

Inside This Issue:

- Feature a Teacher—
Dr. Krakowski p. 3
- Mobil Oil Recruits at YU p. 4
- Basketball Team at SCW p. 3

THE OBSERVER

The Official Newspaper of Stern College for Women • Yeshiva University
November 8, 1979
NEW YORK CITY
Vol. 41, No. 1

B.S. Offered for Accounting

by Barbara G. Michael

In recent years, Stern College for Women has faced the same crisis which has affected many schools to a greater or lesser extent—the problem involved in offering greater career preparation without sacrificing the college's identity as a liberal arts institution. Stern's problem is perhaps heightened by the somewhat belated realization on the part of the administration that young Jewish women are increasingly as career-oriented as their male counterparts.

Two new programs which were designed to answer the need for greater career preparation have been established at Stern. The programs, a Nursing major, and an

Accounting major, will both lead to Bachelor of Science degrees. It is hoped that these programs and perhaps others like them will attract more students to Stern, who have in the past been forced to elect professional programs at other colleges while engaging themselves in independent Torah study.

Dr. Morton Berger, University Dean of Behavioral and Social Sciences, and Dr. Julian Roberts, Assistant Dean, are justifiably proud of the creation and recent accreditation of the SCW Accounting major, but stress that because it is so drastically different from what has been offered at Stern in years past, it "can't

exist in the context of business as usual," as far as present requirements within the college are concerned. The main problem the program presents is that the minimum New York State requirement for majors in accounting is 60 credits in the subject, with the recommendation that more courses be elected. These additional courses are considered by most educators in the field as mandatory in preparation for the CPA examination, which at present has a rate of failure of 80%. While it is true that we cannot sacrifice the *raison d'être* of the institution, that is, its program in Jewish Studies, it is clear that some solution must be found which will normalize the credit load of the program. If such a solution is not found, it is clear that the program may suffer from a lack of enrollment, as few students will be attracted by the prospect of such a heavy load.

Dr. Berger contends that several solutions to the difficulties are available, but that the University's position until now has been "to avoid the issue," and hope it will go away. The first attempt by a faculty

cont. on p. 5 col. 1



Dr. Ernest Lobel

Dr. Ernest Lobel, newly appointed Dean of Natural Sciences and Mathematics, will be relieving Dr. Karen Bacon who held that post temporarily upon Dean Finkelstein's resignation.

Now acting as a consultant to the Natural Sciences Department, Dr. Lobel is very qualified to assume his new post. Lobel received his PhD from Columbia University in Chemistry and Physics, and was the former chairman of the Chemistry Department at Polytechnic Institute of New York.

Truth-In-Testing Law Affects You and YU

by Shoshie Botnick

New York State's "Truth-in-Testing Law" will have a serious effect on all students required to take the Scholastic Aptitude Test and many graduate school admission tests. This new law requires testing services to provide students with a copy of their test, along with the correct answers, within 30 days after the test date. It also requires the manufacturer of these tests to disclose to the general public any research done in connection with the preparation of the tests. The law will become effective on January 1, 1980.

This new legislation presents a variety of problems for the testing companies and students who take the tests, along with presenting a special problem for Yeshiva students. In order to publicize test questions and answers, the testing companies will have to prepare new questions each time the tests are administered. This involves considerable additional time and money. In the case of the Medical College Admissions Test, the Dental Admissions Test, and other such specialized tests, the number of valid questions that can be used is limited. As a result these tests are expected to be discontinued in New York State after January 1. Even if students take these tests out-of-state, their scores might not be accepted by universities in New York State. Those students, who for religious reasons take these tests on Sunday, will now have fewer dates on which they can take these tests.

How will this affect Yeshiva University's admission policies? New revisions in the testing schedule will cancel all Sunday test administrations for January, March, and May. However, this excludes the Hebrew Achievement Test, which will still be offered on Sunday in May and December. Since Yeshiva University advises its applicants to take the SAT in November and the Hebrew Achievement in December, there will be only one chance for the student to submit SAT scores in his senior year. Those students who need to retake the SAT will only be able to do so in June

(when Sunday test dates are being offered). As a result, they will not be notified of their admission to Yeshiva University until July, when their test scores have been received by the university.

When asked what will be done for those students taking graduate admission tests, which might be discontinued in New York State, Professor Morris Silverman, registrar of Yeshiva University, replied: "The University will make provisional arrangements to bus students to Frish Yeshiva in New Jersey. But so far our arrangements are all in the planning stages until further outcome of the legislation is known."

Meanwhile, not much can be done. There will be a special session of the State Legislature in November. It is hoped that during that time certain changes will be made. Right now Yeshiva University is keeping abreast of all information concerning the "Truth-in-Testing Law," and hopes to accommodate its students as best as is possible.

NLN Requires Exam for BSN

by Ellen Bart

"Anytime things appear to be going better, you have overlooked something." As Murphy warned, students participating in the Beth Israel-Stern College Nursing-Bachelor of Science program are beginning to see the cloud behind the silver lining.

Students wishing to return to Stern College to receive their Bachelor of Science in Nursing (BSN) upon graduating Beth Israel will be required to take proficiency examinations—somewhat like CLEP or Regents examinations, in order to receive credits for courses taken at Beth Israel. This is in addition to their regular Beth Israel final exams and the state licensing exams needed to receive their RN degrees.

The students see these tests as an unfair

burden since Beth Israel is a top nursing school, and the licensing exams should be proof enough of competency. "Besides," one student asked, "how would you like to take cumulative exams on everything you've learned?"

Dean Karen Bacon, who worked extensively on the BSN proposal, said that the tests are required by the National League of Nursing (NLN) which accredits the BSN program, regardless of the institution. "I understand that students are frightened to take tests," Dean Bacon said "but right now we are lacking articulation." "Articulation," she explained, "is when one program feeds into another so the two can work together." Presently, Beth Israel and SCW work separately, but the Dean hopes joint planning and interchange of faculty will eliminate formalities between the two schools and make the proficiency exams unnecessary.

According to the NLN, proficiency tests are necessary because of the basic differences between Beth Israel and Stern College. Beth Israel offers a hospital based clinical program and is only accredited to offer an Associate degree. Stern College's baccalaureate program, however, is university based, offering courses in the advanced areas necessary for supervisory and administrative positions.

Cheryl Barash, a Beth Israel student, explained that even with all the problems, students would choose to take the BSN degree because it allows a nurse to move up to higher positions than would be possible with only an RN.

Rosoff Rosoff, another student, said that the main reason to want to take the BSN is because it is a more advanced degree than an RN. She said that the main reason to want to take the BSN is because it is a more advanced degree than an RN.

Presidential Prizes Awarded

by Sara Lamm

Sixteen faculty members of Yeshiva University were chosen as recipients of the "Presidential Prize" awarded by Dr. Norman Lamm last year. The \$1,000 grants honored the long term achievements in research, scholarship and citizenship.

The grants were established last year by Dr. Blanche Blank, Vice-President for Academic Affairs, to "seed research by Yeshiva University faculty."

Among the recipients of the "Presidential Prize" were seven faculty members teaching at Teachers' Institute for Women and Stern College for Women. These teachers are: Rabbi Paula of TW, and Dr. Goldstein, Dr. Levy, Dr. Benay, and Dr. Havazelet, Dr. Rosoff and Dr. Silver of SCW.

When asked if the award was recognition

meaningful, Dr. Rosoff replied, "It's meaningful because it is the recognition of my teaching by the school."

Dr. Bevan, though, replied, "I found it embarrassing, because it is hard to select members of the faculty from their colleagues, not only in salary, but in recognition . . . I don't like the jangling-out process . . . Recognition from my colleagues is better . . . I am pleased to have it [the grant], but it has not changed my day." Dr. Bevan did not feel that the grant would enhance her research or teaching. She said, "I do research without the prize. In fact, I do research without the prize."

It is assumed that the "Presidential Prizes" will be awarded every year, although the sum is not fixed from year to year.

THE OBSERVER
EDITOR-IN-CHIEF
ANN TENNENBERG
Editorial Board

Managing Editor	Heidi Tenzer	Executive Editor	Barbara Michael
News Editor	Ceryl Ruben	Features Editor	Joy Gris
Asst. News Editor	Jill Stamler	Asst. Features Editor	Ellen Bart
Cultural Arts Editor	Abigail Klein	Special Projects Editor	Gitta Stern
		Copy Editor	Abby Fodiman
Proof Editor	Brenda Fogelson	Exchange Editor	Ellen Kaufman
Layout Editor	Marla Silver	Typing Editors	Miriam Maltz Amy Schwartz
Business Manager	Claire Lang	Assistant to the Editor	Phyllis Dubinsky
Photography Editor	Lori Bitterman		

Writing Staff: Judith Borden, Dona Chanofsky, Annie Charlop, Phyllis Dubinsky, Shari Ehrman, Barbara Gancz, Janet Greenhut, Marian Gross, Penny Kaganoff, Leah Kahn, Sandy Kaplan, Rita Malek, Rachel Raden, Debbie Rosen, Linda Schneirson, Amy Schwartz, Judy Shapiro, Shari Weinstein, Varda Rosenfeld, Shoshie Botnick, Sara Lamm, Lisa Bennett.

Proof Staff: Abby Fodiman, Sally Lee.

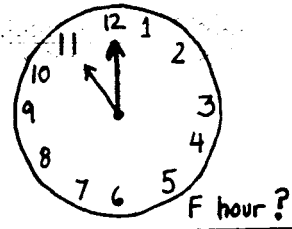
Layout Staff: Chani Baida, Ellen Bart, Meirah Borstein, Dona Chanofsky, Reena Leibrag, Simone Rudoler, Barbara Senders, Dee Dee Spero, Marcy Zwecker.

Art Staff: Linda Green.

Typing Staff: Aviva Fox, Sandy Frankowitz, Bev Heyman, Bonnie Kletter, Lisa Mayer, Judy Moseson, Ilene Rosen, Naomi Schulman, Debbie Seiden, Gold Smilchensky, Tamar Soffer, Helen Moskowics, Jackie Mann, Brenda Adler, Yocheved Grunberg.

The opinions expressed in the editorials are those of *The Observer* and do not necessarily reflect the views of the student body, faculty or administration.

I would like to thank the administration, faculty and students for their concern at my time of need.
Sam Mandelbaum



The Observer congratulates newly elected members of the Student Court.

Core Curriculum Found Faulty

The new accounting program at Stern College designed specifically with preparation for careers in mind, has met with difficulties which tend to illustrate the problems inherent in the college's present group of requirements for graduation. For a student to major in accounting, she must complete, in addition to 60 credits in accounting and related subjects, 56 credits in Jewish Studies, and 45 credits in other subjects. The result, assuming the student takes no electives, is that 160 credits (a recent proposal reduces the number to 148) must be completed for graduation. Such a credit load appears outrageous when one considers that a mere 128 credits are required in order to graduate, but the problem exists, if to a lesser degree in all majors. An English major must complete a minimum of 137 credits to graduate; a Biology major, between 140-148 credits. (In all cases, these figures make no provision for electives which fulfill no requirement.)

Those elisions from the proposed accounting major—a year of a foreign language, three credits each in Philosophy and Jewish Studies and one credit of Health Education—only serve as a weak stopgap measure, which in the end leads to the realization that the remainder of the core curriculum is of dubious value. For instance, it is difficult to understand how one year of a foreign language can benefit any student, even as an introduction to another culture. Clearly the difficulties discussed here are attributable not to an unmanageable accounting program, for the program itself is certainly not only a possibility, but a valuable asset to the college. The problem in fact lies in the piecemeal attempts to modify a core curriculum which cries out for full-scale renovation. We do not wish to contend here that required courses are useless; however, it cannot be denied that most sections of required courses, with a few notable exceptions, are filled with students who don't want to be there. The perfunctory attitude held by a student who is "just taking it for the requirement" can and does affect the course itself, which becomes dry and stale instead of being a learning experience. The answer, unfortunately, is not to modify or reshape the core curriculum when it appears necessary, but to take a good, hard look at the curriculum and requirements in general, and undertake a major reworking thereof.

56 Credits Defeats Good Purpose

The Jewish Studies Department greeted entering freshmen this year with yet another new regulation. The old graduation requirement of 20 courses in Jewish Studies had been changed to 56 credits. According to Rabbi Saul Berman, Chairman of the Jewish Studies Department, the change will lead to greater flexibility in the courses available in future semesters, because two more credit courses can be offered. Previously, the department had been reluctant to add courses worth only two credits because these allowed students to complete their requirements with less than the 56-60 Jewish Studies credits required in the college's core curriculum. Rabbi Berman pointed out that many instructors are only available to teach at Stern two hours per week. In addition, some subjects simply do not require three hours of lecture over the entire semester. The new regulation will allow these courses to be offered and will also simplify the transfer of outside credits to Stern College, including the direct transfer of credits from Teachers' Institute for Women.

Though students have raised the objection that 56 credits represent more time and effort than 20 courses, a study by Professor Silverman, Yeshiva University Registrar, shows that seniors graduating with 20 courses averaged 56 credits. However, other objections are in order.

The school must consider the possibility that students will opt to take only three credit courses in order to fulfill their requirements more quickly. Thus, the new two credit courses and even the old ones may suffer a drop in registration. And since the school has suddenly become concerned with credits and hours of study, perhaps this is the proper time to re-evaluate all those courses which meet for three hours and award only two credits. The new requirements assign a much greater significance to that extra credit than ever before.

It would indeed be a shame if a student found that the college and departmental requirements carried more weight than the variety and richness of her Jewish Studies program. If this becomes the case, the 56 credit requirement will be defeating its purpose.

Letters to the Editor

Separate and Unequal

To the Editor:

The Stern College basketball team, a growing interest of many athletically-inclined students, has found itself in urgent need of financial aid. The problem seems to be not only one of money allotted for gym usage and equipment but one of unequal policy, as well. The policy of Yeshiva University toward Yeshiva College and Stern College should be that they are "separate but equal." All the basketball team asks for is a demonstration of this claim. Women's sports should no longer be getting the short end of the stick. The team is a group of hard-working, determined players hoping to compete with other schools on the college level. This goal cannot be accomplished without correct funding and aid. The team implores the student body to support them in their claim to, and quest for substantial financing. Only with student support will the team be able to best represent Stern College for Women.

—Students on behalf of college athletics.

Jewish Philosophy) for listing in *Outstanding Educators of America*. Few faculty members anywhere have, in short, such a track record.

Yet for my pains I am paid \$18,850, only slightly more than the minimum salary for a full professor at YU. My salary is \$8,000 less than that of my counterparts (most of whom have accomplished much less than I) at a third-rate university like Adelphi, and \$10,000 less than those at the New Jersey state colleges. The other salaries are, in other words, all of 50% higher than mine.

So irrational is the YU administration that my salary is nearly half of what even some half-dozen of my colleagues here are making! Most YU administrators (who are, incidentally, paid better than their counterparts elsewhere) concede that I have a legitimate grievance. But nothing is done about it. Perish the thought that even a tiny fraction of the money coming in from donors, tuition, Federal grants, New York State Bundy funds, and faculty attrition should be diverted from debt service and bloated administrative salaries to something as trivial as equitable faculty remuneration and the rewarding of excellence!

I have had to resort to speaking and writing about my plight to alumni, trustees, rabbis, and YUWO. Some alumni have written on my behalf, and some students have expressed sympathy. All in vain.

I spend most of my time, time hitherto devoted to scholarly research (which I have had to abandon for good), brooding over how to resolve my predicament. I'm angry, and I won't take it any more. I will fight rather than swich; the credibility of YU, no less than my dignity and economic survival, is at stake. Going into an "internal exile," I have already decided to do only what is strictly mandated by my job and nothing beyond the call of duty, nothing voluntary, no favors. Other

cont. on p. 5 col. 3

Unfairly Treated

Dear Editor:

Can anyone help me?
I have taught at YU for sixteen years, six of them as a full professor. I have produced five scholarly (and one trade) books in one decade, a record probably unique in YU annals and unusual at any university in the world. My books, as well as my numerous scholarly articles, have received very good reviews. Students, including both of President Lamm's sons, have given me high grades on my teaching ability. I have done much by way of service to the YU community; through radio and TV appearances, for example, I have helped spread the name of the school. The administration even nominated me (along with a certain Norman Lamm, Prof. of

The Observer bids farewell to Selma Greenberg upon her retirement.

From the Editor's Desk

Middle States Review

by Ann Tennenberg

Last year, in preparation for an upcoming Middle States evaluation at Yeshiva University, self-study committees were formed. Coordinated by Dr. Mirsky, the committees examined every academic aspect of our University. In response to a specific request by the Middle States Commission, a student committee convened to formulate student input.

The student committee, comprised of YC and SCW students, was very active last year. Questionnaires, provided by the Educational Testing Service, were distributed. These standardized questionnaires dealt with all aspects of a university. In addition, a group of questions related specifically to life at YU were appended.

At SCW, 108 questionnaires were returned to the committee, representing responses from approximately one fourth of the student body. These questionnaires were sent to Dr. Mirsky. In addition, the SCW committee members drafted a report of student views on the university.

With the Middle States review approaching, the student committee seems to be at an impasse. The results from these tests were never compiled. I assume this is because the results would convey the feelings of a minority of students. If this is the case, perhaps those questionnaires should be disregarded and preparations be made to redistribute the questionnaires to the 1979-80 student body, in hopes of obtaining a larger number of responses. In any case, it seems that no official committee report has ever been compiled, independent of the questionnaire responses, although rough drafts are buried in the committee members' drawers. Consequently, the effort and time invested last year is going to waste.

Just as disappointing is that not one student at the past SCWSC meeting volunteered to investigate the student committee and find out what, if any, conclusions were drawn last year. Must this year's committee start from scratch? Was last year's work in vain or is there something tangible there upon which to build? Why isn't a new committee forming now?

By now you should be able to guess—this is a bonafide anti-apathy column. Why is the student body ignoring this chance for input? Why aren't we acting for our own benefit?

Feature a Teacher: Dr. Krakowski

by Varda Rosenfeld

This issue's *Feature a Teacher* is Dr. Krakowski, professor of Bible and French Literature at Stern College for Women.

Dr. Anna Krakowski handles the prospect of an interview in the same manner she handles her classes. "I hope that you have prepared the questions," she comments with a smile, and offers a chair. She is eager to answer the questions of an inquisitive student and grasps any opportunity to teach.

Teaching has been her goal since she was a student in school. Her unique education involved an exposure to both secular and Jewish studies. This was unusual for a young woman growing up in the religious community of pre-war France. Her parents were not from France, "so they had a different concept of Jewish education." Her quest for knowledge led her to Vilna and, ultimately, to Israel. At that time, Hebrew University was not well organized, so she quickly returned to France. Upon returning to France, she taught members of the community in Paris, though she was younger than any of the people attending her lectures.

Dr. Krakowski remembers the years before the war, and the many Jews who came to France after escaping from

From the President's Desk

Is Ignorance Bliss?

by Betty Hordshorn

Since September, the duties of Student Council President have become progressively less difficult for me and I have begun to develop a sense of self-confidence about my capabilities. However, my ability to handle student affairs and the knowledge and experience I have gained after three years of involvement have not been enough to help me deal with what I feel is a serious problem at Stern College: The ignorance on the part of the students concerning the Student Council.

There seems to be a mistaken impression that the Student Council is an elitist organization composed of only a few

qualified and selected individuals. This is not true. As president, I have a responsibility to serve and represent the student body. We on the executive board were elected, not appointed. Our sole function is to serve the school and the entire student body. I am not in this position to serve a few "special people." I ran for the presidency so that I could make a contribution to Stern College, if the students do not take advantage of what the executive board and I have to offer, then all our efforts will be in vain.

Germany. She was in France during the war, but she gives no details.

Dr. Krakowski came to Stern College in 1962, giving up positions at the Sorbonne, the famed university in Paris; and the Ecole Rabinic, the Rabbinical Seminary of France. It was very hard for her to adjust to American life and to teaching in an American school, "but Stern was pleasant,



Dr. Anna Krakowski teaching a Jewish Studies course.

rather, the students were eager" when stimulated by the material and the teacher. "I am speaking in the past tense, because it changed... it became more pragmatic." Students in her earlier years took more electives and developed more of an interest in a subject when coming in contact with a serious teacher. She explains that "at that time there were many students who wanted simply to learn." Perhaps their pragmatism is due to the "economical change." Dr. Krakowski feels that most of today's students are too career minded to appreciate the study of a subject such as French literature. Not afraid to go against the trend, Dr. Krakowski feels that "idealism is very good when one is young." She advises "forget a little bit what will be, to really take advantage of what is given."

Even though she is faced with students who are less motivated, Dr. Krakowski continues to convey her message of the value of both secular and Jewish studies. "If you want to help others, you must know something else besides." Likewise, a "cultural level gives you a possibility to do much more in Judaic studies." This exposure to culture, she feels, is the way to reach an understanding of many of the problems which confront us today. "Each girl is interested in the past of women, even

cont. on p. 6 col. 1

From the Dorm Parents

Dorm-Ez View

by Mordechai and Sema Reich

(This is the first of what we hope will be a series of articles in an effort to communicate with you, the women who comprise the SCW dorm community. This time, we'd like to talk to you about Shabbat at the dorm.)

Shabbat—a day of rest? Some of you have made it a point to spend a number of Shabbatot at Stern. You've listened to interesting speakers like Dean Karen Bacon, Rabbi Saul Berman, Drs. Sylvan and Marcy Schaffer (clinical psychologists) and Yosef and Debbie Mackler (social workers). You have found that cafeteria prices for Shabbat have been reduced to seven dollars (thanks to Rabbi Miller) and the food has been pretty good. For you hardy souls who don't get enough *Torah* during the week, there has even been a *shiur* in selections from *parshat hashavuah*.

However, some women have karaitically understood Shabbat to mean literally a day of rest. The *mitzvah* of Shabbat according to this interpretation mandates lying in a prone position for 18 out of 25 hours, dressed in a ritual garb known as a housecoat. (Other authorities allow for nightgowns and bathrobes.) Chazal really didn't have that idea in mind when they spoke of "sheinah b' Shabbat taanug." It's understandable when students occasionally prefer to eat in their rooms because they feel it enhances their celebration of Shabbat (though we'd love to have you join

the *ruach* at the caf). But it's incomprehensible that Stern women don't show up at *shul* in the morning.

In our conversations with students who complained that Shabbat wasn't much fun at Stern, we found that they had neither joined others for meals in the cafeteria, nor come to *shul*. It is not difficult to understand why Shabbat didn't seem special to them.

Unfortunately we cannot declare housecoats and bathrobes *muktzah*, nor can we demonstrate outside your door until you join us in *shul*; we can only ask that you help make Shabbat a special day at Stern. Come and listen to the exciting speakers who have come to be with you. Destroy the myth that *shul* is a "men only" affair. Sing a few *zemirot*, learn a bit of *Torah*, and by all means enjoy some *menucha*. But let's leave the "rest" of Shabbat for relating to G-d and to each other.



Kashrut Lectures

Rabbi Philip Reiss
Union of Orthodox Rabbis

Rabbi Harvey Senter
Chuk Key

Tues Nov 13th, 1979

Tues Nov 27th, 1979

Both lectures will be held at 8:00 PM at Stern College.



Pictured above is Gitta Stern, Senate Chairwoman, and Bayla Friedman, Secretary, officiating at the first senate meeting of the new school year held on Wednesday, October 31.

Students, faculty members and administrators discussed an agenda that includes a review of the 1980-1981

calendar and a proposal to set up a new system of academic and career guidance. Though Stern always had some form of guidance, the senate hopes to combine all efforts into one cohesive group.

The next senate meeting will take place on November 14, during club hour. All students are invited and urged to attend.

Listen to Yeshiva's Best

WYUR
820 AM

for news, weather, features, sports and music from Hebrew to Rock-n-Roll.
Broadcasting Monday-Thursday
5pm to 12pm

Basketball Team Back in Practice

by Amy Schwartz

The first in a series of basketball clinics took place Thursday, October 18, in the Stern College gym. This clinic was established as an effort to improve the skills of the basketball players.

David Strumpf, basketball coach at Stern, hopes to build a better team this year. By demonstrating the fundamental techniques of basketball, students will learn the proper skills used in the game. The women will also develop teamwork. Assistant coach for the team is Sharon Markowitz.

Guest instructor for the clinic was Jimmy Walsh, a former high school All-American basketball star. In college Mr. Walsh was captain of the University of South Carolina basketball team. Mr. Walsh believes that a team should begin by reinforcing basic basketball skills. Afterwards, the talents of individual players can and should be developed.

Professor Arthur Tauber, head of Stern College's Physical Education Department, announced on Tuesday, October 23, that Dean Karen Bacon raised \$1000 for the Stern College basketball team. This money will be used for the rental of a basketball court at Public School No. 116, located on 33rd and 3rd Avenue.

This regulation sized court will enable the team to prepare itself for basketball games against other schools. Since Stern College's court is not standard size, the players find themselves at a disadvantage during competition.

Professor Tauber said that the money is exclusively for the rental of the P.S. No. 116 gym, which costs approximately \$135 per session. The amount will pay for eight sessions between November and December and possibly one session in February.

He also mentioned that more money was requested for the basketball team, in addition to funds for the tennis and bowling teams. Professor Tauber commented that this is only the beginning of Stern's athletic program.

Awaited Catalog on its Way

by Shoshie Botnick

One of the many changes at Stern this year will be its catalog. Students at Yeshiva University have had to tolerate an outdated edition for the past three years. As a result, many students were misled by incorrect course offerings and degree requirements. But now, thanks to the persistence of Professor Silverman, Registrar of Yeshiva University, the new catalog will be ready for distribution by January 15.

When asked why the publication of this new catalog has taken so long, Dean Bacon replied, "Yeshiva University has undergone many changes in the past few years, not only in administrative affairs but also on academic levels."

In the past year, new majors have been instituted, such as Speech, Computer Science, Accounting, and Information Science as well as the institution of a nursing program. All faculty members have been asked to re-evaluate courses offered in their respective fields. This will help to eliminate all courses which lack sufficient demand. All recently instituted courses now in session will also be listed in

the catalog.

In addition to these revisions, there have been changes in the format of the catalog. Duplicate course descriptions will be eliminated. Faculty members of each school are now joining together to form new departments for each academic field. Professor Silverman said that another delay in the processing of the catalog was due to the change in typeface. When asked to explain, he said, "This year the catalog will be printed in larger type face for easier reading. However, this increases the number of pages in the book making it more expensive to print."

All in all, the administration has been working hard to complete the new catalog that will reflect the developments and advances Yeshiva University has made in recent years.

Anyone interested in becoming involved in the History Club of Stern College see Aliza Twersky, room 12A or Nina Feld, room 12F or Dr. Grossman, 604.

Mobil Oil Recruits at YU

by Rachel Raden

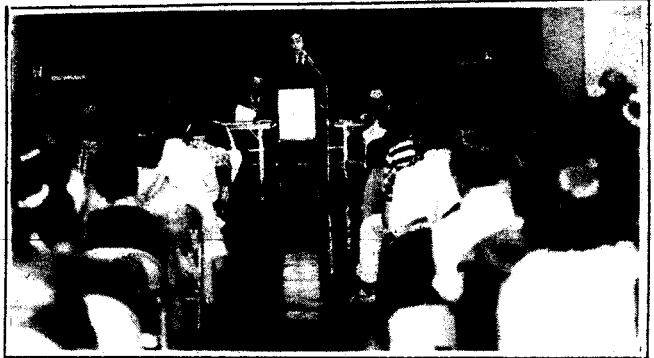
Over 200 Stern and Yeshiva College Students attended the career seminar sponsored by Mobil Oil Corporation on October 30 in Gottesman Library. Mobil Oil's recruiting program was one of several career seminars planned for this school year.

Five Mobil Oil Staff members, representing various departments in the corporation, discussed their pre-Mobil Oil working experience as well as their duties at Mobile Oil.

Robert Brocksbank, Manager of College Relations and Recruiting, addressed the question of every liberal arts student, "Is my education marketable?" According to Brocksbank, 20% of those hired at Mobil Oil are liberal arts majors. However, the Mobil Oil interviewer is interested more in the applicant's confidence, poise, perception, and motivation rather than in his specific background. Brocksbank advised that "an interview is a selling situation . . . Sell yourself."

Carol Ellis, a former biology teacher, is one woman who took that advice. Ms. Ellis is now Terminal Superintendent in the Northeast Marketing Region. Ms. Ellis joined Mobil Oil as an operating trainee when she realized there was no future in education for her. She was given a variety of assignments including terminal work, products' assistance, and budget coordination. As Terminal Superintendent, she deals with the product from the time it comes to the plant, until it is delivered to the consumer. She is involved with unions, truckers, and government agencies, as well as local officials.

Rick Andron, a YU and Harvard Business School graduate, is a Gas Venture



Students listen intently to Robert Brocksbank, Manager of College Relations and Recruiting for Mobile Oil, explain interviewing techniques.

Manager of the Exploration and Producing Division. Mr. Andron addressed questions about his work as well as those concerning orthodox Jewish job applicants. Mr. Andron serves as intercessor between the geologist who finds the crude oil, the company that refines it and the corporation that markets it.

Regarding the role of an orthodox Jew in Mobil Oil's employ, Mr. Andron stressed that he has never had any conflict between his job and observance of *Shabbat* or *Yom Tov*. Mr. Andron also pointed out that when deciding to take his job at Mobil Oil, he considered it an advantage to be involved in the corporation, rather than criticizing out of ignorance from the side lines.

Kevin Shea, graduate of the University of Connecticut with a B.A. in marketing, is a Tennessee Valley Authority Analyst. During his few years at Mobil Oil he has pumped gas, dealt with customer com-

plaints, counseled businesses and recruited dealers.

According to Mr. Shea, the motto of the college student should be "Press on!," quoting Calvin Coolidge. Mr. Shea advised that "the slogan has solved and always will solve the problems of the human race."

Addressing the computer science major, Bob Wederich, Manager of the Computer Systems and Management Science Department, spoke of limited opportunities with Mobil Oil. Those hired are mostly experienced people. In fact, only three college graduates are hired each June. The corporation looks for a background comprised of a variety of computer courses, a good basic understanding of the function of computers and data communication, and a familiarity with either accounting, business or engineering. "We can promise you hard work," says Mr. Wederich, "but also the opportunity to learn and grow and to compete with first class people for votes of leadership."

Court Justices Appointed at SC Meeting

by Dona Chanofsky

Student Court Justices were announced at the Student Council meeting on October 22. The chief justice is Malka Stiefel and associate justice is Pamela Levy. Senior justices are Lori Herman, Bonnie Kletter, Varda Rosenfeld and Barbara Goldman. Junior justices are Jill Stampler, Liz Marder and Janice Margolis. Clerks are Ellen Bart and Linda Kuhl. Court members were selected on the basis of their applications, references and their ability to remain

impartial.

President Betsy Mondschein was disappointed with the poor attendance at Student Council meetings. She urged all attendants to remind friends that all students are allowed to participate in Student Council meetings and not only club chairwomen.

Student Council voted to accept the Flame as a chartered club. The Flame is a national outreach program on college

campuses geared toward the intellectual approach to orthodox Judaism.

On November 18, Stern College will host an Open House for prospective students. Current students who want to participate as aides and guides for this event should contact Jackie Mann in 7B.

The Diaspora Yeshiva Band will perform in concert on November 15 at Yeshiva University, Lampport Auditorium. Tickets may be purchased from Elise in 20C.

B.S.—Will it Survive?

cont. from p. 1 col. 3

committee to whittle away at the required credits was, in his words, "an unmitigated disaster." In Dr. Berger's opinion, the administration must make use of student and faculty input in order to satisfactorily revise the program, without resorting to the extremes of excessive professionalization or weakening of the required course work.

Many students not involved in the accounting program have protested the "unfairness" of allowing accounting majors to waive certain required courses. These protests arise, according to Deans Berger and Roberts, from a misunderstanding of the nature of the Bachelor of Science as opposed to the Bachelor of Arts degree. A Bachelor of Science, in fact, represents intensive student experience in a single professional area rather than a wide-ranging liberal arts experience. In view of the heavier credit load in the major subject required for a B.S., it is pushing the student past her limits to add onto her program the very same general degree requirements to be completed by a candidate for a B.A. It is entirely possible that the B.A. and B.S. degrees will in the future be based on two different sets of core courses, in cognizance of the differences in definition between the two

degrees. It is to be hoped that enough students will be enrolled in the B.S. programs to make worthwhile the establishment of a core curriculum which is unified and sensible.

It is hoped by the originators of the accounting program that it is a harbinger of future changes at Stern. Contrary to the arguments of those who fear that career-oriented programs will decrease the demand for advanced courses in the liberal arts, the divisional deans claim that these programs will bring in a group of new students with a wide range of outside interests to be satisfied by advanced study in the humanities. Dean Berger optimistically suggests that the college could conceivably accommodate two-and-a-half times the present student population, with appropriate arrangements made for additional dormitory and classroom facilities. The point being made by this estimate is that any substantial increase in student population as a result of new programs cannot help but revitalize other departments of the college. To the suggestion that such an increase in the size of the student body might affect the "small college" atmosphere at Stern, Dean Berger replied, "There's a point when small stops being warm and friendly and starts being lonely. And when you're in a class of three people... that's lonely."

Teacher . . .

cont. from p. 2 col. 4

courses of action I am thinking of adopting are: refusing to teach any electives; picketing all three campuses and City Hall; beginning a hunger strike outside Lamm's office until I get redress of grievance. These admittedly extreme options are a measure of my desperation. Which of these courses should I adopt? And if none of these, which others?

Sometimes I feel as if I were in a Soviet school run by an indifferent, faceless bureaucracy. Is the administration intent on making a mockery of President Lamm's proclaimed slogan of "Excellence" (to which Dean I. Bacon had the *chutzpah* to add, "The sky's the limit")? Are all appeals to justice, morality, decency truly out of place at Yeshiva University? Does President Lamm really want one of his few Outstanding Educators of America to resign and go drive a cab? Why does he not come out and say it? Is that how productivity and "Excellence" are

cultivated and rewarded at YU? And will students sit by silently?

I have more than kept my part of the unwritten academic contract. What, for goodness sake, must I resort to in order to get YU to keep its part? Mr. Hartstein of Public Relations tells outsiders that YU salaries are competitive; what does he say about mine? Rabbi Louis Bernstein of EMC says that faculty should not resort to unions or to picketing; what then should I do, oh Rabbi? Do any colleagues or students have suggestions to give me as to how I can obtain justice at YU? Does anybody care? Is YU to be written off—and described to the Middle States Accreditation Association, whose visit is imminent—as hopeless? As an educational sweatshop or an American academic gulag?

Help!

Dr. Manfred Weidhorn
Professor of English, SCW & YC



Over 250 people attended Cafe Night on Thursday October 25. The event held at Koch Auditorium, was sponsored by the Stern College Student Council in conjunction with *Masmid*, Yeshiva College's yearbook.

Entertainment and Israeli cafe food highlighted the evening. Effie and his National Band were the first to perform in a mixture of modern & Hebrew music. Eugenie the magician followed the band with a variety of magic tricks.

Dr. Daniel Grossman, rabbi of a deaf congregation in Scranton, taught the sign language to popular Hebrew songs while students from SC and YC accompanied him on the guitar. The beauty of music and sign language merged as the Speech Arts Forum presented "I Can Feel Music."

I Can Feel Music

by Annie Charlop

Daniel Grossman, rabbi of a deaf congregation in Scranton, taught the sign language to popular Hebrew songs while students from SC and YC accompanied him on the guitar. The beauty of music and sign language merged as the Speech Arts Forum presented "I Can Feel Music."

Rabbi Grossman's purpose was to make students aware of the important role that sign language plays in *l'fillah*. "We use sign language in the temple, because it belongs in the temple," he claimed. As the evening progressed, the hearing audience realized that sign language does indeed add a new dimension to prayer.

In performing the sign language to *Sh'ma Yisrael*, Rabbi Grossman explained to us that he interprets *Sh'ma* not into its literal meaning of "hear," but, rather, into the combined sign languages for hear, search, and communication. This version helped us to reach a true understanding of what *Sh'ma* really is. To quote Rabbi Grossman, "*Sh'ma* is a bigger word than 'hear'; sign language will expand our understanding of Jewish ideas."

In the course of the presentation, Rabbi Grossman recounted how he became involved in working with the deaf. He described how he acquired the job as director of the first Hillel College for the Deaf in Rochester.

When he first visited Hillel several years ago, he discovered to his dismay that the rabbi there had never learned sign language. The rabbi's only way of understanding his congregants was through interpreters. Soon Rabbi Grossman, who himself is hard of hearing and knows how to communicate in sign language, obtained the position.

Rabbi Grossman then directed our attention to a poem, "Holocaust," written by his deaf assistant Curt Robbins. While Professor Schram recited the poem, Rabbi Grossman performed the sign language and acquainted us with Curt Robbins' life.

Born deaf to a religious family, Curt attended a *yeshiva* in Baltimore. After several years, Curt was unable to continue paying the high cost-for interpreters and he dropped out of learning. In his poem, he relates his sadness and frustration. He compares his feeling of being ostracized from the Jewish world to the plight of "Juden" who were excluded from an antisemitic world. The last lines of the poem are:

... I am a deaf Jew
liberated with a label—deaf
The feeling of being hurt may not be as bad or as blatant as theirs,
but living as an unknowing Jew
is as bad or as blatant as being
Juden.

Immediately, Rabbi Grossman answered, "being a deaf Jew leaves you outside of the world of Jews like Juden—but if you use your hands, you can be Jewish." With these words, he began teaching the sign language to *Ani Ma'amin*, enabling the audience to understand the true meaning of believing.

Rabbi Grossman closed the presentation with a song written and performed by his friend, Ronnie Kahn. This song of *l'shuvah*, "Return Again," seemed appropriate to the emotional setting that had been created. The first Stern presentation of "I Can Feel Music" held on October 28 in Koch Auditorium came to an end.

Coordinators for the program were Professor Peninnah Schram and Linda Ostrow. The students who accompanied Rabbi Grossman were: Shari Dash, Myriam David, Sandy Kahn, Sandy Kaplan, Josh Kaplan, Linda Levine, Ben Zion Niderberg, and Rachael Reiss. Maria Silver and Felice Bienenstock handled publicity. Brenda Fogelson and Tova Ungar arranged for the musicians and refreshments.

EMPIRE CARD & GIFT SHOPPE

64 East 34th Street, N.Y.C.
Tel. 686-6491

Cards, books, gifts, candy, albums,
plush animals, gift wrap & party goods.

Bonne Cleaners Ltd.

FOR QUALITY & SERVICE
56 East 34th St.

N.Y.C. Phone MU9-3629

and save at Manhattan's only indoor Olympic ice skating rink. Skate rentals, snack bar, skating instruction for beginners or experts. from 7 to 10.

ICE SKATING NOW

Mornings: Sat 10:30, Sun Noon
Afternoons: Wed, Thur, Sat, Sun 3 pm
Evenings: Mon, Tue, Wed, Thur 6:30 Sun 8

NOT GOOD FOR ICE DISCO SESSIONS.
Friday 8 and 9 pm, Sat 9 and 10 pm

SAVE
10%
For admission with the Goodwill

Sent Home From School

by Cheryl Ruben

While I was home for the recent holidays, I was asked by many people, Jews and non-Jews as to why my school was having a "vacation" in the middle of October. "Why now?" they inquired, "You just went back three weeks ago." The question was simply answered, but after thinking about the answer, it no longer seems easily explainable.

I feel that school should not be dismissed and the dormitories closed for the High Holidays through the end of Succot. There are several reasons for this point of view.

Pro-vacationists may argue that Yom Tov is a time when families should be together. Pro-vacationists may also feel more at home in a large shul with a chazan and rabbi. But what these people may fail to realize is that we can have all that right here.

We are a yeshiva. Doesn't it make sense that a yeshiva should be able to keep its doors and dorms open for Yom Tov and provide students with services, complete with chazan and rabbi? We are literally forced to leave school for this three week period. Many students spend outrageous amounts of money to fly home when it may not even be necessary. Some of these students may be going home to a community where there are few or no religious Jews, no Torah study or an orthodox shul. If these students choose not to go home, they are forced to rely on home hospitality provided by the Office of Student Services, which means spending the holidays in strangers' homes. From personal experience, I can say that this can be quite uncomfortable. An alternative solution is for a student to ask friends to take her home with them. However, the answer is often no because the synagogue seats are reserved in advance.

When I was home, a friend of mine was asked to substitute teach during Chol haMoed Succot at the Hebrew day school in our community. I told her I thought it was strange that they would be in session then. "No," she said, "they do it purposefully so they can learn more about the holiday." We may be on a higher level than elementary school students, but we can still learn a lesson from them. How many people really set aside special time when they're home to learn about the Yom Tovim? If the school were to remain open, shiurim could be set up specifically for this purpose.

Let's also look at the practical side for a moment. Two out of three years, we come to school only to be interrupted in the third or fourth week of classes by Rosh haShanah, Yom Kippur, and Succot, when concentration is just beginning. We put off do-

Meet Dr. Krakowski

cont. from p. 3 col. 3
if she is not in women's lib . . . French literature traces the beginning of the problem." Dr. Krakowski would like to see more stimulation at Stern to help recreate the learning atmosphere of the past.

When she speaks of her own future, she smiles confidently as she tells of her research, books and study of Nachmanides, the Biblical commentator. She hopes to continue her work along these lines.

Dr. Krakowski is very dedicated to the ideals of Yeshiva University and is proud to have a son teaching political science within the university. She responds with her sharp wit to further inquiries about her family—"You want me to start talking about that now? Come back later and we will discuss it."

Dr. Krakowski is certainly doing her best to motivate the students of Stern College and is clearly enjoying every facet of her role as their teacher.

ing any serious work until after the holidays and teachers put off giving serious assignments as well because they know concentration is not at the highest level. With the interruption of classes for the holidays, we are not given time to establish a routine in our school work.

Aside from school work, many students who wish to obtain jobs or internships cannot start until mid-October or November. What employer would be so patient to accept a student but not let her start for three weeks?

I have been made aware of certain difficulties in continuing classes through the holidays. One, more certainly for the men, is the problem of the succah. Whether one only eats in it, or chooses also to sleep in it, it would be an impossibility to arrange a succah large enough to accommodate hundreds of students. This would be less problematic for the women. I also understand that some choose not to write or participate in any type of activity that is done every day, in an effort to make Chol haMoed as much like Yom Tov as possible. Problems like these would have to be straightened out; perhaps tape recorders could be used for lectures and notes taken from the tapes at a later time. This is just one possible solution.

On Yom Tov, the same arrangements made on Shabbat in the cafeterias could be made. A qualified chazan and rabbi could be invited to lead the students in the holiday prayers.

I have given much thought to this problem. I think the advantages of a Yom Tov program outweigh the disadvantages. We are a family (as we are constantly told), we have a shul and we have rabbonim and chazanim. We can have everything we go home for right here at school, without interrupting our studies and spending unnecessary money for travel.

Your eyes are like diamonds and just as precious. Treat them to the finest in contact lenses and prestige fashion eyewear.

Stephen J. Kobles, Opticians
65 E. 76th St.
249-8350

conveniently located five stops on IRT #6 (Gail Zaret Kasztl-SCW '77)
Discount to all students and faculty

From: Dean Robert Ackerman
Heretofore summer school has consisted entirely of science courses. Is there any student interested in taking one or two Humanities required courses, were they to be given? As a trial, YU is prepared to offer English 3-4 if enrollment can be demonstrated. The minimum number of students needed to make this feasible is eight in each semester. To permit advance planning, students are asked to register their interest by signing up in the College Dean's office by November 18.

Columnist Emeritus

A Man Without a Penthouse

by Lexa N. Rosean



As some of the more devout and meticulous Observer readers may have noticed, my column was nowhere to be found in this year's early issues. The rumor that I never really existed, and the "Rosean column" was just an alias name used by the former editor to express her views, is totally unfounded. I do exist and have silently existed through the last three issues of The Observer.

The absence of this column has been a silent protest against the abhorrent and shameful treatment, by the city of Manhattan, of a certain Richard Milhous Nixon; my comrade in cozenage. It is truly a disgrace for NYC to refuse housing to a former President of the United States and in the same breath sell seafood to a Cuban guerrilla and open its hospitals to a sadistic Shah. NYC should contemplate this question: Is the CIA most likely to follow communist lobsters; bankrupt outlaws with heart failure; or a pardoned man?

We are ostracizing the wrong man. Watching the news, I hear strong appeals to find housing for the men in the Bowery and then I hear confident reassurances that Richard Nixon has once again been refused a penthouse. I am asked to feel compassion towards men who terrorize my windshields and I am told to mock a man who, in my opinion, has suffered enough.

And where is dear Mr. Ed during this crisis? Is he out there fighting to preserve the dignity of a man who can only add to the wealth of this city? Neigh! Is he offering the ex-president the comfort of Gracie Mansion (Ed doesn't live there anyway) until a suitable apartment can be found? Neigh! Maybe Koch feels hesitant about helping the 'Crooked King of Corruption.' But is Koch really against crooks? If so, why doesn't he spend less time exposing johns over public television and more time exposing rip-off apartment referral agencies? Where is the mayor when we really need him?

MILHOUS AND I HAVE BEEN KICKED AROUND NEW YORK ALL SUMMER LONG.

Right: Here comes the connection. My readers know me well. I am always the prosecutor; never the defender. I have no sympathy; only empathy.

Now ask yourselves this question: Would I rather live next door to a CIA agent or a real estate agent and which would take me for more?

SELF knows exactly what it is like to give precious money to apartment referral agencies (Direct Reference Service) in exchange for abuse and lies. (I mean, really, Dickie, I can relate!) While SELF was sweating, starving and scanning the streets this summer, she solaced herself with these thoughts: "If only I were a rich and powerful ex-president from San Clemente . . . no one would dare rip me off, send me to non-existent addresses and treat me like a criminal. Why, I could have any apartment in this city!" SELF's image has been shattered.

For three issues, I have held my tongue (and my pen). I have silently petitioned the City of New York for the denial of my dream; the refusal to house Richard Nixon; and the \$120.00 they stole from me. Perhaps the city has not heard my silence. Well, they'll be seeing me in small claims court!

As for the Nixons, whom I presume are still homeless, may they be blessed with better luck and the midot of strength and persistence; they are certainly welcome to visit me at my new residence.

Finally, I'd like Dick to have my 'Bazooka Joe Fortune' as he obviously needs it more than I do; "Live like a fried egg with your sunnyside up!"

25% OFF

ON ALL OUR HAIRCUTS

AND OTHER HAIRWORK TO

STERN STUDENTS

REFLECTIONS HAIR SALON

383 5th Ave. (36th St.)

2nd floor

686-1302

A Puzzling Phenomenon

by Shira Weinberg Schreier



Students huddle over it in the caf. It peeks out from between the pages of western civ. notes. It is discussed in crowded elevators.

Many Stern students have made a new addition to their morning routine. In the past, it was wake up, get dressed, rush downstairs, grab *The New York Times* and run, to class. Now, after grabbing *The Times*, they flip to the crossword puzzle, rip it out, stash it in a notebook, and as before, run to class. *The New York Times* crossword puzzle has struck Stern College.

The puzzling question remains. Why? What is it about the little black and white boxes that Stern students find so fascinating?

For one thing, the puzzle is intellectually stimulating. One must reach back into the deep recesses of one's mind to ferret out a myriad of trivial facts, such as movie stars' last names, the two types of type, species of slippery fish and water birds, opera titles, lines of obscure poetry, and so on. But besides mere facts, the puzzle often requires creativity and ingenuity.

Another reason for spending one's time engaged in such an enigmatic endeavor is the feeling of accomplishment achieved through success. Generally, those who spend time on crossword puzzles are those who can do them.

In addition, *The New York Times* crossword puzzle has become a status symbol: The confident solution-seekers write strictly in pen, while the pompous

ones use magic-marker. When solving the puzzle becomes a group effort, as it so often does in Stern halls and elevators, everyone notices who yells out the answers the quickest, who immediately assumes leadership ("What's 4-down?," "Let's try 6-across"), and who easily supplies the correct solution for the ridiculously trivial ones, that NO ONE else has heard of. Interestingly enough, a completed, or almost completed puzzle often finds its way to the top of a student's book pile—in pen and right-side up of course, whereas, the more unfortunate puzzle, with all that white showing, somehow manages to creep into the protective crevices of one's pocketbook. Yes, *The Times* crossword puzzle is certainly a status symbol.

These reasons and others account for the popularity of the puzzle. But is the puzzle here to stay, or is it just a passing fad? Should the puzzle-craze be viewed as harmful or beneficial? Solutions will appear in the next issue of *The Observer*.

by Dr. Walter Orensstein
And Lot lifted up his eyes and beheld all the plain of the Jordan, that it was well watered everywhere, before the L-rd destroyed Sodom and Gomorrah, even as the garden of the L-rd; like the land of Egypt, as thou comest into Zoan. Then Lot chose him all the plain of the Jordan. . .
 (Bereshit 13:10)

What prompted Lot to make this choice? How could he allow himself to select the best land for himself? Where was his gratitude to Abraham to whom he owed all his material acquisitions and who had promised to come to Lot's aid in time of trouble?

Unique among G-d's creations, Man has been endowed by his Maker with a precious gift, viz., freedom of will, the ability to choose his own way of life. He may choose hedonism, i.e., a life style that caters exclusively to his appetites, defining *right* as that which brings him pleasure, and *wrong* as that which brings him displeasure. Or he may choose the life style designed by his Maker to benefit all mankind equally. It

would seem that from the very beginning, G-d demanded a certain ethical behavior of Adam, but you must remember, the edge of good and evil was not yet revealed. Beginning this morning, however, it was within him that Man had an opportunity resolved to this day.

Subdue and master this world, said the Creator, and have dominion over all My creations. Your freedom and ingenuity qualifies you to partake of the Garden of Eden, but you must exercise personal responsibility to strive to attain it. There is one realm, however, that is outside your province—the realm of G-d. The tree of knowledge of good and evil is not to G-d; it is not your territory. For only G-d can create a truly objective ethical code of behavior.

How Man must have struggled with the choice with which he was confronted. How accurately the *Torah* depicts that struggle in the story of Eve and the serpent, interpreted by *Rambam* as the struggle between Man's intellectual, imaginative, and instinctual faculties. But finally the choice was made. "And when the woman saw that the tree was good for food, and that it was pleasant to the eyes, and a tree to be desired to make one wise, she took the fruit thereof, and did eat, and gave also unto her husband with her; and he did eat." (*Bereshit* 3:6) Pleasure defined honor. Self-interest conquered. Man as hedonism superceded Divine will.

The choice of Adam became the choice of many that followed him. He was the first to choose the path of Elokim, those who had been created by the b'nai Adam, those who lived by the will of Man. So long as there existed a significant number of b'nai Elokim who had separated themselves from the others, leading a pure and ethical life, there was hope for mankind. But when the b'nai Elokim began to intermarry with the b'nai ha Adam, all hope was lost and the world was destroyed. Noah, and later Abraham restored hope in humanity for they were truly b'nai Elokim. But Noah preached to deaf ears, and Abraham, despite his incomparable piety and overwhelming charisma, had little impact on his nephew Lot. Indeed, when he was given the opportunity to demonstrate his true character, Lot allied himself with his predecessors, the b'nai Adam of old. "And Lot chose all the plain of the Jordan."

Bulletin Board

Ticket Service for November

- Bedroom Farce \$5
- Gemini \$4
- Grease \$6
- On Golden Pond \$5
- Strider \$5
- Vanities \$5
- 1940 Radio Hour \$5

For tickets contact Jill Stamler in Room 12A or Mrs. Winter in the Office of Student Services.

Sunday, November 18, at 1 p.m., SAF is sponsoring an Oral Interpretation Festival, on the theme "Time Passages." The participants are Lexa Rosean, Judy Witty, Sara Lamm, Sandy Kahn, and Phyllis Dubinsky. The program will take place in Koch Auditorium, and everyone is invited. The co-chairwomen are Shari Dash and Bev Moskovits.

The gymnasium in the school building will be open during the week for students to use in their free time. The hours are: Mondays and Wednesdays 11:00 am-1:00 pm., 4:30-5:45 pm and during Club Hour. If you require equipment for your activity, notify Joanne Peskowitz in 5G the previous Tuesday or Thursday and she will make the arrangements.

The Public Address system in the cafeteria is now being used to communicate school activities to the students. Announcements are made at strategic times throughout the day. If any club would like its function to be announced, contact Jill Stamler in 12A.

The Speech Arts Forum will present the Symposium "Women in Museum and Library Administration" as part of its "Women in . . ." series on November 28 at 7:00 pm in Koch Auditorium.

The Jewish Connection

- ENGAGED**
- Debi Stern '80 to Robert Berko
 - Charni Srulowitz '79 to Jeff Rabinowitz
 - Adena Kalish '80 to David Twersky
 - Sari Cohen '81 to Stacie Apfel
 - Claire Lang '80 to Benji Strauss
 - Judy Shapiro '80 to Avi Auerbach
 - Chaya Esterson '81 to David Katzenstein
 - Risa Goldstein '80 to Norman Shapiro
 - Leslie Fink '81 to Brad Gordesky
 - Faye Isserrow to David Landes
 - Debbie Adler '78 to Jacki Weitz
 - Ruth Hupert '79 to Fred Wasser
 - Debbie Geller '81 to Michael Yondorf

MARRIED

- Judy Kleinerman '75 to Joseph Orbach
- Molly Goodman '78 to Joe Rothstein
- Alma Krupka '78 to Andrew Klein

PASTEUR PHARMACY
 10 Park Avenue, at 34th Street
 Center for Sports Medicine
 The Preventive Dental Shoppe
Special Courtesy for STERN Students



535 Third Ave.
 between 35th and 36th Streets
 With this coupon
 One Double Scoop Ice Cream
 only 75c
 Expires 11/18/79

PREPARE FOR:

MCAT · DAT · LSAT · GMAT
GRE · GRE PSYCH · GRE BIO
PCAT · OCAT · VET · MAT · SAT

NMB I, II, III · ECFMG · FLEX · VQE
NDB I, II · NPB I · NLE
 Flexible Programs & Hours

Visit Any Center And See For Yourself
 Why We Make The Difference

For Information Please Call:

- Manhattan . . . 212-632-1400
- Brooklyn . . . 212-336-8300
- Long Island . . . 516-248-1134
- Westchester . . . 914-423-8200
- Albany . . . 518-439-8146
- Buffalo . . . 716-836-8382
- Rochester . . . 716-247-7878
- Syracuse . . . 315-461-8770
- E. Brunswick . . . 201-648-2622
- Burgess Co. . . 281-448-4776
- New Haven . . . 203-785-1180
- Portland . . . 203-966-7827

530 Madison Ave., NYC 10022

For Information Also Contact:
 Office Center for Graduate Study
 60 West 25th Street
 New York, N.Y. 10001

CALL TOLL FREE: 800-523-7500

Travel Dispensary

Singletec

Proven Protection
 Neatly Wrapped For Single People.
 Preserves Natural Pleasure. Pleasantly Scented For Great Vacation Protection.

Available in 100's and 500's

For Information Call: 1-800-523-7500

HAVING A BUNCH?
 For Invitations contact:
 Gail Zaret Kasnik
 The Art Scroll representative
 Discounts to all Y.U. students
 Call: 201-837-3885
 At Stern, see
 Judy Miller → 9C

Method in Stoppard's Madness

By Lisa Bennett

Dogg's Hamlet, Cahoot's Macbeth, as described by its author, Tom Stoppard, is "a play in two parts . . . The comma that divides *Dogg's Hamlet, Cahoot's Macbeth* also serves to unite two parts which have common elements: The first is hardly a play at all without the second, which cannot be performed without the first."

When the curtain opens on *Dogg's Hamlet*, and for the first few minutes thereafter, the audience is completely dumbfounded by what it hears. A small group of schoolboys is speaking in what seems to be English but their words make no comprehensible sense. The audience is not alone, however, since one of the characters, a theatrical props deliveryman, is equally mystified. It isn't long before Easy (the deliveryman) along with the audience, gets into the swing of things in what turns out to be a highly comical farce of the English language. A phrase such as "cretinous pig-faced twit" actually translates into "what time is it please?" The language, referred to as "Dogg," we later learn is not something one learns but rather catches.

The schoolboys proceed with their production of *Hamlet*. The lines are clearly Shakespeare, but in his ingenious wisdom, Stoppard has reduced the entire play into

three frantic minutes. Ophelia has but to say "My Lord" for Hamlet to respond with "Get thee to a nunnery."

Cahoot's Macbeth is a far more serious endeavor although it does contain some elements of comedy. The curtain opens on Macbeth and Banquo's confrontation with the witches but when the full lights come on we find our characters situated in a bourgeois living room.

Cahoot's Macbeth is a dramatization of the period of normalization in Czechoslovakia following the fall of Dubcek wherein drama was considered contrary to the efforts towards normalization. Theater was therefore outlawed. A Czechoslovakian playwright, Pavel Kohout, organized a company to perform "Living Room Theater." Pavel's endeavor served as the impetus for *Cahoot's Macbeth*.

Dogg's Hamlet and *Cahoot's Macbeth* are overtly related by the appearance of Easy (the deliveryman) in the former, making a delivery to the Macbethian actors as well. By now, however, Easy is speaking in fluent Dogg, and one by one the dramatic actors begin to catch on. It is from this point onward that *Cahoot's Macbeth* loses all semblance of a serious drama.

Stoppard's messages—the absurdities of

the English language and his concern for freedom in eastern Europe—are clearly conveyed by the two playlets. *Thy Dogg's Hamlet* and *Cahoot's Macbeth* together hand in hand is not as clear, since the blend of slapstick comedy and serious drama is a bit awkward. That problem is greatly minimized by the clever and original style. One does not have to be an avid Shakespeare fan to love *Dogg's Hamlet, Cahoot's Macbeth* though it is perhaps better suited for those who can appreciate the unconventional.

Stern College Alumnae
The second issue of *The Observer* is being mailed to you compliments of the Stern College Alumnae Association. To continue receiving *The Observer* as well as other alumnae benefits, join your Alumnae Association.

For more information, contact: Office of University Alumni Affairs, 500 W. 185th Street, New York, New York, 10033, (212) 960-5373.

Sunday evening, November 18, at 7 p.m. SAF and the SCW Alumnae Association are co-sponsoring an overview, lecture, and workshops with Arthur Kurzweil, a well known geneologist, and author of *From Generation to Generation*. The topic for the evening will be "Tracing your Jewish Roots." Any person attending who wants to trace her ancestry is invited to participate in the workshop.

Magic is Missing

by Aviva Hartman

Based on Isaac Bashevis Singer's novel, *The Magician of Lublin* presents Yasha, a magician of slender means and grand dreams, who performs illusionary feats of brilliance for his superstitious public. Following no rules and accepting no limitations, Yasha tries to prove his power and defy the existence of G-d by attempting to fly.

However, as the movie progresses, we see that Yasha's career and private life are failures. Typical of Singer, Yasha is a womanizer who juggles his mistresses

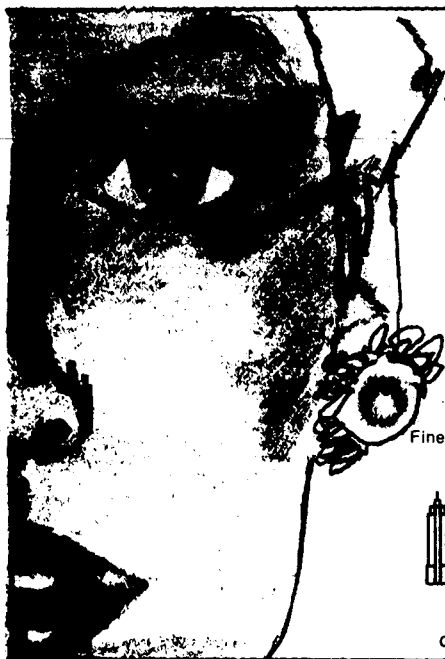
ineptly. His passions for these women lead to their inevitable downfall along with his own. One mistress, Zefel, joins a white slaver, his peasant assistant goes berserk, his countess rejects him and he abandons his wife.

Mysticism plays a significant role in this film. Yasha having rejected G-d and his Jewish faith is forced to accept his limited powers as a mere mortal. With his world crumbling around him, he seeks the sanction of a synagogue.

Yasha leaves Warsaw and returns to his shtetl to repent. He madly builds a tomb-like hut and embarks on an isolated life of study. He quickly gains the reputation of a wise man. The movie ends with Yasha's miraculous disappearance, and implied transformation into a bird flying away. The illusions to the Icarus myth are obvious.

The Magician of Lublin is a good attempt to produce Singer's novel as a film. But many scenes do not lend themselves so easily to the camera's eye and seem rather overdramatized and poorly portrayed. Set in the turn-of-the-century, one cannot overlook the 1979 dialect. Likewise one can not ignore the cliché dialogue and poorly filmed magical scenes.

The Magician of Lublin is an enjoyable movie that requires audience concentration and analysis. Starring Alan Arkin as Yasha, Louis Fletcher, Valerie Perrine and Shelly Winters, *The Magician of Lublin* opens November 9 at the Sutton Theater.



Looking for the Look?

Classic Cosmetics now offers you the services of a professional make-up artist who will help you find the look that's right for you. Our make-up artist will be available every evening, Monday to Friday from 4 p.m. to 9 p.m. Provide yourself a relaxing opportunity to find the look for you.

Fine Fragrances & Cosmetics from the worlds leading cosmetic houses

Christian Dior • Lancome • Stendhol • Orlane
Stagelight • Madeleine Mõno



CLASSIC COSMETICS



120A East 34th St. (bet. Park & Lex.)

Open 7 Days Visa • Master Charge • Diners Club • American Express

532-0578 686-9681
MARTHA'S HAIR DESIGN LTD.
TREMENDOUS SAVINGS!
WASH, CUT, BLOW - \$9
45 East 34th Street
New York, N.Y. 10016
2nd Floor

HAIRMATES CAREFREE UNIFEX STYLING

Wash, Cut, Blow, Dry, Shampoo, Perm, Relax, Straighten, Color, Permanent, Semi-Permanent, Conditioner, Styling, Nail Sculpturing, Painless Ear Piercing

PRICES WITH THIS AD ONLY
884-8862 or NY 1-372

140 E. 34th St. bet. Lex & Park

OBSERVER .
STERN COLLEGE
245 Lexington Avenue
New York, N.Y. 10016

Non-Profit Org.
U.S. Postage
PAID
New York, N.Y.
Permit No. 4628