

THE OBSERVER

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STERN COLLEGE
FOR WOMEN - LIBRARY

DEC 20 1962



by Beverly Barr

Stern College students recently discovered the existence of a long forgotten darkroom in the *Observer* office. The room was fully furnished with equipment and supplies left from the last time it was used, nearly a decade ago.

The *Observer* room, official home of the Stern College newspaper, is situated on the ground floor of the Stern dormitory. For many years this room has been used frequently with little attention paid to the front area where, on other dorm rooms, kitchens are normally found. The doors of the kitchen had been

Students Shed Light On Old Forgotten Darkroom

padlocked and blacked over with paint and contact paper.

A few weeks ago, Mona Allen, President of Stern College Student Council and Esther Stiefel, Editor-in-Chief of *The Observer*, decided to investigate what lay behind those closed doors.

The key had long been lost or forgotten so various tools of the pick picking trade were utilized to remove the locks. When the doors were finally opened, there stood

before them a fully equipped dark room with Kodak paper, undeveloped film and more. There was also a certain eeriness about the room. It seemed as if time had stood still. Even the trash from the year the room was locked had remained in place. It was as though someone had locked the door after a night's work and never returned.

The darkroom, it was soon discovered, came to the Stern College dormitory in the late sixties

when Fayge Butler, now Fayge Posey, was first the Supplemental Editor and then Editor in Chief of the *Observer*. During her reign as editor, Mrs. Posey's uncle donated equipment from his photography store, in Pittsburgh, to furnish an entire darkroom. Linda Deroven, Photography editor during that time, cited that the main reason for the darkroom was to cut down on spending. "We did it because it saved cost. If we had an event the

day before a deadline, it cost a fortune to go to a 35 mm. developer. This way, we developed our own film and processed our own pictures for the paper." Mrs. Deroven was trained by Irvinz, Chief of the Yeshiva College photography department, when the decision was made for Stern College to have a department of its own. She in turn trained the next Photography editor and so on.

Mrs. Posey recalled that at the time the darkroom was built, "the new building for us, which is probably the old building for you, was completed and so a lot of time was spent taking pictures there." Many of the negatives and pictures

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SCDS Changes Director & Advisor

by Sharon Gottesman

The Dramatics Society of Stern College for Women has recently undergone several changes in leadership. Dr. Laurel Keating resigned from her position as faculty advisor last month.

Professor Peninnah Schram has taken over as faculty advisor, and Mr. David Kieserman has become the new director of the school play.

Marcie Yondorf, President of the Stern College Dramatics Society, explained that there had been a conflict between Dr. Keating and the Student Council regarding approval of the school play. Dr. Keating thought that this matter should be left in the hands of the Dean, Dr. Karen Bacon, while

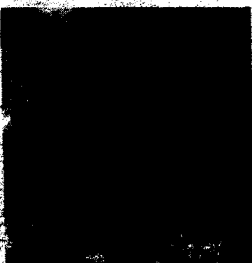
Student Council claimed jurisdiction over the matter.

Dr. Bacon supported the Student Government, maintaining that the Dramatics Society, like any other club, falls under Student Council supervision.

The Dean expressed her regret over Dr. Keating's consequent resignation; "I'm sure the students are very sad to see her go," she said. Dr. Bacon also remarked that people in the theater often have strict ideas of what they feel is right for a production.

Dr. Keating said she hoped the Dramatics Society would "maintain organization" and wished the play's cast good luck.

Professor Schram's plans for the



Dramatics Society goes through changes.

future include a Theater Arts course (Speech 23) which will be offered this spring. It will deal with the history of drama through contemporary theater, and the students will study plays "from a production point of view" as opposed to a literary perspective. Mrs. Schram hopes that students

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City Extends Dorm Parking Regulations

by Sims Bernstein

The parking regulations in front of Brookdale Hall have been changed. Parking, which was formerly prohibited from 8 A.M. to 7 P.M. including Sundays, is now prohibited from 7 A.M. to midnight, Sundays included.

Many changes in traffic regulations have been made along 34th Street. Since 34th Street is a well-traveled access route to some of the City's major thoroughfares, new laws were established to alleviate midtown traffic.

According to Mr. Paul Kanesruio, Chief of Borough Engineering, the adaptations had been made based on machine counts of the flow of traffic. However, there have been several complaints filed about the changes. Mr. Kanesruio stated that they are restudying the situation and they will "resurvey the area and get more confirming studies."

Rabbi Mordechai Reich, Dormitory Director, did not see the changes as posing problems for student "move-in" and "move-out" in September and June since

special permits can be obtained. However, he did view the new regulations as an imposition on families and friends of students who are not permitted to park in front of the dormitory building. In particular, Rabbi Reich, was the impracticality of extending the regulation until midnight since traffic becomes relatively light after 7 o'clock. Furthermore, the enactment of the regulations was unjust in that "there was no indication that the sign (No Parking) had been changed. People were ticketed unfairly."

When Mr. Kanesruio was confronted with the issue of the lack of prior notice of the changes in parking regulations, his response was, "Good question!" Nevertheless, he gave his assurance that he would be in touch as soon as the situation was studied.

It is advisable that students inform friends and relatives of the changed parking regulations. The one thing the Traffic Bureau did specify was the cost of illegal parking: \$25 for a parking ticket and \$75 if your car is towed.

Minister of Education Devotes Talk to Aliya

by Sara Kosowsky

Recently, Stern College students had the honor to listen to Zevelun Hammer, the Israeli Minister for Education.

On Wednesday night, November 17, approximately 75 people gathered in Koch Auditorium to hear Zevelun Hammer, the Israeli Minister for Education. He began his talk with a brief history of science and technology during the 19th and 20th centuries. He stated, "Through the liberation of man and society from the past, we will establish a secular kingdom based upon science and technology." He continued by commenting, "The 20th century is a mixed century: optimism and tragedy move hand in hand; man both aspires and is terrified; free and in chains; never has he felt so powerful and so insignificant."

Mr. Hammer's talk was devoted

to the topic of *Aliya*. He criticized the fact that many people feel Israel is merely a haven for social outcasts. "Does God only welcome the sick and depressed, the lost and the frightened? . . . We must make Israel a living spiritual center for World Jewry."

Mr. Hammer stated that "if you wait until the coming of the Messiah to become responsible for Judaism and a total way of life, you declare by your actions that you have no faith in *Torah as Torah Chaim*." He commented that only if our learning is on behalf of *Klal Yisroel* will it be authentic.

When asked to comment on his stand on Judea and Samaria he responded, "I supported the settlements in *Yehuda V'shomer* and support them now." He added that this arrangement is rather different than the one made with Egypt. "In *Yehuda V'shomron* we have a more profound feeling from

a strategic point of view. It's closer to our lives." He then stressed, "we shall not agree to uproot settlements. We shall not agree to have foreign sovereignty and we shall not agree to territorial division."

According to Mr. Hammer, the only realistic solution to the problem is a plan of autonomy. "It's not our interest to rule 1,000,000 Arabs . . . we have to look upon the autonomy plan as an educational and political process. We have to begin a stage and look forward and see if we can live together. We must wait to see what happens there and then we'll decide about the Arabs."

Regarding the future of the Religious Party since its failure in the last election he stated, "I think we have something to offer the . . ."

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Faculty provides challenging competition for Senior Class in volleyball intramurals.

New Drama Society Director Shares Career Experiences

by Sharon Getteman

Unknown to many students, a professional actor roams the halls of Stern College at night. Mr. David Kieserman, director of the school's production of Neil Simon's *The Gingerbread Lady*, has been conducting rehearsals several nights a week. During the day he plays minor roles whenever he is offered a job. His recent work includes a scene opposite Woody Allen in Mr. Allen's film *Broadway Danny Rose*, a scene in a Jerry Lewis film, and a silent bit (non-speaking, but with play) in the television film *Rage of Angels* with Jaclyn Smith. In fact he can be seen this month in the upcoming film *Six Weeks* with Mary Tyler Moore.

The initial experiences of Mr. Kieserman's career, however, were in the theater. He had not considered acting until he participated in his high school's production of Gilbert and Sullivan's *The Mikado*; he "fell in love" with the smell of the makeup and "it was downhill all the way."

His professional career began in college where he began directing and "acting seriously." Mr. Kieserman took many courses in dance and in acting theory but, as he comments, "I never took an acting course... I didn't study acting where I had to prepare a scene." He continued, saying, "I'm very sorry that I never studied acting formally," and recommended that all actors do so. "If you don't practice your craft," he remarked, "you get rusty."

The auditions for *The Gingerbread Lady* revealed his emphasis on "preparing a scene." They consisted entirely of "theater games" or exercises; the students did not read from a script at all. "Cold readings don't tell you much... someone could have a lucky break." The improvisation exercises he used, on the other hand, "reveal the potential for imagination and the ability to take direction." One example of this "game" is the removal of the power of speech; an actor must use only gestures and sounds to describe an event. Improvisation adds a sense of reality to the drama because nothing is planned—as in real life.

These theater games were also used in the first few rehearsals. The actors worked on imaginary primal scenes, turning points in the character's life from which the present situation emanates. The actors must understand their characters; they must know "why they are where they are in time" so that they will be able to portray the present. Theater games educate the actor, therefore, Mr. Kieserman feels that "a director is an acting teacher." "I've developed my concepts of acting," he stated, "by acting and working with very good directors."

He left the theater, however, when he graduated college. "I was too young and I was too like everyone else." Instead, he began to teach in high school until he was drafted into the Air Force, where

he soon became involved in the summer theater. There Mr. Kieserman was both the associate producer and one of the actors in the production of *The Fantastika*. For the past twenty years, in fact, Mr. Kieserman has been a regular standby (one who acts whenever he is needed) in the Off-Broadway production of this play, for about four hundred performances.

Once out of the Air Force, Mr. Kieserman received his Master's Degree in directing. While studying for his degree, he taught various speech courses and built sets for thirty-six shows, giving him experience in technical theater.

Mr. Kieserman is a jack-of-all-trades in the theater. In addition to acting and directing, he is familiar with many forms of dance. He has done some choreography and has worked extensively on the sets of shows. He stresses the importance of broadening the scope of theater experience so that an actor does not become "locked" in one element of the production.

Throughout his teaching years he directed high school plays and performed in Summer Stock where "you do ten shows in ten

weeks... so you build up a big repertoire."

Towards the end of his teaching career, Mr. Kieserman appeared in a few movies including *The Way We Were* in 1970.

In 1980, he was hired by the Governor of New York to work on the New York State Council of the Arts, where he did research and was their archivist.

Four months ago, Mr. Kieserman decided to take six or eight months to "build my career." He acts about once a week, by day, and is at Stern College at night. Commenting that he hasn't seen much of his family in the evenings, he added that this is only temporary.

"That's the interesting part of this particular field," he said. "It's temporary; you're always looking for work—always... even when you have a job you look for work... I know a week from this coming Sunday I'll be finished with this show. It will be a thing of the past. That's the ephemeral nature of theater. It's very real and very urgent now—and then it's gone, and it can never be recaptured. You

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Nurse's Notes

Headache Relief

By Mediline Wald, R.N.

When you get a headache, do you: a) cut your class; b) scream at your roommate; c) reach for the aspirin; d) all of the above? If you selected choice (d), think again, because there are other alternatives. Read on.

Headaches are symptoms of diseases or emotional disorders and cannot be cured without discovery and treatment of the underlying causes. But headaches can be "relieved." The following is a list of ways to relieve headaches without the use of drugs:

When the top of your head feels as though it's going to explode, probably the last thing you want to do is exercise. Many aches and pains, however, are caused by tightness and foreshortening of the muscles. Learning to keep these muscles loose and limber is not only the best way to help them unkink, but also the most effective way to prevent them from knotting up in the first place. Complete the following stretches three times a day:

a. For facial tautness. Sitting cross-legged on the floor, your hands either resting quietly on your knees or your fingers stretched wide apart, stick out your tongue as far as you can and open your eyes as wide as possible. Hold for at least a slow count to ten. This drains the blood from the face, helping it to relax.

b. For back tightness. Raise your arms to shoulder level and bend them across the chest until the fingertips touch. Open your arms again, widely and to the sides. Repeat ten times, always pushing out with a strong thrust.

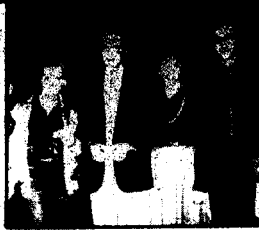
To relieve headaches in the forehead area or around the eyes, author/internist John Deaton, M.D., in Austin, Texas suggests a pressure-point technique. Spend

Stamp of Approval

by Renee Edelman

It has been brought to our attention that some students feel Student Council has overstepped its boundaries, particularly in subjecting all posters to stamped approval. I hope to clarify any misunderstandings arising from this policy.

As clearly witnessed by all dormitory residents, there is little room to advertise upcoming events sponsored by Student Council and others. The little "safe" space available (bulletin boards protected by glass, etc.) is designated as student council responsibility. Therefore, student council has devised an effective system of delimiting space. It simply requires each poster or flier to be stamped with "SCWSC Approval." This does not imply the entire university's approval, only Stern College's student council. After all, the entire University need not approve of a bagel sale. Surely each and every club and committee of this college has first rights to this limited space, than does any outside group or organization. Although non-student council related events are most welcome to advertise, priority



SCW Speech Arts Forum hosted these open recitations. (l-r) Mary Ann Blank (Annie Ward on "As The World Turns"), Peter Brinkerhoff (Director "As The World Turns"), Liz Woodman (Casting Director) and Mark Pinter (Mark Evans on "Guiding Light")

Day Of Mourning

by Beverly Barr

Students of Stern College joined the State of Israel on November 15, in observing a national day of mourning for the 75 people killed in the Tyre explosion of November 11. The explosion, which occurred at the Israeli Military Headquarters in Tyre, Lebanon, was caused by a gas leak in the kitchen of the poorly constructed building. *Time Magazine* considered this calamity the "deadliest single incident in Israeli history."

The memorial service began at noon with a few words of introduction by Rabbi Berman, head of the Judaic Studies department. Selected chapters of *T'hilim*, led by Rabbi Flaum, were recited, followed by various *T'filot* led by other members of the Judaic Studies department. Rabbi Schonfeld discussed the reason for the gathering and what could be learned from the tragedy.

Rabbi Schonfeld emphasized that the main objective was to "identify with our brothers and sisters in Israel" and that by "being here we should bring comfort to the *N'shamos* and mourners." He explained that among those killed were "our best security and intelligence people, people of the best quality," which made the loss more acute for everyone as a whole. He also mentioned Prime Minister Begin's personal grief over the

death of his wife and how that loss was magnified by happening while Mr. Begin was in L.A.

Rabbi Schonfeld went on to theorize why the tragedy happened and what message was in it for Jews all over the world. When such a calamity befalls the Jewish people, he explained, there is always a message to be learnt. He suggested that the calamity may have resulted because "there isn't enough unity—we run to non-Jews to speak critically of other Jews. This could be an *Omesh* (punishment), and calls for real *T'shuva* (repentance) and greater dedication to the love of *Eretz Yisroel* and *Ahavas Yisroel*."

Rabbi Schonfeld concluded with Rambam's words on laws of mourning, asking which is more important—visiting the sick or a house of mourning. The answer is to visit the mourner since it is comforting to the soul of the dead as well as to those mourning. He hoped that the souls of those killed "would be good advocates for us all to bring about the coming of *Meshiach*."

TAC NOTES

Maccabim In Every Generation

by Robin Tover and Debra Spector

The events in Lebanon over the last six months have affected every Jew in Israel as well as in *Chutz La'Aretz*. As Jews concerned with the well being of our people and our homeland, we have felt the pressures to which Israel has been subjected.

The Jewish people have indeed sustained a great loss in the past half year. Many soldiers who gave their lives *Al Kiddush Hashem*, defending the borders of Israel, were young adults, many even younger than ourselves. This makes the loss even more personal. It hits home.

Nevertheless, it is hard for us, as Jews living outside of Israel, to really feel the impact of the war in Lebanon. Therefore, now is the opportune time to strengthen our ties with the Jews in Israel through the remembrance of the *Chashmonaim*.

Since we will soon celebrate the holiday of *Chanukah* and commemorate the *Maccabim* who fought so valiantly to stop the persecution of the Jewish people and to re-establish the *Beis HaMikdash*, it is only appropriate to have in mind the modern day *Maccabim* as well.

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A Taste of Israeli Army Life

by Lauren Grossbaum

Each year hundreds of teenagers go on group tours to Israel. Most tours spend a week on a Kibbutz or Moshav, but some spend a week in the Israeli army on a program called *Gadna*. *Gadna* is an acronym for the Hebrew words *Gedudei Noqr*, the Youth Corps. The Corps consists of Israeli and foreign youth between the ages of 13 and 18 years. For Israeli teenagers, *Gadna* serves as a pre-army training program. For Americans it is a mere taste of army life, since they attend for only one or two weeks.

physical training and endurance. The *Gadna* program also attempts to re-educate and reintegrate delinquent youth.

During school vacations, high school juniors go to *Gadna* bases for training, or participate in such National Service projects as helping to settle new immigrants, landscaping an area, or performing excavation. The *Gadna* movement also organizes route marches, sponsors the international Bible contest, forms sharpshooting clubs and holds nationwide sharpshooting contests on *Lag Ba'omer*.

The *Gadna* program was founded in 1948. It is under the joint supervision of the ministries of Education, Culture and Defense. Membership in the corps is completely voluntary. Participation in *Gadna* can be utilized as a preliminary to required army service, or as a head start for the teenager entering a highly specialized division of the army. It trains all of its members in defense and national service, and much like the Boy Scouts group of America, it stresses good citizenship,

lessons given by regular army officers in geography, topography, marksmanship, scouting, field exercises, comradeship, teamwork and mutual aid. Those who plan technical careers enter special training divisions. Members of the air section for example, study aviation, construct model airplanes, and practice gliding. The naval section may study swimming, rowing, sailing, or navigation. There is even a *Gadna* orchestra!

Although these youths are not fully trained soldiers, the corps can

be activated in emergency by special permission of the Chief of Staff. During the Six-Day War and the Sinai Campaign of 1956, the *Gadna* Corps was actually called to active duty. Youths were assigned to replace workers in post offices, schools, hospitals, factories, and fields—and were in fact, very successful.



The American Program of *Gadna* differs from the Israeli youth program. Some girls who now attend Stern spent some time in *Gadna* on NCSY's Israeli Summer Seminar. Since they were foreign visitors, they could only experience some of the areas in which an Israeli would participate.

This summer, a typical day for the non-Israelis began at 5:00 AM when the group's regular army officer would enter and announce, "*Boker tov, boker tov!*" The group had fifteen minutes to get up and dress in their "official" army uniforms, though most of that time was spent hiking to the bathrooms. At 5:30 after morning exercises

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SPEAK YOUR MIND About Plagiarism

by Frances Ziv

Plagiarism is a nationwide problem, of increasing significance, in many colleges and universities. It is clear that plagiarism must be dealt with, but the question remains as to how. Here are a few opinions on the subject as expressed by Stern College faculty members.

Dr. Orenstein (Judeic Studies)

"The issue has to be clarified. What do we mean by plagiarism? If we are talking about term papers, they should show a certain amount of originality, but they also involve research. Wherever research is involved, you having read the sources, the paper should be a paraphrasing of those sources, rather than copying them word for word. One of the signs of a good paper would be material paraphrased with short quotes interspersed throughout!

"I think that it must be clarified to the students first and foremost what might be a temporary gain by copying material, in terms of time that is, in the long run would be a loss to the students because a paper of this sort would be a waste of time."

"In grading the paper, the student must be made to feel that the grade reflects originality and effort, which would mean that material that is obviously plagiarized would be detrimental to the grade."

"In addition, it is extremely important in a school such as Stern College that the problem should be approached from a Halachik viewpoint, stressing the problem of O'NEVAT DA'AT. Instructors, administrators, and senior students should try to influence the younger students and create a proper perspective on education viz., that as important as the grade might be, the bottom line of education is how much you have gained from the course. It is usually in direct proportion to the amount of work you have put in."

"If these values are assimilated by the other students, and by their actions they set a precedent, it will strongly affect the attitude of the younger students."

Dr. Edelstein (Sociology) "Plagiarism should be discouraged. It indicates a student's difficulty with self expression and a lack of both summary skills and confidence. Plagiarism may, at times, be unintentional. In an attempt to conquer this problem, more attention should be given to basic training in writing skills during the freshman year. Students must learn to express themselves. These writing skills are mandatory for success in many areas of professional life. Rather than adopt a purely moralistic approach and be punitive, as is easy to do, the professor is illegal, the professor should see how she or he can help students to express themselves better. Writing skills should be emphasized not only in English classes but in all classes where students are asked to express themselves through narrative."

Dr. Appel (Jewish Philosophy) "What is needed is to better instruct and educate students as to how a paper should be written so it manifests an original presentation and assessment of the subject matter that the student has researched."

Dr. Schonfeld (English) "I think plagiarism has to be dealt with more consistently and severely if Stern College is to consider itself a serious institution of higher learning and if Stern is to live up to its moral commitment as a religious institution. The students themselves have to create an atmosphere of honesty among themselves so that conscience becomes a force."

Rabbi Hain (Judeic Studies) "Because the courses I teach all involve the learning and usage of texts, i.e. "*Chumash*" and "*Halacha*" codes, the issue of plagiarism is not something I have to confront directly. My hope is that from these sources, however, the students would discover the clear prohibition to such practices both by the letter and the spirit of the *Halacha*."

Mr. Klein (Psychology) "Plagiarism, obviously, is something that should not be condoned. It is unfortunate that we often request the best from our students and expect the worst. We have to make a distinction between what would be deliberate or malicious plagiarism and inadvertent plagiarism caused by poor reference skills."

"The first thing to be done is to spend more time teaching students how to write research papers. As far as malicious plagiarism is concerned, students should be aware of the penalty involved. The minimum penalty should be failure for the entire course and possibly some sort of disciplinary action from the school itself; most likely a dismissal."

Bulletin Board

The United Jewish Appeal is awarding eight all-expense paid round trips to Israel in August 1983 with a \$500 stipend to the winners of its University Essay Contest. Deadline: April 12, 1983. Contest theme: Jewish Experience as a Source of Survival Strategies." For details see Dr. Connolly (Furst 413) or write: UJA, 1290 Avenue of Americas, N.Y., NY 10104.

Herbert Lehman Graduate Fellowships in social science, public and international affairs. Seniors only, must attend grad school in New York. \$19,000 for four years. See Guidance Center.

"The Gingerbread Lady"

by Mattie Rubenstein

This semester, the Stern College Dramatics Society is staging, "*The Gingerbread Lady*," a play by Neil Simon. This work, which was the basis for the recent movie, "*Only When I Laugh*," centers around a few weeks in the life of Evy Meara. Evy, a divorcee and former singer, returns from the hospital to her apartment after recovering from alcoholism. With the help of her seventeen year old daughter, Polly, Evy tries to put her life back together again. As she renews relationships with friends and neighbors, Evy starts to put the weight of their problems and worries on her own shoulders. Unfortunately, this soon begins to

have an adverse effect on her recovery, which, in turn, affects her relationship with Polly. Neil Simon skillfully adds some very humorous dialogue to this serious situation resulting in a very enjoyable and touching play.

This year, the audience will have the new and interesting experience of "Theatre in the round." The play will be performed in the middle of the auditorium rather than on stage. The audience chairs will be arranged in a circle with each chair facing the set.

The production is being directed by SCD's new director, David Kaiserman. The play stars Freshman Ronda Alexander as Evy, Stacie Berrin as Polly, and

Lisa Lehrer as Jeany (Evy's actress friend). Sophomore Edie Nussbaum stars as Toby (Evy's vain friend) and Deborah Fuchs as the delivery person.

There will be four performances of the play:

Wed. Dec. 8th at 8:00pm
Thurs. Dec. 9th at 8:00pm
Sat. Dec. 11th at 9:00pm
Sun. Dec. 12th at 3:00pm only

Tickets cost \$4.00 and can be obtained by contacting:

At Stern College:
Marcie Yondorf—12D
Debbie Sonnenblick—4D
Margo Rosenberg—10D
At Yeshiva College:
Daniel Leiman—Morg#329
Ralph Sutton—Rubin #611

Changes

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involved in the Dramatics Society will take advantage of this opportunity.

Professor Schram also indicated that she would like to see some classics among future school productions. She thinks that the students should "stretch themselves" and should try "more powerful" scripts, with ideas, with challenges." She concluded, by stressing that the students and the director would have control over the production and that she would be involved in an advisory capacity.

Junior Class

Ice Skating Party

Thursday Dec. 16, 8 PM
See: Rosalie 9B
Brenda 17 F

IF YOU EVER GET THE MUNCHIES...

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MILLER'S CHEESES

FRUIT TOO!

Evolution Of A College

by Judith Urbach & Shari Chaitoff
When Stern College for Women first opened its doors in September of 1954, its student body consisted of thirty three girls. After twenty eight years the College has expanded to over 500 girls. Throughout these years many people have come and gone and all have left their mark on Stern. Many faculty members though, have remained here through the years, two of which are Mrs. Esther Zuroff and Dr. Shlomo Eidelberg. Mrs. Zuroff, director of Student Services, remembers Stern's first students. Many of the girls had no Jewish background and were greatly influenced by their education at Stern. These first freshmen were very studious and eager to learn as much about *Yahadut* as possible. Some of the girls were from cities where no Jewish schools existed. These girls were very committed. Not only did they attend classes that they weren't required to take, but they bought textbooks as well. Today Stern women are much more career-minded. The students are in a rush to finish their education and embark on their careers.

about Stern College's beginnings. The idea to create a women's college for higher learning, as opposed to a seminary, was presented by Dr. Samuel Belkin, the University President, in 1953. Thanks to contributions by Mr. Max Stern, Stern College for Women was able to open in 1954.

The response to the country's first college for women under Jewish auspices was good. From the outset, the administration was very selective in choosing its student body. Only the "top girls" were accepted. In the early years, Stern College graduates received two diplomas: a Bachelor's of Arts or Sciences, and a Bachelor's of Religious Education (BRE). Only the most motivated students could complete the requirements for both degrees. It was literally necessary to study day and night for four long years. Later, the BRE was halted due to government insistence that the BRE implied that Stern College was a parochial school and therefore would be ineligible for government financial aid.

Some faculty members believe that the students of earlier graduating classes appeared to be more serious-minded. "The urge to study and devotion to the school was the top." The students were housed in another dormitory that was not as "nice" as the one currently occupied. However, the girls never complained. They were satisfied and happy that they were able to attend a Jewish college. Most of the Judaic Studies courses were taught in *lashon hakodesh*. Today, outside of the Hebrew language courses, most of those classes are taught in English. The teachers do not exert as much pressure on the students to speak Hebrew as had once been the case.

Stern College's past is very much a part of its present and future. Both Dean Bacon and Assistant Dean Orlian are Stern College alumnae. However, the most obvious sign of the strength of the Stern College roots that were laid down nearly thirty years ago, is the presence of girls who are the daughters of former students. Says Dr. Eidelberg, "It's a sign of the parents' trust in their Alma Mater."

Dr. Eidelberg has been a Judaic Studies professor at Stern College since the start. From 1955-1970, he was Chairman of the Jewish Studies department. When contacted by the *Observer*, Dr. Eidelberg spoke at great length

All In The Family

by Judith Urbach and Shari Chaitoff

This school year, Stern College has one of the largest freshman classes in its history. It comes as no surprise that so many of these freshmen are the daughters of Stern College alumnae. In a time of rapidly growing assimilation it is comforting to know that a concern for the need of continuing Jewish education still exists. While many girls are introducing a precedent in their families by coming to Stern College, others are carrying on a tradition.

Five of these traditionally oriented girls were kind enough to share some personal details about their involvement with Stern College as well as those of their parents.

Suri Davis is the daughter of Susan Bogner who graduated from Stern College in 1959. While Suri intends to be a premed major, her mother graduated with a major in education. Like her mother, Suri has involved herself in many school activities. Some of these include choir and fencing.

Sarah Barash, who graduated in 1960, encouraged her daughter, Nina Gortler, to pursue her education at Stern. Nina's plans include studying administration. Her interest in photography will hopefully be shared and expressed in the '86 yearbook.

Sara Kosowsky is involved with the *Observer*, TAC, and accounting. She is also co-chairperson of the Stern College choir. Her mother, Myrna Kretzman, graduated in 1962 with a split major in sociology and psychology. Like her daughter, Mrs. Kosowsky was very involved with student activities.

Arlene Silver graduated from Stern College in 1962 with a major in chemistry. She is now a Stern College Board member of the Alumnae. From her home in London, England, she encourages many young women to consider Stern College for furtherance of their education. One of these young women is her daughter, Lisa Lerer. Lisa plans to major in economics and is getting involved with WYUR, the Stern College play, and the political science committee.

Esther Cohen's daughter, Deena Zimand, is a health major. Mrs. Zimand graduated in 1960 with a major in mathematics and pursued a career in education. Deena's home is in St. Louis.

These five girls represent over fifteen other young women who are also the daughters of Stern College graduates. All wanted to continue their Jewish education. Many turned down acceptances from other universities in order to attend Stern College. All these girls and their mothers are very happy with their choice.

Feature Teachers Yeshiva's Entrepreneurs

by Francine Ziv

Have you ever seen that "Dynamic-Duo" hurrying through the halls of school and wondered who they are? No, they are not Batman and Robin. They are none other than Gary and Norman. Gary Ambrose and Norman Dawidowics, have come to be known as the "Eco-Duo". Hailing from New York's very own Lower East Side, these two came to Stern College's economics department approximately three years ago. These adjunct instructors came to Stern, as Gary says, for the "opportunity to teach" and, according to Norman, for "the challenge of applying (their) studies in an academic sense." Gary received his Bachelor's degree in economics from Y.U. and his M.B.A. from NYU. He is currently pursuing his Ph.D. at CUNY. Norman received both his Bachelor's degree and MBA from NYU.

College's economics department, they would like to see the University require more prerequisites for the department. They realize the difficulty involved with such action but at present no prerequisites exist. Their feelings are that such a step would enhance the level of the classes. Norman, who also taught Uptown, explains that at SCW there are freshman enrolled in economics courses who are more interested in "finding themselves" than they are in being career-oriented which is not an ideal situation. "I bring the harsh realities of the business world into the classroom and many freshmen are just not ready for it." At YU, on the other hand, the majority of students taking economics courses are juniors and seniors. There he finds about 90% of the students are career-minded as opposed to only 60% at Stern. SCW students should not be concerned that Gary and Norman prefer Yeshiva to Stern. On the contrary, they say, "At Stern the students are definitely better-looking and far better groomed than at YC."

Since they came to Stern College, the pair has seen the school "in a positive manner." There is a more serious attitude and a trend towards greater professionalism among the students. Norman says that since he came to the college in 1980, the girls have become "open

When asked how they like teaching at Stern College, both agree and say, "We love it!" Gary finds the students bright and a



Mr. Gary Ambrose and Mr. Norman Dawidowics

found controversial to deal with." This controversy and challenge are the essence of Norman's class. He says "The more a student is challenged in the classroom, the easier it will be for him or her to function in the world." For this reason, he has devoted himself to challenging all students equally. He also makes it a point to create controversy in the classroom and have the students apply solutions they feel are correct.

Gary feels that the economics Stern College have been to the students. He has helped them a great deal in shaping their career paths, in their understanding of economics and the business world as well as assisting them in shaping their career paths.

Gary feels that the economics department is in fairly good condition. "The instructors are good, and the courses are intense and on a high level. Of course, there is always room for improvement." Norman says, "The department is excellent. Over the years it has grown in improved. Greater career opportunities as well as internships have become available to eco majors."

Although Gary and Norman are generally pleased with Stern

interacting with the students and developing and sharing new concepts with them. He also enjoys seeing the things he has been studying and teaching being put to use.

The techniques used in enhancing the text and preparing the students to handle themselves is a business environment are interesting. Methods of research and presentation are discussed as well as aspects of life in the business worlds, such as professional dress codes and conduct.

Gary and Norman are enthusiastic about their courses. However, there is one minor drawback about an Eco 1 course and that is the time, 7:45 a.m. But, Gary believes, this is a step in the right direction since it gives students more free time during the day to get a job and some experience in working which will be necessary for future jobs and graduate study.

While this might leave the students more time during the day Gary and Norman find their own time is limited. Norman said he chose to take a leave of absence

continued on p. 8, col. 3

Volunteers Needed

Volunteers are needed immediately for one hour of patterning (physical therapy) each week with a severely brain damaged three-year-old Jewish girl. Training provided; no prior experience necessary. Day and evening slots open. Parents reside on West 97 Street in Manhattan. Please call Glenn (212) 799-8900 (days) or (212) 663-5784 (evenings until 10 p.m.).

On Making Aliya

continued from p. 1, col. 3

public... I hope we shall recover and restore ourselves." Mr. Hammer insisted that "we don't have to chain ourselves to one party for the future but we shall say that we have a program and ideology and we shall be with that party that shall fit more to our needs and demands."

Mr. Hammer has been a member

of the Knesset for thirteen years. He has served as Deputy Minister of Education and Culture and has been a member of the Defense, Foreign Affairs, Education and Culture Committees of the Knesset. He served as Minister of Welfare from 1975-1976 and has been Minister of Education and Culture since June, 1977.

Milner's Market

Mon., Tues., Wed., 7:30-9:30 P.M.

Across from Orange Lounge

Mandatory Senior exit exams (GRE, UP) will be given by the University in early February.

The Jewish Museum A Worthwhile Trip

continued from p. 3, col. 2

prehensive exhibition ever mounted of this American artist's work. The exhibition spans the 51 year period between 1903 and 1959 and comprises 150 paintings, sculptures, prints, and drawings. The showing encompasses the artist's stylistic range from early examples of Dynamic Cubism (Weber was one of the first American artists to bring such concepts as Cubism to the attention of his countrymen) to later expressionist figurative works. On November 14th, at 3:00 PM, a lecture entitled "Max Weber: From Paris to the Stieglitz Circle" will be given by the guest curator of the Weber exhibition. For tickets call the museum at 860-1889.

"A Tale of Two Cities: Jewish Life in Frankfurt and Istanbul, 1750-1870," on display through winter 1983, will be the first exhibition in the United States to compare and contrast lifestyles and customs of the two major Jewish ethnic groups, the Ashkenazim and the Sephardim. Specifically, the exhibition will compare and contrast Ashkenazi and Sephardi Jewish life by focusing on the cities of Frankfurt and Istanbul, the major centers of the two ethnic groups during the late 18th and 19th centuries. It will focus on differences in ceremonial art and

religious practices, as well as other aspects of the Jewish experience.

The Jewish Museum is located on 5th Ave. at 92nd Street. It is open Monday through Thursday from noon to 5PM and Sunday from 11:00 AM to 1 PM. (Closed Fridays). Free guided tours are available for individual visitors during museum hours. Admission for students with I.D. is \$1.00. For museum information call 810-1888.

How To Relieve Headaches

continued from p. 4, col. 3

gently until the headache is completely gone.

To head off recurrent attacks:

(1) Establish sound eating habits. If you must delay a meal for several hours, take a snack. Certain foods such as: red wine, aged cheese, chocolate bars, and nuts contain tyramine, which is known to trigger attacks. Avoid excessive amounts of alcohol, caffeine, food preservatives (nitrates and nitrites of cured meats, such as cold cuts and hot dogs), and flavorings (mono sodium glutamate, or for some people, salt).

- (2) Get plenty of rest—don't stay up all night, studying for finals.
- (3) Exercise regularly.
- (4) Always read and work in

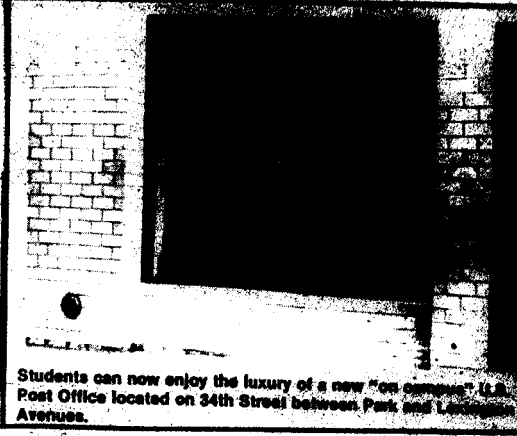
adequate lighting (fluorescent lights bring on headache attacks).

(5) Try cold packs applied to a specific part of the head or over the eyes to block out the light, heat therapy, or a shower.

(6) Avoid stressful situations. This is one of the hardest things to do. Since final exams are approaching, make a list of your subjects and when you will study them. If you are too anxious and cannot study, switch to a relaxing hobby. Know your capacities and take one step at a time.

The Student Nurses Organization of Stern College held its first meeting on November 22. Aside from the nursing students, Alice M. Hirsh, Director of Nursing, and Lorrie Klemons, Assistant

Students can now enjoy the luxury of a new "on campus" U.S. Post Office located on 34th Street between Park and Lexington Avenues.



Basic Training

continued from p. 3, col. 3

the day started in full force, beginning with an inspection at the barracks. The rest of the day would include T'flot and plenty of army training.

Part of this training involved making practice on the obstacle course, and climbing. After coming to some wall and trying to scale it, everyone on the team from the group received a lesson in the basics of their later training.

Following history classes were lessons in shooting. For many girls, it was the most exciting aspect of the program. Lessons included handling the rifles, aiming them properly, and finally practicing target shooting.

Aside from shooting, there were also lessons in self-defense. They were taught by a regular self-defense instructor, not by the group officer.

Cadets also involves training in areas that aren't as interesting. One participant recalls the time that she was on kitchen duty and had to clean dishes crusted with 3 day old food. KP duty is and always will be an inexorable part of the army!

During the late evening there was usually a lecture given by a base officer. At 10:15 it was "lights out" in the barracks, which wasn't too miserable since we knew we had to be up by 5:00 the next morning.

Professor of Nursing and Advisor to the Student Nurses Organization were present. Mrs. Hirsh and Mrs. Klemons offered words of welcome to the organization and wishes for its success.

The agenda of the meeting included adoption of a constitution and by-laws; discussion of future goals, activities and programs, and election of officers. Elected officers are:

- President . . . Molly Winterman
 - Vice President . . . Cheryl Barash
 - Secretary . . . Miriam Rosenstark
 - Treasurer . . . Wendy Sacks
- Future programs will include seminars on self-breast examination, coping with stress and health screening.

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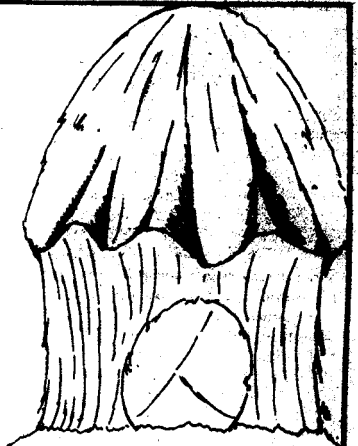
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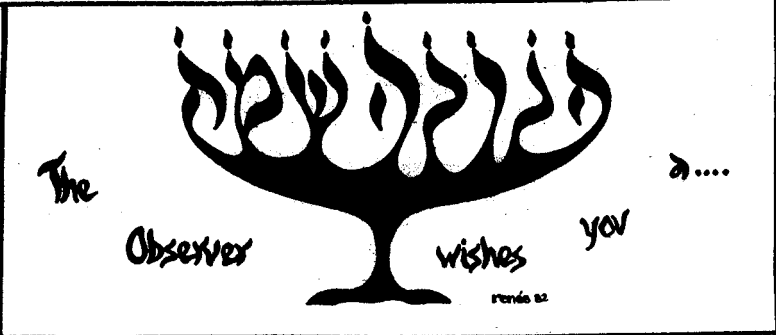
The Mysterious Old Darkroom

continued from p. 1, col. 5
 from that time still remain intact in the darkroom because of Mrs. Deroven's filing system in which all past negatives were kept in upper cabinets for future reference. Also found in the room were trays, cylinders, a timer and an enlarger for making prints.

The excitement surrounding the rediscovery of the darkroom has led to talk of a photography club with Paula Kaplan and Eden Wofsy as chairpersons. Ms. Kaplan hopes that "as girls get better we'll spread out to developing for the *Observer*, but it will take time until we reach that point. First there will be a time of learning for students."

What seems to be needed now is a qualified person to sort through the equipment and help train students to once again run a darkroom.

The question remains as to when usage of the darkroom was discontinued. Mrs. Deroven explained that she had trained someone to follow her in managing the darkroom in 1972 but after that there may have been problems finding someone to handle it. The break in the chain of photography trainees caused utilization of the room to cease and eventually it was forgotten as new editors took charge. Now that it has been rediscovered the possibilities are limitless.



SCDS Director

continued from p. 4, col. 3
 can't put it on film because there's no way to capture the essence of the live theatrical performance."

The director commented that he was very pleased with the students he was working with at Stern College. He was "pleasantly surprised" to find "mature young women with good insights..." He also mentioned that the Dramatic Society "should be doing plays that have something to do with the Jewish experience... this is a Jewish institution." Fur-

thermore, he suggested considering dramas that deal with "the twentieth century experience; the effect of being a woman."

When asked to give a message to any aspiring actresses at Stern College, Mr. Kieserman's advice was simple: "Don't go in the business... it's too crowded. If you really want to go into theater, then you have to get as broad a base as possible in all areas of theater so that you can choose what you want to do."

Initiative

continued from p. 4, col. 4
Shabbat. The blood drive is scheduled for the end of December, as is another Junior class major event.

It is most encouraging to us that students take initiative themselves. Never before has there been so many sales, events, and speakers. We applaud you for making it a pleasure to work as part of the Student Council. Keep up the wonderful work and **CHAG SAMEACH!**

TAC Notes

Up Coming TAC Events

- December 7th: Rabbi Butler of NCSY will be speaking about Chanukah.
- Menoras and candles are on sale! See Denise in 4D.
- Chanukah Chagiga—December 13th—see you there!!

Seniors

- Send your photos to Thornton Studios as soon as possible
- Submit your ads to Esther-3E or Ronnie 12G
- Submit senior information sheets to Yocheved-8E

Remaining Individuals

continued from p. 6, col. 5
 from Pace University in order to devote more time to YU.

Gary and Norman also have a financial consulting practice in which they help individuals and organizations handle business matters such as finding tax shelters. In addition, they lecture, publish and give seminars.

Although it is commonplace to think of Gary and Norman as being a pair (they have known each other practically all their lives), they think of themselves as individuals and feel that they "stimulate each other intellectually". Gary and Norman have said that they have a "strange and interesting relationship." They have left it up to us to decide who is strange and who is interesting.

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\$3.50 per person

For Tickets Contact:

Yosepha—15B

Laura—17C

Tzippi—19B

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