



The Observer

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THE OFFICIAL NEWSPAPER OF STERN COLLEGE FOR WOMEN

Dean Mirsky Offers New Plan; TI Teacher's Diploma Granted But Dual Degree Excluded

Dean David Mirsky has announced a proposal to replace the BRE-BHL program with three new forms of recognition for achievement in the field of Judaic Studies. In a letter to Dr. A. Leo Levin dated December 22, 1969, Dean Mirsky emphasized that his three point plan was a suggestion that would be presented for consideration to the faculty and students.

The first item on the proposal states that "Stern College should

received automatically at graduation. A student admitted on the advanced level who did not meet the requirements for recognition on her level might receive an intermediate level certificate.

Teaching Diploma

For those students who wish to teach in Jewish schools, the second section of the Mirsky proposal offers the possibility of receiving a Hebrew Teachers Diploma through Teachers Institute for Women. Not only would students take some education courses at TIW as they did under the original BRE program, but the comprehensive examinations (gemers) and the diploma itself would be issued through TIW rather than Stern. Students enrolled in this program would be expected "to meet all the requirements in force (Continued on Page 7, Col. 1)

Pollack Explains Mid East Crisis "US Policy Will Not Bring Peace"

By GINA ZWEIG

On December 25, an emergency meeting on the Middle East Crisis was called at Stern College. Dr. Pollack of the History Department delivered an analysis of the situation and then offered suggestions to ameliorate it.

The Arabs, being in no position now to embark on a war of annihilation of Israel, have decided instead on a war of attrition. Following the Nasser Program set forth in 1968, they plan to attack Israel on five fronts. The constant guerrilla attacks represent an attempt to weaken Israel by daily killing. On a more sophisticated level, they have resorted to economic warfare. Since the Arabs realize the high cost of maintaining weapons, as well as the price of soldiers who cannot be employed in the economy while in the army, they are attempting to break

Israel financially by making them constantly prepare for war.

The third front is the psychological isolation of Israel. The Arabs want the Israelis to feel the world is against them. King Hussein said that what happened to the Crusaders will happen to Israel. They will break their ties with Europe, and find themselves in a sea of Arabs. To accomplish this, the Arabs resort to their fourth front, namely to break Israel's ties with the world. Finally, the Arabs are engaged in a political campaign in the United States against Israel. Without political, financial, and moral support from the U.S., Israel won't be able to resist the Arabs.

There are two key elements in Israeli counteraction of this war of attrition. Good public relations in the U.S. is one element, while support of the American govern-

ment is the other.

For two years after the 1967 War, the U.S. maintained a policy of non-involvement. Now, this is no longer the case. Dr. Pollack maintained that recognition of the Arabs won't make peace. "That policy led to three wars, and it will lead to a fourth war. Peace can only be achieved in Israel if we don't put pressure on Israel, but on the Arabs."

Rabbi Raphael Weinberg stressed the importance of immediate action on the part of every student and faculty member. Newspapers should be contacted, and state legislators should be visited. There should be action on everybody's part for it is everybody's responsibility, insisted Rabbi Weinberg. He emphasized the necessity for students to extend themselves in order to achieve their goal. The problem is an immediate one. We must push everything aside and act now. As Rabbi Weinberg put it, "Let there be chutzpa."

Dr. Pollack outlined a concrete program for action. As American citizens, we can change American policy, Dr. Pollack emphasized. The government must realize that there is not a silent majority on this issue. There are two methods to make this known. The first is through letter writing. Enough letters written to the President of the United States and to influential personnel in the legislature will not be ignored. Not only should students write letters, but they should also get their parents to write letters. This will show that constituents throughout the United States are concerned, and not just one section of the country.

"If we don't act now, no one else will. If this was a generation to be blessed enough to see the rebirth of Israel, we must accept our share of the burden."



Dean David Mirsky

issue to its graduating students a certificate attesting to their achievement in the area of Judaic Studies." Certification would be possible on the elementary, intermediate, or advanced level. Dean Mirsky added that the certificate must be earned rather than re-

Levin Explains Degree Change

Dr. A. Leo Levin, Vice President for Academic Affairs, attended a student-faculty meeting on December 29 to answer questions and respond to comments regarding the change in the BRE and BHL degree programs.

Dr. Levin expressed his desire for the reinstatement of a Jewish Studies Department if the students desire one. He further stated his conviction that June, 1970 candidates for the BRE or BHL would be granted a degree. For the future, Dr. Levin said he could not

make a concrete statement.

The student body relayed its feeling of dissatisfaction at "the degeneration of the religious atmosphere at Yeshiva University." Students were most interested in a meaningful Jewish studies program. The possibility of incorporating a Judaic Studies department and maintaining the BRE and BHL was also mentioned by students, but received no positive reaction from the administration.

Monday night's meeting was another in a long series of meetings

its private, non-sectarian, four-year colleges." This aid is payable under the so-called "Bundy" law, funded by the legislation earlier this year. In order to receive aid, "a college must be chartered by the Regents of the legislature, maintain at least one earned degree program at the baccalaureate level or higher, meet minimum standards of educational quality applicable to comparable public institutions and be constitutionally eligible." All eligible institutions could obtain \$400 for each bachelors and masters degree and \$2400 for each doctorate granted the previous June.

Another release, concerning the mid-summer meeting of the Board of Regents, revealed a new regulation (Continued on Page 6, Col. 2)

Middle States Team Evaluates YU; Impressed by Scholarly Milieu

The Middle States Commission on Institutions of Higher Education is a team of college professors and administrators who conducted an evaluation of Y.U.

From April 13-16, 1969, the team collected self-evaluation of the institutions from the faculty and made an inspection of the campuses themselves. Their final report has just been released and excerpts are included in the following article.

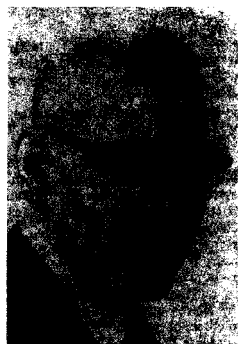
Universities are moving — students, administrators and even faculty are reacting to the changes and new forces in society. At Yeshiva University the movement has been orderly, and so far directed toward improving educational opportunities.

In preparation for the visit each school undertook a self-evaluation and then shared in the preparation of the university report which was the responsibility of the central administration. From every sector of the university the evaluators received cooperation and courtesy. Trustees, deans, faculty and students were interviewed — dissidents were

heard — but everywhere there was active concern for improvement and little evidence of tension. The evaluators were impressed by the serious attitude of the students and the scholarly interests of the faculty.

The recently established Yeshiva College Senate is an example of orderly change to include students in the governing structure. The Senate will have jurisdiction over academic offerings, standards and student performance. Attempts have been made to have a University-wide Senate, and the experience with the Yeshiva College Senate will likely determine the viability of the pattern for other schools and for the University as a whole.

"Yeshiva has many of the characteristics of the better, 'private' universities. These characteristics are reflected in its emphasis on quality rather than quantity, in the openness of its society, and in the freedom of its faculty to pursue their chosen fields of interest, both in teaching and research." However, it operates on four campuses, separated by city distances. (Continued on Page 5, Col. 3)



Dr. A. Leo Levin

and interviews between students and administrators since the change in the degree programs was announced four weeks ago. Over the past month student leaders at Stern have gained more knowledge of the issue involved in the change of degrees than the original vague and incorrect notion that Albany "demanded" a name change by December 31.

On July 25, 1969, the New York State Education Department announced in its weekly news bulletin the inception of a new program. "To provide general, unrestricted financial assistance to

Joint Student-Faculty Committee Chooses Officers, Plans for '70

Representatives met yesterday to finalize plans for Stern College's first unified faculty-student committee to deal with both academic and extra curricular affairs.

On December 17 members of the Student-Faculty Committee on Curricular and Academic Affairs, and the Committee on Student Life met jointly to discuss the future of the two bodies. Those present unanimously agreed to merge the two committees.

In addition to a discussion of the general functions and purpose of the committee and its potential as a representative decision-making body, the major item on the agenda was the nomination of a chairman and secretary for the committee. Dr. Morris Epstein and Dr. Raphael Weinberg were nominated for the position of chairman; Joyce Feinstein and

Paula Goldstein were nominated for secretary.

At yesterday's meeting, Dr. Epstein was chosen as chairman. Paula Goldstein and Joyce Feinstein will share the position of secretary.

Inequalities in our present grading system, cheating and plagiarism, student faculty communications, an honors system, and evaluations of the unlimited cuts and pass-no credit policy have all been mentioned as possible areas of discussion and action by the committee. The council may also be given the right to appoint special subcommittees to discuss particular issues as they arise. For instance, in the dress code issue, the student-religious studies faculty committee could be incorporated as part of the larger body, receiving its power and authority from the parent organization.

LETTER POWER

Recent developments in U.S.-Israeli relations point to the gravity of the crisis presently affecting Israel. The dangerous implications of the United States' most recently formulated policies in the Middle East demand an active response from every Jew throughout the world.

Stern College, therefore, has a duty to set an incipient example for the proper steps in leading the community at large.

During the six-day war, Stern students showed full recognition of this responsibility. Spontaneity and efficiency characterized the action of the student body.

The *Observer* urges that the students again show more than meditative cognizance in regard to the brewing crisis, by sending letters directly to President Nixon, Secretary of State Rogers, and individual Congressmen and Senators. We also ask that each student contact the Rabbi in her home community and insist that letters be sent from each individual there.

DEAD ROSES

The Torah has often been depicted as surrounded by a fence of roses. Stern College's position on the BRE and BHL topic is that a rose by any other name smells just as sweet. Therefore, it follows that Stern may just as easily depict the Torah as surrounded by a fence of dandelions. The obvious fallacy in this reasoning is that a name represents a concept, and once the name is changed, one must be especially careful that the concept does not change.

The *Observer* would not have been bothered by such petty trivia as a change in name only. The suspicion that the administration favored a complete removal of the unique dual degree program regardless of Albany's demands prompted the questions posed in the December 9 issue of the newspaper. Although the administrators repeatedly assured student leaders that no change in content of the programs was intended, the suspicion persisted.

Within three weeks our suspicions became reality. Dean Mirsky's proposal to replace the BRE and BHL degrees has been made public. On the surface the proposal seems reasonable enough, but upon closer examination

it is obvious that the programs suggested as replacements for the dual degree program will result in the deterioration of the intellectual level now existing.

In the proposal for certificates on all three levels, for example, there is great danger that Stern will encourage mediocre performance in Judaic Studies by granting recognition for minimal achievement. According to the proposal, a student who enters on the advanced level, probably with 12 years of intensive Jewish education to her credit, can coast through four years of studies at Stern, learn next to nothing, and still receive an intermediate certification to frame and hang on her wall. Such a system will devalue the importance of any degree from Stern College in the eyes of the Jewish community.

The second proposal, for students to obtain Hebrew Teachers Diplomas from TI carries with it an even greater danger than the first suggestion. Taking a few courses at TI to be credited toward Stern's BRE is one thing, but saying that the degree itself will come through TI is quite another. Any student, especially one from New York, who hears that that the only school granting an HTD is Teachers Institute will have no desire to spend \$1850 per year to go to Stern when she can attend a city school, go to TI at night, and get the same diploma.

The recommendation for a degree concentrating on Jewish Studies (point three in the Mirsky Proposal) starts out with the valid assumption that a student who wishes to concentrate on Judaic subject should have as much right to indulge her interests as a student interested in math or sociology. But if that is the case, why not institute a Jewish Studies — or, to be more specific, a Hebrew, Jewish History, or Bible — major leading to a Bachelor of Arts degree. Any degree other than the BA, even a Bachelor of Science, or a Bachelor of Education, carries less weight academically than a B.A. In accepting the third proposal of the Misky plan, we would be agreeing that the "cream of the crop," the girls who leave Stern with an intensive Jewish education as well as a minor in a field of liberal arts, deserve less recognition than those who major in a single area of liberal arts.

A rose by any other name does smell as sweet. But if, in the process of changing a name because the government demands it, we voluntarily change the concept, Stern College is going to find itself surrounded by a fence of dandylions.

Letters: What They Anticipated From Yeshiva University

Flagrant Violations

To the Editor:
It would seem that one of the primary obligations of the "oldest and largest orthodox institution of Jewish learning in America" is to behave in a manner befitting its name, a name which indeed involves much care and responsibility.

No individual can possibly expect to gain respect and preserve his good name by behaving in a manner likely to inspire little more than disgust and revulsion.

Similarly Yeshiva University's official behavior, as expressed by the judgments and pronouncements of its individual administrative and faculty departments, must reflect a high awareness of its primary responsibility to conform to the Law and spirit of Jewish ethics.

It is a disgrace that the Yeshiva University and Stern College have treated the registration of students in the program of the dual degree as a personal matter. It is a disgrace that individuals have been treated through the use of the registration process as if they were not Jews.

Last year, during the year at Stern I applied for a high office in SCW's Office of the Re-

gistrar in January concerning procedure for the Fifth Year BHL program, as per instructions which hung on the dean's official bulletin board from the time I entered Stern through mid-semester of my senior year. His message, essentially, was that eligible students could apply for a tuition-free fifth year program to complete course requirements for the BHL or BRE degrees. The official told me he was unaware of any authorized procedure but would check into it. He requested that I return in three weeks, which I did, only to be informed that no one, anywhere, knew of an official procedure — "Come back later." I visited that office every two weeks (I repeat, without exaggeration, every two weeks) thereafter in an effort to find out what I had to do. To make a long story short, the end of the year came and still no one knew. I was informed I would receive word over the summer, along with registration material.

As I should have expected, I received no word, no registration materials, and had I not bothered to ascertain for myself when registration was to take place, I might never have accomplished anything.

Approximately five days later I received a financial statement requesting full tuition. It seems that the notice on the dean's bul-

letin board had mysteriously disappeared.

The administration had silently repealed an official arrangement I had been depending on for years. Needless to say, the letter I wrote to the Office of Student Finances was never answered. I still don't know what is happening.

I cannot even begin listing the violations of the Jewish ethical system that this behavior on the part of the administration has incurred. But I feel that I have the right as a student to demand a redress of grievances, and the right as an orthodox Jew to demand that the university cease from presenting such a despicable picture of orthodoxy both to its students and to the outside world.

Lila Magnus Korn

Why Did I Come?

To the Editor:
I recently have become very distressed by the turn of events concerning the Judaic Studies program at Stern College: from a non-religious background, I came to Stern expecting to be engulfed by courses in Chumash, Dinim, Hebrew, and Judaic History, not spread out over four years, but rather all contained in each of the four years. Imagine the disappointment and frustration I felt when I received only a course in

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Faculty, Alumni Reaction

The faculty of Stern College issued the following statement of their position on the BRE-BHL issue:

On Thursday, December 18, a faculty meeting was held at the request of the Faculty Welfare Committee. Following their published agenda, they discussed the recent developments in the BRE and BHL degree programs. The faculty unanimously passed a resolution voicing its grave displeasure and sincere concern at the recent abolition of the BRE and BHL degrees and the manner in which they were abolished. The faculty felt that since these programs were formulated by the faculty and instituted by them, they should not have been disbanded without due consideration and discussion by the parties most directly involved.

There was a feeling of resentment about the fact that students who worked so hard for four years in these programs were so summarily and arbitrarily deprived of Stern College's unique degrees and the recognition they earned. It was brought out that these two programs are the raison d'être of Stern College. If we lose their drawing power, we lose also the

recruiting potential for the highest calibre of human resources which has proved itself by its success in the college.

It was decided to make these feelings known to the administration by formal communication.

Alumni Polled

The best qualified people to discuss the importance of the BRE and BHL are those alumni who received the degree. The *Observer* contacted several Stern graduates to ask their reaction to the possibility that the degrees might be abolished. The following responses are representative of the major points brought out.

BRE graduate, 1958: The BRE program represented to us an honors course in Hebrew studies. The degree itself is meaningless, but students need incentives and stimuli — they work for diplomas and degrees — if nothing is substituted for the BRE, there will be a falling off of the level of Jewish studies courses at Stern. There is no question that seniors wouldn't take additional Hebrew courses if the degree weren't offered.

There are different connotations attached to a certificate and a degree. In my year, the girls were required to do substitute teaching in order to procure the Hebrew Teachers Licence, in addition to the credits for the B.R.E. degree. Many girls bypassed the substitute teaching since they were not interested in actually teaching, but wanted the BRE for its educational significance.

BRE graduate, 1958: If girls want to work that hard, I don't see why they should not get the degree. Stern should be sensitive to ambition.

BHL graduate, 1967: The number of credits per semester is limited at City College, since it would be too expensive for the school to allow a greater load for each student. However at Stern, if a girl can handle an excessive load, she should be allowed to elect it. I wouldn't have come to Stern, if not for the added degree. The BRE and BHL degrees are what made Stern special.

BRE graduate, 1969: A degree is impressively acknowledged when applying for a job than a certificate. The BRE gives the girls an opportunity to take more courses. Why should a girl go to Stern if she can go to Brooklyn College and T.I.? I wouldn't have gone to Stern if an added degree was not offered. I found BRE courses worthwhile otherwise I wouldn't have expended the effort. It is a good chance for overall review. If BRE is not mentioned in the catalogue, what is Stern good for?

Ed. Note: A non-sectarian college, we are told.

College

By JUDITH KROTKI

Progress is a very wonderful thing. Today a company puts out vitamins that taste so good, you can eat them by the box without realizing that they're chocked full of nasty things that build strong bones and teeth. Stern, you will no doubt be glad to hear, is right in there with the progressive movement — shoulder to shoulder, marching ever forward. Stern's progress may be demonstrated in a comparison of the new, sleek, assimilated catalogue of 1969 to the old, cumbersome '64-'66 model.

Streamlined Version

Along with the progressive styles of 1969, the new catalogue has that long, slim look. Slimmer by 38 pages. But that's ridiculous! Stern is expanding and progressing. How could the catalogue have gotten thinner? Elementary, my dear faso. They are using smaller print! And my dear, you ask why, don't you? Recall, if you will, the old movies about the robber barons. You will remember that, as the knight follows the damsel, smaller print is used when something is to be hidden.

And Stern did a very good job

of it, considering they haven't had much practice. They've hidden whole departments so well that they can't even be found. Religious Studies, Jewish History, Biblical Literature, Hebrew Literature, all gone with the wind. Or maybe the hot air scared them away.

Error in Arithmetic

In 1964-66, the majors were listed under the heading "in addition to Hebrew." Stern no doubt tried some new math, and not too successfully, because Hebrew majors got subtracted from the new booklet.

Rumor has it that now the Bachelor of Religious Education and Bachelor of Hebrew Literature degrees are listed under Bachelor of Science. The new catalogue neglects mentioning them at all. But B.S. is a very appropriate heading for any section of the '69 catalogue.

As it stands now, there are no requirements in Jewish studies at all. At least, none are mentioned. The old pamphlet lists four years of required courses in that field. We must all be grateful that this extra burden has been taken off

our shoulders so that we can march progressively forward much faster.

So they cut Bible courses, but why abolish the Classical Language Department? What if the Romans came into power again? The Economics Department has been cut by 75%. Don't they know how women are with money, let alone Jewish women? The Music, Political Science, and Physics Departments have also been cut by 50% in the last three years. Somehow these eliminations must show great foresight on the part of Stern's progressive administration. But I can't seem to grasp how. Maybe my progressive education has put simple reasoning beyond my reach. Simple, because otherwise the administration never would have thought of it.

Name Change

The name "Stern" on the cover doesn't go with the catalogue on the inside. "Stern" is so Jewish sounding. And Jews have always been known for their interest in their heritage and religion. And since our school obviously doesn't agree with that tradition, the name should be changed. Otherwise, someone might mistake us for an integral part of the Jewish community. The new name should go with the assimilated look. Something dignified, simple but catchy, and, of course, with small print — like St. John's.

Black Panther Attorney Explains Raison D'etre of Militant Party

Bobby Seale, head of the Black Panther Party, his unjust trial, and the slow murder of his party provided subject matter for Mr. Gerald Lefcourt's speech to Stern students on December 5. Mr. Lefcourt, who is presently the Panther's attorney in New York, was one of four lawyers arrested in connection with the Chicago conspiracy trial.

The audience learned of the atrocities still being committed against black people today. Mr.

its members put away.

"Panthers give black people a sense of pride they never had with more peaceful organizations," said Mr. Lefcourt. They now realize that the way capitalism operates, certain groups of people must live on the bottom of the ladder in poverty. Blacks do not want to belong to that group. Instead of passively accepting what whites throw at them in the form of abuses, they throw it right back, often with violence. For this reason the FBI has classified Panthers as "the greatest threat to the internal security of the country" and seeks to eradicate this threat.

Police Brutality?

Mr. Lefcourt gave instances of Panthers being arrested for no substantial reason and having hundreds of thousands of dollars bail put on their heads. A suggestion has even been made that the Panther who died in a "shoot-out" recently was actually murdered in his bed by police.

The speech ended with a remark about the Breakfast Program that the Panthers sponsor which feeds hungry children every morning. After the speech, Mr. Lefcourt conducted a question-answer period where the eventuality of Jewish racism and black anti-Semitism were discussed.

Mr. Gerald Lefcourt

Lefcourt explained the history and development of the Panther party, and the reasons why the American government would like to see

TAC Talks

Snoopy Makes Chanukah Bright

By SHELLY SIEBZENER

The Bikkr Cholim Program at Stern has proved to be a great success. Not only have the girls responded enthusiastically to the volunteer programs at various hospitals, but they have worked wholeheartedly on the presentation of Chanukah Programs in these hospitals. The following are accounts of two Chanukah Programs presented in the Rush-Rehabilitation Institute and in the pediatrics ward of the Beth Israel Hospital.

Charlie Brown's Chanukah or Baron Von Judah Macabee does it again! This was the theme of the Chanukah program presented at the Beth Israel Hospital in the pediatrics ward. We hoped that by presenting the Chanukah theme through characters which even the non-Jewish children could understand, the meaning and story of Chanukah would be conveyed and remembered. As it turned out all the children there were either Negro or Puerto Rican. This was one Chanukah they'll never forget. The kids joined us in singing Chanukah songs, playing dreidle and lighting the Menorah.

Shelly Siebzener arranged the program with the cast, consisting of Leah Becker on the guitar, Marci Brown as Charlie Brown, Miriam Meles as Linus, Sara Katzjewitz as Lucy, Judy Simon as Snoopy or Baron Von Judah Macabee, Betty Cohen as Schroeder, Katie Finklestein as the dreidle, Niti Deutsch as the piano and Linda Dirskowitz as good cheer now. Not only did the little kids enjoy themselves but so did the big kids who performed.

Talent à la TAC

By LILLIAN AMCIS

Eighteen Stern women shared the joyfulness and the spirit of Chanukah with the residents of the Institute of Rehabilitative Medicine (Rusk Institute). The program, held on the fifth night of Chanukah, was sponsored by the Torah Activities Committee. Lillian Amcis organized the song and dance selections.

Gabriela Freundberger, Shirley Weinstein, Chana Landman, Marilyn Cohen, Gittie Gorman,

and Rochelle Black danced in the program. Bonnie Steiner, dressed in a costume designed by Regina Katz and Susan Stern, danced as a dreidle. Rachel Becker sang to the accompaniment of her own guitar, and Marion Abramson played the accordion. Hostesses for the evening were Miriam Meles, Penina Bane, Adeena Brand, Regina Katz, Miriam Steinberg, and Dina Landman.

The following letter was sent to the participants in the program by Rabbi Moses Rosenthal, the chaplain of Rusk Institute. Nothing more has to be said except that all Stern girls have the power and the potential to bring warmth and love to less fortunate Jews. "Dear Miss Lillian Amcis and your fellow student participants of Stern College,

"I thank you again most heartily for the great mitzvah of which we were the beneficiaries by your sharing with us your talent and spirit at the 7th annual Chanukah Dinner celebration last night with the patients and their families at the Institute of Rehabilitative Medicine (Dr. Rusk's).

You brightened the lives of all of us with the glowing light of your beautiful presence and the beautiful quality of the vocal and instrumental program that you presented with so much true Chanukah spirit.

Your contribution, I am certain, will long be remembered, especially by the unfortunate sufferers who need so much the lift of Jewish faith, hope, courage, and patient determination of the Macabean spirit in the battle for victory.

Cordially,
Moses Rosenthal,
Chaplain"

Shades of 1984

Conspiracy Trial Accuses Seven of Thought Crime

By SHERRY FYMAN*

Mr. Gerald Lefcourt's lecture on the Chicago Conspiracy Trial, was as provocative as it was enlightening. Any analysis of the trial and its implications brings us to the startling conclusion that we have, quite possibly, entered the Twilight Zone! We are in a nightmarish Twilight Zone when eight, now seven, men can be charged with violation of a repressive anti-riot statute and tried not for their actions, but for their political philosophies. Not even the prosecuting attorneys will state that the seven co-defendants actually did anything illegal. The government's contention is that they were thinking illegal thoughts. When a government crosses the line between prosecuting on the basis of action to prosecuting on the basis of thought, it is a clear indication of repressive policy and a suggestion of policies which will follow.

Censorship of the Press

Even the most casual observer of 20th Century America can appreciate the tragic gap between espoused principles of democracy and freedom, and the reality of American life. It is, of course, to the best interest of President Nixon and all the other Establishmentarians to minimize the existence of such a gap, but the gap exists and it is widening. For example, Mr. Nixon would have us believe we are living in a free and open society, while at the same time his second-in-command is making speeches which clearly imply censorship of the press.

The Justice Department, to cite another example, graciously ex-

tends the privilege of free speech to everybody. Everybody, that is, who supports the policies of the Justice Department, the Administration and the status quo. The Black Panthers, quite obviously, don't fit into this category of supporters of the status quo, so they, in the interests of society, to be sure, must be silenced. Techniques for silencing Panthers include harassment, staggeringly high bail upon arrest or outright murder. Claims that Americans enjoy the right of free speech mean nothing if that right is not extended to members of opposition groups. The test of a democracy is not tolerance of groups that support the President's policies, but rather, tolerance of groups that oppose it.

Test of Democracy

The absolute inability of this country to successfully put its espoused democratic ideals to the test is crystallized by the current trial in Chicago. In essence, Dave Dellinger, Tom Hayden and their five co-defendants are on trial now precisely because they recognized the critical weak spot in contemporary society; its inability to

meet and respond to legitimate demands for change. It is tragic, on the one hand, to consider the profound challenges and charges being leveled at the institutions which control American society and, on the other hand, the methods suggested to meet these challenges.

Dissent Repressed

It was recently suggested by the National Commission on the Causes and Prevention of Violence, that dissent, rather than expressing itself through demonstrations, etc., should restrict its expression to the Court. This might have been considered a viable solution ten or fifteen years ago. It might even have been acceptable this summer, before the beginning of the Conspiracy Trial. The Trial, however, dramatizes more effectively than any planned action possibly could, the Court's eagerness to cooperate fully with the policy of countering legitimate protest with repression.

The issue is clear. Silence and submission in the face of blatant repression will be construed by the Administration as a surrender of our right to dissent.

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Brilliant Acting Can't Save "The Damned"

By GLENDA FRIEDMAN and BARBARA BARAS

Despite the acclaim director Luchino Visconti commands, *The Damned* was damn difficult to sit through. The story contains the power struggle of a family, each of whose members is vying for control of the steel industry in pre-war Germany when steel is all-important. This struggle takes place against the background of a broader struggle, that of Hitler's Third Reich with all its cosmic connotations of the nature of evil and the human mind.

The subject matter is necessarily heavy in its philosophical and historical importance, and Visconti doesn't help with his heavy-handed directing. His style is deep, murky, and often perverted. He borrowed from Macbeth with little subtlety. In the scene between the leading contender and his fiancée, there are weird shadows, eerie music, and measured dialogue. She encourages him to exhaust his ambitious propensities to their fullest, and one waits expectantly to hear him answer, "Bring forth men— children only."

More Macbeth

Later, as he is emeshed in ruthless murders, he cries out, "God how complicity grows." Has he just agreed to the murder of Duncan or that of his rival? The woman, the Baroness, is the matriarch of the family and the dynamic force behind the men. She eventually goes mad, not unlike Lady Macbeth. Even the reappearance of a cousin whom everyone had presumed to be long gone is treated at the shocking return of Banquo's ghost. Sickly looking green lights added to the chilling effect. Another distant cousin, liaison between the family and the Third Reich, continuously forecasts the future achievements of whomever he is backing at the time—a parallel perhaps to the three witches.

The Damned is not the only work which attempts to explain the atmosphere which gave birth to Nazism. One particular scene in *The Damned* is strikingly similar to *Cabaret*. There is an orgiastic prelude to *The Night of the Long Knives*. Licentiousness and violence are given free rein. Visconti will not leave anything to the imagination in his crusade to depict the depth to which man can slump. It is interesting that while the rest of the movie is in English (with Swedish, German, and British accents, depending on the actor) this scene was so Hell-and-Stern German, that any language other than German would have been disconcerting. Though American audiences probably don't understand the spattered dialogues of that scene, it doesn't detract from the atmosphere. It adds a definite authentic touch.

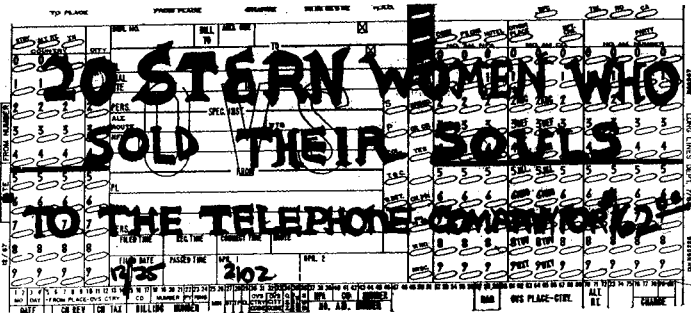
Much of the box-office attraction of *The Damned* lies in its graphic portrayal of sexual aberrations. There is nudity and lechery in abundance, which is far for to-

day's theatre, but here everything is tinged with a revolting perversity. It's from this arc of ferment that the National Socialist Party sprang; nevertheless the picture gets boring in its overbearing style.

Good Acting

Though *The Damned* is not a picture to be recommended for its entertainment value, it does have an almost redemptive feature. The acting deserves unqualified praise. Dirk Bogarde had just enough spineless bravado and conceit to make his ruthlessness plausible. Ingrid Thulin as the Baroness was disturbingly proficient. Rene Kolldehoff is startlingly similar to Lee J. Cobb in voice, features, and acting ability. He plays chief antagonist to Helmut Berger's Martin, the victim turned persecutor. Berger is excellent as the driven maniac whose love for his mother prompts his sadistic drives. Berger and Kolldehoff are deserving of the highest honors for their acting. The rest of the cast gave remarkably good performances.

The sets and costumes, by Pasquale Romano and Piero Tosi respectively, contribute enormously to the feeling of the era. They are ornate to the point of being gaudy. This gaudiness, the sense of everything being overdone, is what makes the picture tiresome despite the fine acting. It's more worthwhile to see *Macbeth* and *Cabaret* separately than together in this melodrama.



By CARMEL FRIEDMAN

Will college students really do anything for a buck? Yes, say 20 Stern women who sold their souls to the New York Telephone Company for \$162.

The Telephone Company needs extra help each Christmas and New Years to handle heavy holiday calls to overseas countries. This year they hired over 50 girls to handle calls on December 24, 25, 31, and January 1. The luckiest of this select group were assigned to the 11 P.M. to 8 A.M. shift. This luxury shift offers the longest hours and least pay. As a bonus you get two coffee breaks with free coffee plus an hour lunch break at 3 A.M. During lunch, employees may go to the T.V. lounge and make unlimited long distance phone calls to any place in the U.S.A. Did you ever try calling your Aunt in Louisville or your friend in Detroit at 3 A.M.?

There are other advantages of

working at the phone company that musn't be overlooked. Bonbons and cookies are passed out regularly by your supervisor. After a few "no thanks" she decides that either you are allergic to chocolate or you're afraid she's poisoned them.

Supervisors are a subject in themselves. Supervisors assume that all college students are idiots. Supervisors joined the phone company 30 years ago when they finished high school. Stern women come late, claiming to have lost passcards, taking coffee breaks whenever they want, claiming they forgot when to go, and making personal calls from the switchboard (a federal offense), claiming they plugged into Israel instead of Idaho by mistake.

The work itself is interesting. As a recorder, an operator is trained to fill in the details of calls being placed overseas. Temporary employees on the 12th floor at 32 W. 6th Street handle

calls from America placed to Brazil, Peru, Greece, Turkey, Yugoslavia, and Israel. Supervisors warn operators not to speak to Israeli operators in Hebrew because they might not understand.

Around 4:30 a.m. business drops dead. Then begins the battle of wits among operators who hold their plugs against the board, racing to connect first with incoming calls. Even calls to Latin America, which are usually ignored because of the difficult Spanish accent, receive immediate attention from bored, sleepy girls who have 10 a.m. classes the next morning.

Time passes slowly as the operators read and reread notices: "Practice Safety," and "Use Firm Pressure," and "Trace Fraudulent Credit Cards." Another popular activity is playing jotto.

Around 6:15 the giggles and nausea set in. Finally the clock hands creep toward 8 a.m. and 20 weary operators limp out into the cold morning, cursing softly.

Administration Explains Degree Change

(Continued from Page 1, Col. 4) lation concerning this aid program "designated to insure that state aid will not be used either to support religious activities or to inhibit the free exercises of religious practice or beliefs. The action recognizes that many institutions of higher education, while clearly eligible for state aid under the United States and the New York constitutions, nevertheless sponsor or permit some religious activities, such as Chapel services."

As a result of these and other rulings by the Board of Regents, "upper levels" of Yeshiva University administration immediately took action to change the name of the B.R.E. and B.H.L. degrees, substituting B.S. and B.E. At a December 2 meeting with degree candidates, this change was both necessary and immediate since the charter had to be changed by December 31, 1969 or Y.U. would not be eligible for aid.

Plans Discussed

On December 17, representatives from the Student Council and *The Observer* attended a meeting with Dr. A. Leo Levin, Rabbi Israel Miller, Professor Morris Silverman and Dean David Mirsky. The basic issues discussed were the short range and long range implications of this change, i.e., whether or not seniors would still be able to get the degree they

have been working for, and what future, if any, did the BRE and BHL degrees have.

Dr. Levin stated that the change of the degree's name did not imply a change in the commitment or goals of the University. It was then pointed out that in the new catalogue, not only was there no mention of the abolished degrees, but there was no substitution of the new degrees supposedly to be offered.

Rabbi Miller assured the students that "what's in the catalogue doesn't matter." Dean Mirsky added that an extra degree shouldn't be the important thing to a girl coming to Stern College. When he attended Yeshiva College, there was no additional degree offered for Jewish Studies.

Early Degrees

Soon after this meeting, Student Council sent a letter to Dr. Levin requesting that girls presently in the BRE and BHL programs be allowed to get their degree, before the new charter goes into effect. He suggested they take up the matter with Dean Mirsky.

On December 22, representatives of Student Council and BRE-BHL candidates again met with Dr. Levin. This time, the more general issue of the absence of a Jewish Studies Department was discussed. Dr. Levin expressed surprise that there was no Jewish studies program at Stern, and suggested that if the girls wanted it, it should be reinstated. In regard to the absence of any mention of the new BE and BS degrees in the catalogue, Dr. Levin said that the catalogue could be revised.

However, when Public Relations was contacted, members of the department stated that they had no intentions of rewriting the catalogue within the next two years. On December 24, the matter of

Stern's BRE and BHL was brought up at a meeting of the Undergraduate Council of Y.U. At this meeting, Dr. Dan Vogel expressed faculty indignation at not being notified of changes taking place. Several teachers pointed out that this whole problem was based on interpretation by some men in Albany; if these men would ever attend a class at Y.U. it would be obvious that religion was being taught. Professor Silverman, however, felt that since Judaism has no dogma this would not be a factor.

The most recent meeting with Dr. Levin was the first at which the general student body heard the administration's explanation of the degree changes and actively communicated its feelings regarding the nature of Judaic Studies at Stern.

A happy ending

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MARRIAGES

Meira Katz '60 to Edward Davis; Rivka Landesman '68 to Schneur Zalman Lyman; Donna Levy '69 to Dr. Lawrence Bryskin; Lila Magner '69 to Eugene Kott.

BIRTHS

Mr. and Mrs. Bernard Greenberg, a boy; Beverly Moskowitz Koval '69, a girl; Pamela Greenman Statzkes '71, a boy.

Certificate, Diploma, Degree Choices Revealed by Mirsky

(Continued from Page 1, Col. 2) at TIW in all matters — course distribution, passing grades, attendance, etc." Stern women may become eligible for a degree from TIW if the institute offers one. This point of the proposal is subject to the approval of Rabbi Baruch Faivelson, Dean of Teachers Institute for Women.

The final proposal in Dean Mirsky's plan is for the establishment of a new degree at Stern to "permit students who desire to concentrate on Judaic Studies to do so." However, "the requirement for this degree and for the B.A. will be so drawn that no student will be able to earn both degrees simultaneously.

Minor in Liberal Arts

Under the new degree program, students would take the same number of basic required courses as candidates for the B.A. Instead of choosing a major, they would select a minor in some field of liberal arts, and in addition take "a number of courses in Judaic Studies over and above those normally required of students at Stern College." The number of credits in the minor or in Judaic Studies has not yet been worked out. The program would be open to all students regardless of level, provided they attain a "minimum level" of knowledge in J.S. dur-

ing the four years.

Dean Mirsky's proposal for Stern differs from that offered by Dean Jacob Rabinowitz for the men at Erna Michael College. The Rabinowitz plan includes a fifth year tuition-free program in which a student would receive both a BA and a BS. The Mirsky proposal has no provision for a fifth year of study.

Independent Proposals

Dean Mirsky mentioned that the three parts of his proposal are independent so that "if one section seems acceptable, it can be implemented whether the other sections are accepted or not."

(Continued from Page 5, Col. 4) phasized and inquiry can take place only within the confines of the accepted tradition. Some faculty members believe that their serious efforts to counter these tendencies are meeting with some success. They perceive students developing some awareness and social involvement during their years in the College.

Another contributing factor is the heavy dual curriculum which the girls carry. Their schedules often keep them in the school building from 8:35 a.m. to well past dark. This schedule, coupled with

Stern Lauds Yeshiva's Performance

Saturday night, December 20, the members of Yeshiva College Dramatics Society performed *Stalag 17*, directed by Mr. Anthony Beukas. Once again the Yeshiva gave an excellent show and exhibited new talent.

Stalag 17 takes place in the barracks of a prisoner of war camp in Germany during World War II. The plot centers around a prisoner, Dunbar, (played by Charles-Ramat), who was discovered by the Germans as a saboteur. Naturally it was assumed that there was an informer in the barracks and the scapegoat was the most disliked man, Setton, (played by David Moshé). Setton eventually becomes the hero of the whole show by discovering the real informer, Price (played by



Norman Levin), and bravely volunteers to help Dunbar escape. The main intent of the play was to show the deliterious effects of

war on the human personality. Horney, (played by Everett Ackerman), personified the tragedy of war. The script was filled with humorous dialogue and action, continuous fights and beatings, and a bloody torture scene which was done with exceptional realism.

Norman Levin, Jay Schulman (who played Huffy, the barracks leader), David Moshé, and Everett Ackerman played the parts with superb character portrayals. The audience completely empathized with their situations. Norman Peck, who played Stosh (the Polack), Mark Zitter, and David Abramichik, the German captain, were also effective in their roles. Jerry Parness, Mike Andron, Abbej Leizerowski, played equally well in maintaining the continuity and choreographic balance.

Special Effects

In addition to the acting, the setting, lighting, and make-up contributed greatly in creating the mood. Laughter, gasps, oo-o's and ah-h's, and tremendous applause emanated from the audience. More than a comedy, *Stalag 17* is a tragedy and the seriousness of its message was well projected by the cast.

Y.U.'s Strength and Weakness Told

the Sabbath observance, greatly diminishes the time and opportunity available to them for taking advantage of the stimulation and awakening offered by a school located in New York City.

A new tendency affecting the character of the student body is a deterioration in the quality of the student body. When this tendency was discerned by the faculty, an ad hoc committee was established to study the matter. The committee reported to the faculty during the spring term of 1965-1966, its consensus that the quality of the student body has deteriorated in terms of its preparation for course work and in its intellectual outlook and interests. They listed as the possible causes for this situation: (a) a decline in the calibre of entering students due to inadequate or misdirected high school preparation and evaluation and to inadequate screening of prospective students; (b) overcrowded student programs; (c) the intellectual atmosphere and offerings at the College; and (d) inadequate facilities.

Effect of Dual Curriculum

A recurrent theme in faculty meetings is the question of how much one can expect of students taking a dual curriculum. There is no consensus among the faculty on "watering down" course content of individual courses in deference to the student schedule, and upon the rigorosity of grading policy at a single-curriculum institution. The acceptance of our graduates by recognized graduate and professional schools and their performance in these institutions, is a point offered by those faculty members who claim that no con-

cession is made to the dual curriculum.

The dual program, however, imposes exceptional demands upon the student. The catalog credits do not necessarily reflect the actual amount of time devoted to any given course. A typical college program consists of six 3-4 credit courses (four in the area of liberal arts and two from Hebrew and Religious Studies), plus an additional 1 credit course such as physical education, art, music, etc. A student majoring in the natural sciences will carry three to six additional hours of laboratory work.

To be successful, the Stern College student must have an unusual combination of intellectual ability, strong motivation, self-discipline, and a deep religious interest. Not every student can measure up to these ideals, despite high admission standards and careful screening.

COMMUNICATION WITHIN THE UNIVERSITY

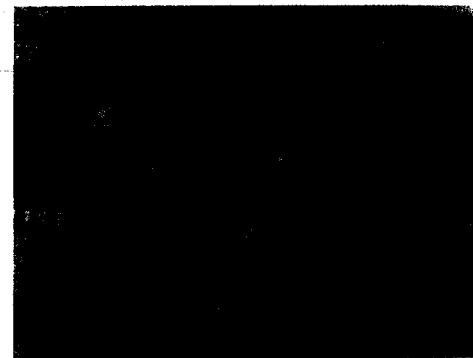
Until this past year, the faculty has had no formal means of communication with the President or with the Board of Trustees. Faculty involvement in university affairs has been minimal, and much of the administrative leadership has been exercised by caveat rather than by interaction. In the past, there has been a significant lack of communication and consultation between the University Administration and faculty in many areas of mutual concern. This situation has been particularly evident in University appointments and in personnel changes — which are characteristically first announced in the public press — and in the planning of facilities and modification of existing facilities. For example, a report in the morning newspaper informed the faculty of the appointment of the new dean. Officially, this news and additional information about faculty resignations was conveyed to the faculty through the student newspaper, which was placed in faculty mailboxes late that afternoon.

Public Library Offers Free Reading Course

Although scarcely publicized, the New York Public Library offers a free reading improvement course. This program is open to the public. The program consists of two hour classes, in the afternoon or evening, twice a week for six weeks. All interested people must take a placement test, which ranks the speed, comprehension and vocabulary of the applicants, since the course stresses all of these aspects of reading. Classes are not formed until there are enough people of equal ability on one level to warrant them. Thus, one may be able to participate in a session immediately, or he may have to wait several weeks.

The course is offered at the Brooklyn Heights branch of the Brooklyn Public Library at 280 Cadman Plaza West (the first express stop of the Lexington line in Brooklyn). All interested students are urged to avail themselves of this opportunity and to call 522-4200.

Jubilation



Singing duo Esther Krohn and Susan Aftergut were two of the stars at Stern College's Chanukah Party and Talent Show held December 10. An informal reception and the lighting of the dorm windows in the shape of a giant menorah completed the evening's festivities.

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Joint Committee to Examine Dress Policy R. S. Faculty Urges Torah Standard

Student Council held a special session on December 9 to clarify and try to reach some conclusion on the controversial dress code issue, in particular who should make the code — the dean or the student body. A resolution passed one week earlier, stating that the dean should institute the code, was voted down, after which a series of speeches and opinions on the topic was heard.

The first speaker, representing the Religious Studies faculty, was Rabbi Martin Gordon. He empha-

The Religious Studies faculty recognizes the urgent need for clarity of halachic perspective with regard to issues confronting the contemporary student in an age of rapid change and uncertainty. It is, therefore, the position of the Religious Studies faculty that a committee be constituted comprising specifically-designated student representatives and the members of the Religious Studies faculty, at whose sessions — to be held on a regular basis — issues of moral and religious con-

halachic perspective. Halachic standard is not intended arbitrarily to quash individuality of expression, but to establish a legitimate framework of propriety within such subjective, personal taste may properly express itself.

It is, accordingly, the view of the Religious Studies faculty that while halachic principle may not necessarily exclude the wearing of pants, generally — except out of a subjective sense of personal or collective restriction — nevertheless, the atmosphere of a Torah institution, be it a synagogue or a place of learning, requires a greater formality of dress.

It is, therefore, our position that pants not be worn on the premises of the main building, whose every facility — be it classroom, cafeteria, library or lounge — should reflect the distinctive atmosphere of a Torah institution.

Show Respect

It is our feeling that this standard be implemented out of a spontaneous sense of respect for our institution on the part of the members of the student body.

We would, in addition, appeal to the members of the student body for a continued exercise of propriety of taste with respect to dress, generally.

It is, once again, our feeling, that the establishment of the above-indicated committee would serve heretofore as the most constructive forum for deliberate, dispassionate exploration of issues of mutual moral-religious concern to students and faculty alike. In our view, a deeper appreciation of and respect for religious value would be generated, and our common aspiration toward religious-intellectual realization would be most meaningfully served.

The Longest Hundred Hours; Protest Plight of Soviet Jews During JDL Sponsored Vigil

By Adeena Brand

On Saturday night, December 27, at 8:00 P.M., the One Hundred Hour Vigil for Soviet Jewry, sponsored by the Jewish Defense League, began.

We arrived when Rabbi Kahane, the last of the speakers, was finishing his speech. He illustrated the purpose of the Vigil with a story of a little Russian Jewish boy, growing up without any knowledge of Judaism.

Rotating Pickets

The three hundred people that had stood in the twenty degree temperature listening to the speeches began to disperse when the instructions for the Hundred Hour Vigil were given. The crowd was asked to walk around the block, stand in line, and wait for further instructions. Only 25 picketers were allowed at one time and the 25 were to be rotated every hour with those standing on line at the corner.

When our turn came, we were handed signs and asked to join the others in the singing of David Melech Yisroel, Yerushalaim Shel Zahav, and other songs that were sung to keep morale high. After an hour of picketing we were relieved and had a chance to take advantage of the Jewish Defense League truck that offered warmth and a place to sit down.

Second Shift

About fifteen minutes later we were called out again. It was close to midnight and most of the people had left; we were needed to continue the picketing. We trudged out of the truck only half warmed and went to do our duty as Jews. After another hour of picketing

we returned home for some sleep.

At eight the next morning, when we returned to the Vigil, we were disappointed in finding only five people on the picket line. One of the five was Rabbi Kahane, the founder of the Jewish Defense League. We quickly joined and picketed for some time until there were enough people to relieve us.

Our toes were frozen, our hands could not bend, yet we kept on; we knew it gets much colder than this for our fellow Jews in Russia.

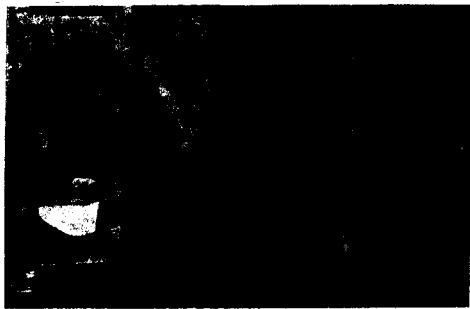
Duckat Offers Career Advice Thru Dept. Teas

Career counseling at Stern is being implemented through the efforts of Mr. Walter Duckat and the various department heads who are organizing Department Teas.

The teas offer students a chance to investigate job possibilities in their areas of interest and to discuss their major with faculty members. After deciding on a specific career, students can then make an appointment through Mrs. Lichtenstein's office for a private guidance session or aptitude testing with Mr. Duckat.

Another guidance service available to Stern women is the Federation Employment and Guidance Service. This organization has 10,000-12,000 booklets describing individual occupations as well as extensive material on scholarships available to college students. The office is at 215 Park Ave. South.

The office is open Monday-Thursday, 8:30-4:30 P.M. and Friday from 8:30-2:00 P.M. A Yeshiva ID card is required for admittance. South.



Speakers at the dress code meeting included Mindy Kurland, Rabbi Martin Gordon, Karen Plotkin, and Malka Krumbin.

sized the importance of a clear statement of dress code policy and proposed the establishment of a student-Religious Studies faculty committee to make decisions on this issue.

Following Rabbi Gordon, there were six scheduled speeches by members of the student body. Those were followed by a session of questions and discussion. Most of the girls felt that the dress code should be a student made policy and not left to the dean. It was further remarked that the entire dress code issue is only one tiny aspect of the whole turmoil presently going on in Stern College as a whole.

New Resolution

After hearing various opinions and different arguments both for and against slacks, the student body voted down a second resolution giving the dean jurisdiction, but worded differently than was the original resolution. The floor was opened for suggestions, and a final resolution was made and passed, as follows:

As a result of the careful and honest deliberations of the Stern College Student Council and student body concerning the issue of a dress code for Stern women, the following resolution was made: The primary responsibility for making a decision on the school's dress-code policy in accordance with the Halachic, religious and ethical guidelines of the Torah should rest with a special committee composed of the members of the Religious Studies faculty and eight students, two from each class elected by the student body.

Faculty Statement

In response to the question of appropriate goals which should underlie a dress code, the Religious Studies faculty made a joint statement clarifying role of students and faculty in this issue. Complete text of the statement follows

cern to the student body be aired and explored. It is our feeling that the establishment of such a committee — through which student sentiment would be afforded meaningful expression — vital lines of productive communication would be established between the student body and the Religious Studies faculty. After due exploration of particular issues, the Religious Studies faculty would formulate positions of halachic perspective with reference there-to.

End Uncertainty

It is our feeling that such clarification of halachic principle would serve to meet an existing climate of uncertainty and misunderstanding with regard to various questions of religious value, and would provide enriching guideposts toward mature, knowledgeable response to many issues of vital concern.

The Religious Studies faculty would like to make the following brief statement with reference to the immediate issue:

Considering the classic Jewish concern for the propriety of dress, it is the position of the Religious Studies faculty that the question of standard of dress at Stern College — as, indeed, all questions of religious import — is within the judgmental domain of qualified halachic authority.

We recognize, nevertheless, that in the specific area of social mores, such as manner of dress, subjectivity of sentiment should be duly considered in the formulation of a relevant and responsible

Uninformed or Misinformed? Mass Media Answers Agnew

Vice President Agnew's recent attack of news media was the focal point for the Speech Arts Forum of the December 11, "The Role of Mass Media in a Functioning Democracy." Among the panelists were representatives of **The Village Voice**, **The New York Times**, **CBS**, and **The White House**.

Mr. Lee A. Fishkin, a native of South Carolina, spoke of American's "abysmal ignorance," and cited the comment, "It is better to have newspapers without government, than government without newspapers," and furthermore, "It is better to be uninformed than to be misinformed," as stated by Thomas Jefferson.

Assistant Editor of the **Village Voice**, Mr. Jack Newfield, recommended **The Upcoming Republican Majority**, by Phillips, as pertinent reading matter.

Mr. Michael Kaufman, a reporter for **The New York Times**, stressed the fact that the chief

function of a newspaper is to make money. Mr. Frankel gave a brief analysis of the news media situation. A veteran radio personality, he pointed out that on WABC, the most listened to station in the United States, only 2½ minutes of news are broadcast each hour, and an amount totaling 30 seconds worth is broadcast every half hour.

The distinction between "truth" and "fact" was clarified by Mr. Stephen A.O. Golden, a former reporter for the **New York Times**, the **Chattanooga Times**, and currently a television writer. "Truth," he said, "is a value judgement."

REWARD

The Observer offers a reward of ten credits toward either the BRE or the BHL (a'leihem ha' shalom) to any student who can find a logical interpretation of the phrase —

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