

The Commentator

Official Undergraduate Newspaper of Yeshiva College

VOL. XCIII

YESHIVA UNIVERSITY, NEW YORK CITY, WEDNESDAY, MARCH 4, 1981

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No. 2

YCSC's Budget Incites Debate

Drama Society's Spring Allocation Under Question

By MICHAEL MANN

FEB. 18 — After much deliberation, the Yeshiva College Student Council approved its budget for the spring semester by a large majority. The \$16,700 budget includes allocations of \$6000 for the Commentator, \$2200 for YCDS and \$2000 for WYUR.

Thespians Want More

Joseph Schwarz, President of the Yeshiva College Dramatics Society expressed his shock and dismay when the proposed budget was announced. According to Mr. Schwarz, YCDS was being allocated \$500 less than they had requested and had been assured that they would receive. Robert Friedman, Student Council President said that there had been a misunderstanding and that he had told Mr. Schwarz an hour prior to tonight's meeting the amount of money that YCDS would receive. The \$500 in question is needed to pay a puppet bill from last semester's production, "The Grand Tour." In addition, YCDS had purchased for \$500 a magic trick for "The Grand Tour." Therefore, Mr. Friedman proposed that the Dramatics Society sell the magic trick for \$500 and pay the puppet bill. Mr. Schwarz replied that they had had a prospective buyer for \$500 but that the buyer backed down. Members of YCDS expressed uncertainty about their
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JDL members protest for the release of Josef Mendelvitch.

Rally For Mendelvitch Precedes His Release

By JAY WEINBACH

FEB. 18 — Under the watchful eyes of police, 150 Jewish students and JDL members rallied yesterday in front of the Soviet Mission to protest the disappearance of Josef Mendelvitch, one of the Leninrad Ten whose abortive attempt to hijack a plane to Israel ended in prison terms in labor camps in the Soviet Union.

When word reached his sister in Israel that he had inexplicably disappeared from his prison camp in the Ural mountains, the reaction was swift; yesterday over 100 Yeshiva students joined in protest with Rabbi Meir Kahane and members of the Jewish Defense League in front of the Soviet Mission chanting such slogans as "Two Russians for every Jew," "Never Again," and "Free Mendelvitch Now." Toward the end of the rally the students recited Psalms and sang Hatikvah.

After the rally ended peacefully, Rabbi Kahane commented, "There are more people here today than at the first or second or third JDL rally eleven years ago. I'm pleased."

This morning, news broke that Josef Mendelvitch had been freed. The unexpected, unilateral gesture by the Kremlin was greeted with joy, but student activist leaders warned that this does not mean that the efforts to free Soviet Jews is anywhere near complete. More rallies are planned, according to one source in the JDL.

Yeshiva Innovations

YU Will Extend Israel Programs Past BMT/Machon

By SHALOM FRIED

Beginning this September, students attending learning institutions in Israel may be able to do so under a joint program through Yeshiva University.

Preparations for the program were initiated by the Vice President of Student Affairs, Dr. Israel Miller, who assembled a special committee and authorized the dispatch of Mr. Larry Wachsmann to negotiate the program with various schools in Israel. Among the schools visited by Mr. Wachsmann were Yeshivat Hakotel, Hamivtar, Har Etzion, Kerem B'yavneh and Sha'alvim for men, and Bet Medrash L'nashim, Michlelet Bruriah, Nave Yerushalayim and Orot for women, all of whom have agreed in principle to joint programs. Yeshivat Neve Yehoshua and Michlala were also visited, and according to Mr. Wachsmann reacted positively, but have yet to return a definite response.

According to the proposed program, University students applying to schools in Aretz would be admitted to both schools, but would be billed by YU. Yeshiva University charges for its students abroad would be the usual registration fee of \$100, the tuition of the yeshiva in Aretz, plus an additional \$500 towards
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College Courses To Be Offered At Area High Schools

By DAVID EPSTEIN

Yeshiva College and Stern College are strongly considering sending their faculty to teach college level courses to senior year students of Yeshiva high schools in the New York metropolitan area. Rabbi Jacob Rabinowitz, Dean of undergraduate Jewish studies and the liaison between Yeshiva University and the Yeshiva High School Principals' Council, explained the purpose of this program is "to cut down on the rate of attrition" of seniors in Yeshiva High Schools.

Disappearing Seniors

A major problem that is besetting Yeshiva high schools today is the steady disappearance of the senior year. Many colleges, because of lack of funds and students are eager to accept junior year students into their colleges under the early admissions programs. This has attracted many high school students because the alternative, the senior year, is costly and offers comparatively little academic challenge.

For the last eight years, the Yeshiva High School Principals' Council has made repeated requests that YU give college level instructions to their students. Although other colleges such as Queens and Touro have programs
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Harvard Model U.N.

By JAY ROBERT

On Wednesday afternoon, February 25, 1981, eight Yeshiva College and four Stern College students travelled to Boston to participate in the fifty-sixth annual Harvard National Model United Nations. The University delegation was organized and sponsored by the Dr. Joseph Dunner Political Science Society. The YU students represented both the Netherlands and Sudan this year in the General Assembly.

The conference officially opened late Thursday afternoon, but the YU delegation was hard at work long beforehand. All morning and afternoon, the YU delegation worked on a special project that was designed to evaluate college students' opinions of the Moral

Majority movement. After distributing and collecting questionnaires, and tabulating results for approximately five hours, the delegates reported to their individual committees to represent their nations and to begin the actual work of the model United Nations. Each of the six committees in the General Assembly had two YU students in attendance, one representing the Netherlands and the other, Sudan.

Although the delegates were not able to participate fully in the Model UN, because they were forced to withdraw from the conference proceedings from Friday afternoon until Saturday night, each delegate was able to make
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Meir Kahane Speaks To YC Students Regarding Topics Of Jewish Concern

FEB. 16 — Activism at Yeshiva saw a resurgence tonight as over 200 students packed Rubin shul to hear an address by Rabbi Meir Kahane, founder of the Jewish Defense League. The event was sponsored by the Dr. Joseph Dunner Political Society.

Quotes Talmud

Rabbi Kahane began by quoting the Talmud which asks why our ancestors were deserving of miracles and we are not. The response given was that in past generations people were willing to sacrifice their lives on behalf of their beliefs. Rabbi Kahane called on the students to follow the examples of our biblical ancestors and not our European ones. "They (the Nazis and the KKK) believe time is on their side, and they're right. I feel as if I'm watching a movie for the second time," said Rabbi Kahane.

Referring to his plans to gain a seat in the Israeli parliament, he addressed the problem of the Israeli Arabs. "The day I get into the Knesset it will be a black day for the Arabs." Defending his view by quoting the Rambam that says there is a mitzvah to drive out any enemy that demands, among other things, territory from Israel. Rabbi Kahane stressed more than once that all his views were based on halacha and often quoted, from the Bible, Talmud, and

various authorities. He also expressed concern over the lack of Judaism in the Jewish state. Rabbi Kahane charged that decadence among elements of today's Sephardic community in Israel as is illustrated by their high crime and prostitution rates is a direct result of the policies of the Mapai and Nationalists who stripped the Jews of Arabia of their cultural heritage.

Defends Violence

In response to a question from the audience, Rabbi Kahane defended the use of violence as a means of gaining attention for Jewish causes like Soviet Jewry and anti-Nazi/Klan activity.

The effectiveness of Rabbi Kahane's speech was demonstrated by the fact that over 100 students attended a JDL rally the following day.



Rabbi Meir Kahane addresses YC student body. — A. Jacobowitz

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Appeal

The YC Senate has finally approved the proposed curriculum revisions. The faculty would be doing a disservice to the school, the students, and themselves should they now veto the proposal.

Most of the opposition to the planned curriculum changes has focused on the elimination of the foreign language requirement. While the significance of a foreign language cannot be downplayed, its study should not come at the expense of other departments just as vital to the liberal arts ideal. The proposed curriculum would strengthen YC's weak Humanities departments, such as English and History, that have traditionally been assailed by Phi Beta Kappa and Middle States.

Students would benefit as well. Those that ordinarily take few courses outside of their major would, under the Senate plan, be forced into intensive study in other divisions. In addition, the common student complaint about rigid YC requirements would vanish with the offering of a wide selection for the fulfillment of the elective group.

Ironically, the most strident opposition toward the curriculum revision has come to date from faculty members themselves. Many apparently fail to realize that a shift away from a language requirement and toward the flexible elective group would translate into new advanced and enhanced electives for them to teach.

We exhort the faculty to refrain from wielding their veto power. Such restraint would be in the interest of all.

Repeal

The following editorial is being reprinted from the April 23, 1980 issue of Commentator. Unfortunately, the editorial is still relevant.

Every year, graduating seniors at Yeshiva College are required to take and pass UP examinations in their major fields of study, and every year a substantial number of students perform miserably on these exams. Many are unable to pass and must take departmental examinations to receive their degrees.

The purpose of the UP exams is nebulous at best. They are clearly not intended to measure the knowledge acquired in YC courses, as the subject matter tested is often not the material emphasized at Yeshiva. Furthermore, such tests would be unnecessary since a student's passing grades testify to his knowledge. It is also apparent that the purpose of the UP's is not to rate the performance of the University's department in relation to others across the country, since many programs that have fared poorly on these exams have never been upgraded.

The Commentator

888 West 183 Street, New York, New York 10033, 928-1293.
Published bi-weekly during the academic year by the Yeshiva College Student Council. The views expressed in these columns are those of THE COMMENTATOR only and do not necessarily reflect the opinion of the student body, the faculty, or of the administration of Yeshiva University. We also do not endorse any of the products or services advertised in these pages.

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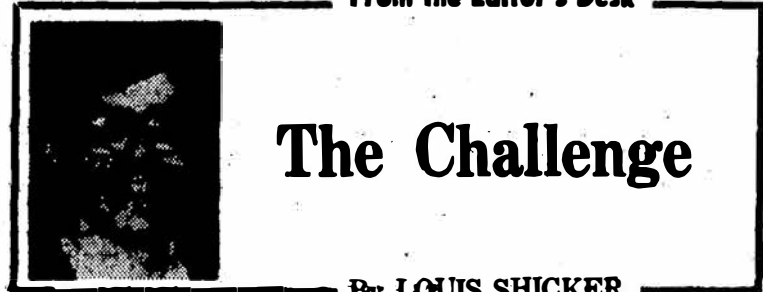
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It is truly a waste of time to make students take needless examinations, and agonize over pointless scores. Instead, the University should allow the student's grades in his major speak for him, and should eliminate the UP examination requirement.



The Challenge

By LOUIS SHICKER

Recently the Yeshiva College Senate passed a controversial proposal — the establishment of a new course requirement structure at YC. The new curriculum proposal raised questions and doubts most prominently in the minds of the people whose main responsibility is to maintain the educational level of the University — the faculty. Many of them are displaying fear and uncertainty as to whether or not the sanctity of the liberal arts education at YC would continue under the new guidelines. It is now their task to carefully review the proposal and decide whether to accept or veto it. Before their final vote, I would like to address to them my feelings toward the new proposal.

Deciding on what is crucial or vital to an education is a tricky task. After all — every discipline should be explored and studied. Nothing is lost and everything is gained by broadening one's intellectual horizons. A cursory look at the various disciplines and departments will undoubtedly show that the well rounded individual should be familiar with all of the following areas:

English: It is incumbent upon all students to be able to communicate their thoughts. In addition, the ideas and philosophies of famous playwrights, poets and novelists enrich one's intellectual life.

Speech: Once again, can an individual get along in this world without properly conveying his beliefs and ideas to others?

History: This area of study offers an understanding of the past which is necessary to improve the future.

Political Science: To live in a society one must be cognizant of his rights and how government works. Political Science offers an understanding of the sources and complexities of political theory and governmental power.

Philosophy: Thinking is an integral part of everything one does. How to think logically, in addition to the ideas and theories of life, are the core of the study of philosophy.

Psychology: Behavior patterns determine to a great extent how one's life is shaped. Psychology gives insights into why people act the way they do.

Sociology: Everyone must interact with a social group. The study of human social behavior, especially the study of its origins, organizations, institutions and development allows one to make the most of his interactions.

Economics: This is the social science that deals with the production, distribution and consumption of commodities. Each and every family or individual must have a basic understanding of economics so that he will be able to organize his own private economic system efficiently.

Foreign Languages: Languages increase one's range of communication. They are the key to appreciating foreign cultures.

Physical and Biological Sciences: Living in a complex world mandates that one understand science and technology. One's education is lacking if it does not contain exposure to basic scientific principles and issues.

Art and Music: Simply stated — they are the cornerstones of our cultural awareness.

Formal education, however, is limited; the scope and depth

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Letters To The Editor

Lacking?

To the Editor:

This University, as others, has developed departments in proportion to the interest and practical needs of the students. In agreement with this, the University has also instituted various requirements such as English Composition and English Literature. These requirements, respectively, teach the student to write and comprehend what he reads with relative competence. It is the general consensus that one who leaves college without knowing these basic skills is lacking. However, regarding other requirements, can this same importance be assigned to the knowledge of pronouns and particles of speech in a foreign language? Are "yo, me, tu, flu, gu, ferme la bouche" (which is just about all one can remember from two brief years of study) such important terms that one be required to learn them?

It seems that there are two types of supporters for this policy. The first may be classified as administrators and educators. This group is broken down into two types as well: There is the

person who honestly believes, as an academician, that two years study of foreign language helps the student become well rounded and intellectual. This, in my opinion, is a farce pushed along by the biased masses roaming the classrooms. There is also the tenure-seeking Swahili teacher who would indeed be jobless should the language requirement be abolished.

The second kind of supporter is perhaps just a product of his own conscience. A short study would prove that the bulk of defenders for this requirement is compiled of upper-classmen who have already completed the requirement. And though they hide their true intentions with altruistic theories on education, it is not really difficult to see their true motives.

And finally, fellow students, what is education? Is not the purpose of college to learn what we are interested in, and what serves a purpose? If we are forced to take courses that do not interest us, we just become grade-seeking sycophants.

I am not suggesting that we eliminate the foreign language department; just let us decide if

we are interested in Greek or not.
Doni Israeli
YC '82

Wiping Out?

To the Editor:

I was appalled when I opened up the last issue of Commentator and was barraged by Letters-to-the-Editor against the curriculum changes.

I feel that the following points must be defended. First, in his Letter-to-the-Editor, Mr. Koppel facetiously states that the curriculum changes "wipe out" the structure of the requirements. Since when? The new requirements are — for the most part — the present ones with slight modifications for variety.

Concerning his comments that foreign languages are difficult and often result in poor grades, I suggest that he take a German or Scientific Russian course.

Mr. Koppel goes on to state that the purpose of college is to "expand horizons." Amen! But why should the University dictate to us which horizons to expand? Finally, he concludes that the primary reason for college is to attain the ability to communi-

cate (certainly arguable) and he asks, how can one do so if he is "closed to whole segments?" I doubt that not knowing German, Russian, Greek and Latin (maybe even French) will close an American to "whole segments."

An alumnus argued that the "high-level courses" that he studied in the Foreign Language Department here gave him a "unique appreciation of contemporary literature and philosophy." Unfortunately, as Dr. Taubes has stated several times, under the present system there are no advanced courses in French, German, Russian or Spanish which afford this appreciation. However, it is believed, that under the new program, students will take advanced courses and thereby gain an appreciation for one subject or another — outside of his major.

Contending that "it is hard to imagine any kind of career that could not benefit from knowledge of a second language," might Mr. Stock also agree that it's hard to imagine a career that wouldn't profit from Information Science, advanced Writing and advanced Speech courses? While all of these courses are beneficial, the new curriculum offers the student

the choice of which course he feels will be most beneficial to his career.

Mr. Kantowitz sided with Dr. Taubes, agreeing that not enough acculturation occurs in the four semesters of foreign language study. He suggested "more vigorous and demanding" treatment. Assuming teachers do their jobs, such treatment must have been deemed unwise or inappropriate. Students of French and Spanish would be the first to concur. Also advocated in his letter was adding a couple of requirements — which isn't even being considered for obvious reasons. He comes to the conclusion that the "viability to produce graduates with strong liberal arts educations is in doubt." Since when is foreign language the yardstick by which one measures a liberal arts education? What happened to humanities courses? Isn't philosophy the topic of some of the greatest literature? Aren't other cultures also taught in advanced History courses? Not knowing a foreign language isn't going to make someone ignorant or uncultured. Furthermore, learning a foreign language when you are not really interested, encourages

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Commentator Interview

In an effort to introduce Dr. Egon Brenner to the student body, Commentator presents the following interview with our new Executive VP.

Commentator: What exactly are your responsibilities here at Yeshiva?

Dr. Egon Brenner: To take care of academic programs, and all things connected with it.

C.: Is this the same as was Dr. Blank's?

B.: I don't know what her exact duties were. It could be that mine are more extensive.

C.: Is this why you officially have a different title?

B.: Yes.

C.: What was your function as Deputy Chancellor of CUNY?

B.: I supervised the Vice Chancellors and I had a variety of responsibilities vis-a-vis the presidents . . . I had the responsibility of operating 18 colleges.

C.: Why did you leave CUNY and choose to come to YU as Executive Vice President?

B.: I had been with CUNY a number of years and it was time for me to do something else and what I looked for was an institution with a special mission. CUNY has a special mission — to furnish higher education to people who otherwise wouldn't really have much of an opportunity. I had held, with the exception of one or two jobs, every job in the university one can hold, from student aid to professor, dean and graduate dean. I've done all these things, and it was time for me to do something else. YU is an institution with another special mission which you all know of. When the President and I discussed this on a number

of occasions I gradually became persuaded that this was the thing for me to do next and so I'm here.

C.: You were being considered a few years ago. What has changed since then?

B.: I wasn't ready to make the change. Since then, I have thought about it, time has gone by and I've done other things and now it's the right time. It's almost mystical. I can't tell you why it's the right time, but it is and I know it.

C.: Your arrival is marred by faculty apprehension. In an unsigned notice circulated amongst the faculty, it was declared that "the hatchet man is coming." It labeled you as "an academic assassin" who would seriously slash faculty. What did you do to deserve that reputation?

B.: Ask the faculty what I did. I have no idea.

C.: The faculty must have some reason to label you a hatchet man. Was it perhaps something you did while at CUNY?

B.: Every college except two had to fire people when the city ran out of money, and I had to fire a relatively small number of people . . . The numbers are staggering. The City University in 1976 over the summer fired 1,200 faculty. I fired 47 of those. I don't think I was a major participant in the bloodbath. Nevertheless people were very emotional about it, but then all the colleges did that. The city ran out of money, period.

C.: Is there cause for faculty apprehension at Yeshiva College?

B.: I don't think there should be cause for apprehension.

C.: Can you elaborate?

B.: No.

C.: Do you presently have plans for faculty cuts?

B.: I'm not that kind of a moron. I'm not going to come here four days and say that there is less faculty needed. I don't know. Maybe more is needed. I don't know how many students there are. I don't know what the students study. I have to study all these things. I have to find out what courses they take, how many faculty there are, what the faculty do, what they teach, what the students need, what gaps there are, what surpluses there are and how to move resources from one place to another. I don't know if it [faculty cut] has to be done or not. How am I supposed to know [in four days]?

C.: Is it within your power to fire teachers?

B.: It comes within my responsibilities to determine how many teachers are needed and to participate in the evaluation of the quality of the ones we get or have.

C.: Do you feel you have an understanding of student concerns?

B.: No. Not now. I haven't dealt directly with students for a number of years now and I've got to learn it again. In a general sense, I guess I know what students want, but I have no specific ideas at all as to what students here want except what I read in your paper. I read about the language requirement. This is a student concern all over the country and I understand that.

C.: Any opinion on the language requirement?

B.: It is not as simple an issue (Continued on Page 5, Col. 1)

The Challenge

(Continued from Page 2, Col. 5)

of the areas one studies during those years are consequently also limited. The question remains, what should be required during those precious years? Under the present stringent and uncompromising requirement structure at YC, by default, the average student registers for courses only in his major, for school requirements and for electives in advanced courses in his major or courses requiring minimal work.

The new curriculum proposal basically makes two amendments to the present one. The first is in the Jewish studies requirements for MYP students. While it is true that the total number of required Bible courses is reduced, the quality of each of the new Bible courses will be enhanced — thus making the new Bible requirement acceptable if not preferable. The second and more controversial change calls for the elimination of the language requirement, to be replaced by twelve credits of electives from either foreign languages or advanced courses, in an area outside one's major discipline. The advantages of this aspect of the new system are many. First, it literally compels students to expose themselves to a variety of areas of study, automatically assuring a more educationally rounded individual. In addition, advanced courses will undoubtedly have fuller enrollment bringing about greater class interaction.

The elimination of the language requirement seems to be the point upon which many of the faculty will base their decision to vote against the proposal. Some faculty members appear to be paranoid in their conviction that if the language requirement is lifted, languages at Yeshiva will die. To them I ask — why do you assume that students will prefer other electives over languages as their option to fulfill their elective requirement? Language courses are no more difficult than others and many students have a genuine interest in them. Other faculty members seem to believe that a language requirement is essential to a liberal arts education. And to them I ask, why should languages rise above and beyond other humanities courses? What makes them more of an integral part of liberal arts than history or philosophy? They are all equal in importance and, with the limited time of a college education, students should be permitted to choose the area of study they prefer.

In conclusion, I would like to point out that our current system creates an atmosphere for professors to become complacent and content in delivering the same lectures annually. Innovation is at best severely limited. The time has come for the faculty to be put to the challenge of making their courses more attractive and appealing. The new curriculum proposal will require the faculty to compete for students, and competition leads to production. I call upon the faculty to accept this challenge and not veto the proposed curriculum. Its rejection is tantamount to an admission of cowardice.

Action Commentator

Dear Action Commentator:

Last Sunday morning, I, together with the entire senior class, was forced to sit through a three-hour "formality." The exams I'm referring to are the UP or GRE tests all seniors are required to take in order to graduate. I doubt if there were even a handful of students who took the test very seriously (and I believe rightfully so). It has become a simple process in this school to take the test, and even so, if you fail, you can take a departmental exam which I assume everyone passes because everyone ends up graduating. I would like to understand why, since many other colleges do not require the test as a requisite for graduation, we are forced to spend a Sunday morning taking a test which seemingly serves no purpose.

Respectfully,
A Graduating Senior

You have asked me to respond to a student's note about the comprehensive examinations. An official answer on the part of Yeshiva College should come from Dean Rosenfeld, but I am willing to express my own opinions.

Generally, American colleges with high academic standards require that an applicant pass an entrance examination in order to be admitted. A number of American colleges (about 200 according to the latest figures I have seen) also require an exit examination in order for the student to graduate. At Yeshiva University, Erna Michael College has required such an examination since 1917, and about 25 years ago the faculty of Yeshiva College also instituted the requirement that each student must pass a comprehensive examination in his major in order to earn a degree.

These tests serve two main purposes. They require the student to review the entire field of his major and attempt to integrate his knowledge; educators generally believe that this is a very sound purpose. Another purpose is that of diagnosis and evaluation. It is the announced policy of New York State that each college should have "a structure or process for the systematic and continuing review of the success of students and faculty in achieving curricular objectives." Comprehensive examinations, particularly ones on which our results can be compared with those of other institutions, serve this purpose admirably.

The tests we use are described in detail on Form P8, available in the Office of the Registrar. Where an appropriate national standardized test exists, it must be used; otherwise the department makes up its own test.

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Career Opportunities In Legal Professions Highlight Panel Discussion By Alumni Lawyers

By MOSHE ROSENBERG

FEBRUARY 23 — A career seminar focusing on opportunities in the legal profession was held tonight in Rubin shul for students of Yeshiva and Stern Colleges. The program, which was moderated by Dr. Michael Hecht, Associate Professor of Political

Science and Pre-Law advisor, and coordinated by Rabbi Joshua Cheifetz, Director of Career Guidance, involved a panel discussion, followed by a question and answer period. Participating on the panel were prominent alumni of Yeshiva and Stern who are now practicing lawyers in various areas of law.

Impressive Turnout

Dr. Hecht opened the evening by welcoming the impressive number of students from both colleges who attended and acknowledging the hard work put in by Rabbi Cheifetz in planning the Seminar. He then pointed out that the assembled panel was composed of the very first alumni called upon to participate — "We have the first team here tonight — no reserves."

The first two speakers were Julius Berman and Stanley Rosenberg, from the prestigious firm of Kaye, Scholar, Fierman, Hayes and Handler. The two discussed different aspects of a legal career in a large law firm. Mr. Berman, who also serves as President of the Union of Orthodox Jewish Congregations of America, said that, in a large firm, a young lawyer does not receive a great amount of immediate "firing line" experience. Much of his early few years will be spent in drafting and reviewing documents and the like, but he will gain invaluable knowledge and pointers for his later career. Mr.

Berman also stressed the importance of a lawyer's participation in Jewish communal work. In response to a later question, he elaborated that paradoxically, it seems to be the busiest lawyer who finds time for such selfless work. He concluded by stating emphatically that the most important skill for an aspiring lawyer to cultivate is the ability to write English well.

problem any longer. In discussing his own specialty of estates and trusts, he listed some features of the field as very rapid client contact, a feeling of satisfaction in helping the bereaved, and a minimum of deadlines. Much of the work involves the drafting of documents and administering of estates, with great variety encountered and not a great deal of travel en-



Career Seminar takes place in Rubin Shul before large crowd.

Many Fields

Stanley Rosenberg filled in more details about working in a big firm, citing the many fields of law to which the young lawyer is exposed in such a firm and from which he may choose. The salary in such a position too is quite high. Sabbath observance in a large firm, Mr. Rosenberg observed, does not really present a

tailed.

Mrs. Debby Rosensweig then spoke about government work, its nature and working conditions, first commenting on the wide variety of jobs available at different governmental levels. Mrs. Rosensweig then described her duties as a lawyer for the I.R.S., which include general li- (Continued on Page 10, Col. 2)

The Free R. Killers Plan



By DAVID KOBER

Order in the court! Ladies and gentlemen, my name is Judge Free R. Killers. I am judge in Manhattan's criminal court. I come before you this day to address the critical problem of penal and judicial reform. I, like you, am sickened by our criminal justice system. I have seen killers, rapists, and maniacs receive ridiculous sentences in some courts. Let's face it, this country's judicial system is just too harsh.

I am proud to say that in my courtroom, there is justice. I am civilized enough to realize that 95 percent of all criminal acts should be blamed on society. Take murders, for example. Most murderers have had a rough life, and it's obvious they're simply blowing off steam. The least we can do is to try to be understanding when they express themselves. They usually kill somebody they know, anyway, so it's not as if it were mindless violence.

The only problem is that I'm the only judge who understands justice. Most of my colleagues throw the book at defendants. Why, I've seen armed robbers come away with three year sentences! Have they no compassion? Don't they realize what an eternity three years is? At least we can be thankful for parole, which knocks a three year sentence down to an almost bearable year and three months. That seems to be the only bastion of humanity we have left.

The whole problem with repeat offenders also makes me upset. Let me cite an actual case for you.

1962: New Yorker William Jones rapes a girl at 555 W. 186th St. He is declared a "de-

linquent child" and is placed on probation.

1966: William Jones rapes a girl on W. 145th St. He is sent back to the reformatory and is released ninety days later.

1967: Jones rapes a woman on W. 146th St., and also robs her.

1967: Joens rapes a woman on W. 152nd St.

1967: Jones rapes a woman on W. 145th St.

1967: William Jones is arrested and taken to court. He pleads guilty to a reduced charge of robbery. He is sentenced to ten years and is out in six and a half.

I hope you agree that this whole disgrace could have been avoided if the criminal justice system had dealt more humanely with Mr. Jones. Obviously they just aggravated the situation by putting him in a reformatory. If Jones had been released after the first rape with merely a stern warning, it would have been enough. But no, they had to goad him by putting him on probation and reducing his dignity. I won't even lower myself to discuss that abnormally cruel 1967 prison term that worked out to six and one half years. That averages out to approximately one year in jail for each crime of rape. The poor man was treated like an animal.

At this point, I would like to go public with my new plan for our criminal system. It will be called the Free R. Killers Plan. It's composed of a number of steps:

1) All murderers will be invited on nationwide talk shows. It's my opinion that murderers only kill because they don't get enough attention. If we put them on the Merv Griffin Show and give them

a taste of stardom, their thirst for attention will have been satisfied, and they won't have any more homicidal tendencies.

2) We cannot ignore the fact that there are some, very few, but some criminals who have to be put away. They could be confined in local Y.M.C.A.s. And I also submit that these people be let out on weekends and be able to spend time with a normal American family. If it is a male prisoner who visits a family, it would be even better if he could be introduced to a female member of that family, perhaps a daughter. This would give the unfortunate inmate something to look forward to during the week, and would make time pass that much more quickly.

3) We should encourage as many muggers as possible to go into professional sports. If someone makes a career of running with stolen purses, it logically follows that he can run very fast and jump very far. Ideal material for a basketball league. Those convicted of assault would be steered toward hockey, and so on. White collar criminals could be eased into appropriate professions — by being apprenticed to local politicians, or Park Avenue doctors.

Once all our prisoners are released from jails across the country, all that prime real estate would be available for development. Prisons could be turned into luxury co-ops, and turned over to all the judges who would have to retire with large pensions due to lack of casework.

With this kind of incentive for judges, I feel confident that my Free R. Killers Plan will be law inside of a week.

YC Departmental Review

Chemistry Department Reviewed

Chemistry stands in the middle of the pre-med's tripartite of courses, flanked by Biology and Physics. To quote Dr. Irving Borowitz, who has taught Chemistry at Yeshiva for twelve years, "On the one hand there is Biology, which exposes you to living processes, but is still not as quantitative. Then on the other hand, there is Physics, which is more quantitative, but doesn't deal with really concrete aspects. Chemistry is a unifying force between the two ends."

Yeshiva's Chemistry Department has always been one of the largest in the college. This semester, for example, six courses are being offered, taught by four instructors. However, not many people major in Chemistry. In 1970, only six members of the graduating class were Chem majors; in 1975 there was just one; and there were eight in 1980. The majority of students use Chemistry as a jumping off point into medicine, and they take courses in it to support their pre-med major.

Dr. Ezra Levy is the Chairman of the YC Chemistry Department, and he does not believe in the so-called pre-med major.

"Students don't feel they need to major in Chemistry because they have the pre-Health major. That weakens our department. Our problem is the pre-Health major, which is non-existent in the vast majority of schools. I really don't believe in the whole idea of it. Some students get out of here knowing nothing about the subjects they take. I would rather they take thirty credits of English, Statistics, or anything. Today, pre-meds know nothing substantial in any subject. All they have are the minimum requirements for getting into medical school. But I do believe that Chemistry is gaining again in the nation and internationally. We go through cycles in the demand for chemists. At the moment, we are reaching the bottom of the curve and it is about to turn upward."

Dr. Borowitz agrees that the Chem department is basically geared toward pre-meds, but says that career opportunities for Chemistry majors are plentiful.

"Government employment is a very attractive source. On the broader scene, for the very bright student, an academic career is fulfilling. Many chemists go into industry and work in various applications of science and engineering. We have energy problems right now; we need new sources of energy, renewable materials, and so on. The chemist is at the core of a lot of this."

But even Dr. Levy admits that being a chemist has its drawbacks. He cites the fact that you will always have to work for someone, and there is not much of a possibility of becoming your own boss. There is also the difficulty of obtaining research grants, which are given mostly to M.D.'s.

Another problem menacing the Department is the lack of new equipment, or the presence of old equipment, however you want to look at it. "We had acquired a lot of equipment from the outgoing Belfer Graduate School," says Dr. Levy, "but most of it was designed for something of a different nature. It is for research, not teaching. Our students should be dealing with less sophisticated equipment. The other thing is taking care of the pieces. When Belfer was going, we had grant money. But today, if something

(Continued on Page 5, Col. 1)

Letters To The Editor

(Continued from Page 2, Col. 5) mediocrity. Wouldn't one gain much more from a course or subject which really intrigued him? Since when must education be dull? Why must it be that students constantly look forward to the day when they'll finally be finished with all their requirements? I'm not proposing the wiping out of requirements — the line must be drawn somewhere — rather, I'm advocating a curriculum which promotes interest and enjoyment. No one can argue that when you are forced to learn something, you gain as much as when you "crave to master" it. On the contrary, interest is paramount to education! (It even makes things easier on the teacher!) Therefore, it is in the interest of the students, and it should be in the interest of the teachers, to affirm the curriculum changes. But more importantly, it's in the interest of education.

Elliot Herzkowitz
YC '83

Peacemaking?

To the Editor:

While the debate rages on the letters page of Commentator as to whether or not Saul Stromer is justified in criticizing those who joke about YU on radio call-

in shows, let us rejoice in the awareness that the very same letters page has become the repository of the greatest peace-making efforts since the West so graciously conceded Czechoslovakia to Hitler.

In not one — but two (count 'em, two) — letters, aspiring Nobel laureates shared their visions of peace with us less fortunate neanderthals who are intent on waging war with the Arabs till all our people die on the battlefields of the Middle East.

First, there emerged one Michael Klein, advocating the novel idea that Jews begin learning Arabic and Islamic customs. This, he theorizes, will help us better understand the poor, persecuted Arabs of Judea and Samaria — er, the Palestinians. An excellent idea that! How simple! Why didn't Begin ever think of it? Well, he's a war monger. So the idea lives!

Imagine how splendid Israeli-PLO relations might be as we Jews begin learning Arabic. The thought is stunning; nay, it is mind-boggling! Exclamation points fly through the air as a trapeze artist! ! ! !

History has proven Klein a genius. Consider: Moses spoke Egyptian. Syrian Jews today speak Arabic. German Jews in

the Hitler period spoke fluent German.

Ah, how the Jew finds peace whenever he learns the languages and customs of his tormentors! Perhaps we might take Klein's novel idea one step further. To foster better relations between YU students and the surrounding Washington Heights population, let us all sign up for courses in Spanish and in Puerto Rican history. For those distraught over the notion that Hebrew should suffice as a foreign language (as it did for me when I went to Columbia University), let there be rejoicing. Spanish has returned!

Klein, of course, makes a slight attempt at reactionary fascism when he simultaneously suggests that Arabs in Israel be required to learn Hebrew and Jewish customs. I recently sounded out an old Arab acquaintance from Columbia on that one; his response was somewhat less than the ululation I had anticipated. It seems as though some Arabs don't take kindly to the notion of Zionist occupation troops imposing on the humble fig-tree growers of Palestine such outrages as courses in Hebrew and in Jewish customs. Well, let us not despair. At least my Arab acquaintance does not speak for the PLO. Yasir Arafat has yet to be heard

from.

As for Alan Levin, the legal scholar who has opted to cast his lot with the people of Israel by studying at Cardozo for a career in law, there is mercifully less to be said. He is a bigot, denying the right to my people to live in communities of their choice. I wonder whether he has studied fair-housing legislation at Cardozo. Would he deny a Black the right to live in Forest Hills? Would he fight to keep Puerto Ricans out of Washington Heights? If so, he is a racist and should be denied the right to sign Yeshiva's name to his correspondence. If not, then his denial of my right to live on the soil of Hebron — soil given to me by G-d and retained by my people until the Arab fig growers slashed all our throats and raped our dead, mutilated women in 1929 — is despicable. The right to live in Judea, Samaria, or anywhere else should be granted to Jews no less than it might be conceded to Blacks and Vietnamese.

It is, by the way, naive of Levin to permit us to settle in Jerusalem. While he makes the distinction between Jerusalem and Judea, not one Arab spokesman does so. Last year, some Arab came here to defend everything from the Camp David treaty to Sadat's choice of a swastika tie

to wear on his visit to Israel. When I asked the Arab what Egypt's position would be if Israel gave up all of Judea, Samaria, Gaza, and the Golan — but not Jerusalem — he responded that no Arab country could make peace on those terms. Holy al-Kuds would still be under Zionist occupation!

Levin's final thought — if he will pardon the overstatement — is that it is immoral to support building settlements for middle class Ashkenazim Jews when the allocated money might otherwise be spent on the housing needs of poverty stricken Moroccan Jews in Tel Aviv and Jerusalem. There goes the racist! Has Levin ever bothered to set foot in a Jewish settlement in Judea or in Samaria? Guess what, pal. There are middleclass Moroccans there, too. Also poor ones. Also poor Ashkenazim. If Levin likes, perhaps he can organize his friends to set up a new fund — Keren Levin, it might be called — whose goal it would be to raise money for Moroccan Jews (as opposed to other Sephardim for some strange reason) to live in the land of their fathers. Perhaps Levin can yet contribute to the survival of Israel from the safe corridors of Cardozo Law School.

Dov Fisch
RIETS '81

Commentator Interview

(Continued from Page 3, Col. 3) as it appears on either side. But I'm not going to voice an opinion because I have not studied the totality of the curriculum. I just know in general terms that in every university where this has come up, it has been a complex issue both academically and from the point of view of institutional policy.

C.: In what direction would you like to see the university move, in terms of emphasis on a liberal arts education as opposed to a career oriented one?

B.: I'd like to be sure that the student needs are satisfied with sound education. I think one must always look at the total degree — all the things the student does to earn his degree — and on the basis of that, try to make the judgment whether this has been four years well spent in terms of getting an education.

C.: What does this mean in terms of the YC curriculum?

B.: I have to study the cur-

riculum some more. I want to see what students actually take and what the requirements are. I don't know any of these things.

C.: Is there some message you'd like to convey to the students?

B.: The door here is open, and I hope I'll be able to be very accessible. I'm not inviting students to come just to complain, but I am available to talk about things. I'd like to meet people, be it students, faculty, administration. Any member of the university who wants to talk with me, I will be available on short notice.

Who's Whose

Mark Fenster, YC '81
Debbie Rabinovich

Ethan Siev, YC '80
Aviva Borvick, SCW '82

Kenny Goldwasser, YC '81
Amy Fine

Yaakov Neuberger
Peshi Charlop

Aaron Lieberman, YC '81
Cheryl Koran

Jackie Atkin
Rivki Roth

Danny Wolf, YC '79
Susan Levinson

Zev Jeremias, YC '82
Lynett Melnick, SCW '82

Yehuda Twersky
Sara Levinson

ACTION COMMENTATOR

(Continued from Page 3, Col. 2)

National standardized tests are used where possible for two reasons: First, even large institutions have difficulty making up their own tests; it is expensive and time-consuming to devise and grade a good new test every year, and the difficulty is compounded at small institutions with a limited faculty. Questions always arise as to the fairness, reliability, and validity of homemade examinations. Second, when you give a national test it becomes possible to compare your results with those of other schools, which helps achieve the purpose that the State wants.

The tests are not a "formality," as a senior said. It is true that a student who has managed to reach the senior year should be able to pass the test if he does some studying, and the only students who fail are those who do not prepare for the tests and take them seriously — but review is necessary and is one of the purposes of the test, as explained above.

Students sometimes walk out of the test feeling that it is too hard because they could answer only half of the questions. Actually, such a percentage may turn out to be a high score on the national scale; you must remember that the tests are designed to be used in a large number of schools following different curriculums; if you don't know certain questions because you haven't learned certain topics, there are students at other colleges who haven't learned some areas that you have; and it all comes out even in the end.

Behind Dorm Doors

Since many YC students have recently taken the UP/GRE exams, some of them have begun to question the purpose of requiring these tests. To present our readers with the candid opinions of YC students we take you . . . Behind Dorm Doors . . .

How do you feel about the graduation requirement which mandates that students take a UP/GRE exam?

Lawrence Meiteles — EMC — Senior: I find nothing wrong with the school requiring that you show competency in your major field of study.



Ari Jacobs — YP — Senior: I feel the GRE's are a waste of time because most guys end up taking the departmental test anyway. In fact while we're on the subject of GRE's, why aren't they given for YP students stressing Gemorah and Mishnah Berurah.



David Lewis — YP — Senior: I think that the school should consult the various departments, and ask whether or not they think the GRE or UP is a reasonable requirement. For example the physics department will readily admit that they haven't prepared its students for the GRE.



Doron Loeser — YP — Senior: Since the UP/GRE's in many instances cover material not emphasized or taught at YU, and since few students even bother to prepare for the test because they rely on departmental exams, it is obvious that the exam is not an accurate measurement of the superb quality of Yeshiva education or the high caliber of YU students. In short, the exam is a mere formality at best and an unnecessary waste of time and money at worst. The requirement should be eliminated and replaced with a comprehensive test on a subject in which students are knowledgeable, e.g. M³A³S³H reruns.



YC Departmental Review

(Continued from Page 4, Col. 3)

breaks, we have to wait for some time until it is fixed. As for replacing equipment, if there were more Chemistry majors, we could demand new things, but we don't have those majors. The money collected from the lab fees, by the way, is used to buy new chemicals, etc. I would like to see this money set aside specifically for the Chem Department to replenish their equipment. At the moment, lab fees go back into the school's general fund, and we get back only enough to get by."

As for those Chemistry labs, Dr. Borowitz maintains that the students don't appreciate their value.

"Laboratories give the students hands-on experience which is greatly needed. The typical student is very good at learning and analyzing material, but he doesn't seem to realize the importance of manipulation and actual work in the field. Part of the problem is that the labs are not as well equipped as they should be, and then of course they are given at night. At that point the students are tired, and in some cases cut corners. I would like to make the labs more enjoyable experiences."

Nevertheless, it is said that the true strength of a department is its students, and in that respect, Chemistry at Yeshiva is in good shape, according to Dr. Borowitz. "I've taught at a number of other schools, including Columbia, and the students here hold up probably better than any other group in terms of what they want, and so on."

The Chemistry Department also offers its students an interesting type of extra-curricular life, as Dr. Levy explains: "We have seminars that are run by the Department, and we involve the students in giving talks. These seminars are required now, even for students attending passively. Then, in the second year, they will have to actively participate. We also have the honors program, where students participate in research. I wish we could have more of these students. We also had something called the BA-MA program, which was discontinued prematurely. Brighter students could enroll after their sophomore year, and you could get an MA as well as a BA. This ran for about two years, but it coincided with the closing of Belfer. The administration killed the program because they didn't want to spend the money. I would like to see it revived."

The faculty is looking forward to Fall 1981, and a number of new courses. Dr. Borowitz wants to continue a course he established five years ago, known as "Medicinal Chemistry," or "Pharmaceutical Chemistry." At this point, it is being given as a tutorial, because of insufficient enrollment, but Dr. Borowitz wants to see it as a regular course.

And Dr. Levy talks of a new course called "Synthetic Organic Chemistry." He believes that many students have shown interest in the course, and is confident he will have enough registration to start it.

Garbage In — Garbage Out

Synthesis Or Bust

By JOSEPH FRIEDMAN



During my four year stay at Yeshiva, the terms "synthesis" and Torah U'madah have been continually bandied about. Many students, as well as administrators and faculty, however, do not completely understand the meaning of these terms. Although what follows is not a comprehensive statement of the concept of synthesis, it is an analogy which serves to illustrate one of its many versions.

I was discussing the future of high technology and was asked what will happen when the physical limits of technology are reached? What happens when "supercomputers" are made very small and physical limitations prevent smaller devices from being developed? I later decided that when that time comes, if it ever will, the human intellect will not allow itself to be blocked by any physical barriers. The field of "artificial intelligence," for example, will continue to use limited physical components (computers) for the ultimate goal of simulating human thought or making robots that can think.

Similarly, the concept of Torah U'madah integrates secular considerations (madah) with the objectives of the Torah. The secular disciplines are continuously combined with the Torah's ideals in order to enhance and advance them both. In the field of law, as

well as computer science, the ability to think logically and reason intelligently is developed to a high degree. This sharpening of skills complements the similar art acquired in the study of the Talmud and together they can be used for the goal of improving a person's weltanschauung. Another way of looking at Torah U'madah is secular studies being used for the service of Torah. Examples are when a posek or researcher uses a computer to aid him in finding a correct halacha or when a woman brings her spouse to a secular court to charge him with violation of her civil liberties because he refuses to give her a divorce.

With the study of various bodies of philosophical thought and the understanding of historical perspectives, the Jew can relate to the precepts espoused by and prevalent in the times of the Tannaim and Ammoraim. One can also contrast the peak of Jewish thought and literature during the time of the Mishna and Gemarah with the same time of dearth in the literature of most of the world — the Middle Ages.

The message of synthesis, then, is to integrate non-Jewish studies with the struggle to advance and uphold the Torah's precepts; not just "learning a trade" that enables one to devote

more time to the Torah — a lofty goal which is seldom achieved. Many Rebbeim, as well as others in Yeshiva, even discourage the practice and teaching of Torah U'madah. The sad situation that results is a lack of knowledge, especially among incoming freshmen, of the synthesis concept.

In Yeshiva, however, there are many people who can adequately address this subject. Outside of academia, there are even more YU alumni who deal daily with synthesis from a practical perspective. The purpose of this column, then, is not to present an exhaustive overview of the topic, since it does not even begin to touch upon the subject. However, many student leaders have asked the administration not only to mention Torah U'madah, but to define and teach it too. Thus far, there have been no public statements nor restatements on the subject and a course that covered the topic was conceived but never offered.

It is time for student leaders, with the backing of the student body, to push for such a restatement and for active support of Torah U'madah whether in the form of a course, seminars, publications, or public statements. Students have the power to effect change and to ameliorate an inadequate situation. All that is required is an awareness that the need exists.

COMMENTATOR

Op-Ed

The Time

By STEVEN ETTINGER

The time has come to give the students of YU back to the Jewish community. What was once the training ground of our "Future Jewish Leaders" must become the Command Center of leadership activity. As synagogues become steeped in their own politics, as our day schools and yeshivas suffer from a shortage of good teachers, as the "Jewish Establishment" becomes more politically conservative, and as many issues vital to Jewish survival get pushed out of their rightful spotlight to make room for the more vital issues like when to hold the roller disco party, a warning light is activated. The light is on and the time to answer is now.

I don't mean to say that the apparatus to effect a change does not exist. The Command Center, Division of Communal Services of

YU, does a good job. YU Seminar does a good job, but the majority of the students, the strength of Yeshiva does not for the most part, use its talents, time or knowledge to help its fellow Jews. How many of the YU students who live outside of New York in communities where the people don't even know what it means to be Jewish (and where the children know even less) give of their time, be it over a vacation or during the summer months, to reach out to their families and friends, let alone the community at large? How many of the YU students who live in New York give of their time to the tens of thousands of irreligious Jewish kids in New York and nearby New Jersey? We must become the rope to rescue these falling people.

I know by now you're saying to yourself "Who's he kidding?" or, "This guy is an idealist," or

"If you're such a big Tzadik why don't you do something?" Just such a train of thought is what has put us in the hole we are in now. If you doubt me, go spend a shabbos in Reading Pa., Mt. Vernon, NY or Jersey City, New Jersey; these communities and many others like them are reaching out and looking for people to reach out and help them. Or better yet, go to Mousey, NY, walk into the local school board office and ask what percentage of the children in their system are Jewish. If we could for even one weekend a month forget about our bio and physics, forget about our accounting and computers and offer services to DCS or NCSY, not only would we raise the level of Jewish living around us, not only would we enrich ourselves but we would reestablish YU as the force behind the Jewish Community, an effect that could only domino.

Op-Ed

Overburdensome

By JAY LERMAN

In Plato's "Parable of the Cave," man mistakes his world of illusion for the world of reality. In much the same way, the administration of MYP has seriously mistaken the world of its illusionary requirements for the real world of student life. It is my contention that MYP students should have no additional college requirements in Hebrew.

I believe that the need to eliminate these additional requirements is twofold. First, the added requirements in Hebrew force undue hardship in the scheduling process. If a student can't begin his college day until 2:45 p.m. daily, and he must take selected college courses after that in Hebrew, the student will have very little opportunity to register for other courses he needs or wants. I know of several situations where students were forced out of MYP because of the inability to schedule the courses needed to complete the major. Had there not been the additional Hebrew requirement it would have been possible to schedule the necessary courses, and the students would have gladly remained in the more advanced MYP.

Secondly, these additional Hebrew requirements represent an extra burden on an already heavy course load. While some very capable and motivated students can manage to attend shiur promptly every day and still deal with the full college schedule, we all know that these students are by far the exception rather than the rule. All too often the MYP student begins the semester with the best of intentions to attend shiur promptly every day, and later on finds such attendance more and more difficult. Grappling with midterms in the necessary college courses and also exams from his extra Hebrew requirements — he is forced to make many precarious decisions: 1). Should I cut shiur

today to study — especially since I need the time to study for exams? 2). Should I stay up late again to study — knowing that by staying up late I will be unable to get to hachanah anywhere close to on time?

These questions take on particular importance here at YU, where many students have decided to go into the competitive health science majors. Because these students have particular pressure to do well, they often find the need to cut shiur or come late on a regular basis. All the administration needs to do is walk down the halls of the dorm or walk into all the shiur rooms in the late morning, and they would begin to see the real world of MYP — students getting up late to daven because of having studied late the night before, or the lack of punctual attendance at hachanah or shiur. These are the talmidim who may very well have a desire to learn, but simply cannot handle the Yeshiva University illusory dream of a double program. But maybe they could handle a little more realistic double program — one that would not sacrifice the integrity of the Yeshiva universe.

I would certainly grant that all the extra Hebrew requirements cover important topics and have much merit in important fields of study. I further recognize, however, that to try and tackle every important area of study is unrealistic within the framework of a YU education. Beyond that, the rebbe himself can be asked to cover certain topics in Bible and Jewish history during the week before 2:45 p.m.

In conclusion, the University must decide whether it would rather make claims about the quality of its requirements or the quality of its students. Without a realistic perception of the MYP world, such claims about the students will be impossible.

Op-Ed

Why Yeshiva?

By SHALOM LAMM

Last year, the Office of Admissions launched a program of hosting potential students for a day-long visit to Yeshiva. The young man spends his day with a student volunteer, attending classes, visiting facilities, interviewing others, and being interviewed himself. As this program expands, more student-hosts will be asking themselves the very question they endeavor to answer for their guests: Why Yeshiva? Am I happy here? Am I glad that I came here?

There is something absurd about feeling compelled to justify the existence of an institution that has prevailed for nearly a century. But as students with selfish interests, we intuitively act as if the history of anything begins and ends with our own involvement. Hence, today's student needs a reason for today's Yeshiva.

Yeshiva's purpose for contemporary Jews, should be the realization of "synthesis" in our world of high technology. An expertise in both Judaic and secular studies should complement each other. In a time when yesterday's orthodoxy becomes today's heresy, Yeshiva should be a haven of balanced normalcy. The golden rule of non-extremism should be most welcome in our midst. We should attract students of high ideals who do not fear intellectual challenge, hard work, and meticulous scrutiny of beliefs. Ours should be a university that respects both rabbi and scientist, both Talmid Chakham and historian. As such, we should be producing the rabbi-scientist and the Talmid Chakham-historian. We should gladly heed the Rambam's admonition in Shemoneh Perakim to "accept truth from whatever source it proceeds." After four rigorous years, we should be the kind of people whom the Rambam addresses in the introduction to the Guide.

These are indeed lofty ideals . . . but then, what are ideals for, if not loftiness? The question which necessarily follows is, have we lived up to these goals? Where have we fallen short? How do we proceed to fortify our institution in its areas of weakness?

We have attained these goals with tremendous success in some individuals; we have been only moderately successful with others, and have failed completely with still others. No one can study at Yeshiva and see and hear Yeshiva graduates such as Dr. Tendler, Dr. Roth, Rabbi Carmy, Rabbi Kanarfogel and many others, and possibly judge us to have been failures. However, our successes seem far too dependent upon the resilience of particular individuals. We are not turning out enough "average" graduates who are inspired by Torah U'Mada, happy with Yeshiva and at home with themselves.

The key to the solution may well lie within the many constituencies that make us what we are: students, faculty, and administration. Students, victims of their own uninspired high school educations, family cynicism, and personal weaknesses, seem not to possess a sufficient thirst for knowledge. Perhaps it is a sign of our society, even our Jewish society, that knowledge is not cherished beyond the grades it yields. There is a dearth of earnest questioning and soul-searching. Students fail to pounce upon the many opportunities open to them. To paraphrase Augustine, "to many, total abstinence or extremism is simply easier than perfect moderation."

The faculty, about which any broad generalization would be unfair, is sometimes uninspiring. There is a lack of excitement about the material being taught, a lack of love for the particular discipline. This lack of interest can easily be felt as the absence

of a sense of adventure. All too often, professors are willing too quickly to compromise quality, breadth, and depth because of the cries of "too much" and "unfair" from students who know quite well that they can get away with this degrading form of plea-bargaining. Of course there are causes for this, mainly low salary scales. But once someone accepts a job teaching, should money affect the love that the professor must have for his students or his discipline? I always believed that love dependent on money is prostitution.

If generalizations are unfair about faculty or students, they are equally unfair about administrators. However, as a student-
(Continued on Page 10, Col. 1)

Op-Ed

What The Devil Could Not Do

By BEN MOSHE

A few weeks ago I happened upon a Purim play from ten years ago; outdated you say, not really. Prophetic is the word that best describes the play. It begins in the midst of that great institution of Torah U Mada: Yeshiva University. The Satan approaches Mr. X (not to be confused with Mr. Y or Mr. Z) and demands Mr. X's soul. You see the Satan claims that Mr. X has sold his soul to the Satan 20 years previously in exchange for a promise to make Yeshiva University a great institution. Mr. X, being the great man he is, refuses and denies the entire matter. The case then proceeds to a Beth Din of three notable YU personages.

The Din Torah is broken down into three major issues: First, whether the shtar is kosher, second if the Satan helped Yeshiva University, and finally if the contract is itself binding. After a lengthy Din Torah the Pessak

is entered 2-1 in favor of the Satan; the Satan is granted Mr. X's soul.

In the nick of time a hero arises — a former employee of Mr. X's who testifies, "It really is an academic question, fellows. I worked for Mr. X for a few years and I will gladly testify that Mr. X has no soul. Thus Mr. X sold something that doesn't exist and the shtar was Mekach Ta'us."

The Satan in fury responds, "Twenty years I labored to meet my part of the bargain. Twenty years! You'll pay for this! Hashofet Kol ha'aretz lo Ya'aseh Mishpat? — Is there no justice even for the Satan! Take back what I did for them!" Suddenly, a bolt of lightning has scored a direct hit on the Belfer Graduate Science Center . . . A fresh earthquake just swallowed the Ferkauf School of Education, (sound familiar).

But the assembled people are

not upset, "We can all work together — all of us — administration, faculty, Roshei Yeshiva, and students. This school can correct the errors of the last ten years — the Satan has taken away the superficial things but we retain the finest talmidim, the most devoted Rebbeim and faculty, and we can do it."

Ten years after this fictitious play a proposal has been advanced that even the Satan did not dare request. There is a proposal that, if implemented, would make the Satan's vengeance look pitiful by comparison. The proposal is to charge for the semicha program and for all practical purposes destroy the Yeshiva in Yeshiva University. Let us stop this madness before it is too late or we will all have to answer, not to Satan's wrath and vengeance, but to G-d's.

OP-ED ISSUE

Op-Ed

Questions

By MANFRED WEIDHORN

Judging from the report in the last Commentator, students did not raise some important questions which are on the minds of many faculty members and which are at the root of the teach-in:

(1) Does VP Socol seriously contend that YU has no salary inequities, either within the school of vis-a-vis comparable schools?

(2) If YU has no money, why was a considerable sum wasted on a futile restructuring which was opposed by the faculty and middle echelon administrators, criticized by Middle States, and finally admitted even by the administration to have been an error?

(3) If YU has no money, why did the administration waste huge sums to fight its own faculty in the courts rather than enter into negotiations and improve salaries?

(4) The huge debt and the Bovey Bank debacle is the result of numerous similar administrative errors in the past. Why should the faculty have to subsidize these errors while the guilty ones — the administrators — remain overpaid?

(5) Why is not the administrative budget of the last ten years, including the salaries of the top administrators, available for inspection, as it is at many other schools?

(6) Why, if YU has no money, has the administration grown in size in a period of contracting student body and teaching staff?

(7) Why was the faculty, which the administration claims to be "managerial and supervisory" ("m&s"), not consulted on such growth?

(8) Why does the "m&s" faculty lack the fringe benefits of administrators and even of secretaries?

(9) Why did VP Socol take in 1975-6 — at the very time that he imposed a wage freeze and

an increased workload on the faculty in the name of financial exigency — a salary increase of \$4,000 (10%) on top of one of \$6,200 (18%) in the year before?

(10) Why was VP Socol's salary in 1975-6 more than that of his counterpart at the vastly larger and more affluent CUNY?

(11) Why was the President's salary, when it was last revealed on IRS forms (before becoming a military secret), in the 100th (i.e. top) percentile nationwide?

(12) Why was the Medical VP's salary of \$99,000 (a few years ago!), some 50% above the national norm, if YU is in dire financial straits?

(13) What are the salaries of the top administrators right now, and why can we not see them if, as a result of an alleged financial crisis, the "m&s" faculty has to sacrifice?

(14) Why are faculty salaries on the average some 50% below those elsewhere and administrative salaries some 50% above those elsewhere?

(15) A few years ago, rumors had it that \$200,000 of YU money was spent to refurbish the new President's apartment. In a speech to the faculty, the President said that rumors about \$500,000 were false. Was it \$200,000 then? And if not, how much was it?

(16) Why did the administration prefer to stonewall, stall, and delay by means of litigation (ostensibly to clarify the law) rather than, as hundreds of other schools have done, negotiate with its own faculty? Especially as in the process it cured the symptom (unionization) and caused the ailment (terrible working conditions) to worsen?

(17) Did the administration in fact contemplate, as rumor a few years ago had it, applying for a grant to study YU governance, for the purpose of postponing for a year dealing with faculty demands?

(18) Why does not the admin-

istration respond positively to even so feeble a request as that it set aside one penny for faculty salaries from every dollar donated to YU?

(19) Why was not the "m&s" faculty allowed to elect representatives to a search committee for the post of Academic VP either four years ago or now (notwithstanding VP Miller's flatly incorrect statement to the students)?

(20) Why were five tenured faculty members fired a few years ago without consultation with the "m&s" faculty and in violation of the administration's own faculty handbook and all academic norms?

(21) Why was one of the outstanding scholars on the YU faculty, one whose area of specialization is at the heart of YU's mission — Judaica — told by a leading administrator to, in effect, go teach elsewhere?

(22) Why did Pres. Lamm, in his reply to the Middle States Association, not even mention the report's criticism of the state of salaries at YU?

(23) What of two wage freezes during the past decade (involving administrative renegeing on agreed-upon increases) which, by never being redeemed, have made many faculty members donors to YU of between \$10,000 and \$20,000 — without even plaques in Furst Hall?

There are numerous other questions, but these will suffice for now. Only rectification or, in lieu of that, convincing answers, with accompanying documentation, can prevent future work actions and replace mistrust with concord.

Op-Ed

Fall Of Torah U'Mada

By MARC LAMB

While analyzing the myriad problems in YU, the educated person overlooks one major flaw in the system. This flaw lies in the basic foundation of the school. What must have seemed like a good idea to the founding fathers of the University has turned out to be an unworkable sham, which has been used to excuse mounting difficulties and obscure mediocre performances. The basis for YU lies in the concept of Torah U'Mada — the unhappy pairing of two disparate ideologies. The Torah ideology contains the idea of a Yeshiva in a traditional sense and an entire religious philosophy about life. This ideology is paired with Mada — a secular education. This hybrid of emotion and intellect has resulted in failure. How can religion, which must be felt to be experienced, be reduced to being partners with a secular education? How can the ultimate truth — G-d's truth — be equated with hypothesis and theory — man's truth? By attempting to combine a Yeshiva with a university, YU serves neither. YU has taken religion and systemized and mechanized it; the students wander through EMC and JSS taking four extra "Judaic" courses added to an already tough college schedule. What would the great *rebbeim* of the past say about *talmidim* cramming for a midterm in Talmud 1.1? How can there be any joy in learning if the student is "required" to take designated courses in Judaism? Religion is warm and passionate; yet in YU it has been strained

into small cubes to be digested by the mind and not the heart. And if religion feeds only the intellect, of what purpose is it?

Even YP, which comes closest to the idea of Torah *leshma*, is fraught with scandal. For many, YP is the last refuge of a scoundrel system. It is often populated by misfits and evaders of the system looking for an easy way out of the academic pressures of EMC or JSS, wallowing each day in sanctified procrastination, throwing away hours and hours of their life.

The first step in changing the system would be to open up EMC and JSS and eliminate requirements. Each student would determine what aspect of Judaism he needs to satisfy his soul. Of course a change such as this will never happen because the Pharisees in the administration are convinced that their system and philosophy is a good one. In the meantime, the students go through four years usually frustrated or religiously bankrupt, having survived or beaten the system. This goes on year after year, while the system based on fallacious philosophy remains. The soul is the ultimate loser and the enigmas remain unsolved, to be put off for some "spare time" in the far future which usually never comes until before or after a misunderstood death. And then, none of it really matters anyway.

Op-Ed

Why The Classics

By LOUIS FELDMAN

Does it make sense that an institution which is struggling for its existence should permit itself the luxury of classes of three or two students — even one student occasionally? Yet, for over half a century Yeshiva has steadfastly refused to cancel classes of such a size in Greek and Latin. Why?

One answer that we may give to users of the English language is that approximately half of the words in our language, and especially the more sophisticated words, are of Latin origin, and about fifteen percent more are from Greek. (We may add that there are between two and three thousand words of Greek origin and about five hundred words of Latin origin in the Talmudic corpus, which, in this respect, clearly reflects the Graeco-Roman milieu in which it was composed.) A knowledge of even a limited number of Latin and Greek roots will enable the student to know many thousands of derivatives or to understand better the true meaning (the significance of the word "etymology") of those words that he does know.

Secondly, classical literature is simply beautiful. Rabbi Jonathan in the Talmud Yerushalmi acknowledges that Greek is the language best suited for poetry. What reader has not been moved

by the poignant parting of Hector and Andromache in the *Iliad*, by Hesiod's proclamation that to achieve excellence one must sweat, by the irony of an Oedipus (an earlier version of Richard Nixon) searching for the culprit when all fingers point at him, by the reduction to absurdity of Socrates' think-tank in Aristophanes' *Clouds*, by Socrates' ringing insistence that the uncriticized life is not worth living, by Catullus' moving elegy for his brother, by Virgil's simple but powerful *sunt lacrimae rerum* ("there are tears in life"), by the playful charm of Ovid's version of that repository of the dream world of the Greeks known as myth, by Tacitus' epigrammatic *solitudinem faciunt, pacem appellant* ("They make a wilderness; they call it peace"), by Juvenal's use of sledgchammers to crack nuts in his bitter satires? Is it any wonder that the classics have supplied the inspiration for such modern works as James Joyce's novel *Ulysses*, T. S. Eliot's poem *The Waste Land* (note, in particular, its apograph taken from Petronius), Eugene O'Neill's play *Morning Becomes Electra*, and the movies *Fellini's Satyricon* and *A Funny Thing Happened on the Way to the Forum*?

Thirdly, Dr. Lewis Thomas,

president of the Memorial Sloan-Kettering Cancer Center, writes as follows: "I propose that classical Greek be restored as the centerpiece of undergraduate education. The loss of Homeric and Attic Greek from American college life was one of this century's disasters. Putting it back where it once was would quickly make up for the dispiriting impact that generations of spotty Greek in translation have inflicted on modern thought. The capacity to read Homer's language closely enough to sense the terrifying poetry in some of the lines could serve as a shrewd test for the qualities of mind and character needed in a physician." Dr. Melvin N. Zelefsky, Chairman of the Committee on Admissions at the Albert Einstein College of Medicine, states: "There is a definite need for medical students to be well rounded in the humanities. Certainly a foundation in the classics would add a dimension to the aspiring physician that would help distinguish him from many other applicants whose transcripts are almost stereotyped. I believe that when admissions committees review applications and transcripts which have, in addition to the basic science requirement, an impressive assortment of course

(Continued on Page 8, Col. 4)

Op-Ed

Curriculum Proposal

By GILBERT KEPECS

Criticisms of Yeshiva College focus on anything from tuition costs to the color of Furst Hall's classrooms. Two of the most valid complaints are that students are overburdened with requirements, and that they are often unable or unwilling to receive a true liberal arts education. The College often seems to be oriented toward the pre-professional, rather than toward the intellectual.

The College Senate is attempting to lessen these problems in proposing a restructuring of the requirements. This effort has catalyzed a great deal of controversy as to the wisdom of such an action. The elimination of the language requirement and lessening of the English Literature and Hebrew requirements have been vehemently condemned. Many feel that the flexibility inherent in the proposal will induce students to take the easiest, least

substantial courses available, thereby leading to a diminution in the quality of their general education.

The issue, however, is considerably more complicated than either side presents it. Because of Judaic Studies, YU students remain with a uniquely limited number of credits in which to broaden and deepen their educational bases. Many have no desire to do so, often selecting solely those courses important toward their professional goals. The present requirement structure facilitates these phenomena. Even language, admittedly of important practical value, is often merely a tool, much like the sciences, or statistics. Many students pass through the College and continue on to graduate school as mechanical study apparatus, unidirectional beyond belief. How many are capable of (Continued on Page 8, Col. 1)

Curriculum Proposal

(Continued from Page 7, Col. 2) competently discussing a work of literature or a philosophical problem? While the intent of college in general is to negate this trend of mass production professionalism, the present rigid requirements often facilitate or necessitate it. Often preprofessionals are unable to take advanced history or speech courses merely because of scheduling limitations; others may concentrate solely on introductory courses, attaining no depth whatever in any but their major field.

With enactment of the Senate proposal, science majors — comprising over half the school — would be compelled to take 6 more credits of humanities or social science than they must at present. Many — taking either a professional or intellectual interest — will continue to choose language study. Others will opt for advanced History, English, Music, Philosophy, Political Science, or Speech. As many abuse the present system, many will continue to resort to reputedly "easy" courses; students who do not wish to learn cannot be forced to do so. At least those wishing to receive a college education will be aided in doing so. Minors — presently difficult — and

double majors in separate divisions — nearly impossible — will be facilitated. Many of the smaller departments will greatly benefit from an influx of students, while larger departments will be nearly unaffected.

Many other criticisms are equally insubstantial. So long as the quality of "literature in translation" courses remain high, students' literary educations will not suffer; indeed, most will probably continue to take English Literature. Bible courses will become more intensive, with students deriving considerably more from these than they do at present. Many graduate programs require knowledge of a foreign language, and so long as the students involved are apprised of this point, language departments will not suffer as much as one might expect. Certainly a student who wishes to study classics, for example, will do so whether or not a language is formally required.

No one can foresee the actual results should the Senate proposal be implemented. It might possibly have an effect exactly opposite to that intended. In view of the inadequacy of the present requirement structure, however, implementation may well be worth the gamble.

Op-Ed

Get Off Your Apathy

By LARRY DOMNITCH

If you will dig deep into the back pages of the Jewish Press, perhaps you might come across some token mention concerning the plight of Soviet Jews. Although Soviet Jewry has become a term redundant in the midst of an age where Jewish apathy reigns supreme, if you make an effort to follow the news, you will find that it is not all so pleasant. I would even venture to say that the enormity of this problem merits our undivided attention, for the future of hundreds of thousands of Jewish lives are at stake. Today's "hostages" in the Soviet Union are finding that being Jewish is at times not only difficult, but unbearable as well. Brezhnev's recent organized crackdown on Jewish life in the U.S.S.R., along with the Kremlin's recent bans on Jewish emigration affirm that the horrible nightmares from the Stalin years are not over, but they continue to haunt Soviet Jews.

A young Jewish refusnik is imprisoned for evading the imposed draft, or a Jewish activist is harassed and threatened for teaching Hebrew underground. These are oppressive acts which must not be viewed as mere infringement on the human rights

of Soviet Jews, for Soviet Jews have never had legitimate rights. Rather it must be clearly understood that the Soviet authorities intend to finally eliminate the existence of Jewish life in the Soviet Union. Be it yesterday's Stalin, or today's Brezhnev, for over sixty years the Soviets have embarked on a continuous program of anti-Jewish hate and slander with that purpose in mind.

Every Jew should be familiar with names such as Brailovsky, Vaisman, Podrabinek and Schnirman. These Jews, like many others, are languishing in Soviet prisons and exile because of their refusal to succumb to Soviet pressure. Such Soviet Jewish heroes have given more justice to the plight of Soviet Jewry than America's six million Jews, most of whom are quite content in reserving the issue on the back pages of the local Jewish newspapers. These Soviet Jewish heroes have indeed proven that even the most submissive of people can at times be the most defiant.

So much for heroism. Now it is time to make mention of cowardice and indifference — two appropriate descriptions of American Jewry and their reactions of virtual non-existence to the pains of Soviet Jewry. Whether young or old, American Jews have shown a pathetic silence in the face of Soviet oppression so rem-

iniscent of past generations which bear witness to tragedy, without a whimper or a protest. Jewish silence, a phrase strongly condemned by Yosef Mendeleovich upon his recent arrival to freedom in Israel, does not merely constitute a tragedy in itself, but it is an abomination. If the halls of parties and celebrations at NYU and Queens College are filled with yarmulka wearing Jews, then I ask, why are the streets by the Soviet Mission so strangely silent with the exception of occasional protests by the J.D.L.? Only one logical answer and assessment can be given in response to this. That is, the thrills of a party evoke the attention of young Jews, but the anguish of Soviet Jews does not. Perhaps a rash statement to make, but it holds water. If a minor fraction of the massive efforts invested by Jewish students in such endeavors were channeled on behalf of Jewish causes, perhaps Am Yisrael would have fewer victims and more free men. But talk is cheap and one must not fall to illusions. To the few who are active on behalf of Soviet Jews, know that your actions have been a tremendous source of inspiration to Soviet Jews. More importantly, know, that as Yosef Mendeleovich has recently stated, "the days of quiet diplomacy are over," so it must be understood that we must never again be silent.

Op-Ed

One And One Equals Controversy

By SOLOMON NASIE

The delicate balance between Yeshiva and University was severely tested about 25 years ago. With the founding of JSS, students and faculty predicted that the administration had forced a school upon the Yeshiva that would bring a host of jean-clad, moral degenerates to the shores of this sacred Yeshiva. Time has proven their protests unwarranted, and their prophecies of doom unfounded. JSS has firmly established itself as a most successful experiment in Jewish higher education.

Still, the discussion of holy versus secular dialectics retains a perennial freshness that requires it to be translated anew for and by every generation of students. Yeshiva is a university consciously bemused in its paradoxical purposes, and yet secretly homesick for a lost world of yesterday's old-world tranquility. However, tranquility would be deceiving, for a viable institution must constantly readapt itself in this world of flux.

The financial ills affecting higher education in general, and Yeshiva University in particular, have prompted some old ideas to come to life with new seriousness. One of the oft rejected plans for financial rescue has been the merger of Yeshiva College with Stern College. This plan deserves discussion and reconsideration on a number of crucial levels.

The merger of Stern with Yeshiva College will result in an enlarged student body which will allow for a proportional increase in course offerings. Certain majors — for instance, history, philosophy, English, and classics, which traditionally grope for enough students to sustain advanced courses and are often can-

celled due to insufficient registration will now not only maintain their offerings, but comfortably increase them. An expanded curriculum will attract both more diversified and more specialized students. Not only will more courses be offered, but more majors will be available to both Stern and YC students. Stern women currently have no philosophy major, while YC students have no education major. These and other majors will now be given to both men and women. We will have a larger and more diverse faculty from which to choose. Currently, a faculty member teaching both at YC and SCW might find it hard to recognize that we are essentially one school. Under the co-ed system, the classes will be uniform, with faculty much more closely identified with Yeshiva University. Administratively, a host of duplicate jobs, from deans to registrars can be eliminated, not only saving money, but being less cumbersome to manage. For the first time, equal academic standards and uniform rules and regulations will be applied to both men and women. With the advent of co-education, University classes now suffering from chronic single-gender myopia, will be infused with opinions from the female perspective. With the merging of YC and SCW, the non duplication of student support services will result in their upgrading to proper collegiate levels. Thus, all students will benefit from two more complete and enhanced libraries, improved laboratories, expanded computer facilities, and an acceptable urban campus. Finally, from the secular academic perspective, the frequent charge of a high school attitude on the part of some stu-

dents will be curbed by a more positive if not chivalrous peer pressure.

From the perspective of student extra-curricular life, the University will develop a centrality of spirit and philosophy. No longer will our social lives be directed "downtown" as opposed to "uptown" looking for better library aid at Columbia and fleeing from our campus on Shabbat. With both schools on one campus, our geographical focus will bring along both social and academic normalization of our fragmented student life. A centralized college will have a joint-effort newspaper, one student council, one senate and one student court. With this unity will come one voice, a consolidation of religious, social and political student concerns lending cohesiveness to what will be an unusual but challenging collegiate experience.

The most pragmatic and pressing issue to which such a move addresses itself is, of course, finances. An enormous amount of money will be saved. The selling of the real estate currently housing Stern College should generate enough funds to buy a sufficient number of residential buildings in the area, converting them to suitable dormitories and study halls, with a tremendous amount of money left to service Yeshiva's shrinking but onerous debt, and raise all faculty salaries considerably. Long term financial savings would result for the University by eliminating and consolidating some of the most expensive services. These include libraries, computer facilities, laboratories, cafeterias, security maintenance, faculty and administration.

Implementation of such a move
(Continued on Page 9, Col. 1)

Why The Classics

(Continued from Page 7, Col. 5) work in the 'solid' humanities they will be favorably impressed. There is no doubt that the classics, especially classical Greek, would be most effective in this regard."

Finally, there is an old Greek proverb, "All rivers can be crossed by those who go to their sources." Surely we at Yeshiva, who know the validity of this in our study of the Jewish tradition, realize that it is no less true of the other tradition that forms the basis of Western civilization, namely that of Greece and Rome. We Orthodox Jews, who are accustomed to the charge that we are clinging to that which the overwhelming majority of Jews in America have disregarded, should not be deterred by the fact that the classics have been abandoned by the great majority of high schools and colleges as well. It is precisely today that the classics are needed more than ever before to give us perspective in our modern problems. The issue of the responsibility of power faced by America today is closer to that confronted by fourth-century Athens than to that met by any other nation in human history. Then too — read Plato, Isocrates, and Demosthenes — Athens, suddenly a superpower after a great war, experienced a collapse of traditional moral values, so that "sophistry tasted good as philosophy should," and young people were attracted by ethical relativism, skepticism, and nihilism. They had no time to learn, only to act. The his-

torian Henry Steele Commager has said that if Lyndon Johnson had read Thucydides' account of the Sicilian expedition, things might have gone differently in Vietnam. There, too, the two great superpowers were competing for the allegiance of the uncommitted and less-developed nations of the "Third World" which they were trying to manipulate.

Why not read these works in translation? It was Jerome who said, "Non versiones, sed eversions," "not versions but perversions." Surely we, who know the difference between Tehillim in the original and translations of the Psalms, need not be reminded of what the translator of the Ben Sira tells us in his preface, namely that what was originally spoken in one language does not have the same force when rendered in another tongue. Indeed, as Judah ben Hai states in the Talmud (Kiddushin 49a): "If one transplants a verse literally, he is a liar; if he adds thereto, he is a blasphemer and a libeller." We know the difference between the ipsissima verba of the sages and a Soncino translation. As Euclid reminded Ptolemy, there is no royal road to geometry. Similarly, if we truly want to know ourselves, in accordance with the motto inscribed at Delphi, we must study thoroughly not only the Hebrew language, literature, and history, but also those of the Greeks and Romans, who, together with the Jews, laid the foundation for Western civilization.

One And One Equals Controversy

(Continued from Page 8, Col. 3)

is critical. It is here that the administration will have to demonstrate its leadership dexterity. Such a move can get bogged down indefinitely if they commission a dozen studies on the subject.

This move will entail five decisive administrative tasks: First, the courage and foresight of the administration firmly to commit itself to the idea of and ultimately to the "big move" itself, eliminating the red tape. Second, to convince and ensure and promise those faculty members who feel that the "Yeshiva" of

YU is being threatened, that Jewish studies will still be and will always remain, by necessity, separate. In this, Stern College will retain separate identity. In Jewish studies, men and women are, and should be learning different things from different people. The morning Jewish studies learning should not only be of a different hashkafic bend, but also in different physical buildings, if only to preserve the ambiance of kedusha that limudei kodesh deserve and require. Third, the administration must commit itself to developing a proper urban campus. There are countless good ideas on how this could be accom-

plished. There are a multitude of urban universities in the US that have managed to cope successfully with inner city problems.

Fourth, the Public Relations Department must work closely with the admissions office in assuring the Jewish community on both sides of the current religious spectrum that Yeshiva University's goals have not changed one iota, but will rather be strengthened by this move.

Fifth, the University must, for the first time, take a leadership role in the development of Washington Heights. Again, numerous practical ideas have been put aside, as YU is already too cumbersome to manage without worrying about Washington Heights.

If the University can do this, and do it in time, it will have made a major contribution to our survival and development. There is no good reason why this would not be done. Is there any offence to Torah, to Judaism, if men and women students study English literature in one class? Is there something wrong on any grounds, with men and women sitting in one classroom discussing Louis XVI or NATO, or epistemology or inorganic chemistry? Are women inferior or are they a bad influence? I answer no to all of the above.

It is precisely the deserved respect and interaction of Yeshiva students in co-educational secular classes that is the goal of my old but restated idea. And now let the controversy begin. . . .

Guidance Notes

For students interested in working this summer, it is not too soon to start planning.

The following divisions of the New York State Job Service provide listings for summer job opportunities early in the year. (1) Office Personnel Placement Center, 1515 Broadway, New York, N.Y. 10036; (212) 869-8000. Specializes in skilled clerical work. (2) Sales Merchandising Placement Office, 485 Fifth Avenue, New York, N.Y. 10017; (212) 868-8000. Lists some part-time jobs in retailing.

The Guidance Center has information about Federal summer job openings and deadlines in the pamphlet, "Summer Jobs — Opportunities in the Federal Government, Announcement No. 414." In addition, there are several resource books on summer employment in the Center. Please stop by the office (F413) for assistance.

A \$1,000 grand prize will be awarded in the Special Poetry Competition sponsored by World of Poetry, a quarterly newsletter for poets.

Poems of all styles and on any subject are eligible to compete for the grand prize or for 49 other cash or merchandise awards, totaling over \$10,000.

Says Contest Chairman Joseph Mellon, "We are encouraging poetic talent of every kind, and expect our contest to produce exciting discoveries."

Rules and official entry forms are available from the World of Poetry, 2431 Stockton, Dept. N, Sacramento, California 95817.

Yeshiva University annually makes two awards for the best essays submitted by undergraduates in two fields of Jewish Studies:

The Murray Baumel Award in the amount of \$300 will be given for the best essay submitted by a graduating senior of any of Yeshiva University's undergraduate schools on some aspect of Jewish Ethics.

The Edward A. Rothman Memorial Award in the amount of \$100 will be given for the best essay submitted by any undergraduate on the topic 'Application of Orthodox Judaism to Modern Times.'

Procedure: Essays should be written (preferably typed) in English and should be between 2,000 and 3,000 words in length, and must be submitted to Dean Rosenfeld's office at the Main Center or Dean Bacon's office at the Midtown Center no later than April 17, 1981.

To insure complete objectivity, please follow these instructions: The title page should list a pseudonym. Attached should be a sealed envelope carrying the same pseudonym as the title page and containing the author's true name, school, and class.

In addition to the Murray Baumel Award for an essay in ethics, described above, there is also an annual Murray Baumel Award for character. Any student or member of the faculty or staff who knows of a graduating senior who has performed some special and outstanding act of moral courage that merits public acclaim, should nominate that senior for the award by writing a note to Dean Rosenfeld at the Main Center or Dean Bacon at the Midtown Center.

Students preparing resumes: See Guidance Center staff for new materials recently provided to us by "MBA Resumes," a professional graphics firm specializing exclusively in resume-preparation. Good guidelines and models are provided, as well as detailed information on professional preparation.

Yale University announces its second International Student Conference (June 15-21) for "75 of the most qualified students from around the world." Application due March 15, with "detailed outline for a possible paper topic." Subject: "moral dilemmas of technology and democracy": Biomedical Technology; Weapons and Peace; Regulation of Science; Energy; or Computers and Society. See Dr. Connolly.

The NY State Assembly offers 20 internships (summer research assignments) in Albany, to NY residents who have completed their junior year by June, 1981. \$2,000. Deadline: April 1, 1981. Excellent opportunity for salaried internship with credit; very competitive. See Dr. Connolly.

Dr. Max Levitan Talks On MD/PhD Programs

By MICHAEL GRABOW

JANUARY 29 — At its first meeting of the spring semester, the Pre-Med Honor Society presented Dr. Max Levitan, Professor of Anatomy at Mount Sinai School of Medicine.

Dr. Levitan described the MD-PhD biomedical science program at Mount Sinai, where students enrolled can receive an MD in addition to a PhD in one of six biomedical sciences offered. Students are eligible to do their thesis work in the fields of Anatomy, Biochemistry, Human Genetics, Microbiology, Pharmacology, and Physiology as well as interdepartmental fields such as endocrinology and environmental medicine.

Dr. Levitan stated that the students applying for the program must generally have a 3.5 average or better and must have taken Biology, Chemistry, Organic Chemistry, and Physics.

Basic Sciences

The students enrolled in the program learn the basic clinical sciences like Anatomy, Biochemistry, Histology, Pathology etc. along with the regular medical students. However, instead of moving on to their clinical work after their first two years of study, they take an exam on the courses completed, and then they must choose a research project in the field of their choice. After some research in the particular field has been completed, the student takes a second exam which deals with the purpose of the re-

search project. Following completion of his thesis, the student receives his PhD, completes his clinical work, and receives his MD degree.

Dr. Levitan mentioned that an applicant who applies to this MD-PhD program must be accepted to the Medical School as well as to the Biomedical Graduate School. He further added that the fortunate applicant will have his medical and PhD training paid for by the federal government.

Dr. Levitan mentioned that higher professorships and chairmanships in the biomedical fields usually go to those who have graduated from such a program.

Suggests Research

Dr. Levitan, however, cautioned that those individuals who enter the PhD program as a means to get into Medical School may have difficulty because Biomedical programs at various institutions want their PhD graduates to stay and do research. In his conclusion, he offered the PhD program itself as an option to medical school and urged students who have indices above 3.0 and have taken the minimum courses of Biology, Chemistry, Organic Chemistry, and Physics to look into this program as a future career.

Mediterranean To Dead Sea Canal To Provide Hydroelectric Power For Israel's Energy Needs

By ELLEN DAVIDSON

Jerusalem — A unanimous decision by the Israeli Cabinet to approve in principle the construction of a monumental seawater canal joining the Mediterranean Sea to the Dead Sea has initiated a flurry of debate and unprecedented scientific activity here. Planners hope that the project, if implemented, will provide a total of one half of Israel's energy needs by the end of the century.

Feasible Only Recently

Officials, scientists and engineers have been considering the idea of a seawater link for decades, but the project has become economically feasible only in recent years owing to the constant rise in oil prices. Israel's Minister of Energy, Yitzhak Modai, said that a hydroelectric plant, to be built at a point where the water would tumble 400 meters from the Judean Hills into the Dead Sea, would supply 600 megawatts of power during the six hours of peak demand each day. Additionally, he explained, the water may be stored in reservoirs until needed to help out the rest of Israel's power grid.

In addition to the goal of producing valuable hydroelectric power, planners emphasize the need to halt the high rate of evaporation taking place in the Dead Sea. This mineral rich body of water, fed by the Jordan River, has been shrinking dramatically in the past 25 years as both Israel and Jordan have tapped the Jordan River for fresh water. Since 1955, the level of the unique lake has fallen seven meters — to minus 400 meters,

The aim of the planners is to use the canal to restore the 1955 level of minus 393 meters within 20 years of the project's completion. This goal involves an annual pumping of one billion cubic meters of Mediterranean Sea water into the Dead Sea.

Awaiting Studies

A special committee appointed by the government awaits the results of several studies which will show how the ecology and, more importantly, the evaporation rate, of the Dead Sea will be affected by the introduction of seawater. If seawater mixed with Dead Sea water slows down the evaporation rate too drastically, the amount of water running through the hydroelectric plant will obviously have to be reduced, thus bringing into question the feasibility of the whole project.

In addition to the contribution of the hydroelectric plant to Israel's energy needs, the project could serve two alternate sources of energy — nuclear and solar. The canal could supply large quantities of water needed to cool a projected atomic power plant — a major hope for the future.

As for energy from the sun, scientists see the incoming water as a means for building a large complex of solar ponds at the level of the Dead Sea with a potential of 1,500 megawatts per hour. A successful solar pond already exists near Ein Bokek on the Dead Sea, powering a 150-kilowatt plant. The pond, lined with a special black material, is made up of layers of water differing in degree of salinity. Very hot water accumulates in the bottom layers of the pond, from which energy may then be ex-

tracted and fed to turbines designed specifically to produce electricity. Taking into account the need for different layers of saline water, scientists say that incoming seawater from the Mediterranean would be a welcome combination with the heavier water of the Dead Sea.

Reservations Voiced

Since the steering committee's interim report was presented to the Cabinet in August 1980, a number of reservations regarding the project have been voiced. For one thing, some economists say that the cost of the project may be as much as fifty percent higher than that quoted by committee head Professor Yuval Ne'eman, a physicist and former chief scientist of the Israel Defense Forces. Furthermore, the project's estimated cost of \$685,000,000 does not include the expenses of maintaining and operating the project, including the cost of conventional fuel to operate the pump and power plant.

Taking into account the controversial aspects of the planned canal, Committee Chairman Ne'eman and other scientists are nevertheless optimistic about the project. Planners anxiously await the results of the current studies which will evaluate the feasibility of the project and assist the committee in deciding which is the most advantageous route between the Mediterranean and the Dead Sea. Supporters of the canal project repeatedly point out that, regarding Israel's energy needs, the tiny country is currently up against the wall. "We'll bring the Dead Sea to what it was, and at the same time produce energy," says Professor Ne'eman.

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YC Delegates Attend The Model U.N.

(Continued from Page 1, Col. 2)

his or her presence felt in committee and to obtain assurances that the nation's interests would be protected by the other members of the political bloc.

Ralph Sugarman (Senior—political science major) and Emma Bursztyn (Junior—political science major), Presidents of the YC and SCW Political Science Societies and head delegates for Sudan and the Netherlands respectively, participated in the Special Political Committee and also represented their countries in the General Assembly.

Robert Greenberg (Senior—political science major) and Robert Friedman (Senior—political science major) were the delegates to the Political and Security Committee. Their committee dealt with the problems currently confronting South Africa in her relations with Namibia, a geographical region that is struggling desperately to gain complete political independence from South Africa.

Shalom Lamm (Senior—philosophy major), who, in addition to his regular duties, served as the chauffeur for the YU delegation, and Jeb Brownstein participated in the proceedings of the Economic and Financial Committee.

Jay Lerman (Senior—biology major) and Alan Wilner (Junior—pre-engineering) sat on the Disarmament Committee and dealt with topics such as nuclear proliferation and nuclear-free zones.

Eddie Issa (Sophomore—political science major) and Annie Charlop (Sophomore—political science major) were the delegates to the Legal Committee. There, they were forced to deal with the sensitive issue of international terrorism and the many complex

and intricate problems that can arise in that area, such as the taking of hostages.

Abby Fodiman (Senior—biology major) and Evelyn Havasi (Junior—Sociology major) were members of the Social, Humanitarian and Cultural Committee. They dealt with women's rights and equality in light of changing values and mores in societies around the world.

In addition to all of the above, many of the delegates attended the Camp David simulation, where the United States, Israel, and Egypt attempted to take the stalled Camp David negotiations and set them in motion once again. Other YU students viewed the proceedings of the General Assembly plenary session that took place on Sunday morning.

The YU delegation spent Shabbos morning davening and eating at the Hillel of Boston University, and the afternoon offered the tired students a chance to rest and relax following the hectic pace of the previous few days.

After attending the closing session on Sunday morning, the YU group left Boston and returned to New York City. All of the participants agreed that the trip had provided them with a valuable supplement to their regular academic studies and had been a very meaningful experience. Equally as important was the fact that many of the other delegates to the convention had seen what true Orthodox Jews in general and Yeshiva University students in particular were like.

Career Opportunities In Legal Professions Highlight Discussion By Alumni Lawyers

(Continued from Page 3, Col. 5)

gation, the reading of advisory opinions, and decisions in the area of criminal tax. Some advantages of government work, she continued, are the first-hand "learning by doing" experience a young lawyer can acquire, as well as the insight gained into the working and expectations of government. Such work also provides somewhat of a patriotic sense, and the freedom to do the proper thing in a case. On the other hand, the tremendous amount of paperwork and the many regulations can be choking, and the frequent lack of enough time to do a job right can prove frustrating. Working conditions have their good and bad sides. The hours are usually eight to eight and a half hours per day and are flexible, allowing a lawyer to start and finish when he likes, and also allowing him to take off for holidays, and make the time up later. There is excellent job security after one year, and periodic pay hikes, as well as good fringe benefits. Still, the salaries are far below those of lawyers in private firms. Often a lawyer must make a several year commitment, and though offices vary, a lawyer may be treated not in his professional capacity, but as just another government employee. Mrs. Roseneweig concluded though, that in her opinion, the advantages of government work handily outweigh the disadvantages.

Poverty Law

Next, Mrs. Shirley Stark, who works for Community Action for

Legal Services (CALS) in New York described the field of poverty law. A lawyer in this area of law concerns himself with getting food, shelter, social security, and many other things for needy people. He tries to figure out the person's problem, and then solves it, very often going to court in the process. In effect, this lawyer uses "legal methods to do social work." While the job is meaningful and satisfying, at the same time trying to buck the system every day can also lead to emotional frustration. Though the starting salary of 17-18 thousand dollars may not appear overly attractive, Mrs. Stark concluded, "I can assure you that one thing you are going to like is the work that you do, and the smile that you get from the person that you've helped, and the kind words that you'll get from that person who tells you that "You're the first nice person that I've met, and the first person who's helped me in my whole struggle."

The final speaker was Mr. Marcel Weber of Feder, Kaszovitz, Weber, and Skala. Mr. Weber, the Vice President of the Union of Orthodox Jewish Congregations of America, spoke of general practice and a small law firm. Such practice he pointed out, is more varied than work in a large firm, and involves immediate client contact and courtroom appearances, while at the same time not fostering an immediate expertise in any one field. Being a member of a small law firm means having a say in controlling the entire firm's destiny,

but also means having to do some menial tasks, which in a large firm, would be delegated to some underling. Like a member of a large firm, the partner or associate in a small firm will work late if necessary. His promotions come more quickly but his salary will be less. He will often regard the other members of his firm as family rather than just business colleagues. This type of lawyer also has a closer, counselor type of relationship with his client.

The question and answer period covered many interesting topics

YCSC and SCWSC

Shabbaton March 6-7 at Stern College. Special guest: Rabbi Norman Lamm. Cost: YC \$18, Stern \$10. For info contact Yaakov, M612; Elliot, M602; Danette, 4D. Accommodations for the guys at the Bedford Hotel, 118 E. 40th, Lex-Park.

Saturday Night Activity — Talent Show in Koch Auditorium at 8:30 p.m. — All are invited.

Why Yeshiva?

(Continued from Page 6, Col. 3)

host reflecting on my life at Yeshiva there are certain suggestions that my own limited experience has helped shape. Often, too often, administrators seem more concerned with form than substance. This is most clearly evident in the Jewish studies programs. For far too long, administrators have considered issues from the perspective of community response or expediency, rather than student welfare. Administrators, particularly since the discovery of the severe financial crisis, seem too busy to lead, too occupied to inspire. Most notably, it is almost beyond belief that we are without, and have always been without, a Director for Student Affairs. Be that as it may, we have enormous potential, but for some reason we are stifled.

If we are so off the mark, then why Yeshiva?

Yeshiva, because these problems are surmountable. Yeshiva, because we do often succeed. Yeshiva, because soon our financial troubles will be over; because we will then strive for our ideals, because traveling to any Jewish community in America, and almost anywhere else in the world, we see tangible evidence of our success. We see these successes in our Rabbis, businessmen, lawyers, community leaders, scholars, and medical doctors.

This is why Yeshiva. This is why I shall continue to volunteer to be a student-host.

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YU's Outside Teaching

(Continued from Page 1, Col. 5) In Yeshiva High Schools, the YU cabinet repeatedly voted down the proposal because it was felt that attainment of academic success in a high school and not a college atmosphere was impossible.

Last fall Yeshiva University was host to a meeting at Science Hall between Yeshiva high school principals and Dr. Karen Bacon, Dean of Stern College, Dr. Norman Rosenfeld, Dean of Yeshiva College and Dean Rabinowitz. Once again the principals repeated their proposals. To remove mounting disaffection between YU and the high schools, the YU cabinet agreed to discuss the issue again and later agreed to the proposal of the YHSPC. Letters were sent out informing the high schools of YU's decision and as of now two high schools have expressed interest in it.

Extra Courseloads

If the program is implemented, the teachers would be drawn from Yeshiva and Stern College faculty. Professors teaching the full load of four courses would be asked to teach an additional course and receive average pay for it. The additional salaries received by these professors would be paid totally from the tuition of the high school courses, thus not representing an additional expense for already debt ridden Yeshiva University.

Exactly what courses will be taught has not yet been decided. Paul Glasser, Director of Admissions believed they will be "required or survey courses." The instruction, being given in a high school, will actually limit the

scope of possible subject matter. For instance, courses that rely heavily on library or laboratory facilities will not be able to be given.

Contrast To Co-ops

In contrast to the existing Co-op program at MTA, the students will have no options available to them on the grades they receive. On the completion of their courses, the students will receive a standard college transcript which will not be conditional on any further academic attendance in one of the schools of YU.

The planning committee for the new program will try to get the most impressive YU faculty so that the high school students will want to attend a YU college on their matriculation. Mr. Glasser remarked optimistically that the program "would give a continuous presence of Yeshiva University in the high schools." This program therefore potentially could mutually benefit the two sides involved; Yeshiva University will be able to increase its number of students, and as Mr. Glasser pointed out, Yeshiva high schools will be able "to save their senior year."

Student Council Allocations Raise Furore At YCSC's Intense Semi-Annual Budget Meeting

(Continued from Page 1, Col. 1)

prospects of selling the magic trick. At this point, members of YCDS mounted an assault on Commentator's budget. They alleged that since the society did not in their opinion receive enough coverage, the newspaper's budget should be cut. Mr. Friedman responded that at issue is freedom of the press; YCSC cannot withhold funding for lack of coverage of a particular event. David Kober, Projects Editor of Commentator, noted that in fact, YCDS received coverage in the Dec. 17, 1980 issue in an article written by Mr. Schwarz himself.

Senior Class Proposals

Allan Schuman, Senior Class President said that since YCDS puts on a professional quality show we should decrease the allocations of \$400 for huge improvements and \$1000 for publications and give this money to the Dramatics Society. Other student council members disapproved of this measure. Kenny Goldwasser, Senior Class Vice President pointed out that the

student council could earn a few hundred dollars by charging admission for movies, thus partially offsetting the present \$1,000 cost. Accordingly, YCSC did decide tonight to charge a minimum of 25 cents for each movie with higher admission prices for more expensive movies.

The student council decided that funds could be given to the Dramatics Society from the emergency fund. Following the compromise, the YCSC budget for spring 1981 was passed with nearly unanimous approval.

WYUR Goes FM

YCSC also announced tonight that it was purchasing a new board for WYUR thus enabling it to have limited FM capacity. The improvement in sound will be in the range of 200-300 percent. In addition, WYUR will no longer have to pay the phone company eighty dollars a month for a tie line.

Because of a decrease in the number of students, the University will allocate only \$13,300 to the Student Council this semester, \$700 less than last term.

Yeshiva U. To Credit Learning In Various Israeli Yeshivot

(Continued from Page 1, Col. 4)

meeting University expenses. YU will provide a scholarship for the difference between this sum and the normal college tuition.

"Pass" Credit

As was prior policy, Talmud credit will continue to be accepted as general "pass" credit for "Hebrew Language and Literature" courses. Regular credit with grades however, will be given for study under structured courses — as are given at most yeshivot for women — provided their syllabi and examinations are approved by Yeshiva University. According to Mr. Wachsmann, even some of the less structured header yeshivot are presently offering shiurim that could feasibly qualify for graded credit.

Despite the added cost of University fees above the basic tu-

ition of the yeshivot, the joint program can prove financially beneficial for some students, since by being registered at YU, they remain eligible for government benefits. In addition, since credits accepted under the program are entered directly on YU's transcript, the student's record will show a year of study in residence, as opposed to transferred credit.

According to Mr. Paul Glasser of Admissions, the new program should also prove advantageous for Yeshiva University in general, by encouraging a year of Limudei Kodesh in Israel, while at the same time maintaining a closer contact with its students abroad. Mr. Wachsmann sees this program as a "natural extension" of Yeshiva's current support for study in Israel. Citing the growing number of YU students studying abroad, Mr. Wachsmann pointed out that since two years ago when he served as YU's part-time representative in Israel, the number of YU affiliated men and women studying there has grown to a list of over 300. YU now has two full-time representatives in Israel.

Since the program encourages learning abroad, Yeshivot in Aretz who are vying for new students will also benefit.

Although the joint program should be in effect by this coming fall semester, pending final agreement by the parties, students wishing to study in Israel independently will still be able to transfer credit as was the previous policy.

Anyone interested in working for The Commentator — news, feature, sports or copy, please contact Louis Shicker, Morgenstern 222.

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Scheff Honored For Scoring 1000 Points

With 5:45 gone in the first half against Mt. St. Vincent, Harvey Scheff grabbed the rebound and put in a shot from five feet away to score his fourth point of the game and more importantly the one thousandth of his college varsity career. In so doing, Harvey joined a small and elite group of former YU players, including Marvin Hershkowitz, Irv Bader, Irwin Blumenreich, Robert Rosenbloom. When Rosenbloom, the last person before Harvey to achieve this feat, accomplished it he was a senior. Scheff is only a junior and therefore still has a

time. He has an uncanny knack for being around the ball and at being able to score so proficiently. He is also a fine dribbler, especially for a big man, and the team often relies on him for assistance in breaking opposing team passes."

Game Stopped

When Harvey scored the one thousandth point, the game was



Shot's up by YU Mac.

— A. Jacobowitz

year and a half to add to this achievement.

Joined in 1978

Scheff joined the Maccabees in 1978, after two years of high school basketball under Coach Wiener at HIL, and a year of learning in Israel. For both of the past two years, Scheff has been honored as an all Conference player in the Knickerbocker league. Shor Lyon, of the Independent Athletic Conference, proclaimed Harvey as the "best inside man in the league."

So far this year, Scheff is averaging a team-leading 19 points and 8 rebounds per game, with a 51 percent range from the floor. Coach Johnny Halpert says that "Harvey is one of the finest shooters YU has had in a long

stopped in recognition of this feat. A presentation was made to Harvey of a basketball with the words 1000 points written on it. Scheff said that he would like to thank all the fans who came to the game, as well as the student body, who were very supportive in his efforts to attain one thousand points. "Knowing that everybody is pulling for you is very encouraging, and makes it all worth while." Coach Halpert pointed out that it is a tribute to Harvey that he has an excellent chance at breaking the all-time YU scoring record held by Stuie Pollner of 1378 points.

Anyone interested in writing for The Commentator please contact Louis Shicker Morg. 222.

Intramural Basketball

The second half of the Intramural Basketball season started for the juniors with a game against the freshmen. The juniors were expecting and ready for an easy game, but got just the opposite.

The game started off with the juniors taking a quick 12-4 lead. But after a quick time out, the freshmen led by Schreiber and Kronengold fought back to trail by two at the half.

Juniors Regroup

The juniors got their act together midway through the third period. Behind the shooting of Jay Forman (sixteen points) and Sam Rudansky (fourteen points), and the inside work of Jay Adler (twelve points), the juniors took a ten point lead into the fourth quarter.

The freshmen attempted a comeback in the fourth quarter, but with a hard defense led by Ira Shulman (seven steals) and Mutt Leichtung (six steals), their attempt was for nothing, as the Juniors went on to a 74-55 victory.

Fencing Team Beats Brooklyn After Losing To Stevens Tech

Yeshiva started the second half of their fencing season by defeating Brooklyn after losing a close match to Stevens Tech.

On Feb. 3 the team played conference leading Stevens Tech. Somewhat rusty after the long midwinter vacation, Yeshiva fell far behind in the first round. Derusted by the second in Mark Adelson's three foil victories, they rallied to 11-10, but could not pull it out. Stevens hung on to win 15-12. David Feit and Richard Krasna each won two in epee. Jay Zauderer picked up

two in Sabre.

Comeback

A sharper squad faced Brooklyn a week later. Yeshiva defeated them 15-12. Brooklyn came close but simply not enough, as Yeshiva especially in epee went through them like ghosts. The epee team did the job. Feit, Krasna, and Moshe Greenberg each going 3-0, for an epee win. Jay Zauderer fenced well in sabre and clinched the match with his third victory. The Maccabees posted their fifth win against three losses this season.



Fencers on guard in league match.

— A. Jacobowitz

Wrestlers End Successful Year

The Yeshiva University Varsity Wrestling Team closed out its regular season by narrowly defeating Delaware State 30-29. The victory clinched a winning season for the Ellmen, who now look forward to hosting the First Annual Maccabean Wrestling Tournament.

Closing The Season

The Ellman have just completed a grueling schedule of five matches within three weeks, including a dual meet in Boston with Boston College and Emerson College. The squad lost in close matches to Brooklyn and Boston College, while defeating Emerson and Brooklyn Poly. The most recent victory over Delaware State notched the Maccabees record to 6-5.

The teams' victories were achieved despite the loss of two key wrestlers for the entire season, co-captain Yossie Kowalski and Gavi Simon. Both were figured to start at their respective weight classes this year; both had gained much needed experience and skill from the previous two years. But Gavi was out with a knee injury and Killer separated his shoulder in practice early in the season, so the Ellmen looked to their depth in the lighter weights. Also sidelined were Jay Lerman for a week and a half before the season, and Al Phillips for the last two weeks of the season.

Yet the team struggled back from injuries. Pesach Kremen, Heshie Kranzler, and Aaron (Bobby) Lapp all filled in admirably for the injured Simon and Kowalski. Kremen and Kranzler both had crucial pins, while Lapp wrestled very well at both the 142 and 150 lb. weight



Yeshiva wrestler attempts a pin.

— B. Bender

classes. Mugs Marcus came back to several crucial matches at heavy weight and freshman Andy Cohen showed much promise as a new freshman varsity wrestler.

Creativity And Guts

Ben J. Genet showed why he seemed to be the most popular YU wrestler, demonstrating both guts and creativity on the mat. Genet muscled four crucial wins for the Ellmen this year, and should be one of tomorrow's stars. Junior Wayne Brecher is known as YU's "blood and guts" wrestler, with tremendous skill and enthusiasm. Wayne's pins

helped secure victories against Bronx and Brooklyn Polytech. Captain JJ Lerman became a consistent, steady performer for this year's team, finishing up his senior year with an excellent 6-4 overall record.

But the real hurrahs go to freshman Adam Husney, who compiled the best record since the days of Mitch Merlis and Herbie Schweitzer. The highly touted Husney won eight matches this year and lost only two. Husney no doubt has the potential to be one of YU's best wrestlers of all time.

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