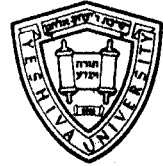


THE OBSERVER

The Official Newspaper of Stern College for Women • Yeshiva University



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Orenstein Sit-In Shows Outrage

by Linda Vlosky

Approximately fifty SCW students participated in a sit-in protesting the possible denial of tenure to Dr. Walter Orenstein during the semi-annual Gottesman Lecture on March 9, 1983. Dr. Orenstein is a faculty member of the Stern College Judaic Studies Department and former Dean of Teacher's Institute.

The Gottesman Presidential Lecture attracted students, faculty and members of the community. In addition, members of the YU administration were expected to be present thus the students seized the opportunity to make themselves seen and heard.

Participants of the sit-in lined up along the staircase leading up to the Koch Auditorium where the lecture was delivered. They held posters of protest, spoke to those attending the lecture, cheered, and sang songs such as "Ohr Zahruah L'Tzadik."

The noise, however, disrupted the lecture and a woman from the community, present at the lecture, came out to admonish the students. She was very disturbed at the lack of courtesy given to the lecturer by yeshiva students.

Most students did not want to stop. The general feeling among them was that all other approaches had been exhausted and that demonstration was the only alternative left.

A contingent of five SCW students representing the student

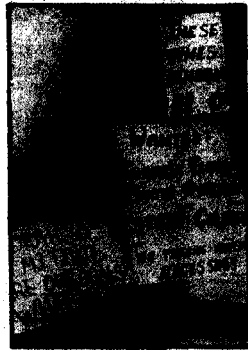
body had already met with Rabbi Jacob Rabinowitz, Dean of Judaic Studies, Dr. Egon Brenner, Executive Vice President of YU, and Dr. Norman Lamm, President of the University. At each of the three meetings the students were listened to but no help was administered.

Rabbi Rabinowitz was sympathetic and expressed a desire to be of help but his "hands were tied." Dr. Brenner had not yet looked at Dr. Orenstein's file and therefore, was unable to comment. One of the five student representatives commented, "Why didn't he just tell us not to come?"

President Lamm listened to excerpts read from the various personal letters written to him in support of granting Dr. Orenstein tenure. He looked at the petitions signed by two-thirds of the student body as well. He too appeared sympathetic and interested, but he also could be of no help.

There seemed to be no alternative but to take a more public stand. It was unfortunate that a guest speaker and scholar, such as Dr. Charles Silverman, had to be subject to such circumstances, though he did appear quite good humored about the situation.

In response to the admonishment administered by the woman attending the lecture, the students decided to relocate themselves to the lobby. They stood against the walls in a quiet manner holding



Students protest the possible denial of tenure.

the posters. In this way they no longer disrupted the lecture and it also enabled them to be seen by those leaving the lecture as they departed from the building. Community members in attendance stopped and spoke and read every poster.

The demonstrating students were asked by one woman, "For one teacher you do this?" One of the organizers of the sit-in responded, "That's right, for one teacher we do this. For one teacher and many students' futures."

TIW Phased Out

Teachers Institute for Women, a program established thirty years ago to meet the educational needs of the Jewish community, will be phased out as of September 1983. The Institute will be merged with Stern College.

According to Dean Jacob Rabinowitz, registration for T.I.W. has dropped considerably during the past few years and the University can no longer afford to keep the program in operation. Faculty members from T.I.W. have met with each of the T.I. Students to help them arrange programs for next year.

Teachers Institute for Women was established in 1952, after students of Y.U.'s Central High School in Brooklyn expressed an interest in a Jewish Studies program to supplement their secular college courses.

The original Teachers Institute was located in the Central High School building in Brooklyn. The Institute moved to Manhattan when Stern College opened on Lexington Avenue in 1954.

T.I.W.'s popularity grew quickly. Enrollment increased from only 10 women in 1952 to 150 by 1953. By 1966, enrollment at Teachers Institute had increased to nearly 450.

According to Rabbi

by Shelley Frier

Advanced GRE scores that were mailed to seniors this month present a misleading account of the students' percentile ranks, YU officials say.

Earlier in the semester, seniors took the Graduate Record Examinations in their major fields. To graduate in June, they were required to score in the 33rd percentile, or to pass a departmental examination. The measure, recently adopted by Stern, came as a result of the State Education Department's request for an accurate evaluation of Stern's curricula.

According to Professor Morris Silverman, special assistant to the Executive Vice President and Registrar of Yeshiva University from 1948-1981, the percentile figure that is displayed on the score reports indicate rank among "graduate students who have had some graduate work already." This is not the scale that will be used to qualify seniors for graduation. They must, instead, score above the

Students Score Low Percentiles

bottom third (33%) among other college seniors who took a comparable number of courses toward their majors. The numbers representing the 33rd percentile in each subject are as follows:

Biology	530
Chemistry	490
English	450
Education	390
History	450
Mathematics	460
Philosophy	490
Physics	420
Political Science	410
Psychology	440
Sociology	370

Seniors who did not score in the 33rd percentile or above must take their departmental examinations in the spring. Sources at the Educational Testing Service say that the students may choose not to report advanced GRE scores to their graduate schools.

Although statistics have not yet been assembled, an informal estimate indicates that the number of Stern students who did poorly, is slightly more than the number of YC students whose scores were just as poor. Yeshiva College, however, achieved high scores (600 or better, for this arbitrary count) much more often. Dean Karen Bacon attributes this discrepancy to the fact that most of the students do not appear to have studied very hard. "If people want to score glowingly, they just have to study," she says. Dean Bacon does admit, however, that "the curricula are not designed for this test."

Although programs at Stern and YC are not geared toward the GRE, the test was chosen by Yeshiva College as an objective evaluation over thirty years ago. Yeshiva is one of approximately 200 universities who use the GRE as an exit examination. According to Professor Silverman, the 33rd percentile was picked as a criterion because, "if you're in the lowest third nationally, you haven't learned your major properly. Nobody should ever get to the point of being a senior and not making the lowest third." Many do not, however. Seniors often retake the GRE or take a departmental exam, but no student has ever been "permanently excluded from graduation."

According to admissions officers at Ferkauf, that percentile
continued on p. 7 col. 3

Stern Scholars

by Joyce Grill

The Max Stern Scholarship Fund is offering a scholarship of \$20,000 for a four year term of undergraduate studies at Stern and Yeshiva Colleges. Dr. Michael Hecht is serving as Chairman of the scholarship's allocation committee, he together with Dean Bacon and four faculty members will decide who is awarded the scholarship.

Ten students are to receive the scholarship, five of whom will be Israeli students studying at Yeshiva and Stern. Applicants who rank in the 95th percentile on their verbal and quantitative SAT scores will be considered for the scholarship. Committee members will also evaluate the candidates' achievements in Judaic Studies as well as their potential contribution to the

secular and Jewish communities.

Expository essays discussing their goals and expectations, will be required. Letters of recommendation from high school principals, faculty, and community leaders are also among the criteria for scholarship.

Recipients will take part in an enrichment program at YC and Stern. "They will be exposed to exciting intellectual, cultural and scientific attractions available in the Metropolitan area," explains Dean Hecht. The fund will cover the cost of these activities, and will encourage students to discuss the events with their professors.

According to Dr. Hecht, the program appears promising in that it will enhance and stimulate the overall intellectual and cultural capacities of prospective students.

THE OBSERVER

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- Last day to register for the CLEP exam is March 25.
- Students are requested to pick up their grades in the Office of the Registrar. Any errors must be reported immediately in order for corrections to be made.
- Students taking courses at FIT must verify their Spring 1983 courses.

Surprisingly Low Scores Result In Departmentals

Stern seniors received their G.R.E. grades last week, and the results are not good; very few students scored above 33rd percentile. Even after a recalculation of percentiles based on more recent G.R.E. scores, as opposed to the older scores which Educational Testing Services itself uses to calculate percentile ranks, many seniors did not achieve the required 33rd percentile. As these scores are a requirement for graduation, it is expected that the students who did not pass will be given departmental exams in their majors. Indeed, students for whom there is no appropriate G.R.E. test, that is, no advanced test in their major, have already taken departmental examinations.

Two problems arise from this situation: one concerns departmental exams themselves, and the other regards the goals of the College which prompted initiation of the G.R.E. requirement this year. As regards departmental exams, they are known to be inconsistent. Some departments' tests are laughable, other departments' may be tough. If the purpose of insisting on some kind of departmental exam, be it a G.R.E. or a Stern administered test, is to test the student on comprehensive knowledge in her major, the departmental exams are not structured to achieve this goal.

Perhaps there is some other reason for insisting on some type of exam. It seems that such a reason exists in the form of The State Education Department, which suggested the G.R.E. requirement as a means of

evaluating students' work and comparing its level with that of students from other universities. But neither departmental exams nor G.R.E.s achieve this goal. Departmentals are not acceptable to The State Education Department, as they are internal examinations, and Stern students G.R.E. scores would indicate that they have not learned much about their respective majors. This, however, is not the case. Students feel they have learned, but the G.R.E. advanced tests have not tested them on what they were taught.

Is there a way out of this dilemma? As all solutions to complex situations, the one about to be suggested has been rejected by the College. This solution would be to hire an independent testing service which would design tests based on the College's curriculum. These tests could be comprehensive enough to require serious but guided study on the part of each student, and because they would be designed by an independent service they could be used by The State Education Department to evaluate Stern students' work: This suggestion is, understandably, very expensive, and has been rejected accordingly. But if the whole exam requirement is to remain, if the goals that prompted it are being harmed by its very implementation, this option should be reconsidered. If excellence is to be demanded from students, they should be tested in an excellent way, which shows how much they really have learned.

Commentator Abuses Its Power With Strategically Placed Typos

The Observer is often criticized because of its large number of typographical errors. There is, of course, no excuse for such errors. Regrettably, they result primarily from the lack of manpower (or womanpower in this case) available at Stern to read and reread the material enough times to spot all of the numerous mistakes. In any case, the errors are definitely unintentional and certainly are not meant for any destructive purpose.

Obviously, the staffs of the Yeshiva College newspapers are also limited in number and therefore, they too may be unable to proofread the articles adequately enough to catch all of the "typos." The large number of oversights is unfortunate but may be understood under the circumstances.

In the last issue of *The Commentator*, however, several of the "typos" appeared to have been

strategically placed in certain articles presumably by the intention of making those columns sound absurd. Such "errors" are offensive and totally out of place.

In fact by playing this childish prank, *The Commentator* has made a mockery of itself. More important, however, it has undermined the credibility of the undergraduate publications in general. If the editors themselves do not treat their work with the seriousness it deserves, they certainly cannot expect others (administration, faculty or even other students) to consider the newspaper a valid medium for communication.

We trust that this was just a one time stunt and will not happen again. We hope that *The Commentator* will end off the year with a paper that will measure up to the high quality of its earlier issues.

Renovations Needed In Dorm Study Halls

The room is poorly lit, chairs in various stages of disrepair are strewn about, the window blinds are broken; the floors and windows are dirty and paint is splattered; the walls are grimy and scrawled with graffiti. Four young people are crowded at one small table, attempting to do schoolwork. No, this is not a description of a room in an innercity slum; it is the description of a study-hall at the Stern college dormitory.

The horrible physical condition of the study-halls (i.e. broken or missing chairs and tables, poor lighting, and overcrowding) force many students who enter a study-hall to leave it immediately in search of another place to study. Usually, the students must return to their noisy, overcrowded dorm room (4 people in one room, in many cases) or to the hall outside their room where they sit on the floor and study. More time may be used for locating a place to study, than for studying itself.

Although library hours have been extended by an hour on weeknights, this is only a small band-aid on the bigger problem of a lack of decent study facilities. Most students do not stop their studying at 10:45 p.m. Besides, the library is not right across the street from

the dorm, as it is at the uptown campus. The Stern dorm is definitely in dire need of sufficiently furnished, well-lighted and properly maintained rooms for the purpose of study.

Fortunately, someone is trying to rectify this serious situation. Sema Reich, director of the residence hall, has raised money from private sources, for the renovation of three study-halls (including the Bais Medrash on the second floor). Right now, room 2C has been painted, and better lighting and carpeting have been installed. Some new bookshelves and furniture will arrive. (This new room for the Bais Medrash will be dedicated in memory of Lisa Wachtenheim A.H.) Plans are underway right now to fix two more study halls. What is really shocking though is that the University has contributed not even one penny for this renewal project.

Mrs. Reich's fundraising must be highly commended, but it is really not her responsibility. It is the University's responsibility to pay for and provide students with proper study facilities, just as it provides them with teachers and classrooms. Almost every year, students pay more money for tuition and dorm rental. Is it too much to ask that the University supply the

students with the facilities they have paid for?! The University should provide funds for the renovation of all the remaining study halls, and they should do it promptly.

Many people in the administration are unaware of the conditions at the dorm. These people should look into this situation first-hand. Maybe a tour is in order — somewhat akin to Carter's and Reagan's visits to the "bombed-out" areas of the South Bronx. Maybe then the administration will be moved to act. After all, this is a university, and the purpose of a university is to promote study, isn't it?

Editor's note: Mrs. Reich is interested in student input on this matter. Anyone interested in working with a designer to renovate our study halls to meet students' needs — please see Sema Reich immediately.

**Positions Are Available
for the 1983-84
Observer Staff
See Esther in 7B**

Open Letter To Students

by Dr. Walter Orenstein



Something has been happening at Stern College during the past few weeks that is most heart warming and I would like to share my thoughts with you on it. Hopefully, they will affect you, future parents and teachers, as deeply as your display of love and sincerity has affected me.

The insight of our sages into the nature of Man, his potential for greatness, and his ability to affect his fellow man, never ceases to astound me. What often appears to be a rather simple statement in their writings turns out to be quite profound, after studying it carefully. One such statement - most meaningful to me at this time - is found in the *Sifre*: "Students are called children and the teacher is called father." The relationship between teacher and student is likened to that of parent and child and one tends to wonder why. True, it is a positive commandment for a father to teach his son Torah and if he is unable to do so, he must secure a teacher to do it for him. Yes, the Rambam does insist that it is obligatory for *talmeide hakhamim* to impart their knowledge to those who seek it but why should this entitle a teacher to be called "father" and students to be called "children," implying the most important and most precious of relationships? Perhaps we can find the answer in the proof texts brought by the *Sifre*.

The Bible refers to the students of the Prophets with the phrase

b'ne ha-Nevi'im and Elisha, the Prophet, called out to Elijah his teacher, "Avi, Avi." What was the relationship between these teachers and their students? Were the Prophets merely lecturers, the students merely listeners? Indeed, not. To study with a prophet meant to make a study of him as well. It meant to master as much Torah knowledge as he offered but it also meant to study and try to absorb his life style as well. It meant to observe how he ate and drank and spoke and related to his family and fellow man. It meant to try to understand him as a person, to learn his approach to the spiritual as well as the mundane. It meant to seek his advice and counsel even on the most personal matters. Without a doubt, such a relationship must have resulted in the greatest respect and honor, the dearest friendship and love. Indeed, the prophet-teacher was a parent par excellence who treated his students with as much concern as he had for his own children. I sincerely believe that our sages through the centuries were of similar vintage.

Parents are teachers and teachers are parents in that they share equally in the unparalleled responsibility to build the new generation, intellectually and spiritually. It is for this reason that a teacher like a parent must do more than pass on information or what the intellectual appetite. I have always believed that a teacher like a parent must strive to be both counselor and

friend, both mentor and confident. Most assuredly, he must impart knowledge but he must transmit ideas as well. He must train his students in skills but he must also motivate them to use these skills to become better human beings. A teacher of worth teaches the person not the subject. He must be concerned with every facet of that person: his ethical, moral, social, spiritual and even physical well being. This above all, a teacher must be a patient and serious listener. Whether in or outside the classroom, he must make time to listen to his students and learn "where they are at," so that when he teaches, he speaks to them, not at them. If we would stop preaching and listen just long enough to hear what our students are telling us, how different - indeed, the relationship would be.

I have been deeply touched by your open display of affection and concern for me in the past few weeks and I am proud and honored to know that I have affected you so personally, come what may. It has made me feel that my efforts to achieve some small measure of what I have here put forth as the goals of teaching, have borne fruit. Yes, I have followed the counsel of the *Sifre*, I have called my students children and have been privileged to witness their response, "... and the teacher is called father." One cannot ask for more.

Dean's Reception

by Deena Epstein

The twentieth annual Dean's List Reception was held on Sunday, March thirteenth in Furst Hall at Yeshiva University's main center. This year one hundred and forty one Stern College students and one hundred and seventy six Yeshiva College students were included in the Dean's List. To qualify, students must have a grade point average of 3.4 or higher for the school year.

Some two hundred students, parents and guests assembled to hear this year's guest speaker, Dean Monroe E. Price of Yeshiva University's Benjamin N. Cordoza School of Law.

Dean Norman Rosenfeld of Yeshiva College opened the reception with a few short words directed at those students on the Dean's List. He stressed the mission of Torah U'madah and expressed his hopes that the students on the Dean's List would go on to lead lives that are models of Yeshiva's ideals.

Dean Rosenfeld also introduced two former Dean's of Yeshiva College: Dr. Issac Bacon and Dr. Simeon Guterman who were present at the reception.

Dean Price was introduced by Dean Karen Bacon. Price was a faculty member at the School of Law of the University of California at Los Angeles before being appointed Dean of Cordoza last year. The topic of his lecture was, "The Law as a Critic: The Strengthening of a Tradition."

Dean Price outlined three

levels on which the law functions. The first is a sort of anthropological form of the law in which the evolutionary behavioral patterns of man eventually become law.

The second type of law is one which he described as "a force which compels and moves people to a standard of behavior." The third type of law, which Dean Price emphasized in his lecture is "a statement of the law which incorporates goals and ideals." This type of law attempts to point society in a certain direction thereby establishing an ideal.

Dean Price offered the example of racial justice where the legal system, through its actions has tried to establish an ideal. He sees this type of law as the most difficult, for, "the law, in establishing an ideal, serves as a critic of what exists."

In his closing remarks, Dean Price enumerated some areas of law which he feels will be important in the decade to come. These are the areas of health sciences, criminal justice and the taxation and economic systems.

He concluded by stating that only proper institutions, run by people with ability, will be able to cope with the problems of society. He stressed ability and merit for success.

Upon the conclusion of Dean Price's address, a reception was held in the Belfer Commons in honor of those student on the Dean's List.

Dean's List can be found on page 8.

Washington Trip

by Rena Naiman

The student coalition for Soviet Jewry recently organized a lobbying trip to Washington, D.C. Over 700 college students were in attendance. More than 100 of those present were from Yeshiva and Stern Colleges.

Following breakfast, students were briefed on the current situation of Jews in the Soviet Union, particularly that of the refuseniks who have been sentenced to years of exile. Also discussed at the assembly were guidelines for the congressional meetings which would take place later in the day.

The afternoon consisted of several meetings. At the B'nai Brith headquarters, refusenik Alexander Shipoff spoke of the sad state of Jewish life and culture in Russia today. Afterwards, Senator Gary Hart spoke about congressional involvement on behalf of Soviet Jewry. A third meeting was held in which students were addressed by aides of Senators Moynihan and D'Amato.

The major part of the afternoon consisted of various congressional meetings. Students met with the congressional represen-

tatives of their respective districts. In the absence of the congressman himself, an aide met with the students. The lobbyists stressed the following crucial issues:

- In 1982, only 2,000 Jews were permitted to emigrate as opposed to 51,000 in 1979.

- Over the past two years there has been a vicious attack on Jewish self-education and cultural expression.

- The new Soviet premier, Yuri Andropov, has a past history as director of the KGB and thus his policy on Soviet Jewry is uncertain.

They also discussed the various prisoners who have been sentenced to exile and hard labor - Anatoly Scharansky, Iosif Begun, Bons Kanevsky, and others.

A student from Stern College was overheard wondering if the Lobby "did any good." According to organizers of the lobby, no one can be sure of the immediate effects. They insist, however, that as long as Jews the world over are consistent in their demands for freedom and human rights for Soviet Jews, the Soviets cannot ignore the demands of the free world.



Controlling Cheating

by Amy Sholiton

There is an issue of major concern to the academic caliber of the school that is being studied by the Senate - cheating and plagiarism. For those who do not know exactly what they are, plagiarism is the use of outside materials without proper notification footnotes, quotemarks, etc and passing this material off as one's own work. Cheating is the use of outside illegal help on an examination. The Senate is at present studying the problem - ways, causes, deterrents, methods of dealing with offenders and will then decide upon a written document outlining the school policy, being drawn up by The Senate Cheating and Plagiarism Committee headed by Dr. Charles Raffel.

The last meeting of the Senate, held on Wednesday, March 16, was an "open Senate Meeting" to which faculty and student were invited to express their views on the problem. The Senate discussed and heard comments upon the types of tests that are more conducive to cheating, such as take home or multiple choice.

People brought up the problem of cramped testing conditions. Poor proctoring was cited as a major contributor to the problem. But as was appropriately pointed out, these are side contributions. Without the desire to cheat, these conditions alone would certainly not induce a student to cheat.

A major point for the control of cheating was brought up - the use of peer pressure. Although it might be nice in an idealized situation, few of us believe that an honor code at Stern would really work. Nonetheless we the students can help reduce the problem by exerting pressure on our fellow students. The primary point is that cheating and plagiarism are immoral and totally against Jewish law. Cheating is stealing of knowledge and is dishonest, one's teachers, to one's peers, and to one's self. We cannot let

this disregard of *halacha* go unchallenged. From a more practical, although by no means more important, aspect, it means that others take advantage of the hard hours of studying we do. It means that often if only one student cheats, a whole class must bear the blame, penalty and stigma of being dishonest. Although other punitive methods are available and probably necessary, we as students would be most effective in cutting down on the occurrence. Would we be willing to turn in someone cheating? It's a question we all must consider. But it goes without saying that we are equally obligated with faculty and administration to help remove this disgraceful problem from our institution of higher Torah learning.

The next Senate meeting, which will be held after Passover, will continue debate on the subject. All are invited to attend.

Applications for P/N grades will be accepted through April 21.

Exemption tests in Jewish History will be given on Tuesday, May 3rd at 2:45 p.m.

Judaism In Open Society

by Sharon Gottesman

On Wednesday March 9, 1983 Stern College for Women hosted the Benjamin Gottesman Presidential Lecture. Dr. Charles Silberman, Director of the Study of Jewish Life Project, presented a dissertation entitled "No More Mountain Overhead: Judaism in an Open Society." Dr. Silberman is the author of two national best-sellers: *Crisis in Black and White* and *Crisis in the Classroom*. He served on the editorial staff of *Fortune* magazine from 1953-1971, and for the last ten years he has been a member of the Board of Editors. A reconstructionist Jew, Dr. Silberman is a director of the United Synagogue of America and a member of the Board of Governors of the Reconstructionist Rabbinical College.

Dr. Silberman sought to explain how Judaism is flourishing even though it is merely an option for many Jews today. In his lecture, Dr. Silberman presented an encouraging view of the Jews' status in the United States. He illustrated the progress that the Jews have made in the past thirty years — economically, politically, and socially. Young Jewish lawyers of the previous generation could only find work at the few Jewish law firms that existed; today they can find employment at gentile firms as well, sometimes by special request of the firm. The number of Jews in Congress has increased from just a "handful" to as many as thirty-seven.

"Although pockets of discrimination remain here and there," Dr. Silberman said, "virtually every occupation and

almost every position is now open to Jews. ...We American Jews today live in a freer, more open society than any Diaspora society in which Jews have ever lived."

Dr. Silberman proceeded to discuss the change in attitude that has accompanied the increase in opportunity. Forty years ago Jews were told that they were the major cause of Anti-Semitism and were advised not to call attention to themselves. Today, Jews are far less inhibited and less self-conscious about their faith. He said that "this generational difference ...provides us both with an opportunity and a challenge."

"The new freedom and openness of American society clearly are good for the Jew," he continued, "...but what about the well-being of Judaism...Can the religion of the Jews flourish... or will the openness of American society mean Judaism's gradual or even rapid withering away?"

Dr. Silberman quoted various sources that indicate a perpetual concern that, "If Judaism truly were an option, if Jews really were free to choose, they would make the wrong choice."

He calls today's American Jews under the age of forty, the first Jews to choose Judaism. The previous generations were Jewish either "Because they believed that that was what G-d demanded of them, or because they were born into an organic community with powerful sanctions and rewards, or because Anti-Semites would not permit them to be anything else."

Today, he said, these reasons are less binding. Few Jews

acknowledge that G-d makes any demands on them as less than 10% of American Jewry consider themselves Orthodox. The Jewish community is no longer a significant factor as membership is voluntary, and Anti-Semitism is not as coercive as it once was.

Dr. Silberman claimed that "Judaism is not about to disappear in the United States. To the contrary," he said, "the new and unprecedented freedom that American Jews face represents a great opportunity for Judaism — not a tragedy." He said, based on his three and a half years of research that, "Jews are in the process of a major renewal in religious and cultural life."

Dr. Silberman then discussed the topic of intermarriage, claiming that the situation is not as serious as the public is led to believe. He quoted an article in the *Jewish Press* stating that according to the Young Israel Organization, "the odds against a Jewish fellow (college) student marrying another Jew, even in a large Jewish community are two to one." That would imply an intermarriage rate of about 65%.

Dr. Silberman proceeded to report on a demographic survey conducted by the Federation of Jewish Philanthropies of New York. In the metropolitan area, which contains slightly over one third of the entire Jewish American population, the intermarriage rate is only about 30%.

He stressed, "It is not that the bad news is not bad, it is that the bad news is not nearly so bad as we have been led to believe. We

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Dorm-Ez View

Food Crazy

by Betzalel & Nechama Reich

Most people, particularly our Abba, Ima, and babysitters, think we hit the sack at 7:30 p.m. In fact, for us the night is just beginning. After looking out our bedroom window for the past few months, we have discovered an irrefutable fact: Stern College women are crazy about food.

Each night, the same scenario occurs. At 8 p.m. the first wave of students arrive at the dorm licking the tomato sauce and cheese from Jill's pizza off their lips. This immediately stimulates stomach contractions in the next group of women - the Delicious Deli Damsels. At 8:15 they make their way across the street to hit the Entenmann's display. They're also the noisiest group because in their blind rush for goodies, they pay no attention to traffic and cars, and the trucks have to screech to a stop.

Quiet at last, and we can almost fall asleep if we ignore shouts about orders from Glatt Nosh and Kosher Hut. Then the calm is shattered when the 10 p.m. Haagen Dazs crowd bursts out of the doors, loudly reminding themselves of the orders they've taken for friends. Soon they're back and all the roommates who have been waiting downstairs begin to shriek with joy. After a while things simmer down and we can finally catch some shuteye.

But wait, it's the 11:30 Sims

girls heading out for some more goodies. Some cross the street towards the Park Avenue Sims. Other's preferring to work off some of the soon-to-be consumed calories, walk all the way to Lexington Avenue. Then more door-slamming and shouts of delight as Dipsy Doodles are passed around, and finally, some quiet.

Well we've been asleep for awhile. What is that yelling? Let's see, the big hand is on the three and the little hand is on the one. They keep shouting outside "Bernstein's, Bernstein's!" and twelve girls are trying to fit into one car. More girls are yelling from the window about egg rolls and spare ribs. Why are big people so silly and why do they stay up so late?

At last, some real quiet. After all, we have to get up early for Sesame Street and Mr. Rogers. Oh no! Who is crying so loudly? It's not we. (Notice we said "we", not "us". Not bad for kids who can't write.) Someone downstairs just discovered that she spent all her change on Super Pac Man and now there's no money left for the candy machine. That's it. Look, we know all about this "oral stage" business, but this is ridiculous. Why can we do to get to sleep? Hey Nechama, lets count Viennese Fudge Cookies.

TAC Notes

Zman Cherutenu

by Robin Tover

The second semester is flying by and as usual, another holiday, that of Pesach, is just around the corner.

Pesach has many names, but the one used in our prayer is "Zman Cherutenu," the "time of our freedom."

Rav Dessler explains that Pesach is not simply a celebration of our exodus from Egypt, but every Pesach is "Zman Cherutenu." Every year has a certain designated time within which we are given extra aid in acquiring freedom, and this designated time is Pesach.

But, for what do we need this freedom? After all, we live in a relatively free country. We are able to roam where we please and do as we wish without worrying about fatal repercussions from the world around us. The answer to this question can be learned from our nation's experience in Egypt.

The enslavement in Egypt was a physical as well as a spiritual one. No slave was ever able to escape the physical boundaries of Egypt and unfortunately, even the Bnei Yaacov were affected by the spiritually imprisoning impurity which surrounded them. It is interesting to note that the *Hagada* stresses that G-d Himself

took us out of Egypt, not an angel. This was necessary because the spiritual impurity of Egypt was so severe that even an angel would have been affected by it.

Just as we are enslaved in Egypt, and pressured to succumb to the environment, so too today we are constantly faced with the pressures of public opinion and the surrounding indecency. But *Zman Cherutenu* is just around the corner. Once again, the time of year that enables us to free ourselves from the forces which have a way of enslaving us in our own "free country" has arrived. But how can we be freed?

A mishna in *Avos* states "...Ain Lecha Ben Chorin Ela mi Sheosek BeTalmud Torah..." "A man is not free unless he is involved in Torah study."

This is the type of freedom which we can give to ourselves, especially at this time of the year, when it is only appropriate to take advantage of the opportunity.

Join the People
Who Joined
The Observer

Keating Play Premieres

by Shari Chaitoff

"Lucky Girl", a play written by Ruth Gilbert and directed by Dr. Laurel Keating of YU, premiered at the Marilyn Monroe theater at the Strausberg Institute on March 9.

Dr. Keating is an Associate Professor and Chairman of the Speech and Drama Department at Yeshiva University. She has been on the faculty for 20 years and directed Stern College Dramatic Society productions for 4 years. Dr. Keating received her Master's Degree in Theatre Arts from Syracuse University and has continued her education at the American Academy of Dramatic Arts. Her previous directing credits are numerous, including directing Vic Narrow in "A Streetcar Named Desire." She was also head technician and designer at the Malden Bridge Theatre, as well as professional observer at the Actor's Studio.

Ruth Gilbert has written a series of one-act plays, among them "Lucky Girl." Each play

involves serious problems facing women. These plays, however, also contain comedic undertones. For her work, Gilbert was nominated for an Emmy award. She also has 5 years of theatre background with Milton Berle.

"Lucky Girl" deals with three characters who are the three principal stars of a weekly television comedy series - a husband, wife, and "other woman." The sitcom has been running for ten years and during this time the husband and other woman have indeed been having an affair. Complications result when the woman becomes pregnant and notifies the man that she intends to keep the baby. The situation gets even more involved when the wife arrives on the scene. As in the other plays, this problem develops into a comedy.

How did Dr. Keating get the job of directing this play? Ruth Gilbert saw Dr. Keating directing the play "My Blue

Heaven" at the 18th street Playhouse and was very much impressed.

"Lucky Girl" is performed by a professional cast. The show will run for four weeks from Thursday to Saturday. Curtain time is 8:00 p.m. and admission is free. Dr. Keating says that girls from Stern will especially enjoy the show.

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Signing Offered

by Sima Bernstein

To sit in a class with thirteen other people and not have any verbal communication is something most people never experience. Stern College students, however, now have the opportunity to enjoy such an experience, in the new American Sign Language class that is being offered.

Mrs. Rochelle Landau, the teacher of the course, follows a difficult but rewarding pedagogic approach: she encourages students to communicate only in sign language. (At the commencement of the course, Mrs. Landau passed around a trash receptacle and had each student symbolically discard her voice.) If students have further peripheral questions which they cannot communicate gesturally, Mrs. Landau makes herself available during the break or after class for such purposes.

Mrs. Landau, who herself is deaf, has much experience in teaching American Sign Language (ASL). She has taught for almost seven years at the Saint Francis School for the Deaf in Brooklyn, and holds a Masters

degree from NYU in special education.

ASL, the language being taught, is used by thousands of Americans and Canadians. ASL is not derived from English, and differs from English structurally. It is also not a universal language for the deaf.

The course initiated by junior, Mattice Rubenstein, faced difficulty, at first, in attracting the minimum amount of students needed to hold the class. When the class began, however, it grew in popularity, and registration is now closed at thirteen students.

Participants seem to be enjoying their exposure to ASL. "I am so excited we have the opportunity at Stern to take this class," said Dawn Posner of the ASL course. Mrs. Landau is also happy about the development of the class and indicated that she would be willing to continue with the course next year provided there was an interest.

Although the course is currently non-matriculated, steps are being taken to try to arrange credit for the course through the psychology or speech departments.

Enjoyable Chagiga

by Beverly Barr

In my three years at Stern, I have had many decisions to make. Some of those decisions have been minor comparatively, but they were important at that moment. One such decision was whether I should go to the Purim Chagiga in Washington Heights.

The pro side was obvious. Many of my friends would be there from Stern and the dancing would be enjoyable. The con side was that in past years the side show outside the Chagiga was the biggest attraction of the year next to the circus.

Many people found the festivities outside the chagiga offensive. Especially since many of the students were drunk.

The main reason there were so many people outside was that events inside were not so exciting. In addition, since Stern provided buses uptown, the Chagigas were usually packed. Dancing was next to impossible, unless you didn't mind trampling and being trampled upon.

This year, however, T.A.C. did not publicize the event and no buses were provided for transportation. Also, since Purim was on a weekend many girls had gone

home. I, therefore, decided the Chagiga most probably wouldn't be too crowded and there would be room to dance. (Not many Yeshivot offer equal opportunity in dancing, usually the girls are designated as observers, which is not my idea of a good time.) Expecting this year's chagiga to be better, I left for the Chagiga optimistic and dragged a few friends along too. We were all pleased that we decided to go.

There was plenty of room to dance and besides the mechtiza, there was a guard posted to keep the entrances and dancing separate. Because of the lack of publicity and transportation the usual crowd of girls seemed to have thinned out somewhat, which left more room and air for the rest of us. The quality of the girls also seemed improved. The whole chagiga was very leibidik and exciting.

The boys did their share to liven up the Chagiga for all their guests by serving free refreshments and acting very leibidik themselves. Another major improvement was the Purim spiel. In past years it was given at the far end of the room, farthest from the girls' hearing. This

caused problems since the girls would talk or wander outside to pass the time while it went on. Even for those who could hear, many of the jokes did not make sense.

This year the play was funny, well written and understandable. The platform, for performing was moved toward the center, equally fair to the boys and girls. The tunes were from "Fliddler on the Roof" and the new Yeshiva versions were hysterical. Many of the songs were so well written that even if a Stern student didn't know the teacher or had never eaten in the Y.U. cafeteria, she could laugh at the jokes. In other words, there was incentive to stay inside and listen instead of going outside or talking.

There were, of course, the usual pessimists, who didn't wait to see if they enjoyed the play but just criticized immediately. And there were the "gushers and gawkers" hanging over the mechtiza, common to any youth oriented event. But on the whole I feel this year's chagiga was the most enjoyable and all those responsible for organizing it and putting on the play deserve a lot of credit. I only hope they keep up the good work.



Lecture Series

continued from p. 4 col. 3

can and should deplore an intermarriage rate of ten or fifteen or twenty five percent, but it does not spell the disappearance of the entire Jewish community."

Dr. Silberman also pointed out that there will be no net loss in the number of Jews if half the children born to intermarried couples are raised as Jews. He has concluded from his research, the data of which was admittedly "fragmentary" that "at least a third, and probably closer to forty or fifty percent of the children born of mixed marriages are now being raised as Jews in some meaningful, if not necessarily halachik manner." He attributed this to the "significant proportion" of non-Jewish spouses that convert to Judaism that are often more observant than those born Jewish. Many of those who do not convert consider themselves Jewish and they raise their children as Jews. Dr. Silberman set aside the halachik question of children born of intermarriage (non-Jewish mothers) until the discussion period which would follow the lecture.

He then discussed the growth of Jewish learning and the "new vitality of Orthodoxy." He noted that over 250 American colleges and universities currently offer programs in Judaic studies. Until 1948 "there were only two full time professors of Jewish history and Jewish thought in all secular American universities."

Dr. Silberman said that this progress was caused by a change in the way Americans view

Judaism. Jewish students have developed a renewed interest in Judaic studies, and Gentiles have begun to appreciate the worth of the Jewish culture in Western Civilization.

Moreover, there has been significant growth in the Jewish arts, including theater, music, and dance groups, and especially the graphic arts. Dr. Silberman closed with a portion from the Midrash quoting the instructions Moses gave to the twelve spies prior to their entry into the land of Canaan. "If you find the inhabitants dwelling in open places, then know that they are mighty warriors... If, however they live in fortified places, they are weaklings and in their fear of strangers seek shelter behind their walls." "The future of American Judaism," he concluded, "...depends on our ability to follow Moshe Rabbeinu's advice and whether through fear of strangers we live like weaklings behind walls of our own construction or whether we have the courage to live like mighty warriors in this great open place we call the United States."

Silver Temporary Coordinator Of Stern's Humanities Division

by Ilana Ofer

Dr. Carol Silver will be coordinator of the humanities department, announced the Humanities division and the Administration. She will temporarily be taking the place of Dr. Conolly, who is currently

by Mattice Rubenstein

Professor Susan Gardner head of the art department at Stern, is now exhibiting some of her works at the Twining Gallery in "NoHo," (just north of Houston Street in Greenwich Village). On display are painted aluminum reliefs which utilize folk art imagery and elements of fantasy to depict various scenes.

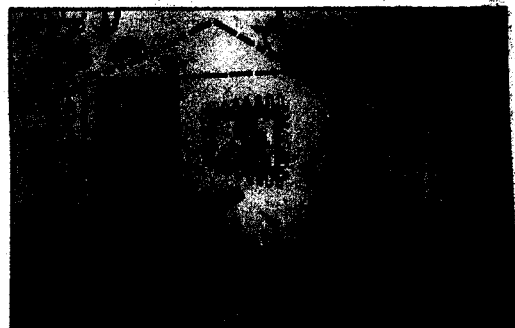
Some reliefs depict mythological or Biblical characters including a relief of Moses receiving the Ten Commandments while the Jews dance around the Golden calf. A whole wall is covered with a relief about Eve, entitled, "Eve Whiles Away The Hours In Eden." The relief even includes painted aluminum "drapes" for a window that is really in the wall.

The reliefs are very colorful and often quite funny. One segment of the exhibit, based on humorous interpretations of common expressions involving the

lecturing at Bard College.

The Humanities division encompasses within it the Art, Music, Language, Speech and English departments. As coordinator, Dr. Silver will be involved in the hiring process for these departments and will head

Gardner Exhibits Works



An entire wall at the Twining Gallery in NoHo is covered with this relief by Stern College Professor Susan Gardner.

word dog, is very creative and amusing.

Titles of works in this segment include: "Three Old Dogs, Dog Tired;" "Old Dogs, New Tricks;" and "Three Old Dogs of War."

In "Homage to Rousseau," Professor Gardner has transferred the primitive style of the paintings of Henri Rousseau

(one of her favorite artists) to her medium of relief.

This exhibit will continue until April 22. The gallery is located at 33 Bleecker Street (a block away from the 66 train stop) on the sixth floor and is open Tuesday through Saturday from 10 a.m. to 5 p.m.

committees dealing with the humanities division.

These Times Demand The Observer

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Stop Cliches

by Rochel Gross



I think we are experiencing a problem which very few people are presently aware of. This problem, which is causing many sleepless nights for English teachers and original thinkers across the length and breadth of the land, is the continual use of cliches in our daily conversations.

Think of it: most people regularly use enough cliches to choke a horse. This practice does not add anything special to a conversation; most cliches just lie there like lumps on a log. Some expressions don't even blend in smoothly, but stick out like sore thumbs. It is often as plain as the nose on your face that a person is just recycling old time-worn sayings in an effort to look good.

Do we actually know who authored the statements we keep repeating faithfully, time after time, and without fail? No, but neither rain nor snow nor gloom of night can stay some people from these appointed words. If the original inventor of cliches had a dime for every time someone quoted one of his lines, he'd be too rich to care about being early to bed and early to rise.

Some people like cliches so much they even make up their own. After all, imitation is the highest form of flattery. But there's already a barrel of fish in the sea, so why add new ones? It makes me absolutely green and sometimes even sick with rage every time I hear a cliché being tossed around thoughtlessly. I am not even sure that it's a horse of a different color when the cliches do apply.

So, we've got this problem. But what can we do about it? It's too late for that ounce of prevention, so bring out the pounds of cure and the heavy artillery. We can't save nine anymore, but with a stitch or two we may be able to keep eight or even seven. How? We must simply refuse to tolerate cliches anymore. We might even draw up an official punishment for those who go around spouting too many profundities. There are plenty of oldies but

goodies to choose from, such as drawing and quartering, hanging from the highest yardarm... well, you get my drift.

At this point, some of you are probably snickering and saying I'm making a real mountain out of a molehill over this. But, I wasn't born yesterday. I know I could go on about the evils of cliches till I'm blue in the face and you still wouldn't lend me an ear. My words runneth over on this subject because it is important. We're treading on very thin ice, here. Imagine what would happen if we actually started believing everything we say. What's that, you still don't see the light? O.K., I'll give you a good example. We all know the early bird catches the worm, but is catching a worm really your goal in life? And what about that poor worm? Look at what happened to him for getting up early.

This is why I have decided to take it upon myself to start a campaign to save the world from cliches. I know it's not going to be easy, but after all, if the mountain won't come to Mohammed, Mohammed will have to come to the mountain, and he'd better have his hiking boots with him. Maybe it won't be that hard, in the long run. After all, we can't be forced to use cliches. I mean, you can lead a horse to water, but you can't make him drink.

I know that a sudden discontinuation of cliches may rend the fabric of our daily conversations and leave gaping holes, therefore I am going to be cautious. I know as well as the next guy the dangers of leaping before you look. But in the end, it'll all be for the best.

It's going to take a while to get rid of cliches permanently, but I can wait. Patience is one of my many virtues. I hope I'm not just counting my chickens when I envision a totally cliché-free world. But won't it be nice when we can look back at this, laugh, and say it's all water under the bridge?

Anti-Zionist Campus Activities Split Foreign Student Groups

URBANA, IL (CPS)—In an uproar like one that broke up an international student group at the University of Maryland, eight University of Illinois foreign student groups threatened to scuttle a campus international cultural fair if an Israeli student group was allowed to participate.

Three Arab student groups originally protested the inclusion of the American Students for Israel (ASI) in the International Fair, in which foreign student groups display information about their homelands' heritage and cultures.

Five other groups joined the Arabs in a call to boycott the fair unless the university administration excluded the ASI. The ASI did ultimately get to participate, and the Arab groups cancelled their boycott.

But at the University of Maryland, an ongoing conflict between anti-Zionist groups and the Israeli Student Society has almost destroyed the campus's foreign student umbrella group.

Arab and pro-Arab groups at Maryland did boycott a 1981 Global Festival when campus officials allowed the Zionist Alliance of Maryland to participate.

But the groups have successfully prevented an Israeli student group from joining the International Student Council, the campus umbrella group, and have forced postponement of this year's festival.

Previously, ISC members tur-

ned the Israeli group down on the grounds it was "too political." But when the students re-organized as an exclusively cultural group, the anti-Zionists in the ISC maintained the ban.

As a result, several ISC officers have quit and the umbrella group is in a state of turmoil, says Israeli Student Society President David Fishman.

"The old ISC has been too political and dominated by Arab interests," he asserts, "Until a new council is organized, things are really up in the air. The Global Festival has been postponed until spring, and most of the member groups have pulled out of the ISC."

As things reached a head in Illinois and Maryland, the organization of Arab Students at the University of California-Riverside broke up a Jewish Students Union-sponsored religious service.

"The (Israeli) flags upset the Arab students," AOS President Zohair Khatib told the Highlander, the UC-Riverside student paper. "We protested to remind the public about the existing situation in Lebanon."

Khatib insisted the disruption of the religious service was anti-Zionist in nature, not anti-Semitic.

At Illinois, the Arab groups explained they also were not protesting the Jewish participation in the fair.

"We just felt Israel was being over-represented," explains Issam

Dairanieh, president of the Moslem Students Association.

Dairanieh says another group, the Israeli Student Association (ISA), was already part of the fair, and that it was "unfair" to allow a second group to display information about the same culture.

But the argument "just doesn't hold much water," counters Joseph Gluck, ASI president. "To begin with, we're sharing the same booth with the Israeli Student Association. Besides, in the past, there've been (several) student groups from the same booths at the fair."

He contends "the bottom line is that it's a clear-cut case of racism."

"We're used to the double standard," adds Ken Jacobson of B'nai B'rith's Anti-Defamation League in New York. "What we're more concerned about is whether there is a receptive campus to their ideas."

Jacobson denies there's any increase of anti-Semitic or even anti-Zionist activities on American campuses since the Israeli invasion of Lebanon last June and the subsequent massacre of Palestine internees by Lebanese Phalangists, but there has been a smattering of incidents.

In November, Jewish holiday huts called sukkahs — erected each year to celebrate the harvest of Sukkot — were destroyed by vandals at Yale, Dartmouth and Brown.

HASC Shabbaton at Stern

by Beverly Barr

The second annual H.A.S.C. (Hebrew Academy for Special Children) Shabbaton was held at Stern College recently. The Shabbaton, which took place on March 11 through 12, was considered by its coordinators to be a tremendous success.

The Shabbaton, which originated last year, was coordinated by Suzie Schapiro, D.E. Solnica and David Isaacs. In

addition to the twenty-six campers and thirty-eight counselors who took part in the weekend, there were also many other students who stayed in school for the Shabbaton. Most of the counselors had met their children through working at H.A.S.C. summer camp. The counselors of each bunk were allowed to decide amongst themselves which two campers to bring and were responsible to contact their

parents and make all the necessary arrangements.

D.E. Solnica, a coordinator and sister of one of the campers was particularly pleased that, "The kids came home and were so enthused and very verbal about their enjoyment. They really enjoyed it." Miriam Epstein, a junior at Stern who helped organize dorm facilities for the counselors and campers, agreed

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1983 UJA Federation Campaign Underway

by Rebecca Mannis

Stern College's UJA-Federation campaign began on Sunday, March sixth, with a brunch in honor of Stern College's eleven workers. The aim of the campaign is twofold. First, education of university students throughout the United States about the aims and programs of UJA and second, solicitation of students for Tzedakah.

Stanley Stone who received his MSW from the Warzweiler School spoke to the organizers of the brunch about the importance of involvement of university

students. Among the concerns of those who attended were; the apathy of the student body to this important cause, and a general lack of interest toward giving tzedakah. Mr. Stone assured the workers that Stern College students, are observant Jews, and therefore, would be supportive of UJA and its needs. Examples of the many religious institutions which benefit from UJA funds were cited. Among them were The Lubavitch Movement in Europe, Jewish Agency funded programs in Israel, the Board of Jewish Education, and

many yeshivot throughout the Metropolitan area. The brunch ended with solicitation training for the workers.

The most recent UJA sponsored event took place at the mens' division of Touro College. Madeline Stiefel, director of the Leadership Development Program of AIPAC was the speaker. The American Israel Public Affairs Committee (AIPAC) is the pro-Israel Lobby on Capitol Hill.

In December, students were sent to Israel by UJA on a learning mission. The aim of the

mission was to teach 150 of the United States' campaign chairpeople about UJA funded agencies in Israel. In addition, the participants learned about the special Israel Emergency Fund which was set up to help Israel raise money for social services to compensate for the many expenses incurred during the war in Lebanon. Among the places visited were the Alyn Orthopedic Children's Hospital. The Yad Lekashish Day Center which serves many of Jerusalem's aged and handicapped, and the Project Renewal town of Kiryat Shmona.

The most crucial stage of the campaign is taking place right now. The solicitation of Stern College's students began this week. It will continue until the week after Passover. It is hoped that this year the student body will at least quadruple last year's total collection of \$600. "Only by pledging tzedakah can young people as the future leaders of Jewery, assure the continuation of UJA's programs"

Don't forget
BEDIKAT CHAMETZ
Before leaving the dorm.

Pac Man Fever Is Here To Stay

by Beverly Barr

Chop.. chop.. gulp.. gulp.. gulp.. gulp..

Does that sound send chills down your spine and goosebumps up your arms? If so, you are not alone. Many students who dorm at Brookdale Hall have been suffering from the same symptoms, and the fever is spreading.

Pac-Man Fever has been enjoying fame for a few years now at arcades and schools around the world. From adults wearing T-shirts to the eight year old skipping lunch to save quarters, the mania is growing. This year, Stern College joined the masses as the Student Council installed various Pac-Man machines in the dorm. They also installed an Asteroids game; it collected nothing but dust.

The games were placed, appropriately enough, in the vending machine room on the first floor. The advantages were countless. There were times after a particularly hard day at school or work when relaxation was needed. On those days, as students waited for elevators to

arrive (which meant they had plenty of time), they would slip into the vending room for a few games. New friendships were quickly established as students bargained for quarters and shared games.

One of the most noticeable disadvantages of the mania was the laundry problem that quickly developed. It's not easy to choose between Pac-Man and laundry; let's face it, one is fun and challenging and the other is a necessity not many of us can do without. Some did find a way to combine the two. Often, after saving quarters for weeks, they would put a load of laundry in and then play Pac-Man while waiting for the wash load to finish. This was great, except that usually the quarters for the dryer would end up being used for Pac-Man. C'est la vie, so you spread your laundry out all over the room to dry; roommates are understanding.

There is also the problem of trying to sleep. If you live in a room anywhere near the first floor, which is one third of the building, you could look forward to being sung to sleep every night



New Super PAC Man is a popular student pastime.

by the machine's music. This can be fun the first few times, and great to write home about, but after a while you begin to wish for the good old days when only the elevator kept you awake.

Whether Pac-Man would have continued to run rampant in Stern is debatable. Mr. Pac-Man suffered a breakdown before *Succot* and was replaced, without any student protest by Ms. Pac-Man. Not to be outdone by a lady, Pac-Man had his revenge. She too was removed and eventually replaced by a game entitled, Super Pac-Man.

To make the life of the Pac-Mans even more complicated, on March 16, Ms. Pac-Man returned better than ever and was accompanied by a Racing Video game. The competition is getting tough in that vending room. Luckily, with so many Stern girls, there are plenty of quarters to go around. As for Mr. Pac-Man, the original, well, in some deserted warehouse, he is probably wondering where he went wrong.

G.R.E.'s Below Set Standard

continued from p. 1 col. 5

rank is "not as good as it should be" for acceptance into most graduate schools. But in order to do well, stresses Professor Silverman, the seniors must study.

Many seniors believe that taking the GRE's may have harmed them. They feel they were not taught what they needed to know to do well on the very exams that should have evaluated their programs. "I'm not here to scrape by with a minimum score, complains one senior. "If the GRE's are a valid test and we don't do well, then the university must improve its program. And if the GRE's aren't valid, then why are we taking them?"

Express Your Opinion
in a
Letter to the Editor

H.A.S.C. Shabbaton Brings Special Spirit

continued from p. 6 col. 5

adding, "Some kids were crying when they had to leave and everyone was wrapped up in the kids, causing a lot of special feeling for the Shabbaton."

Ms. Epstein, while discussing why she felt it important to hold this Shabbaton at Stern explained that, "At last year's Shabbaton I saw the caring between the counselors and kids and became interested in getting involved". She felt that this "rapport between the counselors themselves, and with the campers will initiate a lot of interest" (from Stern students not yet involved.) Ms. Solnica has already heard from four girls in particular who have expressed interest in getting involved and working at the H.A.S.C. summer camp.

Last year, if students from

Stern were interested in H.A.S.C. they needed to go to Brooklyn for interviews but Miriam Epstein pointed out that because "many of people from Stern are interested in joining and working for H.A.S.C. as a direct result of this Shabbaton, they may even hold interviews here at Stern this year."

Leslie Kalchman, a student at Stern who is not involved in H.A.S.C. but was here for Shabbat felt that, "Compared to regular weekends, this Shabbat had a special spirit. The kids were unbelievable, they really care and would sing spontaneously and everyone else would join in." Many other students expressed similar opinions and the consensus was a positive one.

Guidance Counselor Joins Career Series

by Jordana Jakubovic

Stern College's career development services have recently been expanded to include a career guidance counselor who will be available for thirty-minute personal consultations. This new service will begin April 7th and will continue every Thursday thereafter between 10:30 a.m. and 3:30 p.m.

Andy Silver, the onsite counselor, is a second year graduate student in Teachers College/Columbia University and is presently involved in a counseling/psychology program there. He began work this past year as an intake counselor at the Federation Employment and Guidance Service, Inc. which organizes the career workshops at Stern.

Debra Laks, chief coordinator of SCW's career seminars, maintains that the programs function most effectively when there is, "a combination of individual and group counseling." According to Ms. Laks, "The response from the student body has, thus far, been very good." She believes that, "It is particularly the student of a liberal arts college

that needs a lot of help finding his or her niche in the professional world."

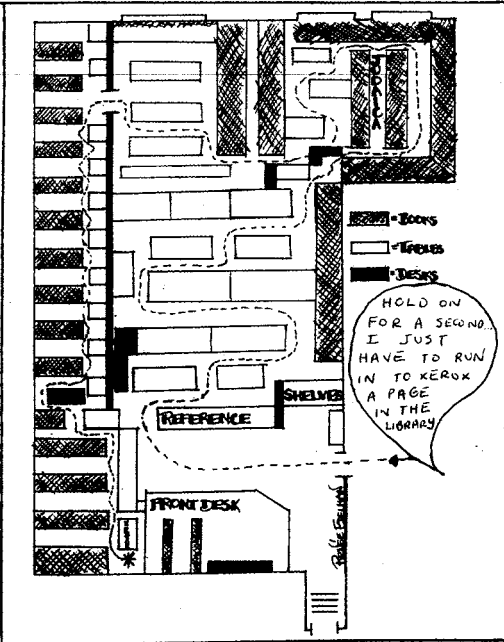
After Pesach, there will be six weeks of career development sessions. Laks calls it, "A comprehensive and in-depth program to help clarify goals." She emphasizes that she hopes many students will utilize the program which is "crucial" in order to avoid some "very bad mistakes" with future career decisions.

The sessions are limited to fifteen participants. Mrs. Esther Zuroff, Coordinator of Student Services at Stern College, explains that this is to, "allow everybody to participate... to become part and parcel of the discussions." A group larger than fifteen, she feels, may hamper total group participation.

Mrs. Zuroff stresses the importance of these programs. She regards them as, "a big plus" for Stern College and encourages everyone to avail themselves of the workshops. Contact Mrs. Zuroff in room 110 to register or to inquire further.

Following is the schedule of the career workshops for the remainder of the semester.

Day/Date	Time	Program
Tues. Apr. 12	6:00 - 9:00	Career Development Workshop Session I
Tues. Apr. 19	6:00 - 9:00	Career Development Workshop Session II
Tues. Apr. 26	6:00 - 9:00	Career Development Workshop Session III
Tues. May 3	6:00 - 9:00	Career Development Workshop Session IV
Tues. May 10	6:00 - 9:00	Career Development Workshop Session V
Tues. May 24	6:00 - 9:00	Career Development Workshop Session VI



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TAC Pays Age Home Purim Visit

The following letter was received by Dean Bacon and forwarded to the Observer:

Dear Dean Bacon:
The Purim visit by the Torah Activities Committee is becoming a tradition at the Bialystoker Home. Our residents and patients look forward to it and talk about it long after Purim is over. This year as always, the students of Stern College were delightful: polite, warm and generous with the *Shalach Monot*.

Unfortunately, they called at the last minute, we had a meeting scheduled previously, so we could not give the students the attention they deserved.

We hope that the next time they come we shall be able to receive them more graciously.

Please thank them for us.

Miffa Roff
Director of Activities

Friendly Visitor Program

by Mattice Rubenstein

Are you interested in volunteering some of your time for a good cause but do not wish to travel too far away? If so, you now have a chance to do so in a place close to the dorm.

"Visiting Neighbors - Midtown East" is an organization which sponsors a friendly visitor program in our area. Volunteers are matched up with elderly people who wished to be visited, usually on a weekly basis. The organization tries very hard to match people with similar interests.

For more information please contact Mattice Rubenstein in Room 8D (679-7936).

Bulletin Board Cultural Arts

Pierpont - Morgan Library
Current exhibitions at the Pierpont - Morgan Library, on 36th Street and Madison Avenue, include:

- A display of illustrations painted and drawn by William Blake, the famous British poet.

- An exhibit commemorating the Fortieth Anniversary of *The Little Prince* by Saint-Exupery including an autographed manuscript and original drawings.

- "Symbolic Animals, Monsters and Demons in Antiquity and The Middle Ages."

The Library is open Tuesdays through Saturdays 10:30 a.m. to 5 p.m. and Sundays 1 to 5 p.m. Suggested admission - \$2.00

Holocaust Exhibition

A plaster model of the sculpture "The Holocaust" by George Segal, will be on exhibit at the Jewish Museum (92nd Street and Fifth Avenue) from April 10 to May 15.

The work was commissioned by the city of San Francisco as memorial to the 6 million victims of the Holocaust. The opening date of the exhibition coincides with Yom HaShoah.

The BBC documentary "Auschwitz and The Allies" will be shown on Tuesday April 12 at 6 p.m. and on Sunday April 17 at 1:00 p.m. and 3:30 p.m.

The film is based on the book by Martin Gilbert which discusses the allies' knowledge of the Genocide of the Jews and whether the allies did all they could have done to save the Jews.

The film is free with museum admission.

Other current exhibits at the Jewish Museum include:

- Frank Stella Polish wooden synagogue constructions from the 1970's - (Through May 1.)

- Recent Acquisitions - 1979 through 1982 (through May 15.)

- Israel in Antiquity: From David to Herod. Admission

\$1.00 with student I.D. Open Sunday through Thursday, closed Friday and Saturday.

Two dozen recent color photographs of nine concentration camps, by American photographer James Friedman, are now on display at the Bertha Urdang Gallery. The gallery, located at 23 E. 74th Street (2nd floor) is open Tuesdays through Saturdays 10 a.m. to 6 p.m. This exhibit is free and will continue until April 6. The exhibit coincides with the observance of Yom HaShoah.

YU Yiddish Film Festival

For the first time, Yeshiva University will be sponsoring a Yiddish film festival to be held at Stern College on March 22, 23, and 24. Three Yiddish films with English subtitles will be shown and on the first two nights there will be guest commentators leading discussions after the films.

On March 22, "Tevye" starring Maurice Schwartz will be shown. This film, a forerunner of "Fiddler on the Roof," was based on a story by Shalom Aleichem. The guest commentator will be Nahama Sandrow, author of *Vagabond Stars*, a history of the Yiddish Theater in America.

On March 23, "Where is My Child" with Celia Adler will be screened and Dr. Elinor Grumet of Wellesley College will be guest commentator.

"The American Matchmaker" starring Leo Fuchs winds up this film festival on the 24th.

All programs will begin at 7:30 p.m. in Koch Auditorium.

Yiddish Exhibit

The museum of the City of New York has extended its exhibition on the Yiddish theater until April 10. The museum, located on Fifth Avenue at 103rd Street is open Tuesdays through Saturdays 10 a.m. to 4:45 p.m., Sundays 1 to 5 p.m. Admission is Free.

Dean's List

STERN COLLEGE FOR WOMEN

- | | | |
|---------------------|--------------------|------------------------|
| Adamson, Susan | Gross, Gila | Reininger, Rhonda |
| Ades, Irina | Gross, Rachel | Rochwarger, Cheryl |
| Balakhane, Guiti | Gurin, Barbara | Rosenberg, Gail |
| Barenholtz, Deborah | Gutman, Eleno | Rosenberg, Rachelle |
| Barnett, Jennifer | Halpern, Gail | Rosner, Miriam |
| Basch, Debbie | Hartstein, Gila | Rudoff, Naomi |
| Bekkerman, Marina | Hecht, Judy | Rudoler, Simone |
| Benhamu, Plata | Heller, Helena | Sacks, Wendy |
| Berger, Michelle | Hochdorf, Yvette | Schwalb, Lara |
| Bernstein, Sima | Isaacs, Shifra | Schwartz, Melody |
| Blech, Tehilla | Israel, Nancy | Schwartz, Suzanne |
| Borck, Lee | Jeremia, Jan | Seidemann, Tamar |
| Braver, Sharon | Kalish, Hindy | Senders, Tina |
| Bressler, Deborah | Klipper, Judy | Shafren, Julie |
| Brodie, Dara | Kohn, Shari | Sholton, Amy |
| Charlop, Shoshana | Korn, Nancy | Shorer, Yael |
| Dash, Ivy | Krater, Lisa | Sidenberg, Sheila |
| Daah, Shari | Kupchik, Rebecca | Silver, Naomi |
| David, Debbie | Landau, Rachel | Silverman, Mindy |
| Dobin, Sarah | Lazaros, Elizabeth | Silverstein, Alice |
| Dubin, Daphne | Lefrak, Chaya | Sladowsky, Eve |
| Dyckman, Deborah | Levine, Deborah | Slusky, Jan |
| Edelcreek, Gail | Levine, Jodi | Small, Michelle |
| Edelman, Renee | Levy, Sondra | Smilchensky, Gulla |
| Ehrlich, Sharon | Lieberman, Michale | Sobolofsky, Miriam |
| Ekrein, Varda | Lieberman, Naomi | Soffer, Chava |
| Epstein, Ruth | Lieberman, Ruth | Srulowitz, Phyllis |
| Epstein, Deena | Lieber, Karen | Stamler, Carol |
| Echwege, Laura | Linderman, Sharon | Stepner, Dedic |
| Feder, Drazzy | Listhaus, Cindy | Stern, Renee |
| Feldman, Alisa | Listhaus, Michelle | Stiefel, Esther |
| Feldman, Diane | Mandelbaum, Susan | Tambor, Rachael |
| Fisch, Debra | Mannis, Rebecca | Tandler, Ruth |
| Fishman, Deborah | March, Cynthia | Teover, Robin |
| Frankel, Deborah | Miller, Elizabeth | Van-Amerongen, Suzanne |
| Frier, Shelly | Miller, Suri | Vienner, Joyce |
| Gefen, Esther | Moskovitz, Syma | Vlosky, Linda |
| Gidali, Barbara | Nachimovsky, Olga | Voroba, Mindy |
| Goldberg, Karen | Naiman, Rena | Voroba, Nomi |
| Goldner, Peggy | Naimark, Natalie | Wagner, Chaya |
| Goldstein, Sarah | Nussbaum, Edythe | Waghal, Sharon |
| Greenberg, Sharon | Oppenheimer, Karen | Weissman, Dina |
| Greenberg, Shira | Ostry, Susan | Weissman, Necha |
| Greenman, Suzanne | Pachino, Yocheved | Wermut, Marilyn |
| Greenstein, Leah | Pasternak, Ronni | Wiznitzer, Tonita |
| Greenzweig, Amy | Perelman, Irina | Zelinger, Lauren |
| Grill, Joyce | Reichman, Debra | Zierler, Michelle |

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