



THE OBSERVER

THE OFFICIAL NEWSPAPER OF STERN COLLEGE FOR WOMEN

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Stern Holds 20th Anniversary

An ongoing celebration in honor of the twentieth anniversary of Stern College for Women will be held May 1-4, 1975. The program begins Thursday evening with a shuir to be delivered by Dr. Samuel Belkin, president of Yeshiva University. The topic to be lectured upon is "Human Dignity and the Human Personality: A Jewish View." Student Chairperson of the event will be Jennifer Rudin, president of the Stern Student Council, who will speak on the "Uniqueness of Jewish Woman's education. Alumnae chairperson of the event will be Arlene Silver Lehrer '62. The festivities will continue through Shabbat with guests including Dr. and Mrs. Alan Goldstein, Dr. and Mrs. Yehuda Felman, Rabbi and Mrs. Saul Berman and Rabbi and Mrs. Louis Finkelman. The theme of the special Shabbat is "Perspective: The Jewish Woman." At the

Oneg Shabbat, Shulamith Klavan Goldstein '63 and Brenda Wishegrad Felman '64, will chair a discussion entitled 'The Modern Observant Jewish Woman: A Product of her Education. On Shabbat afternoon, Dr. Goldstein and Dr. Felman will lead an open end discussion on "The Role of Women in Tanach and Throughout The Ages."

On Sunday May 4, "Directions and Challenges" will be presented by students, faculty and alumnae at Stern College, 245 Lexington Avenue. Cynthia Ozick will be the luncheon lecturer speaking on "Holiness and its Discontent." Audrey Shapiro Greenblatt '60, will be guest alumnae speaker and Deina Shapiro '75 is student chairperson.

Parents, students, alumnae and friends are most cordially invited to attend.

Ambassador Katz

Addresses Large Crowd at Yom HaShoah Commemoration

by Beth Dauber

On Monday evening, April 7 (27th of Nisan) close to four hundred people gathered at Yeshiva University in Lamport Auditorium to commemorate the Remembrance Day for Jewish Martyrdom and Heroism-Yom HaZikaron L'Shoah V'Gevurah.

The program, which began at 8:45, was opened by Mark Srulowitz, president of the student council of JSS. He spoke about the increasing search today for knowledge about the Holocaust, noting that "we must look back although it's a painful experience, for if we don't remember, who will?"

Next, Cantor Paul Glasser chanted Psalm 83 which asks God to intervene and subdue enemies forever, closing with the hope that they, too, will one day recognize God's oneness.

Israeli Ambassador Katriel Katz then addressed the audience on the two unique aspects of the Holocaust—the historical sequence of subjugation and the Jewish side of

resistance. Ambassador Katz spoke at length on the spread of the "Mein Kampf" ideology, pointing out that other nations virtually opened the door to Hitler's extermination of the Jews by refusing to accept them into their own countries. At first the Jews were economically and socially subjugated. They were branded by the public and openly humiliated. Gradually the Jews were set apart as the targets of vicious propaganda and mass hostility—a totally dehumanizing experience. The Jews were left defenseless against the powerful onslaught of premeditated genocide.

Ambassador Katz quoted various halachic sources on Kiddush Hashem among them, the Rambam who maintains that a Jew killed only because he is a Jew has died sanctifying God's name. To the Jews, merely existing from day to day was a supreme act of resistance of spirit. The Nazis couldn't crack their Jewish identity. Only after hunger, torture, and degradation (Continued on Page 3)

Dr. Rembar Probes Obscenity Standards

by Judy Fruchter

The third lecture of the Morris Epstein Memorial Forum of the Arts was held on Tuesday, April 15 at 8:00 p.m. The guest speaker was Charles Isiah Rembar, social critic, constitutional expert and author of **The End of Obscenity** (1968) and **Perspectives**, an investigation of human rights and public literary exposure.

Dr. Rembar chose to discuss the development and implications of the first amendment. He appropriately opened the lecture with an analogy of the Israeli democratic character to the American democracy, thus commemorating Israel's twentieth year of independence. At the same time, he explored the heart of democracy (freedom of press, speech and religion) and the accompanying ramifications. Rembar spoke of his own involvement in issues concerning these freedoms. In so doing, he raised the fundamental

question of what restraints are imposed on the publisher and author regarding freedom of expression. The law of libel, Rembar replied is the first restriction. Then, there has always existed an individual's right to privacy. On a higher level, there remains the limitation of national security which became a controversial issue in recent years in such cases as the Pentagon Papers. Yet another consideration is whether or not the publishers are seeking information for their own benefit, or as in the case of the Nixon Tapes. Finally, writing and publishing are restricted by the laws of obscenity. Dr. Rembar spoke at great length concerning the history and results of this last restraint.

During the late Middle Ages, no such law of obscenity existed. The law was enacted only after the development of the printing press and widespread literacy. When

questions of obscenity did arise, litigation became almost a "trial by combat." The judge and jury remained passive while the lawyers fought with each other. Dr. Rembar termed Anglo-American Law a "peculiar historical beast" since the author or speaker (the defendant in an obscenity case) would never feel that he would be harmed. Rather the concern would be on the audience impact. To this day, in his own experience, Dr. Rembar added, most prosecutors discuss the effect of others rather than examining their own moral fiber.

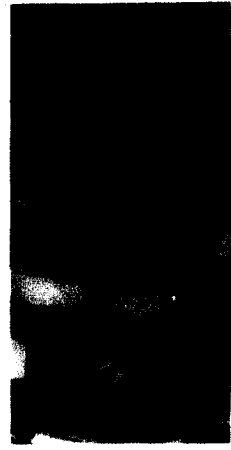
In the seventeenth century, printing was subject to licensing. Thus, the government could dismiss obscenity at the source. With the advent of the glorious revolution in 1688, however, advanced licensing was almost non-existent. Thirty years later, the English courts decided that publishing obscene material constituted crime. The king's Attorney General enumerated the three specifications: 1. sedition, that which challenged the government 2. heresy, that which differed from the established religion and 3. obscenity, any attack on established morality. If the first two are crimes, Dr. Rembar remarked, then the third must be a crime. However, it took 150 years before anyone formally defined obscenity. Finally, the definition read: "obscenity has a tendency to deprave or corrupt handling into the hands of those it falls." In other words, whether or not a book should be published would depend on those readers who would be most susceptible.

Upon discussing the progressive obscenity standards in the United States, Dr. Rembar cited numerous anti-obscenity cases, such as Dreiser's **An American Tragedy**, Joyce's **Ulysses**, and D.H. Lawrence's **Lady Chatterly's Lover**. The test words in these cases became "lustful, libidinous, and lascivious." When the cases were reviewed, judgment rested upon the literary value of the work apart from its "lustful" content. While witnesses were usually confined to facts, opinion testimony was granted to reputable critics. By the 1960's apart from showing that the book appealed to a prurient interest, the Supreme Court had to prove that the book had absolutely (Continued on Page 10)

Observer Elects New Board

The Governing Board of The Observer has been selected for the coming year. Judy Fruchter will replace Judy Altshul as editor-in-chief. An English major, Judy has worked on the newspaper during the past years in the capacities of Features and Managing Editor.

Riva Alper, also an English major will serve as Executive Editor. Her previous positions on the Observer include News Editor and World Jewish News Editor. Ashira Rappoport who has spent this year in Israel and contributed to the newspaper as Corresponding Editor will serve next year as Managing Editor. The position of News Editor will be filled by Debbie Neiss, an English major who is presently Associate News Editor. Also joining the Board is Amy Herskowitz, a History major, who will serve as Features Editor. E.J. Solomon, an English major, will continue in her position as Contributing Editor, and Gail Epstein a French major and former Copy Editor will serve as Senior Editor. The position of Copy Editor will be held by Leah Mandelbaum, former



Make Up Editor. Next year's associate and Technical Boards will be disclosed shortly. Best wishes are extended to the new Governing Board for a successful year.

Special 20th Anniversary Scrapbook Inside

Torah Spirit of '76

With the approach of the American bicentennial it has become the vogue to cast glances backward and to evaluate the past. Although Stern College has only completed one-tenth of its potential bi-centennial, it is now time to cast our own retrospective glances and see just how far we have come, and how far we have to go. Stern today, with a dormitory, a new classroom building, and hundreds of students and alumnae is a far cry from the small college that opened twenty years ago on Thirty-fourth Street. And yet no matter how much progress this institution has accomplished it is of the utmost importance to remember and maintain the ideals for which it was founded. Torah learning and Jewish values have been and must remain among our guidelines and priorities throughout our entire formal education.

A Change of Pace

A recent proposal brought before Senate states "The fall semester 1975, has presently been structured to provide for fourteen consecutive weeks of classes, with only three days vacation for the Thanksgiving-Chanukah recess. It is generally felt that this intense period of straight instruction will be a strenuous burden on both the students and the faculty . . ."

The proposal continues with a revision of the fall academic calendar. This revision provides for thirteen weeks of classes, one week of study days one week of finals plus an extension of the Thanksgiving Chanukah recess.

In no way is this issue a reflection of the workload being lessened. Rather it would mean more responsibility for each student to complete all work required for a class, less intensity of continuous class room situation, plus Stern's calendar would be equal with its counterpart, Yeshiva University.

The Editorial Board of the Observer feels that revision of the 1975 calendar is necessary. Therefore we urge all members of Senate to realize the importance of this issue and to adopt the new academic calendar revision.

The Dream of Our Lifetime

by Judy Altshul

Every important movement in history has been started by a few individuals. A handful of determined people come together and work to achieve a specific goal. Such was the case of Stern College for Women. Mr. Stern, Dr. Belkin, Mrs. Isaacs (the first dean of the college) and thirty three girls (and others) took the initial chance on a dream . . .

And the dream continues today. After twenty years, one sees the crucial role our college has played in the Jewish community. The Jewish world, in the trend of the secular world, has become increasingly complex over the past decade. We are no longer satisfied to be enclosed in ivory towers waiting innocently for our knights in shining armor. With increased awareness of the woman's role within the framework of halacha, today's Jewess strives for expanded fulfillment. This new goal in society does not preclude traditional responsibilities and beliefs. If anything, increased

education strengthens the foundation on which to build a life. She can function in a confused, and complicated society with a confidence and knowledge of morality and ethics. The religious training a girl receives at Stern establishes her with a way of life and a challenge. The secular training gives her a knowledge of the world in which she lives. These two potent ingredients are mixed by each girl, and she comes up with the best recipe for herself.

The issues of the twentieth century have involved our generation since our early teen years. Our consciousness and activism in the world around us, necessitates a strong basis and stability of our personal worlds. We will take example from those few responsible for the fulfillment of the goal of Stern College and begin to constitute the nuclei of determined people who strive to achieve the desired goal to make the world a better place in which to live. We will continue the dream . . .

Making the Grade

Rules are not meant to be broken. Too often, when a rule is broken it is because the rule is inflexible and stringent. This is reflected in the Stern policy of tentative grades. The sole criteria for obtaining a tentative grade as of now is "certified illness." Students have often had valid excuses for requesting tentative grades that did not meet the "certified illness" requirement. Therefore, fortunate students were able to have the rule broken for them and less fortunate ones did not receive permission for a tentative grade. Senate now recognizes this problem and wishes to make some changes. The Observer lends complete support to Senate in its goal of enforcing a more lenient but definite rule regarding tentative grades. The Observer feels the direct result of this will be that all students will be treated fairly and that rules will be honored as they should be.

The prevailing policy states that the Dean is the only individual who can grant permission for tentative grades. It is felt that the professors at Stern should make the final decision as to whether or not a student should be granted or denied a tentative grade in their course. The Observer recognizes the value of this proposal, for teachers are certainly more able to evaluate a student's work than pressure on the teachers in making the decision. The Observer believes however, that all professors should be able to evaluate the student's claim for tentative grades.

Finally, Senate calls for a six week time period (beginning with the last day of finals) to complete the work and receive the final grade. The Observer sees this time period as a time lapse. Six weeks after finals is often midterms of second semester. Students will be occupied with work of the present courses and will not make up the previous semester's work. Therefore the Observer suggests that a four week time period would be more effective.

Tentative grades are unfavored by the Registrar's Office because it will upset their established schedule. We sympathize with the hard working office staff and this inconvenience, but we cannot overlook that the Registrar's office is there to meet the students' needs. The students should not be forced to subordinate educational needs to administrative red tape!

the observer

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Letters

To the Editor,

It is my opinion that the system for the selection of dormitory counsellors requires some revision. I offer these suggestions in good spirit and I hope that they will be accepted or reviewed as such.

First, I feel that it is an unfair practice to employ graduate students as resident assistants. It is a privilege that is granted to them that they are given the opportunity to reside in the dormitory. Why should the school grant them the additional privilege of becoming R.A.'s if they don't even attend the school? Many of those who attend graduate or law schools do not have the time to dedicate to the girls on their floor. I am not inventing myths, since this is a well known fact.

Furthermore, R.A.'s who are reapplying for the job should be reconsidered on the basis of more than an interview. There should be a questionnaire circulated on the particular floor of the girl involved. Those who are residing on the floors would therefore be able to express their opinions concerning the job that the R.A. has done. All comments made would have to be documented. It is my opinion that the girls on the floor are the ones who could really judge the job that the R.A. has done.

Sincerely,

A Concerned Student

To the Editor:

College is an institution of higher learning—a place for students to learn, to be educated by qualified, dedicated knowledgeable teachers. Stern's Judaic Studies department includes a teacher who fits these qualifications, yet he was asked to leave. Dr. Felman is a scholarly, dedicated and respected teacher. He also enjoys teaching, while pondering what type of course to teach next semester Dr. Felman was advised of his dismissal without any previous warning.

Notwithstanding the breach of courtesy involved in this unfortunate incident, the students feel it is an injustice for a competent well-liked teacher to leave Stern's faculty. (Especially when he has offered his services gratis.) Many students were looking forward to registering for Dr. Felman's course. Surely there is room for one more good Tanach teacher on Stern's faculty.

These students would appreciate a review of this disappointing and disconcerting situation.

Names Withheld

The Unique Education of the Jewish Woman

Jennifer Budin

Attempts have been made for years within the field of education to find the most successful formula for teaching children. There is no debate that the initial exposure of a child to school at the primary level usually sets the standard for that child through his future academic career. We may conclude therefore that even though a child might encounter countless numbers of teachers with their individual attitudes towards education certain fundamental expectations will be ignored in each child. However, the college of level of education, I believe, is the exception to this theory, for this is perhaps the first time the individual chooses for herself a particular institution based on the specific values and philosophy expressed by and catered to by that school.

Jewish Education and especially the unique position it takes in the life of a Jew is not easily characterized, for Judaism is the only religion and way of life that specifies

learning as a mitzvah. The term mitzvah incorporates a two fold purpose: first, a mitzvah is seen as a divine imperative and secondly, it is a prescription as a beneficial precept to follow. Consequently for us, learning is not simply an individual commandment given to a select few, but in the truer sense, a communal pursuit and collective responsibility. Torah learning could never be simply a scholastic endeavor confined to the world of academia, for its essence is the Jew's interaction with the world about him.

The establishment of Stern College can therefore be viewed as a result of these two main thoughts—on the one hand, the individual's right to choose her college based on the particular philosophies of that school and on the other, hand, the special emphases Torah gives to learning and everyone's obligation to study Torah.

This obligation being just as important for women, as far as

the practical and everyday mitzvot. This concern was the impetus for the formulation of a specific academic curriculum at the college, prepared to equip religious women with the fundamental concepts needed to function successfully in a basically secular society. To meet the needs of young women who could meet the challenges of a secular world after college but who had not matured simultaneously in a religious sphere. This concern and obligation burdened many in the religious community—the establishment of Stern College being their solution. Never, do I feel, would such a concern be expressed so intensely in any other religious group, inere attention given and responsibility felt by one Jew for another is a unique perspective for education. The special importance of the woman in Jewish life could not go unattended; we who are sharing and reaping the benefits of this struggle have much to be thankful for.



Kent State Revisited

by Ellen Cherrick

As Stern College celebrates its 20th anniversary this Sunday, the United States will be commemorating a very different kind of event, a most tragic one, the fifth anniversary of the Kent State killings.

In April, 1970 President Nixon in a nation-wide address announced the expansion of the war into Cambodia, the college campus was once again the scene for demonstrations—this time to protest Mr. Nixon's decision. In response to the violence that erupted in Kent, Ohio, the governor of the state, James Rhodes, called out the National Guard. In his speech, the governor pledged "... to eradicate the problem ... It's over with in Ohio." Indeed it was over and all too soon for four young Kent State students: Allison Krause 20, William Schroeder 19, Sandy Scheuer 20, and Jeffrey Glenn Miller 20.

The fact that students protesting a decision that affected if not their lives directly, certainly those of their peers, could be shot down was and still is totally unacceptable. And to add insult to injury, these four tragic victims were most likely innocent bystanders.

It is somewhat ironic, then, that five years later when President Ford wanted to announce that America's involvement in Indochina was finally over he chose the college campus as his platform (Tulane University, New Orleans). Yes, Mr. President, America's military involvement in Indochina is finally over. But, I beg to differ with your comment, "... Some seem to feel that if we do not succeed in everything everywhere, then we have succeeded in nothing anywhere. I reject such polarized thinking. We can and should help others to help themselves. But the fate of responsible men and women

everywhere, in the final decision, rests in their own hands."

It would be an understatement to say that Viet Nam was not a success. To brush it off by pointing out our achievements elsewhere does not hide this fact. We must examine the role we played in helping others to help themselves. The fate of the Vietnamese did not rest solely in their own hands. We were also instrumental in helping determine their fate. We must examine this too. If this country is to be reunited we must investigate the cause for the schism. Many pressing questions are still at hand. We must comprehend the past before we can tackle the future.

Carrying babies off airplanes, Mr. President, is not the answer. As Mrs. Alexander of Newsweek wrote, "... A skyful of babies—what a symbol for the end of this war! We cannot and will never wave a white flag. Instead we fill the skies with innocents, tiny human peace symbols borne aloft in the same planes that flew the bombs in that made them orphans in the first place."

A baby lift can not serve as a final atonement for what time has shown to be an utterly futile effort on our part. A more fitting activity would be a complete examination of our involvement there. The latest fad in this country appears to be a demand for reinvestigations of political assassinations of the past decade. I submit that we have an equally intensive investigation into our involvement in Southeast Asia.

We must not bury the issue. Perhaps, by the next anniversary of Kent State we will have found some of the answers so that we will have reached the stage that you, Mr. President, have requested, "binding up the nation's wounds and restoring it to health and optimistic self confidence."

A Penny Saved is a Plenty Learned

E.J. Solomon

Cutting classes has educational as well as financial setbacks. In these days of inflation the cost conscious Stern student is learning to count every cent and demand her money's worth for everything. It doesn't take too much cents for us to realize the fiscal loss of not attending a class. We must be aware of just how much we are receiving for the dollars we spend for our education. The cost per year for the average Stern College resident student to attend school is \$4,510. Classes meet thirty weeks per year and the average price to cut one class for the student taking eighteen credits per semester is eight dollars and forty six cents. This price includes registration activities fees, residence hall rental board, books and supplies and personal expenses. Just think each hour that you miss by staying in bed right through that nine o'clock class—\$8.46 down the drain. For a commuting student \$6.48 is lost.

In 1970, Rabbi R.D. Victor chaired the Committee on Academic Statistics which evaluated "the consequence of introducing an unlimited cut system into the normal academic procedures at SCW." One of the questions raised by this committee was "Why was there a high incidence of positive correlations between absences and grades in particular designated areas of study?" A major role here is played by the motivation of the student. Unmotivated students tend to show higher incidences of absences and work less, whereas motivated students attend class more often and work more. "The

result would be a positive correlation between grades and absences." One might also take into account the fact that class attendance may be essential to a student's understanding of the material. Presently cutting is limited to twice the number of course credits to freshmen and students on probation. Rabbi Victor believes "This would leave sufficient leeway to these students for excused absences. Unlimited cuts are bad for the student in general. Excessive cutting of classes only hurts the student." Rabbi Victor also feels that when a student misses a class, it takes away from the class as a whole as well.

Dr. Carole Silver of the English department served on an ad hoc committee with Rabbi Victor. Dr. Betty Rosoff and Mrs. Laurel Hatvany which discussed the ramifications of class cutting. Although Dr. Silver was in favor of the unlimited cutting system, she feels the privilege is being abused and "not being utilized by that part of the student body that might utilize it." Dr. Silver maintains that the heavy cutter is usually the "C" student who would benefit greatly from attending class on a regular basis. Not only does cutting affect the student but "it can be extremely demoralizing for instructors who learn by student's questions and class reaction," Dr. Silver feels. Major lecture time is also wasted before vacations by mass cutting.

I feel that the decision to cut a class should be left up to the individual student. Yet there are

benefits gained from attending class and participating in class discussions which cannot be obtained vicariously. One senior at Stern despises the smell of xeroxed copies of notes as much as she dislikes recopying her classmates' notes. She therefore refrains from cutting classes. Learning in an educational institution such as Stern College should be a far greater experience than mere bookwork and memorization. When students do not attend class, enthusiasm, and unity are lost. Often students maintain that some faculty members run their classes in order to stimulate themselves. These students feel that in the case of such a teacher, they are justified in skipping classes that are run in this fashion. I feel that cutting is not a solution to this particular problem. There is always something to be gained by listening to the material first-hand. If a teacher is so non-stimulating, an objection should be raised to either the Department Head or the Office of the Dean. This is one of the benefits of a small close knit school where the students have an excellent rapport with the members of the faculty.

I cannot come up with a solution to the ever present problem of cutting. In the long run, a student who misses a class is at a loss both educationally and financially. Are you getting your money's worth? In deciding on your priorities one might consider getting out of bed that rainy morning or foregoing that sale in Macy's in order to get the full value of your educational experience.

The Threat of Equal Rights

By Boni Nathan

What can be wrong with equal rights? Nothing, of course, women should get equal pay. Well ladies, I have got some news for you. The equal rights amendment is not an equal pay amendment. Equal pay for women is already assured us through previous existing law.

There are 34 states which have already ratified this amendment without any opposition. New York State has yet to ratify it and is one of the only states where lobbyists opposing the amendment succeeded in obtaining Senate hearings.

I attended those hearings in Albany; I represented Aguda woman. More than I would like to tell you about the hearings I would like to tell you why you should vote against the amendment should it go to a referendum in November.

First of all I would like to make it clear that I am against all sorts of sex discrimination, and yet I am unalterably opposed to any laws, which legislate away basic sex role differentiation. The roles permitted to women must be expanded rather than contracted. It is the duty of society to open more options for

women rather than close them. Not only as we shall see does the E.R.A. close options, but it threatens traditional Judaism in the following manner.

The Equal Rights Amendment potentially threatens our traditional Jewish beliefs in three areas — education, modesty, and draft.

Regarding education, we have maintained for centuries that classrooms must not be coeducational. The passage of the E.R.A. threatens the tax exempt status of our Hebrew day schools and our yeshiva movement which do not have mixed classrooms.

Our tradition teaches that the father is the legal provider of the family as emphasized in the "ketubah" our marriage contract. If the father is no longer held responsible for the support of his family, the burden burden of responsibility to feed and clothe the children falls on the mother. Such a situation will inevitably wear her away from her children and her home. In traditional Judaism, one of the basic and important obligations of the woman is to

educate her own children of Jewish ethical standards.

Regarding the draft, neither the Jewish community, nor the American public welcome the idea of a woman being drafted to service future war. Foreible induction of women is a distinct possibility under this amendment.

I would like to add that in spite of the often splintering within the orthodox community concerning many political issues, on this issue we are completely united. The Union of Orthodox Congregations of America, as well as the National Conference of Synagogue Youth have also expressed their opposition.

Broad based amendments have often been interpreted in ways which were not intended by their original framers. The 14th amendment to the constitution states, and I quote, the equal protection clause:

"... no state shall deprive any person of life, liberty, or property without due process of law, nor deny to any person within its jurisdiction equal protection of the law."

This amendment was intended to protect the rights of slaves. After

several years had passed and new judges appeared in the courts, the amendment was interpreted to protect large corporations against anti-trust laws. Later courts, reinterpreted this clause to make the Federal Bill of Rights legally binding to the individual states. In 1963, this same clause was used to apply the one-man-one-vote doctrine causing this very legislature to be reappointed.

Is it that difficult to imagine that a half century from now, a state supreme court might use the very same language of this amendment for the removal of the tax exempt status of the hundreds of orthodox synagogues of New York State where men and women sit separately during religious services? We welcome a nonsectarian rewording of this amendment to reflect the significant distinctions between the broad based nature of the draft before you. We would rather err on the side of caution than make an error that may yet undo the sanctity and security of centuries of religious upbringing and faith.

Ambassador Katz

(Continued from Page 1)

when no human dignity or power to resist was left, were the Jews taken to their death camps.

This led to the second fact of the unique Jewish tale of heroism. Ambassador Katz noted that the Jews knew they couldn't possibly win, but they fought just to make the Germans pay a price. He then quoted statistics of Jewish resistance in various countries, among them Poland, France and Lithuania, in which the Jews participated in partisan units.

Ambassador Katz closed by commenting on the blatant signs of increasing Anti-Semitism throughout the world today. "We must learn the lesson of Auschwitz. Don't even give a moment for anti-Semitism to take its duty of the new generation."

After the speaker finished which had been a most inspiring evening session throughout the auditorium, Rabbi Gluskin concluded the evening with an Ashkenazic prayer for those who fell, and the singing of Ail Meum.

A Look Back to Those Who Looked Forward



**If you will it, it is not a dream
Theodor Herzl**

Let us take this quote out of context from a great Zionist leader and apply it to a time about twenty years ago. Men of action and ideas came together and concretized the concept of a school of higher Jewish learning for women. In 1954, Stern College for Women, a division of Yeshiva University was founded. We could not attempt to include on these few pages all the people who deserve a special thanks.

It was not only the pioneers of our school to whom we should like to pay tribute, but everyone connected with the operation of Stern. To the faculty and administration, to the students and our benefactors, we include all in our tribute and Happy Anniversary wish. Yet like all Jews, we have at least one hundred more years to go. So we would like to make a special bracha, that as Stern College matures, she will not forget the ideals and hopes of her "Founding Fathers". Let us all look forward to the future, to the continued improvement, success and growth of Stern College for Women of Yeshiva University.



To Mr. Max Stern

by Riva Alper

Although not a public man by nature, Mr. Max Stern consented to being interviewed by The Observer in conjunction with the Stern College Twentieth anniversary.

Perhaps many students take the two buildings we call Stern College for granted. Yet, it has not always been what we know it as today. Before Stern College existed there was a girls school on the Lower East Side which trained Hebrew teachers. It was poorly situated and not very inviting on a cold winter's day. At that time, Mr. Stern who played an active role in Torah U'Mesorah, noticed that there was a greater percentage of male teachers in the day schools. The idea of a girls college which would combine religious and secular studies was unheard of, but the discrepancy Mr. Stern found in the day schools prompted him to seek out the aid of Dr. Samuel Belkin. Together they discussed the possibility of creating a girls college with a more intensive curriculum than offered in the school on the East Side. It was at that time the seed of Stern College was planted.

In 1954, The Packard School on Lexington Avenue was up for sale. It was purchased at a price much lower than market price because the original owners were happy that it would remain a school. Stern College was now a reality. Mr. Stern was happy to dedicate the school in memory of his late

parents, Emanuel and Caroline Stern. It was his way of showing his appreciation of them, by continuing their name on an edifice which would educate and guide women in the way of Torah.

The first class of Stern College consisted of thirty-three girls. They were concerned about the education they would receive and whether they would benefit from the new program. This first class must be given credit for helping Stern take her initial steps. Mr. Stern today is able to tell us that they were not sorry. Recently he had occasion to meet one of the first students and she was able to tell him this as a fact!

The unique double curriculum which Stern offered was a source of opposition from all factions for the first few years. Yet Stern served its purpose by gathering students from North America, South America, Israel and many other areas. Those students, in turn, were able to return home to disseminate the religious and secular knowledge which they acquired at Stern. This proved that a religious girl did not have to forfeit a secular education. (There was a similar opposition when The Albert Einstein College of Medicine was in the planning stage. Those with negative opinions wanted to know how a yeshiva could possibly take a medical school under its wing. Once again we see that those with foresight were able to prove themselves correct.)

Mr. Stern recalled with some satisfaction a taxi driver he befriended a while ago. They had been discussing the building of a shul in Coney Island. This reminded the cabbie of his previous fare. He told Mr. Stern that he had taken four girls to their destination. In the course of their conversation the driver asked the girls why they were so happy. They replied they were going home for vacation. In response to his other questions the girls told him that they went to Stern College and briefly described the curriculum and school life. The driver was so impressed he could not help but recount the story of the girls' college. Before Mr. Stern left the cab, he introduced himself to the driver. The cabbie was both pleased and surprised, "Let me shake your hand," he said.

Mr. Stern believes that our college has done a wonderful job not only in educating her students but in being able to achieve an aura of closeness between all students. He stated that in view of life in general, this is very significant. He is happy that foresight has proven itself. Mr. Stern feels that Stern College is able to offer her students a sense of identification in this time of Women's Liberation; "A basic religious education is good to have," he said, "How it works out remains in the hands of the Almighty."

Mr. Stern, we salute your foresight!



A Special Tribute





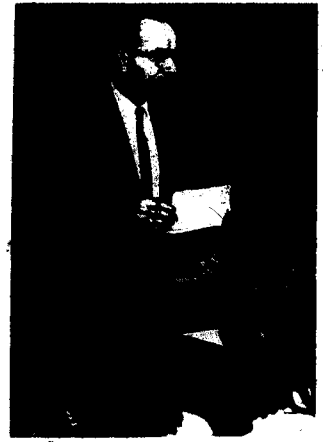
Dr. Noah Rosenbloom

by Chaya Marcus

This year is the twentieth anniversary of the opening of Stern College. Dr. Rosenbloom was one of the "founding fathers," having been here since the school opened its doors. He was invited by Dr. Belkin to join the staff of Stern. Dr. Rosenbloom says that although the school was a very small institution numbering only about thirty girls, he had faith that it would become an important institution. There existed a very comfortable, friendly atmosphere among the girls. A very cooperative spirit developed among the teachers, administration and students. They were all bent on making this endeavor succeed.

There was a great need for a place where Jewish girls who had graduated yeshiva high schools could pursue their religious education in a religious atmosphere on a college level. Dr. Rosenbloom says that at Hunter College, where he had taught prior to his joining the faculty of Stern, the Jewish girls were a small minority perplexed by the foreign ideas they encountered. They began to view themselves as "modern Marannos" covering up their Jewish identities and, in fact, they soon began to lose their Jewish values.

When Stern College first opened, most of the community was willing to accept it. After all, Yeshiva University was a "known accepted product." Another branch of the university promised to be satisfactory. The most negative



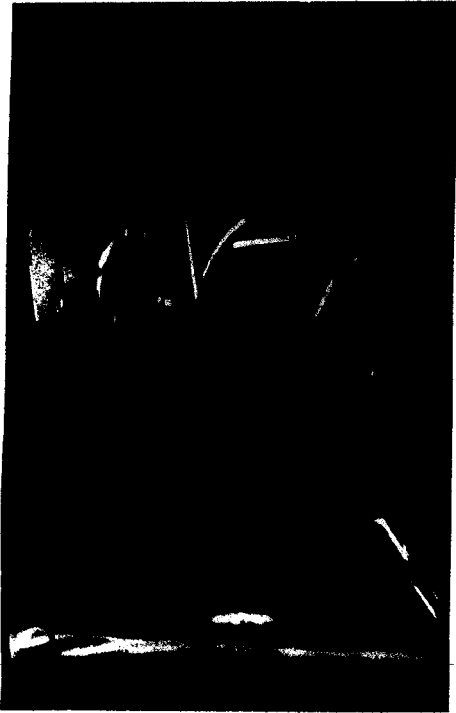
response towards the girls' school was produced by those who didn't send their daughters, reasoning "We'll wait and see!"

When asked how students at Stern today compare to the first ones, Dr. Rosenbloom says that the earlier students would be compared to pioneers or early settlers. They had the sense of mission yet to be accomplished. There were many hurdles to be overcome and therefore such an intensity was necessary. Such a spirit, however, does not exist today since the need to fight for existence is not present. Most needs have already been considered and granted. Today we often take such basics as education without thought of what went into

the establishment of a school.

As far as possible developments in the future of the school, Professor Rosenbloom adds, along with the growth and intensification of the different departments, he would not like to see an intellectual dichotomy grow between Judaic and the secular studies. He feels that the Jewish studies should be permeated with the scientific methodology of secular subjects. At the same time, Jewish values should be inculcated into the study of secular subjects; a graduate of Stern College should be a "total Jewish American girl."

When asked to comment about the future, Dr. Rosenbloom remarked: "The Talmud says prophecy was given to children and fools."



Dr. Shlomo Eidelberg

Dr. Shlomo Eidelberg, professor of Jewish History, was one of the early pioneers of Stern College. Having been interested in Jewish history from an early age, he applied himself to intense study and is indeed a scholar. He brought his scholarship and dedication to our school when he headed the Judaic Studies Department bringing in

Today's collegiate is subjected to many pressures to which the early students were not exposed. Increased tuition and expanded programming for the non-yeshiva high school graduates has changed the nature of the student body. Increased competition and pressure to get into graduate and professional schools has affected the



teachers and lecturers of high quality.

Dr. Eidelberg feels that the students of yesteryear were the superior students. They came to Stern to learn in a yeshiva atmosphere. *lunud l'shma*, whereas today Stern's other advantages attract many of the students.

students' learning habits. This factor was practically non-existent twenty years ago.

With all of the changes, for better or worse, that Dr. Eidelberg has been an eyewitness to over the past twenty years, he still has faith in Jewish learning to look with hope for a bright future for Stern College.

Mrs. Keller

by Nina Neumann

Mrs. Milner

by Gila Letter

Mrs. Milner, the Stern dormitory's resident dorm mother, came to Stern after having worked at the uptown campus. At first, she did not care for the midtown area, but after a while, she became accustomed to the commercial nature of the bustling neighborhood.

Yeshiva has owned the Stern dormitory since 1965, at which time the girls lived only on the fifth and seventh floors. The other floors were occupied by various other tenants and quiet reigned in the dormitory. However, in 1966 the lease expired in the King George Hotel and the Stern girls occupied more than three quarters of the building.

Mrs. Milner indicated that the work was harder years ago because the maids made the beds and distributed towels. Despite the increased workload and changed dormitory rules, the girls have remained the same. Mrs. Milner stressed that the girls are still as nice as ever! She said she would do anything for them. Ending on an emphatic note, our resident sage stated, "I do love the girls and that's all."

Mrs. Keller has been with the staff of the Stern Library for sixteen years following ten years of service to the Yeshiva University staff. She is currently in charge of the periodical room, one of the various services offered by the school's library.

When Mrs. Keller first began working here there was no student help to supplement the understaffed Midtown library. There were only two or three members making up the library staff. In its early years, the Library had no separate periodical room and its establishment was a gradual process. If a student needed any periodicals, she would submit a slip requesting the material and they would receive it two to three days later.

Since the early growth of the Midtown library, the periodical room has seen many improvements. These changes are due to the dedication and hard work of Mrs. Keller. Today the student does not have to wait for the publication she needs. Due to expanded (and separate) facilities for the library's periodicals, Mrs. Keller can hand the material to the girl within minutes.

Mrs. Keller remarked that it seems the girls are more involved socially and communally

than the students of yesteryear. Therefore, they don't spend as much time in the periodical room. She concluded our conversation with the wish that the Stern students would take full advantage of the periodical room's facilities. She hopes that the girls would find her services satisfactory.

Mrs. Keller is one of the many dedicated workers who has made the job of the student a little bit easier. Thank you.



We Will Remember.....

Dean David Mirsky

By E.J. Solomon

Dean David Mirsky accepted the position as Dean of Stern College for Women in September 1968, after serving as Dean of Admissions at Yeshiva University. Dean Mirsky has been active in the Y.U. community because of his firm belief in Yeshiva Universities' ideals, goals and commitments. "Y.U. represents the intent to educate Jewish young people at the highest possible levels and prepare them to be powerful forces in the Jewish Community and the community at large." When the position was offered to Dean Mirsky to become part of this challenging and exciting system in which he trusts, he felt it an honor to act as Dean of Stern College which he calls "a unique part of the total enterprise of Yeshiva University."

Over the past seven years Dean Mirsky has incorporated his ideas into the educational and cultural aspects of Stern. With regard to the curriculum, the Dean instituted a sequential system of courses to replace the "levels" system which was run according to the students' background and abilities. This sequential system has made Stern educationally better, more challenging and prevents students from remaining on the same level in one area of study. The Dean feels strongly that classes must be text-oriented and must not rely purely on

inspirational or abstract teaching. The text oriented class has more long-range effects on the student particularly with regard to Jewish knowledge and education. The Dean favors this system which affords the student the knowledge and skills to handle Talmudic and halachic texts on their own.

Dean Mirsky has seen a number of significant changes over the years he has served at Stern College. As a result of the revamping of its educational curriculum and the availability of more advanced courses in the Jewish studies area, Stern is currently attracting twenty five per cent more students from Jewish High Schools. Stern encourages students in Jewish and general areas of study, to take themselves more seriously. "In the past four years," the Dean notes, "there has been a steady flow of Stern College women going into advanced studies and degrees." Programs such as the Baia Medresh opens upto students areas which never before were taught to women in an orthodox institution. In the General Studies departments, growing numbers of students are now encouraged and interested in pursuing professional careers such as medicine, law, and dentistry.

"Stern's students are aware of the existing problems in the world around us and as part of the larger community, react to the same pressure that everyone else does," the Dean remarked. By the same token, Stern's faculty members are aware of and sensitive to the changing times; the administrators are of outstanding quality and high calibre. The Dean emphasized that the quality of the faculty's as well as the student's performance is stressed at Stern. Wishing to keep progress moving in the General Education Department, Dean Mirsky is working on co-op programs which will open opportunities for students in the fields of Health Science, Business Management, development of internships, and field work. A combined BA/MA program in social work, Jewish education and psychology is projected for the near future.



Currently the Dean is exploring with Religious Studies Department Chairmen a greater emphasis on the use of Hebrew language in advanced courses and more flexibility in "Selected Courses" topics. The Rogoff Lectures, Forum of the Arts, Dean's Lecture Series and other events reflect Dean Mirsky's ideas of combining the cultural atmosphere with the religious. The Dean feels that there has been much movement and change during his years at Stern. "There has never been a period of quiet and I hope to keep pushing — many doors have been opened..." Dean Mirsky looks forward with great optimism and excitement to the progress and continued success of Stern College for Women, an institution to which he has dedicated himself with true scholarship, sincerity and warmth.



Dr. Bea Friedland

by Riva Alper

Twenty years ago, after having held teaching positions at New York University and Hunter College, Dr. Bea Friedland was asked to come to Stern to organize its biology department. She enjoyed it so much, she decided to stay and she's been with us ever since. In recognition of Stern's 20th anniversary, she was gracious enough to share some of her thoughts regarding the changes the Biology Department has seen.

At the time of Stern's inception, the Biology Dept. offered only 2 advanced courses a year which rotated in a three year cycle. As the numbers of majors increased, so did the new courses. Since then the Biology Dept. has incorporated within its courses such as microbiology, invertebrate zoology, tissue culture, human genetics and many others. With special demands made by the students, more laboratory courses were offered. All courses are now rotated on a two year basis.

Dr. Friedland intimated that the students presently attending Stern are different from those who attended in the past. Using the students in her Bio 1-2 classes as an example, Dr. Friedland stated that she sees the students becoming more vocal in their demands (i.e. the desire to change the Bio 1-2 course into separate courses for majors and non-majors.) Dr. Friedland is of the opinion that a liberal arts education is crucial because it exposes the student to many fields of information. With the deterioration of this ideal many students graduated col-



lege with a lack of understanding how to learn and how to evaluate. Once these qualities begin to disappear, colleges went through a complete reversal and reinstated their requirements. Today professional schools want educated, well rounded students. The function of Biology 1-2 is to help give students even non-majors a well rounded education.

On a more personal basis, Dr. Friedland sees today's Stern students as being more goal oriented. Competition has increased in the past two or three years. Dr. Fred

Goodman mentioned that former biology students were interested first in the material for the enjoyment it brought and second for the possible goal it may have achieved. The simple enjoyment is now secondary, the career goal being the primary motivation. It is societal pressure today leading to the modified courses.

Looking toward the future Dr. Friedland expressed the hope that the Biology Department would one day be the perfect synthesis between what the students want and what the teachers want to offer.

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Senate Action in Full Swing

With many student visitors in attendance, the Senate at its meeting of April 23rd debated changes in the '75-'76 academic calendar. Speaking to the crowded room, Senator Helen Stark called to Senate's attention the fact that the Fall '75 semester has been structured to provide for fourteen consecutive weeks of school with only three days vacation. She emphasized the strenuousness of such an intense period of instruction for both students and faculty and urged the adoption of her committee's proposal. The proposal provides for 13 weeks of instruction instead of 14, a full week Thanksgiving-Chanukah vacation, an additional study day and an additional day of intercession. The proposal also called for the adoption of 13 weeks of instruction as a general principle which would be evaluated in terms of its educational value at the end of next year. Senator Stark also noted that the reduction of classroom hours would not result in the diminishing of course material but rather an in-

tertainment and additional responsibility for students.

The first issue raised by Senator Perlman was the question of when the calendar could be changed at this late date. Dean Mirsky responded that the date did not present a significant problem but brought up a question of procedure for the approval of the proposed calendar. The Undergraduate Council had already voted to accept the calendar, and the Dean questioned whether Senate and Faculty Assembly could make changes. A discussion followed with points brought up by various Senators concerning the authority of Undergraduate Council in Stern's internal affairs and the procedure for the adoption of the academic calendar. After additional discussion on various other points, Senate Chairman Judy Paikin called for the conclusion of discussion and a vote on the issue at the next meeting on April 30.

The committee evaluating tentative grades next reported on their progress. Senators JoAnn Pastor

and Murray Altman stated that they were looking into several issues, including the period of time to make up incomplete work, criteria for tentative grades and final authority for approval of tentative grades. Responding to that question, Dean Mirsky stated that the Office for the Dean would be willing to forgo the authority for approval for tentative grades to avoid the excessive paperwork, but advised against that out of concern that faculty members would be placed under considerable pressure by students seeking their approval for the tentative grade. He stated that the present policy, which allows for granting tentative grades only by illness was maintained with little stringency. He approved tentative grades in certain other cases where the circumstances were warranted. Senator Hatvany objected to the haphazardness of this practice and called for the strict enforcement of a more lenient policy. After additional discussion, the committee stated that they would have their final report by the next meeting.

Rabbi Lustig - Forum on Social Work

On April 9, during club hour, Rabbi Mayer Lustig, chairman of the Crown eights Community Corporation, addressed a group of interested students participating in the third forum on Jewish Social Work. In his lecture, sponsored jointly by the Judaic Studies Department and the Social Work Department, the Rabbi provided valuable insight regarding the importance of becoming involved in Jewish community service.

Though Rabbi Lustig is primarily an educator, his involvement in Jewish community works stems from an interest in politics of his neighborhood. When elected to the Crown Heights Jewish Community Council, one of his personal resolutions was to attempt to stabilize the Crown Heights community in order to encourage more Jews to move in and to prevent those living there from moving away. Rabbi Lustig took an interest in general politics and played an

important role in the past anti-poverty election. He is now an active member of the committee which distributes anti-poverty funds in Crown Heights.

Rabbi Lustig spoke briefly about the trend to relocate in different neighborhoods. He enumerated many reasons for this choice including economic factors and desire for convenience. He is of the opinion that this exodus from the city destroys the inner-city. The Rabbi stated that Crown Heights is different from all other Jewish communities because of the Lubavitcher Rebbe. It was the Rebbe who publicly requested his followers not to leave Crown Heights. In order to make it possible for new families to move in, a direct loan program (with less interest) has been established. He spoke of other programs which were initiated encouraging people to stay in their respective communities such as senior citizen centers and other group organizations.

Yavne Plans Tours

Yavne announced its annual summer tour and its new programs of summer study in Israel. The Yavne summer tours are coeducational and are open to all religious college students and recent college grads.

Yavne offers a unique tour of Israel, together with a religious atmosphere providing an insight into Israeli Jewry: its problems, and the part religious people take in the formulation of the new Israeli society. The tour is open to all college students and high school graduates.

The summer school in Israel is a

unique six week academic program in an off-campus religious environment combined with professionally guided field trips. Up to six credits will be given upon completion of all requirements by the Summer College of Jewish Studies of the Dept. of Torah Education and Culture of the World Zionist Organization. The summer school is open only to students who have had at least one semester in college.

The cost of the tour is \$1220 and of the summer school, \$1300. Both tours leave July 6 and return August 19. For more information contact

Yavne at 156 5th Avenue. (212-929-5434)

This summer Yavne is also sponsoring a tour of Europe, thirty years after the Holocaust. It is a four and a half week study through Belgium, Germany, Czechoslovakia, Poland, Hungary, Romania, Bulgaria and Israel led by an expert instructor on Eastern European Jewry and the Holocaust. The tour leaves N.Y. July 6 and returns from Israel on Aug. 5. Cost is \$995 for the entire program. All interested should contact the Yavne office immediately.

A Philosophy of Mitzvot

By Sharon Yellin

A pioneering work on the Biblical commandments form the perspective of Jewish law and Jewish philosophy has appeared in the publication of the book, **A Philosophy of Mitzvot; The Religious Ethical Concepts of Judaism** by Gerson Appel (Ktav Publishing Company.) The work, by Dr. Appel, who is professor of Jewish philosophy and chairman, is of the basic beliefs and the religious-ethical duties of Judaism, and their roots in Biblical law and the Jewish oral tradition.

In his wide ranging study, Dr. Appel presents a comprehensive view of the ethical and religious philosophy of Judaism as developed by the **chinnuch** and the classical Jewish philosophers in the course of an exposition of the Biblical laws.

This volume by Dr. Appel introduces the reader to the historical quest in Judaism for the reasons and the purpose of the **mitzvot**. The author provides a definitive evaluation of the **Chinnuch's** approach to the philosophy of **mitzvot**

and to his contribution to an understanding of the laws of the Torah. At the same time, he explores significant perspectives and new directions for a further investigation of the meaning of the commandments.

Students and scholars will find this book replete with important source material fully researched and amply documented, with references to the basic relevant sources and a general subject index, as well as individual index to the **mitzvot** the Bible, the Talmud and Rabbinic Literature. The general reader is offered an interesting, informative and authoritative discussion of the main concepts of Jewish ethical and religious philosophy. The **chinnuch** emerges in this volume as a great educator and moral and religious guide; this classical work is revealed as a treasure-trove of Jewish knowledge, particularly on the meaning of the **mitzvot** of moral insights, religious inspiration and brilliant perceptions in the molding of human character.

Dr. Rembar

(Continued from Page 1)

no social value nor literary merit. This led to almost complete freedom of publication, since every book had some literary value. However, freedom of suppression for sedition ended in the McCarthy era. Later, two schools of thought ensued: one that pornography had an adverse effect on the public, and the other, that it does not.

Dr. Rembar concluded by saying that the first amendment while guaranteeing freedom of the press also guarantees that poor literature will be published as well as good literature. If one allows the government to decide what will be published, the very heart of the democratic feeling is curtailed. "It is better to suffer the damage that comes from the publication that's not good," states Dr. Rembar "than to allow them to decide what is good for us. All our ideas are subject to what we read. It would be a great insult to literature to say books can do no harm. They are instruments for both good and evil."

New Garinim Formed

A new kind of Garin Aliyah was officially formed during the weekend of Rosh Chodesh Iyar (April 11-13). A group of young orthodox adults brought together by Yavneh, the National Religious Jewish Students Association decided to settle in a town in Israel where each member would practice his own profession, while socially they form a Garin (Group), which would serve both as a cushion to the various problems of abortion and also increase the benefit the town could get from its individuals. The location for settlement was not yet definitely reached, but Zfat and Eban Shmuel are two locations which are being considered.

The majority of the Garin will go on Aliyah by 1977, but individuals unable to go before 1978 are also accepted. Young orthodox adults interested in the goals of the Garin: Aliyah to an existing town where the group could contribute to its social and religious development, may apply to join the Garin by contacting: **Garin Aliyah, c/o Yavneh, 156 5th Avenue, New York, N.Y. 10010.**

The formation of the Garin is a climax in the work of Yavneh, the only national religious Jewish student association, in its support of Israel and service to the religious community of college students.

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Rings and Things

Legislative Report

Current Senate issues:
Tentative Grades
Academic calendar

Passed Faculty Assembly
Election of valedictorian by senior class
Exemption of seniors from finals with instructor's permission

Passed by Curriculum Committee
Establishment of minors
Fulfillment of 8 credit humanities by Psychology 2

Next Senate Meeting

April 30

Next Faculty Assembly

May 1

Cara Goldberg '77

to Michael Marks

Karen Lavitt '76

to Ira Michaels

Hefene Marcus '74

to Lenny Kramer

Karan Press '75

to Paul Tanenbaum

Cathy Stalman '78

to Steve Schus

Eva Wolgelester '77

to Baruch Twersky

Births

Ahuva (Eckstein) '70 and

Gary Epstein on the

birth of a baby

boy.

Comic Book Heroes — An Endangered Species

Will The Shadow fade forever? Has Superman met his match? Is Buffalo Bill headed for the last round? Will Tarzan be forgotten? Nick Carter, Calamity Jane, Deadwood Dick, The Black Avenger and all their kin be lost to future generations? Such is the doleful prospect unless something is done -- and done quickly -- to halt the forces of destruction now at work.

Not only the dime-novel heroes of the 1890's and the early 1900's, but -- more ominously -- most of the comic-book and pulp - magazine protagonists of the 1920's through the 1940's are threatened with an untimely death.

The reason is that the pulp paper on which virtually all of these books and periodicals were printed was the cheapest available (so coarse, in many instances, that you can still pick splinters from the pages), with a high acid content that leads to rapid deterioration - even in the absence of any handling.

The result is that many of the volumes on library shelves are literally falling to pieces, their pages disintegrating at the touch.

Prices Skyrocket

To make matters worse, while the supply of comic books and pulp magazines has been shrinking, the demand on the part of hobbyists and collectors for these items has been growing, with the result that the price of the few remaining copies has skyrocketed. The asking price for the first issue of Batman, for example, that you could have bought for less than \$20 five years ago, is now \$900; the going rate for a single issue of Superman comics is

reported to be \$1,000; a single copy of the first issue of Action Comics (the magazine in which Superman originally appeared) recently sold for \$1,800.

Other books eagerly sought by collectors but hard to find, even at

Pop-Culture courses

Besides collectors, many serious students of Americana are concerned over the threatened disappearance of these pop-culture books. There is, for example, now an International Popular Culture

recently been established at Bowling Green University, Bowling Green, Ohio.

A number of colleges now feature courses in pop culture. Michigan State University currently offers two such courses, in which students are expected to read and analyze pulps like *The Shadow*, *Doc Savage*, and *The Phantom Detective*. The university library, however, just doesn't have enough texts to satisfy class needs.

Rescue Operation

Concerned over the imminent extinction of this important segment of American folk literature, Xerox Corporation is mounting a rescue operation through one of its operating companies, Xerox University Microfilms. Located at Ann Arbor, Michigan, XUM is the world's leading producer of microfilm for libraries, especially college libraries. The company's microfilm vaults currently contain more than one million volumes, including thousands of historic, back-file and current periodicals, government documents, newspapers and doctoral dissertations, as well as more than 110,000 out-of-print books of which it reproduces single xerographic copies on demand.

The company right now is forging ahead full steam to get on film as much pop-culture material as it can before it's too late. They have cameras located in or close to major library collections of such material, which they are shooting at the present time. They have even designed and built a special camera and holder with which they are able

to photograph the inside pages of particularly fragile books without opening them more than half way.

XUM has access to the largest library collections of comic books and pulp magazines in the country. Much of this material, however, is already too far gone to be put on film. For one reason or another, library patrons appear to be particularly rough on comic books - with the result that there's hardly a volume in either collection that doesn't have one or more pages either defaced or missing.



premium prices, include *Weird Tales*, *The Shadow*, *Doc Savage*, *The Black Mask*, *Detective Story* and *Amazing Stories* (last, incidentally, was the first strictly science-fiction magazine, founded in 1926).

Association with 1,500 members, most of them college professors, representing 1,000 schools and universities throughout the United States and Canada. And a Center for the study of Popular Culture has

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"IT PAYS TO GO TO MEETINGS"



Ben Fossel

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