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THE OBSERVER

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—Teachers Outraged—

Stern and YC Faculty Hold Teach-In

Rachel Katsman

A buildup of what YU faculty members consider inequitable and exploitative conditions led teachers to take a job action on Monday and Tuesday of this week at both the Uptown and Midtown campuses.

The job action, in the form of a teach-in, gave faculty members the opportunity to inform students of their financial plight, and to discuss what positive actions can be taken by students, faculty, and Administration to help alleviate the problem.

Classes met as scheduled, but discussion of the faculty's situation preempted covering of course material.

This is the first time in YU history that the faculty has officially called on active student support to aid in its battle against the Administration.

Initially, the job action is an expression of faculty rejection of the Administration's offer of a 7% salary increase, which it sees as inadequate. But according to the Faculty

Welfare Committee, much more is at stake than a one-time pay increase. In a statement issued by the FWC at the beginning of the week, the purposes of the teach-in were described as follows:

- To discuss the faculty's increasing financial distress
- To inform students about the Administration's continuing policy of disregard for the dignity and well-being of their teachers and rabbis
- To inform students about how administrative positions on financial and governance matters affect the quality of YU's academic life
- To seek student support of efforts to gain reasonable salaries and respect for all faculty members

If the Administration remains inflexible after this week, there will be escalating job actions with more severe consequences.

Apart from whether or not the teachers are justified in their complaints, there has been controversy over the appropriateness of the action at this time. One of the clauses in the ballot, which succeeded by a vote of 45 to 14, stated, "Faculty and

students recognize that classes missed will not be made up, but that the material described in course syllabi remains subject to examination." Students, however, were not informed of their stake in the matter until the teach-in was already in progress.

According to SCW Dean Karen Bacon, going about a protest in this way is counterproductive and leads to poor relations between the students and faculty.

"The students are being used as ransom in the faculty-Administration negotiations," the dean commented, "and no student should be made a pawn against her will in a battle that's not her own."

The FWC contends that students were given much consideration in the issue and this is precisely why such a comparatively mild form of action was taken. Suggestions for other types of action, which were defeated, included not giving out final exams or distributing grades—something much more injurious to the students. The committee also stressed that given similar circumstances, other universities would hold an all-out faculty strike, and it was specifically out of student consideration that the faculty chose this approach.

The FWC began negotiations for a pay increase last December, and by March, the 7% figure was tabled by the Administration. The committee at that time was headed by Dr. Norman Rosenfeld, later appointed dean of YC. Dean Rosenfeld said he felt that at that time the Administration would be inflexible to higher salary increases, but that there would be more of a possibility of success to negotiate benefits. The Administration did ultimately offer six months of the premiums on a disability insurance plan and granted a tuition remission from 50% to 75% for children of faculty members attending YU high schools or undergraduate colleges.

In June, the chairmanship of the FWC

Cont. on p. 8, col. 2

Faculty Passes Senate Proposal

Esther Stiefel

Until last year, students at Stern College were granted the opportunity of taking a CLEP test in English literature that would, upon successful completion, exempt them from the English literature requirement.

Last year, however, the rule was changed. It was decided that successful completion of the English literature CLEP test would exempt the student from English 3 and 4 but would not exempt the student from the English literature requirement. This meant that a student would have to take two other English literature courses instead of English 3-4.

According to Aliza Twersky, chairperson of the Stern College Senate, the change was an attempt on the part of the English department to have a unified policy with Yeshiva College.

In November of this year, the Stern College Senate passed a proposal made by Leeba Clark, junior class senator, to revert back to the former policy of allowing students to be exempt from the English literature requirement by successfully completing the CLEP examination.

A faculty meeting was held on December 24 to vote on the Senate proposal regarding the CLEP test. Aliza Twersky was invited to address the members of the faculty before the vote. She explained the details of the proposal and pointed out several facts that she felt the faculty should consider before making the final decision. She mentioned that the supporters of the proposal were not advocating that the formal classroom experience is not valuable and beneficial but rather that some students feel overburdened with requirements. Ms. Twersky also pointed out that the vast majority of the students opt to take the English literature course rather than the CLEP. In the past only 15 to 18 students took any of the six CLEP tests available. This year 27 students took various CLEP tests—still a small percentage compared to those who chose to take the course.

The faculty favored the proposal and voted in favor of reverting back to the old rule.

Leeba Clark, initiator of the proposal, reacted to the vote by saying, "I am glad that the faculty passed this proposal

because the CLEP tests are supposed to alleviate students' heavy work loads, not add to them. A CLEP test which does not result in exemption is simply not serving its purpose."

Aliza Twersky stated that it was a "logical and correct step taken by both Senate and faculty to correct an injustice done to the students."

YU Sponsors Business Lectures on Wall Street

Yeshiva University comes to Wall Street in a five-part lecture series beginning December 2 at the auditorium of Oppenheimer & Co., One New York Plaza on the 32nd floor.

Guest speaker at the initial lecture was President of Yeshiva University Dr. Norman Lamm, who spoke on "Business Ethics: A Jewish Perspective."

Dr. Lamm gained wide recognition for his writing and discourses on Jewish Law as it relates to contemporary problems involving science, technology and philosophy. A man of faith, he has written extensively on Talmudic law, particularly in comparison with American Constitutional law.

This is the first time that Yeshiva University has sponsored lectures with leaders of the financial community.

The lecture series will utilize for background reading the book *Free Enterprise and Jewish Law*. This volume compares Jewish law approaches to various economic issues revolving around the values of contemporary efficiency and freedom. It synthesizes economic analysis with Talmudic responsive literature and position of Jewish law on contemporary issues.

The second lecture will be on January 6 at the offices of Bear Stearns and Company, 55 Water Street on the 50th floor. Guest speaker will be Rabbi Saul Berman, an attorney and Chairman of the Jewish Studies Department, Stern College for Women. He will speak on the topic of "Regulating the Market: Disclosure Obligations."

Dr. J. David Bleich will be the guest

speaker at the third lecture on February 3 at Salomon Bros., One New York Plaza, 41st floor. Dr. Bleich is an associate professor of law, Benjamin N. Cardozo School of Law. He will speak on "Public Debt Finance: The Constraints of Usury."

The fourth lecture will be held at Bache Halsey Stuart Shields, Inc., 100 Gold Street on the lower level on March 3. Guest speaker will be Dr. Irving Greenberg, director, National Jewish Resource Center, who will speak on: "The Ideal and the Real: Ethics in the Marketplace."



The Students above take advantage of the wide variety of merchandise offered at the new Student Council store. Milner's Market is open Monday and Wednesday nights from 7:00 p.m. until 10:00 p.m.

THE OBSERVER

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Equal Rights at Stern

Yeshiva University generally makes a policy of striving for equality within the women's and men's colleges, but there is one issue which, for the past several years, has not been dealt with equitably—specifically, the financial situation of the dorm counselors at Stern.

This fall, the administration, under the direction of YU Senior Vice President Dr. Israel Miller, took a definite step in the right direction by granting Stern's dorm counselors a long-overdue raise in salary. The move was commendable and should be lauded, but unfortunately it is not sufficient to remedy the extent of the problem.

Even with the raise, there is nearly a \$1,000 discrepancy in terms of total benefits between the d.c.'s at Stern and Uptown. (This differential does not take into account individual cases involving financial aid, where the differential could be lower.) Undeniably, it is true that the job descriptions for the two campuses differ. Each floor counselor Uptown is responsible for 46 students, compared to a 30-to-1 student-counselor ratio at Stern. In terms of technical duties, the Uptown d.c.'s do have more responsibilities. While both schools require each counselor to be on duty on an average of once a week and once every third Shabbat, to keep an eye on general floor maintenance, and to constantly be available for social, academic and emotional support and advice, Uptown d.c.'s are officially supposed to wake up their floor for morning *minyan* and must be available in their rooms every night after 10:30. There is also a large stress on religious guidance Uptown—dorm counselors as a rule are in the process of studying for, or have already received their *smicha*.

However, the strain on a d.c. cannot accurately be classified or measured in terms of technical duties on a job description. When a d.c. at Stern builds 30 simultaneous relationships as big-sister-guidance-counselor-emotional-supporter-shoulder-to-cry-on, that is an immeasurable mental strain, not necessarily more of a strain than an Uptown d.c.'s experience, but certainly *not* less.

In addition, the technical differences do not warrant the following discrepancy in financial breakdown. Stern d.c.'s receive \$925, paid in monthly installments over the year, but must initially pay for their dorm room. D.c.'s uptown essentially are paid \$1,000 for the year, and receive free dorm. With the dorm fee presently running at \$825, Uptown d.c.'s wind up with a clear \$900 advantage over Stern. Another way to look at it is that the Stern d.c.'s have a total salary of a free dorm and \$100 for the year.

Stern d.c.'s deservedly received a \$200 bonus this fall, but that is tempered by the fact that dorm fees, which they must pay, went up \$100.

The administration contends that in reality, this is not an accurate discrepancy because, in fact, many of Stern's d.c.'s receive financial aid for the residence hall, so they are not initially paying out a full \$825. But it is unfair of the administration to use a student's financial aid as a yardstick to prove the situation equitable. Financial aid is totally irrelevant to the issue. Salaries for identical performance must be contingent on objective worth not subjective need.

The primary excuse for the poor financial conditions has always been that d.c.'s are extremely dedicated people and apply for the positions regardless of salary. But this attitude can come dangerously close to priming exploitation. Even if the d.c.'s are willing to work for next to nothing, they deserve to be paid what they are worth.

It is praiseworthy that the administration had the sensitivity to see the plight and to have given a salary increase this year to help alleviate the problem. Unfortunately, one bandage does not necessarily heal the wound. The conditions should again be reevaluated and reformed until total equity is achieved.

Letters to the Editor

Union Busters?

To the Editor:

Every year YU presents a Hillel Rogoff Memorial Lecture at SCW. This worthy tribute to a YU alumnus has brought us such prominent Jewish intellectuals as Elie Wiesel, Abba Eban, and recently, Cynthia Ozick. As a means of exposing students and faculty to some of the finest minds of our time, of expanding the intellectual horizons of the YU community, and of reaching into the rich treasury of Jewish American culture, the lectures are unexceptionable.

But in the past four years a terrible irony has overtaken the lecture series. For Hillel Rogoff was, as the lecture announcement informs us, "active in the Socialist movement and in the Jewish Labor movement, . . . one of the most important contributors to the success of unionization efforts in the garment industry." And YU has become—let us not quibble over semantics—nothing less than a union-buster.

What would, in short, the late Mr. Rogoff have said about a university administration that egregiously underpays its faculty while handsomely taking care of its own inflated salaries? How would this Socialist have felt about the lack of any real faculty participation in university governance and about the faculty's having to resort to unionization in order to salvage its dignity? Can one imagine the response of this "activist in the Jewish Labor movement" to the spectacle of a Yeshiva University administration resorting to the courts to destroy a union desired by a large majority of the faculty rather than acceding to the NLRB's mandate to negotiate with the faculty? How would this "important contributor to the success of the

unionization efforts in the garment industry" have greeted the cock-and-bull story the administration told the courts about faculty governance at YU? And does the Rogoff family, through whose benefactions the lectures were made possible, know of how the family name is being used by YU to grace the very things Hillel Rogoff opposed all his life?

The seventeenth-century Puritan Richard Baxter aptly took note of the peculiar human habit of zealously "building the tombs of the prophets and over-honoring the dead saints" while ignoring what they stand for and fighting against the living disciples of those same prophets and saints.

Manfred Weidhorn

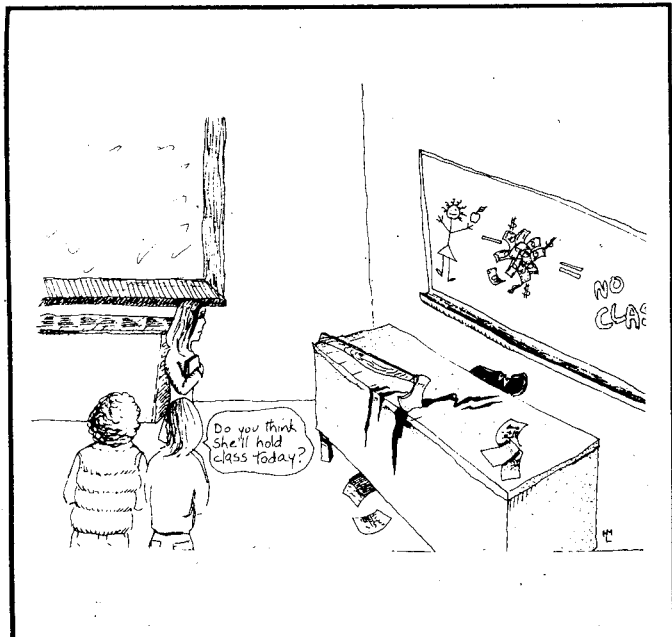
The Falasha Tragedy

To the Editor:

The Holocaust in Europe was not that long ago. We still say "Never Again." But for whom? Do we really want to stop a disaster for the Jews before it is too late? Yes! In Ethiopia. Yes, there are Jews in that far-off land. They emigrated from Israel after the destruction of the First Temple. They call themselves *Beta Yisrael*, or as we know them Falashas. They aren't real Jews you say? Well, according to the first Chief Rabbi Avraham Kook and today's Sephardic Chief Rabbi Ovadia Yosef and others, these black Falashans are definitely halachically Jews! They have always kept every Biblical Law, because they never possessed the *Talmud*.

Then what is the problem? It is Israel, the *Knesset*, the government of the Jewish homeland. They are not moving to help them. Oh yes, it has to be arranged with the difficult Ethiopian government. When

Cont. on p. 3, col. 1



From the Editor's Desk

Tangled Wires

By Jill Stamler



In the October 30 issue of *The Observer* Julia Beyer wrote in her column: "Communication is the means by which an organization is bound together. An organization, no matter how it is structured, is strengthened by a steady and open interchange of ideas between its members."

It is true that an organization gets its strength from an open interchange of ideas however, this communication is almost impossible if the institution is not well-structured.

Such is the case at Yeshiva University.

That is, the locations of the divisions, particularly the physical distance between the undergraduate schools, causes an emotional distance between Stern students and the University. Most of the administrative offices are located at the main center. The only means for direct communication between Stern students and the administration, besides the long, dangerous route by subway, is inter-office mail. When the need is more urgent, inter-office telephones are available for the student's use. However, there is a problem with the interoffice phones. Frequently, the administrator is not in his office when the student calls. Therefore, the student is asked to either call back or leave a message. But, the time it takes for the administrator to return the call, or for the student to re-contact the administrator, a period of almost a week has elapsed. This is frequently the case when an *Observer* reporter is under deadline pressure. The reporter, who requires an immediate response from a particular individual at the main center, usually does not receive the information until a week later. This is not because of an intentional shunning on the

part of the administration, but is due to the physical structuring of the school.

Another problem which arises from the physical distance between Stern and the "main campus" is that Stern students do not know the functions of the administrators. For example, students know that Rabbi Israel Miller is vice president of student affairs or that Dr. Blanche Blank is vice president of academic affairs, but how many students are aware of what their jobs entail, or under what circumstances they are to go to them? Very often students with problems go directly to Dean Bacon, when a particular administrator is the one who should have been contacted in the first place.

Unfortunately, there are no clear-cut solutions to these problems. To suggest that the schools re-locate, is ludicrous. However, something must be done so that there can be a normal flow of communication. Interoffice telephones are not the answer. The telephone is an impersonal tool not conducive to face-to-face encounters essential in certain situations.

Perhaps the administration should carefully consider holding office hours at the mid-town center. Although this is already being done by certain individuals such as Dr. Blank and some divisional deans, few students are aware of it. These office hours should be publicized more effectively.

Also, in order to familiarize the Stern students with the functions of the administrators, next semester *The Observer* will feature a different administrator every issue.

Proximity is vital in any communication. Therefore, in this situation, serious steps must be taken to counter the physical distance between the two schools.

Janna Kay

Falasha Tragedy

Cont. from p. 2, col. 2

Israel had to, they had planes in and out of Entebbe. Why not now? These are our brothers, sent to prisons, forced to convert!

Let's write Begin and call the Embassy here in New York! We have to stand up for our Jews when they are in trouble. Top men in Israel show racial prejudice against these "Schvartzes," as they call them. We have learned once, not so long ago. Let's not let it happen again, especially by us—Jews.

Blood Drive Successful

Dear Editor:

A successful blood drive was completed at Stern College Wednesday, December 24. Despite the inclement weather, seventy-three people showed up to donate in the dorm lounges, and sixty-three units of blood were actually collected.

I would like to thank my committee: Ellen Bart, Sandy Frankovitz, Shirley Goldberger, Nadia Kiderman, Chaya Koegal, Lisa Korman, Helen Moskovics, Shani Silbermintz and Robin Tover. These are the people who recruited the donors and gave moral support when needed throughout the drive. I appreciate the time that you gave of yourselves, and I hope that with G-d's help, the spring drive will be as successful.

Thank you again.

Sincerely,
Phyllis L. Dubinsky,
Blood Drive Coordinator

We wish to express our heartfelt sympathy to Dr. Moshe Bernstein upon the loss of his father Dr. Michael Bernstein z'l. May you be comforted among the mourners of Zion and Jerusalem.

Dorm-Ez View

Of Vampires and Tests

By Mordechai and Sema Reich



Almost all horror movie fans can conjure up an image of a bloodthirsty vampire being confronted, (usually at the end of the picture), by the hero with a crucifix. Remember the look of terror on his face, as the vampire's eyes desperately search the room for some avenue of escape? Of course there is none, and with a bloodcurdling scream, another Vampire bites the dust.

Now, think back to the last time your instructor informed the class of an impending exam. Remember the sense of panic and the desperate attempts to put off the exam to next July? Can you hear the shrieks of pain upon discovering that the exam has no multiple choice questions and that it covers material that you had on the last test? Can you understand why students and vampires are so similar? (Keep in mind that SCW runs not one but two blood drives a year).

Some students turn into bats, and stay up all night cramming, and attempt to wend their way through the exam questions using their short-term memory like radar. That works—*sometimes*. But, sometimes you're just too tired to recall the material for the exam, and after a week has gone by, you've forgotten most of what you've studied.

So what's a student to do? We have an answer which will magically turn two hours of study time into four. Imagine that—study half as much and still master the material. Here's how.

1. First of all you've got to be prepared to study at least four days a week. Compose a study schedule for yourself based on the amount of free time you have before, between, and after classes. Now cut that figure by one third to begin with. Students tend to overestimate the study time they need because they usually use their time ineffectively. Break your day up into study units with each unit consisting of not less than two hours. (Don't use a two hour break after a full morning of classes as a study unit. You need time to eat and relax. Use the remaining time to take care of other things). Most days will consist of one or two study units.

2. Select a particular place in the library or study hall for your studying. You may not study in your dorm room; there are too many distractions. Choose a table or study carrel and decide that the only thing you will do at your "study place" is your schoolwork.—No catching up on the New

York Times, no reading of other books, and no talking. If you must speak with someone, step away from your "study place" and give yourself a two minute time limit. (Always have a watch or clock with you that you can easily glance at.)

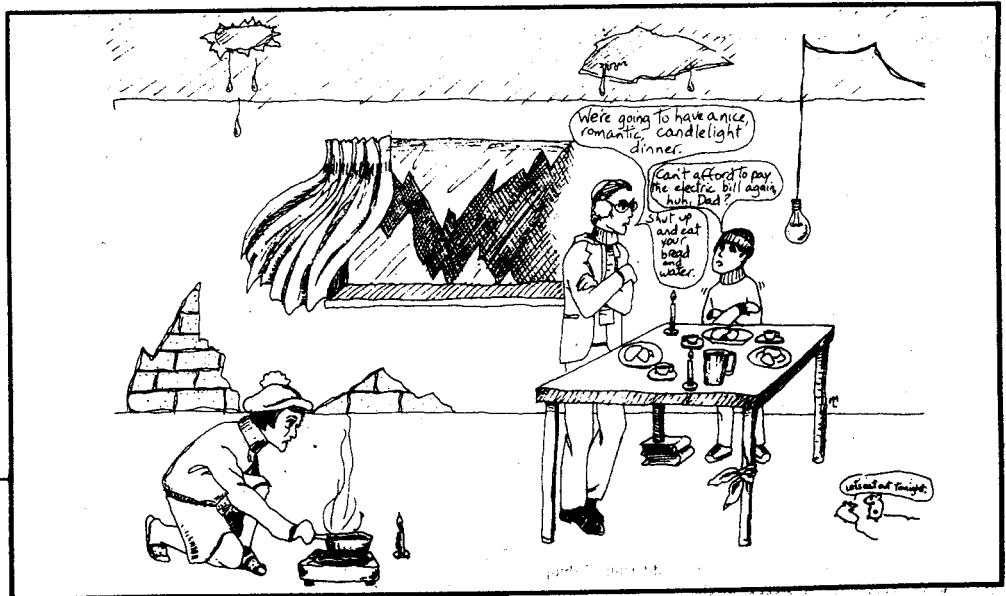
Make sure that you get up, stretch, and walk around for five minutes every hour. Allow yourself a food break after two and a half hours and make sure you're not hungry before you begin. Studying for more than four hours at a clip is counterproductive, so don't put yourself in a position where you have to.

3. Arrange your work to be done and material to be studied according to their priorities. Try not to leave things hanging. Most times, you'll be able to complete your work and study assignments in one or two "study units," but sometimes, when you're studying for an exam or doing work which requires research, you may have to use many study units to complete the task at hand.

Allot time for reviewing material already covered. Often, referring to your class notes is very helpful for review. (For good notetaking, develop your own personal short hand—f u c n r e t h s, u c n d o i t—and use "legal ruled paper" which comes in looseleaf size and has a wide margin for comments about the material or dividing your notes into topics.)

4. Make a calendar of exam and assignment "due dates," and try to work as far as possible in advance of them.

These study tips are general guides to more effective studying. Their implementation will require self discipline and the firm decision that "cramming" is immoral, masochistic, and unreliable. We guarantee that if you study effectively, you'll need to do less studying. You might even use some of your extra time to watch a rerun of a movie classic "Grandson of the Vampire Strikes Back", a moving story of a vampire who sneaks into a bloodbank of a major hospital on New Year's Day and gets drunk, and... Why tell you the rest? You'll have the time to see it.



Feature a Teacher: Mrs. Knopka

This issue, "Feature-A-Teacher" highlights Mrs. Nancy Knopka, an integral part of the Stern College Spanish Language department.

Leah Kahn

Mrs. Knopka has been teaching Spanish language to Stern students since 1962. Previously she taught in private schools in Massachusetts and New Jersey. She also taught English and social studies in Cuba and was the principal of the Temple Beth-El Sunday School in Vedado, Havana. When asked how she found her teaching experiences at Stern as compared to the other schools in which she has taught, she replied that "In order to be accepted into a college such as this, it is necessary for students to be on a high scholastic and intellectual level, and I have found them to be so, and I enjoy working with them."

Mrs. Knopka is originally from New York. She attended Barnard on a music scholarship, and Columbia, from where she received her masters degree. Since she was blessed with an innate proficiency for languages, it was only natural for her to incorporate this talent into a profession. As she commented, "In high school I took Latin and did excellently but to get into college one needed two languages, so the second language I learned was Spanish. Later on I dropped the Latin, continued on with the Spanish and added French. I feel that the more languages one is familiar with, the more international one becomes



in one's outlook toward the beauty of other cultures."

Mrs. Knopka's opinion of the two year language requirement at Stern is positive. "Of course as a language teacher I feel a tremendous value in this discipline," she commented.

Aside from her teaching career, Mrs. Knopka has put her extensive knowledge of languages to use by working as a trilingual translator and secretary.

She also has an extensive musical background and was the first bassoonist with the Havana Philharmonic Orchestra before the Cuban Revolution. She has always had a love for music.

At the present time Mrs. Knopka is working on her doctoral dissertation at NYU dealing with an aspect of *Don Quixote*. She explained "the work has great appeal for me and I consider it one of the greatest works in literature because there are so many profound truths and beauties in it."

Intro to Social Work

This semester, all students at SCW may now avail themselves of the opportunity to register for *Introduction to Social Work* (Sociology 16) being taught by Professor Rivka Ausubel Danzig of the Wurzweiler School of Social Work.

Formerly considered in the main only a prerequisite for the BA/MSW five year program between Stern and WSSW, the focus of the course is now being broadened. Regardless of whether or not one chooses to pursue the BA/MSW

prescribed plan of study, all students may now test out their interest in the field of social work and their suitability for it. The course will expose students to a wide range of social work issues and services as well as afford first-hand class visits to professionals and agencies. Questions concerning social work and related fields will be welcomed, and counselling in this regard will be offered.

For further information please call 790-0306 Wednesdays and Thursdays, 11am-3pm.

Free Enterprise and Jewish Law Reviewed

Shifra Pasternack

Free Enterprise and Jewish Law, YU Instructor Dr. Aaron Levine's first book, is the eighth volume of Klau's "The Library of Jewish Law and Ethics" series edited by Dr. Norman Lamm. The series clearly and accurately presents the halachic view of various current secular issues. Through the series, both scholars and laymen alike may now better understand such topics as "the Jewish way" of approaching filial responsibility, defilement and mourning,

stimulating and enriching text by actually comparing the free enterprise and Jewish legal approaches to various economic issues centered around the values of competition, economic freedom, and efficiency. Talmudic sources, medieval responsa, and current literature are extensively quoted as the text examines modern business processes in light of Jewish ethics.

The text deals with such topics as monopoly and restraint of trade, contract law, external costs and benefits, the role of government in free enterprise, and public finance. Analysis of these and similar topics renders the dominant theme that Jewish law rejects the concept of a self-regulated market place. Judaism steadfastly upholds its basic religious goals and promotes industrial and social justice even though value of efficiency, profit nature, and economic freedom are sacrificed in the process.

All scholars of law, history, economics, and *Talmud* should experience this remarkable book. The diligent lay reader, with the help of the glossary, can also gain insight and information upon reading this text. Dr. Levine has indeed achieved a grand accomplishment.



Dr. Aaron Levine

medical ethics, and psychology. The library directly addresses the Jew caught in a tumultuous and demanding secular world—e.g., the student devoted to both her Judaic studies and her major.

Dr. Levine, a man of indisputable genius, displays his vast knowledge of both economics and *halacha* in this intellectually

New J.S. Courses Planned for Spring Semester

By Rebecca Kupchik

The Judaic studies department will be offering three new courses for the spring '81 semester. Dr. Moshe Bernstein will teach a class entitled *Targumim*. The course offered in the core program, will focus on the methodology of the "M'targumim" and on their impact on *parshanut*. In fact, the course will emphasize that they are indeed part of the world of *parshanut*.

The other two courses, to be offered as electives, will be conducted by Dr. Havatzelet and Rabbi Willig. Dr. Havatzelet will introduce students to "the nature of classical prophecy" in a course by that name. Dr. Havatzelet describes his course as one that will view the writings of

the *N'viim* as a "particular religious phenomenon which existed for a particular period of time." It will attempt to understand the nature of distinct prophecies, the problems addressed by different prophets, and the prophets' approach in contrast to that of subsequent Jewish leaders.

"Topics in Jewish Civil Law," requested by many students, will be taught by Rabbi Willig, who intends to focus his course on various aspects of *Choshen Mishpat*, a tractate which deals with monetary law. He will also deal with relationships between man and his neighbor, both gentile and Jewish. This course which will be stressing business ethics should prove especially valuable for business majors.

Job Action Training Course

Barbara Gancz

It's time to start planning for the future. The job market is open to every capable woman. Yet how do we get the job we want? How do we beat out the other twenty applicants vying for the same position? While this dilemma is most imminent for the graduating seniors, it is not too early for all of us to start preparing.

Stern College is offering a one-semester job action training event from February 11 through May 27. Enrollment is limited to 25 participants. Tuition is \$95 and cost for course materials is \$40. It will be given in 10 sessions on Wednesdays from 7 to 9 p.m.

In charge of this program is Jacqueline May, one of the first women hired by the Information Systems Division of the General Electric Corporation to recruit personnel on the East Coast. Since she is familiar with all aspects of hiring and

strategies of personnel selection. Ms. May will be teaching students techniques for a skillful interview.

Ms. May stresses that the most qualified individual for a job will not necessarily get the position. Employers also look for poise and intelligence in the way a candidate presents oneself, which often can be equally or even more impressive than a lengthy resume. By being assertive and controlling the interview, a candidate can be assured of first-rate consideration for the position.

The course is designed to teach ambitious and career-oriented women how to get ahead in the world. To take advantage of this opportunity and enroll in the course, students may call Ms. May at 679-5965 between 10 a.m.-12:30 p.m. and 3:30-5 p.m. Enrollment is limited and students will be accepted on a first-come-first-served basis.

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Vocational Test Offered

Sima Bernstein

For the first time, Stern College offered all incoming students a chance to take the Strong Campbell Interest Inventory. According to the readout of the test results, the purpose of the inventory is to point out "work areas where your interests do and do not match those of people in different occupations."

The test is composed of three parts. The section devoted to General Occupation Theme gives a general view of the student's interests. The degree of the student's interest in various areas is measured by the Basic Interest Scale. The Occupational Scales indicate how the student's interests concur or differ with a variety of people employed in different occupations.

According to Mrs. Ethel Orlian, assistant to the Dean, SCW's decision to administer the test was based on the fact that in the past, large numbers of students have had difficulty in choosing a career and sought career guidance from Stern ad-

ministration and faculty. Dr. Israel Miller, senior vice president, thought that the Inventory would be helpful to students faced with this indecision and would also expose the students to the many areas of employment open to them.

Eighty-eight of the 199 students who entered Stern College in September took the Inventory during Orientation Week. All but four have come in to see their results. The cost of the project to Stern was an estimated \$400. There is speculation for continuing the program next year.

Most of the students interviewed felt the test was somewhat silly for someone who knows where his/her interests lie. There was a common consensus among the students that the test "didn't tell me anything I didn't already know." However, the test was recommended by those students who are unsure where their interests lie and/or those who are undecided about their major.

NATO is Focus of Washington Trip

By Amy Shollton

Do you know how many army units the Soviet Union has on its German border? Do you know if the United States has the right or responsibility to use military force to protect the NATO oil interests in the Persian Gulf? If you answered "no" but wish you knew, then you should have joined the Stern/Yeshiva College Political Science Society's trip to Washington, D.C., December 7-10.

This semester's trip concentrated on the position of the United States in respect to its NATO allies and the Warsaw Pact countries. For four days the forty-five

participating students studied that issue from every angle.

The trip, organized and led by Yeshiva College students Mike Rose, Silvio Tarranda, Eddie Izzo and Shalom Lamm, had its first stop at Arlington National Cemetery on Sunday afternoon. Seeing the masses of soldiers' graves made the participants realize in a concrete way the numbers of people who would be affected in a future war.

The SC/YC group then began its hectic schedule of appointments at the Pentagon, Selective Service, and the Congressional Office of Management and Budget. Key speakers who addressed the group were Congressman Bill Gradison, first district of Ohio, Professor Robert Osgood of the Johns Hopkins School of Advanced International Studies and Mr. Pat Hillier, an analyst of the military for the Congressional Budget Office.

The trip consisted not only of work and lectures. Evenings were free and found most of the contingency in Georgetown, the Greenwich Village of Washington. Attending a Senate session, visiting the Smithsonian, and seeing President-elect Reagan during the meeting at the Republican National Committee highlighted the trip.

As summed up by Emma Burszty, president of the Stern College Political Science Society, "We feel that the trip was productive as we learned about NATO, our government and politics besides having a wonderful time." The Stern and Yeshiva College Political Societies are hoping to plan another trip for the spring semester, either to Washington or to Ottawa.

Sunday Brunch Performs on Tuesday

Mindy Silverman

Sunday Brunch on Tuesday? Why not! Those of you who trudged out on the wintery eve of December 9 were witness to a delectable treat—The Sunday Brunch Company. The vibrant group is comprised of four talented actors: Judy Heineman—the coordinator, Jean Reynolds, Jim Pappas and P.J. Willard. The ensemble was formed in 1972, and has since been performing throughout the New York area at various colleges and clubs. They are currently performing in SoHo—every Sunday evening.

The SCW Speech Arts Forum (Phyllis Dubinsky, coordinator) and the Morris Epstein Forum of the Arts sponsored this special program in which poetry was brought to life. The selected material ranged from the works of such poets as Sylvia Plath and Dorothy Parker to T.S. Eliot and e.e. cummings. Included in the program was a unique segment on the correspondence between T.S. Eliot and Groucho Marx.

Poetry is meant to be read aloud and experienced by all the senses. So next time you hear of Sunday Brunch being served, indulge yourselves. You're in for a delicious treat!

Speak Your Mind Freedom of Speech

There has been much controversy lately over pro-PLO speakers who have recently been addressing audiences all over the United States. In light of the fact that the PLO openly calls for the destruction of Israel, how do you feel about PLO sympathizers being allowed to speak publicly in the U.S.? We ask you to SPEAK YOUR MIND.

GAIL SILVERMAN, jr.—Does the PLO have the right to speak in the U.S.? Most definitely, yes. Freedom of speech is a right granted by the Constitution to everyone. Just because we disagree—however strongly—with what its representatives have to say, we have no right to stop them from expressing their views as long as they do not physically harm anyone.



DAVIDA SARINA POMRENZE, soph.—Would they allow "Son of Sam," Mark David Chapman, or the Slasher to speak publicly?



MICHALE LIBERMAN, soph.—I wish that terrorists weren't given the right to speak and influence others, but this is a free country. The PLO has as much of a right to speak in the United States as anyone. Without free speech those opposing the PLO wouldn't be assured of a right to speak out either.



AHAVA GOLDMAN, jr.—Unless they are advocating violent acts against the U.S. government or its citizens, they have a right to free speech, but we have an equal right to try to stop people from listening. This can be achieved by counter-demonstrations and anti-PLO publicity, but I feel that violence to achieving this end is a *chilul Hashem* and in the long run is self-defeating.

DENA BILUS, sr.—According to U.S. law, the rights given the PLO and similar groups are the very rights that enable us to speak out against them. Just as they maximize their First Amendment rights, it is up to us as Jews to maximize ours—we have a moral obligation to do everything in our power to disprove their twisted philosophy, which unfortunately has received worldwide sympathy.



EVE HANKOFF, former Stern student—What kind of rights do they have? They proudly take credit for throwing babies out of windows and bombing innocent communities. All they have is the right to a fair trial.

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It's That Time of Year Again

It's nice to be able to laugh at ourselves once in a while—especially at Finals time. Good Luck and see you next semester.



In order to get a good step on the stairwell, reserve your seat early.



But you don't understand, I don't have any notes from that class.

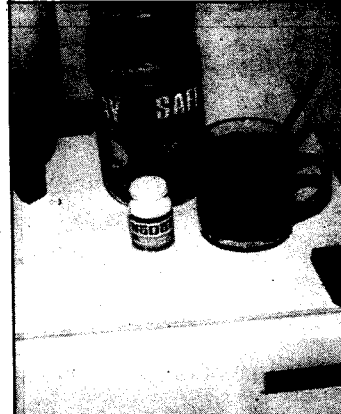


"Okay, whose turn is it to go to 7-Eleven?"



Even the social life suffers during finals.

Now I lay me down to study, I pray the Lord I won't go nutty. And if I fail to learn this junk, I pray the Lord I will not flunk. And if I die don't pity me at all, just lay my bones in the study hall. And pile my books upon my chest, and tell my teachers I did my best. So now I lay me down to rest, and pray I pass tomorrow's test. And if I die before I wake, that's one less test I'll have to take.



Baruch HaShem. Only 72 hours left!



"I'm really in the mood for popcorn but I'll finish this chapter before I make it."

Come on girls let's take this seriously.

No time to waste—my life depends on this final!

Critical World Jewry Issues Discussed at AZYF Conference

by Aliza Epstein

This past weekend I had the unusual opportunity of participating in a weekend sponsored by the American Zionist Youth Foundation (AZYF). Most people hear "AZYF" and they immediately change the subject. As Jewish Americans (and not American Jews) we want no connection with the type of secular Zionism it seems to represent. Many find it difficult to accept them and yes, even question their validity.

It was only after some coercion from Dena Bilus, the co-chairperson of the Israel Affairs Committee, that I consented to attend the Fourth Annual New York/Long Island Regional Israel Organizing Conference at Stonybrook. The program included:

1. Updates on issues facing world Jewry, Israel and the Zionist Movement.
2. Information and workshops on effective campus organizing and Israel programming.
3. Information on programs, opportunities and settlement in Israel.

I felt that this weekend could teach me how to run Israel-connected activities on campus as Shaindee Weistock and I are co-representatives for CAT (Chevrat Aliyah Toranit) on Stern campus, and I was happy with what I learned.

Stonybrook is a beautiful campus, and the weather was phenomenal. The turnout was fair—approximately 50 students (six of whom are active members of CAT), but all those who attended gained much from the very productive weekend. Dr. Emanuel Lotom, the Israel Consul for Academic Affairs, spoke *Shabbat* morning, and the

Deputy Consul General, Honorary Minister Benjamin Abileah spoke *Shabbat* afternoon.

Both speakers stressed how important it is to organize pro-Israel activities on campuses throughout the United States, as Israel is presently experiencing a very serious public relations crisis. Fifteen years ago hardly anyone was concerned with the demands of the PLO. Today, the Palestinian refugees are a major concern for all. Since the Six-Day War, they pointed out, Israel has not been viewed as the underdog, or the oppressed, but as the oppressor. Both speakers mentioned the recent incident where a story on the moving of an Israeli zoo was shown on nationwide television. Dr. Lotem stressed how this shows that everything we do is under much scrutiny. The Consul General expressed gratitude for stories like this, for they depict the Israeli as a peaceful family man and not as a violent killer.

Barry Levenfeld, who is affiliated with the Israeli Mission to the UN, showed how every branch in the UN has a sub-branch specifically on Israel, whether it be on terrorism or women's rights.

One of the many highlights of the weekend was my second meeting with a member of TELEM (T'nuat L'Tzionut Magshimah)—the movement for Zionist fulfillment. TELEM urges all Jews to reevaluate the status of world Zionism. Though I don't agree with all the tenets of this new "movement," its basic goals should be amenable to all. We are approaching next year the centennial anniversary of the

First Aliyah of the *Biluim*, yet today where is their pure and idealistic spirit? This year also marks the 100 anniversary of the birth of Vladimir Jabotinsky, the founder of a militant Zionist faction. Would he be pleased with the present situation?

David Ben-Gurion originally felt that the Jew who lived in the Diaspora and called himself a Zionist was a fraud, a hypocrite. In later years he changed his opinion. Why? As years go by, Jewish education is more and more centered around the natural acceptance of the Jew's place in the Diaspora. TELEM feels this form of Zionism should be condemned and that we must strive for a real Jewish-Zionist education and fulfill the very basic demand of the Zionist idea—Aliyah. Yet merely living in Israel is not enough. Once there we must strive for a healthy, modern Jewish Zionist Society.

AZYF, CAT, TELEM: What do they all really stand for? The existence of the Jewish State of Israel enhances the security of all Diaspora Jewry and allows us to feel safer and no longer dependent upon the hospitality of other nations. Isn't it about time we started to truly believe in what we do and say, and not merely attempt to justify and legitimize our existence? What is a Zionist, in the true sense of the word?

Hebron Remembered

By Annie Charlop

Stern and Yeshiva College students participated in a pre-*Chanukah* memorial ceremony on Monday and Tuesday, December 1-2 at the Isaiah Wall of the United Nations. A torch presentation followed by a 24-hour vigil commemorated the deaths of the six American *yeshiva* students who were killed in the terrorist attack in Hebron last May. According to Meir Indor, a resident of Kiryat Arba (a suburb of Hebron) and coordinator of the program, the purpose of the presentation was to remind the public of these modern day "Maccabees" and of their importance in modern Jewish history.

A torch that had initially been lit in Hebron at the site where the students were massacred arrived in America on Monday afternoon. It was carried to the Isaiah Wall where a candlelighting ceremony was conducted. Rabbi Avraham Weiss of the Jewish Institute of Riverdale and instructor at Stern College, led the program. Aiding him was Moshe Pack, a YC student and close friend of one of the victims in the May attack. The Israeli torch lit 51 additional torches signifying the 51 years since the 1929 Arab massacre destroyed any Jewish presence in Hebron.

Following the lighting of the candles, the torch was posted to provide light for an all-night vigil dedicated to the slain Hebron students. Laden with *gemorahs* and *sefarim*, students from Yeshiva and Stern Colleges attended the vigil and several remained there learning throughout the night.

The following Tuesday afternoon, a mass march extended from the Isaiah Wall to 47th Street and Fifth Avenue. A 25-man human pyramid *menorah* was erected and lit by the torch at sundown. Officiating at the ceremony was a representative from the Israel Consul General's office and world famous Cantor Joseph Malovani.

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Please Come to Boston

by Michael Jay Bloom

From Washington Heights to Cambridge is quite a move. But a move to what? First of all let me tell you that not everyone up here is an intellectual giant. Not even a pseudo-intellectual giant. There's one stereotype dashed to pieces.

I've had to soak up so much in such a short period of time. Why, it was just a few months ago that I was on Danciger Campus in my (baseball) cap and gown!

But let me backtrack a bit. I came up here for grad school about a month ago knowing nary a soul, and I was kind of apprehensive about not knowing anyone (O.K., so I was scared!). I knew I'd have to get used to a new city, a new school (Harvard at that), apartment life, etc. etc. I really wanted to have some friends around to make all of these adjustments easier. Well, I didn't, and maybe it was better that way (how's that for cognitive dissonance?) because I really had to prove myself, and prove to myself, that I could do it. Well, right now I'm doing it and it's going alright.

Cambridge is a really O.K. place to be. My apartment is about eight minutes from class, and 15 minutes from the Hillel. It was by going to *t'fillah* there over *Sukkot* that I got a chance to meet a bunch of people. Once I had to start turning down second and third invitations for the same meal, I knew things were *b'seder*. I must admit that there was a while that I felt kind of like a neb.

But let me digress a moment and talk about Mike Bloom's view of Cambridge rather than about Mike Bloom. First of all there's lots going on. The ambiance, I think, has many components. There are theatres, cinemas, bars, cafes, as well as "intellectual" book shops and comic book stores. And these are all in close proximity with one another. Harvard station could be seen as a mini replica of the hustle and bustle of New York, but take it from me it doesn't come close. But it doesn't have to, because this isn't the Big Apple. There are lectures going on all the time on topics ranging from Sufism to Quantum Mechanics, and from *avante garde* poetry to the reconstruction of the old city (Jerusalem, not Boston!)

Insofar as Judaism goes, the Hillel is the place to be in Cambridge. On *Shabbat* there are services for Orthodox, Conservative, and Reform. And then there's the Eagles. They fly, but they don't get high on wings, they get high on equality. It's the egalitarian Minyan, where women and men share duties.

And I can't forget to mention Israeli folk dancing at MIT. That's an "in" event to go to. I haven't gone yet, and I don't know if I will, as I've got to hang around here a little longer and let the Cambridge vibes soak in.

How about the lighter side of life up here? Well, I do sometimes get myself into funny situations. . . . I mean it could have happened to anyone really. Like how was I supposed to know which girls in *shul* were married? Anyway, I'll keep on trying. All I know is that there is really a strange mix of people here and that makes things interesting (I even met a Philo. professor from Stern!).

I still have a long way to go (as of this writing I've been here about a month). I've not yet been to Chavurat Shalom, I haven't met Charles Emerson Winchester, and I

haven't been hanging around Brookline (if you know anyone there tell them I exist—I could use some *Protectzia!*).

One thing I can say is "so far so good" and I'll let you know what happens. If you're thinking of coming up here to check things out, let me know and I'll see to it that we get some of the best ice cream this side of Boston Commons.

Michael Bloom is a YC graduate and is now attending Harvard's Graduate School of Urban Planning.

Caution on 34th Street Advised

by Civia Botnick

Last Wednesday night at 9:45 p.m., Shera emerged from the Hedi Steinberg Library. As she headed down 34th Street, she took all the necessary precautions. She held onto her pocketbook for dear life, hid away her necklaces, carried a can of mace in her left hand and a lethal weapon in her right—a bent fork. A rape whistle was positioned in Shera's mouth, and she was ready to blow on it with all her strength if someone as much as asked her the time. Her head darted back and forth, on a constant lookout for suspicious looking strangers.

Is Shera unnecessarily paranoid? Due to various crimes such as chain snatching and pickpocketing, some precautions should always be taken—especially when walking alone. Several SCW students have been victims already.

Senior, Rachel Raden, was walking to school when suddenly she heard a woman screaming, "Thief! Pickpocket! Lady, someone just stole your wallet!" Rachel looked around, anxious to see whose wallet had been stolen. When she turned around, she saw that the woman was pointing at her! She checked her pocketbook, and sure enough, it was wide open and her wallet was gone. The woman had recognized the thief because he had stolen her wallet the previous day.

The thief, scared off by the commotion, dropped Rachel's wallet on the sidewalk and fled. However, he is probably lurking around the neighborhood waiting for another pocketbook to prey on. Don't let it be yours!

Besides pickpocketing, gold chain snatching has become a very popular crime. When walking in the city, especially in the subway, take appropriate precautions.

Police officer Fred Elwick of the Office of Deputy Commissioner for Public Information, suggest the following tips to safeguard yourself against chain and purse snatchings:

1) If you display your chain, there is a greater chance of it being stolen than if it's hidden. Officer Elwick cited this as 90% of the problem. He added that "chain snatching season" is usually in the summer and spring; in winter months, chains are hidden under coats. Chain snatchers hibernate in the winter and come out during warmer weather.

2) Be alert! Most people who are victims of chain or purse snatchers are caught unaware. If you are wearing necklaces, stay alert to your surroundings.

Chain snatchers aren't snobs—they don't care whether your chain is real 18K Swiss gold or a gold-filled optical illusion. When chain snatchers spot a gold chain, they can't differentiate the real gold from the fake.

Most chain snatchers are young and operate in groups. One of them creates a diversion while the other steals the chain.

Chain snatchings have increased in direct proportion to the rising price of gold. Chain snatchers are tempted by the large financial dividend they can gain by reselling the chain. Chances of recovering stolen chains are minimal since chains bear no identifying marks.

Since the summer, there have been at least five deaths connected with gold chain snatchings in New York City. . . . so next time you go outside, especially if you're alone, take some of Shera's precautions!

Faculty Teach-In

Cont. from p. 1, col. 4

was transferred to Professor Ed Levy, chairman of the music departments at YC and Stern. The outcome of a poll taken by Prof. Levy over the summer indicated the faculty's non-acceptance of a package if it included a 7% ceiling on salary increases, a figure barely half the country's inflation rate.

After more negotiations, the faculty voted down, by a vote of 35 to 33, the 7% increment. Since then, the Administration has refused to improve the package in any way. The Administration refused a suggested increase in the University's contribution to the pension fund, and refused to provide the faculty with a dental plan—a plan which does cover administrators—in addition to refusal to be flexible on salary increases.

No Funds

The Administration contends that because of the University's financial situation, it is impossible to go beyond the 7% increment. In 1978, in order to settle a \$65 million debt with the Bowery Bank, an agreement was made that YU must attain a balanced budget within five years (1983). The Peat, Marwich, and Mitchell accounting firm worked out a plan to balance the budget within this time. One of the assumptions made by the program was that student enrollment would increase, which it hasn't. Because of this, the University's deficit for this year is larger than expected and a 7% salary raise is the most the Administration feels it can justify in these circumstances. President Lamm has promised that when the budget is balanced, there will be a quantum leap in faculty salaries.

Dr. Carole Silver, SCW representative to the FWC, said she feels that President Lamm's assertion of support is undependable.

"No university is solvent," she explained, "and saying the faculty will get a better lot when the budget is balanced—if it's ever balanced, is not a firm commitment."

"We simply don't buy this," commented Dr. Levy. "For the past 20 years the Administration has been saying there is no money, yet somehow the Administration finds the funds when it suits their purpose. They've cried wolf too many times and we won't listen anymore."

A study was made by the FWC which indicated that while YU faculty salaries are considerably lower than salaries of faculty at comparable universities, administrative salaries are consistently higher—as much as 50% higher than administrative salaries at other universities.

Full time faculty make an average salary of \$20,000, and instructors classified as "part time," regardless of the number of credits they are teaching, can make as little as \$11,000. Any faculty member with a position outside the University is classified as "part time."

"We didn't enter the field because we expected to make a lot of money," commented Dr. Manfred Weidhorn, an active member of FWC, "but we did expect to survive."

Additionally, in the past 10 years, two salary freezes were placed on the faculty, which has a compounded effect on present salaries of teachers who were in the University since then. During the faculty salary freeze in 1975, the Vice President took a \$4,000 pay increase.

Another faculty grievance is the fact that there is no consistent salary scale based on the number of years a teacher has served the institution. Because of higher starting salaries in recent years, there are teachers who have been with the University for 15 years who are receiving lower salaries than those here five years.

No Inequities

Dr. Sheldon Socol, Vice-President of Financial Affairs, attests that "there are no financial inequities either between faculty and administrators, or within the faculty. Both the nature of the different positions, and market demands, reflect themselves in salaries. It is no different than any other institution."

Dr. Levy explained that because of the outside job market situation, faculty members are at the mercy of the University, while administrators are mobile and can threaten to leave if their conditions are not acceptable.

"If the Administration is not willing to make the sacrifices they expect us to make, then we cannot take their claim as being credible," Dr. Levy remarked.

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