

# The observer Volume 12 - No. 7 Wednesday, Dec. 31, 1969

THE OFFICIAL NEWSPAPER OF STERN COLLEGE FOR WOMEN

## Dean Mirsky Offers New Plan: TI Teacher's Diploma Granted But Dual Dearee Excluded

nounced 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



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 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 intermediated 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 Teachers Institute through Women. Not only would students take some education courses at TIW as they did under the original BRE program, but the compre-hensive 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 inforce (Continued on Page 7, Col. 1)

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

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 situa ation 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. Fol-lowing the Nasser Program set 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 psychoisolation of Israel. Arabs want the Israelis to feel the world is against them. King Hussein said that what happened to the Crusaders will happen to Is-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.A. is one element, while support of the American govern-

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 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."

## **Levin Explains Degree Change**

Dr. A. Leo Levin, Vice President for Academic Affairs, at-tended 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 can-didates for the BRE or BHL would be granted a degree, For the fu-ture. Dr. Levin said he could not

The student body relayed its feeling of dissatisfaction at degeneration of the religious atmosphere at Yeshiva University. Students were most interested in a meaningful Jewish studies pro-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

Dr. A. Leo Levin

for the University as a whole.
"Yeshiva has many of the char-

acteristics 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)

and interviews between students administrators since 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, un-restricted financial assistance to year colleges," This aid is pavable under the so-called "Bundy" 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 regu-(Continued on Page 6, Col. 2)

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

to finalize plans for Stern College's first unified faculty-student committee to deal with both academic and extra curricular af-

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 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

At yesterday's meeting, Dr. Epwas 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 lasue the student-religious studies faculty committee could be incor-porated as part of the larger body, from the parent organization.

Impressed by Scholarly Milieu on Institutions of Higher Education is a team of college professors and administrators who conducted an evaluation of Y.U.

Middle States Team Evaluates YU:

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 opportunties.

In preparation for the visit uation 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 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

Paula Goldstein were nominated for secertary.

## **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 Cellege 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 atend 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 agree-ing 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.

## the observer

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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 re-solution 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'etre 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. II—nothing—is substituted for the BRE, there will be a falling off of the level of Jewish studies courses at Stem. 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?

## 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 docust and revulsion. Similarly Yeshov University's

Similarly Yeshawa University's official behavior, is expressed by the judgments and pronouncements of its individued administrative and faculty of partnersh, must reflect a kept, it occurs of its primarly responsible to the law and open to if Jewish others.

By a troop between the widness Years, and Store tradents because against the personnel. It is to a confide Hishem, the consequence in disabilities a construction the use of the tradent matters and deceptors are may conforms by by Jewish who. List year was a sense went.

Last year and one r year at Stern. I approched a high official in SCW's Office of the Re-

gistrar in January concerning pro-cedure 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. Its message, essentially, was that eligible students could apply for a tuitionfree 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 pro-cedure -- "Come back later." isited that office every two weeks (I repeat, without exaggeration, every two weeks) thereafter in an effect 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 ma-

As I should have expected, I reregard no word, no registration insternals, and had I not bothered to ascertain for myself when regstration was to take place. I might never—have—accomplished—any-

Approximately five days later 1 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 Judae Studies program at Stern. Coming from a non-religious background, I came to Stern expecting to be engulfed by courses in Chumash, Dinin, Hebrew, and Judae 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

Jewish philosophy and one in Hebrew grammar. Nevertheless, I was thankful for that much. After all, what other college in this country could give me this?

Recently, though, the administration has decided that Stern can no longer give Hebrew teaching degrees and that Judaic Studies courses are not Judaic Studies but philosophy, language and other general courses. This, of course, is due to the great need of financial aid with which I sympathize, but not to the degree of giving up the Jewish identity of Stern. Many students, including myself, chose Stern specifically because of the Jewish studies and because we wanted the opportunity to learn to be religious Jews for the first time in our lives.

Is Stern going to fail us? Are the administrators going to place the value of Albany and money over the value of Judaism? I hope with all my heart not. I hope that perhaps the administration will instead set up a separate school of Judaic Studies for us so that we can learn, and Stern might still receive financial aid for the secular branch. Stern's Jewish identity must not be diminished in any degree. After all, what is Stern College if not a Jewish college?

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

# May Design College

### By JUDITH KROTKI

Progress is a very wonderful thing, Today a company puts out vitamins that taste so good, vou can eat them by the box with realizing that they're chacked 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 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

### 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 hooklet

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

march progressively forward much

So they cut Rible 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 Denartments 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 nut simple reasoning beyond my reach. Simple, because otherthe 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 beritage 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

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.



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

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 onerates, 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 very morning. After the speech, Mr. Lefcourt conducted a questionanswer period where the eventuality of Jewish racism and black anti-Semitism were discuss

## TAC Talks

## Snoopy Makes Chanukah Bright

By SHELLY SIEBZENER

The Bikkur 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 Men-

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 Katajewitz 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 residefits 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 Ameis organized the song and dance selections.

Gabriela Freudenberger, 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 the evening were Miriam es, Penina Bane, Adeena Meles, Brand, Regina Katz, Miriam Steinberg, and Dina Landman.

The following letter was sent to the participants in the program by Rabbi Moses Rosenthal, aplain 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 Ameis and your

fellow student participants of Stern College,

"I thank you again most heartily for the great mitzvah of which 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 Rehabilitation Medicine (Dr. Rusk's).

You brightened the lives of all of us with the glowing light of 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 Maccabean spirit in the battle for vic-

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 antiriot statute and tried not for their actions, but for their political philosophies. Not even the prosecuting attorneys will state that the seven co-defendents 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 ap preciate 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 and totally dismiss, if possible, 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 cen sorship 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-defendents 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 meti ods suggested to meet these challenges.

### Dissent Repressed

It was recently suggested by the National Commission on the Causes and Prevention lence, 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.

## **SWINGING** SINGLES ICE SKATING

Mon. and Tues. 8:30 pm (GIRLS! Bring this ad for half-price admission, on Mon. and Tues. only). O-31 New York's most exciting new indoor ice sketing rink is stop a 16-story office building. Big olympic size. Air conditioned and heated, skate rentals, snack bar. Afternoons 3:00 on Wed., Set., Sun., Admit \$1.50

# A University That Never Has Any Bad Days Can Not Appreciate The Good Ones

## Happiness, '60-'69: to PR it was a New Building, to Stern...

resources for the Graduate School of Education, School of Social

Work and Albert Einstein Col-

lege of Medicine. In 1966 the pro-

jected cost rose to \$85,000,000

printed its first and only full page

ad, for Marlboro cigarettes

December 1, 1961: The Observer

September, 1962: Arthur B. Bel-

fer donates \$2,000,000 to develop

Graduate School of Science, which

(VIIPR. Dec., 1969) We have very special time has passed, for those of us at VII. in America, and Nineteen Sirties, which began with the "passing of the torch" to rekindle the spirit of mankind, has ended with much of the world soldering in chaos and discontent. To tru and make some sense out of the last ten years - the assassinations and the riots, the a.m.). wars and the peace demonstrations, Biafra, Israel, the Czechs, the spontaneous accounts to supple Irish Hippies and Hair is best left to the scholars and historians. We tory book and give a total nicture can, however, look back upon YU of Stern college and Yeshiva Uni-

made the New York Times, the characterized the 60's.

through the eyes of weary students writing articles for The Observer (more often than not at 3 or 4

Nonetheless we refer to these ment public relations polished hisand see, that like the first men on versity in the sixties.



The number of buildings, kept growing . . .

the moon, we have indeed traveled

The most dramatic expression of YII's achievement during the past ten years has been the school's physical growth, and the establishment of a campus presence in Manhattan and the Bronx . . . The spark of growth, nearly extinguished during the struggle for survival 40 years ago, in just ten per cent of Stern College students short years was to become the

The driving force behind this phenomenal development was the announcement by Dr. Belkin of YU's "Blueprint for the Sixties," at the close of 1959 Envisioned was building, residence hall, and science center for the Main Center, new facilities for Stern College for Women and Teacher Institute for Women at the Midtown campus; a new home for the Graduate School of Education, and School of Social AECOM. Estimated to cost some and hostesses feel slightly ill at million in 1966, and, as cost con-life into our chargeot? Perhaps the million in 1969

### More than Buildings

With all due respect to public relations' glowing account of the past decade at YU, somehow the cold facts of building programs, administrative appointment, faculty additions and all the other major developments, miss the point when it comes to summing years in the life of a very young

shape Stern College and determine its role in the University never for Stern College for Women and

the Daily News Certainly, the engineers of the Blueprint for the Sixties never could have dreamed of a student strike, intra-school sports or the social activities that

These were reported only

mamad Ralfor Graduate School of Science, School of Social Work renamed Wurzweiler School of Social Work to honor \$1,000,000 henefaction of the Gustav Wurzmailer Foundation Classroom-administration building opens at the Main Center Named Sol and Hilda

> November 21, 1962: Sophomore Class Goes Uptown: As a revolution in Chagigot, the Sophomore fun filled and completely informal Kumsitzes with the Y.U. Senior

Furst Hall in recognition of their

### Cruel and Unusual Punishment

January 18, 1962: (Editorial) What Price Education: The dormitory situation goes from bad to Now in addition to poor physical and spiritual conditions, we have become objects of cruel morale-destroying disciplinary action. First, let us examine the background. On the evening of December 16, 1961, a student attempted to sneak into the dorm of 2:15 A.M. 45 minutes after curfew. She was apprehended by the man whose job it is to nab such offenders. She however, managed to escape and refused to confess despite many requests to do so. This is a highly reprehensible act, but the punishment certainly did not fit the crime. Every student in the dorm was required to spend Sunday evening, January 7, in her own room and was not allowed to leave, even to accept phone calls. This caused much inconvenience, wrought havoc with social plans and ruined study op-

May. 1963: Board of Directors University High Schools. Importance of the BRE

January 11, 1963: (Front page

story) Israel Education Rody Hon-

portunities at the library.

## vealed general information about

social coordinator could help en-

LL.D. degree. Main Center's neu

is dedicated as Blueprint's first

the Main Center, a residence hall

March 26, 1961: 10-year, \$70 mil-

June, 1960: Construction begins

m a new classroom-administration

building at the Main Center as the

first unit of the Blueprint for the

Sixties, September, 1960: Graduate

School of Mathematical Sciences

expands its programs in mathe-

matics and physics, becomes Grad-

are married and seven per cent

are engaged according to a survey

conducted by the Sociology 14

class. The survey primarily con-

cerning student opinion on the

1960 presidential election, also re-

November 23, 1960: Only eight

unte School of Science.

the student body

ors BRE Degree; Dr. Eidelberg, Has Anything Changed head of the Jewish Studies Depart-(Editorial) Chagiga Blues: Our ment, pointed out that students holding the BRE degree have alsocial affairs no longer represent the friendly, hospitable qualities ways been sought for teaching of our school. On the contrary, positions in Jewish schools. He looks forward to a future increase they have become mass meeting places where at times both guests in the number of students obtain-The Morg Opens addition of games, a changed en tertainment format, and a trained

October, 1964: New residence ball oners at Main Center Named Morris and Celia Morgenstern Residence Hall in 1967.

October 22, 1964: (Front page lion Blueprint for the Sixties destory) Rockerfeller. Wagner set relopment program inaugurated at "Stern Month": Stern College for convocation with Chief Justice Women, was lauded by both Mayor Robert F. Wagner of the city of Earl Warren receiving honorary New York and Governor Nelson A. Rockefeller of New York State classroom administration building on October 2 for its contributions unit. Blueprint also includes, at to the Jewish community and to central University library, science referred to as an "outstanding center, and student union building. educational center." providing classroom and residence facilities "superh course of training in the

December 10, 1964: (Front page story) On WCBS-TV's "Way To Co." Dr. Samuel Belkin President of Y.U., called Stern College tan evaluation within the chain of tradition." He also added, "We do not want to imitate any other undergraduate school" (it must be admitted that Stern does not resemble any other school in exis-

December, 1964: Daily morning davening sessions begin, using the slogan "A school that prays together stays together."

August, 1965: Pollack Library collections maned to temporary quarters at 1475 Amsterdam Avenue at the Main Center to make way for construction of central

### Farewell to Prince George September 1965 \$4.000 000

hotel-apartment structure at 50 E. Stern College for Women. September 6, 1965: Ferkauf Graduate School of Education Wurzweiler School of Social Work and University's executive and

development offices move to larger

quarters at 55 Fifth Avenue. October 31, 1965; Groundbreak ing ceremonies for new 20-story Science Center at the Main Center for Belfer Graduate School of

### Faculty Defeated

February 25, 1965: Two Stern representatives defeated two members of Y.U. debating team in first official debate of the season - June 1 1965 - Dormitory Council promises dormitory improvements September of that year, in cluding ping-pong tables, Scrabble Monopoly and checker sets.

December 21, 1965: (Front page story) Dean Vogel speaks of the annex as "The new facility for the expansion of institutional facil-

January, 1966: Construction starts on Central University Li-

sent classroom structure

Sentember, 1966: Erna Michael College of Hebraic Studies is established as an expanding four year undergraduate school.

December 20, 1966: Stern students organize a school basketball

### Einstein Grows

1967: Construction starts on Rose F Kennedy Center for Research in Mental Retardation and Human Development at Albert Einstein

October 23, 1967: Stern College students collected almost \$40,000 to aid Israel during Six Day War and participated in March or Washington

June 12, 1968; University Dinner marks Dr. Samuel Belkin's 25th anniversary as President. A series of events follows in 1968-69, highlighted by a Convocation sponsored by students on October 29, 1968.

March 25, 1968: New York City Riot Squad serminates Y.C. seniors/Stern volley-ball game in front of Stern dormitory

April 8, 1968: Stern basketball team heats faculty 36-14.

March 26 1969: Groundbreak ing ceremonies are held for new 11-story class-room and adminis tration building at the Midtown Center for Stern College for Women

April 20, 1969: Mendel Gottesman Library is dedicated at the Main Center

February 13, 1969: Stern student's strike for new building is prevented by administration prom-

May 19, 1969; Stern College is honored with theme float at the Salute to Israel Parade on June 1.

November 25, 1969: Guards at Stern College Develop New Game: Lounges Become Battlefields in



... so did the number of Stern women

brary at the Main Center. January 3, 1966: Einstein Colversity-sponsored hospital in New York area in 77 years. Twelve story structure has 375 bed capa-

February, 1966: \$10,000,000 Mid town Center expansion announced. including erection of a \$4,500,000 huilding providing classrooms li-

Match of Wits: Stern College's answer to the Kodesh Hakadashim is the hallway between the two lounges. This is forbidden territory and no Stern woman is allowed to stand in it with a date, without incurring the wrath of the guards The guards of Stern College have devised various schemes to elim nate all trangressors It is hoped will no longer have to be on guard

## Levin Forecasts The '70's As a Surge for Intensification

A formal blueprint of Y.U.'s increase the number of people issued by the President's office. to procure a general outline of the University's goals for the coming decade through an interview with Dr. A. Leo Levin. Vice President of Academic Affairs.

The immediate goals aim towards rounding out the completeness of the University. There will be "high priority to improving YC versity" said Dr Levin In regard to the emphasis on improvement of the two undergraduate schools Dr Levin made clear that this should not imply anything negative. The schools are not most desperately in need, but rather ess the most potential in terms of Y.U.'s ultimate goals.

Dr. Levin hopes to see the university "welded into more of a whole by tying together programs with similar goals." For instance Bernard Revel and Ferkauf Gradnate School should have joint programs and joint appointment of professors. Development of a unique e.Iwish Sociology Departof Ferkauf Graduate School, Yeshiva College and SCW. At Stern, sciences could be enhanced with added seminars taught by professors of Albert Einstein School of

Stern admissions requirements will become increasingly rigorous. Dr Levin related that the administration wants to "get Stern to the point where girls are fighting like heck to get in. As standards

increases."

Dr Levin emphasized that the University needs to "increase the temperature" and raise the demands of programs such as the James Striar School of Yeshiva College. This program proves that Judaism can gain strength if its youth are subjected to an intensive, well organized program of religious studies

The theme of the 70's is "not expansion but intensification." Dr Levin revealed. The goal is to advance the undergraduate divisions and simultaneously bring the grad nate programs closer to the lini-

In answer to rumors of financial autonomy for the medical school, Dr. Levin insisted that Einstein is not growing apart, rather it becoming more integrally related to the University as a whole, drawing upon it and contributing

Concerning Belfer, Dr. Levin stated the necessity to "train the personnel, and make explicit rules" so that everyone involved will unholding the tradition of VII "The attitude of the students is

the most reassuring thing," Dr. Levin said in summation of his projection for the 70's, "Their spirit and vigilance is the best insurance policy for growth and strength in the coming years. Even when they lodge complaints, the way in which they are presented

## Middle States Evaluates Progress at YU (Continued from Page 1, Col. 2) become more difficult. Already its concerns, Can it afford to ex-

cial resources are adequate but

The University acted on the recommendations of the last Middle States evaluation strengthened its central administration, libraries and business controls Faculty salaries have improved, and the new central Library building with the new Science Center will give distinction as well as space to the Washington Heights camp

## I. What nurnoses and characteristics distinguish Yeshiva Uni-

"On the undergraduate level the University is dedicated to grams of excellence in both Jewish and general studies" - permitting a full course in liberal arts studies and at the same time pursuing studies at the higher lovale of Jawish sahalarship

It is interesting to note that the to procedures, organization or the quality of instruction, seldom anaction the validity of this fundamental purpose. The bases of much of this, but the fact remains that the purpose apparently is

The dual purposes of the undergraduate colleges require concentrated study and a restricted social life Great stress is laid on classroom instruction and most students appreciate the unique opfor advanced Jewish learning while pursuing a regular versity is under pressure to exliberal arts course. The records of Yeshiva graduates should indicate that the purpose had been

outside New York City, and a

smaller proportion from Yeshiva

high schools. The Committee

thinks these changes should be

evaluated and their effects on the

college considered, to determine

whether an attempt should be

made to set and maintain some

The physical facilities and finanties and are critical of the instruction in Hehraic studies

> The purposes of the undergraduate colleges have appealed to many donors, who are motivated

pand its offerings in the humanities? In all areas there are in creasing difficulties to secure teachers. The changes in the Jewish community may affect the uni-



ion of the committee that this will | Ilniversity operate as a mille Hebrew tradition .... not only in the preparation of rabbis but also educating lay leaders for the Jewish community.

The dual numoses of the undergraduate colleges are not so vident in the graduate and professional schools. Here the purpose is to "fill the needs of the community, general and Jewish, but consciously restrict itself to these programs in which it feels it can make a distinct contribution" and not merely duplicate programs offered in other institutions in the

The purposes have been realized but what of the future? The unipand its graduate offerings but is acutely aware of the financial responsibilities involved, Education.

contrast to the zealous and hard-

working willingness of the girls,

who carry a demanding curric-

ular load without seeming to want

it diminished. Yet many appear to

shrink from any form of original

thought, and prefer the study of

sion into personal creativity.

The unity exists now in the person of the President and the close personal relations between certain members of the administration and faculty. There is a sincere desire to bring more unity into the operations, avoid duplication and standardize procedures The establishment of universitywide service agencies has been a first sten toward a more formal organization.

Unification does not guarantee superior effectiveness but it may of course offerings and create a sense of cooperation, For example the graduate programs at the Bel-Golding Graduate Division

### Inequality

There appears to be uneven measured against Veshiva College - recognizing the difference in size. There also is the little contact between professors in the ious schools. Many of these diffithe new Vice President for Academic Affairs.

However, the fundamental question is what plans does the University have for setting priorities and determining policy? Can more nersons be involved in policy forcan understand why one school gets a new building or a department increases its faculty or one man has a private office when another must share? Mechanism and councils alone will not bring unity but as the university grows, it needs better communications and long-range planning.

The faculty is aware of the dilemma the students face and the impact it has - in some areas of instruction --- on the general purposes of a liberal arts college. In inculcated In the religious studceptance of the tradition is em-(Continued on Page 7, Col. 2)

This phenomenon of caution may be linked to the frenetic "grade consciousness" evidenced by the majority of the students, forced upon all liberal arts colleges whose students are preparing for admisgiving lip service to the concept of learning for its own sake, many students reveal that their major orientation and emphasis is upon creates a pressure and anxiety which limits the student's ability to explore and forces her to remain safely within reach of the

the various disciplines, the spirit

### Quiet on Campus The Yeshiva students are high-

ly motivated and conscious of their objectives. The absence of many students majoring in the humanities may help to explain However, there should be more university planning, more emphaplacement ... and even more at

anxieties. Yeshiva University, in the spinion of the committees, has made outstanding progress in the past decade, is purfamilies a very ac-

## Faculty Discovers Intrinsic Value of Double Curriculum: Jewish Studies Accentuate Continuity of the Liberal Arts Program In view of the fact that Judaic `a greater proportion come from

During the VTEG-FR school near. a faculty committee compiled a visit the following year. A portion summation of Stern's progress and problems in the '60's and a prospectus for the '70's.

The unique aspect of Stern College is its program of Jewish studies which is designed to provide the student with a rich background in classical and modern Hebrew language and literature, Biblical literature, Jewish history and Jewish philosophy and ethics

## Unique Characteristics

It is our conviction that the study of these subjects not only has intrinsic worth, but also contributes to the solidity of the overall liberal arts program. The in tensive study of a classical language and literature both broadens the mind and disciplines it. A sophisticated appreciation of Biblical literature opens up wide vistas to all of world literature An intimate knowledge of Jewish history provides an anchor point of comparison to other contemporary civilizations of the last three thousand years. So, too, the study of Jewish philosophy and ethics extends the horizons of the student in her study of general of our day.

lore compromises a basic element self-evaluation of Stern College in of western civilization, a thorough preparation for the Middle States grounding in this area of learning should serve to strengthen the student's understanding of the spiritual and cultural foundations our society

## The Student Body An analysis of the present enter-

ing class indicates that 30% of sort of balance in proportion of

Until this past year the faculty has had no formal means of communication with the President or the Board of Trustees."

the students are from Jewish high schools 1% from other private secondary schools, 51% from pubhigh schools and 11% are transfer students. About 72% come from out-of-town cities and towns, 7% from foreign countries; the remaining 21% are from New York City and vicinity.

The composition of the student hody has apparently changed as the total enrollment of the school has increased. Two trends are that

students accepted from various

### Analysis of the Student Body

While the student body shares some characteristics with girls" schools, at the same time the College has developed a personality of its own. To many of the faculty. Stern students appear to be struggling with academic timidity, fostered by earlier in-

of free inquiry is introduced and ies classes, the girls feel that ac-

## **Brilliant Acting Can't** Save "The Damned

By GLENDA FRIEDMAN and BARBARA BARAS

Despite the acclaim director Luchino Viscoti 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 prewar Germany when steel is allimportant. 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 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 fiancee, there are weird shadows, eerie music, and measured dialogue. She encourages him to exhaust his ambitious propencities to their fullest, and one waits expectantly to hear him answer, "Bring forth men- children only."

### ... More Macbeth

Later, as he is enmeshed 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 attemts to explain the atmosphere which gave birth to Nazism. One particular scene in The Damned is strikingly similar to Cabaret. There is an orginstic 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 Heil-and-Stein German, that any language other than German would have been disconcerture. Though American audiences probably don't un derstand the sputtered 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 Damued has in its graphic portrayal of sexual abernations. There is muchty and lechery in abundance, which is par for to-

day's theatre, but here everything is tinged with a revolting perver sity. It's from this are 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 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 THE TELEPHONE COMPANIE OFS PLACE-CIET. ALL

### By CARMEL FRIEDMAN

THE OBSERVER

Will college students really do anything for a buck? Yes, say 20 Stern women who sold their souls to the New York Telephone Com-

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 distance phone calls to any place in the U.S.A. Did you 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 Supervisors assume that all college students are idiots. Supervisors joined the phone company 30 years ago when they fin-ished high school. Stern women come late, claiming to have lost passcards, taking coffee breaks whenever they want, claiming 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. 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, Yugo-slavia, 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

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

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 exerises 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 Univeradministration 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 De-cember 31, 1969 or Y.U. would not be eligible for aid.

### Plans Discussed

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 imbe able to get the degree they

On December 17, representatives plications of this change, i.e., whether or not seniors would still

Rings and Things

ENGAGEMENTS

Essa Algents (70 to Alica Bruckheimer; Rosalyn Eisenberg (70 to Yugal Tayel; Kinthe Gine (70 to Aaron Grunfeld; Roberta Goldberg (71 to Michael Her vol. Ochby Scher '73 to Rachamam Pauli,

MARRIAGES

Meira Katz '69 to Edward Davis; Rivka Landesman '68 to Schnear Zahnan Lyman, Dona Levy '69 to Dr. Lawrence Bryskin, Lila Magnus 69 to Eugers Kotts

BIRTHS

Mr. and Mrs. Bernard Greenberg, a boy; Beverly Moskovitz Koval

'69, a garl, Pamela Greenberg, a boy;

have been working for, and what future, if any, did the BRE and BHL degrees have.
Dr. Levin stated that the change

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 BHI, 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 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 BHI, 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 fac-

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

L happy ending STUDY & REVIEW **BARNES & NOBLE** College Key Outline notes Series KEYED TO YOUR TEXTS Available at your booksellers

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All students from Stern and Yeshiva will enjoy eating at Camelot. Come by and try us out soon.

## 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 require-ment 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. during 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

### 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."

## Stern Lauds Yeshiva's Performance

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

Stålag 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 sab-Naturally it was assumed that there was an informer in the barracks and the scapegoat was the most disliked man Sefton (played by David Moshe), Sefton eventually becomes the hero of the whole show by discovering the real informer, Price (played by



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

cession is made to the dual cur-

The dual program, however, im-

poses exceptional demands upon the student. The catalog credits

do not necessarily reflect the actual amount of time devoted to

any given course. A typical col-

lege program consists of six 3-4

credit courses (four in the area

of liberal arts and two from He-

braic and Religious Studies), plus

an additional 1 credit course such

as physical education, art, music.

tural sciences will carry three to six additional hours of laboratory

To be successful, the Stern Col-

lege student must have an unusual

combination of intellectual ability,

strong motivation, self-discipline,

and a deep religious interest. Not

. A student majoring in the na

riculum.

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 Hoffy, the barracks leader), David Moshe, 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, Abbey Leizerowski, played equally

## well in maintaining the continuity Special Effects

and choreographic balance.

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

## Y.U.'s Strength and Weakness Told

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 the Sabbath observance, greatly diminishes the time and oppor-tunity 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 tenden-cy was discerned by the faculty, n 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 rigorousness of grading in comparison with grading policy at a single-curriculum institution. The accentance of our graduates by recognized graduate and professional schools and their performance in these institutions, is a point offered by those faculty

### every student can measure up to ideals, despite high admission standards and careful screen-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 con 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 ap-pointment 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, 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.

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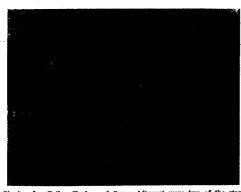
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## **Jubilation**



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 emphaThe 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 consumers.



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

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 tmy 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 j-imposed of the members of the Religious Studies faculty and cipic todents, two from each class elected by the student body.

### Faculty Statement

In response to the question of appropriate goals which should underlie a diess 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 therefore

### 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 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 fijk 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 warned 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. Liehtenstein'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 Aye. 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.

## 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 VIIlage 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 Lefferson.

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 broadcasted 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 Chattanoga 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 —

Foreign Language, Literature and Culture .....25-41 credits in the 1969-71 catalog.

NOTE: Do not bother to ask in the Registrar's Office. No one there seems to know the answer.

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