

Supreme Court Rules Against Faculty Union

by Cheryl Ruben

The U. S. Supreme Court ruled February 20 that private university faculty members are "managerial" employees and do not have the right to unionize under Federal labor law.

This ruling specifically applies to the three-year court fight between Yeshiva University and its faculty. The Federal appeals court in New York had also turned down unionization efforts. The appeals court ruled that YU's faculty has "managerial status" that excludes them

from National Labor Relations Act coverage.

The majority opinion by Justice Lewis F. Powell Jr. states that "the 'business' of a university is education, and its vitality ultimately must depend on academic policies that largely are formulated and generally are implemented by faculty governance decisions." It also says that YU faculty members make recommendations to the administration concerning hiring, tenure, sabbaticals, curriculum, grading system and the academic calendar.

The dissenting opinion was expressed by Justice William H. Brennan who said "the very fact that Yeshiva's faculty has voted for the union" shows that "the faculty does not perceive its interests to be aligned with those of management."

Dr. Fred Goodman, professor of biology at Stern College, was not surprised by the court decision, but nevertheless was disappointed. When asked if faculty members would resign because of the decision, he said "if the conditions that brought about the formation of the union do not improve,

faculty may quit," but Dr. Goodman does not think faculty will quit because of the decision itself.

YU President Norman Lamm responded to the 5-4 court decision by saying: "It has been my contention throughout that collective bargaining rules, designed for an industrial setting, had no place at a major university." He went on to state that a faculty union "is not central to our current or long term goals . . . The major issues confronting us can be better solved outside of industrial, adversarial-type setting."

EXTRA

Inside This Issue:

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New Judaic Studies Program Explored

by Shoshie Botnick

In an effort to satisfy student complaints about the intensity and continuity of the Jewish studies program at SCW, the faculty and administration have been developing a program to coordinate the Judaic studies courses into a more concentrated core. This block program would be scheduled on Monday, Wednesday, and Friday mornings. Rabbi Saul Berman, chairman of the JS department, discussed the institution of this program with *The Observer*.

The Observer: What does the proposed block program consist of?

Rabbi Berman: The block period of time on three mornings a week will consist of eight to ten hours of learning, depending on the entry level of the student. Every student in the college is required to take the block program appropriate for her own level of studies for six semesters. Aside from that block, students will be required to select elective courses that are integrated with the schedule of the rest of the college.

The Observer: Will the students be allowed to take the six semesters of the block program any year they choose?

Rabbi Berman: No. During the first six semesters of residence, the students will be required to take the block program. In the subsequent two semesters, at least in the seventh semester, a student will be free to select five or six hours of study from any electives she chooses and to use that as a substitution for the block program. In the eighth semester of residence, the student would be required to take a minimum of one Jewish studies course.

The Observer: How many credits would the electives be worth?

Rabbi Berman: We would like to provide greater flexibility relative to the number of credits that a student would receive for the block. Our current thinking is that in the first year a student would receive four credits for the block. But after the first year, in each semester a student would be entitled to determine for herself anywhere from three to six credits for the block.

The Observer: What is the advantage to this system?

Rabbi Berman: The advantage is that each student (who felt that the amount of time she was investing in her Jewish studies program for minimal credit would create

too significant a load for her, as compared to our current program), would be able to elect a maximum of six credits for her eight hour or ten hour core, earning 55 to 58 credits in Judaic studies over the course of four years. On the other hand, a student who felt that she was able to bear a double load might then opt for three credits each semester after the first year. She would then end up, by the conclusion of her BA, with 38 to 40 credits in Judaic studies thereby substantially freeing more credits within the total 128 to be taken in general electives.

The Observer: Do you feel that this will increase the homogeneity of the classes?

Rabbi Berman: Yes. One of the main advantages of this program will be to make it possible to clearly delineate the appropriate level of a student. We are talking about eight distinct levels in the various Jewish studies. With this program we will be able to establish a substantial degree of learning effectiveness.

The Observer: Do you feel that this will eliminate the competition between the Jewish studies and general studies program?

Rabbi Berman: Yes. Now, when a student knows that a course (in Jewish studies) is right for her she may be unable

to take it because it conflicts with a course in her major or a general requirement. Through the block program, the basic core of Jewish studies would not be in competition with the general studies program, and a student would not have to choose between the two.

The Observer: Who proposed the program?

Rabbi Berman: The proposal goes back many years. But this year, Rabbi Lamm, president of YU, indicated at a meeting with deans and directors, that he felt the University was shortchanging the women educationally. So he gave the go-ahead to make a proposal that would intensify the commitment of the University to Jewish studies at Stern College.

The Observer: Is there a good chance of this program being instituted?

Rabbi Berman: I feel that we have a good chance. I'm hoping that the student and the faculty will support the implementation of this program. We've been making the necessary preparations and if approval of all the constituents in the University is achieved, and the budget is approved by the president, we will be able to institute the program as of the fall 1980

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Nursing Director Appointed

Dr. Caryle G. Hussey, former acting administrator of Felician College's Bachelor of Science in Nursing Program, Lodi, New Jersey, has been appointed the first director of Yeshiva University's new nursing program.

The new upper division nursing program, being offered at Stern College for Women, was approved by the New York State Board of Regents in 1979. The program, which leads to the Bachelor of Science degree, is open to qualified registered nurses who are graduates of hospital-based diploma or Associate degree nursing programs. It also allows students at Stern College to take their first two years of study at Beth Israel Hospital and Medical Center in Manhattan, the major clinical agency for the program, and then continue at the College for completion of the B.S. degree in nursing.

The appointment of Dr. Hussey resulted after a six-month effort by a University

Search Committee made up of faculty members and outside authorities in the field, and led by Dean Karen Bacon.

As director of the program, Dr. Hussey's responsibilities will include student and faculty recruitment; development of contractual arrangements with Beth Israel and other clinical agencies; expansion of Stern College teaching responsibilities at Beth Israel; student guidance; course scheduling; and grant proposal development. She will also teach at least one course during the academic year, and will assume the post of director on June 1.

Dr. Hussey earned her B.S. in Nursing at Wagner College in 1964. She was awarded the master's degree in nursing education at Columbia's Teachers College in 1973, and the Doctor of Education degree from Columbia in 1979. Dr. Hussey is also an active author and lecturer.

Yiddish Passes Faculty Vote

by Rachel Raden

The SCW faculty voted on January 10 to grant Yiddish 01, 02 elective status in the general Jewish studies requirement and ended the continuing debate over this issue. The only question remaining concerns those students who have already completed the first year course. Whether or not Yiddish 01, 02 will be given credit retroactively as Judaic studies electives remains to be decided by the Office of the Registrar.

Although the basic issue has been resolved, Rabbi Saul Berman, head of the Jewish studies department, still feels that the status of Yiddish should not have been changed. "One year of Yiddish is not an appropriate vehicle of even sufficient cultural content." However, if the plan for

the new block program with its expanded Judaic studies curriculum is instituted, Rabbi Berman has no objection to the Yiddish electives. "My hope is that my objection will be superseded by the new program and I'll be able to heartily endorse it."

One student who heartily endorses the Yiddish decision is junior class senator Aliza Twersky, who originally proposed the idea of a Yiddish elective. Ms. Twersky feels that the most important aspect of this entire issue is the decisive action taken by the faculty. "It's nice to see that today's faculty refused to let the issue stagnate any longer. Although many objections were raised against the proposal, I think the best interests of the students won out in the end."

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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.

We at Stern College for Women remember the untimely passing of YC student Steven Gladstein with heartfelt sorrow.

Anyone interested in submitting poetry, essays or short stories for the Literary Magazine supplement of *The Observer* should contact Gitta Stern by March 12.

Calendar Poses Problem

Any way you slice it, next year's academic calendar may best be described as highly unsatisfactory. Some of the problems are, in fact, insurmountable. Certainly nothing can be done about the relatively early occurrence of the *Yomim Tovim* during the coming year—the problem lies in developing a schedule which is academically practical (that is, involving breaks which are logically placed and are of moderate length) and does not run excessively late into the summer months.

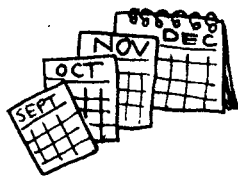
Obviously, not everyone can be satisfied. If school starts too early it may run into camp, seminars and summer jobs. On the other hand, a later start could mean a much needed mid-semester break of some sort will not be provided, and that intersession will be quite short.

Compounding the problem is the fact that while Stern students, especially those who live great distances from New York may find a long break between *Yom Kippur* and *Succot* a nuisance, and would prefer to start schools after the holidays, *yeshiva* students may have a different attitude to the problem. Since a traditional *yeshiva* schedule includes as much learning as possible during *Elul* and *Tishrei*, and since there are services for *Yom Tov* at the uptown campus, an early start for *Yeshiva* students might even be advisable.

Thus, the best solution for this difficult situation might be the one which seems most awkward—that is, a schedule which calls for classes to begin early in September at *Yeshiva*, and a little over a month later at Stern and Ferkauf (since an early start at Ferkauf would inconvenience Stern Students attending classes at that school).

Senate's View

On Feb. 20th, Senate discussed alternate proposals for the 1980-81 academic calendar. One proposal has an October starting date, a compressed schedule and a graduation date in early June. This could, however, cause problems for students in joint programs which start in September. The other choice calls for school to start on September 2 with time off for the holidays and a longer intersession. Graduation would be no later than June 4. Most Senate members favored an early start because it would allow students to finalize their schedule before October and start work over the holidays. Such a schedule would also guard against the "academic burnout" which could come with an extremely compressed schedule. However, it is noted that it would be an inconvenience for out-of-town students, and that attendance would be poor.



Poetry Corner

34th Street has lost its glitter
With the seasons passing
Diamonds, and trees,
Popcorn balls and toys
Make way for
Dead presidents Birthdays
Spring is only a leap away
But seems like eternity.

Letters to the Editor

Health Services

Dear Editor:

I am writing this letter in response to an anonymous one published in the last edition of *The Observer* calling for increased health services at Stern College. In my general capacity as a physician, and as a parent, I can fully support such a call. However, since the writer is not aware of all the facts relating to the situation I feel compelled, in my official capacity as Medical Director, to correct some of the misconceptions under which she wrote, and which may be accepted as fact by others.

The writer states that "for a dorm with 500 girls" to have a nurse on duty only from 8:30 A.M. to 1:30 P.M. "is outrageous!" First, the American College Health Association Bulletin, the "bible" of college physicians and health programs, sets as the desired level of health service one full time nurse for every 1,000 dorm students, and a half time nurse for every 500 students. As you can see we meet that

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Beth Israel

Dear Editor,

In response to the letter written by Bracha King Sacks, "Zimut at Beth-Israel," in the December 27 Issue of *The*

Observer, we feel it is our responsibility to clarify some misconceptions stated. Bracha Sacks, in her endeavor to inform readers of *The Observer* of our situation at Beth Israel has not been totally accurate.

At the present time, there are 15 *shomerai Shabbat* women in the freshman class, excluding upper classmen. In the awareness of this, Beth Israel has made special arrangements facilitating our living in the dormitory. There is a kosher kitchen available to us in the dorm which we are permitted to use at all times. We have been granted permission to leave class early on winter Fridays, despite school policy forbidding any cutting of classes. We do

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No Smoking

To the Editor:

Every room in the Stern building has a clear sign posted on the wall. This sign is written in plain English. It reads NO SMOKING by Order of the NY State Health Department. One would think that since an important sign like this one is posted, all would adhere to it. Unfortunately, the women of Stern always think they know better so when the teacher begins to lecture, the women light up. Who cares if their fellow classmates suffer and must inhale the toxic fumes? I do. Once one rule is taken for granted all the other rules

begin to slide.

But I must not blame the women exclusively. Some teachers feel they are above the rules because they have been teaching in Stern so long, so they feel free to smoke in class. The *Torah* teaches us to learn from our teachers. But, it only means the good habits and ways.

I am sick and tired of going through

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Michlalah

To the Editor:

Whether writing articles for newspapers or speaking to large audiences, the disadvantage arises of not being able to respond personally when questions are raised, thereby resulting in misunderstandings. Upon reading your Letter to the Editor on Michlalah in the December 27 issue, I felt a need to reply—not only to explain myself, but to comment on the criticisms presented in the letter.

The intent in writing my article on Michlalah as one of the various *Torah*-learning institutions was to present to those that had little concept of the differences between all of the schools an introduction to the school called Michlalah. Obviously no school is for everybody, but I assume that once the idea is planted in a student's mind to

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Take A Bow

Amid no small amount of controversy, the Speech Arts Forum's production of *Uncommon Women and Others* played recently to a large, if not entirely enthusiastic audience. The response to the play, both before and during its run of performances, was decidedly mixed with regard to dialogue and activity deemed by some to be inappropriate for a *yeshiva* cast and audience.

Even so, despite the difficulties, the production of *Uncommon Women and Others* represents quite an accomplishment for the members of the SAF, who have just recently set themselves the task of producing yet another play within the few weeks remaining until *Pesach*.

We congratulate the SAF on its recent production and wish it future success. This is not to say that we entirely disagree with those who see fit to introduce certain criticisms of the productions. However, it should be noted that the best way to effect a change in the halachic character of SAF performances is to work at the problem from the inside of the organization.

From the Editor's Desk

Torah uMadah at Stern?

by Ann Tennenberg



Please note the interview with Rabbi Berman in this issue of *The Observer* which explains the proposed Jewish Studies program presently under consideration.

In light of the proposed Jewish Studies program I began to evaluate the reasons why students attend Stern and what do they accomplish while here.

Students are interested in Stern for two basic reasons. There are those here who consider their Jewish education to be of a value at least equal to that of their secular education. Thusly motivated, they will concentrate their efforts on Jewish Studies and derive the most Stern has to offer. Their skills will improve and their knowledge will advance, whether their background is from public school or yeshiva.

Stern also attracts another type of student—women who want to learn Jewish subjects but have as their primary goal their secular education. In coming to Stern they feel they are sacrificing time otherwise spent in pursuing their career in order to grow as a Jew. They desire a Jewish education but are more interested in the atmosphere, culture and friends that Stern and New York has to offer. These students do not benefit as greatly from the present Jewish Studies program as do the students more motivated in Jewish Studies. These students may take some challenging Jewish Studies courses but they also take those that they will slide through effortlessly. Their Jewish knowledge will advance, but not to such heights as the student who is primarily interested in her Jewish Studies. These women will grow as Jews and enhance Stern, and they feel satisfied with the Jewish Studies curriculum as it stands.

The University feels that it is short-changing Stern students out of a first-class Jewish education, and wish to rectify it by initiating the new program. The effects of the program are evident—a more intense Jewish education acquired through more

hours of systematized learning. This will ultimately succeed if at the same time teachers and course material are upgraded to top caliber (which Dean Rabinowitz and Rabbi Berman assure us will be done).

The proposed program will provide a more logical avenue for students motivated in Jewish Studies. They will have the opportunity to advance in a systematized progression taking more Jewish Studies courses and avoiding scheduling conflicts with secular requirements. They will opt for Jewish Studies credit according to the number of secular courses they chose to carry. Evidently they will gain from the program. It can even attract more students motivated in pursuing their Jewish education. But is it beneficial and desirable for all the Stern students?

How will the program effect the students less motivated in Jewish Studies? It will assuredly compel them to learn more and advance in their level of learning whether or not they came with this particular goal. But will these students be able to keep up with the work, considering their relative lack of motivation? There are students who feel they are already sacrificing by taking 55-60 credits of Jewish Studies. Will students not used to exerting so many classroom and homework hours be able to survive in the new program?

In addition, the problem of financially insecure students raises itself. Will such students manage to keep their part-time

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Ticking with TAC

"If You Like Pina Colada . . ."

by Sherri Sussman



In the city of Shushan some 2,500 years ago, a wicked man by the name of Haman attempted to kill all the Jews, young and old alike. His reason was simple, the Jews were a different and separate people. With Hashem's help, the Jews were miraculously saved. For this reason, the Jews have celebrated Purim on the 14th of Adar, rejoicing and feasting as a commemoration.

Unlike Chanukah, which also commemorates the miraculous salvation of the Jewish nation, and involves an obligation of saying Hallel, praising G-d, Purim has a special mitzvah of being joyous. This obligation, stated in Megillat Esther (9:22) is as follows, "They were to observe them as days of feasting and gladness." The *L'vush* explains that the difference in the celebration of the holidays reflects the type of annihilation which faced the Jews in each period. In the time of the Maccabees, the Jews faced religious persecution. Edicts were issued against learning Torah, brit milah and shabbat. The individual Jew was forced to decide whether to observe the mitzvot, or to comply with the Greek decree.

The persecution which faced the Jews on Purim was of a different nature—it threatened their physical well-being rather than their religious convictions. For the Jew living in Persia, there was no way out. A Jew, whether he observed the mitzvot or not, was still a Jew, and doomed to death. Because our persecutions were different, we celebrate our deliverance from them in different ways. Chanukah is dedicated to praising Hashem, whom we were asked to defy. On the 14th of Adar, the Jews were persecuted in a physical way rather than a

spiritual way. Therefore, our celebration is Physical. We eat, drink, and are merry.

It is from this obligation of *simcha* and feasting that the mitzvah of "ad d'lo yadah" is derived. The Gemara Megilla 7B states that one is obligated to become intoxicated to the point of being unable to distinguish between arur Haman l'baruch Mordechai (cursed is Haman and Blessed is Mordechai).

The mitzvah of ad d'lo yadah is actually a fun one, and is looked upon by many with great anticipation. It is, however, controversial among the *chachamim*. Getting drunk is risky, for someone who is inebriated acts without forethought, and displays behavior which is often demeaning to him and those around him. Because of this, the Rambam poskins that one is supposed to drink just enough to make him drowsy, for once a person is asleep, he cannot differentiate between Haman and Mordechai.

The Avudraham explains, however, that even though excessive drinking presents a danger, it is never the less appropriate for Purim since all of its miracles occurred through *mishleh*, (feasting). Drunkenness and *mishleh* were responsible for Vashti's execution and ultimately brought Haman's downfall. Because the miracles occurred

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From the Dorm Parents

Dorm-Ez View

by Mordechai and Sema Reich



In this Purim issue, we would like for the moment, to be straightforward and to the point in sharing with you some new ideas which will be actualized in the dormitory very soon.

Let's begin with some tangible innovations. *Tachlis!* Finally, thanks to the receptiveness of the Alumni Office and the generosity of the alumnae, our TV lounges are living up to their names. Of the four televisions which were examined, two live on, after very successful surgery and reside in 4C and 14C. Two others, we are sorry to say, died. Of course, for sick young women who are confined to the infirmary, we have a third working TV.

Thanks to the Fredman family and Mrs. Zuroff, we have gorgeous new furniture in our back lounge. Do step in and enjoy it.

With the further help of Yeshiva's alumnae we hope to implement new projects during the coming semester. Some ideas for the lounges are a ping-pong table and/or a manually controlled hockey game (Grossinger's game room style, or for a cheaper version, closer to the one we will probably consider, Morasha's canteen style), wall hangings for the Orange Lounge, possibly fixing up the study halls.

What about self-growth? On February 25 we will begin our first of four sessions

on "senior blues." Leah Tolpin, an excellent psychotherapist, (and lovely person) will be leading this workshop which will deal with "typical" anxieties and fears surrounding graduation. For those of you who saw "Uncommon Women" and Others," you know what we mean.

Assertiveness training is a big thing nowadays. One of the major problems is a lack of religious individuals who are trained in leading such groups. We have a very qualified person in mind and hopefully the gears will roll in that direction very soon. Please stay tuned.

What's the basic message? A lot of good things are happening in the dormitory. The above was just a sampling. Some ideas were directly or indirectly suggested by students. We listen. We too believe in positive changes. Keep your suggestions coming. The only people that can effect changes are the people who speak up.

From the President's Desk

The High Cost of Eating

by Betsy Mondschein



Have you ever complained about the cost of eating in the cafeteria? Have you ever decided to skip lunch or dinner because you don't have enough money? The answer is probably yes. Paying for each meal separately only serves to emphasize the high cost of eating. As we all know, keeping a supply of ready cash is difficult, especially in the city. When it comes down to a choice of eating properly or going out and enjoying

ourselves, the answer is obvious. After all, eating is not really that important and we could all afford to lose a few pounds! In an effort to save a few dollars, some attempt to live on meals made in hotpots or using an illegal appliance. For the less daring and less domesticated, tuna fish, cottage cheese and yogurt are the standard fare. For those oblivious to rules, hot meals prepared with the aid of a toaster-oven are the norm.

The situation is understandable. Food is expensive. The cafeteria has no choice but to raise prices in order to cover the cost of food and labor. Students, forced to pay for each meal separately and every morsel of food that they ingest, naturally feel the financial burden and try to cut costs.

If there were no solution to the problem, I would be much more sympathetic to the present situation. However, there is a solution that would alleviate the problems of both students and the cafeteria significantly; a meal plan. The advantages to a meal plan are numerous and merit serious consideration. Firstly, the cost of eating would no longer be a hidden expense. Students entering college would not have to guess how much they will have to spend on food. A meal plan would allow them to figure out their total college expenses more accurately. For students receiving financial aid, this previously overlooked expense could be included. The more precise the estimate of college expenses, the easier it is for students and parents to determine their financial situation and allocate money accordingly. Secondly, if students know that their meals are paid for and already prepared, they will be less likely to skip meals or use illegal appliances to cook them. Students would not have to worry when and where to eat to the same extent that they do now. Thirdly, a meal plan would relieve students of the burden of keeping cash constantly available. Fourthly, the financial security

of the cafeteria would be assured and the concern of making ends meet would not be as pronounced. The cafeteria would be able to prepare suitable meals within the budget they are given, and tempting students to eat in the cafeteria would no longer be a serious problem.

Opponents of a meal plan will argue that they prefer the freedom the cafeteria style offers them because they can eat out when they please or just have a light meal if they are not particularly hungry. However, they fail to realize that a meal plan is still considerably cheaper than paying for each meal even if they miss a few meals once in a while. Others will argue that the variety of food offered in a cafeteria setting is more desirable than a meal plan with its prepared meals. However, a meal plan still enables the individual to have a selection similar to that which we have now. Given the same six choices night after night, even a cafeteria style setting does not offer that much variety.

After four years of eating in the cafeteria and paying for my meals, I have come to the conclusion that a meal plan is economically desirable and healthier for the student. We have enough stress at college without the added worry of eating properly and wondering where our next meal will come from. In addition, the fact that almost every other university and college in the United States offers some form of a meal plan to its students should be some indication of its value. I strongly urge the student body to demand that a meal plan be instituted at Yeshiva University. Enough colleges and universities in New York City operate meal plans so that the manner in which it would be organized should not present a serious problem to the Yeshiva University administration. With the high cost of eating and today's inflation, a meal plan is the only sensible alternative.

Runaways in Israel

by Marien Weiner

A 15-year-old girl, confused and tearful is found walking the street of a strange town. A 14-year-old boy is arrested for robbery. He, too, is far from home. A 17-year-old girl, apprehended by police for soliciting, tells them a horrifying tale of child abuse. An American tragedy? No. An Israeli one.

Teen-agers in Israel experience many of the problems faced by their counterparts here in America, and the runaways seem to be propelled by the same reasons. Social workers and psychologists cite a lack of communication between parent and child as the main reason for the latter's leaving home.

Finding SOS messages for attention or affection ignored, the child seeks a response elsewhere. If the youth has no economic or social roots, in school or at work, then there is all the more reason to drift. Not knowing where to turn he may wind up on the beaches of Eilat or Nueba, swallowed up in the anonymity of the wide expanses of sandy desert and the multitudes of people. He tries to disappear from the harsh realities he has left behind.

Friction within a family often leads to what is called the "push-pull factor." A home embracing a neurotic family situation, provides the push; the outside world, appearing more enticing, provides the pull. The two forces tear at the seams of many traditional Middle Eastern family fabrics. Where there is a greater stress on traditionalism and less on Western values,

there is apt to be less room for dialogue between parent and child. Figures show a higher number of runaways from Oriental families in Israel.

Yael Ron sits behind a desk piled high with past and present cases of runaway girls. Her division, one of the three divisions of the Youth section of the Jerusalem Police Department, handles cases of girls in distress. Working as a unit, Yael, police researchers and detectives get the full story of a girl's background and disappearance. They try to piece together what has happened and decide how the

"Teen-agers in Israel experience many of the problems faced by their counterparts here in America"

problem should be treated.

Yael's latest case is Ilana, a 15-year-old Russian girl, who was found recently wandering in an Arab village. She doesn't want to go home. A check into the family situation reveals a rather strict upbringing. Ilana will stay with a shelter family until she is ready to return to the rigid structure of her own home.

A more unusual and more disturbing case involves a young girl named Tali who ran away from home at the age of 17 when her father made sexual demands of her. Rather than comfort her daughter and defend her from her father, Tali's mother sided with her husband, and even chased Tali away for her behavior. Today Tali, 18, is married and is beginning to adjust to a more stable lifestyle. Her father is serving a light prison sentence.

These are only two examples of troubled Israeli teenagers who have been lucky

enough to come into contact with Yael and workers like her. Yael has an average of 25 cases a month but there are many more teenagers, male as well as female, who are in need of help, and are not reached.

Girls are usually between the ages of 15 and 17 when they first run away, according to Yosepha Steiner, director of the Service for Girls in Distress in Jerusalem. Some leave home having made specific plans. Others have nowhere to go and are more vulnerable. "Seventeen is a problematic age, in particular for girls," she explains. "Girls at 17 are at a critical stage, one which might lead them to degeneration if close attention is not paid to them," says Steiner.

According to Yael, however, only a small percentage of runaway girls engage in prostitution. "I can count the number of cases in Jerusalem on my fingers," she says, adding that in Jerusalem, unlike in other cities, prostitution is not a serious problem.

In a survey taken by Meir Hovav around ten years ago for his thesis on Israeli runaway youth, he found that boys tend to leave home earlier than girls. Boys make up the bulk of juvenile cases until age 13, with girls outnumbering boys between the ages of 13 and 17. Hovav says the figures have not changed much since then. "Much more is known about boys who run away than girls," explains Steiner. Wishing to escape parental pressures to succeed, they take to the road. Usually they leave after having committed a minor crime. When they are found, male runaways are usually in more trouble than females and therefore receive more thorough treatment. Boys are

allocated 90 per cent of the Probation Service's time, whereas girls get only 10 per cent.

While the problem of runaways is beginning to take on American dimensions in Israel, the methods of dealing with the problem are developing slowly. Social services in Israel are relatively limited since there are no private institutions providing services or funds for youth in distress as there are in the U.S. "The tight budget makes it difficult to provide all the necessary services," Steiner remarks. Increased funds would not only make it possible to send field workers outside to the street, but would also help staff schools. "Lectures on the realities of running away might convince many would-be enthusiasts to think twice," argues Yael.

The municipalities are responsible for all

"Many runaway stories are never investigated because parents hide information for fear of ruining the family name"

social services, including juvenile probation and adoption. The larger cities provide relatively well-organized services, but the smaller, poorer towns do not have the resources. Yael looks forward to the day when she can go out into the field and pursue "leads" instead of waiting for cases to come in. Many runaway stories are never investigated because parents hide information for fear of ruining the family name. "We cannot force parents to publish details about their missing child," Yael admits regretfully. Such items are often extremely helpful in locating runaway children.

There is a limit to what the law can do. Much of the responsibility lies with the individuals who make up society. Israelis might do well to consider the advice of an American expert on social problems of youth who, during a tour of Israel said, "The present generation should take a greater interest in the younger generation. We must give them a feeling of belonging and responsibility, not only on the personal, but on the community level as well." A sense of security and a feeling that someone cares must become the rule, not the exception for Israeli youth, or else the Jewish state may risk the well being of its greatest national resource, its young people.

What is T'chiya?

by Dee Dee Spero

As a past T'chiya participant I can truthfully say that it was the most gratifying and fulfilling summer of my life. Forty-five talented, energetic and dedicated college-aged people volunteered their summers in three development towns in northern Israel (Hazor, Migdal Haemek, and Safed).

Confronting the problems of extreme poverty, poor education, and people with nothing to do other than roam the streets, T'chiya volunteers combined their efforts to educate, motivate and inspire the residents of culturally void development towns with new hopes for their future.

As T'chiya volunteers we were responsible for all summer programs in these towns. We worked in government institutions for the aged and mentally retarded and in homes of children from broken families and with criminal records. We also worked in municipal day camps and club houses as well as organized T'chiya's own day camp, club house, athletic competitions, Bible contests, talent shows, cafe nights, treasure hunts, nature hikes and carnivals. There was also tutoring in mathematics, Hebrew and English, a major *tiyul* to Jerusalem, and nightly spontaneous *kumzitsim*.

We worked with every segment of the population and participated in the daily routines of the towns. We tried to serve as role models and convey our religious strength, idealism and dedication to *Am Yisrael*. We aimed to instill within these people a sense of self pride and optimism, open new horizons, and make them aware

of options they never knew were available.

T'chiya is now accepting applications for the summer of 1980. If you feel you have what it takes to be a T'chiya volunteer, are committed to *Am Yisrael*, and are willing to dedicate a summer of hard work to your people, contact Esti Abelow for information and applications. Hurry, T'chiya will only be accepting applications through March 17.

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Men in Broadcasting

by Jill Stamler

The "Men in Broadcasting: Behind the Scenes" symposium held on February 24 at Stern, featured four panelists who discussed their personal experiences in broadcasting and the opportunities for women in the field as well as for observant Jews.

Steven Garfinkel, the first speaker, is the Scheduling Coordinator of Film Editors for NBC Network News. He began working for cable TV in Elizabeth, New Jersey. His duties included news and public affairs as well as working as a news cameraman shooting the town events.

After graduating college Garfinkel was determined to get a job in New York. While trying to get an "in" at NBC, he learned "the key is to get the names of people in the personnel department and keep calling them." Garfinkel worked as a Film Service Coordinator in Network News. He was a liaison between film editors and the film laboratories that were dealt with on a daily basis. Garfinkel then moved to the area of scheduling. There he met with show producers and people who dealt with business aspects of shows.

As for getting a job in the industry, Garfinkel pointed out that union-type jobs like technicians and cameraperson would have difficulty with Sabbath observance since they do not arrange their own working schedules. One working in sales or in an administrative position, however, can usually make arrangements.

Maurice Tunick, WYNY Production Coordinator traced his career from working in production at WCMA then WINS, NBC to his current position at WYNY. As a Production Coordinator,

Tunick interviews and hires employees. He suggested that before going to a station for a job, one should be familiar with its format. He emphasized that "an intern should do anything asked of him or her because "you will learn all aspects of the business and it shows you're ambitious."

Mitch Lebe, newscaster at WYNY, was the third speaker. He believes that "when you work with news, you're actually witnessing history." With radio news, Lebe warned, one must work fast, but accurately. He pointed out that it is most important to get the experience. This can be done by working on one's school radio station.

Lebe emphasized that there are many opportunities open for women in broadcasting. But since news is happening 24 hours a day, seven days a week, there is a problem for observant Jews. If a news event occurs and it's one's job to cover it, one must go.

Herb Barry, WYNY Disc Jockey explained "my career was an accident. I was just at the right place at the right time." He began his career as an intern at WABC. After a year and a half, he worked as a night DJ at WCTC in New Brunswick, New Jersey while teaching eighth grade English during the day. From WCTC he went to WMGK in Philadelphia until 1977 when he got a job at WYNY. Besides WYNY, Barry can be heard on WBNG under his pseudonym George Reed. He suggested that anyone interested in a career as a DJ "should start out in a small commercial station and be persistent."

Amy Schwartz moderated the symposium which was sponsored by the Speech Arts Forum.



SCW delegates to the Harvard Model UN are (left to right) Barbara Goldman, Emma Bursztyn and Esther Fink.

SC-YC Delegates Participate in Harvard Model UN

by Emma Bursztyn

Four Stern students and eight Yeshiva College students participated in the 1980 Harvard Model United Nations held February 21-24 at Harvard University in Boston. The delegation consisted of: Dena Seiger, Esther Fink, Barbara Goldman, Emma Bursztyn, Jeff Cymbler, Ralph Sugarman, Larry Stern, Moishe Schwerd, Shmuel Charlop, Ben Zion Neiderberg, Shalom Lamm, and David Goldstein.

Universities throughout the nation, representing one or two countries, presented and debated their resolutions as their respective countries would have done at the actual United Nations. Yeshiva University represented Poland and Yugoslavia.

Meetings were held throughout the weekend. The YU delegation abstained from the conference on *Shabbat* and missed a majority of the meetings. Yet their fellow delegations reacted positively. "Late Friday afternoon each delegate informed their committee that they would not be able to attend further meetings on Friday night

and Saturday because of the Jewish Sabbath. Last year, they got standing ovations," recalls Jeff Cymbler of the 1979 delegation.

The Alumni Associations and the Student Councils of SCW and YC sponsored the trip's transportation and hotel accommodations. Food was acquired through local kosher restaurants, and *Shabbat* was spent with the Hillel of Boston University.

"The trip was an intellectually stimulating and rewarding one. I learned a lot about the United Nations, and politics," commented one Stern delegate.

Stern Student Council Plans Fundraisers

by Renee Strauss

At the Stern College for Women Student Council meeting on February 12 it was announced that coffee mugs with the SCW insignia are being sold as a Student Council fund-raiser. The mugs which sell for \$2.00 each are available through Ellen Bart in 10 A or Lynn Sram in 15 E.

Another fundraiser is the Broadway show ticket service which is functioning this semester. Tickets to current shows are available through Mrs. Winter and Jill Stamler in 12 A.

The SOY *Purim Chagiga* will be held at YU's main campus on Saturday night March 1. There will be a bus leaving from Stern.

Other upcoming events include a cafe night sponsored by the senior class. A student admissions *shabbaton* will be held the weekend of March 21. TAC is planning a *Pesach* lecture series on March 17 and 25 and the Flame sponsors weekly *Shiurim* on *Ta'amei haMitzvot* on Wednesday nights at 9:30 p.m.

UJA Campaign Off to Good Start

by Marian Gross

The Stern College for Women student campaign for U.J.A.—Federation will begin on February 19. Students are urged to donate generously.

In recent years there have been attempts to run successful campaigns, however student response has been very poor. The results from past campaigns have been an embarrassment to our school's good reputation for giving *tzedakah*.

As Jews, we are obligated to give more than we are asked to give. We have a great responsibility to help those who are not as fortunate as we are. This year's campaign manager, Marian Gross, hopes that we can be proud of our college by making the Stern College for Women a leader in college campaigns.

Are There Careers in Writing?

by Cheryl Ruben

One SCW alumna and four YC alumni discussed their careers in writing with SCW and YC students in Gottesman Library at YU. "The Careers in Writing—Writing in Careers" seminar held Feb. 18, was sponsored by the Guidance Office and various student organizations.

The participants in the symposium were Jesse Cogan, YC 73 and Associate Creative Supervisor at Ted Bates & Co.; Ari Goldman, YC 71 and reporter for *The New York Times*; Judith Putterman, SCW 71 and freelance writer; Gary Rosenblatt, YC 68 and Editor of the *Baltimore Jewish Times*; and Sol Steinmetz, YC 53 RIETS 56 and editor of World Book Dictionary and the Thorndike Barnhart Dictionaries.

Jesse Cogan represented the advertising industry. He explained that advertising was writing in order to sell something. The copywriter is given an idea to sell and he must work in conjunction with an art director in order to produce the most efficient advertisement possible. Mr. Cogan pointed out that claims like "my product is better than yours" must be portrayed as credible and memorable. He explained that it is the concept of the ad that sells the product, not necessarily the claim, like in McDonald's commercials that state "you deserve a break today" or the Burger King commercials with "hold the pickle, hold the lettuce." To break into the business

Mr. Cogan advises "write ads, knock on doors and hope someone likes your work."

Ari Goldman explained at the outset of his presentation that journalism is "not like a starring role in *Lou Grant*." Though the field may appear challenging and exciting, Mr. Goldman stated that in reality there are few good jobs and long hours are involved once one lands a job. One must have a strong desire to be a reporter (Mr. Goldman knew he wanted to be a reporter when he was 10), an eagerness to learn new things and a "willingness to ask a lot of stupid questions." Before searching for a job in journalism, Mr. Goldman recommended that searchers develop a portfolio of clips by saving any printed story. This can be achieved by writing for the school newspapers. Mr. Goldman encouraged those students who don't write for the newspaper to "save your papers, so when someone asks you what you've written, you've got something to show them." One must also start at the bottom of the ladder in journalism, as Mr. Goldman began as a copy boy at *The New York Times* and now covers the State Legislature in Albany. Yeshiva students shouldn't be discouraged by journalism, he explained. Mr. Goldman's work week begins on Sunday and he works through Thursday taking his vacations over the Yom Tovim so that he avoids any religious conflicts.

Judith Putterman, who previously worked as an editor at various major publishing houses, advised the audience to take a writing course and "keep at it." And "if you don't want to read then you can't write." Mrs. Putterman explained the role of the editor at a publishing house. While he or she works with manuscripts con-

stantly, the biggest job of the editor is to come up with ideas. The editor must decide, by being aware of current events, what people will want to read in six months. As for advancing to the position of a freelance writer, Mrs. Putterman suggested that one should have experience in publishing to understand the procedure and the attitudes of publishers.

Gary Rosenblatt advised students to keep open the option of Jewish journalism as a growing field. The former "mom and pop" situations of most Jewish weeklies has changed, according to Mr. Rosenblatt, and these papers have begun to hire reporters. Eight years ago, the *Baltimore Jewish Times* took this revolutionary step and hired reporters. The BJT is an independent paper, is financially successful and is now able to do investigative reporting. Mr. Rosenblatt acknowledged the success quotient a Jewish student would have in this field because he or she possesses the "very rare combination of knowledge of the Jewish community and the ability to write."

Mr. Steinmetz represented the field of lexicography, or the study of words. He noted that this field is very tiny and specialized and one must possess a love for words in order to be successful. Dictionaries must be constantly revised and new dictionaries are published all the time, but one must be aware that after the revisions or compilations are finished, one might lose his or her job. Writing definitions is not easy, Mr. Steinmetz said, because one must be concise yet thorough. He gave several pointers in writing letters to ask for an interview: don't fool around or be gimmicky, be short and to the point.

Official *Observer* t-shirts for sale now in room 14B for only \$4. Buy yours now before they sell out. See Claire.

Attend an evening of Poetry Reading, Monday, March 3 in the Koch Auditorium

Columnist Emeritus

Uncommon Women Don't Fight Common Wars

by Lexa n. Rosean



Although June is still several months away, as a senior at the age of twenty-one I find myself constantly bombarded with the question "what will you do next year?" It would seem as if leaving Stern College is a death in itself; a scary thought which one is not supposed to consider but rather put off. I choose, instead, to view it as a rebirth of sorts. So even though my readers will have to put up with another semester of my dull wit, I feel this article should be dedicated to all those whom I have known and loved over the past four years. I will miss you all. Perhaps it is too early for a column of such a reflective nature, but then again I have always had one foot out the door.

Birth or rebirth is never a certain thing. I don't know exactly what I will be doing next year. Many thoughts have entered and then again been dismissed from my mind. Considering the present political state of Mesopotamia I do not think I will pursue a career in anthropology. I-r-d knows there's no security in marriage and my blood is of too artistic a nature to hop on to the corporate or professional ladder. I am not expecting something to 'just happen' to me either. If something does happen, it will be because I have made it happen. After four years in this institution (and that it is!) I feel anxious to take charge of my life using the knowledge I have accumulated. I may succeed and then again I may fall on my backside. It doesn't really matter. The important thing to consider is that I will have done it on my own.

Freedom of choice, isn't that what this nation has been fighting for? Once I leave Stern I will be exercising my right to freedom and fortunately I will not have to fight for it. If there is but one certainty in my life, it is the fact that I am well over the draft age. It is for this reason that I will miss all my devoted readers between the ages of 18 to 20. That is why I have chosen this column to say goodbye to all those smug underclassmen who want to know what I will be doing next year. It is sad to leave, especially when you're going off to war. (My how nasty I've grown in my old age.)

I am rapidly discovering that maturity is a wonderful thing. Pres. Carter's decision has done a great deal for my conception of growing old. The adult world is marvelous. It's rational; it's coherent, understanding, and peaceful. Adults don't believe in war. No—war is childish. Therefore they send their children to fight their wars. Now, not only their children, but their women as well.

Back up just a minute please. Those who know me well will confirm the fact that when it comes to kids I am much more partial to felines and reptiles, however, the new decision to send women to war still remains quite objectionable in my mind. O,



I will not deny the fact that I publicly supported the women's movement but at the time I was much too involved with the Nixon campaign to take equal rights really seriously enough to merit discussion in my

cont. on p. 8 col. 3

The Outside Observer

The Controversy Behind Uncommon Women

by Varda Rosenfeld



A question came up often in classes this week and was heard echoing in corridors or in crowded elevators "Have you seen the play yet?" Some responded with a quick, "It was great!", others less enthusiastically. The varied opinions pertaining to the performance of the play were rivaled only by those which preceded its coming to the stage. This play, *Uncommon Women and Others* was marked by controversy from the start. Was the controversy justifiable? I think so. The issue boils down to a few basic questions. Was this play a suitable choice for Stern College to perform? If yes, then assuming the play's message was a valuable one, was there objectionable material in the play which was superfluous to that message? And finally, how can Stern avoid these problems when presenting a play in the future?

Much of the controversy came from the actresses themselves. Certain language and innuendos caused them to question their participation in the production. There was one group of actresses who felt that the language was essential in getting across the play's message. The others felt that because they conducted themselves in a certain manner day-to-day, to deviate from it would be inappropriate. Both are reasonable points of view. I felt that the choice of *Uncommon Women* was a very appropriate one for Stern, since it deals with problems, crises, and choices in the lives of women during their college years. Many of the situations were all too familiar—raiding candy machines, nervous phone calls, fearing "only two months 'til graduation," And who doesn't know a Katie or a Samantha or a Susan Friend? The play had something to say about that "cruel world" out there and the woman's place in it. It's the kind of thing Stern students should be talking about.

O.K., so the message is valuable. What I question is whether the language of the

play is needed to convey that message. A YU theater personality remarked to me that "a good play should never make the audience uncomfortable. If it does, then there's something wrong." After the play I monitored audience reaction and most of the time was told that the viewer wasn't shocked, just uneasy about suggestive remarks or not quite pristine language. Yes, she had gotten the message but the method of reaching that end bothered her.

There is an even more pressing problem here. Certain scenes involved singing and dancing on stage; these actions cause Halachic difficulties which cannot be dealt with in detail here. There is a Yeshiva University policy towards these questions. The same problems have been dealt with for years in producing YCDS plays. In fact, therein lies the answer to my second question—the message of the play could have been presented just as effectively without offensive material and behavior of a questionable nature. Revising a play such as *Uncommon Women* so that a line carries as much weight without being suggestive does involve a lot of work. Even so, many times YCDS has had an even harder task of adapting scripts to an all-male cast. This task has been accomplished, so successfully, that one scarcely misses the female characters of the original. There is no reason why a similar system could not exist at Stern.

The Longest Week

by Cheryl Ruben



Everything ceases. Classes don't meet. Bodily needs are pushed aside. More people eat in the cafeteria. Clothes that have stayed in the back of the closet and at the bottom of drawers come out as time for doing laundry disappears. And more girls than ever before are covering their hair. A wave of marriages? Nope. FINALS.

From the last day of classes to the last final, an eerie atmosphere invades our college. Students travel through our hallowed halls with hollowed eyes. Conversation topics change from boys to biology and from clothes to cramming. And in the normally empty library, all seats are occupied and it's harder to find a cubbyhole than it is to find an apartment on the West Side.

This was my seventh shot at finals. One might think I would be accustomed to this biannual event. But this recurrence has had an adverse effect on me. I no longer have the stamina to study for finals. My brain is like an overused cassette tape. I approximate that after 3½ years in college I have taken 30-35 finals and more midterms. Even if my mind were a Memorex, I doubt it could maintain the quality it boasts after almost 100 uses. And, forget it, rewind is impossible.

It is such a long week. Sometime during my studies, I start hallucinating about palm trees and a swimming pool and returning to school with a suntan. But my A-rated dreams only give me B-rated exams. When I look at the clock, it is an hour later than when I wrestled a freshman for the only empty chair in the library and I have turned only one page. What did I just read? I think it was something about Machiavelli and using any means to achieve a goal.

Will this ever be over? I'll never finish studying. My roommate, the pre-med, is beginning to throw her organic chemistry molecule beads out the window. After we finish our never ending backgammon tournament (first, it's 2 games out of 3, then 3 out of 5, and so on) and our respective nervous breakdowns, she stays up to study the anatomy of a cat and I go to sleep with Shakespeare-on-my-mind.

It's a grand countdown. After finishing each final, I come back to my room and cross out the test on the list I keep over my desk. Three down, one to go.

I finish my last final. Time to rejoice, but what I feel is anticlimactic. I don't feel gleeful, celebrative or ready to go out and have a drink with some friends. I am experiencing academic burnout. My mind is a morass of information with no recall. Who was Shakespeare? What is *basar bechalav*? Did I learn something about Jewish history?

I don't remember. I want to close my bloodshot eyes. I want to sleep. I want to watch soap operas. I want to do *The New York Times* crossword puzzle. I want to do anything that won't require me to strain my brain. It's on vacation now.

Yet one major difference exists between the two. YC has for many years been sensitizing its drama department to questions of policy and has defined for them this policy. I propose that Stern appoint an administrative advisor to guide the director and cast of the next play. This would serve two purposes: one, to sensitize the director to issues he or she may not be aware exist and two, to scrutinize and revise the play, if necessary, before production begins and before girls dedicate their time and effort to rehearsals and memorization. This would also avoid the name-calling and guilt by association to which the issue of this play degenerated in the course of its production. The advisor could be a member of the faculty or a worthy student (chosen perhaps by a committee representing the Judaic Studies department, the Speech department, the Senate, etc.). He or she should be familiar with the workings of the theater but most importantly, should be aware of the issues which may arise and appropriate policy to be applied.

With all the controversy and reactions to the play, one cannot deny that all the actresses displayed tremendous talent and potential. Hopefully many of the problems which arose during this production will be countered in the future. If so, there will be no holding our uncommon women back.

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Presenting Stern's Sparks

by Sharon Markowitz

The Sparks, Stern's basketball team, was officially started in the spring semester of 1979. The impetus was a phone call from Pratt Institute to Prof. Tauber, the athletic director of Yeshiva University, inviting him to schedule a women's basketball game against their school. Since basketball intramurals had only been initiated the year before, it was doubtful whether enough women would be interested in a varsity sports program.

Prof. Tauber asked Sharon Markowitz, Stern's first physical education major, for her opinion, and she was in favor of the

program. The team which was mainly composed of formal intramural players held its first game on March 11, 1979.

The game against Pratt was enthusiastically attended by over 100 fans who unfortunately witnessed Stern's defeat 40-21. In an interview on WYUR, Ms. Markowitz commented, "I would not be upset if we had lost the game and played well. I don't think we played particularly well, but losing by 19 points is not what I call catastrophic."

Many things have changed since the first year of varsity basketball. Coaching duties



SCW Sparks are (left to right) Este Lapp, Leah Rossman, Varda Ishmalloff, Davida Pomerantz, Maria Bachner, Miriam Rosenberg, Sheila Seidenberg.

More Letters to the Editor

Computers

To the Editor:

In the December 27 issue of *The Observer*, there was an editorial called "Computers Reviewed". It stated that there are some unanswered questions regarding Stern College's new computer science department. I have taken the liberty to answer these questions as it is quite evident that answers were not properly sought after though they are readily available.

The programming language, C, was chosen as an introductory language because it teaches not only a language but also gives one a basic feel of computer concepts, such as hardware and software techniques. The second reason is a more practical reason: C is the main language of "Einstein's fancy equipment" that students have access to. The fact that AECOM has state-of-the-art equipment, and students can use this technologically advanced system should be considered a plus not a minus.

It is understandable that problems exist in learning how to operate the hardware, yet I suggest that manuals will have to do the job as they did uptown. Unfortunately, YU is currently too understaffed to supply faculty to teach use of the equipment exclusively.

I, too, wonder as to why Fortran and Cobol are not satisfactory for use towards the information science major. A possible answer is that both Fortran and Cobol are strictly programming language courses and do not teach advanced programming techniques, while the beginning courses in the computer science major, i.e. Info. Sci. 5.6, ideally teach computer concepts first and then move into the various languages that implement them.

Hopefully, in the very new future, information science majors of SCW and YC will be able to work together in the development of a stronger computer curriculum.

Sincerely yours,
Yitzchak Applbaum
YUP, YC, '82

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**BEST SHOE AND BOOT
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Health Services Cont.

cont. from p. 2 col. 1

standard. I would like very much to and, indeed, have asked for an increase in the amount of coverage, but in all conscience, knowing the financial pressures upon the college and its table of priority, cannot demand it.

The writer also complains that the college physician visits only once a week. She is probably unaware that we have a house call service when needed and the dormitory counselors and the Dormitory Supervisor are aware of this, (last year only one house call was made), and we are five minutes away from a University Medical Center. I come to Stern College once weekly, and at other times the students are free to come to my office at any time during office hours at no charge.

All in all, limited as we are by the school budget, I think the medical area is adequate for a school of this size. Apropos of this, you might be interested in knowing that a few years ago our student leaders made an independent survey to check our medical service against other small schools, and found that we did as well or better than most.

In regard to Mrs. Dunne, our nurse, she has been taking care of Stern College students for the past 12 years. Prior to this she had extensive experience in College Health Nursing Service at both St. John's and Queen's Universities. She is totally committed and devoted to our students and her actions in these past 12 years have proven this beyond the shadow of a doubt.

As to the specific case referred to in the anonymous letter, I must again clarify the situation. The patient was seen by me during one week and was re-examined by the nurse the following week. Even though Mrs. Dunne could not find anything except an upper respiratory infection she told the student that she was not satisfied with the situation and advised her to either go to my office or to the Emergency Room. At the E.R. a diagnosis of bronchitis was made and she was treated. Not only is it not true that Mrs. Dunne told her there was nothing to worry about, the truth is that Mrs. Dunne was the one who advised her to seek further medical care.

The record of the Medical Service stands in its past performance. In the 26 years of its existence we have been faced with emergencies calling for surgery for appendicities and other abdominal illnesses, all successful and with no untoward results. Only 2 deaths have occurred since Stern College opened its doors, and they were the results of malignancies in one form or another.

No one is more interested in increasing the health services for students than the

office of Medical Health. However, we recognize that the hours that Mrs. Dunne and I put in are governed by the budget (which is limited) and the administration (which has a set of priorities). It is our hope, and we will continue to try to fulfill it, that as budgetary allowances increase, the College Health Service will be expanded.

Sincerely yours,
Eli Sar, M. D.
Medical Director
Stern College for Women

Beth Israel Cont.

cont. from p. 2 col. 2

not feel we have at any time had to "beg for special permission to observe halacha." As *b'nei Yisrael* we feel we are maintaining our highest standards here with no compromises being made.

Bracha Sacks mentioned the Beth-Israel uniform. The official uniform has sleeves which are approximately an inch above the elbow. However, it is possible to order the uniform with sleeves of any length, and the dress itself can be ordered extra long.

It is possible to enter the dorm on many evenings, and find that there are women learning *parsha* despite all the work we have here. As Jewish women we are very in touch with our religiousness and have no intention of putting it aside for two years.

In light of the above we are indeed aware of the problems facing us as religious women entering the field of nursing. We feel that Beth-Israel has been sensitive to our needs as religious women.

Miriam Rosenstark
Reva Goldberg
Student Nurses
Beth Israel
Class of 1981

Michlalah Cont.

cont. from p. 2 col. 3

consider Michlalah, or any other school, she will pursue further for more details, opinions and criticisms. No single article would ever (and should never) be the sole basis for such a major decision. If I had thought this to be the only source of information on Michlalah, I would not have hesitated to enter into a full debate on the pros and cons of the school.

I realize the letter's author was only trying to balance the portrayal of Michlalah, but I feel she may have tipped the scales too much against Michlalah by using such absolute negative terms. Since I feel very strongly that any "bad" in Michlalah is outweighed by the "good," I would like to leave a final positive impression.

Although it cannot be denied that emphasis is placed upon *bekiyus*, I, for one, consider *bekiyus* to be necessary for learning truly *b'tyul* (in depth). I don't think there can be too much *bekiyus* when it comes to Torah, but personalities play a great part in determining stress on quantity, quality or both. *Tyul* is important and there are schools which stress only the "tearing apart" of *sugot* (texts), without quantity playing any part whatsoever. To me, quantity was very important since I wanted to fill many gaps I felt I had in my background, but I also wanted to be able to learn on my own afterward, and I think Michlalah enabled me to do this too. I can name any number of *rebbeim* who delve *b'tyul*, and you can't deny Michlalah's fame for her in-depth studies of Rashi and his *m'forshim*.

The second point raised in contrast to my article involves the politics of the school, of which there is plenty, as in any large institution. However, I don't think most Machel students are drawn into school politics, and I stand firmly by my statement that Rabbi Aberman, the *mudrichot*, and many teachers go out of their way to accommodate students, and try to make the difficult transition of the American student into Israeli life much easier.

As the MACHAL program gets larger, it is less rare to find more girls that are disappointed. This may stem from the great expectancy that is built on Michlalah's prestige. Michlalah is not a perfect school. I don't think a perfect institution of learning exists! The percentage of satisfaction from Michlalah is high, and it comes from the woman whose attitude is not to dwell on its faults, but who chooses to gain what is possible from the MACHAL program. I would be very happy to discuss Michlalah with anyone who is interested, and I'm surprised the author of the letter didn't give her own name so that she can also respond to individual queries.

Sincerely,
Etana Gordon

No Smoking Cont.

cont. from p. 2 col. 3

classes choking and sneezing from smoke inhalation. I come out of classes nauseated and with headaches.

This is so unfair to me and to you others who are too scared to say a word. I can't do this alone. There is strength in numbers. I can't afford to have my index drop just because I stand up for what I feel. If you won't do it for yourselves, do it for me.

Is the Sunshine Always Sunny?



by Gitta Stern

For some it means love found. For others it means love lost and heartbreak.

Florida—sun, fun, relaxation; the perfect winter getaway. Some say it is the perfect winter get-a-man/get-a-woman. I like to think of it as the perfect winter get-a-tan. I was quick to discover that this is not what makes Florida "in." For sun you go to Puerto Rico and Aruba. Florida is the warm alternative to Grossinger's for a winter social life.

The singles scene in Florida has its peaks and lows. Like eggs, timing here too is very important. For each social group there is a season. The older crowd, college upperclassmen, graduate students and working people, come during the holiday season. The younger college crowd comes during intercession with high school students close on their heels.

Students on vacation in Florida are divided into two sections; those who spend their time with the crowd and those who do not. Those who do not "hang-out" with the crowd maintain that there are definite advantages; a better tan, more relaxation and the chance to play more tennis.

My friends and I (three seniors) amidst a sea of freshmen and sophomores soon found our niche and proceeded to have a good time. All you need is a small group of friends to spend your time with to enjoy yourself. Two Touro seniors (females) informed me that "We don't care about the younger kids. We're leaving tonight. Anyway, the good guys were here last week." Who? "Cardozo. Too bad you missed them."

For those who "hung-out", the scheduled daily activities included diving time, rub a dub dub in the whirlpool time, basketball time and volleyball time. Scheduled nightly activities included a cruise on Miami's answer to the Love Boat, disco roller skating and *Jai Alai*. Occasionally being with the crowd had its nice points too—like a wonderful Friday night *oneg* at the home of two Miami natives.

Getting to any scheduled event was usually no problem. The famous hangout hotel looked like a cab stand at times. Those lucky enough to have a car in Miami were almost guaranteed a good time.

As the days passed, my burn faded, my tan progressed and I realized that there were some good things only Florida had to offer. Where else can you speak for an hour about religion with a total stranger in a place of gambling (*Jai Alai*)? Where else can you injure yourself on a simple water slide (water bogganing)? Where else can you see hundreds of people taking Friday night walks in the middle of winter (Collins Avenue)? Where else can you eat and automatically get a bottle of seltzer on the table (anyplace in Miami)? Where else can romance happen so quickly? It may be better in the Bahamas, but Florida does pretty well for itself.

Responses to the Florida singles scene ranged from "It's great!", "It's okay.", "What scene?", "Yech!", to "I wouldn't know. I don't hang out with the crowd."

On my first night in Florida someone asked me, "What is reality?" I am still not sure, but I know people found themselves having a fun and carefree time in Florida away from the pressures of home and school. Others were set up for disappointment by creating social pressure for themselves. Some flew away from Florida with phone numbers in their pockets that they never had the chance to give away while others flew home with phone numbers that they hoped would bring success in New York.

Most agree, though, that when all else fails, at least they go back with a tan. I only feel sorry for those that thought a "Caribbean Delight" was someone tall, dark and handsome from the Virgin Islands.

Torah uMadah at Stern

cont.

cont. from p. 3 col. 2

jobs necessary to pay their way through college because their parents either cannot or do not want to pay the costs of a private Jewish college? Will students with internships or volunteer work pertaining to their majors be able to continue their on-the-job training?

In short, are all students prepared to dedicate themselves to a more intense Jewish Studies program? Do they want to, regardless of whether they may see its benefits?

A university ideally sets its standards according to the top students, but there are many valid points here to consider. Is Yeshiva University being responsive to all its students? Perhaps other ways of upgrading the present Jewish Studies program should be considered.

If Stern heads in the direction of a longer and more intense Jewish Studies program it is possible that the college will attract

primarily Jewish Studies-oriented students. What then will happen to the students who place Jewish Studies at a close second in their lives? It is not that they do not care about Judaism, but they may feel that they do not fit into the "new Stern".

The ramifications of equalizing "Torah and madah" at Stern can be far reaching. If these lesser-motivated students chose not to continue their Jewish education at Stern then the Jewish community, as a whole, will lose out. If these students reevaluate their standards and rank Jewish Studies as equal to or of greater importance than their secular education, then Stern will be the catalyst of a Jewish community whose women are highly knowledgeable.

There is a thin line between the possibilities of success and failure of the proposed Jewish Studies program. If instituted, I hope it passes the many obstacles it faces and succeeds.

Uncommon Women Don't Fight Common Wars Cont.

cont. from p. 6 col. 2

column. I feel that the simple fact that I have chosen to forego writing of my ecstasy over my new neighbors on 65th Street and have instead decided to devote this column to a subject as depressing as war and women denotes a very noble sacrifice on my part. After all, I am well over the draft age and this really has nothing to do with me.

Nevertheless, I was once 18 to 20 and the United States is a far cry from Denmark. What I mean to say is that this country has never been neutral about anything. America is always sticking its guns in other nations' business and had Carter been elected a few years earlier I may very well have been sent to Nam. (Dickie would never do a thing like that.)

President Carter is offering women equal rights. But are these the rights we've been fighting for? To answer this question I must resort back to the only useful thing I was taught in Bais Yaakov: the *Mashal*. . . I remember my younger brother in tears because my sister and I never included him in kickball, jacks, or bicycle riding because he was "still a baby". One *Chanukah* my parents bought us the Barbie dollhouse, yacht, countryclub, and Rolls Royce with an assortment of characters and clothes. Well, Barbie and Midge were off to the prom and obviously needed a chauffeur, so we asked my brother to play. He stood up with his hands on his hips and a disgusted look on his face. "I Don't wanna play your dumb game," he retorted and marched away.

Nimshal. . . Hey guys—we don't wanna play your dumb game. And we don't want

to fight your stupid war. *You* made your bed and *we're* not going to lie in it. You got yourselves into this rut and I wouldn't even iron a uniform much less bear arms for this war. It's not defending world peace, it's supporting world aggression!

There, I've said it. Many of you probably think I'm crazy. You are thinking: "yes she's right, war is not the answer. But why does she insist upon opposing the sexes? Isn't there enough fighting between nations? At least the American women and men should be united. We are all people and it is only human (*human*) nature to fight. One day all the people on earth may have to unite in order to fight invaders from another planet. Is she going to blame that on the male species as well?"

Hold on. I'm not blaming anyone. I just have a few questions that's all. And if there be one among you who can answer them adequately, I will publicly accept the title of 'crazy FCP'. #1 Did a woman invent the hydrogen bomb? #2 Which oil company has an all female board of directors? #3 Did the Queen of England build nuclear power plants? #4 Whoever heard of Con Edwina?

I'm not saying women don't fight, because they do. Maybe they have caused some wars. The last one I can remember was Troy. But since Helen there hasn't been one good women's war. If women must fight, let them fight for something they can relate to. Now the day Princess Lea (*StarWars*) steals one of Bella's hats, you can bet your boots I'll be the first one to enlist. I'll have my helmet, meat-cleaver, M-16, and makeup on in an hour.



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Rabbi Label Sharfman, Dean of Beit Midrash L'Nashim, will be speaking at Stern College on Wednesday, March 12 at 2:30 p.m. in room 418.

Rabbi Sharfman is in the United States to conduct interviews for the coming academic year.

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A Promise to Keep

by Abby Fodiman

When confronted with the issue of anti-Semitism, the Holocaust immediately comes to mind as the overwhelming example of racial discrimination. However, the Holocaust often pulls our attention away from acts of anti-Semitism in our own country.

Nathan C. Belth's *A Promise to Keep* (Times Books, 1979), is a narrative of the American encounter with anti-Semitism. Beginning with the particularism of the seventeenth century settlements, and continuing into modern day, Mr. Belth offers a well-written, detailed presentation of the first American Jews.

Immigrants from the Old World brought their firmly established perception of Jews to the New World. With the influence of classical literature, the word "Jew" typically brought to mind an image of a Shylock or a Fagan. To counter the growing xenophobia of the early twentieth century, the Anti-Defamation League of B'nai B'rith was established.

Anti-Semitic influences prevalent in the United States came to a climax in the decade from 1915-1925. During this time, a reprint of *The Protocols of the Elders of Zion* hit the presses and supported anti-Semitic beliefs. To this day, copies of Ford's book are kept on the desks of PLO leaders, for quick reference. Belth discusses the race-related legislation that was formulated during the end of the nineteenth century and throughout the twentieth century, such as the literacy law and the law to reduce enrollment of minorities in universities. He concludes that America stoops to such nativism and bigotry when we lose signs of our democratic doctrines.

Following the 1920's, America had several internal extremists like Father Charles Coughlin, who tried to rally the people against the Jews. In contrast, when America was defending its democratic ideals during World War II, Jews were treated as equals and were decorated for their services.

Sometime in the 1960's, American Jews lost their identity as a minority and with

that their fears of discrimination were lessened. But anti-Semitism continues to live in the minds of individuals and the Jews must remember that the Holocaust was a result of a millennium of "scapegoating."

If this is the case, then in what can Jews place their confidence, and what makes America different from the rest of the world? After presenting a thorough documentation of anti-Semitism, Belth concludes that religious freedom will remain a reality only as long as America does not lose sight of the "American Dream." Although this resolution sounds weak and difficult to maintain in today's world, Belth's account remains an interesting and valuable history.



SCW students perform in "Uncommon Women and Others" the SAF fall production.

Help For Summer Job Seekers

Don't let the cold temperatures fool you—it's time to start looking for a summer job. To help you get started, here are some tips from Lynn Lapia, editor of the *1980 Summer Employment Directory of the United States*:

1. Most summer employers want people with leadership personalities. Be attentive in a personal interview, show energy and enthusiasm. Asking questions shows you're interested. In a written application, mention experiences that show your leadership qualities—offices held in clubs or organizations, for example.
2. Employers hire people who look and act healthy. Be careful about your appearance in a personal interview. Stand up straight, sit up straight and don't slouch.
3. When you apply for a summer job by mail, watch your presentations, not only

appearance (of course, you should type neatly) but also content. Don't say, "I want to spend the summer in Maine." The employer will think you care more about the scenery than about his summer theater.

4. When you get an application blank in the mail from an employer, respond immediately, and fill out the form completely. Employers are looking for people who get the job done fast and thoroughly.

5. Don't apply for a job if you can't stay for the whole season. Employers expect you to keep your contract commitments. Many employers will pay you a bonus on your base pay throughout the summer only if you stay past Labor Day.

6. If you have good speech and communications skills and an outgoing personality, you'll have a better chance in a summer job interview. An articulate person

has a definite edge over someone who's more reserved and shy.

7. If you want a high-paying position in an expensive resort, you must bring some professionalism to the job. That means experience in a similar job and it also means a professional attitude. Professionals don't just work from 9 to 5 o'clock, and they don't have to be told what to do; they show initiative and imagination on their own.
8. Think of yourself as a product. What can you do? Who could use your skills, your experience (babysitting, newspaper routes, work on school papers, school plays, youth group work) and your enthusiasm. Package yourself appropriately, with a well-written resume, and market yourself systematically.

The *1980 Summer Employment Directory of the United States* is a 208-page paperback with state-by-state listings of summer job opportunities. The listings include camps, hotels, resorts, and temporary employment agencies. There are also some openings at national parks and at summer theaters. The book is published by Writer's Digest Books, 9933 Alliance Road Cincinnati, Ohio 45242. It can be purchased at most bookstores, or ordered directly from the publisher at \$6.95 plus \$1.25 for postage and handling. A copy will also be available in the Hedi Steinberg library.

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Around Town Bulletin Board

Tickets are now on sale for the 29th Israel Folk Dance Festival. Performances are slated for Sunday, March 23 at 4:00 and 7:30 at the Town Hall (123 West 43rd Street). Call 921-8050 for reservations.

"American Short Story," a series on Channel 13, will air Monday nights at 10:00 for the next three months. Dramatizations of stories by authors such as James Thurber and Mark Twain will be presented. Shakespeare's *Richard II* airs Wednesday, March 19 at 8:00.

If you're planning an outing to the Village, make *Say Goodnight, Gracie* part of your itinerary. *Gracie* is a dramatic comedy about five members of the first TV generation. On the eve of their high school reunion, the friends recall their teenage dreams that never came true. Convincing character portrayals and engrossing dialogue combine to render a theatrical experience worth viewing. The play is at the *Actors Playhouse*, 100 Seventh Avenue South, 691-6226.

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An evening of poetry reading, sponsored by the Dr. Abraham Tauber Speech Club of YC and the Speech Arts Forum of SCW, will take place in Koch Auditorium on Monday, March 3, at 7:00 p.m. It is free to the YU community and \$1.00 for all others.

Biology, chemistry and psychology majors should see Dr. Rosoff about science summer jobs at AECOM. Dr. Rosoff holds office hours on Monday, Wednesday and Friday by appointment and is always at SCW on Tuesday and Thursday.

The Flame is sponsoring sessions on *Ta'amei HaMitzvot* every Wednesday night from 9:30 to 10:30 on the second floor of Brookdale Hall. Given by Mat Hoffman, these sessions explore what the commandments really are and what the reasons are behind the commandments.

The date of the next Hebrew Literature Gemer is Monday, March 24, 1980.

A Symposium on The Modern Ba'Al T'Shuvah
featuring Rabbi Stu Warner
Free Admission
Date: March 12
Time: 4:00 - 7:00 PM
Where: Emanuel Midtown Y
344 E. 14th St.

Book Ends

*The library's new video cassette collection has tapes of various programs of interest including the recent SAF production *"Uncommon Women and Others"*, Channel 13 broadcasts of "Tartuffe" and the Shakespeare series, and an interview with Rabbi Saul Berman entitled "Ecology and the Bible."

*Don't forget the "Events Around Town" folder located at the reference desk. It's an excellent resource when you're looking for something to do in The Big Apple.

*Look for the "Book of the Week" title page and catalogue number on the library's bulletin board each Monday.

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An Evening with Gilbert (as in Gilbert and Sullivan) (A musical biography)	\$5.00



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If You Like Pina Colada cont.

cont. from p. 3 col. 2

through drinking and drunkenness, it is only fitting to celebrate Purim by *ad d'lo yadah*.

Please all you readers as Purim draws near, Undo your bottles and raise a cheer, Rum, whiskey and wine, try some beer too, It's all part of the *mitzvah* for all us Jews, May we rejoice the defeat of our foe.

How much should you drink?
I really don't know.

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Presenting Stern's Sparks cont.

cont. from p. 7 col. 2

have changed hands. Last year the team was under the tutelage of David Strumpf, who volunteered his time. When he left in the middle of this year Ms. Markowitz filled the position of coach. "I felt the students deserved a chance, so I gave them one."

After multiple requests to Dean Bacon, the sum of two thousand dollars was finally allocated to the team for the rental of gym facilities at P.S. 116. (33rd Street between 2nd and 3rd Avenues). Even though the University is obligated to provide equal sports opportunities and facilities for both men and women, under Title IX of the Federal Code, the funds provided were not sufficient to cover all team expenses.

Uniforms, for example, were completely financed through a December cookie sale and a donation by the Stern College Alumni Association. Light blue gym shorts and navy Stern t-shirts were replaced by regulation blue and white uniforms. A second cookie sale at the end of February will finance the purchase of sweatshirts for the entire team.

The Stern College Varsity Basketball Team has played two games this year. The first, against Queens College, including their team members who were former Yeshiva High-School all-stars, was played

in mid-December. Stern was defeated 44-33.

The second game was scheduled with Sara Lawrence College for February 13, but SLC cancelled four days before the appointed time. Touro's team, although not fully organized, agreed to replace SLC. The Stern Sparks led by Marla Bachner with 16 points and Janie Moskowitz with 12 points were victorious with a final score of 55-22.

The third game is scheduled for March 4 against Pratt Institute in Brooklyn, and a bus will be provided for the event. Coach Markowitz commented, "We hope to beat Pratt this time. After all, our team has had a lot of practice. If we don't win, at least we'll come a lot closer than last year."

TEAM ROSTER

Marla Bachner—Freshman from Passaic, N.J. who played for the Frisch School in Paramus. Position: Center

Varda Ismailoff—Freshman from Phoenix, Ariz. who played basketball for the Toronto Jewish Academy. Position: Forward

Estie Lapp—Freshman originally from Virginia, now lives in N.J. Played in Phoebus High School, Va. Position: Guard and Forward

Janie Moskowitz—Freshman from Elizabeth, N.J. Played for Bruriah, the #1 team in the Metropolitan Yeshiva H.S. League. Position: Guard

Leah Rosman—Freshman from N.Y.C. who played for Central Manhattan. Position: Pointguard

Simone Rudoler—Freshman from Cherry Hill, N.J. Position: Forward

Sheila Seidenberg—Sophomore from Richmond, Va. Position: Center

Joanne Peskowitz—Sophomore from New York. She attended Hunter H.S. and is studying at Tel-Aviv U. Position: Point guard.

David Pomrenze—Freshman from Washington, D.C. Played for Yeshiva High School and J.C.C. Position: Guard.

Miriam Rosenberg—Freshman from N.J. who played for the Frisch team. Position: Guard and Forward.

Varda Rosenfeld—Senior from Dobbs Ferry, N.Y. who played H.S. basketball and field hockey. Position: Forward.

JS Program cont.

cont. from p. 1 col. 4 semester.

The Observer: Whom will this program affect?

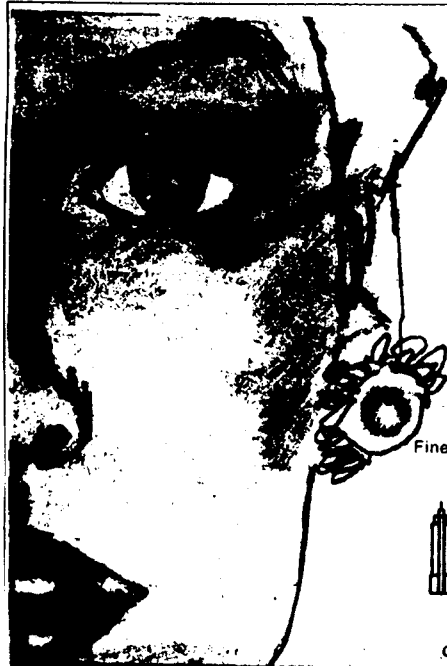
Rabbi Berman: The program will affect next year's sophomores and freshmen. The juniors and seniors will be permitted to continue on the old system selecting from electives offered or elements of the core program and particular courses that would meet their requirements.

Dean Rabinowitz added to Rabbi Berman's discussion. "I feel that a major advantage of this program is that it will serve more people and, at the same time, do this with greater quality."

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Purim 5740

Page A

Stern Goes Hesder to Keep Women Enrolled

by Aviva Hartman

The recent decision concerning registration and the possibility of drafting women ages 19 and 20 into the U.S. Army was the topic of heated debate at last Friday's meeting of *machers* at Yeshikor University.

The problem of Jewish men at Y.U. being asked to register for possible induction into the armed forces was not viewed as a major problem since Yeshikor will simply expand its ROTS (*Rabbis of Tomorrow Seminary*) Program exempting the men.

To combat the more important and unprecedented problem, Y.U. *machers* are arranging an alternative program for the women since the Rabbinic program is obviously "out of the question."

Rabbi Rabi-no-wit read the letter from the armed forces to Y.U. which condemned "the Jews" for not voluntarily enlisting enough orthodox Jews into the Army. The members of the *macher* committee first thought the letters were of an anti-Semitic nature but later noted it was true. They then proceeded to solve the problem by deciding to create a program whereby women of Y.U. could join. "Let's send the women" became the new motto of the meeting. The Jewish community would save face by enlisting their females.

There were still a few rough edges in this decision since it was pointed out by *Da' Rav* that *Torah* might be forgotten if the girls should enlist. President Stormin Normin, in a stroke of genius decided to copy the style of the *hesder yeshiva* which is popular in Israel. This *hesder* program is one which enables Israeli men to learn in *yeshiva* for part of the time while they also serve the army. The program stretches the period of obligatory army service from two years to a five year period, and extends college one year. And the women will receive J.S. credit for their service.

The group of *machers* unanimously decided in favor of supporting this program since Y.U. will not be losing any money if women should have to serve.

Also talks of opening up an undergraduate branch of Yeshikor University in Canada are underway. Rabbi Macho Cereals and a group of students from Club Canada (By the way—Thank You Canada!) have been appointed to further investigate possible sites in Montreal for the new branch. A fund raising dinner for the new project has also been scheduled.

A ten-course dinner catered by Heshies was served after the meeting which ended at noon.

B.S. Offered in Procrastination and Apathy

by Ybba Namidof

Last semester, the nursing program and the accounting major were created to answer the students' need for a career-oriented program. In response to student behavior, another new major in the procrastination and apathetic sciences is expected to be offered for the academic year 1980-1981. The establishment of such a major will enable students to improve upon a science that is already in wide use.

Dr. W.H.O. Cares, University Dean of Behavioral Sciences, in conjunction with Dr. C.U. Later, Assistant Dean of Temporal Sciences, have designed a program for this new major. The program will require a semester each of Procrastination 1.1 and Apathy 1.1 designed to introduce the student to the art of procrastination and present her with the basic principles of how to be apathetic without really trying. Once a student has developed a background of history and principles of procrastination and apathy, she may choose from any of the advanced courses that will meet sporadically throughout the semester. Procrastination 39 will attempt to satisfy the student's curiosity about everything she always wanted to know about procrastination but never got around to asking. Another course to be offered, Procrastination 12, is described in the

catalog as presenting an "outline of how to put off until tomorrow that which you can do today." In addition to these advanced courses, student will have the option of taking a senior seminar which will teach students how to stay uninvolved, or they may elect to take an independent study concentrating on putting off assignments until the last minute.

In general, there are very few requirements for the degree and students need not graduate in four years. However, since procrastination is a worldwide practice, Dr. W.H.O. Cares and Dr. C.U. Later feel that students would benefit from learning a foreign language. Courses such as *Manana, Nada*, and *A Demain* will give the student a functional knowledge of the language and will enable her to converse with procrastinators and apathetic people throughout the world. Courses in Yiddish will not be counted toward the language requirement due to the Jewish time system already built into each student.

Dr. C.U. Later commented, "We have finally learned to cultivate the natural impulses and talents of our minds instead of suppressing them by learning unnatural arts and sciences.

Anyone who is interested in taking the introductory courses should inform the Office of the Registrar whenever she gets a chance.

I WANT YOU!



COME TO STERN AND SEE THE WORLD

YU Atlantic City Dean Takes ABSCAM Bribe

by A. H. Man

Dean Money M. Aker, dean of YU's newest division in Atlantic City was subpoenaed today for reportedly accepting an ABSCAM bribe to finance the building of a casino for the students.

At YUAC, students can enter two tracks of study. One consists of courses in bartending, hostessing, waitressing and hotel clerking. The other deals with operating casino machinery and dealing cards.

When YUAC opened, Dean Aker was quoted saying "The students need a casino to practice the classroom theory we teach." At that time he asked *Da'Rav* about the halachic implications. *Da'Rav* allowed it, as long as the money goes to charity (YU) and since it is for learning purposes.

President Stormin Normin was shocked at the thought that Dean Aker would go to such lengths to raise the funds. Dean Aker is denying all accusations claiming that the

students raised the money themselves selling carot-coated yogurt pops on the beach.

Meanwhile, construction on the casino, now half built, has been halted. YUAC students, appalled that they are being denied their casino, traveled to Washington Heights to petition the president. They feel that it is important to have a casino. "It will be a place for all YU students to go and gamble for YU's benefit." They also pointed out that at their casino all halachic standards are maintained, for example all staff uniforms are modest and there are no lewd pictures on the roulette wheels. All the more reason for YU students and the Jewish community to have their own casino.

Meanwhile, it is in the hands of the Justice department to determine if Dean Aker is innocent or guilty and if the casino will be completed.

Who is Aviva Hartman?

Avoid Long Lines

When 500 students converge on the Office of the Registrar in a time span of three hours to register for classes or make program changes, the crowding can get quite violent. Something has to be done about the pushing and the lines. We would like to suggest a method to avoid the long lines that crowd the office and hallway. A number ticket machine, like the type used in bakeries, should be installed. Students will take a number, proceed to either the cafeteria or the student lounge and wait for a work-study person to come around announcing what number they are serving. This system would make waiting for your turn more pleasant. There would be no lines and students would not converge all at once on the women behind the desk.

The Absurder was awarded the Platzer Award for excellence in news reporting. The award ceremony will be held on Wednesday, March 5 at club hour.

The Observer congratulates columnist emeritus Lexa Rosean upon her engagement to Richard.

Beneath Dorm Floors

How do you feel about women registering for the draft?



Judy Rudoler—Math major, senior: Me-fight???



Malka Stiefel—Biology major, senior: Niagara Falls here I come.



Miriam Husney—Economics major, sophomore: I'd rather fight than switch.



Rosa Chodosh—Psychology major, senior: Is there room in RIETS for one more?



Beth Hock—Finance major, senior: A draft? Actually I prefer it bottled.



Julie Beyer—Psychology major, junior: Draft women? Who cares.

Poetry Corner

Higgledy Piggledy
Robert, Dean Ackerman
Covered his eyes and cried,
"Leave me alone!"

It was suggested he thought
That Stern students could
Neomedusically
Turn him to stone.

Letters to the Editor

Insecurity

To the Editor:

I feel it is my duty to stand up for a man who in the past has been mistrusted and mistreated by all those associated with Yeshiva. I am speaking of his colonelness Marble Schemes-Head of Insecurity.

Let me tell you from personal experience that he is not untrustworthy or paranoid. Concerning rumors that he has nothing better to do than push around Stern women, that's right and that's because it is in his contract.

To all those wondering what he does with all the confiscated illegal appliances, he sells them to raise money for YU.

Another of his many duties is to protect the privacy of Rabb and Mrs. Rash.

In the future please give his colonelness the respect he deserves.

Long live his colonelness.

unofficial official
security guard at SCW

Thanks

The following letter was recently distributed to the mailboxes of the Booked-solid Residence Hall, and is

reprinted for no particular reason here.

Dear Ladies at Stern,

A great thrill of mine has been to teach before a crowd of willing and intellectually stimulated students. However, since that has proved impossible here, I've become satisfied to just spy a few worn-out faces and industrious kippah crocheters for those early morning classes. On Thursday morning, May 29, at 9:00 a.m., you will be facing me for what will be our last class of the season, and my last as a teacher. Being rather sentimental about it, I would like to invite you to share in what will be a very special moment for me. I'm letting you know well in advance so you can arrange your calendars and manage to show up on that day. I welcome your attendance in an effort to end the season on a winning note.

I am looking forward to meeting most of you on that day, and for your convenience the cafeteria will be sending up coffee and danish for us all. If you plan to attend please leave 65¢ with Leah in 13B (to cover the cost of breakfast—you didn't think this would be free did you?).

Thank you,

Dave Cookout
Basketball Coach and Part-
Time Philosophy Teacher



Now tell me darling, are diamonds any better?

Daf Shanah

Lost one smoking jacket. Last seen Friday night in the blue lounge. If found return to Rabbi Rash.

SCWSC President Moonshine is selling beer mugs, brandy snifters and shot glasses with SCW imprinted on them. Why go to Brews when you can pour it in your room with an official SCW glass. Support your student council.

Attention girls—Planning to go uptown to hang out in the Morg's furnished lounge? Then you should take Karate and learn how to protect yourself in the subway, neighborhood and lobby.

Wanted: Male computer major with car to drive SCW students uptown to use the COBOL computer. Meet women who share your interests.

Lost: SCW dress code. If found do not return.

lounge furniture has arrived.

Wanted: Money to pay the SCW dorm counselors. See Ma Rash to donate bottles, cans and newspapers to recycle on their behalf.

Found: The YU limousine with only 146 unaccounted miles.

Guidance available—uptown.

"How to Legally
Bake Goodies
for Purim"

Sponsored by TAC
in the orange lounge
Sunday night at 9.

Found and finally delivered: the orange

Bulletin Bored

- Auditions for the SAF spring play "Oh, Calcutta," edited for an all-girls cast will be held February 30. The play will run for 15 minutes.
- There will be a lecture Wednesday night in the orange lounge on "Interpreting The New Phone Bill Format."
- Take ballet for gym credit and learn all the major steps without the use of a bar.
- AA and TACKY are cosponsoring an after-Purim lecture March 3 at 9:30 in the orange lounge on "Achashverosh, Alcohol and You."
- Mr. Sam Clean announced today that the candy machines will only accept foreign currency. Please do not use American coins anymore.



Meet our friendly neighborhood construction workers busy at work on 34th Street.

Feature a Creature: Dr. Hector Spector

by Penny Nickel-Dime

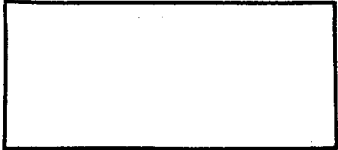
This month FEATURE A CREATURE honors Dr. Hector Spector, Professor of Economics I, International Trade and Investments and Sécurities for his dedication to the teaching profession.

Dr. Spector (or Spec as he is lovingly called) is well known at Stern College, especially among former students who prepared for exams that he never ended up administering. Many students were available for comment on Spec, but unfortunately none of their comments can be printed.

Hector Spector is best known for his disappearing acts, especially to California and other such tropical climates. Spec was unavailable for comment, but in an exclusive Absurder interview, his buddy and roommate, Mr. Joe Friendly provided much valuable information on Spector's whereabouts. "How the heck should I know where Spec is? He just picked up and went. Left me a note saying he made it big on the stock market and is going to California. What a creep! Didn't even

leave me his share of the rent. His stinking clothes are all piled up on the floor over there. . ."

An unidentified source explains that Spec is now studying International Trade among marine animals that he finds while surfing and beach-bumming. He is seeking



Dr. Spector failed to come to have his picture taken.

employment at YULA and is presently awaiting letters of reference from Dean Bacos and Dr. Schlessberg, head of the economics department.

Dr. Spector can be applauded as a morale booster to SCW women. As one student observed, "After Spector any class seems exciting, any teacher half-normal."

What is a YU Bocher?

Yalmuka from his roommate's second cousin Benny's Bar Mitzvah in Merchantville, New Jersey 08001.



Hair still flat: Never went fluffy.

Beard only shaven erev-Shabbat.

Horn rimmed glasses, with thick lenses.

Striped tie, direct from Goodwill.

Short-sleeved Quiana, hand-me-down shirt, partially untucked, ten sizes too large.

Black, plastic belt with peace buckle.

Brown and green checkered flood pants (Lower East Side Special).

Nubby ankles with blue fallen socks.

Untied P.F. Fliers.

News Flash-Exposure of Construction Workers

As most Stern students have noticed, there has been construction going on between Park and Lexington, on the north side of 34th Street. Stern students, along with other New York pedestrians, have adapted to shaky planks, loose bricks, noisy drills, and of course, the presence of construction workers. The following is an interview between one such worker and this reporter.

Reporter: Hello, I'm a newspaper reporter for Stern College—(pointing) the college right across the street. Would you mind if I asked you a couple of questions?

Worker: Oh, is that a college? I was wonderin' about that. I wanna ask you something. Are there only girls there? Maybe I should enroll.

Reporter: Yes. It's a women's college.

Worker: How old are they?

Reporter: Between 18 and 22. What are you building here anyway?

Worker: Nothing much. (chortling) Hey, some of those girls aren't built bad themselves. Ha, ha. And I just love those slit skirts.

Reporter: I see you are an observer of the student body. How much longer will you be working here?

Worker: Well, we may go on strike. They're working us too hard and paying us lousy.

Reporter: Who's they?

Worker: The Boss—Norman E. F. Mutton. You know him. He has lots of buildings uptown. Once in a while, he builds down here, too. Not too often, though. Hey, ya doin' anything tonight?

Reporter: (taking a step backward) I'm busy. When will you go on strike?

Worker: Well, we're not sure if we can yet. We're tryin' to form a union so we can strike and get paid for it, but we've having

a lot of trouble.

Reporter: What's the problem?

Worker: Well, the boss doesn't want us to make a union.

Reporter: Are you going to fight for it?

Worker: Yeah, well Weedy—he's one of the workers here—he's real mad 'cause he says the boss works us too hard and don't pay us enough money—he says he's goin' to take our case right to the Supreme Court.

Reporter: Will the other workers support Weedy?

Worker: Some will, some won't. Ya know, it depends. Me, I just do my work and watch the broads. Hey, who's that blondy over there? She's a real cutie.

Reporter: If you don't go on strike, how much longer will it take to finish the job?

Worker: Couple of months, I suppose. Hey, can anybody go inside the college?

Reporter: (a bit uncertain) Well, there is a cafeteria open to the public.

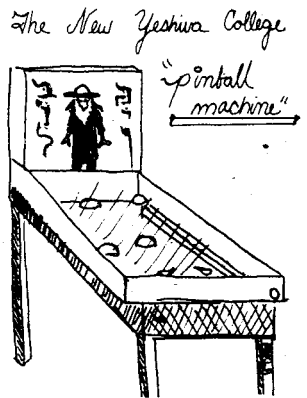
Worker: (wide-eyed) No kiddin'! With all those girls? Whoah! I got to tell all the guys about this.

Reporter: (stammering) Well, I'm not sure if it's open to everyone or not. I'll have to find out.

(someone calls to worker)

Worker: I have to get back to work. Nice talkin' to you. Sure you're busy tonight? I could show you a real nice time.

Reporter: Uh, no thanks—not tonight. So long.



Having a Hard Time Falling Asleep? Try

NOW DOZE and sleep, sleep, sleep

Available in dosages for one hour or double potency for those longer classes.

What really goes on behind the Ap-sauce doors?

Craving Hagen Daz? Is It Late At Night? Too Cold To Go Out? call 777-1111 and we will deliver to the dorm 24 hours a day



I Love YU Campaign Launched

by A. Hartman

February 14-Mr. Heartstein launched the new YU public relations motto "I Love YU" at Yeshikor's annual fundraising dinner held this evening at the Prince Edward Hotel.

An all-out advertising campaign will begin promoting YU in an effort to raise 100 million dollars. Ads are being placed in magazines and newspapers, and TV and radio spots are being placed on major networks featuring prominent students, faculty and administrators lauding YU's finer points. In addition YU will be selling "I Love YU" t-shirts (long sleeve and crew neck), buttons and bumper stickers.

Pledging that the undergraduate schools will be the main recipients of the raised funds, President Stormin Normin explained that "We must be dedicated first and foremost to these kids because without them who would go to our graduate schools?"

The graduate schools of YU were assured that they will not be left out in the cold when the cash starts flowing. However, each school has reacted showing their disapproval. To raise their own money The Ein Zwei Drei School of Medicine is opening a summer camp for Middle-East doctors, and The Freak-Out School of Psychology plans to charge YU students for their previously free clinic counseling.

The students at The Not-Worth-Your-While School of Social Work reacted quietly by conducting a seminar course to discuss why they feel left out and what they should do about it. The Carbozo School of Law is preparing to take YU to the Supreme Court of the United States to demand its fair share.

Trying to accept the decision and profit by it, The Barrel-of-Rubbish Graduate School of Jewish Studies will hold all of its classes at the undergraduate colleges.

President Stormin Normin is not concerned that the graduate schools are overreacting, but feels "... that they will come to their senses and won't shame YU."

Mr. Heartstein hopes students will support the "I Love YU" campaign and Mr. Paul Glacier added how important it is to give the "I Love YU" paraphernalia to prospective students so that YU can grow in the 80's.

Rabbi Weiss leads protest at Isaiah Wall for faculty unionization. Sign up for bus in his office. Attendance will be taken.

Just A Purim Story

by Bube Edith Sachel

Once upon a time there was a little girl named Vashii. Her name was acquired by an accident which occurred during her birth. The doctor, in a fit of drunkenness, accidentally severed her head instead of her umbilical cord. Needless to say, this was a great impediment for poor Vashii. She could neither see, nor hear, nor smell, nor taste. Obviously she could not think. However, she did walk a great deal and waved her arms about frequently. Her father, who had become quite wealthy through several malpractice suits, had saved a large dowry for Vashii as he suspected that finding her a mate might be a difficult task.

Many men were impressed by the great sum of money offered along with Vashii's hand, however they were soon discouraged when they discovered that Vashii did not quite have her wits about her. As the dowry grew, so did the number of men who refused to wed Vashii. Her father became quite distraught. Her mother became quite distraught. Vashii just ran around wringing her hands a lot. The situation began to appear hopeless, until one day the Rav of the town paid a visit to the unhappy household. In his travels he had come across a young man he thought might finally be suitable for Vashii.

Vashii's father was ecstatic. Vashii's mother was ecstatic. Vashii ran around clapping her hands for joy. The Rav, pleased to see the family's great joy and relief, decided nevertheless to lay all the cards on the table. Vashii, despite her minor disability, was a descendent of the most influential cattle ranching family in Poland. The family could trace their lineage straight back to the Headless Horseman of Chelm (ז'"). The Rav warned the family that the young man's *yichus* was somewhat lacking. Quite honestly he was a virtual *nobody*, although he did have quite a good head. He was the most devoted *talmid* of the *Rosh Yeshiva of Gornischt*. Unfortunately though he was a *Sephardi* and had suffered a terrible accident at birth.

The doctor, in a fit of drunkenness, had accidentally severed his torso instead of his umbilical cord. Needless to say, this was a great impediment for the young man known as Norman of Cabeza. He could neither walk, nor run, nor wiggle his toes, nor *bench lulav*. Obviously he could not wave his arms about frequently. However he did see, hear, smell, taste, and learn a great deal. Unfortunately, his father had never been able to afford a good lawyer.

After some (but not much) hesitation, Vashii's father decided to arrange the *shiddach* between Vashii and Norman of Cabeza. His wife, however, was still a bit uncertain because it was a mixed marriage. But finally she too was persuaded and the *chaituna* was arranged, although Vashii had nothing to say in the matter. The wedding was simple but elegant. Of course there was separate seating. (The *Ashkenazim* sat on the right side.) As they approached the *chuppa*, Vashii seemed a bit nervous and was quite up in arms. Norman was a bit calmer and tried to keep his head. Once the Rav officially pronounced them *chatan* and *kalah*, Vashii's father quickly handed over the dowry money even though he knew quite well that Norman was in *kollel* and had no head for business. He was just anxious to wipe his hands of the whole affair.

In their first four years of marriage, Vashii and Norman suffered terrible hardships. They moved several times as they could not quite fit into any of the surrounding Jewish communities. They were asked to leave *May Ha Shetelrim* because Vashii did not cover her hair. In *Bnai Apikorsis*, they were thrown out for being religious fanatics as Vashii never ate *gebarchs* during *Pesach* and Norman never shook hands with the sisterhood.

Finally they found happiness and permanent ties in a small naval base on the other side of the Jordan. In the beginning there was not much *Yiddishkeit*, but with Vashii's wealth and Norman's wisdom the town was soon flourishing and eventually became the center of all *Torah* learning. Norman was no *goof* and he quickly became the *Rosh Yeshiva of Bais Navel Aver Ha Yardain*. He taught his *talmidim* to cultivate their minds and Vashii lent a hand whenever she could. Everything seemed to be going fine until a group of medical students from Yeshikor University happened to pass through *Bais Navel* on their way to *Gornischt* and *Guadalajara*. They desecrated the *Yeshiva* and made all the *bochrim* light a bonfire, bow down, and accept them as the true Heads.

The medical students decreed that all persons involved in malpractice suits due to accidents at birth (otherwise known as APIIMSDTAAB's) would be sentenced to death on the thirteenth of the month (which happened to be *Adar*). They ran around *Bais Navel* checking everyone's birth certificates and screaming "Heyman, Heyman."

While Norman seemed about to lose his

head, Vashii did not so much as blink an eyelid. It seemed that (unbeknownst to anyone) Vashii had an uncle in the archives. On the day of her birth, Uncle Morty had carefully concealed all records of her accident and birth as he did not think anybody would mind. Vashii, not thinking the medical students would know she was an APIIMSDTAAB, approached the Head-med to plea on their behalf. Although he did not recognize her as one decreed to die, he quickly realized that she was a native *Bais Navel* and totally uncool.

"Heyman," he shouted, "I'm sorry but those APIIMSDTAAB's have gotta go. We're turning this base into a far-out place. Like music and dancing—drinking, romancing and—Hey lady if you can play the piano, you're in."

Vashii reluctantly agreed and while she pounded at the keys, Norman prayed (though not on his knees). Now it must be noted that nobody could *davin* quite the way Norman could. So while the Med Heads swayed to their music and chanted "Heyman, Heyman," Norman bent his own head in silent prayer.

At long last, his prayers were answered by a neighboring *Bais Din* that proceeded to arrest all the medical students in the middle of their band rehearsal for practicing without a license and possession of illegal instruments. They were all sentenced to death on the thirteenth of *Adar* and Vashii, who (thanks to Uncle Morty) could not prove her true identity, was killed along with them as an accompanist to the crime.

Norman mourned the death of Vashii for many months. In order to relieve his pain and suffering he immersed himself in study. As his knowledge grew so did his *Yeshiva* and soon he had *Bais Navel Academies* in every major Jewish community.

MORAL: If anybody can play piano and wind up dead, then even a nobody can come out ahead.



Members of the SCWSC skydiving team relax after practicing for the Summer Olympics in Moscow.

Be prepared for your dress code!!!

BUY "Zsnius Skirts"

100% Denim

The Organization of Kashrut-Supervising Rabbis is pleased to announce that Gurnicht Caterers, Ltd. (Samuel Glatt, proprietor) is now under its strict halachic supervision, and is ready to cater your simcha.



Pictured above is the winner of the Barbara Michael look-alike contest.



Winning the Dean Bacon look-alike contest is this lucky student.



Hundreds of YU students attended a lecture sponsored by The Women's Rights Movement of NY on "New Dating Mores—Don't Be Intimidated by Aggressive Women."

SCW Family Feud

The all-star "Family Feud" match between the male and female faculties of Strange College for Women earned a Nielsen rating of 98.6, the highest rating in gameshow history. ABC executives are calling it the "game of the decade."

The historical broadcast, shown during finals week, featured some of Strange College's finest academicians. The captain of the female team, Dean Karen Bacos, headed a tough group comprised of Penny Sham, Sharon Shorts and Laurel Hatband. Opposing this formidable group was Fred Plot Thiekens, Saul Sermon, Ed Levi's and Arnold Zookeeper.

The first question, "Name the most popular items of clothing among college students," was won by Dr. Bacos, who quickly responded "Knee Socks!" Her team chose to play, and the question was repeated for Prof. Sham, who scored a strike when she refused to answer, claiming the emcee was not achieving proper tone variation. Sharon Shorts came through for the females with her answer, "Dungaree skirts." The audience was now at fever pitch as Prof. Hatband pondered the question. "Fryes?" she ventured, and the

audience went wild when her answer appeared on the board.

A determined Saul Sermon faced challenger Penny Sham for the second question, "What is the college student's favorite course?" A quick Prof. Sham won the question with her response, "Introduction to Communications," but passed the set to the male team.

Ed Levi's answered, "Those Strange girls? Must be Sewing 1.1" Dr. Levi's scored a strike as the audience groaned, and Dr. Zookeeper stroked his beard as the question was repeated. "Anything 'but Philosophy," he responded, and his was revealed to be the most popular answer on the board.

The neck-in-neck competition continued until the last round, with the score tied at 247-247. Dr. Plot Thiekens faced Dr. Bacos, but in a moment of tense drama, Dr. Bacos had to leave the stage as she was overcome with smoke inhalation caused by her opponent's incessant puffing. She was quickly replaced by Prof. Shorts, and the game continued. The emcee asked the players to name the most popular dessert among college students, and Prof. Shorts grinned as she answered, "Sociological studies have shown 'Weigh of Life' to be most popular." The female team proceeded to win the round and the tournament.

The winners expressed their willingness to play a rematch. "We'll clobber them," promised Prof. Hatband, but losing team member Saul Sermon has told *The Absurder* that he will have to check into the halakic implications of such a proposal before the men can accept.

Sing to the tune of McDonald's
"You deserve a break today!"

Stand in line with your kit,
Come too close and we spit,
If you want a class changed,
We'll have your face rearranged!

Chorus:
Ybu deserve a break today,
So come get it anyway,
At the Registrar!
We do it all for you!

Are you in the mood for a fight?
Trying to prove you're darn right,
We'll give you forms to fill out,
Unfil you tear your hair out!

Repeat Chorus:

When we cancel a class,
We cause a pain in the !
But you find you need us too,
When your senior check becomes due!

Repeat Chorus:

The Association of Rabbis for the Preservation of Kashrut are grieved to announce that Gurnicht Caterers Ltd. (Samuel Glati, proprietor) is no longer under its halashic supervision.

Electrolysis by:

Wzpel Huntpunim



Before

permanent removal
quick + easy



after

perfect for that
close shetel
fit oooooo

World War II surplus
black-out shades,
to block the
stares of factory
men, are being sold
by the Chabad Club

WANTED: Models for my studio

Just across the street from
Brookdale Hall.

Come check out my etchings.

Free Mogen David wine.

Skippin—A Play in Five Scenes

In keeping with its tradition of offering theatrical entertainment suitable for a Yeshiva cast and audience the Yeshiva College Melodramatic Society is pleased to present its latest effort, *Skippin*. The following, in an *Absurder* exclusive, are excerpts from this fine presentation.

(Scene 1—As the curtain rises a young lad, *SKIPPIN*, loaded down with books, a suitcase, and a basketball, is seen trudging up a steep hill. He stops in front of a huge, crumbling building.)

SKIPPIN—I've found it at last! Doesn't look too promising from the outside. But after all, it's what's inside that counts. Can't judge a book by its cover. (aside) What a corny line! (peering into the doorway) Hello! Anybody here? (A tall student suddenly appears as if from nowhere. He is the *LEAD GRUB*.)

LEAD GRUB—Aren't you a little early? School doesn't start until the day after tomorrow.

SKIPPIN—I know. But I wanted to get here early so I'd be all ready to embark on an exciting experience in synthesis. You know, "Torah umadah?"

LG (suddenly wary) You're not from P.R. or anything, are you?

SKIPPIN (bewildered) No, why do you ask?

LG—Nothing. Just wondering. Come on, is that the real reason why you're here so soon? I mean most guys won't show up for a couple of weeks.

SKIPPIN (a little bashful) Well, actually, you see, I'm pre-med and I wanted to scout out the teachers and classes a little. You know, see if they're up to par.

L.G. (satisfied) Oh, now I see. Well, listen, you are one lucky fellow because you're talking to the campus expert on easy A's.

(music up)

Join me

You can have a four-oh

Join me

School will be a breeze, though,

It's true

You won't know that much when

You're through...

I've got magic to do

I'll teach you

All the games that these students play

I've got papers to buy,

Tricks to try,

Stick with me and you'll get by.

As you go along your way...

SKIPPIN (horrified) Oh no! You don't understand. I don't want to take any easy A's!

L.G. (mysteriously) That's what they all say. You'll change. See you later.

(The lights fade as *Lead Grub* disappears into a doorway)

.....

(Scene 2—The curtain rises on *SKIPPIN*'s first day of biology class. The professor enters, dumps his book on a lab table and begins to sing.)

PROF.—Now listen to me boys as I endeavor to discuss why the molecule of sugar is so critical to us

Please go over all your orgo and your physics and your chem,

For I haven't got the time to be reviewing all of them.

And without them you won't understand a bit of what's to be.

With the phosphate and the oxidase and all that ATP.

Now if you have a question please don't hesitate to speak

But I'm never in my office and the test will be next week

And now, and, now, and gentleman and now...

SKIPPIN (singing)

And now my head is spinning

Gosh I'm so confused

I don't understand a word of all those terms he's used.

Oy, the blood is pounding my ears

Please professor, could you go a bit more slowly...

PROF. (speaking) *Skippin*, no interruptions. Now as I was saying, the NAD and the CO₂...

(the lights fade)

.....

(Scene 3—Back in front of that crumbling building. *SKIPPIN* is front and center with an exquisite look of depression on his face as the *LEAD GRUB* enters)

L.G.—Well, how did it go? Not so good, huh?

SKIPPIN—No. Can't you see I'm in the depths of despair? What am I going to do? I can't possibly get all that work done.

L.G.—Well you can't say I didn't warn you. But there's one thing I can suggest.

That is, if you're interested.

SKIPPIN—Well, what is it?

L.G. (pulling out a large manila envelope) The CLEP!

SKIPPIN—No kidding! (opening the envelope) You've got the tests and the answers here. How do you do it?

L.G.—I never reveal my sources. Professional ethics, you know. But you'd better get going. You only have a month until the CLEPS.

(He exits, leaving *SKIPPIN* in the spotlight)

SKIPPIN (as the music builds) I feel a little guilty, but, (he sings)

Playin' the grub, and hittin' the books,
Is not my idea of the way life looks.
When you're extraordinary
Ya gotta do extraordinary things.

(speaking) To pass, that is.

(lights out)

.....

(Over the next month, *SKIPPIN* does a lot of skippin' of class, labs and minyan, feverishly preparing for the CLEPS. Scene 4 opens in a room full of anxious students waiting for the test to begin)

SKIPPIN (singing) To dream, the impossible dream...

(The *LEAD GRUB* appears from behind a desk and addresses *SKIPPIN* in a loud stage whisper) Wrong play, dummy! That's next year. (Gesturing to the other students)

Come on, you guys, get the lead out—let's

get on the next song, okay? (muttering to himself as he climbs back under the desk)

Amateurs! I can't stand working with amateurs!

(The students hastily push aside the desks and find their places as *SKIPPIN* begins to sing.)

Give me a CLEP test that's simple and quick

Give me a pencil that's steady,

Tell me which ones of the answers to pick,

Then give me a month to get ready,

Some people say that these tests are a fake.

That the credits I'll get aren't worth it
But with all the things I have to take
It's the only way I'll make it.

(the chorus joins in)
Oh, I'm sick of this cleppin'
Just a couple more and then it's out I'm gettin'

Back to the grind, 'cause boards are in the fall

In just no time at all.

.....

(Scene 5—Four hours later. As the curtain rises we see *SKIPPIN* entering his dorm room. The *Lead Grub* is waiting for him.)

L.G.—How did it go?

SKIPPIN—Just great! How can I ever thank you?

L.G.—Well, uh, actually there is a favor I've been meaning to ask you...

SKIPPIN—Yeah, what's that?

L.G.—Well, I want you to take out my sister.

SKIPPIN—Where's she from? Barnard?

Queens? Brooklyn?

L.G.—No, uh, Stern actually...

SKIPPIN (not too eagerly) Well, okay, I guess I owe you one. How about if you give me her number? I'll call her up some time.

L.G.—No, I have a better idea. She's waiting downstairs. I'll bring her up.

SKIPPIN—You can't do that!

L.G.—Sure I can. It's Sunday, remember?

SKIPPIN (doomed) Oh, alright, go ahead.

(The *LEAD GRUB* exits and returns seconds later pushing a screen upon which is painted the portrait of a girl in a denim skirt and kneesocks.)

L.G.—Skip, meet Sis. Go ahead, romance her a little. Sing her a couple of songs.

SKIPPIN—What kind of nut are you? You expect me to sing to a dummy in front of all those people?

L.G.—Oh, come on kid! This is a *frum* play, right? No girls. Just start singing.

SKIPPIN—Forget it. This is the last straw, I quit!

(He stomps off the stage. As the curtain closes, the spotlight is on the *Lead Grub*, who is shaking his head and muttering)

L.G.—Amateurs! I can't stand working with amateurs!

The End.

Book Bends

The latest bulletin from the Hedi Streambog Library has announced that in keeping with Federal directives mandating continuous thermostatic settings of 80 degrees in order to save fuel, a system has been established which will maintain this temperature all year round. The advantages of this system are many. For the first time, the college will be able to offer a course in tropical botany since a suitable laboratory environment is now available on the library mezzanine. In addition, our adherence to Federal directives insures our continued eligibility for certain Federal funds. WE WILL BECAUSE WE MUST.

- Books you'll probably want to miss: *Women in Medicine*—A Sourcebook—300 pp., published by the Society for Female Physicians.
- Women in Law*—A Sourcebook—350 pp., published by the Association of Women in Jurisprudence.
- Women in the Kitchen*—A Sourcebook—2000 pp., published by the American Committee of Domestic Engineers.
- Women in the Rabbinate*—A Sourcebook—2 pp., published by Hebrew Union College.

Circling the City

Free tickets to events at the Moscow Olympics. Comes with instruction guide on "How to Paper Your Walls with Useless Things." Tickets and guides available at participating hardware stores.


"Upper East Side Story" playing at the Decade Theater on Broadway and 46th Street. Contains original cast members from "West Side Story" who have made it.

"How to be a Grub in Five Easy Lessons." Five cassette tapes made available by several YC boys. Contact your Student Services Office for details.

"Where Have All the Chagigas Gone?" new tune by the "Looking Crowd". Available on Capitol albums and tapes in record stores everywhere.

President Mooshine and Schnorer, in following the example set in the mid-East, are opening diplomatic relations by exchanging ambassadors of peace. However, the ambassadors will not take up residence in their new places of appointment.

Free! Come To The President Suite (8E)
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