British citizens and foreigners such as American and Canadian Trotskyites), and even some Jews. The anti-PLO forces include most Jews, the Labour Party and other Socialist students, and Tory sympathizers as well.

## Racist Politics

One new anti-semitic group consists of supporters of the National Front, a new racist British political party which is gaining popularity among Britons who are fearful of the increasing immigration rate of Blacks, Asians and Indians from the independent countries of the British Commonwealth. This new political party has scored impressively at the polls, displacing the Liberal Party as the traditional third-place party in the Greater London area. Among the tactics employed by this party are marches held in the residential areas of their opponents, a strategy

(Continued from Page 1, Col. 2) of the program, faculty representatives from over 20 departments were available for informal discussions with students, and 2 special career sessions were held, one dealing with Pre-Dental and Pre-Medical studies, and the other with Pre-Law and Business. Tours of the campus were conducted by student guides with over 100 people participating.

After lunch, a panel discussion took place on the topic: "Undergraduate Life at Yeshiva College," with panel participants from all areas of Yeshiva, including Dr. Miller, Dean Kurtzer, Rabbi Blau, Rabbi Cheifitz, Mr. Jack Nussbaum — Director, Office of Student Finances, Mr. Harry Skydell, President — YCSC, Rabbi Abner Groff — Dean of Admissions, and Mr. Glasser as moderator. During the question and answer period that followed, there was a "positive feeling toward the recent reorganization of the College and many questions to Dean Kurtzer regarding changes in college curriculum," according to Mr. Glasser. Students were given kits made up by the Admissions Office that included a recent innovation called the "Fact Sheet." These sheets contain a short description of each department at Yeshiva College, describing course requirements, special regulations, graduate schools, and faculty.

The day's activities were concluded with a reception at the Belfer Commons, and participants were invited as guests of

the Office of Admissions to view the new Yeshiva University Museum display entitled "The Jewish Wedding." The program involved the cooperation of over 40 administrators and faculty, and Mr. Glasser felt that the faculty was "particularly cooperative," and that "the spirit was good because attendance was good."

Aside from the "Open House" program, the Office of Admissions has begun an intensive effort to get current Yeshiva College students involved in the recruitment effort. Students will soon be receiving letters asking them to assist in high school visits, phonathons, and to act as hosts for visiting applicants. An accompanying card to be filled out by volunteering students will be kept on file in the Admissions Office in order to utilize students who may have a certain Jewish Studies background, have come from a particular geographic area, or that have a specific major or extracurricular interest that may be of interest to a potential enrollee. An attempt to put these students in touch with the applicant through phonathons will provide the potential Yeshiva student with an opportunity to informally discuss anything of concern to him with a current student, preferably one who has something in common with the applicant.

In addition, Mr. Glasser stated that the Admissions Office is attempting to "maximize use of faculty and alumni in the metropolitan area as well as out of

town" and to take full advantage of the services of Dean Kurtzer who has made himself available for this effort. The admissions staff, made up of Rabbi Groff, Director of Admissions, Mr. Glasser, and Miss Judy Paikin, Associate Director of Admissions, has already visited a number of cities this year including Chicago, Montreal, St. Louis and Boston. Plans for representation at Youth Bureau Seminars and major NCSY conventions in cities such as Pittsburgh, Baltimore, Washington, Los Angeles and Miami, are under way. President Lamm has communicated to the entire University the importance of all resources being used in the recruitment effort in order to bolster student enrollment. Enrollment dropped 3% this year with 240 students in the freshman class as compared to 250 last year. However, the rate of enrollment is high in relation to the number of students accepted. Admissions standards have remained the same over the past few years. The average grade point average of last year's freshman class was 89, with SAT scores of 560 verbal and 610 math. According to Glasser, YU is "still attracting the superior student. Yeshiva College still insists on a personal interview, and whereas academic excellence is a primary concern, students may be admitted on a provisional basis due to motivational considerations." Mr. Glasser feels that "our success relates to our zeroing in on the kinds of students who can seriously consider Yeshiva and doing our best through a personable admissions process." He further stated that "the most important problem that I encounter is that current students feel free to relay their complaints about a particular problem in the College to others." When asked if this meant that he was advocating student silence on problems at the College, Mr. Glasser emphatically stated that this was not his position, but that "students should qualify their qualms about Yeshiva in relation to the many benefits they derive from being students here. Students should be concerned with the quality of their own education but not to the extent whereby their actions may have a negative effect on recruitment."

The Admissions Office is also working on a program called "career nights" in different communities which will involve faculty, students, alumni and administrators in a presentation about YU. When asked about Yeshiva participation in college affairs, Mr. Glasser indicated that they had participated in a B'nai B'rith college fair in Paramus, N. J., without much success. In reference to frequent inquiries regarding study in Israel and University policy, Mr. Glasser commented that his office has never "discouraged" learning in Aretz. Students who wish to study in Israel are advised to apply to the College, take a leave of absence so that they are officially connected with the University, and to apply to the school of their choice in Israel. However, the basic responsibility of finding out about Israeli programs is up to the student.

Anyone able to work Tuesday mornings for THE COMMENTATOR, please see Phil, M221.

The opening game of the Yeshiva Varsity Basketball Season will be held Tuesday night, Nov. 29 at 8:00 at George Washington High School. Groups will be leaving from in front of Morg. before the game. All are urged to attend.

tegy now being adopted by their fellow Nazis in America today.

There are 15,000 Arab students in Great Britain, compared to some 9,000 to 12,000 Jews, of whom only about 3,000 are members of the Union of Jewish Students. The Jews are mostly in schools of social sciences, while the Arabs are in vocational and technical schools. These Arabs succeeded in passing various anti-Zionist resolutions — resolutions equating Zionism with racism, resolutions calling for the destruction of Israel, and other resolutions calling for complete support for the cause of Palestinian rights — in several universities, including Salford, Warwick, York, and Swansea Universities; the School of Oriental and African Studies, London; the North London Polytechnic and the University of Manchester Institute of Science and Technology.

## Discriminatory Practices

The main weapon used by these groups is an April 1974 vote of the National Union of Students, the national association of student councils, which called on its members to refuse assistance to racist organizations. This measure was aimed at the National Front and other racist elements. Ironically, the National Union of Students has valiantly resisted efforts to have it condemn Israel, though such efforts are continually being made.

On the basis of this policy, the University Student Union at York University decided on June 15, 1977 to strike off the Jewish Society from its register. This action was later reversed at a Union General meeting by a vote of only

124-103, and only after Dr. Maurice Curstairs, Vice-Chancellor of York University, warned the Student Union of the dire consequences of their action.

At Salford University, the Jewish Society was denied an opportunity to hold an Israel Week which they had planned as a counter action to a Palestine Week held this past March. After court action, Yaakov Morris, the Israeli Ambassador-designate to New Zealand did speak to 250 students. However, the Salford Union Executive met that night and decided that because of Morris's "racism," the Student Union would not provide its facilities for the next speaker.

## Paid Troublemakers

Dr. Jacob Gerwitz of the Jewish Defence and Group Relations Committee of the Jewish Board of Deputies and Lord Janner both charge that these anti-semitic acts are being carried out by students who are not in Britain to actually study, but rather they are paid to be troublemakers. They further charge that the Arabs are in Britain specifically to stir up anti-Jewish feelings.

Not all students support this unfortunate turn of events. This past May, the Federation of Conservative Students, the Union of Liberal Students, the National Organization of Labor Students, and the Non-Trotskyite Communist Students Committee condemned all attempts to ban Zionism and Jewish groups from student councils in Great Britain. Though the situation may worsen during the school year, British Jews are watching the events very closely and with great concern.

## Tribute

(Continued from Page 2, Col. 3) in response, one was able to express opinions and feelings about a book and its relevance to society or about a character and his symbolism in the novel. The answers took time to think about, but the grade Dr. Linn put on the exam paper was earned by, not given to, his students. Just ask his former pupils Herman Wouk and Chaim Potok.

I remember asking Dr. Linn, the day after I had the "honor" of being the first student he ever asked to "leave the room," why he insisted on taking attendance at every lecture. I knew he didn't want to play policeman, nor that it was an administrative rule (because some teachers never took attendance). So it had to be a personal reason. He looked straight into my eyes and in his quiet tone of voice, so familiar to his students, he gave me two honest reasons. The first was that he wanted to know all his students by name and he wanted them to know he cared about every one of them. The other was, that if a student did not attend class he could not gain the full knowledge imparted by the teacher and fellow students during the class discussions. This would in turn reflect on the student's grade. Dr. Linn felt that maybe the reason many students excelled in his classes was because they were in attendance, and they listened and contributed to the subject matter.

His fellow instructors would tell you that "Dr. Linn's involvements at Yeshiva encompassed a broad range of interests which earned him the respect of all those who came in contact with him." When Yeshiva College, his second home for more than half his life, told Dr. Linn that they were going to limit registration into his classes only to seniors, it bothered him to no end. He would not back down to administrative pressures, he fought back as best as he could. Not because he had a fear of empty desks in any of his classes — seniors alone would still close out his courses — but because he truly felt he would be depriving the other students of a great exposure to the vast amount of English literature he wanted to share with them. At least it can never be said that Dr. Linn's classes were open only to seniors.

His office door was always open to all students. Dr. Linn also took on the extra responsibility of teaching Remedial English to foreign students at Yeshiva College. Those students received no credit for this course, but the satisfaction of getting the personal attention of a patient and kind man was the highest grade one could ask for.

I pray to God that Mrs. Linn and her family have a life of peace and happiness, and that they remember that the students of Dr. Linn will never forget him.

I would like to use this space so graciously given to me by THE COMMENTATOR to ask all those interested in setting up a student award in memory of Dr. Linn, to get in touch with Harry Skydell, YCSC President, who will in turn contact me.

Dr. and Mrs. Steven Bayme and family wish to thank all those who were so kind to them during their recent period of bereavement.

## Juniors Overpower Freshmen In Basketball Intramural Play

(Continued from Page 12, Col. 3) was 28-17, juniors.

In the second half it looked like the juniors were going to blow the freshmen right off the court. However, under the leadership of Jack Smith and Shelly Green, the freshmen pulled to within 5 points by the end of the third quarter. The juniors then pushed that margin back up to 8 at the beginning of the fourth quarter. Two quick fouls called upon Steven Solomon, however, forced the junior big man to the bench with four personal fouls. This enabled the freshmen to penetrate, as Marvin Sperling hit on two short corner shots and Shelly Green put in a couple off the offensive boards to knot the score at 40. Then with a minute and a half left in the game Shelly hit on a tough turn around jump shot

from in close and was fouled on the play. He hit the foul shot, and the freshmen were leading for the first time since the first quarter 43-40.

However, their dreams of victory were premature: Chaim Gettenberg followed with a driving layup to make the score 43-42. And then came the play of the game. Beryl Eckstein stole an errant freshman pass and went uncontested for two easy points to put the juniors ahead. The freshmen tried one last desperation play but Michael Malka stole the ball and iced the game for a 46-43 victory. The juniors are awesome and are going to be tough to beat, but the freshmen showed that they don't intend to be a pushover either. In another scheduled game, a victory was given to the seniors because the sophs failed to show up.

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I sure could go for some of Mom's good ol'  apple pie  Riz de Veau à la Financière  blood transfusions  Trailways tickets paid for at your local station and picked up at mine.

Dad, next time we get together, I want to tell you  about my part-time job  how I suddenly realized what a truly wise and magnanimous fellow you are  where I left your car last New Year's Eve  thanks for making this trip possible with a prepaid Trailways ticket.

I also need some advice on  a personal matter  my backhand  where one can hire decent servants these days  how to separate you from a few bucks for a prepaid Trailways ticket.

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# Commie Around Town

If you're looking for a unique type of entertainment, it is certainly available on Broadway this fall. Mummenschanz, an experience in the art of mime, is presently playing an indefinite engagement at the Bijou Theatre. Three artists of "Body Mask" mime present a series of skits which focus on human development from a single cell to the primates, as well as on different aspects of human communication. The performers wear masks and simple costumes, and the audience never sees their faces. The use of simple props, where necessary, distinguishes this "Body Mask" mime from the classical mime, usually associated with the famous Marcel Marceau, in which the performer creates instead, illusions of specific objects. According to one of the members of the Mummenschanz troupe, this violation of the conventions of mime creates an atmosphere in which "the audience's fantasy can go where it wants." Indeed, interpretation of the skits is subject to the viewer's imagination, as the acting resembles expressions of abstract art.

The show at times seems to drag on, with seemingly repetitious body gestures and movements. However, for someone with even a slight interest in mime, Mummenschanz presents an exciting and refreshing way to spend an evening. (PK)

Until recently, the existence of a Yiddish-language cinema was a virtual secret, all but forgotten by film scholars and Jewish audiences alike. Films which had moved and delighted hundreds of thousands of Yiddish-speaking Jews forty years ago were allowed to disintegrate and disappear. But in the last several years, a resurgence of interest in Yiddish culture has stimulated efforts to find, preserve and restore these important cultural artifacts.

The First New York Yiddish Film Festival will present a program of Yiddish-language films at various locations in Manhattan, Sunday afternoons at 2:00 p.m. on a monthly basis throughout the 1977-78 season. Both European and American-made films, some newly restored and all fully subtitled, will be shown. The films reflect the range of Yiddish film, including melodramas, musicals and comedies.

Films in the series include:  
At the 92nd Street YM-YWHA,  
December 11 Der Purimshpiler  
(The Purim Player)

At the Society for the Advancement of Judaism,  
January 8 The Cantor's Son  
February 12 Mamele (Little Mother)

March 12 American Shadchen  
(American Matchmaker)

At the Jewish Museum,  
April 9 Mirele Efros  
April 30 Got, Mentsh Un Tayvel  
(God, Man and Devil)  
May 21 The Dybbuk

Subscriptions and individual tickets (\$3.00 each) may be purchased in advance by mail or in person at the Box Office of the 92nd Street "Y." For further information, contact: M. Rosenfeld, the Workmen's Circle, 45 East 33rd Street, New York 10016; or phone: 889-6800.

After listening to Billy Joel's *The Stranger* (his latest release on Columbia records and tapes), one cannot help but see that Mr. Joel has stepped out from behind the piano bar. This album turns out some fine music and contains a more than fair share of that solid Billy Joel lyric. Yet, the introduction of a heavier rock style and even a disco rhythm leads one to believe that a new Billy Joel might be beginning to emerge. I cannot help but remember when these same signs first started appearing in Elton John's music, leading him down The Yellow Brick Road to teeny bop lane. Billy Joel is still a long way from this path and his unique revealing lyrics ("Well we all have a face/ That we hide away for ever./ And we take them out and show ourselves/ When everyone has gone/ Some are satin some are steel/ Some are silk and some are leather/ They are the faces of the Stranger/ But we love to try them on") will probably never allow him to get there. Nevertheless, the fact that he has strayed from the Piano Man we have known, is evidence that for the time being his music has undergone some kind of assimilation.

As for now, we can only hope that the Billy Joel we have known and loved in the past will not become a total stranger. (AH)

That *Bubbling Brown Sugar* succeeds as a Broadway musical is not debatable, though the reasons why it should be are. A celebration of the most famous night spots and music of Harlem during the years 1910 to 1940, *Sugar* has been playing to packed audiences for the last two years. The dancing and choreography is at times swift and furious, or smooth and smart, modeled of course, after the classical steps developed during those years on 138th Street. So as cabaret goes, *Sugar* excels. It's helped along, no doubt, by famous songs like "Take the A Train," "Sweet Georgia Brown," and "Stompin' at the Savoy," belted out by stars Josephine Premise et. al. Then again, it is hard to go wrong with tried and true material. The acting, by contrast, falls short of expectations, empty as it is of content and almost void of Broadway stage delivery. If that sounds harsh, keep in mind the kind of musical talent around which it must revolve. No wonder, then, that the producers wisely labeled *Sugar* a "musical revue." That's all it is. Everything else about historical Harlem during that period is for some reason avoided, drowned out by saxophones, or stepped on by ubiquitous dancers that bump and wiggle a bit too much. One gets the feeling of being driven around from one number to another without time to stop and look at the scenery. Even though the getting there is tough, the destinations are worthwhile: the best black music ever — on Broadway today. (DK)

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# Freshmen Overpower Upper-Classmen And Seek Basketball Intramural Title

By TOLLY CHOVEV

In basketball intramural play last week, the freshmen managed to hold off a third quarter senior rally and win by a score of 55-46. The freshmen were led by the outstanding play of Sheldon Green (former MTA superstar), who scored 32 points. From the opening tap to the final buzzer the freshmen maintained their lead. Marvin Sperling opened the game with a sweeping hook shot. The seniors then tied it up at two. The freshmen then reeled off six straight points on two driving-layups by Shelly Green and a bank shot from the top of the key by Josh Brickman. The seniors called a time-out in an effort to slow the soaring freshmen, but to no avail. The freshmen came out storming after the time out. Jack Smith's fine penetration to the hoop drew the defense to him, but he was still able to connect on beautiful passes to Shelly Green.

Howie Lerner's strong rebounding and Marvin Sperling's precision timed shot blocking helped set up the freshman fast breaks for easy baskets. The seniors were still in the game until they totally collapsed in the final 30 seconds of the half when the freshmen got two fast break lay-

ups and a half court shot at the buzzer by Shelly Green, making the score 33-17. Shelly Green alone, outscored the whole senior team 21-17.

In the second half the seniors, salvaging some pride, put on a show for the freshmen team. On Leon Behar's rebounding, Phil Klapper's accurate jumpers, and Shelly Lindenfeld's magic touch, the seniors pulled off one of the most unbelievable comebacks in the history of intramurals as they tied up the score at 37, outscoring the freshman team 20-4.

In between quarters, freshman captain Jack Smith inserted the starting five and the play picked up. Shelly Green posted Shelly Lindenfeld for a few turnaround jump shots and Marvin Sperling went inside picking up fouls that sent him to the foul line where he iced the game. The freshmen outscored the seniors 18-9 in the final quarter as Shelly Green once again led the way with eleven points.

All in all, it was a fine game for the young freshmen who showed their intentions at giving the upper-classmen a fight for the title.

In another exciting intramural basketball game the juniors led by co-captains Michael

Malka and Steve Solomon (21 points) defeated a scrappy freshman team by a score of 46-43. The freshman team came out storming on defense and jumped to an early 7-1 lead. Excellent defense by Josh Brickman and strong rebounding by Marvin Sperling enabled the freshmen to jump off to the quick start. The juniors were forced to call a timeout. Following the timeout, the juniors made their surge, led by the massiveness of Beryl Eckstein. Juniors kept feeding the ball inside to Beryl and the freshmen continuously fouled inside, sending him to the line. Fortunately though, the junior foul shooting was below par and the frosh managed to lead at the end of the first quarter 12-8. However, the freshmen starters picked up two fouls apiece and had to be careful on defense. This led to excellent penetration by Michael Malka who went uncovered to the hoop for baskets. Steven Solomon was swishing them in from everywhere and Chaim Gettenberg was teaching the freshmen the art of outside shooting. The score at the half (Continued on Page 10, Col. 2)

# YU Rifle Team Hopeful For Strong Fourth Year

Three years ago, at the request of the students, YU chartered its first Rifle and Pistol Club. Since then, the club has grown to over ninety members, and has formed a Rifle team for inter-collegiate national competition.

The team is supervised by Colonel Bob "Weak Eyes" Marmorstein, (in his first demonstration, not one shot hit the target), who is a retired US Army range officer and head of security at Yeshiva. Jay Shoulson, EMC '75, who is a licensed instructor in rifle, pistol and shotguns, acts as coach. Jay is an NRA Distinguished Expert in Rifle and holder of the Presidential Olympic Rifle Award. He provides the team with certification and awards. Sam Berkowitz is back for his second year as captain, and president of the club. Sam holds the title of "Expert in Rifle."

This year the club will be shooting every Tuesday and Wednesday night from 7:00-10:00 PM. Rifles and ammunition are provided by the club. Members meet at 6:40 PM in front of the

Morg Dorm. There is a later shift if needed.

Members of the club feel that travelling to the Bronx at night to use the Kingsbridge Armory's poorly ventilated and ill-equipped range is both unsafe and not conducive to the success of the team. This year the club intends to raise enough money to construct a range on campus and to gain administrative approbation for the project. They also intend to petition for full team status and Physical Education credit for members. New members are welcome.

FENCING			
COACH, Prof. A. D. Tauber			
1977			
Nov. 27	Alumni	Home	2:00 PM
Dec. 5	St. Peter's	Home	7:30 PM
Dec. 14	Pace	Home	7:30 PM
1978			
Jan. 9	*John Hopkins	Home	7:30 PM

\* Tentative date  
IAC Tournament — to be announced  
Home matches held at Yeshiva University  
Gym, 2540 Amsterdam Avenue, New York City

# Bowling Intramural Draws Hopeful Team Candidates

By O. SPLATT

After this Fall's intramural, there can be no doubt as to the immense appeal bowling has at YU. Over 150 people, including 50 Stern collegians participated in the popular event, which also doubled as tryout and practice for the varsity squad. Leading the enthusiastic overflow crowd was Abbie Iwan who averaged in the 170's. He was followed by Jeff Seelenfreund and Bernie Kastner in the 150's. Gracing the intramural was a beaming Professor Tauber, who remarked that the huge turnout signified the necessity and demand for a strong sports program at Yeshiva. Congratulations are in order for Sammy Berkowitz, Norman Shapiro and the rest of the bowling team who ran this successful event.

Meanwhile the Keglers, YU's varsity bowling team, has been continuing their bowling season. With the filling out of their rosters through the addition of intramural standouts, Yeshiva met New York University the following Sunday. Last year, NYU crushed Yeshiva 7-0 and their 6th ranked club expected little resistance this time around. However, Yeshiva, aiming for her own spot in the top ten of the Eastern coast, held her own. In a tough season battle which saw scores in the 180's by Sammy Berkowitz and Norman Shapiro, N.Y.U. barely won the second game by a heart-breaking 10 pins. But the third game was upset time as Yeshiva rolled up such a big win that they nearly captured the extra point given out for series total. Leading Yeshiva's victory was Co-captain Norman Shapiro with a 500 plus series, who received strong support from Captain Sammy Berkowitz and Aaron Glatt. The stunning triumph against a perennial contender shows the promise of this young team.

A vicious schedule which already forced Yeshiva to play the number three and number six ranked teams now pitted the Keglers against number seven, Queens College. However, in another tremendous effort the Keglers smashed Queens by over 50 pins in the opening game. Spurring the 2 point victory were Efram Berger's remarkable 209 (500 series), Aaron Glatt's 190, Norman Shapiro's 184 (534 series), and Bill Sharfman's 169 (474 series). Unfortunately, Yeshiva couldn't keep up their record setting 852 (170+ team average) score, and dropped the remaining two games, but by only a scant 19 pins. Yet, the emergence of Norman Shapiro (two 500+ series already) as one of the league's premier bowlers, and the consistent bowling by the rest of the Keglers certainly is something Yeshiva can be proud of.

The following Sunday the Keglers played a double match versus defending champ Brooklyn and powerful Cooper Union. Unfortunately the competition was just too much and Yeshiva lost all the games. Nevertheless there were several bright spots, Sammy Berkowitz had a 211 game for a 506 series, while Aaron Glatt followed with a 181 game, 477 series. Altogether Yeshiva bowled an 830 for a close match.

Number two ranked Pace was the next team to face Yeshiva. In the biggest upset so far this year the Keglers jolted Pace, winning the first game 850-843. Bill Sharfman led the team with the high score for the year. He stroked a tremendous 225 game and went on to a high 560 series. Norman Shapiro's 188, Efram Berger's 176 and Aaron Glatt's 177 helped supplement Bill's strong effort and bring home the win. An angry Pace quickly rebounded, winning the final two games, yet not before a strong YU effort fell short.

# Thrilling Hockey Intramurals Display Deficient Goaltending

By ISSAC SOIBELMAN

The hockey season continued with two more weeks of exciting action. On Tuesday, Oct. 11 the sophomores played the seniors. The sophs got an early lead, 4-1, in the second period on goals by Good, Bernstein and Pasternak (2). The seniors responded with a goal by Breslow. Late in the second period the seniors crept closer with two goals by Breslow and Schuss.

In the third period the sophs fell apart, as usual, and were outscored 6-2. The senior rally was led by Koolyk's third period hat trick. The final score was 9-6.

On Wednesday the freshmen took on the juniors. Shaky goaltending in the first two periods by Alan Burkon gave the freshmen a 5-3 lead going into the third period. For the freshmen it was Resnicow with two, Litwak with two, and a surprise goal by Adler. For the juniors it was Carrol, B. Mael and J. Mael. The juniors seemed to be totally confused in their play.

Before the third period began, Ernie Roll walked into the gym. You could see the relief and anticipation on the faces of the juniors. Roll sparked the team with a goal and an assist, and the juniors bounced back with five unanswered goals leading to a stunning 8-5 victory.



Hockey Intramural action.

The next week of hockey was rematch week. The sophs played the freshmen and the juniors played the seniors.

On Tuesday night Nov. 8 it

was the juniors with a goal by Polayoff, but from there on it was downhill all the way. The juniors exploded for nine goals. Joel Mael with a hat trick, Barry Mael with a hat trick, Grife with a pair, and one from Kline. The juniors completely dominated the offense, the defense and the corners. You name it, they did it. It was a masterful effort leading to a 10-3 victory.

Wednesday night was a photocopy of Tuesday night as the sophs rattled the freshmen 10-4. The freshmen could do no right. They took an early lead like the seniors did the night before, then were bombed by eight goals. Scorers for the sophs were Pasternak with four, Bernstein with a hat trick, Good with a pair and Gross with one. For the freshmen it was the usual, Resnicow three goals, one assist and Litwak one goal, three assists.

BASKETBALL			
COACH, Jonathan Halpert			
1977			
Nov. 29	Brooklyn	Home	8:00 PM
Dec. 1	Concordia	Home	8:00 PM
Dec. 3	*Stevens Tech	Home	8:30 PM
Dec. 6	NY Maritime	Away	8:00 PM
Dec. 8	*Drew	Away	8:00 PM
Dec. 12	*Polytechnic	Away	5:30 PM
Dec. 15	Mercy	Home	8:00 PM
Dec. 17	*NJIT	Home	9:00 PM
Dec. 19	Queens	Home	8:00 PM
Dec. 22	Pratt	Away	8:00 PM
	† Alumni Game		7:00 PM
1978			
Jan. 5	Tufts	Home	8:00 PM
Jan. 9	Dominican	Away	8:00 PM

\* Independent Athletic Conference Games  
Home Games played at George Washington H.S., 192nd Street & Audubon Avenue, New York City.

WRESTLING			
COACH, Neil Ellman			
1977			
Nov. 29	Bronx CC	Away	5:00 PM
Dec. 8	Kingsborough CC	Home	7:30 PM
Dec. 12	College of St. J.	Home	7:30 PM
Dec. 14	Brooklyn	Away	7:30 PM
Dec. 20	City	Away	7:00 PM

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