

# The Commentator

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222

No. 6

## Yeshiva's Dr. Finkelstein Appointed Dean Of Sciences

Dr. David Finkelstein has been named to the newly created position of Dean of Sciences at Yeshiva University. The 48 year old physicist's fields of expertise include quantum topology, elementary particles, general relativity, logic, plasma, geophysics and philosophy.

Dr. Finkelstein, who has been teaching for twenty-three years, seventeen of them at Yeshiva University, views his new appointment as a "new challenge." While acknowledging that the administrative duties involve roughly a nine to five working day, Dr. Finkelstein does not think that the new job will substantially cut into his time for research. "My main research is one involving the establishment of new theories, and is an ongoing process done all the time, day and night." Thus Dr. Finkelstein's time does not involve long hours in the laboratory.

(Continued on Page 5, Col. 5)



Dr. David Finkelstein, University Dean of Sciences

## Yeshiva College Senate Discusses Suspension Of CLEP Examinations

By JACK STROH

The Yeshiva College Senate, at meetings on December 22 and 29, and on January 5, discussed safeguarding the procedure for awarding summa cum laude honors at graduation and the suspension of the CLEP examinations.

A column appeared in COMMENTATOR on November 28, 1977 concerning the value of the CLEP examinations for exemptions and college credit. Dean Kurtzer told the Senate that the article was not the cause of the current reevaluation of the exams but acted rather as a catalyst. This past May, allegations were made regarding the validity of CLEP exams. These challenges pointed to the lack of security at test centers, the availability of the test answers prior to the testing, and the questionable standards of the exams.

### Two Alternatives

Dean Kurtzer proposed that the tests be suspended retroac-

tively from the date of THE COMMENTATOR article, and that other types of alternatives for exemption or for credit be considered. One alternative would be for each department to develop its own test. The Dean, after learning that Princeton changes most tests only once a year, suggested as a second alternative, that YC students be allowed to take CLEP exams once a year. The new test would be given at YU to insure proper security. The Dean also made it clear that he is not accusing any YC student of cheating, but feels that the integrity of the test has been compromised.

Debate ensued concerning the retroactive suspension of the December CLEP tests. Rabbi Israel Miller, Vice President of Student Affairs, stated that even though CLEP exams might never be valid, the faculty has accepted

them until now, so that unless a student was found cheating, students who took the December test should not be penalized. Dr. Moshe Sokolow stated that since students who took the exam in December had to register before THE COMMENTATOR column appeared, and since they registered in "good faith," they should not be penalized.

The consensus of the Senate was against cancelling retroactively and thus the suspension of CLEP's will take effect in January.

### 'An Act of Courage'

During the discussion over the CLEP exams, Rabbi Miller emphasized another point. There is no reason, he said, that the author of any COMMENTATOR article should be harassed simply for following his own conscience and voicing an opinion.

(Continued on Page 7, Col. 3)

## Changes In School Policy Discussed At Meeting Of Admissions Council

By MATTHEW JAY TROPP

A prospective business program and a new credit policy for study in Israel should enhance YU's recruitment program, according to Paul Glasser, Assistant Director of Admissions at Yeshiva. Speaking at a January 5 Admissions Council meeting, Mr. Glasser also emphasized student involvement in the recruitment drive.

Although the administration has announced neither a business program nor a change in credit policy, Glasser spoke assuredly of their implementation. He revealed no details about the business program but called it "exciting." Glasser said he expects details of the plan to be announced within a few weeks. Business, he maintained, had been a roadblock in the school's admissions drive.

### Israeli Yeshiva Credits

Glasser also noted that numerous students had chosen other schools over YU because of Yeshiva's conservative policy regarding transferring credit for a year of study in an Israeli yeshiva. Many YU students on leaves of absence also transferred to other colleges because of their more generous credit transfer policies. The new policy at Yeshiva will generally award a maximum of 32 credits to a student studying at an Israeli yeshiva, as compared to the average number of 16 credits presently awarded. Glasser warned that pre-law and pre-medical students would probably not profit from overloading their programs with such Jewish studies credits.

Mr. Glasser declared that contrary to popular opinion, Yeshiva's freshman classes of the last several years have not shrunk in size. Two hundred and forty freshmen were enrolled this past October as compared to two hundred fifty the previous year, a drop of less than 5%. Yeshiva, in addition, still attracts what Glasser called "the quality student." He added, nevertheless, that the attrition rate

(Continued on Page 5, Col. 1)

## Yeshiva College Student Council Discusses The Status Of WYUR

The Yeshiva College Student Council met on January 3, 1978 and heard a report on several past and future council activities and a report on the status of WYUR.

President Harry Skydell mentioned that a January 1 ski trip was a success, with forty students participating. He stated that over fifty students have passed the newly innovated Cardio - Pulmonary Resuscitation (CPR) course and thanked David Kleid for his assistance. Mr. Skydell added that Shaller's has taken over the college bookstore and will sell college texts. He expressed hope that students will patronize the store.

The next topic on the agenda was new business. Sophomore Secretary-Treasurer Robert Marcus reported on the WYUR situation. He noted that WYUR has

failed to broadcast in recent weeks because of a malfunctioning transmitter. Attempts at repairing or replacing this transmitter were stalled until the first week in January because of a lack of funds to pay a previously owed bill. Mention was made that Sally Roth, President of the Stern College Student Council had not contributed funds to pay the bill and therefore was to blame as well.

The Political Science Society, at the request of its president, Steven Cohen, was granted a \$25 reimbursement for the sum it paid to register Yeshiva for the Harvard Model UN, to take place in Boston in mid-March.



Happiness is a short Council meeting.



Student Senators (left to right) Lamm, Weisz, Torgow and Kahn.

## What's In A Name?

By ORIE SHAPIRO

Among our student body we may possibly have direct descendants of Rashi, the Vilna Gaon, the Ra'avad, and many other great Talmudic sages whose works we study each morning. The book *Roots*, has generated a great deal of interest in genealogy, the study of chronological records which traces man's descent from his ancestors. However, this hobby is especially difficult for Jews, who have been constant victims of persecution and forced migration throughout the annals of history. The tragic holocaust which destroyed millions of families and scattered the survivors throughout the world, has made it exceedingly hard for Jews of our generation to discover their progenitors.

Newspaper columnist Dan Rottenburg has written a book that helps facilitate the search for one's Jewish roots. His book, *Finding Our Fathers*, is not a definitive work and there are some postulates which he offers that seem impossible or at least diffi-

cult for the uninformed reader to believe.

### Digging For Roots

He suggests that the logical starting point for ancestral investigation is interviewing older relatives to learn about their childhood and grandparents. Cemeteries prove to be an important source of information since the grave marker often reveals the date and location of birth and the name of the father of the deceased. A person should carefully scrutinize records of births, deaths, and marriages, since they also supply valuable information. This is not a simple task, since many records of immigrants were destroyed during the war. Even those ancestors fortunate enough to escape the atrocities of the Holocaust did not always possess the current documents when entering the country. If one has a reasonable idea as to when a relative arrived in America, he can verify such information with the archives of the Library of Congress in Washington, D.C., which

(Continued on Page 4, Col. 1)

In our December 28 issue, a front page article described the remarks of Rabbi Yosef Blau, Mashgich Ruchani of the College, regarding the YCSC Intercollegiate Shabbaton. He was said to have commented on how the yeshiva aspect of Yeshiva University had "degenerated over the past few years" and that "such an event as a co-ed intercollegiate shabbaton would never have taken place when he was a student at Yeshiva."

In point-of-fact though, Rabbi Blau was misquoted and his comments were taken out of context. He did in reality question whether a Yeshiva College shabbaton should be conducted merely as a social event, as had this Shabbaton, or rather as an experience with religious and educational meaning, as the Student Council shabbatonim had been run when he was a student.

The inaccuracy in the article is unfounded and inexcusable. I would like to apologize for this error, as well as express my respect to Rabbi Blau for having the courage to speak up on this matter, in the manner in which he did.

Sincerely,  
Editor-in-Chief  
Philip Klein

## A Sincere Farewell

It is with mixed feelings that we view the impending departure of Dr. Mayer Herskovics, Professor of History.

We are sorry to lose him as he is an excellent teacher whose love for his students as well as Yeshiva and what it represents has been unparalleled.

We are happy for him, however, as he is about to realize his dream of making aliyah.

We, therefore, thank Dr. Herskovics for his devoted service and wish him all the best in his endeavours.

## Shortcomings

With students in the process of reviewing for upcoming exams, it seems an appropriate time to review and assess the full term performance of the Yeshiva College Student Council.

The recreational accomplishments of Council are undeniable. The Robert Klein concert was a success. Lounges have been refurbished with new furniture and electronic games, and a television has finally been installed in the basement lounge of Rubin Hall. Two shabbatonim sponsored by

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Council have taken place and gym shorts carrying the YU emblem have gone on sale to the student body. Council has also succeeded in initiating programs in other

Regarding the information printed in the December 14 issue of THE COMMENTATOR about revisions of the honors regulations (entitled "Honors Thesis"), we failed to mention that a candidate for summa cum laude who attains a score in the 90th percentile or higher on a comprehensive examination, i.e. the MCAT, DAT, GRE, etc., would be exempt from writing an honors thesis.

areas — such as in the establishment of a shuttle to the subway and in bringing about the establishment of a new business law course.

Yet, we have sensed a certain lack of communication between the Executive Council and the class officers. This point is illustrated by the imbalance in the distribution of work between the Executive Council and the other council officers. Problems which arose at the Intercollegiate Shabbaton could possibly have been avoided with a clearer understanding by the organizers of what their specific responsibilities were.

In a separate issue, the purchase of the aforementioned gym shorts was done without soliciting competitive bids as to price and quality.

In addition, YCSC has failed to take the initiative in confronting academic problems, something which we feel is another segment of its responsibility.

THE COMMENTATOR hopes that Council quickly rectify its internal problems so that it may function effectively in all its areas of responsibility during the Spring 1978 term.

## Final Reality

With the fall semester coming to a close, students tend to lapse into a world of dreams about the past and the future. A sense of uncertainty exists for freshmen, as they begin to question what they have accomplished thus far and to reevaluate their purposes in going to college. For seniors, this is a time for reflecting back on a term spent by most doing less academically than they have ever done in the past, and looking forward, anxiously or with a feeling of insecurity, towards graduation in June. For the others, it represents a time of irrelevant worrying about semesters gone by with no apparent change in grade point average.

However, we are all suddenly and rudely awakened to reality — the reality of the present — in the form of final examinations. And it is in this spirit of reality that THE COMMENTATOR extends to all students wishes of good luck on their exams, as well as wishes that everyone has an enjoyable, be it brief, intersession.

## Letters To The Editor

### To the Editor:

COMMENTATOR's article on the intercollegiate Shabbaton left me disheartened. The puffery, inaccuracies, and even my being misquoted were only part of what made me uneasy. When I returned on January 3rd from Yeshiva's Canadian Seminar it became fully clear. A sharp contrast emerged between seeing seventy-five teenagers who had prepared to celebrate "New Year's Eve," singing instead at a kumsitz in the Laurentian Mountains until 3 AM, and the empty social I had witnessed in New York the week before. The gap is wide between what could be at Yeshiva and what actually took place on December 24.

Rabbi Yosef Blau

### To The Editor:

It was with great dismay that I read the opinion of the Governing Board of THE COMMENTATOR regarding the Yiddish issue just two weeks ago. Although I sensed that the faculty might be opposed to allowing Yiddish to fulfill one's language requirement

for various reasons — educational and otherwise — I was personally shocked to learn that THE COMMENTATOR Governing Board, which is composed solely of students, was against the Senate's resolution in favor of allowing Yiddish to fulfill the language requirement.

There are many reasons why I believe that the students should be strongly in favor of the Senate resolution, but perhaps I should start by bringing up something which may not be evident to many of the students at Yeshiva. It is a fact that Yiddish is accepted as fulfilling the language requirement at many schools, including New York's City University; this is also true even at most of the prestigious Ivy League Schools, including Harvard University. If these schools can say that if one studies and masters Yiddish, he has truly mastered a bona fide foreign language and culture, it is intriguing to me how Yeshiva University can then come out and say anything to the contrary.

Of course, many teachers might

then argue and say that since Yeshiva students come from Jewish households where many of them have had previous exposure to Yiddish, most students would be taking it as an easy way out. After having thoroughly considered this point and its philosophy, it is very alarming to me personally, since I come from the South where, unfortunately, Yiddish is a dying language. Whereas a decade or two ago, a great majority of the student body at Yeshiva had extensive familiarity with Yiddish as a spoken language, today there is an even more overwhelming majority of students here among us who could not carry on even a limited conversation in Yiddish. Therefore I do not think anyone can actually justify claiming that Yiddish would be an easy way of fulfilling one's language requirement.

Furthermore, I believe that taking Yiddish as a language requirement will be culturally more beneficial to many students than taking the normal two years of another foreign language. In

fact, I would include in this statement even the small number of students who already have some knowledge of Yiddish. Normally, after five years have passed since one has taken two years of a foreign language, it is the general consensus that a student forgets the vast majority of what he learned regarding that language. However, if one were to take Yiddish for two years, one would most certainly retain a great amount of what he has learned because the Yeshiva student is constantly around some people who speak Yiddish and having gained a limited ability to understand and use the language, he will most probably increase this ability as well as learn to converse in the language himself. This in itself should be an adequate incentive for the students to study Yiddish diligently. But in addition, one will also learn about the background and culture of the language and this will especially be of great interest since most of our parents or grandparents came from countries where Yiddish was the lan-

guage of everyday conversation. Therefore, one will increase his knowledge and at the same time create an awareness of his family's background and cultural roots, thereby strengthening his own link to his heritage.

Therefore, in conclusion, I feel that before a grievous mistake is made by vetoing the Senate resolution, both the Governing Board of THE COMMENTATOR and the student body as a whole should reconsider the issue and convey their strong support of the Senate resolution to our esteemed faculty. On a central issue such as this, it is the voice of the students that should, and I feel will, reign supreme.

Ira M. Thomas  
YC '78

The Editor-in-Chief and the entire Governing Board of THE COMMENTATOR wish to express their sincerest wishes for a **refuah shleimah** to Mrs. Sylvia Herskowitz, Director of the Yeshiva University Museum.

## Dr. Kurtzer Speaks To YC Students About Government Policy In Mid-East

By NORMAN KINEL

Dr. Daniel Kurtzer, Dean of Yeshiva College, spoke at a lecture sponsored by the Yeshiva College Political Science Society on December 8. The topic of the lecture was "The State Department and Israel: Cooperation or Conflict." Dr. Kurtzer is a former foreign service officer who was assigned to the United Nations Political Affairs Department.

Dr. Kurtzer began by discussing the role of a diplomat, which is generally thought to entail going abroad and lying for one's country. This, in a sense, is his role, in that a diplomat is often asked to represent views that he may not personally agree with, or which a majority of the citizens in his country may not agree with. This causes a problem of communication, because the diplomat may not always be aware of the implications of certain statements that he makes.

### Nuances Or Implications

Dr. Kurtzer's office was involved with the wording of United Nations resolutions, with particular emphasis placed on any nuances or implications in any of these statements. He stated that "to us, words were not only the medium of communication but the actual substance of our work" and that the problem of interpreting the wordings of statements is exemplified with regard to the Middle East.

He then went on to discuss the organization of the State Department and the formulation of policy. Diplomacy should be seen as "a process, rather than as a stagnating institution." The State Department receives both internal and external inputs, with the main internal output coming from the foreign offices in the various countries. These offices



Dean Kurtzer, political analyst.

## Dean Of Ferkauf Addresses Psych Club; Discusses Current Trends In The Field

By ARI KLAPHOLZ

Dr. Morton Berger, Dean of Ferkauf Graduate School and Dean of Behavioral Sciences at Yeshiva was the guest lecturer at the December 28 meeting of the Psychology Club. Dean Berger addressed the audience on the present trends in Psychology and conjectured as to what the future holds for graduate students in psychology.

Dr. Berger noted that Yeshiva students in general have pursued a pre-professional course of study, with the objective of going on to professional graduate schools. He emphasized the point that the undergraduate school must maximize the student's chance of entrance into a graduate program or into the job market, as competition is intense for a limited number of openings. Also the school must attempt to offer instruction in those areas which might be applicable to a future society and which might provide satisfactory

do not inform their countries of what the United States wants or feels in regard to a specific issue, but rather represent the views of those countries to the Department. In effect, "The State Department becomes less of an ad-

vocate of US interests . . . than an advocate of a variety of interests which those offices represent." These views then go through a "policy process" which eventually filters up to the Sec- (Continued on Page 5, Col. 1)

### Stepping Out

## Turn Of The Page

By MICHAEL JABLINOWITZ

Time moves swiftly and before one realizes it his college days are over. All during ones youth, his thoughts are geared toward his years in college. They are the climax of adolescence. Yet when they have passed, ones initial reaction is a feeling of having missed something. But upon further investigation, it is obvious that many changes have taken place though they may be subtle. These subtle changes may not be realized or understood until the proper conditions or circumstances present themselves. Only upon confrontation with certain situations will Yeshiva's effect on the individual be brought out.

I think these ideas are relevant to the debate recently held on the problem of synthesis. How should we integrate the ideas of Torah and science, if at all? I think the synthesis is a personal one. The debate on whether synthesis is a theory or a reality is not for a panel of professors to decide. This question can be answered only by the individual himself. Therefore, the student should be presented with a traditional view of each. He shouldn't have to learn Talmud with an historical perspective and vice-versa. This would lead to much confusion, as the student would have to weed out the biases of his instructors. It is for similar reasons that I'm opposed to a senior seminar analyzing the synthesis. It is a personal decision that materializes as the student draws conclusions concerning problems that only he can answer for him-

self.

Many would probably argue that if this is so, what is the need for Yeshiva University. Why not learn in a yeshiva in the afternoon and attend college at night? I think the answer to this lies in the concept of an institutional synthesis as suggested by Dr. Roth in the symposium. The fact that YU stands for excellence in both areas of study makes it extremely vital to the American Jewish community. In addition, other yeshivas may provide environments similar to that of the Yeshiva program, but none can offer programs such as EMC and JSS.

This column will be my last written as a student at Yeshiva. I will be graduating at the close of this semester, at which time I will be leaving for Israel. This doesn't mean I'll be cutting off my ties with THE COMMENTATOR as I hope to remain somewhat active, though it may be from 6,000 miles away. Nevertheless this provides me with an opportunity to thank all those people who have made it worthwhile.

From the academic side, I must thank the instructors in my major, Dr. Aaron Levine and Mrs. Rebecca Shubert. They are both warm individuals whose personalities livened up their classes. In particular, though, I must thank my professors in EMC. It was in EMC that I benefited most and I must extend particular praise to Dr. Bayme, Dr. Sokolow, Rabbi Wohlgeleinter and Rav

remuneration for those in that area.

As an ex-executive state secretary of the Board of Psychology, Dr. Berger was exposed to many facets of the psychology profession. He cited several problems which currently exist in the field.

One such problem is the movement of anti-credentialism and para-professionalism. Such para-professionals demonstrate only feeling and instinct as credentials to practice, and therefore, lack a broad text book knowledge of the science. They become skilled in only one area and consequently limit the mobility of trained professionals within the field. Furthermore, the value of their

service in economic terms is questionable.

In the future, Dr. Berger believes that psychology will expand into numerous areas. To substantiate this prognostication, he cited the recent developments of psychology with regard to human communication disorders. Dean Berger reiterated his point that students should train in areas which will be vital in a future society.

Dr. Berger concluded by telling the students that they should feel free to speak to him and take advantage of his familiarity with and exposure to the field of psychology.

## Bicycling Across Eretz Yisrael Provides Meaningful Experience

By CHAIM WEXLER

Although the snow is just beginning to fall students are already making plans for their summer vacations. Some will work in camps, others will continue their studies in summer school, and invariably some will decide to go travelling. A considerable percentage of those travelling will be spending some time in Israel. They will probably tour the country by bus or by hitchhiking. For the hardy type who want to

see the country in greater detail, a backpack and a good pair of walking shoes are quite sufficient. But for someone that has neither the stamina nor the time to go hiking, a third alternative does exist. It is the fast growing idea of touring by bicycle. This method is becoming popular since it enables the tourist to see the country in great detail yet in less time than in walking.

Of course not all of Israel is suitable for bicycle touring. The inner part of the country — Judea and Samaria and the northern Galilee and the Golan — are much too hilly to make the trip enjoyable. But there are still many suitable roads to make the trip worthwhile. The coastal plane from Ashkelon to Rosh Hanikra provides excellent and relatively flat land for bicycles. And if one doesn't mind the extreme heat, the Arava from Eilat to Tveriah also provides some good riding. Since most of the roads mentioned above are high speed arteries, extreme caution should be exercised at all times.

For those seriously intending to go on such a trip, planning should be done well in advance. Good bicycles are hard to obtain in Israel and it is advisable to bring along one's own, plus a few spare parts. The airlines provide special boxes for this (Continued on Page 4, Col. 3)



Kreiser. These are the men who instilled in me the spirit of learning and I am eternally grateful.

My stay here would not have been complete without the many friendships I have established. I hope that many of them will be maintained although many unfortunately will dwindle as the bonds that link us now will wither away. To my roommate these few years, thanks, Schuchie, for putting up with my eccentricities and we've got many memories that will last quite a while. To Morris and Rauchie and all the rest too numerous to mention, I know this is not the end but only the beginning. And last, thanks to all of those who've left — from one who stayed.

## Israel's Thirtieth Anniversary: A Look At Past Achievements

By A. J. EDELHEIT

On January 1, 1978 preparation began for the celebration of Yom Ha'atzmaut, which will mark Israel's thirtieth anniversary. This year's theme will be Israel's achievements over the past thirty years. These achievements basically fall into three areas: economic, social, and political.

### Great Achievements

In the field of economics, Israel's achievements have been phenomenal. What was a wasteland fifty years ago, and a developing land thirty years ago, has blossomed. Industry in Israel compares favorably with that of the rest of the industrialized world. Israel's products, especially in the area of electronics, are credited around the world with being of very high quality. Although nowhere near perfect, the Israeli economy has a solid base for development, both of heavy industry and of agriculture. Not many thirty-year-old nations can boast that.

Socially, Israel has thus far been successful in rebuilding a new Jewish center after the Holocaust. True, problems exist between the religious and the secular and between the Sephardi and the Ashkenazi. Yet, the fact that no civil war has erupted should give us hope for the future. Every problem that arose in Israel's first thirty years was solved, so too it will be in the future. Culturally also, Israel has made great strides. Israel has seven major universities and many other institutions of higher learning. Few other countries can boast as many schools per capita as can Israel.

Politics is another area of

achievement. At a time when other developing nations are turning to dictatorships, Israel has built a very stable democracy. Moreover, the democracy was proven when there was an orderly change in government in May of last year. At this junction, it should be added, there is also a chance for real peace, if the current negotiations with Egypt are handled properly. Israel is also militarily strong, although this fact will not be overly stressed.

### More Action Needed

The reader should not, however, get the idea that everything is perfect; some very serious problems do exist. The economy still needs a large amount of work. The rate of inflation (37% last year) must be brought down. The lira is very weak and must be strengthened. Social problems, such as those of the Hatikva slum in Tel-Aviv, must be solved, as must the cleavages between religious and non-religious societies. Political action, both internal and external, must be taken. The government is, of course, making great strides on the question of peace. But we must remember that war is still a possibility. Some action must be taken on Deputy Prime Minister Yadin's proposal for electoral reform. Possibly the most serious problems are those of Yeridah and Aliyah, or rather the lack of it. We must hope that the government and people of Israel will be strong enough to attempt to solve these problems and others that may arise; as it is said "Be strong and of good courage."

Cleveland Crusader

## DOC



By SHELLY SENDERS

There are few educators in the University who have had as major an impact on the students as has Rabbi Dr. Mayer Herskovics. As most are now quite aware, Doc will be leaving Yeshiva next semester to fulfill what we, as his students, have always perceived as his fondest dream; to go on aliya to aretz. And so, I feel that a tribute is in place, a tribute of thanks to the rebbe, teacher, guidance counselor and friend, to so many of us.

Dr. Herskovics has been teaching Jewish History and Bible in Yeshiva College and Erna Michael College for many years. His style remains a traditional one — the approach of the scholar-historian who is also conversant in the tanach, talmud and other masoretic texts. Let me, as one who has experienced both J.H. and Bible with Dr. Herskovics, quickly discuss some of his educational approaches.

In Jewish History, he would often say that his responsibility is to produce scholarly yeshiva bochorim; men who require a historical background to complement their morning talmud shiurim. He would always interject an argument from the talmud to show its historical significance; indeed, he was achieving his own brand of "synthesis" by showing how the two disciplines could aid one another in producing a more sophisticated product.

And then of course, there are the gilyonot, massive collations

of pertinent material culled from hundreds of sources. Step into his office some day and witness the shoeboxes full of gilyonot which fill the shelves lining his walls, and you will only begin to appreciate the vast amount of time, effort and scholarship which Doc infuses into his courses. Of course, with all the information comes lists of questions, and yet, I believe, no student ever complained that Doc was "out to get him." He is simply interested in the learning experience and if the answers are to be obtained from a friend, benefit from the course can still be achieved.

This same teacher-rebbe philosophy carries over into Doc's Bible classes. Talmud and Bible are not two isolated pursuits; somehow they mesh into a homogenous entity in Doc's Intro courses. In the other courses, he uses a thematic approach. To define Ezekial or Isaiah in terms of a few concrete recurring ideas which are unique to each, allows for a better understanding of the subject material and helps the student clearly identify the different Jewish prophets in terms of irreducible fundamental principles. And as the prophets themselves, he clearly emphasizes the need to remove religious facades while denigrating the computerized mechanistic approach to Judaism practiced by so many, by terming it simply Mitzvat Anashim Melumada.

There is another aspect of Doctor Herskovics' personality

which is indeed laudatory and deserving of special mention. And that is his undaunted devotion to, and support of, Yeshiva University as an institution. I am tired of listening to teachers who take every opportunity to castigate the "Powers that Be" in the administration, and the school itself, without realizing that the students who are forced to listen to these unfortunate tirades are the ones who ultimately suffer. Doc's cheery exuberance and excitement over the opportunity afforded him by YU to teach a generation of young orthodox students is refreshing and the paragon of the ideal teaching approach.

Finally, there is that special warmth which Doc exudes; it is a feeling of closeness with the students. The pained expression he has on his face when a question is answered improperly is not contrived; it is one of genuine concern for the welfare of the student. He is one of the last of the European type scholars, having combined an old world flavor and warmth with intellectual erudition and scholarship.

Such is the man whom I honor today. And so, on behalf of all students of Yeshiva past and present, I would like to take this opportunity to wish Dr. and Mrs. Mayer Herskovics mazal and bracha, good luck and our blessings, on the coming fruition of their dream — on their forthcoming move to Israel.

The Editor-in-Chief and the entire Governing Board of THE COMMENTATOR wish to express their heartfelt condolences to Lenny and Irving Schwartzbaum on the passing of their mother. **Hamakom yenachem etchem betoch sh'ar aveilei tsion v'yerushalayim.**

## Israel For The Touring Bicyclist

(Continued from Page 3, Col. 5) purpose and are used to this type of baggage. It is also wise to be up-to-date on all relevant custom laws to avoid any hassles that may occur later on. For shorter trips, where the bicycle quality is not all important, it is easier to rent the vehicle in Israel. They are, however, small in size and come with only one gear.

In addition to the bicycle itself, one should bring along a short metal framed back pack and a small tool kit. Knowledge of the workings of the bicycle is essential. Remember, if you are stranded far from any town, it is almost impossible to get a ride back that will take both you and the bicycle.

The first major obstacle usually encountered is in the transporting of the bicycle from one place to another. The easiest but most expensive way is putting it on top of a sherut (public taxi). In most cases an extra fare or more is charged. Gutsy people with a good command of Hebrew can attempt tying the bicycle to the top of an Egged bus. Needless-to-say, this method rarely

## Study Of Family Names A Satisfactory Endeavor

(Continued from Page 1, Col. 5) has the records of every immigrant who arrived by boat legally in the last 150 years. If one has a relative who was a prominent person, perhaps his obituary was printed in The New York Times, which has indexed every obituary dating from the last 125 years.

Perhaps the most enjoyable aspect of genealogy is the study of the sources and meanings of our family names. We must bear in mind that these names have been altered by immigration officials or by our own ancestors, when arriving in America.

It was not until 1781 that Jews were forced to adopt last names. Emperor Joseph II of Austria issued an edict, and it was soon to spread throughout Europe under Napoleonic Rule. Jews often used derivatives of their home towns to form last names. Thus, according to Rottenberg, the name "Halpern" stems from the town of Heilbrunn. "Spitzer" comes from the town of Spitz and (believe it or not) "Shapiro" comes from the city of Spiers.

Many families selected their trades and professions as the basis for their family names. Thus "Kaufman" was a merchant, "Schneider" a tailor, "Drucker" a painter and "Wechsler" a money changer. "Fleischer" and "Metzgers" are butchers while "Schnitzer" is a carver and "Farber" a painter.

Some chose names of animals; thus an "Adler" is an eagle, while "Fuchs" is a fox, "Schor" an ox and "Taub" means a dove. Many names were formed by acronyms. "Segal" was formed by the Hebrew words Segan Liviah, an assistant of the Levites. "Katz" stems from the phrase Kohen Zedek — a righteous priest.

### Mormons' Help

There are many libraries with which one can correspond for further details about relatives. They range from Yad Vashem in Jerusalem to the American Jewish Archives in Cincinnati. Ironically though, as Rotenberg states, the most valuable source of information is not from any Jewish organization, but rather from the Mormon Church in Utah. The Mormons spend more than ten million dollars annually to search and store family trees, regardless of the family's religion. They have detailed records of the 19th-century births in Poland, Hungary and Germany which are not found in any Jewish archive.

Though the search for relatives is a time-consuming and often frustrating task, the amount of history one can learn and the satisfaction received from a discovery make it worthwhile. If Karl Marx descends from kashi, it is feasible that many of us have the same privilege, but we will never know if we do not investigate.

## Yeshiva's Ferkauf Grad School Creates An Approach To Life

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

Psychologists and educators hold within their hands the keys that unlock the mysteries of the human mind. The Ferkauf Graduate School of Humanities and Social Sciences of Yeshiva University trains its students to actualize their own positions and identities and to serve, in turn, as guiding forces in the realms of education and psychology for the Jewish and general communities.

Ferkauf brings together students from the various disciplines of sociology, psychology, political science and economics,



Dr. Morton Berger,  
Dean of Behavioral Sciences

and creates for them an interdisciplinary and general approach to problems of modern life. Particular emphasis has been placed on socio-cultural problems in disadvantaged urban areas as well as on the preparation of educational personnel in the United States and abroad.

In his first interview since his appointment six weeks ago, Dean Morton Berger of Ferkauf, who is also University Dean of Behavioral and Social Sciences, told THE COMMENTATOR, "I will be available and will make myself as accessible as possible for dialogue with the students, to

help them plan their undergraduate and graduate social science studies programs and their future careers."

Dean Berger represents the first dean to be appointed whose job it will be to implement President Lamm's reorganizational scheme: to organize the University into areas, as opposed to the previous organization of schools. This job will entail the integration of the graduate and undergraduate faculties into one social science faculty.

### Courses Open to Undergrads

Programs and courses at Ferkauf are officially available to Stern College students, but Yeshiva College students who want to take courses at Ferkauf during the Spring semester must submit a request form to receive such permission from Deans Kurtzer and Berger. At present, one Yeshiva College student is enrolled in the BA-MA psychology program at Ferkauf; however, the program as well as individual courses are "open to all those who want them," according to Dean Berger. A shuttle service to transport students to Ferkauf's Brookdale Center, for attendance at such courses, is in the planning stages.

### BA-MA Programs with YC

At present there are two joint BA-MA programs between Stern College and Ferkauf, one in education and one in psychology, and a third proposed joint program in special education. The BA-MA Psychology Program between Yeshiva College and Ferkauf is functional and Dean Berger is both surprised and disappointed that more Yeshiva College students are not taking advantage of the available programs. The joint programs involve three years of undergraduate study at Yeshiva College and two years of subsequent graduate study at Ferkauf, leading to a joint BA-MA degree. Ferkauf would welcome any number of people interested in such fields as Jewish education, curriculum and instruction, spec-

(Continued on Page 7, Col. 1)

meets with success.

Once started it will take a while to adjust to the Israeli roads and drivers. The cars come pretty close and it is not unusual to find oneself in a ditch by the side of the road after a big truck has passed. The people are generally helpful and full of admiration for the cyclists.

The route should be carefully chosen and studied. Small-scale contour maps can be purchased from the Israeli government and they will aid greatly in the choosing of the easiest and fastest roads to follow.

One possible route for those wishing a simple, one day outing, is the highway between Nahariya and Rosh Hanikra. Bicycles for the twenty kilometer round trip can be rented locally in Nahariya. Most of the way along the road there are special bicycle paths and along the other sections the traffic is sparse. The trip is very scenic with an almost constant view of the sea. The highlight, of course, is the cable-car ride down to the grottoes of Rosh Hanikra.

A more involved and strenuous trip that can take anywhere

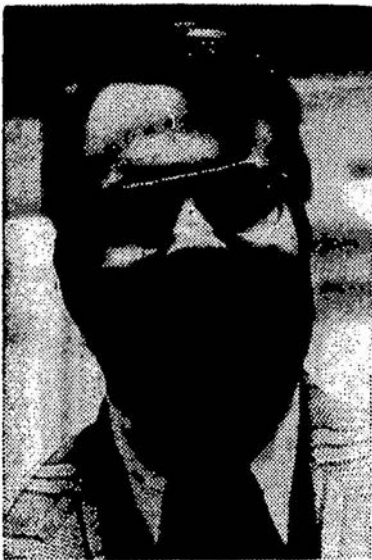
from three to seven days is through the valleys of lower Galilee. It is best to start this trip from Haifa heading in an easterly direction. After a short while, the road passes from the noise and dirt of the city to the broad expanses of Emek Yizrael. The scenery is overwhelming and there are many places along the route of great biblical and historical significance. From there the road goes on into the Beth Shean valley. Here one can visit the local kibbutzim or cool off with a swim in Gan Sachnah. It's a good idea to continue northward, circling the Kinneret and finishing up in Tveriah. All along the route there are many parks where it's possible to bed down for the night and food is available at regular intervals.

The routes mentioned above are just a few of many possibilities. When done with regard to personal safety, bicycle touring can provide some of the most meaningful and memorable experiences. It is certainly an idea worth considering for anyone who is planning on spending time in Israel.

## Renewed Commitment To Strong Admissions Effort

(Continued from Page 1, Col. 1) at Yeshiva, has increased significantly.

The University has renewed its commitment to a strong admissions effort as of this year, Glasser stated. A vigorous routine of visiting high schools,



Mr. Paul Glasser,  
Assistant Director of Admissions

NCSY conventions and Yeshiva seminars, and a massive printing campaign have been financed for the forthcoming year. As a result, the Admissions Office, to date, has received 5% more applications than it generally has received in an average year at this time.

### An Honest Light

The admissions officer stressed the overriding importance of YU students' presenting their school in "an honest light" to friends and families in their communities. Glasser declared, that too often while promoting YU, he is confronted with an isolated incident of error that occurred at Yeshiva that has since been exaggerated into a major catastro-

phe. He would not ask students to lie about conditions at YU but would implore them to note the positive aspects of YU alongside the negative.

Glasser called on the Admissions Council to assist him in three areas to help stabilize and increase enrollment. He urged them to contact the 80 students on leave, mostly in Israel, to ascertain their academic plans and to inform them of some of the positive changes that have taken place in Yeshiva this year. In regard to the second area, the 100 students already admitted should be encouraged by undergraduates to attend Yeshiva next year. In the third area, the same process should apply to the some 171 students still awaiting admission.

Glasser concluded with a word about student misunderstanding of financial aid. Many students do not know when or how to apply for financial assistance. The admissions officer confided furthermore that he believes no financially deserving student has ever been denied adequate financial aid by the University.

### Uncle Duke Differs



Before this term began, one of the "hottest" issues around Yeshiva College was the pending appointment of a new undergraduate dean. Would he be old or young, conservative or progres-

The author is a student at Baruch College and a close member of the YU community.

Just thought it would be a good time to inject some humor into studying for the upcoming finals.

All right! You have a final scheduled for Monday morning. You decide that there will be plenty of time over the coming week to study. Besides, you're a graduating senior and your 3.2 index is sufficient. The week passes quickly and suddenly you find yourself wondering how come Shabbos always comes quicker during final week. But, no need to panic, you'll study over Shabbos. Right? Wrong! Friday night ends early with you falling asleep at the table after Birchas Hamazon. Saturday morning is spent in Shul after which you realize you have about an hour before Mincha (you take 10 minutes out to ask yourself why there are no good-looking girls who come to your Shul on Shabbos). After day dreaming and looking at Sports Illustrated it's time to pray (to

## Burning The Midnight Oil

By NEIL HERSKOWITZ

the only one who can grant you a fruitful Saturday night). After either going out (with a "nothing special"), or watching NBC's "Saturday Nite Live," you finally get to sleep at about 2 am.

You want to wake up at about 10 am Sunday, but you don't get up till about 11. It's into jeans and shirt along with your favorite pair of beat-up sneakers — no need to shave, because appearances don't count, it's Finals time!

By the time you've davened (at least 15 minutes including a request for leniency on Monday) and read the sports section of the Times (10-20 minutes depending on how your teams did over the weekend) and eaten (20 minutes), it's after 12. You figure it's time to relax and either catch whatever sports show is on ABC, CBS, or NBC, or if it's nice outside, you can play ball (you can't study, it's too early).

By the time 5 pm rolls around, you're too tired to study and besides, supper is at 7 pm, so that leaves you with about 2

hours (don't worry, there's always something to do besides studying). Seven o'clock arrives (you ended up davening Mincha and watching Wild Kingdom, where you observed the mating habits of zebras) and dinner begins. Your conscience says, "Hurry up and finish and start studying," but you counter with, "There's still time."

By the time dinner finishes its 8 pm and you realize that it would be a cardinal sin to miss Steve Austin as The Six Million Dollar Man. Besides, this week he's slated to jump 40 feet in the air and make it look easy (not only doesn't he sweat, but his hair doesn't even move). Now! It's studying time: You get all prepared when the phone rings, it's a friend from school. You compare "exciting" weekends and make plans to meet Monday morning before the exam. Neither of you know the material for this upcoming exam and you're relieved for a few seconds before you realize his exam isn't until Tuesday! You quickly hang up and note that it's 9:30! Time to hit the books and start burning the midnight oil.

At 11, after seeing the way things have gone, you realize that you better daven Maariv (if ever you needed G-d's help — it's now!). By 12 you've settled down and you face the fact that sleep is an impossibility for tonight. At about 1 am, your parents sneak up on you to see if

(Continued on Page 6, Col. 5)

## New Dean Of Sciences

(Continued from Page 1, Col. 1)

At the present time, Dr. Finkelstein is working on a theory of complementarity in physics, a subject introduced by Niels Bohr in the Twentieth Century. The theory states that there are many ways of looking at the world, each of which seems to be the best possible one. Dr. Finkelstein believes that further investigation of the theory will lead to areas providing new explanations for physical phenomena beyond those offered by quantum mechanics.

The former chairman of the Physics Department at Belfer Graduate School of Science graduated from City College in 1949 with honors degrees in physics and mathematics. He was awarded the Physics Medal by CCNY in 1949. He went on to receive a Ph.D. from the Massachusetts Institute of Technology in 1953.

Among the highlights of his distinguished career, Dr. Finkelstein is currently the Editor of the International Journal of Theoretical Physics, and has been the Young Men's Philanthropic League Professor of Physics at Belfer since 1964. He was a Visiting Scientist at the Stanford Linear Accelerator Center during 1976 and served as a consultant to the Department of Medicine at the Albert Einstein College of Medicine during 1974. He has invented the Megatron (air-core high-field betatron), the coaxial plasmoid gun, the megavolt water capacitor and a pulse transformer. He also made the earliest photographic studies of plasmoids in magnetic fields under the world renowned physicist W. J. Bostick at Livermore, California.

## Facing Reality

By ROBERT FRIEDMAN

sive, a dean with the power of his predecessor or just a dean of students, etc. My first information about one Daniel Kurtzer was that he was young, a Yeshiva College graduate, and that he had

a brother presently in the College. It was with this comprehensive resume in mind that I first met Dean Kurtzer at the opening meeting of the Senate. This first encounter, combined with a subsequent, private meeting with him, left me with one vivid impression. It was clear that Dean Kurtzer fully recognized the academic deficiencies that exist here, and that he was sincerely committed to improving the situation. To use the Dean's own words: "I want to see the time when a prospective student who is choosing Yeshiva College and Columbia should have to seriously think twice."

It was eminently satisfying to see a member of the administration finally facing reality, and I could only hope that this would prove characteristic of the entire new administration of Yeshiva University. Such a trend could only signify a progressive attitude, one which would, in the long run, raise Yeshiva College to new heights in the academic world. Yet my optimism has proven premature. About a month ago, in separate addresses to the various faculties within the University, Herbert Tenzer, Chairman of the Board of Yeshiva, President Lamm, and Vice President Blank, all emphasized one major point. They urged the gathered educators to "maintain excellence" while a difficult five year campaign would be waged to raise 31.6 million dollars "to assure educational excellence."

As I sat listening to these foreboding speeches, a simple question entered into my mind: how can one maintain something he doesn't have? Of course, one can debate at what point "excellence" has been achieved, but it would require a bit of imagination (or ignorance) to believe that we have it here. It is not my intent

(Continued on Page 6, Col. 4)

## Dr. Kurtzer Speaks To YC Students About Government Policy In Mid-East

(Continued from Page 3, Col. 3) retary of State who makes the final decisions.

### Contradictory Imperatives?

With regard to the Middle East, Dr. Kurtzer outlined four imperatives of US policy: the idea of a special relationship with Israel, mutually beneficial relations with the Arab states, the desire to have free and unhindered access to oil, and the desire for a just and durable settlement of the Mideast conflict. These statements are often used by State Department officials, and their ambiguity and lack of definition of terms often result in misunderstandings among the parties. However, when a State Department official uses two of these seemingly contradictory statements in one sentence, he honestly feels that there is no contradiction and that he probably really means both.

With reference to the view held by many Jews that the State Department is full of Arabists and anti-semites, Dr. Kurtzer expressed the opinion that this is partially valid. There are Arabists in the State Department, to the extent that there are people who believe that it is in the interest of the US to have mutually beneficial relations only with the Arabs and not with Israel. However, there are also those who feel that the United States has absolutely no interest in the

Arab states and the best thing would be to sever relations with them.

Dr. Kurtzer also states that he never saw one piece of paper at any stage of the policy-making process that made any attempt to compromise what we all would probably agree were Israel's basic interests, and that, "the starting point for all discussions of changing United States Middle East policy is the premise that there will be a secure and safe Israel." The question is, though, what is meant by the phrase "a safe and secure Israel." Dr. Kurtzer went on to say that he firmly believed . . . "that there is not an inherently anti-Israel attitude on the part of the foreign policy establishment in this country; what there is . . . is a desire to see the Middle East issue as any other solvable problem."

### The Mistakes of History

One major problem in the Foreign Service is a lack of historical sensitivity. Diplomats do not care what happened a few years ago because they are very involved with current problems. American Jews do care about history, and the constant bombardment by American Jews and Zionist supporters in Washington with historical analogies in a sense, reinforces the perception of those in the State Department who do not necessarily favor the

positions of Israel. According to Dr. Kurtzer, "You are dealing with people who have been around the State Department for 30 years, and what they don't need to be reminded of are the mistakes in American diplomacy in 1956, or about the Holocaust."

The major problems between the State Department and Israel are often interpersonal ones. Dr. Kurtzer related to the audience that "Israel probably has one of the poorest diplomatic corps of any country" and that they are "basically insensitive and unimaginative." When American diplomats visit Israel they are subject to lecturing by Israeli officials and are not listened to. Israel also expects that the special relationship that it has with the US must be evident in every policy output. Dr. Kurtzer explained these statements to mean that in any forum where the question of the Middle East comes up, Israel expects the US to "have as its first priority the protection of Israel's interests." Diplomats often express despair and feelings of helplessness when Israel becomes the main concern of every international organization.

Dr. Kurtzer concluded with a brief question and answer period which dealt mainly with his personal experiences in the Department and his outlook for the future with regard to the Middle East problem.

Op-Ed

## Language Is Alive

By ELI BERNSTEIN

While I finish the remnants of my Monday lunch, my mind mulls over the schedule for the rest of the day. Today and Wednesday are rather long days in terms of class hours, as I go from one-thirty to six-fifteen without a break, save for the ten minute intervals between classes. However, I don't let the school-day's length dampen my interest for the subjects. I take a final sip from my milk, gather my books together and rush out the door. Exuberantly I run to Furst Hall.

By the time I reach the classroom, the teacher is already or-

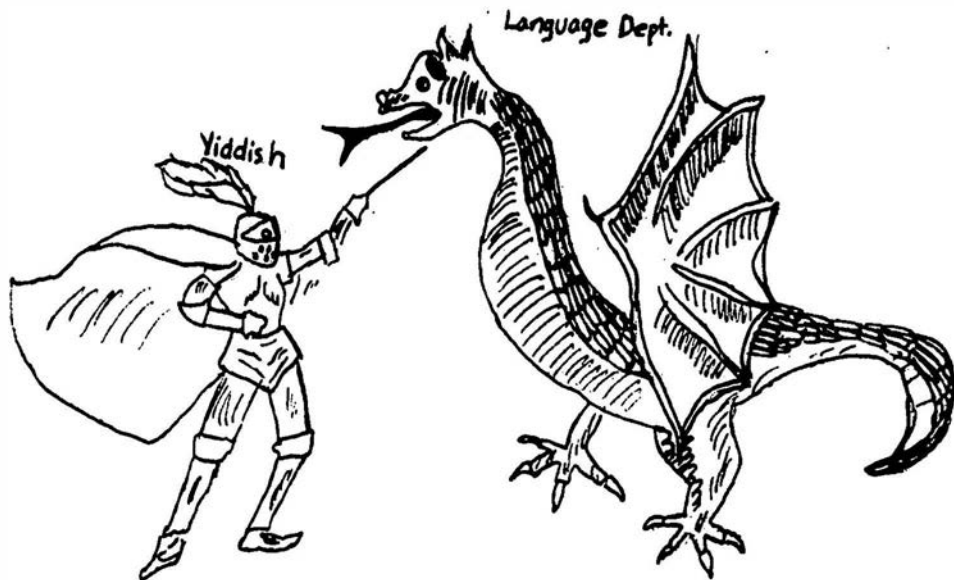
With great fascination, tourists snap photographs of the proud Eiffel Tower. The wind carries the spirit of Antoine de St. Exupery's petit prince. Rousseau's voice rings freedom in the air . . .

With a blink of the eye, the session seems to disappear. The clock strikes three-fifty, another class is over and I return to the dreariness of New York City. C'est la vie! With the savoir-faire of Chevalier and the confidence of Olivier, I walk to my next class.

"Cuando era en Espana . . .", the teacher recites. Ah yes, the

The market place fills with Jewish laughter and pride — however, screams of pain are soon to follow. In a tiny cheder, the children sit intently absorbing the rebbe's words — the lesson though is to be cut short. Bride and groom walk proudly in a candle-lit wedding ceremony — but their flame will soon be put out. The small thatched-roof houses stand exaltedly, unaware they will soon collapse into ashes. The voices still ring, and the tears still fall, and the soul cries: "Never again . . .!"

As the class ends I leave with



"En garde!"

EB-1981

ating about the historical influences on English Literature and the distinctions between classical poetic styles. All of a sudden I am whisked into another world — the realm of Olde England. My mind fills with the excitement of a theatre company performing in gala costumes in the village square. Townsfolk and women stroll along the cobblestone road in their frilled and laced garments. In a quaint cottage in Stratford-on-Avon, a semi-bald, mustachioed man sits, quill pen in hand, crouched over a piece of paper, in a room lit solely by a flickering candle. English lords bow gallantly to their elegant ladies, escort them to the dance floor and proceed to waltz around the exquisite ballroom with a flair of beauty and grace. From an archaic castle, a pretty maiden shrieks until her Prince Charming appears clad in shining armor and atop his faithful steed. Cromwell stands in Parliament advocating the need for an abolition of tyrannical Imperial control . . .

" . . . that's all for today. Thank-you, Gentlemen!" Bringing myself back to the comparative drabness of the Twentieth Century, I lift myself from my desk and exeunt in lordly fashion. I enter the elevator. "Five please!"

"Bonjour mes etudiants. Ouvrez tes livres . . ." Thumbing through the pages of the text, I come across a full-scale photograph of gaily Paris. On dove's wings my body and soul are carried across the Ocean. The fragrant odor of French wine intoxicates the air and the sweet sounds of an accordion fill my mind. French couples sit, amorously staring at each other in a sidewalk cafe. Lovers walk hand-in-hand through the beautiful greenery of the Champs Elysees.

visions come back to me: a young couple striding along the shores of the Island of Majorca. A young man standing beneath his loved one's terrace while strumming on a guitar and pledging his heart to her. Then with a sweep of color, I am flown into a frenzy of excitement amid a throng of cheering people. A matador stands proudly in the middle of the arena, coaxing the bull towards him and then, with an expert whisk of his cape, compels the bull through it while he escapes unscathed. Ole!

"Que?"

"Um . . . excuse me . . ." As class ends I sheepishly slip out the door. Oh well, Que sera sera!

One by one the students come to class and are greeted with a cheerful "Gut ovent!" Even upon my entering, my mind journeys to those days gone by. In a splash of color and noise, Shalom Aleichem's world unveils. But his is a world of contrasts — of joy and sadness, of laughter and tears, of life and death. In all its original glory, the shtetl comes to life.

mixed emotions, with feelings of pride and despair . . .

\* \* \*

Although I wish to abstain from prosecuting one side and defending the other, in lieu of the recent controversy between the Yiddish and other language departments, I would like to clarify one major point concerning all foreign languages. Language courses serve not only to develop a college student's understanding of the language, but also to open his mind to an appreciation of its history and culture. Poetry, literature, pain, joy — they all live in the realm of language (albeit overexaggeratedly). The lengthy sections above emphasize that if the study of language is merely conjugating verbs, why are literary masterpieces of Shakespeare, Camus, et al introduced? Language is not merely a verbal tool. Language is not only a means of communication. As the title of an old elementary school textbook of mine proclaimed "Language is Alive!" Through true study of a language, we validate this claim!

## Facing Reality

(Continued from Page 5, Col. 4) here to review each undergraduate department separately, and I do not wish to imply that our faculty is devoid of excellent instructors (this, in fact, would be a tremendous injustice). But, in general, there is a lack of diversity and depth in the various departments, thereby hurting the students by limiting their exposures to different points of view. An individual professor may be superlative in every course he or she teaches, but the very fact that he or she is a human being, makes it impossible for this instructor to objectively open up for the student all possible channels of thought within each discipline. Regardless of the monotony involved, the student who must sit through three or four courses per term with the same professor may be seriously injured intellectually and as a result will suffer both in graduate school and in later life.

The obvious problem is a handicapped faculty, both quantitatively and qualitatively. The equally obvious solution is to hire more full-time teachers, but such a blanket statement ignores the fiscal crisis Yeshiva is currently facing. One of the major innovations that has been introduced to partially alleviate this problem is the University-wide integration of the faculties of Yeshiva. What Yeshiva College will gain in terms of present graduate professors is yet unclear. Apparently, of most immediate worth, will be the utilization of Yeshiva College and Stern faculties in both undergraduate schools. At first glance this appears to be a positive first step towards needed multifariousness and would simultaneously reinforce Yeshiva College and Stern's faculties. However, careful scrutiny reveals another basic problem. We have much to offer Stern, but, unfortunately, they have little to offer us. Though this may seem an arrogant, pig-headed, and chauvinistic attitude, it is nevertheless based upon information obtained from reliable sources, high in the administration. I have nothing against buttressing a weak Stern curriculum, but not at the expense of an already strained Yeshiva faculty.

The administration must recognize the urgency of improving academic life at Yeshiva College. It may require drawing extensively from the various graduate schools of Yeshiva University. If

this proves unfeasible or insufficient, then the pressing problems of Yeshiva College must be regarded as a foremost consideration in the allocation of funds to the various schools of the University. I implore Dr. Lamm and all the newly appointed deans and administrators to face the reality that "excellence" does not presently describe Yeshiva College academically, but rather is an attainable goal for which we must strive.

## Midnight Oil

(Continued from Page 5, Col. 5) it's really true that you're studying. (On one hand, you wish they would leave you alone; and on the other, you figure, "Well, they can't say I never study.") Your parents leave but not before reminding you to get to bed soon (sure!).

After 3 hours, 50 pieces of scrap paper, 5 pencils, and 6 candy bars, you face the sad fact that you didn't accomplish much and you will — in all probability — fail; so the next 10 minutes are spent figuring out the lowest possible mark with which you can still pass the course. At 5 am you realize that in the past 50 minutes, you've learned more than in the previous 4 hours.

The Adrenalin is flowing!!!

You decide you need more help from upstairs, so you daven Shacharit with Shkiyah (that's worth a few more points easy). Besides, who else needs G-d at this hour. You also stick in a private plea in Shema Koleynu. Afterwards, you retreat to studying. At 6:00 am you figure that you've decreased the odds of your failing from 100% to 99-1 (thanks to math of probability).

You change your clothes and it's on to school. After an hour of trying to get help from friends to no avail, (ever wonder why all the geniuses go dumb at finals time?), it's now time to face the moment of decision. When you enter the exam room, you see your teacher is proctoring (G-d heard). At 11:15 you begin and when you walk out at 12:15, you feel great. The exam was a cinch (don't forget to daven Mincha, you're on a hot streak!)

Well, that wasn't too bad — only 6 more exams to go. Hope you have enough oil!

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# Yeshiva's Ferkauf Graduate School Creates Unique Approach To Life

# YCDS Production

(Continued from Page 4, Col. 5)  
ial education and psychology. "The key to this kind of development," said Dean Berger, "is generated by student interest. If Yeshiva College students would like to initiate a joint program in any field of education in psychology, let them come in and we'll discuss it."

## Four Different Specializations

There are four programs of study at Ferkauf. The Department of Jewish education trains students for masters degrees in education, preparing them for positions as principals and educators in Jewish day schools. "Jews exist," said Dean Berger, "to raise a new generation, and they are very concerned with the education and development of a new *dor* of Jews. Thus Jewish education will be very high on Ferkauf's priority list."

The second area is that of "curriculum and instruction," in which students are trained as professional administrators and supervisors in community and organizational areas. Dean Berger sees a stroug future for graduates of Ferkauf's third department, special education. The US government has recently passed new laws requiring access to education for all special children — handicapped and retarded. The government is providing grants to schools implementing programs to train such special

education personnel. Dean Berger hopes that more SCW and YC students will investigate possible opportunities in this field.

Ferkauf's fourth and largest program, the psychology department, offers degrees in clinical, developmental, educational, experimental and social psychology. All the psychology programs have national and New York State accreditation and are ranked among the best in the country. Job opportunities are readily available for those entering the newly developing fields of school and educational psychology in Jewish day schools. New directions in psychology, in the areas of communications, ecology and systems, will serve to further broaden the range of job opportunities.

In keeping with Yeshiva University's philosophy of Torah U'madah, Dean Berger said, "One of Ferkauf's main goals is to train the people that will serve the Jewish community; to provide programs which deal with the problems facing the Jewish community "The community is willing," continued Dean Berger, "to support the educational programs that will train people to deal with their problems." A joint semicha-pastoral psychology program is being planned to provide rabbis with professional psychotherapy skills, enabling them to deal with the problems of the Jewish community. Dean Berger went on to say, "The idea is to create a person who can integrate not only the techniques of modifying human behavior, but also the values of Torah, while dealing with people in counselling situations."

Certain problems do exist at Ferkauf. New sources of income are needed to revitalize existing programs and to create new ones. A second problem is the shortage of students in certain departments and another is the large number of students who have completed their studies at Ferkauf but have yet to complete their dissertations. Aside from these problems, one contented Ferkauf student said, "The close relationship that exists between faculty and students, and the high educational standards, combine to rank Ferkauf high on the educational ladder."

At the present time there are 520 students at Ferkauf said Dr. Berger, "I am committed to the proposition that the number and percentage of students in YU's undergraduate programs who will be involved in studies at Ferkauf must increase. I hope and feel confident that a significant percentage of Yeshiva and Stern college graduates will be committed to a career of service to the Jewish community through Ferkauf."

Concluding the interview with THE COMMENTATOR, Dean Berger commented on his goals for Ferkauf: "I would like to make Ferkauf an extension of the Jewish student's professional and orthodox actualization. I would like a student to leave here with the most highly developed skills, the most comprehensive fund of knowledge and a sense of identification with and commitment to the Jewish community."

It is a magical room. The Yeshiva College Dramatic Society calls it home. Even though it is small, ill-equipped, and usually cluttered, a cozy and warm atmosphere pervades within its four walls. In the past few years, it has undergone three major — nay, miraculous — facelifts. It is the Studio Theatre where phenomenal things have happened — and the year's first theatre production was no exception.

With the first semester's play "The Last Meeting of the Knights of the White Magnolia," by Preston Jones, the theatre adopted the facade of a broken-down third-floor meeting-hall somewhere in Texas. Old fans, a broken TV, a decrepit juke box, and empty whiskey bottles lined the floor. The scenery emitted a feeling of despair and neglect. Conversely, the acting was lively, brisk and exciting.

Ah yes, the acting! Whatever Dr. Anthony Beukas, faculty advisor and director, does to inspire the actors, he certainly is doing something right. The actors were quick, alive, and vivacious. The two acts flowed beautifully with intensity and feeling. There were no pauses, no breaks. Everything ran smoothly.

Although every actor was excellent, a few of them must be singled-out because of what were considered by many to be tremendous performances. Firstly, David Renzer, a freshman in YU and a rookie in the Dramatic Society, lived his part of Skip Hampton, a "yellow-bellied lush" superbly. In, as well as out of, the spotlight, he acted with confidence, zeal and certainty. Another actor who made an impressive debut on stage was Irv Cohen, who captivated the audi-

ence with his subtle way of delivering punch-lines and his intriguing style of tracing family-trees. Last but not least is the perennial phenom of Yeshiva — Steve Passer. There's nothing that can be said about his performance in "White Magnolia" that would not be an echo of former praise. A very gifted actor, Steve adds new dimensions to Yeshiva's productions. He adorns the stage with a touch of professionalism, sheer energy and an air of authenticity. As always he was magnificent.

The setting of the play is in an old, battered, hotel room where the last remnants of the once numerous Knights of the White Magnolia try to recapture the exuberance, pride and hope that existed during the heyday of the brotherhood. With the possibility of initiating a new member, hope springs eternal that the Knights can recapture their former eminence. But as the meeting unfolds, personality clashes develop and formerly hidden truths of the characters are revealed. The belief in the brotherhood (representing the unity necessary for human coexistence) dissolves. Summarizing the theme in his final monologue, L. D. — the Imperial Wizard — points out that it is frightening to live in a hostile world which has no human care or concern for ones brothers. Man is meant to strive together with a unity of spirit and hope. If not, earth reverts to a condition of vegetative existence.

The message is profound, the scenery realistic and the acting intense — all of these factors blended together made "White Magnolia" one-and-a-half hours of excellent entertainment. Bravo, Dr. Beukas!

# Yeshiva College Senate Discusses Requirement For Honors Graduation

(Continued from Page 1, Col. 5)  
"It was an act of courage on the part of the reporter to disclose in the newspaper the information he had acquired. It is immoral for anybody, especially Orthodox Jews, to harrass any student exercising his right of freedom of speech." Rabbi Miller concluded that disciplinary action might be in order if the situation is not remedied. The members of the Senate also agreed with this statement.

## Summa Cum Laude

Two resolutions concerning summa cum laude requirements were introduced to the Senate for discussion. The first, proposed by Mr. Robert Friedman, Secretary of the Senate, would require that summa cum laude candidates need receive only 75% faculty approbation instead of the unanimous approbation which is required presently. The intent of this resolution was to prevent any faculty member from taking personal revenge on a student via rejection of summa, and would allow students to freely express their opinions without fear of retribution. Dr. Steven Bayme was opposed to this resolution, saying that summa should be distinct from cum laude and magna cum laude honors which require only majority approbation of the faculty. Dr. Bayme also said that summa represents not just a student with a 3.8 index or above, but also a student

with irreproachable integrity. If a student abuses his free speech, it mars his integrity enough to warrant denial of summa honors.

A substitute resolution, proposed by Professor Morris Silverman, YC Registrar, retains the idea of unanimous approbation for summa candidates. The registrar would submit a list of candidates for graduation to the faculty two months prior to commencement. Any faculty member who feels that there are grounds for denying honors to a student, must submit his claim in writing to the Scholastic Standing Committee within two weeks. The Committee would investigate the case, giving the student a chance to reply in writing to the accusation. The investigation would be carried through without mentioning the names of either the student or the faculty member in question. Should the necessity arise for mentioning the names of the two parties, the student members of the Committee shall absent themselves. The Committee can, after the investigation, make a recommendation to the faculty member involved, but the Committee decision is not binding. No objection may be submitted to the Committee after the time set, unless it involves an action, such as cheating on a final examination, occurring later in the semester.

Professor Silverman also conducted a random survey of 24

universities around the country regarding their summa cum laude requirements. The average grade point average for highest honors was 3.8 and none of these schools required faculty approbation.

## Student Option

Dr. Edward Levy, Professor of Music, proposed some changes to Professor Silverman's resolution. The student should be allowed to withdraw his name from honors consideration before his case is brought before the Scholastic Standing Committee. The student and/or faculty member could opt to have student Committee members present when he is personally stating his claim. Only members present during the entire investigation would vote on an over-all Committee recommendation to be given to the Faculty Assembly.

A majority faculty vote would be binding on the faculty member and student. This would serve to preserve the idea of unanimous faculty approbation.

A motion was made by Alumni Representative Dr. Daniel Kramer, not to subject a faculty member to stand in judgment before his peers. It would be better to differentiate between summa cum laude with unanimous approbation and with only majority approbation. Dr. Kramer's motion was not seconded, at which point he made a second amendment to abolish unanimous approbation entirely from the resolution.

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On the Sidelines

## Teamwork



By MARK TARAGIN

For a team to be good it must function as a unit. Every member of the team must be in constant communication with his teammates and with the coach. It is true that someone must be in charge. On a football team the quarterback is the leader. However, there are occasions when he must seek assistance from the coach, and times when the players will give him advice based on what the defense is doing. A quarterback can't do a good job without assistance.

The same should be true in education. The administration is the quarterback which runs the school. President Lamm is the coach. He is supposed to give orders when needed — the ultimate decision maker. The students, then, are the team members.

In our school, student-administration interaction is weak. In the Senate, when a decision is reached, it means nothing. The faculty must approve of this decision or it is not carried out. Aren't the students qualified enough to make intelligent decisions without having a "veto" hanging over their heads? It is true that students may be biased toward personal gain, but doesn't the same apply to faculty decisions? Recently THE COMMENTATOR editorialized about the "W" that was being placed on a student's record for withdrawing from a course, even if this was done within the time for withdrawing without penalty. There is no doubt that students would prefer not having this on their record — what is being done about it?

The administration claims that it is trying to improve the school, trying to upgrade the school and attract more students. A vital element in this plan should be decisions based on student opinion. If one wants to know whether a teacher is good or not, the best source of information will be his students. How is the head of the department going to know how

well a teacher teaches? The school knows that many students are dissatisfied with the present requirements — especially Hebrew and Bible for YP students. Why isn't something being done? Recently the administration was enlightened to the problems behind the CLEP test. Why did it take so long for them to find out about this? It seems as if the school is in an insulated position. It does not seem to "hear" what is going on.

What is needed is not only more student input, but more administration output. Last year the Senate passed two items which were later vetoed by the faculty. The student input was there but the administration did not feel that the students were right. Concerning the "W," the student input was there, but no output by the school has occurred. As far as teachers' tenure and evaluations, the slight student input is worthless, as little weight is given to these views.

In essence the school must go out of its way to find out what the students feel about these topics. And more importantly the school must let the students know that these requests for information and assistance are sincere and will be acted upon. If a student's views are not used, he will not attempt to present them in the future and will have an apathetic attitude towards the administration.

These problems have all been around a long time. A new administration has come into office this year and the opportunity for change has presented itself. The first term is over and much remains to be done. The school must not miss this chance to dramatically upgrade the school; quick and decisive action is needed. It must be remembered — a good team is a unit; a good school must represent all. The students must not be forgotten, for of what use is a head without a body?

## YC's Athletic Association Plans Weekend Tournament

By A. MANN

In an effort to upgrade its athletics department and to establish Yeshiva University as a leading center for Jewish athletes, the Yeshiva College Athletic Association is sponsoring its second annual Invitational Basketball Tournament. The concept of the tournament proved itself worthwhile last year in a well-attended competitive game between two teams composed of Jewish high school basketball stars from along the East Coast. As a result of the tournament one of the ballplayers decided to attend Yeshiva University and currently plays for its basketball team. Building on last year's success, the association has expanded the tournament to include six teams, each playing a minimum of two games. This year's competitors will be the Hebrew Academy of Montreal, Herzlia School of Montreal, Bialik School of Montreal, Flatbush Yeshiva of New York, Hebrew Institute of

Long Island and the Yeshiva High School of Queens.

The program will begin with registration and orientation on Wednesday, February 1. Opening round games will be played on Thursday night. On Friday, the ballplayers will be treated to a lecture series, conducted by members of the faculty of Yeshiva. The Shabbat itinerary consists of an Oneg-Shabbat program and arrangements for the athletes to daven and eat together. On Saturday night the second round games will be played. On Sunday morning the ball players will attend another lecture series presented by YU faculty. This will be followed by an awards luncheon in the Belfer Commons. The Championship game for the tournament will be played on February 5, a Sunday afternoon.

It is hoped that these Yeshiva high school athletes will enjoy their stay and will be attracted to the unique environment at Yeshiva University.

# Yeshiva Ellmen Participate In Tournament At John Jay

By SHMUEL CHARLAP

With the fall schedule completed, the Ellmen took part in a tournament held at John Jay College on Tuesday, December 27. Wrestlers from colleges all over the north-east, including Boston State, Union and Orange County Community, weighed in at 8:00 in the morning.

Representing Yeshiva in the 118 lb. class, Izzy Klein lost by a decision to his opponent. However in his consolation match, he beat his opponent from Bronx Community College in a close match on points. Eligible for third place, he put up a good fight but lost to a tough contender from John Jay and finished in fifth place. At 126 lbs., Henry Orlinsky, in his first match of the season, fought bravely before succumbing to a pin in the third period. His eligibility for fourth place and his consolation match were forfeited when he had to

leave the tournament early to return to school.

Joel Schwitzer at 134 lbs., having trouble in the third period, executed a beautiful lateral drop and overcame his opponent. Though pinned in the quarter-finals, he won the first of his consolation matches and finished in fourth place. At 142 Paul Freedman fought but was pinned by John Jay's captain, a city champion. Attempting to bounce back he was nevertheless pinned by the Bronx Community College captain in the third period. Still eligible for third place, he was

forced to forfeit the next match while in the lead, when he fractured two ribs.

At 190, Mitch "Mean" Merlis who had captured the John Jay title at 177 lbs. for the previous two years, easily advanced to the finals by his usual quick pin. Mitch was out-grappled by a City Champion from NYU and pinned in the second period. While suffering a neck injury, he finished in a respectable second place — winning the only medal for Yeshiva.

Heavyweight Robert Marcus showed his "fearsomness" as he pinned his first two opponents. The highlight of the tournament was when Robby wrestled a 325 lb. man from Manhattan College. Although outweighted he pinned his opponent in the second period to the accompaniment of raucous cheers. In his next match, once again he pinned an immense wrestler in the second period. Advancing to the semi-finals he lost in the first period to a hockey-masked wrestler from Bergen Community College. In his consolation matches he beat his first opponent from NYU, but was overcome by a wrestler from Kean College, attaining fourth place. The tournament ended at 9:30 pm.

The Ellmen will be participating in a tournament to be held at Hunter College on Feb. 19th.

## Juniors Win Basketball Title By Defeating Former Champs

By A. WOLF

The two top ranked intramural basketball teams met last Wednesday night to determine who would be the next champion. The seniors, champions for the past two years, were trying to create a new school record of three consecutive championships. While losing two important starters, Sheldon Small and Lenny Pianko, they remained a strong rebounding and good shooting team, as was demonstrated by their presence in this final playoff game. The juniors, after two years of individual efforts, had finally jelled as a winning team. Restructuring their game plan to hitting the open man and getting the ball down court fast, has helped them to a 4-0 record this season. But the biggest challenge was yet to come. . . . could they come through in the clutch?

In the first quarter the juniors jumped to a quick lead, but were promptly slowed down by the tight senior defense. Faivy Klappper, a newcomer to the senior team this year, harassed the junior backcourt while Mitch Merlis and Leon Behar crashed the boards, forcing bad passes and cutting off the junior fast break. The juniors maintained their lead throughout the low scoring quarter, but could not break it open.

### Physical Basketball

Early in the second quarter the juniors began to feel the consequences of the physical game. Steve Solomon, their 6'4" center picked up his third personal foul and Phil Schiffman injured his knee. This moved Beryl Eckstein, a strong rebounder all season, into the middle, and brought Mark Taragin, a fast moving forward into the game. The juniors relied on their outside shooting, while the seniors got the ball to their big men under the basket, who either layed it up or were fouled. It looked as if the seniors might win the game at the foul line. At half-time the score was still close, 21-19 in favor of the seniors.

After breaking the half-time huddle, the juniors performed one of the nicest plays of the game. Off the center jump, Solomon tapped the ball to Malka who alertly passed the ball to Gettenberg at the baseline who then hit Solomon cutting to the basket for an easy layup. The seniors came out pressing, but the tempo for the rest of the game had already been set. Jack Gladstein swished

a thirty-five footer. Chaim Gettenberg used his strength and ability to take the ball inside against the powerful senior defense. Duv Weinstock, the junior point man, continued to break the press and lead the attack with pinpoint passes, including two perfect lobs to Beryl Eckstein who easily converted them. The seniors managed to stay close as a result of good rebounding and the shooting of Mike Weiss.

### Victory At Last

Determined to put it away, the juniors came out smoking in the last quarter. They made few mistakes. Solomon and Eckstein dominated the boards, and Weinstock stole the ball four times, enabling the juniors to open up a seven point lead. The game though, was certainly not over yet. With three minutes and twenty seconds left, Steve Solomon fouled out. The juniors knew it would be that much more difficult to put the game away without Steve, their big man and leading scorer. The seniors had come from behind before and could have done it again. But the juniors continued to control the game, which was finally iced when Zev Golombeck hit two shots in the closing minute of the game to make the score 54-43.

The juniors had finally won a championship, and the seniors had finally lost one. For the losers it will be a long intersession, waiting to begin the spring season, with hopes of regaining the title.

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