



The Observer

Monday, May 17, 197

Volume XIII - No. 12

THE OFFICIAL NEWSPAPER OF STERN COLLEGE FOR WOMEN

Curriculum Committee Meets To Discuss New Requirements; Faculty to Take Final Action

The Curriculum Committee is passing the final touches on a proposal for a restructuring of secular requirements. The members have come to a general agreement on the statement of requirements in basic courses, in the natural sciences, in sociology and the behavioral sciences, and in foreign language, but have yet to make a final decision on the humanities requirements.

Should the Curriculum Committee come to a final conclusion at its meeting today, the proposal will be brought before the Faculty Assembly next Monday, May 24.

While changes still may be made even before the proposal reaches the Faculty Assembly, the new structure will most likely take the following form:

BASIC COURSES: All students will be required to take one semester of English composition, and one semester of Speech.

If these courses are adopted by the faculty as the basic requirements, the present English 1-2 and Speech 1-2 sequences will have to be restructured.

NATURAL SCIENCES: The lab science requirement will remain at one year, as it has been in the past. Whether or not Experimental Psychology will be counted as a lab science has yet to be determined.

SOCIAL AND BEHAVIORAL SCIENCES: Students will be required to take nine credits in this area, chosen from History 1-2 Poli Sci 1.1 or 2.1, Soc 1 and Psych 1. If courses in economics, anthropology, or a survey of American history are added to the curriculum, they might also satisfy the social science requirement.

FOREIGN LANGUAGE: All students will be required to complete a 3-4 level course in a foreign language course.

HUMANITIES: The exact wording of this requirements has not yet been agreed upon, but most of the Curriculum Committee members agree to a total of nine credits in this area, which encompasses English literature, philosophy (Philo 1 or 5), art, and music. The difference of opinion concern the amount of leeway to be allowed students in selecting these courses.

Fall Registration to Be Held Sunday

The Office of the Registrar has announced that registration for Fall, 1971, will take place on Sunday, May 23, in the new cafeteria according to the following schedule:

Juniors

L-Z 2:00 - 2:30

A-K 2:30 - 3:00

Sophomores

L-Z 3:00 - 3:45

A-K 3:45 - 4:30

Freshmen

L-Z 4:30 - 5:15

A-K 5:15 - 6:00

In previous years, registration for the Fall Semester has been held in September prior to the beginning of class sessions. Rabbi Twersky feels that the new procedure will alleviate many of the difficulties of registration because students will have more time to carefully formulate their programs. Any scheduling problems that arise can be worked out in advance without wasting valuable class time in the fall.

To allow registration to proceed as quickly and efficiently as possible, nearly 50 volunteers have been accepted as registration aides.

In addition, students will be spared the difficulty of having to receive financial clearance on registration day. Students will be

Dean Mirsky Announces New Jewish Studies Certificate, Teacher's Diploma Programs

Dean David Mirsky has announced the formation of two new programs granting formal recognition of achievement in Jewish Studies.

The Jewish Studies Certificate program will be open to all students, while a course of study leading to a Hebrew Teacher's Diploma will be open only to those on the advanced level.

Both programs require that a student maintain at least a 2.4 average in Jewish Studies, that she fulfill all requirements within six

years, and that she receive approval of the Jewish Studies faculty.

To be eligible for a Jewish Studies Certificate a student must complete 24 courses in J.S., with a minimum of two years of Hebrew language, two years of Bible, and two years of Jewish philosophy.

While the total number of Jewish studies courses is the same as that required of all freshmen, the distribution of courses makes the certificate program more demand-

ing than the standard one.

Jewish Studies Certificates will be given on the advanced, intermediate, and elementary levels, with the student required to take at least two thirds of her J.S. courses on the level of certification.

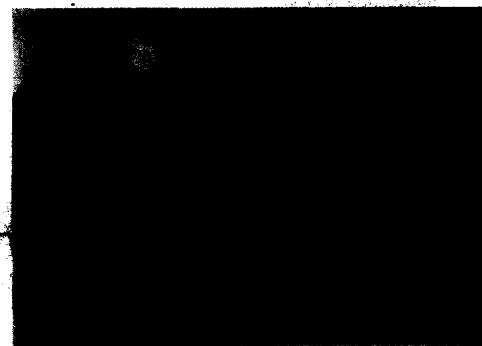
Students who wish to take a more intensive program leading to recognition by the New York Board of Jewish Education as a licensed Hebrew teacher may pursue a Hebrew Teacher's Diploma.

This program required the completion of 32 advanced level courses in Jewish Studies, including three years of Hebrew, two of Bible, two of philosophy and one of history. The student must also complete courses in education (Ed 1), Jewish education (Ed 11, 12, 13, 14, 15), and psychology (Psych 1 and 16).

Candidates for the H.T.D. must pass three comprehensive exams (one in Hebrew language and literature, and two more chosen from Bible, Jewish history, and Jewish philosophy).

The degree was awarded after Yeshiva University was informed by the State Education Department that a non-academic institution could not grant such a degree.

The university failed to replace the B.B.E. with another form of bachelor's degree because it was considered undesirable that a student earn two bachelor's degrees within four or four and a half years.



Registration: Learning from the problems of previous years, new systems have been devised to save blood, sweat and tears.

financially cleared when their tuition is paid, and they will be given their approved admit slips in the fall.

The registrar has explained that this registration is binding — it is not a pre-registration. Any student who wishes to change her program in September will be charged the usual \$5 fee. However, should new courses be instituted or requirements be changed, considerations will be made in allowing schedule changes without a charge.

A student who cannot appear at the proper time for her registration must register by proxy. Anyone failing to register on May 23 will register in the fall and will be required to pay a late fee. (The fee does not apply to those students who are currently studying abroad.)

The maximum number of credits that may be taken without special permission is 18½ for freshmen, 17½ for sophomores and juniors. Permission to take more than this number must be requested from the Dean on Form M37.

Applications for any form of special permission, including waiver of prerequisite or permission to carry an "overload" must be filed by Thursday, May 20.

All courses in any of the Jewish Studies areas may be counted toward the B.A. at the option of the student. Education courses numbered under 70 count toward the B.A., those over 70 (Jewish education courses given at TIW) do

not. Rabbi Twersky urges all juniors to bring their "Junior Checks" with them to registration. Should a junior be closed out of a course required for graduation, her junior check will serve as a guide in solving the problem.

News Shorts:

All Ready for Next Year

PHILO 83: The Tahrat Hamishpacha portion of this course will be taught next year by Mrs. Jessica Grant.

Mrs. Grant, an alumna of Stern College and an instructor or biology here since 1965, was selected for her ability to teach both the halachic and biological aspects of Tahrat Hamishpacha.

J. S. DEPARTMENT HEAD: A chairman for the Judaic Studies department is being actively sought.

The position has been offered to an eminent Jewish educator, not presently associated with Yeshiva University.

SENATE: Dr. Belkin has received the proposal for a Stern College Senate, but has not yet acted upon it. Dean Mirsky hopes to meet with the president this week to discuss the proposal and receive a response.

In class elections for Senate representatives, juniors Roberta Burman and Phyllis Gordon,

sophomores Judy Dere and Shirley Stark, and freshmen Esther Fuchs and Anita Gittelman were selected.

Student leaders have expressed interest in calling the first senate meeting before the end of the term. To do so, the faculty would be asked to elect its representatives at next week's Faculty Assembly meeting.

DORMITORY: Mrs. Jenny Giges, Director of the Residence Hall has announced that the following plans are being considered:

1) The second and third floors to be used as regular dormitory accommodations.

2) Study halls to be located on alternate floors in the "A" suites.

3) Several student lounges to be located throughout the building, probably also in the "A" suites.

As to the location of the study halls, Mrs. Giges invites students' suggestions.

YEARBOOK: Rochelle Shilerat was elected by the junior class to (Continued on Page 5, Col. 1)

Rachel Becker Becomes 'Observer' Editor-in-Chief for 1971-1972

The Observer proudly announces the appointment of Rachel Becker as Editor-in-Chief for 1971-72. Miss Becker is a sophomore majoring in English.

A Dean's List student who has actively involved herself in all phases of college activities, Miss Becker has been particularly active as a member of The Observer staff. She served as a news and feature writer during her freshman year, and is currently a feature editor.

Miss Becker and the new editorial board of The Observer will formally take office during the installation ceremony to be held Thursday at 5:30 p.m. in the new cafeteria.

The new staff plans to publish the first issue of Observer Volume XIV next week.



Rachel Becker

Finals Finality

This year, the administration's strict adherence to the final schedule negates all that a small school is supposed to be. As a small school, Stern professes concern for the individual. However, it has recently become clear that when an individual does not fit into one of the designated slots of the administrative bureaucracy, she is disregarded for the sake of the bureaucracy.

The purpose of finals is to satisfy the instructor that the student has acquired sufficient knowledge of the material covered and has met the requirements of the course that the instructor had set forth.

A final is a personal matter between the class and the teacher, or between the student and the teacher. The administration must only make sure that during finals week, the school functions smoothly.

When the Stern College administration begins to be more concerned with its own bureaucracy functioning smoothly rather than concerned for the individual, one must examine the values of the school.

A small school cannot offer a wide range of courses. Consequently, it must provide for individual needs, instead, here, it is necessary for each student to fit into her own notch in the bureaucracy.

This year, many students had difficulty in adapting to the finals schedule. If, however, the instructor and the student are able to arrive at a satisfactory arrangement, insuring the completion of course requirements prior to the examination date, why must the administration so adamantly stand upon its rules and regulations? Has the bureaucracy at Stern College become the end itself, rather than merely a means to an end?

For Richer Or for Poorer

Sixteen juniors will be selected as dorm counselors for the academic year 1971-72. Students will be selected on the basis of financial need; i.e., those on the Work-Study program will be preferred for the job.

Payment for services will be determined by the individual's participation in the Work-Study program. ALL counselors will be required to pay the initial \$450 dormitory fee. Those on Work-Study will receive compensation only as much as their allotment permits; those not on Work-Study will be reimbursed for four hundred dollars after their services are completed.

There can be no disputing the fact that Yeshiva University is in the grips of a severe financial crisis. However, this arrangement is unjust. Why must students fulfilling the same responsibilities receive different payments? Should not one receive equal payment for equal services?

Furthermore, is it not degrading for equally qualified students to receive unequal compensation?

Selecting dorm counselors mainly on the basis of the University financial considerations and not on the basis of individual qualifications certainly defeats the goals of the new and hopefully successful dorm counselor system.

It is therefore essential for the college to re-evaluate the basis of selection for dorm counselor, and certainly to re-evaluate the basis of payment.

Spiral

By MERYLE H. CHERRICK

Volume 12, Number 1, the first issue of *The Observer* that I edited, contained stories on the Jewish Studies department, a labor crisis involving Local 1199, Student Council installation, the Drama Club play, the English department's panel discussion for the Forum of the Arts, and 21 engagements in *Rings and Things*.

Twenty-six issues later, I close my career as editor with a paper carrying stories on the J.S. department, the financial crisis (starring Local 1199), the Student Council installation, the Drama Club play, the Forum of the Arts, and 12 engagements in *Rings and Things*.

A question comes to mind. Circle or Spiral? Which more aptly describes the events of the past two years? Are we travelling in a circle — retracing the same path — always returning to the same arbitrary starting point? Or do we move along a spiral path — do we begin at a specific point, with a firm goal and sense of purpose, and then proceed, often returning to the same basic issues, but always discussing them from a slightly more advanced, more enlightened viewpoint, and always proceeding outward, and ultimately upward?

We have indeed returned to many basic issues time and again. We are still talking about a J.S. department chairman, but the perspective is new. While waiting for a chairman to be appointed, we have re-evaluated and restructured the curriculum, and developed new forms of placement testing.

We're still talking about financial problems, but again the outlook is new. Students and faculty no longer have to wait until the damage is done to find out what changes have been made. In the current union negotiations, for instance, student and faculty representatives were immediately called in to help establish university policy, and to be kept up to date on the measures being taken, while — not after — they are taken.

We're still talking about intra-school communication, but we have a much clearer idea what we're looking for. It may have taken months for the Senate By-Laws Committee to accomplish its task, but at least we are left with the fruits of their labor. At least, we have set down on paper exactly how this much sought after communication is to come about.

We have made progress, but we have not reached an end point. We are indeed travelling a spiralling path toward excellence. And so I leave to Rachel Becker, my successor as editor-in-chief, the spiral that we have begun to draw. There is something irresistible about that spiral — it begs to be continued, to wind around, again and again, passing through the same areas, but always at a greater distance from the origin.

It is for you, Rachel, and the other student leaders of 1971-72 to take the end of the spiral we have left and see how far you can advance it. Good luck.

Letters to the Editor

DEAR MADEMOISELLE

Ed. Note: The following letter was sent to the editor of *Mademoiselle* by two Stern College seniors.

April 18, 1971
Mrs. Betsy Talbot Blackwell
Mademoiselle Magazine
420 Lexington Avenue
New York, New York 10017

Dear Mrs. Blackwell:

We are quite offended by the article "Grooving On Your Heritage" in April's issue of *Mademoiselle*. Having attended five different colleges between the two of us (besides Stern College) including New York University, City College, Louisiana State University, University of Maine, and Hebrew University in Jerusalem — we feel qualified in writing this letter for we have a basis for which to compare to Stern College.

We would appreciate it if you could find a space for this relatively short letter in your next issue, for we feel that you were unjust in your description of Stern College.

After reading your article, "Grooving On Your Heritage," we were quite dismayed. Although the article began with an open-minded view, as it developed, the views of the writer became far too apparent. What began as a refreshing article on a unique institution became a biased view of our way of life. As recent Stern alumni (i.e., "I"), we (and many of our classmates) fall very far from the categories that you listed in your article.

Taking the article point by point we would like to illustrate how inaccurate the generalizations were. Your presentation of dress was the first glaring misconception. Aside from the fact that 4% of the girls do not wear girdles (which is a ridiculous statement in itself) those that do dress modestly, do so because of a value

system that may differ from the value system of a "cool blouse-look." — So the "hanging-loose" look has very little meaning. On the other hand careful observation would find girls who do dress like the college women "elsewhere."

Next, the atmosphere in the classrooms that you describe certainly does not exist — and this statement is backed up by four years of class attending (at least seven or eight courses a semester). Most classes resemble a seminar rather than a lecture. Perhaps this is based on the fact that our largest classes are comparable to the smallest classes on other campuses — auditorium classes just do not exist at our school. Therefore, the classroom atmosphere is quite conducive to the exchange of ideas and questions, and comments are welcomed throughout the lecture by at least 4% of the teachers (and it is impossible to go through four years at Stern without taking at least 4% of the teachers). Thus, we feel that our statement has a bit more validity than an observer of a few classes — and perhaps the presence of an observer forces the class into a more formal atmosphere.

True, our heavy schedule forces many students to resort to close note taking and heavy memorization to pass. However this method is not unique to Stern — students on any campus who have trouble with their courses will have to resort to memorization.

The Student Council at Stern is not bland — as passive as you implied. One of the most obvious achievements of Stern Power is our new Stern building. The Stern voice pleading for a new building was continually ignored until the students banded together for action. Stern Power was so strong that it only took two days from the time we submitted our demands — until action was taken. Indeed, it is a known fact that

without student intervention we would still be using the cramped quarters of our building.

The description of the career-marriage status fits perfectly to our parents' generation. However, a more honest picture of the girls would reveal that although there are those girls who do feel marriage is the ultimate — there are many more girls who are looking forward to careers as a primary place in their lives. The quote that dating someone who is non-marriage material is "frivolous" is just that — a quote from one girl! For every girl who feels this way (and there are quite a few) there are numerous more who feel that dating is merely spending an evening with someone you'd like to know better.

"Near-tragedy" (the picture of a girl sitting alone in her room in May) has absolutely nothing to do with Stern College. Having been seniors — the feeling in May has little or nothing to do with being engaged. It is more the fear of the future — leaving the secure world of college and entering the outside world.

To conclude, we would like to comment on a statement made at the end of the article in reference to the fact that Stern College prepares us to "fit into an ancient and venerable tradition." To us, tradition is not ancient, but ALWAYS — past, present, and future. We are not, as you put it, "Grooving on Our Heritage" — but we are LIVING IT. Stern College helps us to learn and understand about our Heritage as well as to live it.

Yours,

Gladys G. Groner
Ethel B. Weintraub

GRADE CHANGE

Letter to the Editor:

The Registrar's reply to the editorial entitled "To Be Or Not To Be" did not justify the fact

The observer

Published by Stern College, an undergraduate division of Yeshiva University
First Class Rating Printed by Coccé Press
Published Every Two Weeks — Subscription \$2.00 per year

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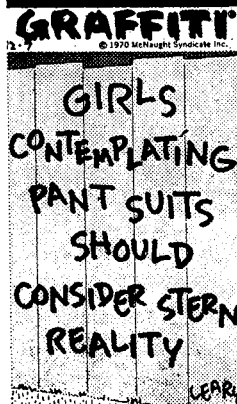
that, in some cases, they will not change a grade.

Specifically I refer to the Registrar's statement that the reason grade changes are not made is because student pressure is always suspected as the motive for a grade change. This is an assumption which is not only totally indefensible but bigoted. This implies the professors are not competent or mature enough to decide what grade a student deserves.

Let me also remind the Registrar's office of Stern College that "in accordance with the common practice of American universities the Registrar's office records grades." They don't give grades.

Certainly "the honesty and integrity" of the grade, and for that matter, of the institution is at stake when we allow the Registrar's

(Continued on Page 6, Col. 1)



Yeshiva Kerem B'Yavneh Elucidated Upon by Rabbi

June 1967. Suddenly the holy city of Jerusalem, the Kotel Hamaarvi, and the graves of our forefathers were in our hands after thousands of years. To Jews the world over, the memory of that day still evokes a chill, as it produces a tear at each visit to the Kotel.

But as Rabbi Chaim Yoakov Goldvicht, the Rosh Yeshiva of Yeshiva Kerem B'Yavneh in Israel explains, "the significance of the day can be truly appreciated by those living in Israel in those historic days who saw the 'hiflaha-vut', the ennoblement of all Jews — observant and non-observant alike — at the freedom of our Kotel. Strategically and militarily there were certainly other geographic areas which were more essential to our security, but nevertheless, every Jew, because of his undeniably strong spiritual ties to Jerusalem and to the Jewish people, rejoiced in amazement and awe at the miracle of Yom Shichzur Yerushalayim, Jerusalem's day of liberation."

Center of Scholarship

So spoke the warm and friendly Rosh Yeshiva in an interview held in his room at the Windermere Hotel on West End Avenue, (New York City.) Just back from a short trip to Miami, the Rosh Yeshiva and Rebbitzen Goldvicht, who are on a five week tour of the United States and Canada, are finding the people they meet to be very hospitable and appreciative of the unique character of Yeshiva Kerem B'Yavneh.

Located in the rural coastal area of Israel on the site of the historic Yavneh, the center of scholarship of the Talmudic era, Yeshivat Kerem B'Yavneh is a truly unique Torah institution. Founded eighteen years ago under Mizrahi sponsorship, the Yeshiva has gained a worldwide reputation for excellence. Its student body of 270 comes primarily from Israel, with 75 college age men coming from Chutz la'aretz (the diaspora) and 15 married men enrolled in the kollel.

In a conscious effort to maintain a two-to-one ratio of Israelis to non-Israelis, and thus maintain the Israeli character of the Yeshiva, a quota of only thirty-three Americans can be accepted this year. As the Torah Department of the Jewish Agency reports, a vast majority of those who apply for study in Yeshivot in Eretz Yisrael list Kerem B'Yavneh as their first preference.

Intense Activities

Originally Kerem B'Yavneh was organized so that Bachurei Yeshiva would be able to serve their military duty in Israel while remaining within a Yeshiva. In other words, the Israeli high-school graduates who learn in Kerem B'Yavneh serve a minimum five-years term of alternated intense military training and intense Torah study.

Whereas other members of Nachal divide their periods of service between kibbutz and intensive military training, these students divide their time between Yeshiva study and military training.

For ten years Kerem B'Yavneh was the only Yeshiva in all of Israel to offer such opportunities for both activities. Today, however, Yeshivat Hakotel, Shalavim, Yeshivat Hadarom, Yeshivat Harav Kook, and Yeshivat Etzion are among the Israeli Yeshivot that now offer the same arrangement to their talmidim.

When I asked Rabbi Goldvicht about his opinion on the drafting of Yeshiva Boys into the Israeli army, he obviously preferred not to discuss this topic. Based on what I understood from our informal conversation, however, Rabbi Goldvicht shares the opinion of all Roshai Yeshiva that it is forbidden to forcibly draft Yeshiva students into the army, but since there are Yeshiva boys who enlist



Rabbi Goldvicht

anyhow it is better that they combine their military service and their learning.

The Rosh Yeshiva finds this arrangement to be very successful, and added that a religious soldier certainly can influence his non-religious comrade in a bunker-by

the Suez Canal more readily than he could have in a debate or symposium on religion in quiet Tel Aviv.

The Rosh Yeshiva feels that this arrangement is good for Sabras who are generally graduates of youth organizations and come to Kerem B'Yavneh to continue their learning, but he implied that this arrangement would not be ideal for the serious youth whose interests lie in total immersion in Torah study.

When asked about the reaction of the chutz la'aretz (diaspora) students at Kerem B'Yavneh to their Israeli chaverim who leave the Yeshiva for an allotted amount of time each year for their parachutist training, the Rosh Yeshiva smiled slightly and said that interestingly, when their chaverim suddenly empty the benches, the others feel a tremendous awareness of their responsibility as Jews and Israelis which expresses itself in two ways. First, the B'nei Chutz la'aretz do not waste any time in their studies and learn with extra vigor; and second, because of these new ties they have with the land of Israel, many of the Talmidim who return to their respective countries to finish their education, come back on aliya to Eretz Yisrael.

"How can religious aliya help bridge the gap between the religious and the non-religious in Israel?" I asked the Rosh Yeshiva. Rav Goldvicht replied that every religious Oleh strengthens the religious situation in Israel. One of the reasons is that when an Israeli sees that a Jew has left the material comforts of his home to find the spiritual comforts of Eretz Yisrael, the religious ties between Jews are strengthened, and the essential-the spiritual-is emphasized.

Day School Growth Didn't Happen Over Night

"The Jewish day school, its facilities and enrollment growing each year, is becoming an increasingly important factor in America, educationally, socially, and politically," began an article by Fred Ferretti in last Sunday's New York Times.

The articles cited the tremendous growth of the day school movement during the last twenty-five years and explored the reasons behind this growth.

Since the end of World War II when there were 69 schools with 10,000 students, the day school movement has grown to include 75,000 students at 378 schools.

While New York City has traditionally claimed the overwhelming majority of the country's day school students (N.Y. has 204 of the 378 schools), schools have been established in every major city of the United States.

The West Coast in particular has experienced rapid increases in number of schools and pupils in recent years. In Los Angeles, 15 new schools have been founded since 1960, bringing the number 75 schools with a total of 20,000 students. In the last two years, two new schools have been opened in the San Francisco-Oakland Bay Area.

According to Mr. Ferretti, Orthodox, Conservative, and Reform Jewish leaders agree that this growth reflects "a shift in the social attitudes of some young American Jews. Whereas many young

people born in the United States had been devotees of the melting pot theory — they felt that to be Jewish was to be segregated and their to become as non-Jewish as possible now, many are expressing an identification with their heritage and with long-discarded tradition."

Coupled with this general sociological trend toward identi-



cation with one's heritage, has been the specific factor of Israel's victory in the six-day war which aroused the "Jewish pride" of many previous alienated individuals.

Whereas in the past, the Orthodox movement alone stressed the importance of a day school education in convincing the student of

Opportunity in Jewish Education Discussed at Main Center — Advanced Degrees Advocated

"Opportunities in Jewish Education," a discussion of the current problems and opportunities in religious instruction aimed at arousing interest and attracting personnel into the field, took place last Thursday at the Main Center.

Participants were Rabbi Jacob Rabinowitz, Dean of Erna Michael College; Dr. Alvin Schiff, executive vice president of the Board of Jewish Education; and Dr. Menachem Brayer, chairman of the Jewish Education Department at Ferkauf.

"The field of Jewish education is just beginning to open up," Dean Rabinowitz said, in exploiting the opportunities for careers in this area. People should not make the mistake of assuming that "Jewish education" refers only to teachers in day schools and Talmud Torahs. Rabbi Rabinowitz explained that there are also openings for researchers, data processors, computer operators, librarians, and administrators to assist in developing new programs in Jewish education.

Crisis in Education

Yeshiva University offers several programs for concentration in Jewish education. At EMC, a student can receive a B.A. in chinuch, having taken only approximately 40 non-education credits. There is also a one year chinuch program recognized by Yeshiva University at Beit Medrash L'Torah in Israel. At Ferkauf, students may pursue advanced degrees in the area of Jewish education.

Continuing the discussion, Dr. Schiff pointed to a two sided crisis in Jewish education today, a crisis that is both sociological and futuristic in nature.

Sociologically, there is a general

alienation among all youth. Jewish students have been among those most prone to rebellion against their parents' values, and hence, religion.

As far as the future is concerned, many students (in fact, approximately 85% of those receiving a Jewish education) receive only a supplementary education in a Sunday school or Talmud Torah. Rabbi Schiff viewed this supplementary education as insufficient to instill in the students a strong positive commitment to Judaism.

In the face of this crisis, the Jewish establishment has been slow to recognize the importance of Jewish education. Recently, however, many organizations have begun to reorder their priorities and are coming to consider Jewish education as a good investment in the future.

A four dimensional challenge confronts those who wish to enter the field of Jewish education," Dr. Schiff said. First, the educator must establish communication between educational institutions and such organizations as the Jewish Federation. Next there are the challenges of attracting good personnel into the field, and of attracting more students into the optimum programs available only in day school. Finally, there is the challenge of understanding and making the public appreciate the role of the teacher. This final challenge is already in the process of being overcome, according to Dr. Brayer. With teachers themselves achieving a high level of education, they are becoming more highly respected and better paid.

Dr. Brayer emphasized the difference between the poor teacher, who "acts" out his role, and the good teacher who "reacts" to his students. Only through this form of interaction will the teacher inspire his students while gaining their respect.

In conclusion, Dr. Brayer urged all those who plan to enter a career in Jewish education to pursue advanced degrees in this area. Specifically, he pointed to the present policy in Israel that provides a 40% higher salary to a teacher with his masters degree in Jewish education, than to an individual with a B.A. only.

The Observer editorial board joins the entire student body in wishing Danny Eidelberg, son of Dr. Shlomo Eidelberg a *re'utah ah'leimah u'mechira*.

May our prayers join those of Danny's family in being speedily answered.

CAMELOT

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Professor Ehrenpreis' Fields Extend Beyond Mathematics

By GINA ZWEIG, MERYLE CHERRICK and S.K.

Officially, he is a professor of mathematics who currently teaches at Belfer Graduate School, and also, incidentally, at Yeshiva College and Stern. In his spare time he studies *Gemorrah*, plays the piano, and runs 26 mile races. And, in my opinion, he is a genius.

His name is Dr. Leon Ehrenpreis, and according to the Stern College Schedule of Courses, he is the instructor of Math 05, "Systems of Mathematical Logic." Only a man of Dr. Ehrenpreis' interests, wit and wisdom could take a course with such a foreboding title, and transform it into a fascinating analysis of such topics as the relationship between relativity and the story of the *m'raglim* (spies) related in the Torah, or the similarities among the book of *Job*, shock therapy and Yom Kippur.

Why did he decide to teach a logic course at Stern? Dr. Ehrenpreis says he wondered whether girls would react to logic differently than boys. In his three months at Stern, he has come to the conclusion that girls are more serious

than boys as far as paying attention in class goes.

In general, Dr. Ehrenpreis considers teaching Math 05 a "learning experience," for both himself and his students. Consequently the class has an alive, spontaneous quality that is not achieved in more standard courses where students are burdened by homework, tests, and finals.

Dr. Ehrenpreis is a great believer in physical as well as mental exercise. To him, the two things which represent the epitome of physical strength are swimming the English Channel and running in the Boston Marathon.

Unfortunately, Dr. Ehrenpreis has been unable to accomplish this of these feats. After much study of the time required to swim between England and France, he discovered that no matter how early in the morning he began, nor how long a day he chose for the effort, he could not leave England after *shachrit* and arrive in France in time for *mincha*.

Dr. Ehrenpreis has, however, achieved his goal of running in the Boston Marathon. The Marathon is a 26 mile race through the center of Boston run by over a

thousand men each year on Patriot's Day (April 15). The custom of running marathons is said to have originated a few thousand years ago as a fertility ceremony signalling the coming of spring and the return of fruitfulness to the fields. The modern day version is supposed to have something to do with commemorating the anniversary of Paul Revere's ride. Whatever the official reason for the race, Dr. Ehrenpreis runs it for fitness and fun.

While running the marathon this year, Dr. Ehrenpreis, heard people yelling from the side lines "Come on, Professor. Come on Professor." He thought to himself how do they know I'm a professor? Although he is quite well known in mathematical circles, Dr. Ehrenpreis did not think that people observing the Boston Marathon would recognize him. As usual, he was right. At the end of the race, Dr. Ehrenpreis discovered that the "Professor" the spectators were rooting for was Eric Segal, author of *Love Story*, and a professor at Yale University. The crowd might have done better to root for Dr. Ehrenpreis — he came in ahead of Segal.

Mixing pleasure with business, Dr. Ehrenpreis concluded his trip to Boston by delivering a few guest lectures at universities in Boston. During his career, he has lectured at such well known schools as Harvard, Princeton, Brandeis, and Hebrew University.

A man of Dr. Ehrenpreis' interest and convictions sometimes falls prey to unfair discrimination. When he was at Brandeis, the story goes, he was in the habit of riding his bicycle through the halls. Some flabby unfeeling *gadol* blocked the corridors to prevent his daily exercise.

Dr. Ehrenpreis encountered a more serious form of discrimination when he was invited to be a guest lecturer at the University of Moscow. Upon learning that he would wear a *yarmulka* while teaching his classes, the Russian government rescinded the invitation.

During his career, Dr. Ehrenpreis has met other nationally known personalities. After he received his Ph.D. in mathematics from Columbia University, he worked at the Institute for Advanced Study at Princeton, New Jersey. He studied there at the same time that Albert Einstein was working at the institution, and had the opportunity to meet him.

Just as Dr. Ehrenpreis can say that at one time in his life he had met Einstein, any person who is fortunate enough to meet him and to take the course he is offering at Stern, will one day be able to say, "I met Dr. Ehrenpreis."

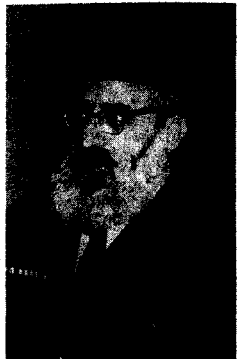


Dr. Ehrenpreis

Rabbi Goren Featured At Jerusalem Festival To Be Held on May 23

Rabbi Shlomo Goren, Chief Rabbi of the Israel Defense Force, will be the featured speaker at the Jerusalem Festival '71 to be held Sunday, May 23, 4:00 p.m. at Washington Irving High School (E. 17th St. and Irving Place).

The program is being held in honor of Yom Yerushalayim, commemorating the fourth anniversary of the reunification of Jerusalem. A large attendance will



Rabbi Goren

demonstrate the solidarity of the Jewish community with Israel's determination to maintain the unity of the Holy City.

"The Seven Gates of Jerusalem," a live, multi-media show, will also be presented. The program is choreographed and directed by the renowned Israeli director Baruch Sadeh.

Singing, dancing, and refreshments will conclude the Yom Yerushalayim celebration.

Tickets are available at \$1.00 each in room 5E.

Faculty Feature

Senate Viewed as Great Achievement

By Dr. MARCEL PERLMAN

Without having had its first meeting or enacted its first piece of business, the Stern College Student-Faculty Senate has already recorded its greatest achievement. The efforts expended in the creation of the Senate have ably shown the degree of cooperation and fair-mindedness possible when diverse groups are working toward a mutually desired goal.

In this era of confrontation politics, to have worked on the committee that wrote the frame-work and constitution of the Senate was for me a real delight.

Reviewing the process by which the Senate was created I am struck by the extremity of the poles represented on the committee. On the one hand the three student representatives, on the other, the faculty three, and as often is the case, in the middle, the administration. Each with their own point of view — each with a personally meaningful interpretation of the needs of the institution.

New Phenomenon

We quickly realized that student-faculty bodies are a sufficiently new phenomenon in this country that to use any other school's plan as a model would be foolish since it would not take into account the specific needs and unique characteristics of SCW. Although it was most tempting to be guided by other's mistakes, to do so would mean incorporating their thinking and thus, we soon decided not to. Thus it meant starting from scratch.

The first major area was to decide on the function and philosophy of this body. Even for those most in favor of the creation of the Senate this was perhaps the toughest part of the whole job.

"Yes — we want a Senate, but why that we more or less have it — what's it going to do?"

Predictably this was the area of greatest need and perhaps greatest anxiety. How much authority and responsibility was the senate to take upon itself and how much would the incumbent groups in the school be willing to cede to the

Senate? Who would feel overburdened by the load and who threatened by the possible erosion of power and authority?

Questions of this nature were gradually resolved by the evolution of a Bi-cameral structure wherein all constituent parts of the school were fairly represented and safeguarded.

The reasoned and mature restraint of the students and willing-

giveness in advance since what I am about to say may sound pontifical and presumptuous — this is not my intent. I was proud to be a member of this faculty. What could have been an unpleasant and anxiety-ridden experience was in fact an exercise in rational exploration and judgement.

I think that the student body may not be fully aware of what voting on a Senate might have



Dr. Perlman: "Senate has already recorded its greatest achievement."

ness of faculty and administration to share in the government of their community were to me, most impressive.

Having evolved a "Raison D'etre" it became necessary to focus on a *modus vivendi*.

Many hours of inspiration and many more of perspiration were expended in attempting to work out a structure that would in fact "work", and would be acceptable. This task was further encumbered by the need to become operational as soon as possible, in order for the Senate to become viable by fall 1971. This end was finally achieved and "all" that remained was for the constituent groups to say "Yes or nay."

I can only comment on the faculty's manner of acting on the First let's beg my colleagues' for-

represented to some other faculty — an incursion upon a private province, a decline in the role of the faculty, the ascendance of a power hungry yet unthinking student body, a yielding to a national fad, etc.

All of these were possible thoughts and yet none were in evidence the evening that the Senate was voted in.

The next few semesters will show whether or not we've done a reasonable job. I'm sure we've overlooked much that will need change and modification but I have full confidence that the changes will be made in the same spirit as the original was written and, as a result, the community in which many will spend many hours, days and years will be strengthened and enhanced.

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Profs Ad-Lib in Evening of "Lib and Let Lib"

By RACHEL BECKER

"What we are looking for is an evening of lib and let lib," said Dr. Morris Epstein, announcing the forthcoming May 19th Forum of the Arts. "Is there a feminine consciousness in literature? Have women been forced to interpret their experiences in men's terms? And if that is so, how much have they and we lost as a result?"

Kate Millet's *Sexual Politics* will serve as the basic controversial text, to be "hotly" debated by the members of our English department in an attempt to answer these questions posed by Dr. Epstein.

We do not guarantee answers. But we do guarantee an evening of charm, of wit, of controversy, and of enlightenment. Since a passive, uninformed audience is often worse than no audience at all, the *Observer* would like to give each of you the privilege and opportunity to enter the new cafeteria on Wednesday evening equipped with an active and well-informed spirit. We are, therefore, presenting a brief statement of the basic stand each member of the panel plans to pose.

Radical Feminist

Before presenting the faculty viewpoint, however, we would like to briefly familiarize you with Kate Millet. She is a radical feminist; she views the relationship between the sexes as a political power struggle wherein the female is continually abused and exploited.

"The situation between the sexes," writes Miss Millet, "now and throughout history... is a case of... dominance and subordination. What goes largely unexamined, often even unacknowledged, in our social order is the birthright and priority whereby males rule females."

Divisions of Labor

In *Sexual Politics*, Kate Millet argues further that "a society, like all other historical civilizations, is a patriarchy... Patriarchal marriage and the family with its ranks and divisions of labor play a large part in enforcing it. The male's superior economic position, the female's inferior one have also grave implications."

She discusses her theory of sexual politics in terms of its ideological, biological, sociological, economic, educational, and psychological implications and ramifications.

Those pretty wrongs that liberty commits,
When I am sometime absent from thy heart
Thy beauty and thy years full well befits,
For still temptation follows where thou art.
Gentle thou art, and therefore to be won,
Beauteous thou art, therefore to be assailed.
And when a woman woos, what woman's son
Will sourly leave her till she have prevailed?

— WILLIAM SHAKESPEARE

tions. The term "politics," itself, suggests that Millet does not in this instance refer to "that relatively narrow and exclusive world of meeting, chairmen, and parties," but rather to "power-structured relationship, arrangements whereby one group of persons is controlled by another."

Seek Survival

The psychological implications of sexual politics are among the gravest to Kate Millet. The continual surveillance in which the woman is held "tends to perpetuate the infantilization of women even in situations such as that of higher education."

"The female is continually obliged to seek survival or advancement through the approval of males as those who hold power. She may do this either through appeasement or through the exchange of her sexuality for support and status."

As the history of patriarchal culture and the representation of herself within all levels of its cul-

tural media, past and present, have a devastating effect upon her self image, she is customarily deprived of any but the most trivial sources of dignity or self respect."

The second section of *Sexual Politics* deals with the historical background of the subject, which she views as a sexual revolution and a counter-revolution.

Tradition?

A sexual revolution, she feels, would bring the institution of patriarchy to an end, abolishing both "the ideology of male supremacy and the traditional socialization by which it is upheld in matters of status, role, and temperament."

The woman can overcome her sexual dilemma only by rebellion: "Until the radical spirit revives to free us, we remain imprisoned in the vast grey stockades of the sexual reaction."

These anti-feminist attitudes are reflected and shaped, according to Kate Millet, by writers —

specifically by Lawrence, Miller and Mailer. She refers to these men as "the sexual politicians." Lawrence is the "most talented and fervid of sexual politicians. He is the most subtle as well, for it is through a feminine consciousness that his masculine message is conveyed."

Miller simply converts woman to "thing, commodity, matter. There is no personality to recognize or encounter, so there is none to tame or break by the psychological subtleties of Lawrence's Freudian wisdom."

Norman Mailer is depicted by Millet as a "prisoner of the virility cult."

Faculty Viewpoint

Bearing in mind this brief background, you are prepared to encounter the views on the homefront.

Dr. Dan Vogel:

Kate Millet has hypothesized that literature reveals the male domination of the females. My contention is that literature reveals that "woman" is not satisfied merely with liberation and equality, but actually only with domination. Setting the female apart in a world of her own is indicative of the man's realization that co-existence is desirable, but in different worlds. No one denies that a woman can be great in the world of business, for example; the question remains whether she ought to want to be.

Dr. Carol Silver:

While Kate Millet deals with Victorian stereotypes of women, she tends to ignore one of the most insidious of them, the image of "the angel in the house." This picture of an ideal woman — a thoroughly domestic and domesticated lady whose kingdom is not her mind but her kitchen — is far from dead.

I will try to show that this idea of what a woman should be, and the code of passivity, submissiveness, and "virtue" it implies, runs through the work of modern male authors.

Mr. Daniel Margalioth:

I shall discuss the eternal split between the radical-revolutionary and conservative temperament,

exposing the shortcomings of all partisan views, and particularly of Miss Millet's method.

Dr. Doris Shores:

In *Sexual Politics*, Kate Millet talks about the crude depiction of women in the works of Lawrence, Mailer, and Genet. I consider the bulk of children's literature equally — if less blatantly — sexist.

Dr. Epstein will moderate "Lib and Let Lib" debate.

Mrs. Laurel Halvay:

Is literature sexist only when it presents a hostile picture of woman as a "hausfrau" or a "homewrecker" or a dehumanized careerist? Or was Molly Goldberg a sexist institution? Where is the total woman in literature? Here too the female is most often presented as a passive dependent creature whose essence is defined by a male. Children's literature is therefore, one of the forces conditioning females and males alike to accept rigid sex roles which oppress both sexes.

These are the questions that will be discussed at the evening where the discussion will lead? Perhaps the evening will show, as Dr. Epstein asks, that it is men who need liberating! Anything is possible! Reader, you have fulfilled exactly half of your potential as a well-informed audience: You know the issues: Your task remains to come.

Yom Ha'atzma'ut Show Stars Tzachi Ben Ari

3:30 p.m., April 29. Danciger Campus showed no signs of the crowds that were expected. Amsterdam Ave. at 185th Street had less than the usual number of Yeshiva College students hurrying back and forth between classes.

But inside, on the fifth floor of Furst Hall, the spirit of Yom Ha'atzma'ut erupted as hundreds of celebrants from Stern and Y.C. ignored the fact that some of the planned activities had been rained out, and began a celebration that outshone those of much sunnier years.

Sparkling the lively response was a brilliant performance by Yeshiva College student Tzachi Ben Ari. Tzachi, a native Israeli who sang professionally in Israel before serving in the army there and later coming to the U.S. for his college education, captured the heart and soul of the audience with his singing of L'Shana Ha'ba'ah B'Yerushalayim, and many other current Israeli hits.

A standing ovation greeted Tzachi as he concluded his performance.

The much injected into the audience by Tzachi's display of talent carried throughout the day as the audience followed his lead and joined in the lively afternoon of singing and dancing in celebration of Israel's 23rd anniversary.

News Shorts: What's New for '71-'72

(Continued from Page 1, Col. 5)
be editor-in-chief of *Kochavim* '72.

CLASS ELECTIONS: Class of '72 — Linda Billauer was elected president, Joan Lenoff vice president, Joan Goldschmidt, treasurer, and Sheila Kalish, treasurer.

Class of '73: Ellen Stern-president, Sandra Markowitz, vice president, Judi Feinstein, secretary, and Sharon Greese, treasurer.

Class of '74: Sherry Scheinberg, president, Irene Flink, vice president, Gittie Garfinkel, secretary,

and Rachel Chernotsky, treasurer.

INSTALLATION: The executive boards of Student Council, and *The Observer*, and the officers of all classes will be installed on Thursday, May 20.

CLASS OF '73:

According to the latest figures from the Office of Admissions of Yeshiva University, there will be a drop in enrollment at Stern College next year. In an interview with Rabbi Groff, Dean of Admissions, it was learned that three-hundred and one applica-

tions have been received until now, and two-hundred and twenty five students have been admitted. This represents a decline in the number of applications from previous years.

In accounting for the decrease, Rabbi Groff mentioned several factors. As he sees it, the major cause is the current trend toward public universities rather than private universities.

Another significant factor is the institution of intensive Jewish Studies programs at the City University of New York. This enables students who are interested in Jewish Studies to attend low-cost schools.

Finally, Rabbi Groff pointed out that although the attrition rate at YU and Stern is lower than that of other schools, it is on the rise.

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LAST WILL & TESTAMENT

By GINA ZWEIG

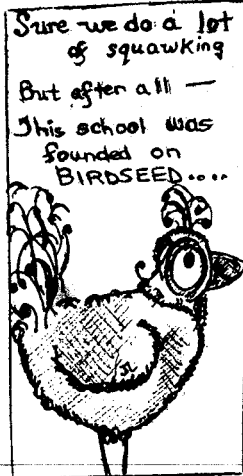
It is a well known fact that Stern College was founded on birdseed. But that's no reason to sell us cheap. At the inception of the school the student leaders did not utter a peep of opposition. However, soon a few feathers were ruffled and then the administration was no longer able to duck the existing situations.

The year is drawing to a close, and this is the last "Friendly

Fritz" I will write. Before I go, I would like to leave the various segments of the administration their rightful share of our School's problems.

To the Jewish Studies Department I leave the problem of finding us a head instead of giving us a tale. To the Registrar's office I leave the problems of making every subject successfully conflict with each of its co-requisites and closing seniors out of required courses.

To the library I leave a coat rack and an aging sign. And last but not least, to the Dean's Office I leave a scissors so that they may successfully cut all the red tape that entwines them.



Members of Various Groups Unite; Join Lag B'Omer Soviet Jewry Rally

By ROBERTA BURMAN

The Talmud tells us that between Pesach and Shavuot, the students of Rabbi Akiva were smitten with a plague that claimed the lives of 24,000 of them. Our rabbis tell us that this terrible holocaust was brought upon these 24,000 because of a lack of Ahavat Yisrael love of Israel. On Lag B'Omer, this terrible plague ceased. Lag B'Omer is traditionally a happy day; at the same time, it teaches us the crucial significance of Ahavat Yisrael.

On Thursday, May 13, more

than 2,000 concerned Jews gathered at the Soviet Mission for a Lag B'Omer rally, to protest the treatment of Jews in the Soviet Union.

There were Chasidim as well as Mitnagdim; there were youngsters as well as adults; there were JDL members as well as anti-violence protesters. And all were united for the same cause forgiving and forgetting for the moment their personal likes and dislikes, to protest the Soviet actions against three and one half million Jews.

The 1970-71 Stern College tzedaka drives have resulted in the collection of approximately \$5,300 in cash and over 200 articles of clothing to be distributed to worthy institutions and individuals.

The Purim carnival alone provided over \$600 that was divided among five groups:

Peylim received \$100 to help feed and clothe two girls (see pictures). The money will also be used to give them an education (secular and religious) for a year so that they will not be educated and later converted by missionaries.

Two hundred dollars was sent to Beit Olot, a girls' orphanage in Israel. The money was sent before Pesach to help orphaned girls, and girls whose parents cannot afford to raise them at home.

by giving them those necessities of life which we often take for granted.

A watchman in a factory in Jerusalem received \$180. The man has 13 children, two are married, two others are blind, and a son is currently hospitalized. The watchman's salary is less than 400 lirat per month, and he and his large family are forced to live in a two room apartment.

The Yeshiva for the Deaf in Brooklyn received \$100, and Chaim Atzma (an organization which distributes money to Yeshivot having financial difficulties) received \$25.

Aside from the Purim carnival,

separate tzedaka campaigns have been run during the year.

An emergency campaign for Chessed L'Avraham (which works to rescue Jews in the USSR from anti-Semitism and oppression) brought in \$2,600. An additional \$250 was raised as profit from a jewelry sale run by Judi Willig. Miss Willig ordered jewelry kits, and with the help of several other volunteers made up the jewelry to order.

Special Collections

Shirley Stark headed this year's Israel Emergency Fund campaign, which raised \$1,030 to be sent to the United Jewish Appeal Emergency Fund for the State of Israel.

Earlier in the year, a special collection for the Yeshiva for the Deaf amounted to \$200.

Yeshivat Torah Or in Jerusalem received \$48 as the result of a campaign headed by Lillian Amels.

Three hundred dollars was sent to the Vaad Hatzallah. This organization, run by one man, is responsible for "buying back" Jewish children who have been converted.

On going tzedaka campaigns include collections for the following:

Money for Hachnasat Kallah (aid for a needy bride) is being collected until Shevuot in Room 7D.

Shirley Weinstein is presently collecting tzedaka for the Chaim Berlin kollel. The kollel is in debt and very much in need of financial assistance. Thus far, \$30 has been collected.

The weekly dormitory collection total is now at \$700. The money will be distributed to various organizations in the U.S., Israel, and the USSR.

In addition to financial assistance, the girls at Stern have so far contributed 55 skirts, 102 dresses, 26 suits, 12 winter coats, and 5 jackets all in good condition to be sent to the Beit Olot orphanage.



One of the many girls at Beit Olot who have benefited from Stern's generosity.

LETTERS TO THE EDITOR

(Continued from Page 2, Col. 4) Star's office to decide whether or not a professor's request for a grade change is valid. The Registrar's office is not more qualified to make that decision (nor do they have the academic right to) than does the maintenance staff.

After all, evaluations of academic performance should be made by scholars, not by bureaucrats.

Marsha Kaufman

"Jailed" Dormer Replies

To the Editor:
Re: Miss Krotki's Letter, April 27, "Beware the Commuters"
I have served my time, and the tale will be told.

In a state of innocence, I entered the courtroom. I treated my judges with respect, but they knew that I was of Those, after all we have quite a case history.

However, I must deny that the grey women were motivated by McCarthyist learnings. Surely, I was branded with the blue and gold "C," but it was never meant to inspire a red alert.

On the contrary, they ignored my apolitical standing, and ordered me to assume a position on the right. They told me that I was getting off easy — that my cell was affectionately termed Lounge.

But I knew it was solitary. They put a guard on me. And once, I broke a rule, and my guard stormed over. I will always doubt that her bite could have been worse than her bark.

I never saw the sun.
My term is almost up now, and

because they allowed me to hold on to my school books, I have been able to retail my apolitical standing.

However, if there is a higher power out there who still believes in Jewish Pride or Dignity for the Education-Oriented, (not to mention Proud Parenthood who would be appalled by the cases of mothers who have occupied my cell), please appeal for reform legislation.

The truth must come out, with my respects to Miss Krotki...

Branded

(P.S. I would have handed this letter to you directly, dear editor, but the switchboard was closed.)

Damning and Divisive

To the Editor

Rabbi Metzger (according to The Observer, April 7th, 1971) has urged quiet diplomacy for aiding Soviet Jewry. Since pikuach nefesh is involved, we cannot let his conclusions go unchallenged.

We also believe that authoritative persons should be consulted to help us decide which approach is most beneficial. However, the Lubavitcher Rebbe is not the only expert. The experience of officials within the government of Israel, the years of research and coordinated effort by the SSSJ, the almost unanimous support of organized Jewry as represented by the American Conference on Soviet Jewry and, for those who are on one side of our newest controversial group, the activities of JDL, all favor what Rabbi Metzger has

called political agitation — what is simply called mass rallies.

Rabbi Metzger has implied that "some" (?) have used the plight of Soviet Jews to further the aims of Israel's foreign policy. This is a most serious allegation. Is he saying that those "some" (?) do not really care what consequences their activities will have in Russia? Are we also to assume that Jewish interests are not served when Israel's security and world image are strengthened? What of pikuach nefesh regarding Israel's population?

We find Rabbi Metzger's implication damning and divisive. We believe that the interest of World Jewry (including Israel's and Soviet Jews) can be served simultaneously. We do not agree with anyone who tells us we must choose!!! We think that Rabbi Metzger has some explaining to do!

Jewish History has taught us many lessons. No one can deny those in which the active methodology was justified. (Maccabean Victory, Warsaw uprising, Israel's three wars etc.) Future generations may be in a better position to judge, but we think the evidence, (which now includes the testimony of new Russian immigrants to Israel) supports a continuation of political activity — rallies, letters, phone calls, stickers etc. AM YISRAEL CHAI!

Nitz and Lenny Druyvan

Disappointment

To the Editor:

Despite the cold weather and the fact that the parade ran on

"Jewish time," we were very disappointed in the small number of girls who marched with the Stern College delegation in the Salute to Israel Parade. This is the one time during the year that so many Jews gather at once to show their support for Israel. The parade is specifically for young people to participate in, as one of the requests of the parade committee was that neither children under five years nor adults should march.

Not only is this a time for you to show your support for Israel, but it is also a supreme opportunity to support your university. You should want to at least show that one of the goals of your university is its support for Israel. We hate to say that the lack of marchers in the parade reflected the apathy at Stern.

Don't forget that Stern is your college — you should at least want it to look good in the public eye if not for yourself and your fellow students. Whatever you do or do not do for Stern is a reflection on your school and therefore on yourself.

Another disappointment was the article about the parade in the last Observer. Not a word of Stern's participation was mentioned. Even the picture was not of our delegation. This was the first year that YC and Stern had a float together, a band and a dance group. We feel that some mention should have been made of this.

Chairmen of the Salute to Israel Parade

Memorial Dedicated



Student Council presented this Yad Vashem (memorial to the six million Jews who perished in the European holocaust) to become a permanent part of the Stern College shul set up in the auditorium.

Many similar memorials have been purchased by synagogues throughout the U.S. to memorialize the victims of the Nazi.

Jane Marks Interviewed Over WYUR; Defense of "Mademoiselle" Article Successful

By AILEEN POLLACK

The controversial article on Stern College in last month's *Mademoiselle* Magazine gave rise to an interview with the author, Jane Marks, aired over WYUR. Taking part in the question and answer session, taped in the offices of *Mademoiselle*, were two Yeshiva College students, Mark Meirowitz and Ben Ettlinger, as well as one junior from Stern, Jeryl Lupatkin.

Miss Marks began by saying that she came to Stern with no pre-conceived attitudes. She admitted, "What struck me almost immediately was how personable everyone was, how friendly, and this is not necessarily the case at every college nowadays."

Cross-Section

When asked whether those students she spoke to were generally religious, she answered that she asked to see a cross-section, and as she interviewed them, they would recommend their friends. Some students declined to be interviewed, including a girl who was a women's lib advocate, and one of the black students.

Jeryl Lupatkin brought up the point that an anecdote demonstrating the lengths to which some Stern students once went to so as not to break the Shabbat was "in poor taste, and showed us as a fanatical element." Miss Marks protested that she had never meant it to be taken that way, and that she herself found the incident "charming."

Discussing the Orthodox Jewish commitment and the sacrifices it demands, Miss Marks said at one point: "Is there such a thing as commitment with flexibility? The absolute isn't always the best." One of the Yeshiva College students answered with some awkwardness that the "inconveniences" of certain *mitzvot* such as Shabbat were all a matter of perspective, depending on the kind of life one was accustomed to.

Different?

"Do you think the typical Stern girl is very different from the girl at other colleges?" asked one of the students.

"There's no one typical Stern girl," she answered. "However, I had lunch with a lady who teaches at Stern and she said that reading that article, if she were a mother, she would say, 'that's where my daughter should go.'"

"Do you think we are narrow because of our interest in Jewish causes?"

"Interests are a matter of priority," said Miss Marks, "and outside interests at Stern are lower in priority than Jewish interests."

Jeryl Lupatkin asked if the concentration on marriage that Miss Marks noted in her article was necessarily particular to Stern, or was not also found at other colleges.

"A lot of people mentioned it with dismay, and I think perhaps there might have been a lot of pressure to get married, more so than in a school without religious orientation. I don't think that is the only reason they are [in Stern], there just is a lot of pressure to get married early."

After the tape, the three students who conducted the interview fielded questions on the telephone from listeners.

A freshman caller from Stern accused the Yeshiva College students of not asking trenchant

questions. She asked why there was only one interviewer from Stern and two from Yeshiva when the article was written about Stern College, and on this issue Stern girls would have the best knowledge, and of course, the most at stake. It is interesting to note in this connection that just after Jeryl asked the question, "You made some comments about our cafeteria" being cramped — but have you ever seen the new cafeteria?" one of the Yeshiva students broke in, saying time was up and the interview was concluded.

It has been generally conceded that the interview with Jane Marks was highly ineffective. This may have been partly due to the red carpet treatment which so over-awed the Yeshiva College delegates (though, as one of the boys himself conceded, not the Stern representative). It may have been a result of an absence of conviction on the part of the Yeshiva College students. Their underlying feeling that "there wasn't that much wrong with the article" seemed to come through during the broadcast rather clearly. Certainly more articulate, Stern students would have filled the gap.

A lack of overall dynamism, of relevant and important questions, and of subsequent follow-up were characteristic problems of the broadcast. Jane Marks had emerged successfully defending her article as totally unbiased and innocent. But perhaps one Yeshiva College interviewer supplied the answer himself for the unsuccessful showing when he protested weakly, "But what would you have said? It was very hard to think of what exactly was biased about her article when that microphone is staring at you and dead air is filling up the waves."

The lack of experience and interviewer's acumen this student showed most certainly came between what started out as a promising idea and its fulfillment. Instead, the result was a disappointingly empty vehicle.



What's a "typical Stern girl?"

questions and of letting many of Miss Marks' answers go unchallenged. The boy admitted sheepishly that when they went to the *Mademoiselle* offices for the interview, they had been treated so royally by the staff — welcomed, fed, and flattered — that he had felt a real psychological reluctance to "give her a hard time," to pose very difficult questions and to follow up on her answers with challenge and refutation.

Another Stern student objected to the boys' monopolizing the interview, injecting personal experiences, and not letting the Stern representative, Jeryl Lupatkin,

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Rochelle Sperling Graubard '67, a girl.
Ilana Roberts Mendelovitz '70, a boy.

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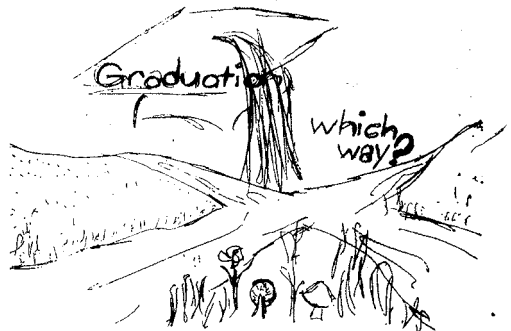
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Senior Introspects; Higher Education Not for Everybody



By JOAN GLICK

As do most seniors, I have taken a vacation from school work. My excess time has been spent reflecting upon my four years of college. I don't suggest thinking as an alternative to school work because it causes many problems and rarely leads to solutions. But allow me to relate to you that which I have discovered and that which is still unexplained.

Disappointments

It is the belief of our modern technological American society that education, even college education, is a necessity. We see this in such policies as the City University's open enrollment program. It is my belief that my college "education" was at best, accessory and at worst, useless.

Higher education should be thought of as a luxury. It, in no way, acts as vocational training and no one should expect you to out of college ready for a profession.

High school students should not be socialized to believe that college is the only respectable choice. Only students who are highly in-

terested and motivated to learn should be accepted to universities. Such learning for learning's sake would improve morale on campuses and make an educational experience out of the present torturous, endurance test situation. After four years of college the only thing I have really learned is how to get through college.

My second disappointment is with my school, Stern College. Despite my collection of loving friends and close relationship with teachers and administrators, I feel that Stern has let me down. I have learned to relate well enough but I have not learned to learn. I have not been challenged. Worst of all, I have been deprived of that which I so desired, an intensive Jewish Education.

Unfulfilled Potential

I was not forced to attend Stern. I am here after having made a difficult choice. I came with a mind longing for Jewish knowledge and I have been let down. But I also came here unbothered and leave dedicated to Judaism for the rest of life, please G-d. For this, I am eternally grateful.

My greatest disappointment, however, is with myself. No matter what society has dictated, despite the situation of my surroundings I have no excuse for not fulfilling my own potential. These four years are gone and no matter how many resolutions I make to change, I cannot relieve them.

I have had to decide what to do with my future and fortunately, I have something figured out both practically and theoretically. Deciding to go to graduate school was easy once graduate school decided to accept me.

Self improvement

More important, I have resolved not to let my future go by as easily as my past. One must dedicate oneself to self-improvement so that one is capable of giving to others. And so I must make a conscious effort to better myself in every aspect. These past four years are lost. But I have learned to value time, I don't think I will ever allow another four to pass so empty.

And so go the thoughts of this senior. If nothing else, at least I have discovered some of the problems that now may be resolved. It has been a painful year for my classmates and me. But in my deepest depression I remember that words of Aristotle who said "The roots of education are bitter but the fruits are sweet."

School for Wives — A Must

By SYLVIA J. BIC

How long has it been since you've actually laughed out loud at a play? Unlike the many comedies that only evoke a smile, *School for Wives* is so cleverly written it not only causes occasional isolated guffaws, but maintains a consistent level of hilarity throughout its performance.

Although Moliere is credited with the authorship of the play, he can no more be considered its true author than Shakespeare could be considered the writer of *West Side Story*. Richard Wilbur, who translated *School for Wives* from French into English verse, is really responsible for the play's success. Somehow, when a punchline culminates in a rhyme it is far more effective than the standard one liners of most Broadway plays. The rhyming techniques even eliminate the need for abundant use of four letter words to pick up the pace.

The plot is a standard madcap Moliere mixup, yet Wilbur's imaginative and witty writing take it out of the realm of the ordinary.

Brian Bedford, the winner of the Tony Award for best actor, is superb in the part of an old man who tries to groom a young girl to be the perfect wife. He fights a losing battle against nature



Tony Award winner Brian Bedford in Moliere's "School for Wives."

which cannot permit her isolation from the male half of the human race. The most effective part of the play is Brian Bedford's smile. Each time he used it, he threw the audience into a panic.

School for Wives, which will be playing at the Lyceum Theatre till the end of May, is a definite must. It is also very accessible since student rush tickets are available.

Executive Council Meets; Budget Cuts Reviewed

Yeshiva University has strengthened its efforts to prepare all divisions for the financial difficulties anticipated for the coming year.

Representatives of all schools were informed recently that Local 1199 — the union representing some 125 maintenance workers at all three Manhattan branches, and the secretarial and clerical staffs at the Graduate Center — has notified the university of its basic demands. The union will request a 15% wage hike when its contract is renewed next month.

Union Negotiations

Negotiations between Y.U. and Local 1199 are scheduled to begin next week. Heading the Y. U. negotiating team will be Sydney Schuetz, general counsel. Each school will select faculty and student representatives to serve on the negotiating panel. These representatives will be responsible for making regular reports to keep each school informed as to the university's position and the progress of the negotiations.

In other university-wide action, the Executive Council, representing the Deans and Directors of graduate and undergraduate divisions, met frequently during the Pesach vacation to formulate cost-cutting measures. Resulting from these meetings was a recommendation to President Belkin concerning class size.

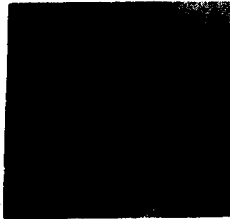
The executive Council suggested a policy stating that in general the university "does not approve of classes with an enrollment less

than ten." Classes with registration below six would not be permitted without application to a special university-wide committee. The total number of such courses, if approved, could not exceed 5% of the number of courses offered by the school.

It was estimated that if all courses that currently have an enrollment under five were dropped, the university would save approximately \$850,000.

In independent action last week, the Undergraduate Council recommended other revenue increasing measures.

The Undergraduate Council sent



Mr. Sydney Schuetz

a recommendation to the Executive Council that "it consider opening select courses to the general public on a non-matriculating basis." In this way, the university could charge "outsiders" for courses that are part of the standard curriculum.

Also sent to the Executive Council was a proposal that the Deans

and Directors of schools should take into account the university's financial situation when they re-evaluate their requirements. While cost cutting should not be a reason for revising the requirements, it might be used as a guideline for developing the new programs, the council suggested.

Larger Classes

Undergraduate Council also gave its "positive backing" to a proposal that the Deans of each school investigate the possibility of consolidating several sections of the same course into one lecture group.

When both Yeshiva College and Stern College offer a certain course only on alternate years, The Undergraduate Council recommended, it should be given on different years at the two schools so that the library's reference works on the subject could be shifted from campus to campus as they are needed.

A proposal by the Budget Committee of the Undergraduate Council that it "explore the possibility of Yeshiva College courses in conjunction with Stern College courses — which would in effect mean co-education — was declared out of order and beyond the jurisdiction of the Council since it effects overall university policy.

Brecht's Play Wins Acclaim

By SHERRY SCHEINBERG

The grinding humanoid war machine propelled itself forward, jarring an unsuspecting audience to the bitter reality of Hitler's Germany, when the Stern College Drama Society presented Bertolt Brecht's *The Private Lives of The Master Race* on May 12.

As the mechanism dismantled and split itself into human components each giving a different view of life in the Third Reich, a message of terror, despair, hunger, hatred, and all that was the Germany of 1939 enveloped the room and held all present in suspension for the next eighty minutes.

Audience Reaction

Only those who were fortunate enough to view the production can describe the emotions so vividly captured by both the cast and audience. Tears fell from four hundred pairs of eyes while a family mourned bitterly in "The Box." The audience was as bewildered and frightened as the players themselves during "The Betrayal," and gasped in horror upon the hanging of "The Old Nazi."

We shared the futile lament of the distraught "Jewish Wife" and felt the agony of forced labor in "Prisoners Mix Cement." I have never seen such a strong impact

ever draw an audience and cast as close as this.

The "theatre in the round" of the presentation lent much to the mood of the production, making the evening a joint audience-actor endeavor. The military costumes and characterless makeup fully expressed the strict regimentation of Hitler's nation.

Completing the setting of the drama, the sad, hopeless theme of Brecht's music was expressed beautifully by Susan Stareshefsky, Lynette Margulies and Edith Lazaros.

However well done the technical effects were, the true impact of the play must be credited to the director Judie Stein and her cast. I cannot call them actors, because they did not act, but immersed themselves in the mood and shared



Each of the eleven cast members played many roles in the eleven scenes of "The Private Lives of the Master Race."

it with a breathless audience. The roles, if they may be called such, assumed by Edith Lazaros, Sara Warsawick, and Faith Watkins, could not be excelled by any professional. As simply done as the production was, each cast member contributed a part of her own character to give the evening an expressiveness that would make even Brecht himself proud.

Eight weeks of tireless preparation preceded the performance, which must be hailed as a tribute to the Speech Arts Forum and the limited cultural achievements of Stern College. As untraditional as the production was to much of its audience, it left an impact that will haunt many on sleepless nights.

There can be only one criterion for the glowing work of art that graced the Stern College stage on May 12: that only one gem such as this was granted to the Stern College family this year, and that we were only permitted to enjoy its glitter for one standing-room-only night.

Mrs. Sara Meyer Retiring; To Leave for Sunny California



Mrs. Sara Meyer behind the reception desk at Brookdale.

Next year, there will be an empty chair behind the booth in the lobby of Brookdale Residence Hall. After nine years of devoted service, Mrs. Sara Meyer is retiring, and leaving Stern College for sunny California.

Mrs. Meyer's duties have been manifold. She is responsible for enforcing the rules governing dormitory life. Not only has Mrs. Meyer fulfilled her responsibility, but she has also acted "above and beyond the call of duty." When someone is sick and confined to the infirmary, Mrs. Meyer is always there "with tea and sympathy."

Received Citation

Her service to Yeshiva has not been limited to Stern College. She has been an active member of the U.O.J.C.A. Women's Organization for many years, and recently received a citation for her dedication.

Although Mrs. Meyer explained

that her feelings toward Stern are private, she did emphasize that it has been a wonderful, rewarding, and enjoyable experience for her.

We wish her all the best and thank her for the many hours that she has spent for Stern.

Meryle's Pearl

On behalf of the entire students body, the Observer wishes a heartfelt Mazel Tov to Meryle H. Cherrick, editor-in-chief, on her engagement to Shmuel Kohn.

What do you say to an editor who has given what we thought was every spare moment to the newspaper? Actually we discovered that Meryle was two-timing the printer and indeed found time to get engaged.

Our best wishes to Meryle and Shmuel.

May their lives be laid out as well as the Observer.

— 30 —

New Calendar, '71-'72

The 1971-72 academic year will begin on October 18, according to the revised calendar just released by the registrar's office.

Explaining the reason behind the decision to begin classes in October, Prof. Morris Silverman said: "It turns out that we could not possibly start until after Labor Day because the maintenance and cafeteria workers would not be available until then. Therefore, we could have at the most seven days of classes before Rosh Hashana and three afterwards, and those three would be wasted as I do not see girls returning from out of town for that short a time. Furthermore, the faculty expressed a decided preference for beginning later."

Fall Semester, 1971

Registration and Orientation	Thurs.-Sun., Oct. 14-17
First Day of Classes	Mon., Oct. 18
Program Changes and Last Day to Register	Mon., Oct. 25
Last Day to Enter a New Class	Mon., Nov. 8
Application for R/N Grades Accepted	Mon.-Fri., Nov. 8-12
Election Day (regular sessions)	Tues., Nov. 2
Last Day to Apply for January Degree	Friday, Nov. 12
Thanksgiving (no sessions)	Thurs.-Fri., Nov. 25-26
Last Day to Withdraw from a Course	Friday, Dec. 24
Fast of Tevet (no sessions, registration day)	Tues., Dec. 28
To follow a Thursday schedule	Mon., Jan. 24, 1972
Last Day of Classes	Tues., Jan. 25
Final Examinations	Wed., January 26- Wed., February 2

Note: Friday classes will have to meet one extra day by arrangement.

Spring Semester, 1972

First Day of Classes	Thurs., Feb. 10
Program Changes and Last Day to Register	Thurs., Feb. 17
Washington's Birthday (regular sessions)	Mon., Feb. 21
Last Day to Enter a New Course	Friday, Feb. 25
Fast of Esther and Purim (no sessions)	Sun.-Tues., Feb. 27-29
Application for P/N Grades Accepted	Wed.-Fri., March 1-3
Last Day to Apply for a June Degree	Friday, March 3
Passover (no sessions)	Tues., March 28- Saturday April 8
Israel Independence Day (no sessions)	Wed. April 19
Last Day to Withdraw from a Course	Fri., April 28
Shavuot (no sessions)	Thurs.-Sat., May 18-20
Memorial Day (no sessions)	Mon., May 29
Last Day of Classes	Wed., June 7
Commencement	Thurs., June 8
Final Examinations	Friday-Friday, June 9-16