



The Observer

Thursday, October 28, 1971

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THE OFFICIAL NEWSPAPER OF STERN COLLEGE FOR WOMEN

Picketing

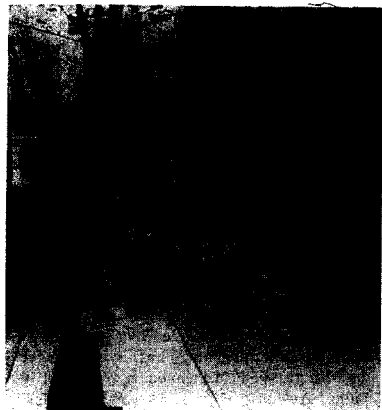


Photo by C. Merzel

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Demanding

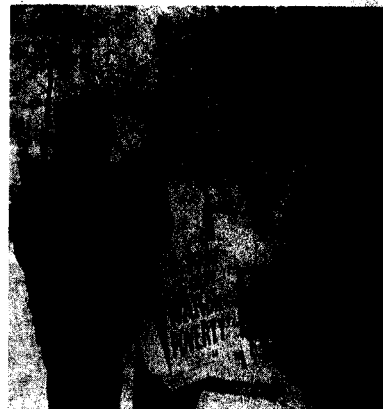


Photo by C. Merzel

STRIKE STRIKES

Meeting

...

Negotiating

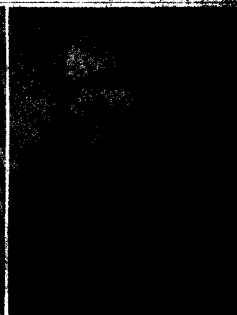
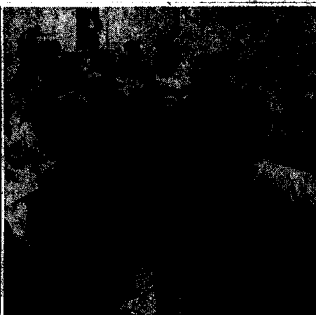


Photo by L. Billauer

Volunteering

...

Cooperating

On Tuesday, October 19, the Yeshiva University maintenance and cafeteria crews, as members of Union Local 1199, left their jobs

beginning a strike for higher wages. The contract Yeshiva had with the workers expired June 30 and the present strike results from the failure of the University and the union to arrive at a new agreement acceptable to both parties.

This union came into Yeshiva two years ago to organize the workers. However, the vote to join the union was only offered to a select number of workers and, therefore, while 150 workers voted to join, resulting in the union's entrance, there were approximately 200 workers in union related jobs who were not offered a vote. Furthermore, the union consists primarily of hospital and drug workers, a consideration which makes Yeshiva's position in dealing with the workers particularly difficult, for a hospital received government subsidies to provide

wages whereas there is no such third part providing funds in this situation.

Negotiations have been underway since May and in June Y.U. called for a state mediator to enter the case. Solomon Kreitman was sent by the State Mediation Board. The Union demands a 30% wage increase within three years, increase in pension, decreased hours, seniority in hiring and firing and more holidays. Yeshiva, having a cumulative deficit of thirty-one million dollars, states that it simply cannot provide a wage increase. Faculty has been notified of a salary freeze to be in effect for the next two years.

On October 1st, Jesse Olson, head of the union, the Yeshiva Board of Trustees, Dr. Belkin, Max Stern and other Yeshiva representatives met. The Yeshiva offered a six dollar per week in-

crease for marginal workers and two trustees offered to provide funds for workers earning less than \$120 per week.

On October 19, at a meeting with union and state mediators, Jesse Olson relayed plans of a strike to begin at 4 P.M. if no settlement is reached. The union, however, broke off negotiations at 2:20 P.M.

At this point no one can accurately predict the expected duration of the strike. The students and faculty at Yeshiva College and Stern have attended meetings informing them of the situation and urging student cooperation in satisfactorily maintaining school and dormitory conditions during the strike.

At a student meeting held Wednesday, October 20, Stern students were informed of measures taken by the boys at Yeshiva. The Y.U.

boys, both those on work-study and volunteers have manned the cafeteria and food deliveries that have been prevented by the picket

(Continued on Page 5, Col. 1)



Photo by L. Billauer



Photo by L. Billauer

Stern College Pays Tribute to Trio

During this time of crisis at Yeshiva University there are several individuals whose total dedication cannot possibly be adequately recognized. *The Observer* would like to single out and pay tribute to three of these individuals. Firstly, Mrs. Johanna Milner, a unique individual who constantly has to deal with unique problems, has done a remarkable job taking care of the seventeen dormi-



Mr. Sam Klein

dorm rooms like they have never been cleaned before, we find it impossible to thank Mrs. Milner sufficiently. We are certain that no one will dispute the fact that the first and last person seen in the dorm at night and in the morning is our Mrs. Milner. She may be seen waxing a floor, or fixing a door, or somehow always being around to open a door for a girl who has been locked out.

And then of course we have our "Sammy." Mr. Sam Klein has always been an integral part of the functioning of Stern College; his total dedication at this time of crisis does not surprise us. We all somehow know that without Mr. Klein at least four hun-

dred girls would be on cottage cheese diets.

In addition, a special thank you goes to another individual upon whom we have always been confident that we could rely, Mr. Sam Mandelbaum. Mr. Mandelbaum as well has done an excellent job in coordinating activities in the school building.

Thank you, Mrs. Milner, Mr. Klein, and Mr. Mandelbaum.



Mr. Sam Mandelbaum

a time of CRISIS...

Throughout the past week, perhaps the issue of greatest concern to Yeshiva University has been the maintenance strike. Administration, faculty and students have attended meetings, volunteered services and undoubtedly discussed and re-discussed the entire situation. For me, a great realization has emerged from all the activity.

It is often said that we tend to take things for granted until they are threatened; that we don't fully realize a thing's worth until it is endangered. The strike has served as an instrument to make us more cognizant in the university world. Yeshiva indeed differs a great deal from any other school in the nation for it is virtually the only institution providing students with both a secular and orthodox Jewish education. Yeshiva remains for many students throughout the United States and numerous other countries the only school in which they may learn, often for the first time, of true Yiddishkeit while also pursuing their secular educational goals. This, very impersonally, serves as a major factor in evaluating Yeshiva. However, the greatest purpose Yeshiva serves is most poignantly illustrated by something that happened to me last week.

Another student and I were standing outside the faculty meeting concerning the strike as one of the teachers left the discussion. Seeing us, he asked us what had happened at the student meeting which had been held simultaneously with that of the faculty. He simply asked us, "was the halacha discussed?" and with this question I suddenly fully realized why Yeshiva is so important. The education, the Torah, that we learn here is not merely impersonal study of an ancient heritage. Rather, this Torah even provides us with a relevant, beautiful way of life. Yeshiva's greatest importance lies in its ability to reveal this way of life to us and for this reason it must continue to function.

Florence Simon

OPTIMISTIC

By RACHEL D. BECKER



A friend of mine who has often declared she would not pick up a broom unless she was absolutely forced to, was sweeping the floor in the school building today. While sitting in the cafeteria I noticed a student carefully clear the crumbs from the table upon which she had just eaten. I overheard a student offer to turn down her salary, insisting that the University needed it more than she did. I am deeply moved and encouraged by these incidents. I am course deeply moved in quite a different sense by the gravity and seriousness of the strike and its implications both in terms of the strikers and of the University. And I am pleased and proud of the women of Stern College, for their spirit has been one of cognizance, of sympathy, and, most importantly, of sincere cooperative effort. I am proud of the woman of Stern College for while she feels the painful sensation of walking among the pickets and seeing very familiar faces and feeling at a loss for words, she nevertheless demonstrates her depth of loyalty to Yeshiva University. Thank you, Stern women, for maintaining a high morale, for creating a profound atmosphere of unity and cooperation. It is for this reason that I am optimistic.

Yes, despite difficulties, I am indeed optimistic. The year of 1971-72 has been, and will no doubt continue to be, an important year for changes and improvements within every aspect of Stern's academic structure. We have seen the fulfillment of much of the dreaming and planning of previous years. We welcome with great enthusiasm our new courses and faculty. The incoming freshman class is an eager, promising group. The Dean has effected a new Honor's Admission's Program designed to offer greater opportunity to entering students with exceptional academic records. A scheduling change whereby classes now begin on the hour has been successfully adopted. The redistribution of general requirements has been implemented. Our new bookstore has opened for business. The Periodical Reading Room has been formed in the old library. For the first time, Stern has its own year-of-study in Israel program, which is still being revised and improved.

But perhaps most importantly, in 1971 we see the fulfillment of our greatest dream — the hiring of Rabbi Saul Berman and the establishment of a truly meaningful Religious Studies Department which promises to become a true "Kidush Hashem." New Religious Studies courses have been set up which are designed to have greater relevance to the Modern Torah Jews. The approach has become more personal. Rabbi Berman and his staff have intensified and recognized the need to relate on all levels to the problems and questions of the Jewish Woman. It is our hope that this new wave of optimism represents a giant and fruitful step towards the creation of a more meaningful Torah Society at Stern College.

Dean David Mirsky has requested that a special note of personal thanks be included in THE OBSERVER to students who have generously given time, energy, and loyalty to Yeshiva University at this moment of crisis.

THE OBSERVER STAFF

would like to
welcome all
incoming students
to
STERN COLLEGE.

We wish

to commend

the

Office of Admissions

for its wise and

effective selection

of the

FRESHMAN CLASS.

The observer

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WELCOME RABBI AND MRS. BERMAN

By Esther Fuchs

"I thought he was very nice; I really liked him."
 "She seems understanding."
 "Everyone I talked to said she was really sweet."
 "I saw him the other night and he just walked up to me and said 'Hello, How are you?' like he was really concerned about me!"
 "Fantastic people. I wish they

ing some time with them, I could hardly help but join the ranks of the "Berman Boosters."

Rabbi, Doctor Teacher

Rabbi Berman received his BA in English from Yeshiva University in 1959 and Smicha from Y.U. in 1962, doctor of law degree from N.Y.U. in 1968, and his MA in Political Science from the University

of the same institution. She subsequently became involved in medical social work at Hadassah Hospital in Jerusalem and later spent three years working in connection with community mental health clinics in California and Boston.

Educating Jewish Women

Both Rabbi and Mrs. Berman feel quite strongly about the quality of education that a girl from a religious background should be afforded. "Girls' Jewish Education must be at a par with boys' Jewish Education," commented Rabbi Berman. "We're beyond the point where girls don't need extensive education equal to that offered boys." Accordingly, Mrs. Berman remarked that, "the Jewish woman has unfortunately been plagued by cliches which are not intrinsically Jewish in origin." "The ability to maintain a kosher household is certainly not sufficient in terms of fulfillment for the Jewish learning, is of vital importance to her."

Sensitize the Yeshiva Student

Rabbi Berman was also quite outspoken on the role of Jewish education as related to the attitude of the student to the community at large. The Rabbi maintained that yeshiva graduates are often insufficiently sensitive to the outside world. Yeshiva education tends to have a narrow focus of what constitutes Jewish concerns and interests. The religious community must maintain an outgoing relationship with the outside world. To illustrate his point, the Rabbi cited two extreme cases with regard to the Orthodox Jew's attitude toward society; on one extreme is the man who feels that Orthodox Jewry's interests are of sole concern and that the rest of society's problems are irrelevant, while on the other extreme is the man who maintains that all issues and areas of interest must pertain to society at large. The ideal situation, suggests Rabbi Berman, would be one in which the Orthodox Jew is able to relate to the outside world within the sphere of his Jewish heritage, that is with Halacha serving as the basis for man's relationship to society. Unfortunately, offered the Rabbi, Orthodoxy is often not concerned with the Halachic attitude toward a specific problem as much as with the practical effect brought by that issue. Rabbi Berman specifically cited the case of Federal allotment to yeshivot pointing out that Halachic sanction on this issue may possibly be subordinated to the practical financial need of the institutions.

Study and Motivation

Asked to comment on proposed changes within the Religious studies department, Rabbi Berman made several pertinent observations. "The study of Torah is not a four year project; it's a life time project," said the Rabbi. Thus, the study of basic text skills will be stressed on the elementary level in order to provide the student with the fundamental skills necessary to continue her Jewish education. Obviously if a student is unacquainted with basic Hebrew grammar, she will have a very difficult time studying Chumash and certain areas of Philosophy. The elementary courses will in ef-

fect serve a dual purpose. They will be geared to teach the student basic text skills and provide motivation for the student to continue her Jewish studies not only throughout college, but throughout her lifetime.

Practical Changes

Several practical changes have been instituted in the Religious Studies program as a means of improving the courses and gearing them to meet students' needs. For example, the elementary grammar and composition course will be structured to acquaint the student with the skills necessary for the co-requisite Bible and Philosophy courses. . . Also, each section of the same course will be similarly structured, using the same texts and syllabus; for example, although there are three sections of Philo 71, each section will be dealing with the same basic material and using the same sources. In addition, all RS courses will be structured to provide a progression of text and subject matter, thematically presented so that the student will recognize the relationship between the different areas of Halacha. Another idea that is being put into effect this term is that of utilizing each teacher's strength to yield the maximum benefit to students, "that is, a teacher who is interested in Chas-

bi Berman stressed the fact that although these changes in the Religious studies department will be most consistently advantageous to Freshmen, all classes will be positively affected by the improved quality of RS courses.

"The Rabbi commented on the large proportion of Yeshiva graduates in this year's Freshman class. He pointed out that the trend has been to return to Judaism, this trend stemming from "the evident bankruptcy of American society and the sense of despair produced by Vietnam and the increase of violence in society. There are the beginnings of a search for meaning that are reaching young Jewish people throughout the country."

Committed Freshmen

The Freshman class, according to Rabbi Berman, has shown "a tremendous amount of interest and commitment to Jewish studies and a real desire to take advantage of the best that this school has to offer them." Mrs. Berman who has also very much impressed this year's Freshmen, will of course be available to Freshmen as well as upperclassmen, for consultation throughout the year. As guidance counselor and advisor to the Freshman class, Mrs. Berman stressed the fact that she is completely divorced from any ad-



Rabbi Saul Berman

Photo by L. Billauer

had been here when I was a Freshman."

The above are authentic unsolicited comments which I have overheard regarding the recent appointment of Rabbi and Mrs. Saul Berman, to the posts of religious studies chairman and guidance counselor, respectively. Although intrigued by the enthusiasm of freshmen and upperclassmen alike, I vowed to maintain an objective attitude toward the Bermans until I had the opportunity to meet them personally. I must say, though, that I was not really surprised to find that their reputation of congeniality and genuine concern for student welfare was quite accurate. Certainly, after having had the pleasure of spend-

ing some time with them, I could hardly help but join the ranks of the "Berman Boosters."

Mrs. Berman received her Bachelor's degree from the University of California at Berkeley and her Master's degree in social work



Mrs. Saul Berman

Photo by L. Billauer

SILENCE KILLS!! SPEAK OUT!!

ATTEND

Freedom lights for Soviet Jewry featuring a dramatic presentation of the Leningrad trials along with major stars.

MADISON SQUARE GARDEN

Monday December 13, 1971 - 7:30 P.M.

For tickets contact: Given Abrams 8G, Ruthie Frank 4-B.

sidim would naturally be enthusiastic about teaching a course in this area, and his enthusiasm would no doubt heighten the interest of his class."

Broaden Scope of Study

Generally speaking, the Religious Studies department has instituted certain innovations to improve the quality of the courses to make RS courses more functional and to broaden the scope of Jewish studies by including several new, specialized courses. Rab-

ministrative role and will thus be able to relate to students on a totally personal and informal level.

Mrs. Berman also remarked on the tremendous warmth and friendliness that characterize Stern Women while Rabbi Berman commented on the "personalization" at Stern, as opposed to the mechanical processes of most major universities. Rabbi and Mrs. Berman's obvious interest in the personality growth of each student has ignited an optimistic fervor paralleled by none that I have witnessed in my years at Stern.

Faculty Feature

Reflections on the Social Sciences at Stern College

By Rabbi Bernard K. Greenberg
Sociology Dept.

"The age of Social Science is upon us." Or, at least to some enthusiasts roaring out joyfully from their ivory cages would have us believe. Maybe. But at SCW the roar is somewhat muted, if one is to consider departmental growth and the distribution of awards to sociologists as indicative of the vaunted trend.

On the other hand, the quality and quantity of our introductory sociology students this term certainly bodes well for the future of the soc. sciences here. I, for one, am perfectly delighted with these bright young women and sincerely hope we can inspire them to continue on in our disciplines.

eral organizational meeting will be announced shortly.

All this is indeed as it should be. But, it seems to me that there are, also, some very serious considerations peculiar to the teaching and learning of the social sciences at SCW, which do not apply to the academic world at large. Before we are Stern College students and faculty, we are, after all Jews. As such, our secular studies can only be justified to the extent that they may aid us in some way in the fulfillment of our obligations toward Torah and our people; our religious and social duties. This is no easy task in our complex, secular, industrial, urbanized, and computer-run society. But I feel that in this "age

clearly of a social origin and nature, and manifest themselves in a thousand forms of social dislocation and deviance.

We are therefore duty-bound to approach the incisive analyses of a Marx, a Weber and a Durkheim and their like with respect, detachment and discrimination. We must learn how to extract the cues and clues with which their works abound, concerning the social plight of modern man. We may then be enabled to clarify and comprehend our identity as Jews in a troubled world.

Let me illustrate how a basic understanding of the typical characteristics and functions of a bureaucracy leads us to appreciate the problems of those bureaucrats with whom we are forced to deal daily, and may also result in our developing more patience and perhaps even a little sympathy for this hitherto despised caste. (Who knows, in time we might even come to tolerate even such social experiences as union leaders and board of trustee members!)

In summation, let me just comment briefly on the attitude toward the social sciences here at Stern College. The enthusiasm and zeal that has been displayed by the student body with regard to the social science club, and to the social sciences as a whole is a tremendous boon and encouragement to me personally, as an instructor in the discipline; more important, though, is that this tremendously positive attitude indicates a promising, fruitful future for the social sciences in Stern College.

TAC's Future Hopes: Varied Activities Planned

The Adopt-A-Family program has already been arranged and freshmen will be contacted shortly by their respective home-away-from-home family.

Two TAC Shabbatot will take place shortly in suburbs of New York. The first will be in Far Rockaway Nov. 12-13 at Sharei Tefillah Synagogue. A Shabbat will also take place in Monsey, Dec. 3-4 at Rabbi Weiss's Shul. Space is limited so sign up now.

The first TAC class will begin on Tuesday, October 26 at 8:30 P.M. when an interesting class in Chumash will be given by a student at Yeshiva.

The publication of a Devor Torah on Parshat Hashavua will be circulated every week. In addition, a brief guide to Berachot and to Shabbat will be distributed shortly as a handy reference for all students. In addition, a committee will be checking the dorm to replace missing Mezuzot.

Prominent guests will be invited to spend shabbos with us at the Stern cafeteria on a regular basis (as indicated in the student council calendar) as soon as the strike situation is over.

These plans can only be successful with your help and co-operation. Sign up to work on committees now. Make YOUR Shabbat more enjoyable by attending Shabbatot in the various areas, signing up for home hospitality to spend Shabbat with alumni, and visiting with your assigned alumni family.

Take advantage of what is available to you!

of the social sciences"; it is not only possible, but even desirable and necessary to learn and apply the perspectives, methods and findings of social science in our need to understand and come to terms with our chaotic world. The widespread disenchantment, frustration and alienation of our times are

The New Stern College Bookstore is now open under the direction of Fern Landesman.

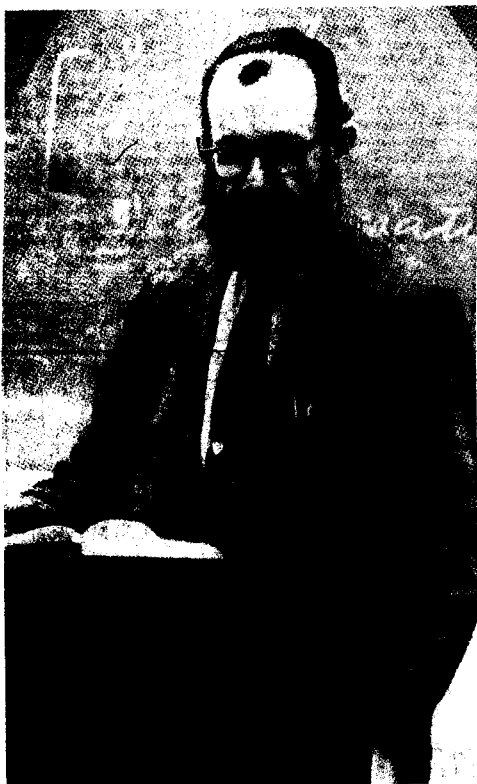
Bookstore hours are:

Monday, 3:15 - 5:00

Tuesday, 4:00 - 5:30

Wednesday, 3:15 - 5:00

Thursday, 3:15 - 5:00



Rabbi Bernard Greenberg

The Social Sciences at SCW this year are embodied in a variety of courses... if not instructors... in Sociology and Political Science, with one course in Anthropology and one in Social Psychology. (I contend that while history is social, it is hardly a science, and while Psychology is scientific, it is definitely "anti-social" in that it deals with a non-existent subject matter, i.e., the isolated "individual".)

My confidence in a rosy future for the social sciences at Stern College have moved me to propose and organize and sponsor a Social Science Club this term.

The club will be a forum for guest speakers, films, and tapes on current topics related to the social sciences. Some audio-visual equipment has already been donated to the club and the first speaker has been engaged. Our first gen-

Y.U. Rabbinic Alumni Gather; Pledge Their Efforts To Cause Of Torah Judaism Today

By Joan Lenoff

The Rabbinic Alumni of Y.U. has held its 28th annual convention in order to discuss the contemporary problems among the Orthodox Jewish Community. The Conference was held from October 18-20, 1971 at the New Brunswick Hotel in Lakewood, New Jersey. The theme of this year's convention was "Torah Judaism in an Open Society." The theme afforded student leaders from the undergraduate division of Y.U. to speak about problems that exist because of a lack of understanding between generations. The student leaders that were chosen to speak at the conference were Leah Becker, president of SCSC, Dov Butler, president of YCSC and Walter Maybruch, president of SOY.

Generation Gap

Rabbi Saul Berman, the new Judaic Studies Department Head of SCW, also spoke on the same subject. He spoke of a generation gap that too often exists between a rebbe and his student. At Y.U., there is a "conflict of competing Torah cultures in a learning setting." Culture 1 advocates the study of traditional texts in their normal cycles as opposed to Culture 2 which stresses the value of the content. Culture 1 favors learning done by the sequence of the literature while Culture 2 studies the organization of the topic thematically. Culture 1 has negative or indifferent attitudes towards the outside world but Culture 2 realizes the importance of Halacha in society. There is no problem when the Rabbis of Culture 1 and the Rabbis of Culture 2 have students of their cultures. There is a problem when the Rabbis theories are not the same as their students (and vice versa). "The generation gap arises when the student's demands and needs and his identity to Torah are not matched in either direction." Rabbi Berman pointed out that Yeshiva must be ready to serve both sides even should conflict arise. "Battle lines should be productive, not destructive, and lead to greater understanding as Torah Jews."

Strengthen Ties

While Rabbi Berman's message discussed the existence of a generation gap, Leah Becker focused on the question: Is Yeshiva doing all it can to strengthen ties and minimize the Holocaust in Germany, the establishment of the State of Israel, and a struggle for Yeshiva education. Although the student may not have these concerns, they have others, and what is Y.U. doing for them? We're concerned about Israel which is history in the making, Russian Jewry which is the lives of our people. But, how much is taught about these areas and are students allowed to miss classes for rallies to support their views? At Stern, there is no Rabbi-student relationship. There is no one there who can be emulated in the same way a Rebbe is looked up at. The students at Stern must be properly guided to take their roles in the Jewish Community. "Now, with the initiative of Rabbi Berman, I have confidence that tomorrow's



Miss Leah Becker represents Stern at Rabbinic Convention.

Jewish scene will be of today's concern and that our school will function as a source for World Jewry."

It is not only at Stern that the Rebbe-Talmid relationship is lacking. According to Dov Butler, a student can often turn for direction only during shiur. The Rebbe should direct the student to cope with problems of Soviet Jewry rallies and sit-ins. The Yeshiva must mold the students properly to go forth into the community as its future leaders. Most of the audience was composed of successful Rabbis, but there were many classmates of these Rabbis that weren't there; they had left the "fold". This can't be allowed to happen. "The rebbe should help confront problems. Instead of changing the curriculum, the relationship should be worked on to be changed first."

Insufficient Preparation

While Leah and Dov told what was wrong with Y.U., Walter Maybruch called upon the Rabbinic Alumni to do something to help solve the problems. These problems were not new; they existed 30 years ago but something must be done now to eliminate them. The issues, therefore, do not result from a generation gap but from insufficient preparation into society. The Talmud class is insufficient for preparing the Talmud for the American Jewish scene. The basic Smicha program doesn't adequately prepare the graduate for his religious role. Torah knowledge must be coupled with the development of a sense of Hashkafah in each student. There are "lost souls" who must be identified and retrieved before leaving Y.U. The Rabbinic Alumni must be actively involved in the educational process itself. They must help on curriculum committees and develop relationships with students. "In the light of the experiences of the Rabbinic alumni, as leaders in the Jewish Community, you are in the best position to make the yeshiva experience a more meaningful and relevant one."

In the question and answer period that followed, the rabbis pledged their support to the best of their ability.

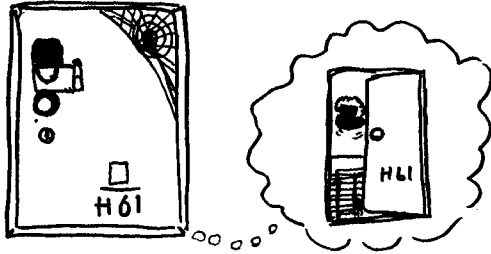
The Observer is now accepting personal advertisements as well as commercial. If interested in advertising, please contact Chani Haberkorn.

A Heightened Experience Leads To A Fall; Ah — Those Were The Good Old Days!

The Fate of 19H

By Judy Paikin

Most of you probably don't know me. Possibly I've been alone up here for so long that I'm remembered only as a button to choose in the elevator. Well, it isn't true. I'm a lot more than that and I've got a story to tell. My door is locked. You sit and listen.



Who says the walls don't have ears?

I was part of a fashionable apartment building, in a respectable area, built not too long ago. My comrades and I, what a proud bunch we were, filled with idealism, ready to accept any tenant, regardless of race, color or creed. That is of course the fate of youth, especially the strong and beautiful. And we were beautiful, with spacious lounges, fast elevator service, and a slew of intelligent, young busy people living in us.

But this all ended. I can't say that I resented the fact that the

building was sold to Stern College. Sure, we enjoyed our old tenants, but I'd heard so many things about college students that I could hardly wait until they moved in. We all felt that way I think. I anticipated it as an opportunity to see the growth of young minds, the eager desire for knowledge, the development of great principles, and all before my very eyes.

8G, but we liked to be kept at least clean. Well, when each of us began to fall below the acceptable standard, we kind of drifted apart. To tell you the truth, we were embarrassed to see each other. In essence, our social life was curtailed.

Pretty Lonely

My social life had been aborted, but in addition to that, they soon after stopped using me and the last tenant moved out. It's been pretty lonely up here since then, but I've had a lot of time to think, and possibly it's done me well.

As a matter of fact, while just being here with nothing to do but think, I got a pretty good idea. That's why I've asked you here. How would you like to make a movie of my life story. I can see it all now. There could be a scene about my love affair with 11H, or the tragedy when 18C had his patio amputated. I'll be grand. We could get Dustin Hoffman in the starring role. He just did so well in Little Bigman.

Photography and Art staff needed for "Observer". If interested please contact Rachel Becker.

G.R.E. Test Dates

Test dates have been announced on which Graduate Record Examinations (GRE's) will be administered. They are December 11, 1971; January 15, 1972; April 22, 1972; and June 17, 1972. All those who are interested should note that these dates are Saturdays; however, Monday administrations are available at Yeshiva University.

Candidates are urged to file their Registration Forms at least six weeks in advance of the testing date. Details are available in the Registrar's Office.

Teachers Advise

For the second year, the freshman class has benefited from the Teacher Advisement program. Each freshman is assigned to an advisor, who aids in course scheduling and answers any questions students may have.

This program is especially helpful to those incoming students who have not yet decided on their fields of concentration. It is expected that when the student has chosen her major, she then consults her particular department chairman for advisement.

Registration Do's and Don't's

By Sherry Cumsky

Clever ideas have always come easily to me, as they did the morning I decided to go to registration early. To make sure I would get in first, I left two hours early. Little did I know that these thoughts also ran through the minds of my comrades. Open mouthed, I stared at the droves of girls packed in the overflowing stairway. As I wove my way down through girls who had been waiting impatiently since 7 A.M., it came to me that I have had more brilliant plans.

By 3:55, I could tell that I was getting closer to the auditorium because I could see the top of the door. The last few minutes to countdown we began to push as if there was somewhere to go. I have never actually been in a crowded cattle car, but I am certain that this mob came pretty close. After politely asking the girl behind me to remove her elbow from the small of my back and the girl in front to remove hers from my esophagus, I was able to partially exhale. Luckily, because my feet were numb from being stepped on so much, nothing further affected them.

I was thanking my lucky stars that I had finally been pushed to the front when a mysterious voice called off a list of closed classes. My friend, who would have fainted were she not supported by the tightness of the mob, was closed out of all her Hebrew classes. With 2 minutes to countdown, she did the only thing she could . . . P-A-N-I-C! Suddenly Rabbi Twersky emerged from the auditorium. "Girls," he said, "you will soon be receiving blue, yellow, white and pink cards. Only fill out the blue ones."

As we moved forward and

reached the door, pushing and shoving like a herd, I realized that I was not walking. My feet were about a foot off the ground. As we stormed the auditorium and separated, I fell on my face to the ground. But I was not left long to rest. A dear friend and upper classman dragged me by the arms, seated me, and pointed to cards to fill out, and rushed them to a runner. Oh, but what of the less fortunate. They were busy trying to figure out which blue form to fill out. In the careful instructions, no mention was made of two types of blue cards.

Once having had my blue slips approved, I began to fill out 6 other copies of my schedule. I rushed to be the first to have the copies approved. Unfortunately, I was unaware of rule 726 of Stern College registration laws—NEVER CROSS OUT.

Later, much later, I dragged myself out of my chair to seek approval, only to find I had listed Hebrew grammar as grammar, not Hebrew. Slowly, sadly, I returned to my desk and began to recopy. Several light years later I crawled back to the girls reapproving schedules and finances. They stamped my card and called an ambulance. Although I will lose 5 dollars, because in my nervousness I copied the wrong section, I feel glad. Years ago it was much harder on freshmen Stern girls. Some upper classmen informed me that registration has changed drastically. Now, instead of using the old, ugly building, Stern now employs the versatile auditorium-shule-play house. I am also told that the musical entertainment that relaxed me to the point of ripping out my hair, is a new feature. Who said Stern isn't progressive!

Strike Strikes

(Continued from Page 1)

lines have been picked up by the boys. The students have also maintained conditions in the dorms. The Stern cafeteria has managed to stay open with the girls' help and will continue to do so as long as possible. Girls have been urged to take advantage of home hospitality for Shabbos or order their meals from a take-out restaurant. A system for garbage disposal has been established and cleaning utensils have been made available. Students both under work-study and not are being paid. Student cooperation has been very successful and it is hoped that this cooperation will continue.

It would be truly unfair to say that I was disappointed. These things did go on sometimes, and some of the other rooms told me about some really intelligent, serious girls who firmly believed in the principles of scholarship. But one often finds that when one sets one's goals too high, he is bound to get disappointed.

Having Fun

One thing that I do have to give the girls credit for, is their fantastic capacity for having fun. For example, they seemed to take great pleasure in talking and talking on the telephone. They also seemed to enjoy looking in mirrors and putting on makeup. And those girls were amazing gigglers. I can still hear it all now.

I feel though, that I have one justifiable gripe. It seems that these girls had the tendency to be a bit messy. This I can excuse though: I think I'm a fair room. But it seems that even though the girls were only temporarily messy, the rooms kept getting darker and dirtier every year.

Let's Socialize

Now try to imagine this situation. We were a group of rooms, rather sociable types, used to certain living standards. I can't say that any of us were obsessed with good grooming, except, possibly for

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"Life—a Blur of Events and Sensations" Depicted in Roth's Novel, "Call It Sleep"

By Pauline Greenberg

The United States in the early 1900's was the land of opportunity — the golden land where thousands of immigrants came expecting to make their fortunes. These newcomers who were mostly unskilled laborers, took up residence in the slum districts of the major cities where they lived in cheap rat-infested tenement houses. Out of these slums arose a new generation that knew only filth, poverty, and want. David Scheerl, one of this new generation, is the centre of the novel *Call It Sleep*. Through David's eyes, Henry Roth shows the life of the Lower East Side of New York. But even more important than this external description, we see the deep psychological effects of this life on the growing child.

Though David is the centre of consciousness of the book, the novel does not begin with his story, but with the meeting on Ellis Island of Albert Scheerl (David's father), a Polish immigrant working in New York, and his wife and infant son, who have followed him to the land of opportunity. This prologue is necessary for it establishes the emotional pattern which is to dominate the rest of the novel; it shows the relation between David's father and mother. Albert Scheerl, a proud and bitter man with a paranoid obsession of his own importance, turns increasingly against his son, until he finally convinces himself that David is not his, but a bastard child conceived by his wife after his departure for America. Genya, his wife, is a warm intelligent woman who, isolated by her husband's coldness and her inability to establish any friendships in the new country, is forced to turn to the child David, therefore babying and overprotecting him from the world he must learn to live in.

David is Terrified

Caught between his fear of his father and his desire for his mother's protection, David develops into a child constantly ridden by terror. Like Pip in Dickens's *Great Expectations*, he finds some reason to dread everything in his surroundings. The very plot of the novel emphasizes this phobia, as David is forced into one terrifying incident after another. For example, there is his introduction to sex by a crippled girl a little older than himself when she forces him to "play bad" hidden in their apartment closet. Or his experience in the police station, when he is unable to communicate in English (David spoke only the bastardized English of the East Side) and therefore misunderstands all the police say to him.

One of the most striking features of *Call It Sleep* is Roth's

realistic characterization of the people of the Lower East Side. Each character manages to rise above the squalor of the surroundings to become more than just another unskilled worker. Thus even Genya's sister, Bertha, a woman with a vulgar mouth who uses the language of the gutter without a second thought, still has her moments of greatness, as when she tries to prevent her husband from reporting David's bad deeds to Albert. And those characters used to exemplify a type never become totally farcical but always remain human and believable. For instance, Reb Yidel Pankower, David's Rebbe at Cheder, though only a satire of the method of religious education of that era, never becomes merely a caricature, like Fagan in Dickens's *Oliver Twist*; instead, he is portrayed as a pathetic figure who is unable to cope with the ways of the new land, and especially, the

new generation that has been raised there. As he himself expresses it, "What would become of the new breed? These Americans? This sidewalk-and-gutter generation? . . . Where was piety and observance? Where was learning, veneration of parents, deference of the old? . . ."

Yet there is a deeper theme to *Call It Sleep* than the psychological probe of an immigrant child's mind. Roth hints at it in the title of the book and in the use of the epigraph "I pray thee ask no questions that this is that Golden Land." But not until the last paragraph of the novel do we see what he is trying to bring out — that life is not what man thinks it is, but rather a blur of events and sensations. Only in sleep can man, as the child David does, reconcile himself with his realistic experiences. Thus life becomes merely a dreamworld, so therefore call it sleep.

Mrs. J. Giges Welcomes Students



Mrs. Jenny Giges

I am taking this opportunity to welcome back to the Stern College Residence Hall all of you whom I have enjoyed knowing in prece-

ing years. I want to extend a special welcome to those of you who are joining us for the first time.

Living in a Residence Hall is not an isolated experience, but an integral part of college life. At a time when countless demands are being made upon you to adjust to the College environment, the additional adjustment of group living can be overwhelming. I am sure, however, that this can be a creative and rewarding experience as well.

Throughout the year, I expect to meet periodically with each of you. However, you are welcome to come in to talk with me at any time. I look forward to knowing you.

My best wishes for a happy, constructive year.

Mrs. Jenny Giges

R.A.'s Available to Advise

Fifteen seniors have been selected to take part in the "Resident Assistant" program, newly instituted this year. This program has replaced the "dorm counselor" system, of past years, when graduates of Stern College assisted in supervising the dormitory.

It was felt that because seniors are still involved in and familiar with all aspects of Stern life, they are able to establish a better rapport with the girls.

Each "Resident Assistant" is responsible not only for administrative functions, and for enforcing the rules governing the dormitory, but also has personal obligations to the girls assigned to her, each girl will be available to students one evening a week for ad-



Photo by L. Billauer

Miss Linda Billauer
Head Resident Assistant

vice on any matter which is troubling someone on her floor.

There are fifteen resident assistants in all, each one assigned to one floor and responsible for the well-being of the girls on her floor. They are:

Susan Stern—2F, Judy Greenfield—3F, Joan Lenoff—4F, Leah Becker—5E, Judi Rosenkranz—6G, Sharon Litwin—7F, Donna Geller—8F, Sandy Kilsten—9F, Sarah Kitajewitz—10F, Freda Weisman—11F, Betty Hirschman—12F, Regina Katz—14F, Sheila Moskowitz—15F, Linda Billauer—16F, head resident assistant, Renee Weiser—17F.

Gordon Announces Hopes For '72 Senate

By Phyllis Gordon

We at Stern College, have been privileged to witness many changes and innovations during the past few years to improve the quality of our school. There was the new building and library. The change in requirements was passed. Then, a head of the Jewish studies department was appointed. And now, with the beginning of this year, we look forward to a working Senate.

The Senate is a well-rounded committee with representatives from all factions of the College. It consists of six students, six teachers, the Dean, a member of the Office of Student Services, and an alumna. In this way, Senate decisions will be in the best interest of the school as a whole.

Senate Policy

The issues that the Senate will consider will be those dealing with school policies, regulations, and rulings. The hope is that through the cooperation of faculty, administration and students, we will be able to further improve the quality of the school. I wish to emphasize that in order for the Senate to accomplish its aims, we must have student support. The student representatives need your backing and confidence. But even more important, we want and need your



Miss Phyllis Gordon
Senate Chairman

suggestions, for we alone cannot judge where all the problems lie. Therefore, I urge you all to get to know your senators, both student and faculty, so that they in turn can more readily work to achieve your desires. In this way, I hope that a year from now I, as chairman of the Senate, can look back with pride on the accomplishments of Senate, 1972.

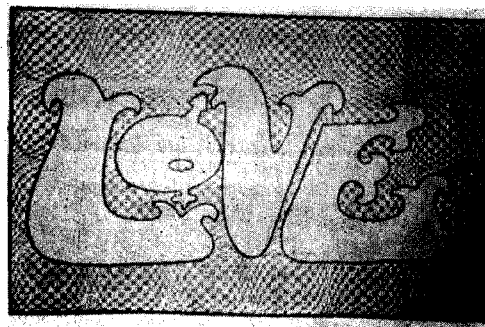
Twersky Announces New Policy

The registrar's office recently announced a new policy designed to service the needs of students more effectively. "I would like to have the opportunity of dealing with each student more in the most efficient manner possible," said Rabbi Norman Twersky, Stern's Registrar. Rabbi Twersky does not want any student to feel slighted, neglected or simply "overlooked" as a result of inevitable office crowding. To achieve this end, the Registrar asks students wishing consultation to make an appointment in advance rather than simply walking in to the office, vaguely hoping to be

served. "Both the student and the administration should be mutually prepared for any consultation," emphasized Rabbi Twersky. This will avoid misunderstanding and confusion, for each student's record can be examined individually and be given full attention at a particular time.

Rabbi Twersky further emphasized that this "appointment policy" is not designed to estrange or formalize student-administration relationships, but rather to make them more meaningful, more workable and more beneficial to the student. It is the hope of the registrar's office that students comply with this policy.

Rings & Things



ENGAGEMENTS

Lillian Amers '73 to David Willis
Dracha King '73 to Morris Sacks
Barbara Kohn '74 to Moishe Wagh
Ann Linsbitt '72 to Jack Moser
Robin Mandel '73 to Jerry Luchins
Sarah Mandelbaum '73 to Michael Wendroff
Carol Munkopf '73 to David Berger

MARRIAGES

Chana Chini '71 to David Landman
Elaine Cohen '71 to Eugene Rosker

Sharon Cohen '72 to Avi Borenstein
Shelli Diamond '72 to Chaim Sukenik
Fay Kiesel '71 to Stuart Foreman
Joanne Litchman '72 to Louis Abrams
Jovce Litvin '71 to Joseph Cohen
Lily Lubka '71 to Irzy Cantor
Esther Pasternack '72 to Moshe Goldberg
Esther Rosenbaum '72 to Joel Yarmak
Faith Tarrigan '72 to Ronnie Shabat

BIRTHS

Mindy Kurland Sussman (boy)

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to

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upon her engagement to

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Brooklyn, November 3rd, Walt Whitman Auditorium of Brooklyn College — Performance 12:30 p.m. and 8:45 p.m. Tickets available at Hillel Foundation Brooklyn College.

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GUIDE FOR CURING THE ISRAEL WITHDRAWAL BLUES



The Best From Est

By Esti Davidowitz

This morning, I woke up on the wrong side . . . of the Atlantic! I tried turning over once or twice, but, I just couldn't make it back to the other side. I was beginning to believe El Al was a much more expedient way of getting there . . .

After three months addition to Israel, and being "high" on Jerusalem (no wonder it's called "Aliyah.") I was, now, going through the "withdrawal symptoms" of returning to New York— from being "happily abroad to being thoroughly bored."

But, there are two alternatives to alleviate the depression suffered by anyone returning to America after a visit to Israel. The first — and most effective method of "uplifting your spirits," is to make an about-face at Kennedy Airport . . . and take the next 747 back . . .

The second alternative available to you is to recapture some of the atmosphere and flavor of Israel, by living life "Israeli style," while still in the Diaspora on thirty-fourth Street.

The meager advantages of this

method compared to the first is, number one, it's cheaper and number two, it makes commuting to Stern easier.

Now, Ready, to try the second alternative. Start by thinking, acting, eating, drinking and sleeping, "Israeli Style." And here's how to go about it . . .

Begin with "Halo!" in the customary Israeli tradition — Greet your friends with a warm smile and an extended arm. Then, grasp her right hand very firmly (2 points are awarded if you hear any bones crunch) — Now, shake vigorously — A true Israeli will reach for your hand and hold it like it was a life preserver — and he was coming up for the third and last time.

Simultaneously, say "Shalom mah nishma?" roughly equivalent to "Hi, how are you?"

The proper reply is "Hakol Beseder, Todah" (All's well, thank you) regardless of whether everything really is *Beseder*.

At Stern, it is only the exceptional individual who can say "Hakol Beseder," and mean it — the

last such case recorded is of a Miss Sarah Fartumult. But then again she didn't mind graduating Stern after twenty-three semesters . . . (a record which many present students are threatening to break.)

Now, to get the taste of Israel . . .

If "Man is what he eats" then anyone who has been to Israel is — a fallafel. Ah, remember those days . . . you approached the fallafel counter walking, and left it — running . . . Still, it is fundamental to include it in your Israeli style menu. But man does not live by fallafel alone.

He needs his *garinim* (pumpkin seeds) too! The national past time of Israel — after soccer — is, of course, the cracking of *garinim*. If it has been said that the sidewalks of America are paved with gold, then the sidewalks of Israel are paved with *garinim* shells. A true Israeli can open the seed dexterously between his two front teeth, removed the nut and spit the shell up to forty feet away within three seconds — it takes him almost as long to load his oozie. But, have you noticed their dentist, bills — a true American will buy the *garinim* already shelled.

Remember all that walking you did in Israel that you never knew you could do? And remember all those callouses you earned as a reward? Well, do it again — Take a long walk down 34th Street — in sandals, of course — close your eyes tightly. And try to imagine you're back on cafe lined Diezen-

goff . . . or take a walk through the East Side and imagine you're back in the crowded Shuk — if you succeed, it only proves one thing, you've never been to Israel — there's no place like Diezen-goff and no fragrance like the Shuk.

To really recall a ride on an Egged bus, do the following:

Rush to the 5th Avenue bus — just as it's pulling away from the tachanah (station) — wave your arms frantically and yell, "Rega, Rega" (roll your "Raishes" i.e. to sound like "cheega" "cheega") If the door hasn't slammed in your face, all right. Tell the driver your destination, hand him the money and ask for a ticket. Remember those little paper tickets — (in New York, they're nonexistent) — and remember how you'd carelessly throw them away just before an official ticket collector came around to check.

However to really recapture the atmosphere of an Egged bus — use all your senses — especially your olfactory glands! Start by pushing, shoving and jabbing the people around you. Use your elbows freely and indiscriminately — then move very close to someone holding an overhead rail and breathe deeply . . . Now, you've done it!

And do you know what can do the most to help remind you of Israel . . . The present strike of the phone company. Next to Danyan's eyepatch, Israel is most famous for its many strikes. There

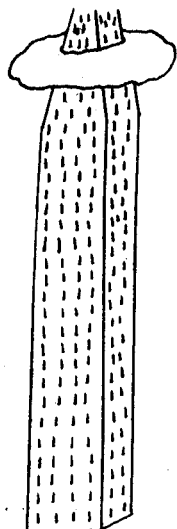
is a saying "kol shavuah shabbat vekol shavuah shvita." Both the Shabbath and strikes seem to occur on a weekly basis. But the end of the Shabbath, like dates, is on Saturday night—not so the strikes. Being without a phone in New York is no worse than when you did have access to a phone in Israel — but, no "assimonim" (phone tokens).

So, just think here we are living without a phone — practically uncommunicado with the outside world . . . unable to talk to loved ones — forced to send postcards . . . Ah, what can bring back more memories . . .

And here are a few last quickie reminders for "instant recall."

1. Drink plenty of coca cola (make sure it's very bubbly) and eat cooked chatzillim (eggplants).
2. Stock up on Froumine cookies.
3. Read the Jerusalem Post.
4. When buying meal tickets for Shabbos or waiting on long cafeteria lines — think of Sovi.
5. Place a wooden board on your bed and sleep directly on it and you will instantly remember your soft bouncing bed in Israel . . .

By now, I suppose a lot of you are feeling that you, too, woke up on the wrong side this morning, if so, then just do what I do — keep sleeping!



CAMPUS GUIDE

This column is being run as a service for students, new and old, who do not know where to go for the things that they need. We hope that this guide will help you to take advantage of the many services offered by the school and its "campus."

LIBRARIES AND PLACES TO STUDY: 42nd St. and 5th Ave. The lower level is the circulating branch of the New York Public Library. It has one of the best Reference Libraries and reading rooms. The reading room is open from 10 a.m.-6 p.m. Mon.-Fri. The Circulation Dept. is open from 10 a.m.-9 p.m. Mon.-Fri. and 10 a.m.-6 p.m. Saturday.

Donnell Public Library, 20 W. 53rd St. The library is open from 9 a.m. to 9 p.m. Mon.-Thurs. and 9 a.m.-6 p.m. Friday and Saturday. It is closed on Sunday.

Lincoln Center for the Performing Arts. The library is open from 10:00 a.m. till 9 p.m. Mon.-Fri.

Ferkauf Library, 5th Ave. near 12th St. The hours are 9:30 a.m. to 10:30 p.m. Mon.-Thurs., 9:30-2:30 Fri. and 2 p.m.-6 p.m. Sunday.

Gottesman Library, 184 Amsterdam Ave. The hours are Mon.-Thurs. 6 p.m. to midnight, 9 a.m. to 12:30 p.m. on Fri. and 1 p.m. to 9 p.m. on Sunday. Ferkauf and Mendel Gottesman are Yeshiva University libraries. Bring your identification card.

Mid Manhattan, 40th St. near Fifth Ave. 10 a.m. to 9 p.m. Mon.-Fri. 10 a.m. to 6 p.m. Sat.

Hebrew Books Biegeleisen, J. Co. 83 Division Street.

Bloch Publishing Co., 31 W. 31st St. Tel. 925-3700.

Rabinowitz, Solomon Hebrew Book Store: Has all Hebrew books, records and religious articles. 30 Canal St. (Tel. LO 7-2406). More Hebrew book stores are found in the above neighborhoods.

Cleaners and Laundries Amity Cleaners 34th St., between Park and Lexington.

Ambassador Cleaners, 34th St. between Park and Lexington. There is a 20% discount for Stern girls.

Bonne Cleaners. Next door to the dorm.

Murray Hill Laundry, 262 Lexington Ave. The most economical cleaner is the Coin-Op Cleaners on 34th St., east of Third Ave. Cost is only \$3 for 8 lbs., clothes are finished in 1 hour and are returned on hangers.

Synagogues Congregation Emunath Israel, 236 W. 23rd St. Tel. OR 5-2819.

Fifth Ave. Synagogue, 5 East 63rd St. Tel. TE 8-2122, Rabbi Rackman.

Garment Center Congregation, 305 W. 40th St. Tel. 564-4540.

Lincoln Square Synagogue, 150 West End Ave. Tel. 874-6100, Rabbi Riskin.

Young Israel of Fifth Ave., 3 West 16th St. Tel. WA 9-1525. Rabbi Wohlgeleuter. Stern College, 35th St. and Lexington Ave. Tel. 255-5800, Rabbi Shmidman. The synagogue for late goers. Minyanim begin at 9:00 Shabbat morning. 29th Street Shul.

Shoe Repairs 34th St. Shoe Rebuilder, 144 East 34th St. Courteous service.

Robert's Shoe Repair, 39 West 32nd St.

Woolworth's In the basement. Inexpensive but don't go during lunch hour.

Restaurants — Shomer Shabbat Boernstein's on Essex, 135 Essex St. Tel. GR 3-3901. Supervisor Rabbi S. Walkin. Meat, Chinese food at its best. Prices are high, but the food is delicious. Open till midnight including Sun.

Crown Kasher Deli Restaurant, 157 E. Houston St. Tel. OR 4-8820. Meat, open till 10 p.m. including Sunday.

Diezendorf, 43th St. and Broadway. Meat Glatt kosher, prices are ok.

Esthers Kasher Dairy Restaurant 165 Madison Ave. (near 33rd). Tel. MU 5-7290. 10% discount for Stern girls on meals over \$1.50.

Fass' Deli Restaurant, 4179 Broadway. Tel. 923-9888. Meat Glatt kosher. Supervisor Rabbi Breuer. Open till 11 p.m. including Sunday.

Hamiznon Kasher Dairy Restaurant, 44 W. 30th St. (between Broadway and 6th Ave.) Chalav Yisroel.

Stern's Restaurant, 666 West End Ave. Tel. TR 3-0446. Meat Glatt kosher. Supervisor Rabbi Breuer.

Tel Aviv Glatt Kasher Restaurant, 171 E. Broadway. Tel. OR 7-4420. Meat, Glatt kosher. Open till 9 p.m. including Sunday.

Lou G. Siegel. Good food. Expensive. WI 7-1272. 209 W. 38th St.

Beauty Parlors Crimpers, 137 E. 62nd St. phone 752-8750 and 47 W. 8th St. 677-2150. Call for an appointment, haircut \$10-\$15.

Sassoon, 803 Madison Ave. 535-9200, haircut \$10-\$15. Call for an appointment.

Concept II 1379 2nd Ave. 744-9055, same prices as above.

Franklin Simon also has a good beauty shop.

Crimpers Workshop at Henri Bendel's — 10 W. 57th St. Free haircuts by students learning to be beauticians. A good job is done. Call for an appointment. Don't forget to leave a tip. Phone 247-5797.

Museums **Hayden Planetarium,** Central Park West and 81st. Shows change from time to time. The whole show is in the stars!

Museum of Natural History — Central Park West and 79th St.

Museum of Modern Art — 11 W. 53rd St.

Guggenheim Museum — 1071 5th Ave. (Art Museum)

Jewish Museum — 5th Ave. and 92nd St.

Museum of the City of New York — 5th Ave. and 104th St.

Cloisters — Fort Tryon Park (Washington Heights)

Museum of Contemporary Crafts — 29 W. 53rd St.

Radio Stations — AM

WINS—1010 news

WCBS—88 news

MHN—1050 all kinds

WNEW—1130 all kinds

WABE—77 rock and folk

WMCA—55 rock and folk

WPAT—93 good, soft music

Xerox Machine

Lobby of Empire State Building, Americana Press 9c a copy.

Limousine Service to Airports

McAlpin Hotel — on 34th St. near 6th Ave. offers limousine service every hour between 8 a.m. and 6 p.m. It costs \$3 to La Guardia and \$4 to Kennedy. Taxis are much more expensive.

East Side Terminal — between 38th and 39th Sts. and 1st Ave. This ride costs \$2.50.

West Side Terminal — 42nd St. and 10th Ave.

Book Stores

Brown and Dehlil — 57 Fifth Ave. (next to Ferkauf). This is where the teachers placed their book orders.

Barnes and Noble — 5th Ave. and 18th St. Wide selection of books. Buys used books for very little!

Stern College Book Store — 5th floor in the new building. Helps you get rid of old books and sells used books and notebooks.

Supermarkets —

Hessians — on Madison Ave. around the corner from the dorm. They have many kosher foods but are expensive. They also cash checks.

Daitch — 33rd and Lexington Ave., big selection, fair prices.

Drug Stores

Rexall — 34th St. between Lexington and Park. 10% discount to our students.

