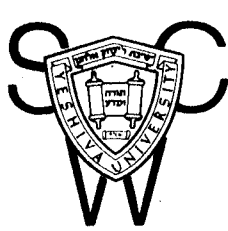


# Interview with the President in this Issue. See page 4.



# THE OBSERVER

The Official Newspaper of Stern College for Women • Yeshiva University

May 16, 1977  
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## Innovative JS Program Introduced

by Sara Kaplan

As a result of efforts on the part of the Planning Board Commission (PBC), the Judaic studies department will see a number of innovative changes for the 1977-78 academic year. The new features of the department fall into three categories: A-Format of study; B-New additions to the present faculty; C-The utilization of graduate faculty on the undergraduate level.

A-SCW will be introducing a block time Beit Medrash program on the elementary, intermediate, and advanced levels of study. The programs will require nine hours of study per week divided differently on each level. All three levels involve three hours of Beit Medrash learning under faculty supervision. Although this is not a new concept in traditional Jewish education, it is a new undertaking here at SCW. It is hoped that this kind of program will enable students to gain an intensive textual method of study.

The elementary level of program will run for five hours every day in the A, B, and J time slots. On this level there will be three hours of *halakha*, taught by Rabbi Saul Berman (J hour), three hours of *Chumash*, and three hours of Beit Medrash. Sharon Schwartz will be the course instructor and supervisor for *Chumash* and Beit Medrash on the elementary level. The *chevruta* study, under Ms. Schwartz's direction, will be aimed at developing and intensifying the student's ability to work with texts.



Dean Rabinowitz, dean of the undergraduate Judaic studies at YU, expounding upon the various options in the new program.

On the intermediate level, the program runs during the G and H time slots on Mondays and Wednesdays and during the P and Q-hours on Tuesdays and Thursdays. There will be no mandatory Thursday sessions. On this level there will be three hours of faculty-supervised Beit Medrash, three hours of *Chumash*, and three hours of *Gemorrah*. Again the *chevruta* study will be guided by a competent instructor whose name will be disclosed within the next few days.

The advanced level will run in the same time slots as the intermediate level (G, H, P, Q). Here there will be a unit of *Chumash*, with the balance of time being devoted to a *Gemorrah* shiur and a supervised Beit Medrash. The instructor for this advance *Chumash* will be Ayala Levy. Again the names of the other instructors will be forthcoming.

For the nine hours of study,

students will receive five credits and will be accredited two course requirements, one in Jewish studies and one in Bible. The present twenty course requirement will still be in effect, with the option of taking this block program. The requirements for one year of Jewish history and one year of Hebrew language or literature still hold. A student may spend a year in one block level and move out or she may go straight up through eight semesters. For the students on the advanced level this program offers new components each year, to ensure that the study is distinct from previous years. The general studies departments have been fully cooperative in changing the

## New SCW Dean Sought

by Elyssa Merzel

The Presidential Planning Commission, which was formed shortly after Dr. Lamm's appointment as President of Yeshiva University to comprehensively review all aspects and functions of the University, has set up various committees to examine the need for change and reorganization. Search committees will seek candidates to fill the positions of deanship for mathematics and the natural sciences and for the behavioral and social sciences, on both the undergraduate and graduate levels. In addition, there

will be a search committee whose function will be to select an individual for the deanship of Stern College.

A letter requesting representation of Stern's student body on the search committee, allowing a student opinion to be a major factor in the decision-making process is being sent to Dr. Lamm. Dr. Lamm had indicated that he would like to see a dean appointed by September, 1977; if, however, a candidate has not been selected by the summer, a temporary officer will act as dean for the coming academic year.

schedule of required courses so as not to prevent students from taking those courses.

B- A major element in the plans for next year is the addition to our present faculty. Four new part-time teachers will be added, in addition to which the teaching load of Sharon Schwartz will be increased. An out-standing disciple of Nechma Lebowitz, Mrs. Sara Greer will be teaching *Tanakh*. The second new addition will be another highly recommended

student of Nechma Lebowitz. The addition of these two women will allow five new advanced level courses to be introduced. This will enable the Judaic studies department to be more specific in classifying intermediate and advanced level courses, unlike the year where most *Tanakh* courses were listed as open to both intermediate and advanced level students. Another member of the staff will teach a course on the

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## Advertising with Creative "Highlights"

by Rebecca Hecht

"Does she or doesn't she" we've all heard this legendary slogan many times, but where did it originate? On Monday April 25 at the Morris Epstein Forum of the Arts, Stern College had the privilege of meeting Shirley Polykoff, creator of this catchy phrase.

Ms. Polykoff explained to her attentive audience that "does she or doesn't she" may owe its beginning to her mother-in-law. After a first encounter with her fiance's mother, she wanted to know what her future in-law thought of her. Her husband-to-be answered that his mother thought she painted her hair. After this episode, continued Ms. Polykoff, all she could think of was her future mother-in-law trying to decide, "Zi paint ihr her, zi paines nisht" (translated from the original Yiddish), Does she paint her hair or doesn't she?

Shirley Polykoff's creativity has become world renowned. Her

ingenuity and talent have led to a successful career as president of her own advertising firm. Many awards, including the *National Woman of the Year* in 1967, and *Advertising Woman of Distinction* in 1972, have been bestowed upon Ms. Polykoff and several of her advertising campaigns have won awards.

A special highlight of the lecture was the presentation of a sequence of commercials which were created by Ms. Polykoff. Some of these award-winning campaigns dated

back to the late fifties and early sixties, while the others can still be seen today.

Ms. Polykoff illustrated to the audience how advertising changes with contemporary trends. The 1960's, for example, used sex appeal as the theme of commercials, to motivate consumers to buy a particular product. In the seventies, due to the strong women's liberation movement, common advertising techniques have shifted to include the important role of the career woman.

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Absurdier than ever, the Observer staff '76-'77 moves from the by-lines to the side-lines.



Does she or doesn't she? Only Shirley Polykoff knows for sure.

Editorials

# Torah ReJEWvenated

For several years, the Judaic studies department at Stern College has been limited in terms of the number of course offerings and intensity of text-oriented courses, often resulting in the inability of graduates to learn on their own. Since we feel that women are entitled to a quality Jewish education, it was very rewarding to hear the announcement concerning some dramatic changes to be made in the Judaic studies department at Stern. The outcome of a great deal of review and planning has resulted in a program, not only providing a greater variety of courses, but one enabling students to learn *Chumash* and Talmud on an intensive level as well, in order that they may develop their skills and continue learning after graduation. We commend the committee involved in bringing about these improvements, and hope that students will take advantage of this opportunity, making productive use of the new program to ensure continuous improvement and quality education in the future.



For Yellin Out Loud —

## “My Final 2¢ Worth of Observations”

by Sharon Yellin

It has been a busy year. A new President for nation and University — a puff of fresh air into Washington (D.C. and Heights), searches, nominations, appointments and resignations — a shuffling of administration. Plans are in progress for the West Coast and hopefully also for the “far East Coast” while here in the core of the Big Apple — a promotion of shaped-up majors. Meanwhile, there have been investigations by the President, (but thank goodness only as far as YU is concerned,) initiated by the Furst Hall fifth floor, and not by the White House.

The Presidential Planning Commission (PPC) has been engaged in plenty of planning... and eliciting, soliciting, discussing, discoursing, suggesting and presenting. It is indeed encouraging to see one of the first fruits (let us hope there will be subsequent offerings), mainly, the revamping of the Judaic studies departments on the undergrad. level which allows for better coordination of Judaic studies programs within the University, more options for study, and an influx of many qualified and capable instructors. It is also reassuring to see the priorities of the University resting with the *Torah*-half of the institutions' credo as is manifested by the attention paid to a long-neglected area. In addition, the stipulation that there will now be one dean for all the undergraduate Judaic studies divisions emphasizes the fact, that contrary to public opinion, Stern College is an integral part of Yeshiva University, and that women's education is nearly on-par with that of the boys, I mean to say, the men, Uptown.

Often I have heard the complaint that Stern College is just a glorified extension of a Yeshiva high school. In part, this is manifested by some students themselves, but a great deal can be traced to the venerable concepts of Self-Fulfilling Prophecy/“Great Expectations,” and to the theory of setting the stage for the type of action that will be performed. In any case, it is time for Stern to take her place besides other highly reputable colleges. There is no reason she has to be a full Ivy League behind, both in academics, and in the providing of certain necessary provisions, i.e. guidance counseling, and adequate health services, both physical and psychological. Perhaps *Torah* is contagious to *Madah*, and since in our institution they supposedly go hand in hand, maybe we will witness some improvement also in the academic sphere with an added bonus for the area of student life. As is exemplified by the Judaic studies changes, it is possible to circumvent financial straits by utilizing resources within the entire University, whether they

# Un-Health-y Services

Among the most basic and vital services that a University is expected to extend to its students is adequate health care, in terms of both psychological counseling and readily available medical facilities and personal. This is not a luxury dependent upon budget allotments or administrative whims, but a necessity essential for the daily well being of the student body. Unfortunately, such fundamental services are significantly lacking at Stern.

A student with a psychological problem or emotional disturbance does not have direct access to a school psychologist. Luckily, Stern College and Brookdale Hall are full of understanding teachers, students, and dorm counselors, and usually, a student with mental health problems will eventually be directed to an outside specialist. However, this is no substitute for a school psychologist on school grounds, with office hours suitable for accommodating girls with problems. Often, a student who would not readily discuss her problems with laymen, will seek out professional help if it is available.

Although there is a nurse present in the dormitory in the morning and early afternoon, and there is a physician affiliated with the University, the fact remains that students here do not have access to a doctor on school grounds at all times and there are no medical facilities available to the student in the afternoon and evening. Girls who are in the infirmary overnight receive no professional or volunteer attention at all.

It is time for the University to re-evaluate the caliber of the health services it is providing, and seek better facilities and more professional personnel in addition, consideration should be given to instituting some sort of student volunteer service to aid students confined to the infirmary or their rooms.

be from our fine and renowned Albert Einstein College of Medicine, Wurzweiler School of Social Work, Yeshivat Yitzchak Elchanan, or wherever. It is time to view the University in its entirety, and not merely as a conglomerate of separate entities.

To My Honored Comrades, students-in-arms, I say, “Be fearless, and of good courage,” especially when it comes to articulating constructive criticism regarding the University, whether it be positive or negative in tone. Remember that student input is a valuable tool, that should not be treated lightly when it is sought. Things get accomplished when we approach them in an open, honest, and serious manner. Paranoia will get us nowhere, rather it will allow unhealthy situations to flourish, and in that stance, to be passed on to the next class.

Get involved, mix yourself into school and community affairs. Be a little giving of yourself, and you'd be surprised, it might even prove to be satisfying. To state a now familiar cliché, it seems always that the same students are involved in everything.

Lastly, to those of you who did help out, and did fulfill responsibilities this year, particularly with respect to the Stern College above-ground newspaper, MANY THANKS and know that it was a pleasure working with you. To Debbie Silver, '77-78 Editor-in-Chief, and Editorial Board, loads of luck, and keep making those headlines. Always keep in mind the famous axiom, “The pen is mightier than the sword.” If you get the point of that, you'll be on the write path.

Since I have been “Yellin out loud” this whole academic year, I will just voice one other sentiment before serenely signing off, and that is to wish the Class of '77 Mazel Tov and Hatzlacha Rabah in all your endeavors. Chazak, chazak, v'nitchazek!

Sharon Yellin

## THE OBSERVER

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“Z” Last Word—

## When Modernity Conflicts with Jewish Values

by Gail Zaret, President of Student Council

A modern Jew faces many pressures from the volatile times in which he finds himself engulfed. Values which are propounded by this society are in a state of constant fluctuation. Over the past several years, Women's Lib has made great strides in challenging some of the basic assumptions which have evolved as the cornerstone of familial life in modern society. When confronted with these constant perplexities, a modern Jew cannot help but be confused as to how to deal with these questions.

A recent article in the *N.Y. Times* reported that the Jewish Theological Seminary has begun an evaluation to consider the possibility of ordaining women as rabbis. A few years back, the Conservative movement's leaders bowed to the pressures of modern societal demands by acquiescing in the acceptance of women for a minyan. The Conservative movement seems to be caught in a value dilemma. On the one hand, they claim to be more orthodox than Reform — i.e. regarding matters such as the Sabbath, etc. On the other hand, they have allowed themselves to submit to the value demands which have evolved upon society. Basically, they have become co-opted by society. This co-option is a symptom of the Women's Lib movement. The question for modern Jews is of course: How do we respond? A segment of Orthodox Jews may choose to respond that any concession to modern values is *apikorsis*. Unfortunately, this word with all of its connotations has lost most of its force because of its over-usage. According to the Rambam, an *apikorsis* is a person who knows that something he's doing is wrong, but does it anyway. Certainly a person beset by conflicting pressures is not to be found in this category. However, we choose to respond. We as modern Jews must recognize that Women's Lib has at least given us pause for reflection.

Modernity has given us many positive things. However, when modernity conflicts with values which we as Jews hold precious, then, we as Jews, must gather the courage to reject the condescension which goes with the label of not being modern and open-minded, and we must assert our Jewish heritage.

Editorial

# SCW — Second Class Women

There is a memo which hangs on the bulletin board in the entrance of the Stern College building. It is from Dr. Israel Miller, vice president of Student Affairs, and it is directed to all Yeshiva University students. The subject is "Non-discrimination," and it begins, "Yeshiva University has had a long and determined policy of making all decisions with regard to students on the basis of equitable and equally applied standards, without discrimination, whether on the basis of sex, ethnic background, religious belief, or other prohibited criteria."

A prevalent impression at Stern — one which is based on fact — is the feeling that we do not receive the recognition, attention or treatment which we deserve in the YU community. From the difference in the size of portions between the YU and Stern cafeterias to the differences in monetary allotments for dramatic presentations and dorm counselor salaries, it is obvious that we are not deemed equally deserving as our peers Uptown. Indeed, even in title, they are the "men at Yeshiva," while we are referred to as the "Stern girls." This image of a female who must make do with less than her male counterpart is long outdated, and contradicts Yeshiva University's "long and determined" policy of non-discrimination. If this treatment prevails, the "Stern image" is in danger of becoming a self-fulfilling prophecy.

We would appreciate the cooperation of others who must realize that we are entitled to equal rights. We recognize efforts in this direction, most notably, the development of the Judaic Studies department for the coming school year. We wish to commend the efforts of our dormitory directors, Paul and Rachel Glasser, and other individuals who have been working to boost the image of Stern college and the Stern image. We are encouraged by such action. The stigma of the old "Stern image" no longer exists in the minds of the women at Stern. Now, we deserve the chance to prove to others that this image no longer exists at all.

# GRE Upgraded

PRINCETON, NJ — College seniors planning to take the Graduate Record Examinations (GRE) Aptitude Test next fall will see some changes in the exam. A new section designed to measure analytical skills will be added to the traditional areas that test verbal and quantitative skills.

The change, the first since the current form of the Aptitude Test was introduced in the 1940's, is based on an extensive research effort initiated by the Graduate Record Examinations Board that showed that analytical skills can be distinguished from verbal and quantitative skills and are related to academic success.

Students' faculty members, and administrators from all over the country were consulted in the various planning stages of the change in the exam.

Educational Testing Service (ETS), which administers the exam for the GRE Board, explains that the additional measure will enable students to demonstrate a wider array of academic talents when they apply for admission to graduate schools.

Janis Somerville, GRE program director at ETS, said, "The new measure will test a student's skills in a number of areas. Students will be able to show their ability to recognize logical relationships, draw conclusions from a complex series of statements, and determine relationships between independent or interdependent categories of groups."

She explained that, like the traditional measures of the GRE, the new test will use various kinds of questions.

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# Sque's News or "Schwartz Power"

## "Reflections of the Past"

by Susana (Sque) Schwartz

As I anticipate commencement exercises, I cannot help but dwell on the fact of how ironic it is, that at this time three years ago, I was apprehensive as to what path I should chose to follow, with respect to my future educational destiny. I can vividly recollect both the negative and positive factors that I was forced to confront, in order to assist me in making my ultimate decision. At that time I was cognizant that if one were to be in a college with a small student body, one would be limited, in terms of course selections and majors. Also, the idea of being placed in an atmosphere of only females, did not appeal to me in the slightest manner! Nevertheless, I came to the realization that my main priorities had to take precedence and that in any case, I would have to engage in compromise.

After a great amount of contemplation, I became aware of the necessity to learn from an in depth perspective about my heritage and what it entailed. I felt that this was a personal obligation that each and every Jew needed to fulfill. Amid a conflicting and complex society, I was able to perceive the importance in straying away from emotional notions and striving to attain some type of concrete and factual education, with regard to my religion. I decided to go to Stern, when I realized that my college years were to be the foundation of where my beliefs and aspirations were to be formulated.

I consider myself fortunate, in the sense that I've been given the opportunity to take advantage of a wealth of Judaic and secular courses. Stern College has been victorious in promoting an atmosphere in which Jewish values

are to be associated with the bettering of society as a whole. The Talmud explicitly makes reference to this concept when it states, "When a man enters the gates of heaven, the first question he is asked is not have you believed in G-d, but have you dealt with your fellow man honorably."

Stern College in my opinion has guided me in my endeavors to accomplish the pursuit of a well rounded education. Throughout my past three years of being a student in a small class, I've been able to develop a close rapport with various instructors and have avoided being labled a figure on a statistics graph. It is my contention, that small classes enable an instructor to cater to the individual student and thereby foster feelings of encouragement and individuality, which will lead to productivity.

During my college years, I played an active role in the affairs of our student council government. It was through these positions, that I was able to promote an awareness of world and Jewish affairs, and what actions must be taken to secure the fundamental liberties that each and every man is entitled to.

While writing this, I cannot help but feel a bit maudlin. It would be fruitless to attempt to expound upon my feelings of gratitude to all of those who are most deserving. Rather, let it suffice to say that through my many experiences, both personal and educational, I have been directed on the right path. I only pray that the graduating class of '77 is worthy to crystallize their aspirations into reality, by contriving to follow the path on which we've been placed.

# LETTERS TO THE EDITOR

## Students Have a FIT

Dear Editor:

Justice can prevail at Stern College — but it may not be so easy to achieve. Both of us learned this lesson through an experience we had in demonstrating to the administration that the major we already began *does* exist. In the process, we encountered a "cover-up" reminiscent of the situation in Orwell's 1984.

We entered the advertising/communication combined program with FIT after researching all the details regarding the program. We were to receive degrees from both FIT and SCW upon our graduation. Our problems began this semester when we submitted our Shape Major forms. The same member of the Dean's Office who issued us most of the information regarding the program last year now demanded who did we think we were "to expect the best of everything." That is indeed what we wanted — not because we are special, not because we are creative and contrived a far-fetched program — but only because we pursued a major

that had never been offered to us (and not the other way around).

Since March '77 we have been accused of inventing the program ourselves and misinterpreting written statements we were given. Never did the administration acknowledge to us the possibility that they made a mistake. In 1984 fashion the conversations we held last year regarding the program were not remembered by Big Brother Administration, and printed documents issued by the school were now invisible to all but us (the administration had their own copies destroyed). The more persistent we were in justifying our case—the more disagreeably the administration reacted and admittedly held that our program was non-existent.

We are fortunate that we were confident enough to persist. Most recently the Shaped Committee of Stern decided in our favor — we will be allowed to complete the program. Although the committee had discussed our situation once before, our justifications were unknown to them until we presented the case ourselves at the

second meeting. We had submitted to the Dean's Office our written proof for the committee's reference but apparently it hadn't been shown to them during the original meeting.

We are excited about the outcome but we resent all the trouble we had, to reach this point. The school finally agreed that we shouldn't be penalized on account of its own blunder. Had we not persisted, the administration would have conveniently kept its position that WE made the mistake.

Despite our objection to the way the school administration was ready to penalize us for its own mistake, we are pleased that, there were several level-headed individuals who did acknowledge our rights. Our appreciation to Mrs. Hatvary, the rest of the Shaped Major Committee and to Paul Glasser of Admissions for agreeing that our appeal was justifiable if not on legal grounds, then on ethical grounds.

Chaya Kleinerman  
Dena Zelinger

## Independence on Yom Haatzmaut

The multitude of possibilities of human expression are suppressed when a careful analysis of a particular situation is not brought to light. The program for Yom Haatzmaut, in Stern College this year was *not* an outward manifestation of a true internal spirit. It was simply a mess of a few committed individuals who came together for *l'efillah b'tzibbur*, only to find an auditorium full of blank orange chairs. Where were the 500 women of Stern College? Where was the minyan?

We ask "why?" to those who spent precious hours parading in front of the mirror, instead of participating in the "miracle of prayer, in a *Simcha b'Rabim*. Is one (ten-minute or less) thank-you so difficult to articulate or maybe you feel G-d *knows* how much you appreciate *Eretz Yisrael*. Old news to Him, huh? Perhaps?

After so many tears, so much darkness, take a few minutes to

sigh with relief, to smile with heartfelt gratitude, to say *Halle...* You're right, to G-d your true feelings may be obvious, but once you have ceased to express thanks, the appreciation gets lost within the array of a contorted priority list. It's just not so obvious. So, do something. Show Him your love, your commitment to an ideal. Don't just stand there with the blow-dryer in your hand and your dormant emotions in your heart.

A *hagigga* — (not to mention the ice-cream treat) yes, an appropriate way to mark the sheer happiness we feel to be part of an entire world and yet to be part of a people who somehow always manage to flow upstream. With that same intensity with which we fight as a unit, maybe, next Yom Haatzmaut, "*Pitom kam adam, l'tefillah*," (suddenly, a person rises to *tefillah*) before the mirror becomes so distorted, no one will know which end it is up.

One who was there

# Tête-à-Tête with the Head of YU

## Interview with Dr. Norman Lamm

by Executive Editor Ellen Cherrick and Editor-in-Chief Sharon Yellin

In the Presidential Suite at Furst Hall, YU President Dr. Norman Lamm granted an interview on Wednesday, May 4, to the Observer and Hamashkif. The following excerpts are from the conversation.

**Q.** At the beginning of this year, when you addressed the Stern student body, you said that there would be full consultation of those involved, i.e. faculty and students, with the selection of an assistant dean of Stern College. However, Dr. Jablonsky was appointed acting assistant dean without student input. The explanation for this then was that it was a decision that had to be made immediately. But when the time would come to appoint a permanent dean of the college, the students would definitely be involved in the decision-making process. Being that we are almost at the end of another academic year, we would like to know if the announcement will be made before the students recess for the summer, and if student participation is being actively sought?

**A.** Yes, but I don't think it should really be put in that accusatory tone. You must remember that I became President on August 3, and a ton of bricks fell down on me, which means that there were problems of all kinds. Suddenly, the problem was what do we do about a dean of Stern College. For me to go through a search process for an acting associate dean would go against academic practice. Nowhere in the world has there been a search process for an acting associate dean. Second, you wouldn't have a dean by today. It was the beginning of a new term, and with a search process going on you would have remained a headless ship. There simply was no other way to do it, and I don't think anyone should really complain about it. An acting dean is never sought by a search process. I did promise that there would be faculty and student input when there was a permanent dean, and that indeed is the way it is proceeding. Dr. Miller and Dean Mirsky have been talked to, and are in contact with the student body. We have just finished receiving recommendations for membership on the search committees of faculty and outsiders. Student participation will be sought for every single search committee. Now we are not going to have committees so large that there is going to be representation. The larger the committee, the more we will be assured that we do not have all these personnel in place by the new term.

**Q.** Do you know when the decision will be made?

**A.** I don't know. I would like it to be made in two weeks, because the suspense is not good for anyone. I'm much more interested in getting someone of quality. I'd rather hobble along with an acting, rather than make a wrong appointment permanently.

**Q.** What qualification should a dean of Stern College have?

**A.** I'd like to have an

academician of repute. If at all possible, a role-model.

**Q.** Could you be more specific?

**A.** I would like to have someone such that I would like the Stern girls to be like her. Now that is what I am looking for, which means that I would like to have someone that is a committed Jewess, who is bright, who is an academician, who will be able to work with students...the perfect woman.

**Q.** Do you have someone specifically in mind at this time?

**A.** I have people in mind. However, there is a search process and I want the committee to recommend. We have several nominations already... We are going to solicit more names. We are going to ask students faculty and outsiders for recommendations. We're available for suggestions. The search committee will be the

only institution that speaks of Torah and Madah and that puts it into action, that we are part of an ongoing experiment, the first time a religious institution was founded on these principles. In recent times, we have been witnessing a

top flight school...I think the improvement in Judaic Studies at Stern College is only the beginning. We are not going to rest until the things that you people have been complaining about since you have been in college, and I've been complaining about since I was here, and that have not been changed very much, are going to have to change...I think that the most exciting changes will happen at Stern this year, but by the time next year rolls around, active things will be happening all over the university.

**Q.** You once stated that we were the only institution that speaks of Torah and Madah and that puts it into action, that we are part of an ongoing experiment, the first time a religious institution was founded on these principles. In recent times, we have been witnessing a

hand at it too. In their own lives, now, there are many...I think you are right in one respect, and that is we have to have more reading and instruction. I would like to start with the high schools. Rabbi Blau (the newly appointed Mashgiach at YU) will be devoting part of his time to developing a course and perhaps a reading list so students who come to Yeshiva will know where we stand. There are as many interpretations of Torah and Madah, as there are Roshei Yeshivot or instructors. This pluralism, for me, is a sign of health, but that doesn't mean that the students should be left at sea. I think that some of the major ideas should be presented. I hope that this will be prepared by Rabbi Blau, perhaps by others, and some day when some of our major problems are solved and I have time to teach, I'd like to try my hand at it too.



Against the wall, Dr. Lamm poses with Observer and Hamashkif interviewers before questions are fired. From l. to r.: Mark Apfelbaum, Menashe Brysgal, Rafi Avitar, Sharon Yellin and Ellen Cherrick.

one to recommend several names to me.

**Q.** How will student input be implemented?

**A.** They will be involved in committees...No search committee can be thoroughly representative of the whole institution — that would mean students from all the different schools — students alone would have 17 people. We cannot have this. Students and faculty will be represented on every committee. I think what is important to remember is that the search process is not a contest, or adversary relationship. I am looking for nothing more than you are. The best possible person for this particular job...We are going to sink or swim on the basis of excellence...I am a hundred percent convinced that what I said at my investiture holds true. We have two goals. Those goals are survival and excellence, and you cannot have one without the other...This, to a large extent, depends on the right personnel and leadership. We have an opportunity now like never before. And therefore, all of us are now being asked to give our suggestions. It is not going to be an election. No search committee elects. It recommends two, three names to the President...I am hopeful that if I have the right kind of people I will make permanent appointments. If not, I will have to make temporary appointments until we have permanent ones. I am determined that we have to have a

schizophrenic existence among many Orthodox Jews. They leave their Torah values at home and do not bring them with them into the office. Do you feel that YU is fulfilling its goal of producing students that have synthesized their professional goals with Torah values?

**A.** It's a problem that I first wrestled with when I came to Yeshiva as a student. In those very serious years when the whole idea of synthesis of Torah and Madah was very new to me and very exciting, as it is to everyone who comes in contact with it for the first time, I wondered why doesn't the Yeshiva tell us exactly how to achieve this synthesis. After awhile, I realized that it can't be done. Synthesis is not a cookbook recipe or a lab manual — take two milligrams of science and 1½ milligrams of Torah and mix it with pressure and energy. You can't do that for the simple reason that every individual is unique, and every situation is unique. But what the Yeshiva can do is to give us the wear with all so that we can make our own combinations. That becomes terribly difficult, and a terribly exciting challenge for every individual...How am I going to achieve this? It is true that we do not have enough in another way. In my days, we didn't have enough role-models. But today, there are increasingly more role-models for our students amongst our faculty. In my day, there were very few people who achieved the synthesis

**Q.** In the past two decades that Stern College has been in existence the role of the woman in Society has changed considerably. Do you think that Stern College has kept up with the times? Do you think the Stern image has changed over the past twenty years?

**A.** I think to the extent that I'd want it to, it has. I'm not sure I would want it to keep up with the times in everything. I think if all of us kept up with the times in everything we would have had leftist campus revolution, and we would have had the new morality, and we would have had unisex. We don't really want to keep with the times in everything, do we? But we do want to respond to the challenge, and I think Stern has. And I think it will continue to, especially, with the changing role of women, within the limits that I think are placed upon us by our halakhic position. I think you will find, as time goes on, a greater interest in professionalism, but I would like Stern graduates, at all times, to be aware of the fact that the first priority must be, not to their professions, but to their families. I'd also like the graduates of Yeshiva College to recognize that their first priorities are, not to their professions, but to their families. With all proper changes, women of course must realize that she will have to take-off part of her working career life to take care of her family. It is her major responsibility, but I think that somehow, a professional life can be

pursued, together with a family life. That, in itself, is important. It would also seem to me, exceedingly important, that Stern College, should, by nature of the lives of its graduates, prove that one can be a full-time housewife, proud of it, cultured, and learned, as well. I would like the girls to have the options. The options however have certain limits. The limits are a halakhic existence, Jewish community involvement, primary attention to their families, to be cultured and learned. Within those limits, I think that there are a lot of mixes, and a lot of options that can be found.

**Q.** Do you think Stern has adequate facilities in vocational and guidance counseling?

**A.** I don't think we have adequate vocational guidance anywhere in the University, and I'd like to see it improved, but you must remember it is not because of the "ishus" of administrators, but it is because we do not have enough funds... We'd like to see an improvement, but I can't make any promises, because we are working under terrible financial constraints.

**Q.** We at Stern feel quite often that we are treated as second class citizens and that we are not accepted as integral part of the University.

**A.** Your complaint is correct. I must confess to you that my year at Stern did a great deal to personally help me move in that direction. I cannot tell you how enormously impressed I was. The first improvement of any, in my administration, is taking place at Stern — the whole idea of having Stern College and Yeshiva College come under one roof — with one resident dean in each place who will be responsible to one person. Faculty will now be faculty of Yeshiva University. Some people will be mostly at Stern this year, maybe not next year. We are going to cut out this business where there are invidious comparisons between the two faculties. Girls can become atomic scientists, physicians, and great writers, therefore, they can, also be treated equally, in all respects that deal with the cognitive aspects of life. They will get the same education as the boys do, and the way to assure this is by using the same faculty to the best of our ability.

**Q.** Many students at SCW especially those who come from Yeshiva high schools often voice the complaint that Stern is just an extension of high school. What is your reaction to this, and do you have any plans for improving the situation in the academic sphere?

**A.** We will follow what the PPC recommended: In addition to administrative changes, we would like to see less lecturing up front, more papers, more seminars, more team teaching, more interdisciplinary work, less narrow majors, more divisional majors.

**Q.** It goes without saying that many YU graduates have made major contributions to American society. It is strongly felt that the answer to many of the ills plaguing Israeli society will come from the religious establishment in the United States. What kind of role will YU play?

(Continued on Page 5)

# Lack of Communications in Adv./Comm. Major

by Esther Gross

Television, Watergate, and a rapidly growing technology have sparked a new interest in communications. Everything from buying a can of soup to negotiating a delicate treaty depends on communications. This is a field whose potential has yet to be fully developed.

Aware of the many opportunities available in this field, Stern College has initiated an English/communications majors. This is a shaped major with Fashion Institute of Technology (FIT).

One of the first students to take advantage of this joint program with FIT was **Chaya Kleinerman**. Working from a fact sheet distributed by the Office of Admissions, both Chaya and **Dena Zeligler** declared themselves an advertising/communications major. They did this in hopes of earning, in addition to a B.A. from Stern, an associate degree of applied science from FIT. To receive this degree, a student must accumulate thirty-six credits at FIT. This degree enables graduates to avail themselves of FIT's job placement service.

As stated in a fact sheet distributed by the Public Relations Office of Yeshiva University, "Students in this program, (advertising/communications) for which students apply through the Shaped Major Program, can earn both the B.A. from SCW and the A.A. from FIT."

When Chaya submitted her Shaped Major Form she was questioned by Mrs. Esther Reich whom she had previously spoken with many times in reference to this subject. Mrs. Reich seemed surprised that Chaya had already taken twenty-five credits at FIT. Chaya showed Mrs. Reich the announcement that she had received from Rabbi Abraham Groff at the Office of Admissions which stated, "Art and Communications are majors open to SCW through

additional combined programs with FIT. Like the SCW/FIT business program, these can be completed in four years and lead to both a B.A. and an A.A. degree." Mrs. Reich said she suspected that there was a misunderstanding and that she would check with Dean Mirsky.

It was at this point that, through her internship with the YU Public Relations office, Chaya found the fact sheet put out by that office. She also had in her possession a communique from the Office of the Dean dated May 13, 1976, which made it seem as though it is possible to take up to 38 credits at FIT.

Chaya spoke to Dean Mirsky via phone. He made it clear that Stern would not pay for more than 12 credits at FIT. It is FIT that issues the A.A., not Stern College. He concluded by saying that the entire issue was up to the Shaped Major Committee.

The Shaped Major Committee reviewed the situation. The committee also received copies of the sheets stating the existence of an advertising/communications major at Stern College. They felt that this student's problem was a personal one and that she had already fulfilled the requirements necessary for Stern's English/communications major, as opposed to the SCW/FIT advertising/communications program.

Acting Associate Dean Jablonsky was very willing to discuss and clarify the situation. Advertising/communications does not exist as a major at SCW. In their enthusiasm over the new program and their desire to attract students to the English/communications major, the Office of Admissions and Public Relations departments had described this aspect of advertising as being separate from the English/communications major. Those bulletins are not legal or binding. As to the

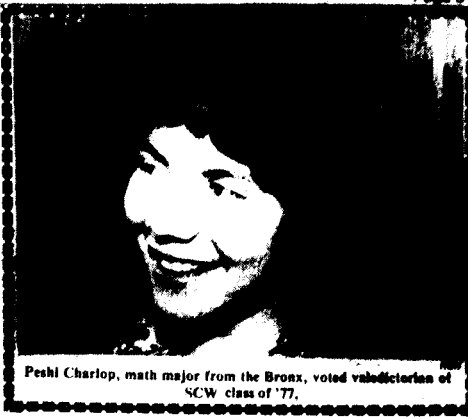
Office of the Dean's release, Dr. Jablonsky was willing to admit that as stated, the number of credits which may be earned at FIT is unclear. This is the problem with all new programs, she insisted, a more recent release clearly shows that only twelve credits may be taken at FIT.

The basic problem, according to Dr. Jablonsky, is that the Office of the Dean allowed students to take courses before their Shaped Major forms had been handed in. Thus the error lies with the students in not submitting their Shaped Major request forms earlier. It is this form that becomes a binding contract.

Students may earn an Associate degree of applied science. This is between the individual student and FIT. Dr. Jablonsky seemed sure that although only twelve credits will be paid for by SCW, a joint program could be worked out whereby some courses offered at Stern, such as statistics, computer science, and business management, could count toward the thirty-six necessary for the degree.

Fortunately, happy endings are not confined to fairy tales. On May 4, both Chaya Kleinerman and Dena Zeligler appeared once again before the Shaped Major Committee. The students presented the situation and answered questions from the committee. After deliberation, the committee concluded that the University had been in error. The advertising/communications major never existed; all printed matter to the contrary was incorrect. However, Chaya and Dena will not be penalized. They will be able to complete the 36 credits at FIT and receive an Associate of Applied Science degree. However, no new students will be admitted into this advertising/communications major.

Thus, the effort to create a communications major has encountered problems due to a lack of communication.



Peshi Charlop, math major from the Bronx, voted valedictorian of SCW class of '77.

## Interview with Dr. Norman Lamm

(Continued from Page 4)

A. Bear in mind a little perspective. We have close to six million Jews and Israel has three million, so we are a community that's twice as large as Israel. We are spread over an area that's twice as large as Israel. We are spread over an area that's infinitely larger than Israel. Our problems are not political or military; our problems are serious threats of extinction. Our primary obligation is to this continent, where our students are more culturally aware of what's going on, and therefore we have to save them. But because we live in the *Golah*, does not mean that we are not worthy of saving them. Our kids, when they graduate and become young men and women, are culturally ready to cope with American Jewry more than they are with Israeli Jewry — that's their first obligation, and we are not doing it adequately. That does not preclude a very serious commitment to Israeli Jewry. The question is how are we going to fulfill this commitment to Israeli Jewry? Consider first the facts: Of 11,000 graduates of Yeshiva University, close to 1,000 and their families have gone on Aliya. No other institution in the *Tefuzot* (diaspora) has that type of record. While other schools talk about a whole class going to Israel how many students are there in that whole class? a handful? Do you know how many students we have in Israel; in BMT, Keren B'Yavneh, Shalavim, Gush Etzion, Hebrew U., Bar Ilan... I would counsel every single student to spend a year in Israel, before starting college or during college. I think it is important for them, for Israel, and for our University. We are preparing an announcement in the next few weeks on the first major move in that direction. The program that we are planning for Gruss (Institute) will be for an elite group. Anything else right now, would be beyond our reach.

Right now we've got to make of this a great university in America. I think what we are doing in Israel is quite significant and is not to be underestimated. I think that many of our people have made contributions, not because we had a program, but because we trained them... This is because of the *avirah* (atmosphere) that we create. The *avirah* is more Israel-centered than in any Yeshiva that we have. I've had an old experience with people who really make contributions to Israel they don't get up every morning and sing *Hatikvah* and dance the hora. It

depends on your whole education. The more you praise Zionism, the more it becomes an excuse not to do better. I think we can do more, I'd like to do more, and I hope to do more, short of moving Yeshiva University to Israel.

Q. Lately, the Conservative movement has been stepping up activity in Israel. A recent gesture was to require all rabbinical students to spend one year of study in Israel. Do you foresee a similar requirement for smicha students at REITS?

A. I don't foresee a mandatory one. I don't even think that it is necessary. Most of the students have already spent a year there. I don't know how many people the Seminary has in that one year class. I dare say we have many more without major announcements... They come here, from Yeshiva with training. It's been part and parcel of their lives. If we make it mandatory we would probably lose more than we would gain. We're offering it (the program at Gruss) as an option for the best students.

Q. What are your feelings about the future of Yeshiva University in the United States?

A. I think we are doing *Melechet Hakadosh* (holy work). We are doing what no one else is doing. I have a feeling that Yeshiva is the key to Jewish survival in this country. And that if we are not going to be able to do it, *challah*, neither will anyone else. I think that we have to make it for our sake, for the sake of the State of Israel which has to have us, which has to have a Jewish community. I foresee that as far as the Jewish community of the United States is concerned, things will get worse, before they get better. I think we have a key role to play. Yeshiva is the key to survival. We have to create among our students community responsibility. I am not satisfied with the community service among our students. It is not just my job, but also yours. The test of religious commitment is when you leave the University. I would like to see people of quality in different areas of leadership; in education, in the rabbinate, and hopefully, then, we will witness a new upsurge of quality.

### Outside Observer:

by Sharon Efraymon

## "Social" Studies

One of the first things that a freshman learns after she comes to Stern is that she should NOT go to Mesibot. Upperclassmen confess with half-embarrassed, self-conscious giggles that yes, they used to go to Mesibot, but they have learned after their first or second mistake.

The fact is that there is something inherently wrong with the social scene here at Yeshiva University. For one thing, there is no way that a Mesibah, as it is currently structured, can function as a good way to meet people. You can't just dump people in a room together and expect them to spontaneously interact. In addition, the decibel level of the band is usually such that any attempts at making conversation are frustrated.

This is not to say that people don't meet people of the opposite sex when they attend Yeshiva University. However, they meet by ways other than Mesibot, and usually after several hit-and-miss blind-dates. Obviously, something needs to be done.

The solution to the problem is to

afford people the opportunity to meet under more natural circumstances, which facilitate easy conversation and interaction. For instance, the Yeshiva University Student Body could take more advantage of the resources available in the city and go on group trips to plays, concerts, hockey games, etc., followed by some kind of get-together where people could meet. This way they would at least have something to talk about.

Another idea would be to have a lecture, followed by discussion groups. The speaker could talk on something secular like politics, sports, or methods of research in psychology, or speak on something with a Jewish theme. Something along the lines of the TAC sponsored lectures would be good if it could draw YU students in addition to Stern students. A good speaker on Israel would probably be very interesting and an effective way of drawing people.

The speakers could be sponsored by clubs. With some effort, the clubs at this school could do a much better job of doing things

which would involve the whole student body and help raise the academic level of this school. The Speech Arts Forum has succeeded the most in this respect. Their programs provide an outlet for the talents of the Stern student body while involving the rest of the student body as an audience. Not only that, but the Speech Arts Forum has drawn a good mixture of guys as well as girls, in the past.

If Yeshiva University would have a joint YC-Stern trips, and speakers with a get-together afterward, people would have a much easier way of meeting under normal circumstances. Before any of this can take place, however, there needs to be a fundamental change of attitude on the part of the students. It's not just the Mesibot that are at fault, but the attitude that "nobody decent goes anyway," which leads to the further deterioration of the social scene. If the suggestions made in this article are taken, then it is for us, to make a start and change our attitudes. Only when this happens can there be a solution to all the frustration associated with meeting people of the opposite sex.

### Spring Grades

Students who wish to receive their spring grades by mail should submit a self-addressed stamped envelope to the Office of the Registrar.

## Shippin' Shores Out?

by Sharon Frager

Approximately six weeks ago it came to the attention of the Stern College student body that Dr. Doris Shores, one of the four professors in the English department, has been dismissed, effective June, 1977.

It is University policy that any teacher at Stern, without tenure, must file for a yearly adjunct status which, upon administrative ap-



Dr. Doris Shores unsure of future at SCW.

proval, renews that teacher's position in the university. Notification of Dr. Shores' dismissal came as a result of Dr. Shores not being granted such an adjunct status for the upcoming academic year. The exact reason for the administration's decision is unknown.

Presently, Stern is expanding its

English department into communications, advertising, and related fields. There is a shaped major program in conjunction with FIT, and individual student internships have been arranged on newspapers and in advertising agencies, under the chairmanship of Dr. Frederick Plotkin. So much recent activity within the English department has been a major cause for concerned students and faculty members to meet and discuss any possible, and necessary action, that may be taken to protest Dr. Shores' dismissal.

Administration and faculty have also met to discuss both sides of the issue, but no commitments have been made. A student petition has been circulated and sent with a substantial number of signatures to the proper executives in the administration.

As things stand now, no official change in the plans for Dr. Shores' future in Stern College has been made. Her dismissal, though perhaps not final, has not been repeated.

## Dorm Counselor Compensation?

by Esther Schneider

The role of the dormitory counselor at Stern College is a complex one which entails many responsibilities. Each dorm counselor is on dormitory duty once every ten days for four hours, and two Shabbat a semester. Their position, however, includes far more duties — from attending dorm counselor meetings every month and a half, to monitoring student activities; from supplying keys to girls who are locked out of their rooms to handling just about any emergency which may arise.

According to Etzel Schwartz, head dormitory counselor at SCW, "dorm counselors generally assist girls in their religious, social, and academic adjustments to college life." Dormitory heads, Paul and Rachel Glasser believe that, "the dormitory counselors play the major role in any success in the workings of the dormitory. They are responsible for the academic, religious and social growth of over 450 young women." Dorm counselors at Stern agree that a dorm counselor has a 24 hour-a-day job which includes being an advisor, a psychologist, a model, a liaison and most important, a friend to all the girls on her floor.

The role of the dorm counselor is about to be expanded. Next year, dorm counselors will complete short evaluations of each student on their floor, stay in the dormitory one Shabbat a month, and become more involved with the students so that a student who is considering leaving the school will seek their advice before doing so. Whereas dorm counselors have been juniors, seniors and graduate students in the past, they will be only seniors and alumni in the future. It is the hope of the Glassers to "professionalize" the position of the dorm counselor for the coming year. They have increased the demands of the position and are

confident that the young women chosen to serve will meet the challenges of the position. "This will, in effect, cause the Brookdale community to take on the unique qualities that a community imbued with the Torah Umadah philosophy should have, believe the Glassers.

According to Joseph Epstein, head of dormitory counselors at the Main Center of Yeshiva, the duties of the dorm counselor in the boy's dormitory includes dormitory duty every other third Shabbat, and duty once a week for four hours. Dorm counselors must enforce regulations, give counseling, meet with the boys on their floor, especially freshman, and wake them for minyan daily. Another dorm counselor adds that twice a year, the dorm counselor are required to complete evaluation forms on all the students on their floors. He adds that he enforces only the regulations to which he is sensitive. A third counselor states that the duty of the dorm counselor is to be available to the students. One student at Yeshiva complained that dorm counselors are often involved in outside activities, and are therefore often out of touch with their students.

While the role of dormitory counselor, Uptown and Downtown appears to be quite similar, a dormitory counselor at SCW is paid \$600 a year for her service, while the YC dorm counselor receives free rent in addition to a salary of \$1,000. Head counselor Epstein states that YC dorm counselors are advanced and responsible, as they are graduate and usually Smicha students. Next year, however, the dorm counselors at Stern, too, will be older students, and the Glassers contend that the task of dorm counselor can be carried out only "by a staff of dedicated people who are able to develop the proper kind of sensitivity with the students."

## Setting Scene for '77-'78

by Dassy Goodman

Speeches given by candidates for the executive board of Student Council highlighted the well-attended 13th meeting of Student Council on May 2, 1977. The majority of speakers stressed that student apathy must be eradicated and that executive officers should play an important role in getting students involved in school activities.

In this spirit, new committee persons were announced for next year. Appointed were Rhonda Schwartz, World Jewry; Miriam Silverstein, Dormitory; Robin

with administrative capabilities and doctoral degrees.

On May 15, the Karate Club will hold an exhibition at the YU gymnasium from 1-4 p.m. Attendance at the exhibition is mandatory for club members, and all others are cordially invited.

The Spring blood drive will take place from 12-5 p.m. on May 16. Blood donors are desperately needed; the only qualifications being a minimal weight of 110 pounds, and donors must be at least 17 years of age. Volunteers to assist at the blood drive are also welcome.

All students are invited to



New executive board (from left to right): Vice President Adrienne Stein, Corresponding Secretary Naomi Miller, Secretary Sally Roth, Treasurer Thea Reznik, and Recording Secretary Annie Tenenbergs.

Klein, Bikur Cholim; Judy Miller, Club Hour; Glitta Stern, English; Malka Steifel, Jogging, Marsha Zuskin, WYUR; Debbie Oberman, SAF; Rachel Lichtenstein, Publicity; Israella Blech and Tammy Welser, Social Activities; Gail Fogel, Karate; Shira Kramer, New York Times; Erica Smith, Blood Drive; and Debbie Silver, Editor-in-Chief of the Observer.

Senate has sent a letter to the Search Committee requesting input from Stern College students in choosing a new dean for SCW. The Search Committee is looking for religiously observant candidates

participate in the installation of new officers and the honoring of worthy students at the Installation Dinner on May 18. Cocktails will be served at 6:30, dinner at 7:00, and the cost is \$3.50 a person.

Since students should be aware of events occurring outside of Stern, the "New" New York Times will be offered again next semester, along with the "Student Weekly". In addition, pamphlets will be distributed discussing the proper way to fold and read the Times and enlightening students on the various new sections the paper has recently instituted.

## Senate

by Sharon Eifroymsen

Although many issues were discussed at the April 27 meeting of the Senate, no votes could be taken, as Senate lacked the third faculty member needed for a quorum. Senate discussed problems concerning the school and library, the selection of valedictorian and senior exemption for finals.

Professor Edith Lubetsky spoke on behalf of the Stern Library on the need for more student input with respect to the problems concerning the library. She pointed out that the library accommodated students on Solidarity Sunday by changing hours from 1-6 p.m. to 4-9 p.m. Further accommodations

could be made if students would make proposals. The proposal was made to revitalize the Student Library Committee, with a senator as a member.

The next issue discussed was the proposal to change the method of selecting the valedictorian. Present policy allows students to make their nomination from the seniors with the three top indexes. The students' recommendation then goes to faculty for approval. According to the new proposal, faculty would get the top three names first, screen them, and then the students would vote. Senate will probably vote on that idea at the next meeting.

## Creative Advertising

(Continued from Page 1)

Ms. Polykoff is a firm believer in equal rights for women and she feels that it is important to encourage women to have careers. However, she also stresses that "the most important thing about being a woman is that you are one — don't try to be a man." In the advertising field this can mean having to work twice as hard and producing twice as many campaigns as a man.

When asked for suggestions about how to enter the fields, Ms. Polykoff answered, "Get in

some place. Once you're in it's easier to maneuver. Even if you start as a secretary, you can move up. Make them feel you want the job — show it and feel it. Be a bargain for the first ten years of your career." These are the words based "on personal experience. Shirley Polykoff began as a secretary for Harper's Magazine and has advanced to the office of president of her own company. Details of her success story can be found in her memoirs entitled, *Does She... or Doesn't She? And How She Did It*, published by Doubleday in 1975.

## Dean's Desk

Internal study within Yeshiva University has resulted in decisions by the President which will have tremendous impact on the future of Stern College. Details of these decisions are reported in this issue of the Observer; basically they represent a reorganization across school lines within the University, which must increase the resources leading to the improvement of education of Stern students. In addition, it is clear that the University is prepared to enhance — both financially and philosophically — the Judaic studies and secular course offerings.

Although, it is not clear from these two directives from the President, it seems that another crucial change in orientation has taken place which will result in the appointment of more women at the instructional and administrative levels and will continue the established trend of the University in hiring outstanding graduates of our school.

Dean Jablonsky shares the belief of many of the faculty and students that Stern College will have an independent academic dean who, while she will work co-operatively with the new deans of University instruction, will be able to care for the special needs of Stern and fight from equal status with the other schools of the University. The Search committee for a new Stern College dean will attempt to speedily identify an individual who will bring the college to new heights of excellence.

Revised regulations concerning honors work and independent study are in final stages of formulation and should be available through the Office of the Registrar shortly. It is suggested that juniors and seniors, considering independent research and study check the registrar's bulletin board. If there are any questions, they should be directed to the Office of the Dean.

## Nus Nus Nus

by Alane Lis

The Freshman Shabbat will be held on May 13-14. Deputy Consul General of Israel, Mr. Yosef Ben-Aharon will be the guest speaker. Buy your Shabbat tickets early.

Stern College Student Council will sponsor their installation dinner on Wed. May 18, at 7 p.m. The cost is \$3.50 per person and semi-formal dress. All new officers will be honored.

The friends of Gush Emunim are sponsoring a Yom Yerushalayim celebration on May 21, 1977 at 10 p.m. at the Lincoln Square Synagogue located at 200 Amsterdam Ave.

Dear Seniors,  
Senior Dinner is approaching. Please send in your reply cards today — don't delay!  
Ask your parents and other relatives to come and join the Simcha.

Shabbat Shalom!  
Haadlakat Neiro!  
Shabbat Behar-Buchukoti, May 13, 7:45 p.m.  
Shabbat Bamidbar, May 20, 7:50 p.m.

# Dorm Decay

by Shira Weinberg

Student Council has submitted a list of dormitory requests to Mr. Jacob Blazer, Director of Buildings and Grounds, of Yeshiva University. Gail Zaret, president of Student Council, enumerated some of the areas in the dormitory in need of repair. She explained that all of the halls require paint jobs, as they are peeling and unattractive. New carpeting is desperately needed, as carpets are presently worn to the floor, creating a hazardous situation. Another problem area is the study halls. Located on alternate floors, the study halls require new paint jobs, new furniture, and possibly drapes, lamps, and other additions. Ms. Zaret suggests tacked-down chairs

and large tables to avoid theft. "A congenial atmosphere is a must in the study halls," Gail says. "The Student Council is willing to match funds with the University to achieve the needed repairs."

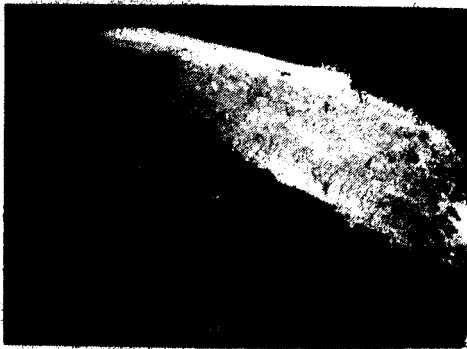
Mrs. Rachel Glasser stated that recommendations have been submitted to the University, in an attempt to procure new carpeting, painting, and furnishing in Brookdale Hall. Parents of one of the students have begun a campaign in their community to collect furnishing for the guest rooms, 2G and 2H. Mrs. Glasser stressed that the dorm residents must take pride and do their share to keep the dormitory in good shape.



The sky is falling? No it's plaster from the bathroom ceiling.



One of the peeling walls in dire need of a paint job that is located "somewhere in Brookdale Hall."



"Rip-off" carpet can't be hidden under the rug.

## Things to Do on a Sunday in New York

by Abner Liu

1. Take a Circle Liner around Manhattan.
2. Visit your favorite museum — for example, the Jewish Museum on Fifth Ave., of the YU Museum on 185 & Amsterdam.
3. Have a picnic in Central Park.
4. Visit the Bronx Zoo.
5. Feed the pigeons on Wall Street.
6. For 25¢ ride the entire New York subway system from end to end, or visit the Subway Museum.
7. Go bicycle-riding or row-boating in Central Park.
8. Take the Staten Island Ferry.
9. Sunbathe on the steps of the 42nd St. Library.
10. Visit the Cloisters in Ft. Tryon Park in Washington Heights.
11. Go shopping on the Lower East Side.
12. Go for a ride on the Roosevelt Island Tramway.
13. Take a "copter ride from the Pan Am building.
14. Bring a guitar to Central Park and start a sing-along.
15. Visit the U.N. Plaza and take the U.N. tour.
16. Go to the top of the Empire State Building, and see the beautiful city.
17. Take a walk through Greenwich Village.

## GRE Upgraded

(Continued from Page 3)

"Three types will be used in the analytical section: analysis of explanations, logical diagrams, and analytical reasoning questions, each designed to test a different aspect of analytical ability," she said.

Somerville also explained that no formal training in logic or methods of analysis is required to do well on the new measure.

"Some analytical skills are required and developed in virtually all fields of study," she explained. "And, like verbal and quantitative skills, analytical skills are developed over a long period of time and are not believed to be improved to any significant degree by intensive study in a brief period of time."

Somerville also noted that the 1977-78 GRE Bulletin of Information will describe the new measure and will include sample questions and explanations of the answers. The Bulletin is sent free to all students registering for the GRE.

In addition, a Sample Aptitude Test containing the same number and types of questions as the actual exam can be ordered at one dollar

per copy. Both publications will be available in August.

Despite the new addition, the GRE will remain a three-hour test since the verbal and quantitative portions have been shortened and the time saved allocated to the new measure.

"The same research effort that produced the new measure also yielded shorter versions of the verbal and quantitative sections that are comparable in reliability and usefulness to the earlier and longer sections," explained Somerville.

### MAZEL TOV

The editor-in-chief and the staff of the *Observer* extend a hearty *Mazel Tov* to Ellen Cherrick, executive editor, on her acceptance to Cardozo Law School, and to Alma Krupka, managing editor, on being accepted to Mt. Sinai School of Medicine. *Hatzlacha Rabah* to them both.

### Corrections

In the article "Yordim on the Rise" in the May 2 issue, it was incorrectly printed that 25,000 Israelis are presently living outside of Israel. The number should read 250,000.

In "Just How Conservative is Conservative Judaism?," part of JTS Chancellor Gerson Cohen's statement (from a speech presented before Columbia U. faculty) was inadvertently omitted. It should have read: "There is an alarming resurgence of anti-intellectualism in neo-religious circles. Neo-Hasidism, neo-Orthodoxy, neo-Freudism, Hare Krishna and Jesus Freakism are to me, all part of the same syndrome."

(Due to the number of inquiries regarding the statements quoted from the Seminary Chancellor's speech,

we are printing the name of the publication in which it appears: *Seminar Reports*, v. 5, #1. Fall '76  
Program of General Education in Humanities  
Room 1513, International Affairs Building  
Columbia University 10217.)

**Success to the Successors**  
The outgoing editor-in-chief and the entire '76-'77 *Observer* and *Absurder* staffs wish the incoming editor, **Debbie Silver**, and her board, **Hatzlacha Rabah** in the '77-'78 academic year. May you prove to be a success story!

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## Social Work in Israel: Visiting a Jerusalem Community Center

by Y.L.S.

If you continue past the renowned King George-Jaffo intersection in downtown Jerusalem, into Rechov Strauss, you will notice on the right hand side of the street several blocks down, a large stone building bearing a semblance of importance. You have just arrived at 24 Strauss, or the Jerusalem Community Center for Child and Family Developmental Rehabilitation.

The Jerusalem Community Center for Child and Family Developmental Rehabilitation was established in September 1970 by the American Joint Distribution Committee for the purpose of finding "developmentally at risk" children. This category refers to children who are born with problems, as well as those who have problems that occur later on. The Center attempts to diagnose and deal with the problem before the child reaches school-age so that he or she will have a chance to develop to his potential and make enough progress to enable him to be integrated into a regular school.

The Center's staff of more than 30 consists of doctors, nurses, public health executives, psychologists, social workers, and special education personnel, i.e. occupational, physical, and speech therapists. Each of these groupings has a head assigned to it, and each works within the framework of special education. The head of the clinic is Professor Alex Russel who is also *minahel* (director) of the child's ward, and chief of pediatrics at Hadassah Hospital.

The Center receives referrals from "well-baby" clinics and from other medical institutions. "When the child is brought in for evaluation and diagnosis, a developmental psychologist and a pedagogical psychologist prepare a summary together, setting goals, and deciding how best to meet them. The concept of develop-

mental stimulation is considered to be a key element in programming. At age 1½, the child is placed into a small group with 4 or 5 others, and his parent. At 3 years, he is put into an educational framework that is appropriate for his particular needs. The agency attempts to work as much as possible with the family, instructing them on how to continue treatment at home. The basic philosophy is that "the child must be visualized and treated as part of his family." Says Eda Levi, senior social worker at the Center, "Our work at the agency is to be the organizer and the *mikasher*, (liaison) to the family to make it possible for them to utilize the services at their disposal. We try to decentralize as opposed to centralize. Few children need to be worked with by themselves, if the appropriate services in their neighborhood can be found.

Ms. Levi also stressed the need of seeing the whole child and not just the specific sickness. "We put the emphasis on the *potential* and not on the problem itself." She pointed out that the way that a child relates to his problem is very important. Often parents will exaggerate a certain malady to such an extent that there is really more work to be done with the parents than with the child.

A rather successful case at the Center, cited by Ms. Levi, involved a group of three blind children who were worked with by parents and special education personnel from the time when they were 1 and 1½. At ages 3 and 4 they were placed into a regular pre-nursery together with a special teacher who helped them with what they were unable to do. They then went to kindergarten with their teacher, and now they are in 1st grade at a regular school. According to Eda Levi, this is the first time in Jerusalem that blind

children are going to a regular school.

At present, there are 7 such clinics in Israel. In most cases, they are connected to a hospital, and as time goes on, become more involved with work within the *Chevra*, (society). The Center, however, started in the opposite fashion; first with the *Chevra*, and then moving to more hospital utilization.

### Concerning the Field in Israel

Eda Levi noted that at present, there are not enough people that have training in special education. The Joint Distribution Committee is willing to pay salaries of individuals who will learn to work at the Center. Ms. Levi also spoke of the general situation of the social science field in Israel, explaining that the *Chevra* is not as developed in Israel, as is in other places. Therefore, there is a need to know in addition to the principles, casework and groupwork, in short, a little of everything, as opposed to specialization in just one area. For those who have a B.A. in social work or educational psychology, it is possible to find work in Israel, through its difficulty with just a B.A. in psychology. Even if one comes with an M.A., he must be ready to learn the special needs of the society and to spend time learning or brushing-up on his Hebrew which is essential in order to work with the people. If one is interested in specialization then it is worthwhile to come to Israel and to see for oneself what is important, as well as to gain experience by volunteering in that area. Today, family services and group work are

much in demand. However, if one has preconceived notions about the type of work he wishes to do, it is difficult to find a position, especially in Jerusalem. Ms. Levi noted that social work conditions are hard, and that this field is not one of the best paid. There is plenty of possibility in Israel, though, because people who train in social work often continue on in other areas, such as teaching. There is also a large amount of work to be done. The social worker needs to work to mend communication between the different cultures.

Eda Levi remembers that there was a YU program several years ago, in which participants had the opportunity to gain experience working in different areas for a few months, while also attending informal classes and discussions. (This program is no longer in existence.) She proposes the idea of setting up some sort of system, whereby students and/or young workers just out of universities, could come to Israel for a 3, 6 or 12 month period to work in an agency such as the Jerusalem Center. Through the working experience itself, and through their stay in Israel, they would become acquainted with the welfare/educational/medical setting in Israel and would also be able to explore their own specific areas of work which are of interest to them.

Note: When this reporter spoke with the admissions office at the Wurzwiler School of Social Work, she was surprised to learn that at present there are no programs of work and/or study in Israel being offered by the school.

## Judaic Studies

(Continued from Page 1)

intermediate level. The fourth new staff member, **Elisheva Carlbach**, will teach Jewish History. She is presently completing her Doctorate at Columbia University in Jewish History.

C. Next year there will be a greater utilization of graduate faculty on the undergraduate level. **Doctors Todd Endleman** and **Jeffrey Gurock**, both faculty members at Bernard Revel Graduate School, will teach Jewish history courses here. **Doctor Tamier Ghez**, a new faculty member at Revel, will teach Hebrew literature here. This third step, while aimed at enriching the undergraduate program here, should serve to encourage students to go for graduate work in the field of Jewish History.

Rabbi Berman, who helped formulate these new additions, expressed great enthusiasm for this promising undertaking. "It is a step in a direction which Dr. Lamm is charting for the University, where SCW will be the prime center for Torah study for women. The parallel emphasis on *Tanakh* and *Halakic* literature should create all kinds of open alternatives for women, which never existed before."

On Wednesday May 4, revised schedules were handed out to the SCW student body. Also on that day, a meeting took place with both **Dean Jacob Rabinowitz** and **Dean Chaim Solovitchik** present, to finalize the plans and disclose them to the student body. It is through the work of these two men that most of the above has been possible.

### RINGS 'N THINGS

#### Engaged:

Esiee Cytryn '78 to Ron Hess  
Jo Anne Pastor '76 to Stanley Perless  
Hinda Shapiro to Sieve Gordon '76  
Jo D. Shapiro '77 to Paul Koeningsburg '77  
Kathy Sigal '77 to Stuart Perles  
Ruthie Siemp '76 AECOM '80 to Rob Spitzer AECOM '80  
Rena Troy to Harold Fruchter '75

Phyllis Zimilover to M. Paul Garfinkel '75

#### Correction from May 2 issue:

Cheryl Lee Green '79 to Moishe Kempinski  
Rochelle Hilsenrath '79 to Phil Goldschmidt

The Observer apologizes for the embarrassing mix-up.

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### '77-78 Editorial Board

The 1977-78 editorial board of the *Observer* has been announced by **Debbie Silver**, the new Editor-in-Chief. The appointments include: Executive Editor: **Elyssa Merzel**

Managing Editor: **Lexa N. Rosean**  
News Editor: **Sharon Frager**  
Feature Editor: **Sharon Eftromson**  
Assoc. News Editor: **Chaya Kleinerman**  
Assoc. Feature Editor: **Sara Kaplan**  
Contributing Editors: **Laurie Rosenstoch** and **Leah Katz**  
Copy Editor: **Peninah Segal**  
Production Editor: **Dena Zelinger**  
Makeup Editor: **Ivy Spears**  
Assistant to the Editor: **Alice Cohen**

Exchange Editor: **Debbie Melman**  
Photography Editor: **Elita Lefler**  
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