

Girls Need Ready Cash

By SALLY ROTTENSTREICH

The majority of Stern students are from out of town, and are therefore forced to rely on checks from home or their personal income to cover their expenses. Most of the dorm residents have checking or savings accounts at local banks in order to facilitate their handling of money. However, cashing a check from an out-of-town bank often involves a great deal of difficulty and inconvenience. Until early this year, the school cafeteria cashed students' personal checks, thereby saving the girls a great deal of time and trouble.

A random sampling of several students revealed that the discontinuation of this practice created many problems. The suggestion was made that Stern have a banking hour — that is, the office would arrange to have the girls' checks cashed at certain times on specific days. Many girls who now cash checks at banks would take advantage of a system of this nature.

Jackie Finberg — "I prefer using cash — I deposit my checks and ~~withdraw money~~ as I need it. Unless the school banking hours were efficiently run, the waiting on lines would be a nuisance."

Reeva Levine — "I would find banking hours very convenient, as I have late classes and am not able to get to the bank before closing time."

Some students cash their checks at neighborhood stores, but many of the larger stores will not accept their checks. It is extremely important that Stern students have a place where they can cash all their checks. For example, Soni Edelstein, a sophomore, found that after opening an account at a local bank she had to wait thirty days before they would cash her checks. The school refused to cash it for her, and she was left literally without a cent.

The consensus of opinion is that school banking hours or a similar system is of vital importance to Stern girls, and that such a system should be devised and put into effect immediately.

GLAMOUR AND YOU

The executive Boards of Student Council and The Observer have been asked to sponsor a preliminary to the Glamour Magazine "Top Ten College Girls in America" contest, which seeks to honor young energetic college women who participate actively in school and community affairs. All winners of this nationwide contest appear in the August issue of Glamour magazine, and their schools are given honorable mention. They also receive a personal gift from the editors of Glamour and an all-expense-paid trip to Europe, where they will be the guests of Glamour at an outstanding festival or International Exhibition.

The honorable mention winners will also receive a gift from the magazine.

Entry requirements are as follows:

lows:

- an entry form must be completed and sent with two photographs.
- photos are to include a typical campus outfit and an off-campus outfit for either daytime or evening wear. Photographs must be full length no smaller than 3x5, no larger than 8x10.
- an essay of 500-700 words must be submitted describing in detail her participation in her field of interest. She should explain what type of activity and who sponsors it, when and why she chose this type of involvement and what role she plays in it.

The judges will be Bev Koval, Mrs. E. Auerbach and Fayge Butler. All entries must be submitted by Jan. 1, 1969.

Dura Art Symposium Honors Dr. Wischnitzer

On Wednesday night, November 6, 300 people gathered for a Symposium in tribute to Professor Rachel Wischnitzer, emerita, professor of fine arts. Prof. Wischnitzer has devoted her life to researching the art of the Dura Synagogue, the subject of the Symposium.

Dean David Mirsky opened by remarking that the students, faculty, and guests assembled not only to learn about Dura, but also to honor Prof. Wischnitzer in her jubilee year of research in art history. Her career as a professor of art at Stern began "the day Stern doors opened," and she retired from teaching classes in June when she was named professor emerita. Dean Mirsky read a message from Dr. Belkin expressing his regrets at not being able to attend, due to illness.

Mr. Sam Sobel, of the American Museum of Jewish Art and Culture where Prof. Wischnitzer is on the advisory council, presented her with a portfolio of museum collections.

With charming wit, Prof. Wischnitzer introduced the topic of discussion for the evening and the distinguished members of the panel.

Prof. C. B. Welles, Professor of Classics at Yale University, the first speaker, discussed the historical background of the city of Dura and the period in which the Synagogue had been built. During the Hellenistic period, Dura, a Roman city of heterogeneous religious population, was built around a Roman garrison near the Euphrates River. Professor Welles explained how the sanctuaries there excavated advanced the study of ancient religious art.

The second speaker, Dr. Morton Smith, Professor of History at Columbia University, congratulated Prof. Wischnitzer on her "courage in arranging the paintings so as to clarify their theme and order." Professor Wischnitzer has theorized that the unifying theme of the art work of the Dura Synagogue is the messianic hope for the Redemption of the Jewish people.

Dr. Smith asserted, however, that the evidence in the Synagogue refutes any unifying theme. The treatment of many Biblical subjects in the paintings and frescoes, in his opinion, conflicts with the old Testament and traditional Jewish thought.

He validated his contention by

citing the presence of magical symbols in the frescoes which suggest witchcraft. Other objectionable factors include bones found in a doorway of the Synagogue, figures of Greek gods and remains of incense stands.

Dr. Blanche Brown, Professor of Fine Arts at New York University, briefly surveyed the history of art from the paleolithic era through the Roman period in order to illustrate the mixed artistic influences of Dura art. She claimed that C. H. Kraeling, in his classic work on Dura, *The Synagogue*, overestimated the Jewish and Oriental contributions to the art of Dura and underestimated the Roman contribution. Dura was part of the Roman Empire when the Synagogue was painted and therefore was obviously greatly influenced by Roman art.

The fourth speaker, Dr. David Sidersky, Professor of Philosophy at Columbia University, discussed

the philosophic and symbolistic background of the Dura paintings. He analyzed the relationship of Hellenistic Judaism to Hellenism and of Hellenistic Judaism to art.

Dr. Sidersky asserted that the art of the Dura Synagogue expressed Hellenistic Judaism in its content and Hellenistic technique only in its form.

To Dr. Sidersky, the only constant factor throughout Jewish history in the Diaspora is the Jews' cultural — but never religious — assimilation. He argued that it was necessary for them to assimilate culturally in order to survive. If, however, they had been conversionists, there would be no Judaism today.

He then pointed out that there are two types of Judaism: the Hellenistic Judaism, which is essential, strict, and based on Halakha; and Agadic Judaism, a vaguer, more flexible type not centered around Halakha. Thus, the presence of Hellenistic symbols in the art of the Dura Synagogue does not necessarily indicate that the



Dr. and Mrs. Norman Primer join Stern for the occasion.

Freshman Elections Criticized

Freshman elections held a week ago elicited quite a vehement response from the student body. Margie Strick, who worked at the ballot box had this to say:

"Unfortunately in Stern College an election is synonymous with a popularity contest. Girls aren't voted for because they are best suited for office. Instead, everyone votes for her friend or neighbor. I would say that the freshman election was an N.C.S.Y. election. By chance, the girl who was elected president is a very capable leader, but this is not always the result of a popularity contest."

As for campaign speeches, only a handful of girls go to these functions which is a rather distasteful circumstance. When it came to voting, most of the girls did not know the candidate for whom they were voting. "I give more credit to those girls who abstained than

to those who voted, not knowing anything about the candidates."

Debby Klaff (Sophomore), "The elections could have been better organized. Because voting was postponed, not enough freshmen knew when to vote."

Toni Fletcher (Junior), Voting freshmen didn't read the ballot and didn't vote preferentially."

Netti Wachtenheim (Freshman) — "Girls didn't know what preferential voting meant. There was not enough publicity for nominations."

One freshman asked in reply, "What elections?"

Linda Billauer (Freshman) — "The whole thing is a farce. We elected good officers by default. The candidates weren't well known."

Judy Rosenkrantz (Fr.) summed it up: "Everyone was thoroughly disappointed with the ordeal of elections. The whole system of elections and voting in Stern College leave much to be desired."



Dr. Wischnitzer introducing the

painters were not Hellenistic-oriented Jews. This is proven by the fact that the paintings are basically Biblical, or Agadic in content, with only a few Hellenistic additions in technique.

Dr. Meyer Schapiro, Professor of Fine Arts at Columbia University, the final speaker, emphasized the significance of the Dura paintings, they focused world attention on Jewish art not only as a firm in itself, but also as a direct influence on the development of Christian art of the Middle Ages.

Dr. Schapiro presented slides of Dura art. He suggested that the Dura paintings were basically religious illustrations, and not merely artistic creations.

DORMISTORY

We really hate to get all keyed up about little things, but when the key fits the lock, we pick it. Put yourself in this key position. Suppose you were shammos in charge of keys and the general upkeep of a Key Institute of Jewish Learning. Would you keep your keys under lock and key? For instance, if Dorm Council and Student Court wanted to open session in September, would you keep them locked out of their rooms 'til October? Isn't that sort of like Contempt of Court? Now, put yourself in another key position. Suppose you're the key person who asks the key key-keeper for the key to your locked up lock. However, you find that the authority of that key key-keeper is under lock and key by the same person who locked up your lock. So you approach the key key-keeper of locked up locks. And that key key-keeper keeps you waiting for two hours before he unlocks his locked-up file on locked-up locks. Then, all he does is keep promising you an audience with the key locksmith, the guy with the key to all locked-up locks. Finally, you reach the key key-keeper of the locked-up files on locked-up keys to locked-up locks. By now you're all keyed up. When you're that close to the key to a locked-up lock, it's hard not to picket. But you don't. And you get your key. Six weeks late. The key point to keep in mind about key-keepers who keep key-keys to locked-up locks in locked-up files is this: is this key different from all other keys?

Owed on a Cafeteria

The Stern College Cafeteria situation should surely come to some cessation. That chronic problem does again arise. At six o'clock when those hungry eyes from T.I., the Medical School and Stern Stand in a long line and yearn for just a taste of meat. And, please G-d, an empty seat. Squeezed in quite tight. What a miserable plight. A jab in the back with a tray is another sacrifice we pay. The food finally comes into sight. And now, to choose it right! "Yes, please, can I help you?" What to take! What to do! Don't ask about the price. For it isn't at all nice. A price list hangs from the wall. But it's out of date and the print's so small! "Hurry please you're holding up the line!" "OK, OK, whatever that is will be fine!" Time to pay the cashier. But, please, no checks, dear! To make things simple and plain

The cafeteria's a big pain!
So hear an innovation or two
Of what we'd like to see them do.
Enlarge the cafeteria!
And that's no hysteria!
In the Annex there's a place
Rumored to be teachers' space.
In that Annex room should be sold
All kinds of snacks — hot and cold!
To accommodate the overflow.
Then progress must certainly show.
Instead of using money to pay
Coupons will be the quicker way.
Again checks will be cashed
For all those who dash
To the cafeteria between 2:30-3
On Monday, Tuesday and Wednesday, si?

GUIDANCE PLEASE

Each year bewildered Stern seniors face graduation with no clear idea of available job and graduate school opportunities. Graduate Record Examination application deadlines are not publicized, nor is the significance of these exams made known. Underclassmen drift from major to major unaware of the various requirements needed to graduate. There is no reason why students should have to seek out guidance in hastily arranged conferences with professors not well aware of their capabilities and records, or run to upperclassmen, unqualified to help them. Stern College desperately needs an effective guidance system.

Most colleges offer students an opportunity to develop a relationship with an individual whose sole responsibility is guidance. Such a person can offer immeasurable aid and encouragement as well as a realistic assessment of the student's capabilities and chances. We strongly urge the immediate hiring of guidance personnel.

Each day makes it more urgent. Seniors, last week was the G.R.E. application deadline. Two-thirds of your classmates missed it. Did you?

WANTED: = TIME

We appreciate the Administration's efforts in establishing the Library's hours from 10:00 A.M. to 5:00 P.M., on Sundays, adding two hours of study to the Sunday time schedule of previous years. Yet is this present time schedule sufficient to fulfill the needs of students in an institution of higher learning? Is Sunday our day of rest? Need the Sunday Library hours be shorter than those of the other evenings in the week? It is time that the Administration and library supervisors acknowledge the fact that Sunday is not our Sabbath Day at Stern and should, therefore, readily extend the Sunday Library hours.

Fayge's Forum

A STERN SCRUTINY

By FAYGE BUTLER

At the Student Convocation for Dr. Belkin we heard a reading of his views that our university be administered not by students, but for them.

The obvious question arises: Though the student does not directly participate in the actual management of the institution, does she have the right—the obligation, to be aware of the surface, and even inner workings of the University? Can we, should we, must we be in the know? Should we inquire? evaluate? pressure? request? Or should we ignore, expecting to be ignored?

Fortunately, Stern College Administration and student leaders utilize and zealously protect their viable communication channels. Suggestions are heard graciously by both sides; together we seek practical solutions. However, our communication with the University "Them" leaves much to be desired, due in large part to the confusion over our physical facilities. However, the presence on Wednesday of Public Relations' Mr. Herb Falk and Assistant to the President for Student Affairs, Rabbi Israel Miller is a stride toward easing the "step-daughter complex." Regular meetings with Mr. Jay Blazer (buildings and grounds) and Mr. Parker (cafeteria), which move into the planning stages soon, will equip us with the necessary apparatus to deal with issues as they arise rather than grapple with them at angry confrontations.

Informed students make better students. Knowing the facts and thus appreciating the problems of the library, academic departments, cafeteria, and Registrar's office puts daily events in perspective, lifts morale and encourages understanding.

Thus, detailed studies of these aspects of Stern life must be undertaken.

Here, we must grapple with The Problem: Due to size limitations, the responsibility for Stern departments and services often rests on the shoulders of a single individual, who becomes the personification of that segment of Stern. He sometimes regards an inquiry as a personal affront. But we realize that those involved in our institution try their best. Efforts which have not met with success might do better with student interest and support.

Thus for the next three months, *The Observer* will focus on conditions at Stern as groundwork for our final efforts, the January supplement, "Problems at Stern," chaired by Rita Lefkowitz '69, with an accompanying symposium. It will be an intellectual investigation of the educational and administrative processes at Stern, mindful of the Middle States Accreditation visit this spring.

The next few months might be personally trying for many of us. But with real progress as our goal, we must suppress our emotions and fears and elevate this objective inquiry. Each member of the Stern community must journey into the Hall of Mirrors and contemplate his image.

Of course, this investigation is not intended as an attack. Only two parties can turn these probes into a matter of personalities: the author and the subject. Those who write have no personal animosities to vent; the pages of *The Observer* will not be made a forum for character assassination. The writers have only Stern to serve.

Thus, we invite every member of the Stern community to contribute, honestly and courageously, to this effort to improve Stern.

Board Soundings

NIX ON AGNEW

By LILA MAGNUS

According to the findings of a student poll at Stern the most frightening thing about the election of Richard M. Nixon is Spiro T. Agnew.

"Agnew is perhaps the only politician on the American scene today who can unify the opinion of a large bipartisan segment of the American population," said one student. "After all, how many public figures can you classify as being totally unfit to assume public office? Some come pretty close, but none are as frightening as Agnew because none of them, G-d help us, is going to assume the vice presidency of the United States on January 20th."

"To say that Nixon did the country a grave disservice by choosing Agnew is to understate a very cruel fact. One can only hope that Agnew's duties will involve nothing more significant than official caretaker of the tulip garden on the south lawn of the White House."

One student advanced the idea that Nixon be encased in bullet-proof, germ-proof plastic two days before the inauguration and not

be let out for another four years. "I never thought I would end up praying for the health of Richard Nixon," she commented, "but from now on it's T'hilim every night."

Agnew is merely one manifestation of a problem voiced by many students who sat clustered around the television set on election night. "Look who he is surrounding himself with! Nixon owes an immense debt to people like Strom Thurmond for delivering some of those Southern states. I hate to think of how he is going to pay them back."

"Well," answered her companion, "if you hate to think of it I would advise you not to be around when Nixon gets to appointing the next chief justice."

The second foremost gripe was against the electoral college system.

"I must have learned what that is at least six times during my school career and I still don't understand it!"

"When is that business going to be abolished? How can Nixon expect to unify the country when everyone who voted Democratic

knows that Humphrey still can't be declared the loser in popular votes?"

"I'll tell you what worries me. Israel. I know what Nixon pledged, but his 'Tricky Dick' image still sticks. I simply don't trust him. I suppose much depends on whom he chooses as Secretary of State. Some people are saying Rockefeller. Can't you just see a man whose great grandfather founded Standard Oil siding with the Jews?"

"Well, Nixon's election is not very good news for political doves either. I don't see a particularly bright future for the Paris peace talks. Gene McCarthy probably felt like going out and drinking himself into blissful oblivion when he heard the election results. Maybe he did. Has anyone heard from him lately?"

"Poor Nixon, lone Republican in a capital city full of Democratic congressmen. I think I'm going into political hibernation for the next four years. Wake me in '72, will you?"

Enter Now!

Entries for the SCW insignia must be submitted by November 16th in black ink on a white index card. Type your name, address and class in the upper right hand corner. Designs must be no more than 1 3/4" x 1 3/4" and will be judged on the basis of originality. They should incorporate the words Stern College for Women and a suitable motto, drawing, etc., illustrative of Stern's goals. All graduates and present

students are eligible. The top ten designs will be published in *The Observer* and voting will be held. The winning entry will retain the insignia of Stern College. The SCW insignia design competition is sponsored jointly by Student Council, which is offering a \$15 (fifteen dollar) cash prize to the winning design, by the Director of Student Services and by *The Observer*. For further information see Fayge Butler.

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SCIENTIFIC SURGE AT STERN

By SANDRA SOLOMON

This year science progresses not only in the fields of cancer research and space technology, but also in the laboratories of Stern's own science department. A recent grant of \$50,000 affords Stern a new complexity of scientific equipment. Doctor Remes, our chemistry professor, proudly displays the department's new infrared spectrophotometer and vapor-phase chromatograph with its own potentiometer for recording. With this modern equipment Dr. Remes' budding chemists can increase the depth and scope of their research projects. Dr. Friedland, Professor of Biology, plans expansion of laboratory facilities with the acquisition of phase contrast and dark-field microscopes, a micro-manipulator, a new autoclave for microbiology, and several other modern devices. Also as part of this grant, the Department of Education acquired audio visual machinery.

We welcome five new personalities into the faculties of physics and biology, each adding a new dimension of interest.

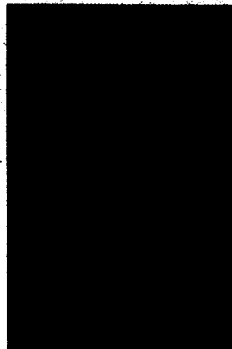
Dr. Leon Landovitz, B.A., M.S., Ph.D. Columbia University, instructs those energetic girls in our new Modern Physics course. Although Dr. Landovitz has done extensive work in elementary particle physics, he is deeply interested in the promotion of the study of all areas of physics. He has graciously offered to accept suggestions for courses of particular interest to the students. Dr. Landovitz feels that the administration will continue its cooperation in acquiring instructors for new courses from the staff at Belfer.



Mr. David Flory; Physics

Mr. David Flory, B.A. Reeds College, M.S. Columbia University, Instructor of Physics at Stern, is currently a doctoral candidate at Belfer School of Science. His thesis concerns the physics of elementary particles and fields. Mr. Flory investigates theoretically the results of nuclear breakdown into high energy particles and energy fields. This work is part of modern research known as Quantum Field Momentum, which deals with the properties of radiations, such as cosmic rays traveling through space, and their relationship to matter. Mr. Flory suggests that Stern institute advanced physics courses leading toward a bachelor's degree in physics. Since many students are interested in pursuing a career in math or physics, we feel this suggestion should be strongly considered by the administration.

Mrs. Eunice Chang Norton, B.A. Taiwan University, M.S. Columbia University, is a doctoral candidate at Belfer. Her thesis delves into the reactions and interactions of sub-nuclear particles such as baryons and mesons and the electromagnetic forces involved. Mrs. Norton, our new physics lab instructor, suggests an improvement in the quantity and quality of the present laboratory equipment.



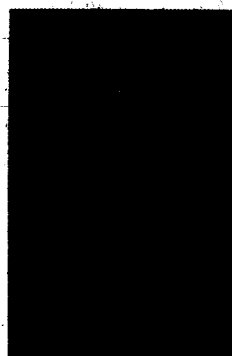
Mrs. Eunice Norton; Physics

Dr. Irene Goldring received her B.A. at Hunter College, M.S. and Ph.D. at New York University. At N.Y.U., Dr. Goldring studied the effects of radiation on the nervous tissue of chick embryos, and the reaction of the embryos in tissue culture. She is currently engaged in research at the Albert Einstein College of Medicine, employing the tissue-culture technique, which is one of the modern methods for experimentation in cancer research. Here at Stern, Dr. Goldring is Professor of Biology and Embryology.



Dr. Irene Goldring; Biology

Dr. Betty Rosoff, B.A., M.S. Hunter College, Ph.D. City University of New York, is the instructor of our new Advanced Biology I course which involves a more detailed study of biology from the chemical viewpoint. Dr. Rosoff's thesis work concerned the effect of gonadotrophins and thyromectomy on zinc uptake in the male reproductive system of the rat. Dr. Rosoff wishes to initiate a course in her specialization, endocrinology. Biology majors would certainly look forward to the addition of this course to our curriculum.



Dr. Betty Rosoff; Biology

Koval Comments ALL SYSTEMS GO

By

BEVERLY MOSKOWITZ KOVAL

In the short span of two weeks, Stern and Yeshiva Colleges marked two milestones in their academic histories—the introduction of a new dean and the twenty-fifth anniversary of Dr. Belkin as President of the University. We on Student Council were grateful for the opportunity to express our appreciation through the warm, dignified affairs that were so representative of the guests of honor themselves. Our veins surged with the vitality that comes with the renewal of commitment as both Dr. Belkin and Dean Mirsky, in reaffirming their dedication, allowed us to catch a glimpse of the prospects for the years ahead.

The question, however, is: where do we go from here? It is not too soon to begin working toward the goals that were so emphatically presented.

With this in mind, we are happy to be able to relay the administration's announcement that the bids for Stern's new building are presently up. The bids, we have been assured, will be followed by construction which, according to the University's timetable, is scheduled for January.

To match the physical growth, the Student Faculty Committee on Curricular Affairs will begin its program of curricular improvement with the introduction of a pass-fail system. Student representatives have written a proposal which will be reviewed by the faculty members of the committee who will then bring the proposal before the faculty where it will hopefully meet with quick approval.

As reported by The Observer, there are many other projects that are presently in their planning stages. While there is a great deal yet to be done, if nothing else, the events of the last two weeks proved that we can expect the recommendations and co-operation of our administration in the solution of our problems and in the attainment of our goals. Our mission was restated, our course re-determined, the lines of communication fortified. Apparently, all systems are "go"—and we, certainly, are eager to get going.

HAVE STRIKE MUST TRAVEL

One of the major programs in the Education department is student teaching. This year presents special problems because of the extended N.Y.C. teachers' strike which has caused all of the municipal schools to remain closed. To accommodate the students and prevent the collapse of the program, Stern Ed. majors were assigned to out-of-the-city schools, in Yonkers and New Jersey.

Helene Katz has noted the problem of transportation and time. She rises at 6 A.M. to get to Elizabeth, N.J. on time. "Even by leaving my school at 2:30, I come at least 10-15 minutes late to my 3:40 class, and that is when I rush until I am out of breath." Noemy Schwartz, who is assigned to Yonkers, cites the same problem. She gets up at 5 A.M. Both girls stressed financial problems. Noemy said, "Daily expenses are fantastic: \$2.50; while Helene admitted, I cannot afford the extra \$35 a month for transportation."

Noemy who is teaching a white, lower-class second grade class also said, "It doesn't compare at all to the school situation in N.Y. (where she expects to teach). Schools in New York are larger and more formal, impersonal, and represent a cross section of students."

One Ed. student teaching in Elizabeth found quite the opposite. "The school, which is located in a rather deprived area, is 95% black, as is 33% of the staff. We have been placed outside of N.Y.C., in

the kind of school also most common in N.Y.C., where we may very likely be teaching after graduation."

Another student previously taught in N.Y.C. and compared her experiences with those in Elizabeth. "I enjoy teaching in Elizabeth more than in N.Y.C. I find the students and faculty much more friendly and warm than the faculty in the Bronx."

Noemy found the same true of

Yonkers. "The Yonkers staff is more respectful; the curriculum is more structured. N.Y.C. has a haphazard arrangement of schools." But two girls found disciplinary problems with the children. Another expressed sympathy with bright students who were held back by a majority of slow learners.

Most of the Ed. students feel they are gaining valuable experience.

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HOTEL BEDFORD NEW YORK

Czech Girl Flees To Freedom, Stern, And Strange New World

By **DEBBIE POUPKO**

Regina Neuman will begin her studies at Stern in February. Truly a Jacob of our times, she has fled from an oppression, seeking freedom, and has found a new world with new problems.

Regina left Czechoslovakia with a passport, a picture album, and practically no knowledge of English. The passport was changed into a visa upon her arrival in the States. Her English vocabulary has extended beyond "Hello baby," and she now communicates well with her roommates in English, Yiddish, and sign language.

"But aren't you afraid of what the Czechoslovakian Government might do to your family because you changed your papers and decided to stay here?" "I was nineteen and my parents were no longer responsible for my actions. And were it not for my mother's poor health, they, too, would come."

"Is the situation so bad that many people want to leave?" Regina replied that in Czechoslovakia anyone who wants to can work

and earn a moderate living. In the States they have so much, they don't know what they want. Most Czechoslovakians are middle class people who have clothes to wear and food to eat. But, a lot of people do want to leave because they want freedom; they want to be able to say and read what they please. Regina says that what she likes best about America is "freedom."

Miss Neuman seemed acutely aware of the political situation in Czechoslovakia. In elementary school, she was a Pioneer, a type of girl scout who plans to join the Communist Party when she comes of age. She was involved throughout high school, and she would have had to join the Party in order to enter the University. But Regina is here and says of the recent crisis in her homeland, "There is no future for Czechoslovakia. It is just like when Hitler came."

Regina then told of the Jewish problem in Czechoslovakia. There is a great deal of intermarriage and the children from mixed marriage don't know who or what

they are.

"Are there Yeshivot in Czechoslovakia?"

"Yeshivot? Jews have no schools, no movies, no books, no culture!"

There are a few synagogues, and though it is not politically dangerous to go, as in Russia, it is socially unacceptable. Regina's father sheets for her family and others who want kosher meat. He is also the Gabai, Ba'al Koreh, and Chazan in her home town, Carlsbad, where there is rarely a minyan except during the summer when tourists flock there. Jews also face the problem of going to school and working on Shabbat. "There are no young people in the synagogue."

Regina is faced with her own problems. She is in a strange country with no relatives and must adjust to a whole new way of life. She lives in the dormitory and will be attending New York University, learning English, until February, when she will begin classes here at Stern.

RINGS AND THINGS

ENGAGED

Cynthia Ciment '70 to Herb Krantman Susan Krantman '68 to Mike Friedman Rayna Perlas '70 to Schmery Katon Esther Gidlin '70 to David Schenker '70 Sandra Harris '70 to Mark Friedman Nancy Harris '70 to Dov Ezeretzky Sandy Lipman '69 to Stuart Billauer Linda Lipschutz '69

to Henry Shimanovsky Andree Kaplan '69 to Michael Lieberman Bunny Rothstein '69 to Dr. James Hain Dvoran Abrams '69 to Benjamin Ganser Trina Rendel to Howard Schulman Claire Lowe '70 to Frederick Deesen Judy Novick '69 to Albert Mustien Judy Turk '69 to Gershon Rosenberg Harriet Katznelson '69 to William Moses Molly Weinstein '69 to Rabbi Nachman Levine

Phyllis Tauben '69 to Pincus Zagebaum Becky Rausch '69 to Eric Berlin

MARRIED

Florence Engel '69 to David Weinberg Florence Zweig '69 to Beuren Deesen Eva Schwartz '69 to Barry Ocks

SIBLINGS

Julia Morgenstern Aaron '69, a girl Bella Labovitz Jacobson '68, a boy

Student Dorm Court Tries Best

By **JUDY GELLER**

The student court is an innovation in the dormitory regulation system originated to maintain order in the dorm under the guidance of the students themselves.

Present at meetings are the three judges, the co-ordinating scribe, and the court stenographer. All members of the court were chosen on the basis of interviews made by the Dorm Council. The judges are Ruth Levinson, senior judge; Tracey Weinerman, junior judge; and Yvette Rosenberg, sophomore judge. Their job is to decide upon the necessary penalties. Gloria Epstein, co-ordinating scribe, filters through all the infractions committed and records them, and sends out warnings and penalties. Where there is a prescribed penalty for a certain misdemeanor, Gloria may issue this penalty. Shonnie Goldwasser, the stenographer, keeps a complete record of the court's programs. After a closed Monday night session, during which the judges determine the proper penalties for minor infractions, an open Wednesday session is held. At this time a girl who has committed a serious violation is called before the court. The Wednesday night session is also devoted to girls who wish to appeal any penalty given to them.

The major change in this new system is that efforts will be made to suit disciplinary measures to the infractions, as opposed to last year's system in which demerits were the only punishment given, and no differentiation was made in reference to the seriousness of the transgression. It is hoped that in this way the student will be made aware of the relative severity of her offense.

The general reaction to the stu-

dent court is favorable. Nancy Fink, a sophomore member of the Dorm Council, comments on the value of the student court: "Students who live under the same conditions deal with their fellow students. This results in more cooperation because the students can empathize with each other. However, this does not necessarily indicate a lack of objectivity on the part of the judges, because they realize their responsibility."

Some students do have their reservations about the new system. Senior judge, Ruth Levinson, feels that this attitude "displays a lack of self respect and responsibility. These two characteristics are essential keys to the success of the student court."

DORM PRES COUNCILS

By **MERYL SWINKIN**

This year, marks the beginning of a new role for Dorm Council. Slowly but surely, Council is becoming a respected and recognized organization. Though its history has not been an altogether glorious one, Dorm Council has now gained the support and respect of Stern officials. Unfortunately, however, it lacks similar support and respect from the great majority of the student body.

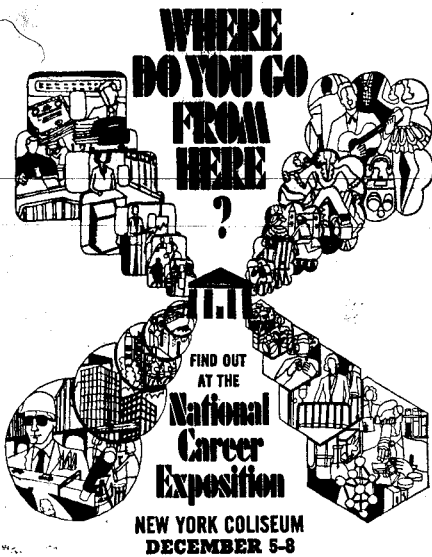
Student Court, the most vital force within Dorm Council, has initiated new procedures and taken on new functions within the dormitory community. Unfortunately, residents take no direct interest in dorm politics.

Perhaps they are uninformed.

Dorm residents elect officers to Dorm Council. These officers appoint three judges, one from each of the upper classes, who head a judiciary system. Relevant personal factors are always considered in determining the innocence or guilt of each student and in conviction or dismissal of every case. If a girl is dissatisfied with her penalty, she may appeal. To insure privacy, spectators are barred from court hearings. Only the judges, scribe, coordinator, court stenographer, defendant, and relevant witnesses attend. If requested, an executive member of the Dorm Council may attend.

The Judges meet on Monday and Wednesday evenings. Monday's closed session is devoted to the determination of penalties. On Wednesday the court hears the cases of the major violations of the past week. The Judges are in the Student Court Room, 3E, between the hours of 8-10 P.M. Appeals are made during those hours.

The aim and desire of Dorm Council is that Student Court be an effective and respected institution. Only with your concern and cooperation can the goal of "100% effectiveness" be achieved.



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Psych Trip Impresses Students

By **ELAINE EINHORN**

Headed by Dr. Perlman, a group of psychology students from Stern College visited Middlebank School for Retarded Children in Connecticut. Middlebank is a public school primarily consisting of children whose I.Q. is less than 50. Such a child is trainable but not educable.

What are the children like? Eileen Schuster, one of the students who visited the school was deeply touched upon seeing them and realizing that they will never lead meaningful lives.

"Nancy is an attractive girl with long hair who is going to be 15 years old. She can dance so nicely. Her sister, a normal person, tries to help her dress nicely. Yet it's so sad to know that this girl only has the mentality of a five or six year old."

"Another student was Denise, a Jewish retarded girl, whose brother graduated Phi Beta Kappa."

"Tommy, a sociable boy, could speak to us but only with the

vocabulary and mentality of a five or six year old."

"Suzy, a nine year old dwarf, was starving for affection."

"These kids were really happy to see visitors. They crave love and affection."

The children discussed above are the ones that communicated with the Stern visitors. Many, however, cannot talk. They cannot even construct a sentence.

Nearly all of the girls benefited from the field trip. Molly Radzinsky said, "The trip was very effective. Many of the girls realized for the first time what mental retardation is really about."

Molly went on to say that the trip either discouraged or strengthened the girls' desires to be psychology majors. "From what I observed, it seems that this field requires a great deal of strength of character."

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