

THE OBSERVER

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Mellon Grant Funds New Spring Courses

by Amy Rubin

The coming spring semester is being supplemented by two new courses paid for by the Mellon Grant. The grant comes from the Andrew W. Mellon grant foundation formed to improve the undergraduate curriculum at Yeshiva College and Stern College for Women. The first is a course which will be given by Dr. Miriam S. Groszof, entitled "Methods of Social Research." The second is an Integrated Inter-disciplinary course in Jewish Studies, to be jointly taught by Rabbi Saul Berman, Rabbi Ephraim Kanarfogel and Dr. Charles Raffel.

Dr. Groszof's course deals with methods of data collection and data analysis in the social sciences: economics, political science, psychology and sociology. The students will work with a report on the St. Louis Jewish community, conducted by the Jewish Federation of St. Louis. The report includes information on the demographic data, religious and political attitudes and economic status of the Jews in St. Louis. Thus the report "illustrates the large variety of procedures used in the social sciences to collect information."

Much of the course time will be spent discussing and expanding upon this report. Each student will be expected to plan a research project, which includes a questionnaire, interviewing scheme or another data collecting device, that has some possibility of being carried out. However, according to Dr. Groszof, "the content depends on student interest and preparation," and greater emphasis may be placed on those areas in which the students possess the greatest curiosity and concern.

Although a social science major will find this course most useful, a student who has a sound foundation in one of the social sciences, and is familiar with the quantitative method, reducing information into a numerical summary, can take "Methods of Social Research."

Dr. Groszof sees problems with the constraints of the overall social science curriculum. A student majoring in a social science has no occasion to experience field based work. This course offers the student the "opportunity to attack a limited but real problem, and see what neighboring disciplines do," remarks Dr. Groszof.

She hopes that many students majoring in nursing or health care will take this course in order to learn, through research in the non-medical aspects of science, sophistication in their manner of dealing with patients as members of a family and a society. Dr. Groszof states that the patient's ability to accept care increases if the one who provides help knows about the patient's social background, especially concerning maternity and geriatric patients. The Jewish Federation placed data about its hospital, run by the Federation primarily for the Jewish community, in the report. The students can learn how the Federation detected shifts in the community demand for hospitalization, and

evaluate it.

Dr. Groszof stresses that "Methods of Social Research" is not a theoretical course. It is directed toward practical application so that, "the student can make intellectual decisions about social actions, as well as intellectual and political actions."

The course given by Rabbi Berman, Rabbi Kanarfogel and Dr. Raffel, was formulated, according to Rabbi Berman, "in response to a problem. A majority of the student body has a yeshiva background, but it is varied in the amount and depth, in the areas of Jewish Philosophy, Jewish Law and Jewish History." As a result of this inconsistency, material in courses is repeated because some students have learned the basic information necessary for the course, and some have not. The repetition detracts from the courses and the instructors can make no assumptions about the student's knowledge of fundamental issues. Therefore, the Integrated Inter-disciplinary course in Jewish Studies is to provide a common data base for advanced level students. "They will receive minimal exposure to the 'flow of Jewish History, the core problems of Jewish Philosophy and the basic patterns of development of Jewish Law,'" says Rabbi Berman.

It is significant that the Mellon Grant is sponsoring the course, because it freed working time for the teachers, Rabbi Berman remarks. He says the grant allowed for the development of a course, which has "the potential to affect the curriculum as a whole, by refining the character of each course, and eliminating their repetitive nature."

The course is to be a series of lectures, given by the individual teachers, and discussions in which the students and all instructors participate. The lectures begin with the Hellenistic Age, and proceed to the Early Modern Period. Each period will be described first in historical terms, then "in philosophical and legal terms. Rabbi Kanarfogel, who will teach the historical aspect, says he will "provide a historical anchor or base, which allows the student to place Jewish Philosophy and Jewish Law in historical perspective." He also wishes to give a sense of the different areas of history: social, political and intellectual.

Dr. Raffel will lecture about Jewish Philosophy through the ages. His goal is twofold: "First," he says, "I want to give the students an introduction to Jewish Philosophy so that subsequent courses can start at a higher level." Second, he wishes to see "what happens when Philosophy is integrated with other types of knowledge." He feels it will be "interesting and exciting" to view Philosophy through a different perspective.

The development of Jewish Law through the years will be covered by Rabbi Berman. He says that the student will gain a greater understanding of the law by observing

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Leave of Absence

by Esther Boylen

Dr. Doris Goldstein, Professor of History, will be taking a leave of absence during the spring semester of the 1983-84 academic year. She will be completing her book on the history of the British historical profession entitled *The Development of the British Historical Profession 1850-1922*. Dr. Goldstein has also committed herself to writing several articles and papers. Due to this heavy workload, she feels the need to concentrate solely on her writing for the second part of this year.

Dr. Goldstein has been teaching at Stern for 26 years. Although she will miss teaching, Dr. Goldstein

knows that the time will pass swiftly. Two new teachers will be joining the History Department. Dr. Goldstein feels that her leave of absence will benefit the department by allowing these teachers to offer new perspectives on specialties other than her own.

Dr. Lawrence Grossman, who will be returning to Stern after a four year absence, will be teaching a course on American History. Dr. Miriam Maayan will be teaching Western Civilization and an advanced course in European History. Dr. Maayan's specialty is in the field of Modern European History. Dr. Goldstein will return in the fall of 1984.

Dr. Doris Goldstein

Program In Psychology

JAN 13 1984

by Sharlene Goldberg

To reestablish the B.A./M.A. program with Ferkauf Graduate School of Psychology, a meeting was held this past month, attended by Dr. Morton Berger, Dean of Ferkauf, Dr. Karen Bacon, Dean of Stern College, Professor Laurel Halvry, Assistant Professor of English and advisor for shaped majors, and Dr. Aaron Meshkowitz, Stern College liaison to Ferkauf.

"The B.A./M.A. program with Ferkauf in psychology has been on the books for years, but was in disuse and not publicized," said Dean Bacon. "We wanted to revitalize the program now as an option of interest to students," she continued.

At the meeting, Dr. Berger expressed the feeling that there are many job opportunities for psychology graduates with a master's degree though it is not the ultimate degree in the field. Another advantage of the program would be the transition it provides from a bachelors to a masters and possibly even doctoral program.

"For students who haven't yet made a commitment to a doctoral

program, it may clarify in their minds whether they are willing to and capable of going into a doctoral program by being exposed to the requirements and demands," said Dean Bacon.

According to Dr. Berger, as he stated at the committee meeting, for students interested in a Ph.D., the program will reduce the course load and shorten the length of time in graduate school. For those students interested in a Psy.D., a clinical, practice-oriented doctorate, the program will not shorten the length of time, but rather lighten the course load, leaving the students more free time for electives and/or work opportunities.

To apply for the program, students must have an overall average of 3.0 and the recommendation of the Stern College psychology department and the Dean's Office. Students will apply in their sophomore year and must take a general Graduate Record Exam for which the time of requirement has not yet been determined.

"We want students involved in the program as early as possible,

but geographically it is unrealistic before the junior year," said Dean Bacon. The students will take their freshman and sophomore years at Stern and complete their general studies requirements.

"Students will then take courses, from a selected group of defined prerequisites for majors, including Introductory, Experimental and Statistical Psychology and 15 credits they choose from the list," she said.

Part of the junior and then the senior and fifth years will be spent at Ferkauf, making one-half of the major requirements at Stern and completion of the rest with master's level courses at Ferkauf. Students will graduate after their fifth year with both a bachelor's and master's degree in psychology.

"After we work up a written decision and circulate it among the committee members, we will publicize it to the student body. For now one may speak to Dr. Marcel Perlman, Professor of Psychology, if interested; and, once information is available, one may contact the Registrar's office," added Dean Bacon.

New Medical Internships

by Vicki Acriche

A Medical Research Program is presently being considered by Dr. Karen Bacon, Dean of Stern College for Women, Dr. Norman S. Rosefeld, Dean of Yeshiva College and Dr. Alan Cooperman, Dean of Albert Einstein College of Medicine. The Roth Institute of AECOM, established to improve the science education at Stern and Yeshiva, will sponsor the program. The fund has bought equipment for the colleges in the past, including the first Apple Computer now used by the Biology for Non-Majors classes at Stern.

The proposed program will set up between six and eight internships at AECOM for upperclassmen from Stern and Yeshiva Colleges. The students will receive \$1000 tax free for their research endeavors. They will also be eligible for three credits, to be determined by a personally written assessment, describing the work the

student was involved in and what he or she learned, and which will then be presented to a review board for their decision.

The internships will be offered to Pre-Health majors, and also Psychology majors. The students will be placed in research projects most closely related to their area of interest for a period of eight weeks. According to Dean Bacon, the eight weeks, "should ideally start mid-June and end mid-August."

However, the time period is flexible."

Applicants can expect competition due to the limited number of internships initially available. Interested students will be required to complete an application form which will be submitted to a faculty committee. According to Dr. Fred Goodman, Head of the Biology department at Stern, a good academic record and past research experience will be among the main considerations.

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THE OBSERVER

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Condolences to Sidney Feld, Assistant Professor of Accounting, on the loss of his mother.

Condolences to Esther Roshwalb, Hebrew Literature Instructor, on the loss of her mother.

Condolences to Dr. Sol Roth, Associate Professor of Philosophy, on the loss of his mother.

CORRECTIONS

The article entitled "Senior Exams Reinstated" in the December 7th issue of *The Observer*, incorrectly stated that effort will be considered in the final grade given in a course. Although effort is appreciated, final grades are based solely on the student's performance.

The article entitled "Nobel Prize in Medicine" incorrectly identified Rosalyn Yalow's daughter. Her name is Ilana. Dr. Yalow was also quoted as saying that "marrying and

accepting her husband" helped her move ahead in her career. The statement should read "marrying an accepting husband."

In an article entitled "Alumnae Affairs," it was stated that The Alumnae Annual Fund raised \$50,000. This money was used for scholarships and the general improvement of student life at Stern (i.e., The Dramatic Society, WYUR, the refurbishing of a study hall).

Editor's Desk

On Being Selective

by Deena Epstein

A number of weeks ago, members of the boards and staffs of the three undergraduate newspapers of Yeshiva University, *The Observer*, *The Commentator* and *Hamevaser*, spent a very enjoyable Shabbat together. The guest speaker was Ari Goldman, a reporter with *The New York Times* and a Yeshiva College Alumnus. A question was posed to Mr. Goldman dealing with the nature of the student publications at Yeshiva. Should those of us who are student journalists view our responsibility as one of reporting any and all news to the student body, or should we be more selective in what we cover realizing that what we write may reflect negatively on the University?

The question, of course, has many interesting implications for the newspapers and for the student body. The function of a student newspaper is to provide its readers with news of issues and events in their University which they need and indeed deserve to know. If we as student journalists did not do this we would be neglecting the responsibilities which we assumed.

However, as student journalists at Yeshiva, we have other obligations as well. Yeshiva University is not merely an institution but rather represents a commitment to a particular philosophy and way of life. For this reason many of us feel obligated to present Yeshiva in the best possible way. Furthermore, there are *halachik* principles which govern the ways in which we deal with others that must be considered when choosing to write about a given individual or issue.

Problems arise when we are faced with news items that are not complementary to the University but which we know to be true. Are we neglecting our responsibilities to our fellow students if we choose not to deal with these issues?

Since I have been on the Governing Board of *The Observer*, I can remember a number of issues which we chose not to deal with simply because they would not reflect well on the University. Looking back I feel that we made the right decisions for although our facts were accurate, the stories would not have been of major concern to most of the student body. We were also well aware that our paper has a wider circulation than one might expect given the fact that we print only 5000 copies, and that such stories would leave a negative impression of Y.U. on people outside the Jewish community.

This is not to say, however, that our policy is to refrain from dealing with controversial issues. As student journalists, it is our responsibility to cover issues of major concern to the student body. As long as our facts are true and are presented in an objective manner it is our right and our duty to present such stories. It is not always easy to decide what should be considered a major issue and it is very possible that we make mistakes in deciding not to print a story. By the same token, we may indeed cover issues which do not speak well of the

University and perhaps would have been better left alone.

In deciding what we should cover, we try to balance all these factors and hope that we make the right decisions. The first step is to ascertain the veracity of our facts. However, even the truth can sometimes be misleading and possibly destructive. The story is told of a *Hasid* who asked the *Ber-shider*: "You teach that a man should always tell the truth. How can one do this if he wishes to make peace?" The rabbi replied: "To make peace, I demand the full truth and with the full truth I make peace." (The *Hasidic Anthology*, by Louis I. Newman). It is this principle which we should all try to adhere to.

We do have a duty to present the news to our readers but as students of Yeshiva we have an even greater responsibility. We must present the truth in a manner that will foster peace within the University and that will contribute to its improvement rather than hinder it. This added dimension to our responsibilities makes the job of being student journalists much more difficult but in the end much more rewarding.

Better Safe Than Sorry

The security measures that were recently implemented uptown have, thank God, not been deemed necessary at our campus. However, reassuring the lower crime rate in this area may be, it would be foolish to rest complacent about the security here.

To ensure the safety of the dormitory residents, two steps have been taken this year: hiring a new guard company and allowing only uniformed watchpersons to relieve other guards (formerly, dormitory staff persons filled in for brief periods.) The circulating stories of "unauthorized visitors" and delinquent guards, nevertheless, reflect the deficiencies in the security system.

But something can be done to plug up these holes in the system. Students should be aware that much of the ability to change and improve security lies in their hands. Rather than being laughed off or ignored, sloppy security should be recorded in terms of time and date of occurrence, and reported to the dormitory directors, Rabbi and Mrs. Reich.

The dormitory staff cannot be expected to monitor the effectiveness of security twenty-four hours a day. It is our safety which is threatened, therefore it is our responsibility to make sure this system works.

Telephone Disconnected

when a link between the two campuses is provided: the phone in the Office of Student Services was such a link. Furthermore, personnel in this office attest that the phone was well-used and a vital part of coordinating student activities.

Hence, it is hard to discern the basis of the office of Student Affairs' (uptown) conclusion that the phone was an unnecessary expenditure. But regardless of the reasoning behind this act, it should be deplored as a step in the wrong direction. The goals of the administration must be to make each college feel part of the larger institution and not promote compartmentalization via poor media of communication.

Letters To The Editor

Crowd Control

To the Editor,

I recently had the unfortunate, though not unusual experience of riding a crowded elevator in Stern College. I was lucky enough to get into the elevator but unlucky to be standing in close

proximity to one of the more "conservative" students who likes to travel equipped with breakfast—specifically, a cup of hot coffee. As I mentioned before, the elevator was somewhat crowded and I was jostled. Needless to say, the hot coffee spilled—all over my down coat and brand new angora scarf set (of which I was quite proud of displaying to my friends and anyone else that would look).

I did not pay a lot of attention to the student who spilled the coffee, but I could not help to notice one important thing. This girl did not

so much as apologize nor (God forbid) offer to assist me in my \$20.75 cleaning bill. After evaluating the situation, I spoke to Mr. Sam Mandelbaum about the current situation of the Stern College elevators. Although he could not do anything directly, he did suggest that I write a letter to *The Observer*.

Maybe the students who read this letter will think twice before going into elevators carrying hot coffee!!

Susan Adamson

Remark In Jest

Dear Editor,

It's unfortunate that my remark, in the November 22nd issue of *The Observer*, which was certainly made in jest, was taken as a serious comment and placed in an otherwise serious article.

I strongly feel that men should

not be allowed in the dorm, and the intent of my remark was a purely humorous one. Unfortunately, I offended those who misunderstood me and thought I was serious. It is to them I apologize.

This misunderstanding has really illustrated a lesson for me that I'd like to share. It is so vital not to spread false rumors. We must remember the importance of thinking before speaking about others. As the *Chofetz Chaim* teaches us, "guard your tongue."

Dina Tobias

Dorm-Ez View

Sleeper

by Mordechai and Sema Reich



The *Rambam* said we should get eight hours of sleep each night in order to feel healthy and refreshed. Fortunately for us, the *Rambam's* statement is more suggestion than *Halacha*. But his point is well taken. Without sleep you can't make it through life, let alone each day. And guess what folks, finals are coming up with the looming prospect of bleary eyed all-nighters and that empty feeling in the pit of the stomach.

So what's the battle plan as you march inexorably toward those Biology, Histology, Music and French History exams? Some naive folks believe in caffeine power. Coffee, Coca Cola, and Heaven help us—caffeine pills, go down the hatch in the vain hope that sleep will be banished. This is a dangerous game to play, because the let down from simple caffeine is quick and harsh, and can even occur in the midst of an exam. Most often, the caffeine user ends up a peripatetic somnambulist.

Some intellectual types utilize a dangerous piece of knowledge called the learning curve. Essentially, research indicates that in the short run cramming for a test is an effective way to integrate data, though one forgets the material quickly. What the psych books don't tell you is that cramming isn't

worth a thing if you're too exhausted to integrate the data.

Finally, we have those brave souls called weekenders. They figure that they'll starve themselves of sleep, study hard all week, and make up the lost hours of snoozing over the weekend. Well folks, aside from the fact that you blow celebrating the spiritual aspect of *Shabbat*, for which you must be awake, and in a vertical position, you also leave yourself open to those nasty flu viruses circulating in the city and in good old Brookdale Hall. Besides, sleep researchers indicate that you can't make up for lost sleep, and you can't store up sleep either.

It's naive to assume that anyone will study weeks in advance, and everyone knows that study week is a good time for catching up on all those movies you missed. But, if you will be waiting until the last minute to crack open those books, don't stay up late studying—hit the mattress early and wake up early (like 4:30 a.m.). Your head will be clearer and you will have gotten enough valuable REM (rapid eye movement) sleep to get you through the day. A refreshing nap between exams is a good idea too. Don't let exhaustive exams exhaust you. Do what you must to stay healthy and alert. Sleep on it!!

by Miriam Sobolofsky

A symposium entitled "Life After Stern" was held on Monday night, December 12, in the Orange Lounge. Six Stern alumnae came to speak to current seniors about their own experiences involving employment, housing and socialization after graduation. The symposium was coordinated by Mrs. Esther Zuroff, Student Services Counselor and Placement Coordinator; Mrs. Sema Reich, Director of Brookdale Hall; Mrs. Aidel Buchwald, Guidance Counselor, and Jan Jerimias, a Stern senior.

The first alumna to speak was Rhonda Barrett. Mrs. Barrett majored in history while at Stern and had originally planned on going to law school. Her first job was with the New York Jewish Community Relations Council and involved social service to the Jewish community. Ms. Barrett recalls that when she first "got out in the world", she realized that Stern had given her a special "sense of commitment".

Upon graduation from college, she lived on the West Side of Manhattan. Since it is very difficult to find an apartment in the city, she advises graduates that if they "fall into something" they should "grab it". Another piece of advice on

Alumnae share post-graduation experiences (l-r) Miriam Hussney, Janis Margolis, Sherri Gorden.

apartment hunting is to go by word of mouth.

At present, Ms. Barrett is the Director of the Simon Wiesenthal Center of Los Angeles. She feels that she has used what she learned at Stern as a history major to her benefit. Ms. Barrett concluded by advising the seniors to get an idea of what their interests are and to pursue them.

The second speaker was Flori Burns, a 1980 graduate from California. Ms. Burns was a political science major at Stern. She reminisced about her initial impressions of college and how the four years "whizzed by". Upon graduation from Stern, she found that the hardest thing to come across was housing.

Ms. Burns is now working in the visual display department at Macy's. In her career she finds that she often draws from her liberal arts education which she received at Stern. For example, she can understand "fads" in the visual displays in context of the historical period to which they date back. In addition, she feels that her Jewish education provided her with morals and values to draw from in all areas of life.

Ms. Burns says that Stern women are especially talented women. She advises graduates who are interviewing for jobs to give the

impression that they know what they want and to tell interviewers that they will prove themselves. Two crucial ingredients in successful interviewing are "guts" and a "support system." Follow-ups are very important and therefore job-hunters should be persistent and let prospective employers know that they really want the job. Ms. Burns achieved successful results by saying to interviewers, "I'm a rare gem—I have all the qualities you're looking for and they just have to be refined."

The third speaker was Sherri Gorden, a 1981 graduate from Detroit. During her years at Stern, Ms. Gorden majored in English and Psychology, worked as a research assistant at Montefiore Hospital, took courses at The Fashion Institute of Technology in Communications, and had an internship at NBC. Upon graduation from Stern, she was still debating whether she wanted to pursue her interest in Psychology or in English and decided to take some time off to travel in Europe. When she returned to New York, Ms. Gorden found a job as a legal researcher in a law firm. She is presently going for her MBA.

Ms. Gorden "is greatly appreciative to Stern" for having

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Continuing Education Courses Available For Evening Study

by Deborah Bernstein

What are you going to do after graduation? If you find that question unsettling, consider Yeshiva University's Center for Continuing Education. It has many programs that could lead toward part-time or full-time careers. As the center begins its fourth year, it is offering a wide range of courses for both laymen and professionals. The courses are held at Stern College for ten weeks at a time, in the evenings. Some courses are only held on Sundays. Any student enrolled in a B.A. program or anyone in a field related to the course being offered is eligible to enroll. Most of the students currently enrolled in the program are not from Y.U., but, the courses are available to students at Stern and Y.C., as well.

In previous years, the Center has held seminars in Jewish medical ethics, divorce and child custody according to Jewish law and in

computer programming. The Center was instituted by Y.U. as a community outreach program in order to make the University's resources available to many people.

Beginning on January 16, 1984, a new term begins with courses in Appraisal Studies, Personal Financial Management, Taxation, Business and Tax Recordkeeping and Realty Brokerage and Sales.

The course in Appraisal Studies require attendance in a program approximately 20 weeks long. Students complete courses in appraisal foundations, procedures and methods. A research project must be completed and an examination taken in order to demonstrate knowledge of appraisal skills. Upon completion of the program students receive a certificate in appraisal studies and associate memberships in the American Society of Appraisers. Eighteen courses are being offered in areas such as Judaic Art, an-

tiques, oriental rug and gem stone appraisal.

According to Dr. Abraham Stern, the director of the Center for Continuing Education, there are five appraisers who have earned their certificates at the Y.U. Program and four of these individuals are already practicing in the appraisal field. The coordinator of this program is Harold Jaffe, Director of the Louis Comfort Tiffany Society and leader of the American Society of Appraisers.

Another important course that is being offered is one in Personal Financial Management. Six courses will be offered in this field. Among these are courses in tax planning, securities and investment and retirement planning. The last course offered will be one in Practice Management. Students will be taught methods in building a practice in financial planning. The coordinators of these programs are

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Nurse's Notes

Beware Of Frostbite

by Molly S. Winterman, R.N.

With New York City's recent sub-degree weather, we all must be sure to safeguard ourselves against possible frostbite. Frostbite is an injury to tissue due to exposure to cold. Usually, the first areas of the body to freeze are the nose, ears, fingers, and toes. The flesh in these areas feels numb. There may also be an itchy or "pins and needles" sensation present. A person suffering from frostbite may feel no warning pain.

Cold injury is most apt to occur when the temperature outside is less

than 20°F. Shivering, the body's usual method of heat production, is suppressed below a body temperature of 86°F. Below this temperature, the body's self-warming mechanisms become ineffective.

In mild cases of frostbite, proper treatment can quickly restore normal circulation of blood. In more serious cases, the area may become painfully inflamed and blistering may follow. Especially severe frostbite can result in death of tissues and other serious associated problems.

Wearing warm clothing outdoors can help prevent frostbite. If you must go outside during the "freeze", try not to go out for long periods of time. Bundle up! Layers of clothing provide for extra warmth as do hats, scarves, boots, gloves, and legwarmers. Be sure ears and face are covered as well.

When frostbite does occur, the frozen parts should be gradually and gently warmed. Hot water bottles or other applications of heat are contraindicated, as is rubbing or massaging, which may further damage the injured tissues. Cool or lukewarm water may be used to rewarm the frozen parts. If water is not available, the part may be warmed by covering it with warm clothing or placing it in contact with any other part of the body that is warm. Contrary to a common theory, frostbite should never be treated by rubbing the affected area with snow or by the application of snow or ice. Serious cases of frostbite demand medical attention and should not be ignored.

Stay Warm!

TAC Sponsors Chagiga

by Lauren Greenbaum

The annual Stern College *Chanuka Chagiga* was held on December 7th in the Koch Auditorium. Many girls participated in what turned out to be

one of the best *Chanuka Chagigot* ever.

The highlight of the evening was the performance of the play "The Life of a Stern Girl", written by Judy Baum, Eden Wolfsey and Jane

Leibowitz. The play was done in the form of a newscast, and poked fun at all levels of the administration and the girls themselves.

The Torah Activities Committee (TAC) provided the *Chagiga* with punch, lakes, doughnuts and other delicacies, while the students and the Neshama Orchestra supplied plenty of music.

After the play, Debbie Seiden and Lee Rabinowitz, co-chairpersons of TAC, conducted the drawing of the door prize tickets and the TAC *Tzedakah* raffle. Thanks to the diligence of the *Tzedakah* Committee, six hundred dollars was collected to be distributed amongst various charity organizations.

Among those present were Dean Karen Bacon, Mrs. Esther Zuroff, Student Services Counselor and Placement Coordinator, and Judy Paikin, Director of Undergraduate Admissions.



Play Participants include: (l-r) Shira Sugarman, Beverly Barr, Jane Leibowitz, Tania Altman, Devorah Lichstein, Judy Baum, Eden Wolfsey.

OFFICE OF STUDENT SERVICES ROOM 114

Career Counselling
Thursday—12:00-4:00 p.m.
Ms. Naomi Kapp
Room 133

Foreign Student Counselling
Monday & Wednesday—
10:00-3:00 p.m.
Mrs. Margo Marx
Room 105

Psychological & Personal Counselling
Monday-Friday
Mrs. Esther Zuroff
Room 114

Monday—9:00-5:00 p.m.
Tuesday—9:00-2:30 p.m.
Mrs. Aidel Buchwald
Room 133

The Tiyul Experience

by Rochel Gross

There are many factors that go into making up a year spent in Israel. The whole is definitely greater than the sum of its parts, but each part is pretty special in its own right. A great deal would be lacking if not for the one known as *Tiyul*.

Every Wednesday afternoon at 1:00 p.m., *Michlalah* girls gather at the gate of the campus, waiting for the tour buses which will carry us off on our next adventure. We stand, alternately, under bright blue skies with the sun beating down as if it wasn't winter in some part of the world, or under gray clouds threatening to rain on our parade through the country. Everyone has a canteen strapped on a belt, although you occasionally see someone holding a liter bottle of Coke. (Probably one of the people who have vowed not to drink any water for the entire year.) Our few hours of sight-seeing and mildly paced walking fly by very quickly; a few clicks of the camera and the sun has set. Back at the gate, we find ourselves with empty canteens and sore feet, wearing the sweatshirts that have previously resided in our knapsacks.

Occasionally we've had an all-day *tiyul* in remoter regions than the area around the hills of Jerusalem, but these have somehow not satisfied the urge in me to *tiyul* and feel the land. I think the reason is that these brief jaunts make me feel like a tourist, and if there is one sub-species of the human race I can't stand, it's tourists.

I'd like to point out right now that there is a definite difference

between students and tourists. Students are here for an entire year, not a few weeks, and we have a sense of living here, albeit for a short time, and of belonging. Tourists are different. A strange and unique breed, they are easily identifiable right off the bat, even the ones not wearing the *kowtombol*. There's really nothing specific I can put my finger on, but each and every one of them bears the indelible stamp of "tourists." Some days are better than others, as far as the number of tourists spotted goes. One particular day, though, we kept on running into several groups of them and I reached my tolerance level very quickly.

"Oh, George, look at that! We've got to take a picture and send it to Aunt Molly."

"Remember this spot? We saw it in the Greenberg home movies of their vacation last year!"

"This looks just like that scene in *Exodus*."

I have occasionally tried to deal with my feeling about tourists, and I have actually come up with some nice things to say. It's not all tourists I can't stand. I have nothing against the younger ones—those in their 20's and 30's. It's the middle-aged people of the "Oh George" variety I can't stand.

(To further illustrate why I feel the way I do, here's a little story you might find amusing. Our first week in Israel, a few *Michlalah* girls were walking through Bayit Vigan on their way to the bank and some tourists insisted on taking

pictures of them, as they wanted a few shots of "Israelis." Somebody should tell Aunt Molly she's looking at pictures of kids from Brooklyn and the Midwest.)

Understandably, it was with a great deal of anticipation and eagerness that I awaited our three day *tiyul* in the Negev during *Chanukah*. I was disappointed that we would not be sleeping out on the beaches of Eilat, but one look at our accommodations in the youth hostel the first night reassured me we were getting back to nature any way.

Day one began with our rising at 5:30 a.m. as we were told the buses would be leaving at 6:30 promptly. Strangely enough, no one was surprised when we didn't actually get underway till around 9:30, because the ammunition for our *shonit* hadn't arrived. But finally, we were rolling.

It was a great day. My blood coursed along excitedly through my veins (or maybe it was the caffeine from my morning coffee), making me feel vigorous, as if I could leap tall buildings at a single bound. I quickly settled for mountains and rocky terrain. We hiked through part of Midbar Sin and then proceeded up a mountainside. It was a difficult climb, narrow pathways and unsure footing much of the way, and several stretches up bare rock with only an occasional metal bar for support. But we were doing it and some of us were taking to the trail as if we'd been mountain goats in former lives.

For some strange reason, or quirk of fate, this particular day we kept on running into *chayalim* at each stop, even before we began our hike. (But no tourists. Maybe they were all out buying film.) Due to differing aptitudes and abilities, our line of people up the mountain thinned out into little bunches of two and threes. Often these groups became totally isolated from each other, until a new outcropping of rock was passed. At one point I thrust my head over a small ridge and found myself in the middle of a smiling group of *chayalim*. There were no other people in sight and I was uncertain as to which turn of the path to take next. Believe me, I made up my mind quickly and moved as fast as I could, but not before I'd heard several interesting comments from the buys in khaki. (Somehow the *chayalim* on the buses are more polite.) But I was more fortunate than my apartment mate who was right behind me. In Israel, it's not blondes who have more fun, but *Gingis*. Despite the fact that most of her hair was tucked up inside her cap, by the time we topped the next rise, my friend's face matched the wisps that emerged.

Minutes after we stumbled into bed that night, or so it seemed, we heard wake-up calls to begin a fresh new day. (The man in charge of our *tiyul* must be a former Scout Troop Leader, or someone used to communicating through a megaphone. We decided that the next day we'd try locking our door.) The stars were still dimly visible in the sky, but we were on our way to Eilat and its surrounding mountains. We saw so many picturesque sights; the sea, the beaches, the misty shores. The Negev is gorgeous. The hills and plains look sculpted from a distance. Add to all this radiant sunrises and vivid sunsets and we were sated with beauty. We rubbed the sleep out of our eyes in order to get a better look.

To make life interesting, it appeared that our guides were determined to race each other up

continued on p. 7, col. 1

Rogoff Lecture

by Jan Pion

Dr. Robert Alter, professor of Hebrew and Comparative Literature at the University of Berkeley, delivered the twelfth annual Hillel Rogoff lecture on Tuesday, December 27th, in the Koch Auditorium. Over 250 people attended the lecture, many of whom were from outside the Yeshiva University community. The lecture had been advertised in many different publications.

Dr. Alter discussed the subject of "Truth and Poetry in Job." He commented on the poetic style generally found in *The Prophets* and *The Writings*. Dr. Alter pointed out that very often the second half of a verse clarifies and intensifies the image created in the first half. For example, the verse in Job 38:28 asks "Does the rain have a father, or who weds the drops of dew?" The second half of the verse focuses the assertion made in the first half.

Dr. Alter also showed how certain chapters of Job parallel each other, specifically chapters 3 and 38. He explained how the description of God's appearance to Job out of the whirlwind in chapter 38, is a response to Job's pathos filled speech in chapter 3 where Job challenges God's execution of justice and asks to die.

Dr. Alter came to Yeshiva University with his reputation preceding him. He has written eight books and a countless number of articles. In 1982 he was awarded The National Jewish Book Award. This is just one of his many awards and citations.

The Hillel Rogoff lecture was established in 1971 by Anna Rogoff and her children in memory of their husband and father. Mr. Rogoff was an early alumnus of Yeshiva University and was editor of the *Jewish Daily Forward* for many years.



Dr. Robert Alter delivers Hillel Rogoff Lecture

Study Hall Dedicated To Honor Max Stern

The following is the text of a speech delivered by Mrs. Paula From, President of the Stern College Alumnae Association, at the dedication of study hall 11C on December 20th.

Dean Bacon, Mrs. Zuroff, Sema, Student Leaders, Women of Stern College,

It is a very great pleasure for me to be here today. We have come to honor the founder of our school, Mr. Max Stern z"l, who made this all possible, by dedicating this study hall in his memory.

It was through Max Stern's insight, wisdom, and generosity that Stern College for Women was established in memory of his parents. His interest in, and concern for, the students knew no bounds. Hundreds of undergraduates and alumnae of Stern College profited from his magnificent contribution. He was

the means by which their lives were shaped and fulfilled.

Last year, the executive board spent many hours deciding on a fitting tribute and memorial to Mr. Stern. We decided that the best memorial would be something that would benefit as many students as possible at this time. Since Mr. Stern was one of the earliest men to recognize that women had a right to religious and secular higher education, we felt that furnishing a study hall (which you desperately needed) would help improve the quality of life in the dormitory and at the same time recognize Mr. Stern and all that he stood for.

You, the students, are the present results of Max Stern's dedicated efforts!

This bright, clean room is our gift to you. We ask that you take pride in it and remember who and what it stands for.



Those participating in the dedication were: (seated l-r) Dean Karen Bacon, Paula From, Genia Socol; (standing l-r) Rachel Oppenheimer, Sema Reich, Gilda Hochbaum, Sharon Moed-Stamper, Esther Zuroff, Toby Weiss.

WYUR Returns

by Margaret Kramer

On December 5, 1983 WYUR, the student run radio station of YC and SCW began broadcasting to the Stern dorm, two months behind schedule. Many students were greatly puzzled by the delay and were curious as to the reason behind it.

Every year the radio station is taken over by a new administration. This past summer as the new board was going through last year's records, they discovered an unpaid phone bill. This bill had accumulated into a \$1600 debt. The phone company refused to reconnect the broadcasting system to the Stern dorm until this bill was paid. The board was quite despondent as it seemed that the financial situation was not a promising one. It appeared that the problem might not be resolved for a full year until the bill was paid. In an official statement, however, WYUR proclaimed: "... Due to the generosity, cooperation and assistance of the Stern College Student Council, and especially President Brenda Time, we were able to start broadcasting..." In just two months, Brenda Time and the Student Council were able to raise this vast sum of money that helped to pay off the bill.

Now, a month later, the response is overwhelming. WYUR receives

more than 125 calls a week from the Stern dormitory alone. The station would like to thank all its listeners at Stern for their participation and support.

WYUR is up to date on all the latest music, from classical, to Hebrew, to rock 'n' roll. Just this year the station has purchased eighty-two new albums, and more are on the way.

The station is run by five experienced students: Nachum Segal, station manager, Robert Katz, program director, Amy Greenzweig, SC coordinator, Sara Kosowsky, business manager, and Peter Marcus, News Director. Their experience ranges from jobs at television and radio stations, to various other communication forums. The disc jockeys, for various programs, are carefully selected by this board at the beginning of the year and thereafter trained.

WYUR broadcasts Sunday and Thursday nights from 7:00 p.m.-1:00 a.m. and Monday through Wednesday nights from 6:00 p.m.-2:30 a.m. The Station is located at 82 on your AM dial and it honors requests and dedications from its listeners. The number to call is 568-4700.

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TAC Notes

Friendship Is A Mitzvah

by Devorah Lichstein

No matter how different people are, they all share a common need: the need for friendship. In Stern College, we have the opportunity to make good friends from all different backgrounds and places. No one can remain alone, no matter how much of a loner one may be. Everyone needs friends, whether it's for understanding, advice, a fun time, or simply a cheerful smile. Unfortunately, many of us are not being good friends ourselves. We often take a lot from our friends without giving back

anything in return. We tend to forget that friendship is not "just another aspect of our lives", but an actual *mitzvah* in the Torah. As it says in *Pirkei Avot*, "What is the good way to which a man should adhere... Rabbi Yehoshua said, a good friend."

There is a specific *mitzvah* in the Torah that teaches us how to be good friends: "Love your neighbor as yourself" (Deuteronomy 19:18). The obvious question asked is, how can someone possibly love someone exactly as he loves himself? According to, this meaning, if a person doesn't feel

good about himself, is he obligated not to feel good about others as well?

The Rabbis give numerous explanations for the *mitzvah*, one of which is most interesting. How can someone be a good friend? The answer is simple: by making his friend just like himself. A good friend is one who realizes his own good qualities and tries to help others who are weaker in the same areas to become better. Thus, a good friend is one who makes others independent of him rather than dependent. For example, if someone needs help with homework in a subject that his friend understands, a good friend would not do the homework for the person, but rather teach the person how to do the homework himself.

The Talmud tells us that a good friend is one who "brings close another with his right hand (stronger hand), but at the same time, pushes away with his left hand (weaker hand)". In other words, one should try to become close to his friend by encouraging that friend's self-improvement, while at the same time, not allowing his friend to become too dependent on him.

Being a good friend is a hard job, but when accomplished it can be an extremely rewarding experience!

Malamud story from the *Rembrandt's Hat* collection. (Mr. Edwards and Mr. Osbourne, both, starred in the completed version of *Idiot's First* at the New York City premiere in 1978 at the Bel Canto Opera. This performance won an off-Broadway opera award for "most important event of the season.") Just recently, Elie Siegmeister was commissioned by the 92nd St. Y to compose another set of operas based on Malamud's works.

Dr. Leonard Lehrman, formerly assistant conductor and assistant chorus master at The Metropolitan Opera, is currently chief coach and conductor at Theater Des Westens in Berlin, the leading European theater for musicals. He is also the founder of the *Judischer Musiktheaterverein* in Berlin, an organization dedicated to the revitalization of opera and music theater on Jewish themes and by Jewish authors and composers. Such musical activity flourished in Berlin prior to the Nazi Era but was nearly wiped out by The Third Reich. Dr. Lehrman is no stranger to Jewish music; as a teenager he was one of the founders of a creative Jewish music group at his synagogue in Roslyn, NY. He went on to receive degrees in music from Harvard and Cornell and studied opera at Indiana University which has one of the largest and most famous opera departments in the world.

Lehrman's *Hannah* is based on several *midrashim* and tells the *Chanukah* story from a woman's viewpoint; the woman here is *Hannah*, the daughter of *Matisyahu*. *The Family Man* is based on a story by Russian writer and Nobel-Prize winner Mikhail Sholokhov. It is a very dramatic work which depicts war dividing and destroying a family.

Admission to the concert is free to Y.U. students. For other students and senior citizens it is \$5 and for others \$6.

by Mattie Rubenstein

The Speech Arts Forum of Stern College will present a concert of Jewish opera and song on January 11th in the Koch Auditorium. The program will feature Ronald Edwards, baritone; Leonard Lehrman, pianist; Charles Osbourne, tenor and Karen Smith, soprano, who was the 1983 first-prize winner of The National Association of Teachers of Singing Artist Award Competition. Excerpts from works by four Jewish composers, as well as a preview of an entire opera just recently completed will be performed.

The program includes songs of Elie Siegmeister, (in honor of his 75th birthday on January 15th), excerpts from Judd Wolfin's *The King of Schnorrers*, Marc Blitzstein's *Idiot's First* (completed by Leonard Lehrman after Blitzstein's death), and two operas by Leonard Lehrman, *Hannah* (excerpts) and *The Family Man* (complete). All works will be performed in English.

Two of these composers are better known for their works for the American Musical Theatre. Judd Wolfin is the composer of the Black hit musical, *Raisin*, and Marc Blitzstein is best known for his translation and adaptation of Brecht's and Weill's *Threepenny Opera* for the American Stage. The works performed at the concert reflect these composers' interest in Jewish themes. *The King of Schnorrers* is based on a work by the Anglo-Jewish author, Israel Zangwill, which depicts Jewish life in 18th century London. *Idiot's First* is based on a Jewish *Everyman* tale by Bernard Malamud, author of *The Fixer*. Blitzstein planned to compose a set of operas based on Malamud's works to be called *Tales of Malamud*, however, he was unable to complete this project before his death.

Leonard Lehrman completed *Idiot's First* as well as composing a companion piece, *Karla*, based on a

Opera and Song

Speak Your Mind News Coverage

The traditional role of any newspaper is to report the facts. Do you think that *The Observer*, because it is representative of Yeshiva University, has the additional responsibility of being selective in the stories it chooses to cover and possibly withholding information that may be negative?

Gloria Friedling (Junior): In view of the fact that *The Observer* is the only major news publication written by and representative of events and opinions of the student body, I feel the editorial board should use discretion in its selection of news to be printed; but on the other hand, it is without news, which although may be controversial, is pertinent to the Stern College community.

Edie Siegel (Sophomore): Your main responsibility, if you are a newspaper person, is to live up to that obligation, and report the facts; you have to figure out your priorities and live up to them. If you believe that Yeshiva and what it stands for is your main priority, don't take on the task of reporting the news.

Adina Rishe (Sophomore): Even regular newspapers must take feelings into account, and especially a *yeshiva* that represents Judaism as a whole has to be ethical in every way, and I think most newspapers aren't ethical. Many try to sensationalize and a *yeshiva* paper can't. People think that to catch the reader's eye, you need sensationalism, but you can't forfeit people's feelings for sensationalism. The facts should be reported, but without attempts at eye-catching, irrelevant facts that can only hurt.

Rosalyn Feinman (Freshman/Early Admissions): It is especially important for a *yeshiva* paper to research the facts. Everyone is so critical and so easy to come down on a *yeshiva* due to anti-semitism. Papers do have biases and are sensationalistic but we should give the straight facts, and present all views, not limiting ourselves to one task or opinion. Thus the reader won't feel any one opinion forced on him.

Debbie Milstein (Junior): If you have the title of a newspaper your job is to report the news, the unedited facts. If something happened, it is a truth that must be put in the newspaper. The person involved hurt himself by doing it, it is his own fault, and the paper is just doing its job by reporting it.

Rebecca May (Freshman): The ideal job of a newspaper is to present the objective facts, but as long as it is an individual reporting those facts, it is bound to become subjective. If the reporter gives his opinion in the paper, other opinions must be considered. Why should a reporter get to judge others because he gets printed in a newspaper? Therefore, feelings of others should receive equal attention.

Mellon Courses Offered

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its progression. He feels that students will be enriched by the integration of legal development and philosophical problems, in a common historical period.

The course will culminate with a common text study of *Maimonides' Introduction to the Mishne Torah*. All the instructors share a presentation of the text to show how Jewish Philosophy, Jewish History & Jewish Law can work together, as in a "three dimensional figure," says Rabbi Kanarfogel, to provide a thorough understanding of Judaism.

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Continuing Education At YU

continued from p. 3, col. 3

Gary Ambrose and Norman Dawidowicz, who are instructors in Economics at Y.U.

Courses will also be offered in Taxation Studies. Successful completion of the course will entitle students to a certificate. It can also lead to a job in tax preparation for individuals, partnerships and corporations. It enables a student to take the Internal Revenue Service enrollment examination in order to be able to represent clients in the I.R.S. tax courts. The coordinator of this program is Charles Kahn, an attorney with extensive background in taxation, realty and finance.

Another series of courses will be offered in Business and Tax

Recordkeeping. These courses stress computerized bookkeeping, recordkeeping and payroll procedures to prepare students for positions as bookkeepers.

The final set of courses in this term's offerings, is a program to prepare participants for the New York State Realty and Brokers Exam for licensing in the Realty field. Each course is 45 hours long. They begin on January 19, 1984.

The Director of the programs at the Center for Continuing Education is Dr. Abraham Stern, Associate Professor at Yeshiva University.

Applications for admission to the Continuing Education Program are available at the Registrar's office.

Major Concern

Education

by Beverly Barr

As an Education major at Stern College I have often run into obstacles and problems related to my major. The most unique of them and by far my favorite is the Curriculum Room. A better obstacle course can't be found in New York, and that's saying a lot.

The room which is located in the old building near the periodical room was originally designed to help Education students in preparing lesson plans and papers. It contains educational materials and grade school textbooks in all subject areas. The material itself, while dated, is very helpful. It is when trying to locate these materials that the difficulty arises.

Scattered about the room are boxes of books which were transferred from Ferkauf Graduate School at the end of last year. These books are more up to date than the shelved ones and could be very helpful if they were unpacked. The boxes are also piled on top of the tables and chairs at which students were meant to do their

work. These cartons are too heavy to remove, besides which there is hardly any uncluttered floor space to move them to.

Floor space is scarce because it was patterned after Swiss cheese. The only difference being that with Swiss cheese you can see the holes; in the curriculum room the holes are covered with carpeting.

Money is tight and Colleges in general have less to spend but it is a shame that a room should be allowed to deteriorate the way that this one has. Besides the boxes and holes in the floor, the room's ambience is sadly lacking. Dankness and dust are not conducive to research, no matter how interesting.

While Education may not be the most popular major at Stern, reparation of the room requires only minimal effort. The books are already supplied, the room chosen and the materials are plentiful. All that is needed is an attempt by the school to make the room the resource center it has the potential to be.

Life After Stern

continued from p. 3, col. 5

given her "a lot of opportunities". Nevertheless, she tells the seniors that they also have to go for the opportunities themselves and push for things to be successful.

The next speaker was Miriam Hussey from Jacksonville, Florida. Ms. Hussey presently works as an executive assistant in production at Transglobal Films which does advertising for airlines.

She was full of advice for graduation seniors. She says that the most important thing to do is to "network" which she explains as "going to everybody and anybody for advice". She recommends that anyone interested in getting a job in business should work for a small firm. According to Ms. Hussey, it is "really important that you don't feel you're locked into a career" because you're "constantly changing and reshaping your goals". She adds: "If you can accept that, you can do anything and have a good time."

The fifth speaker was Janis Margolies from Pittsburgh. She tells seniors never to "feel self-imposed pressure" but to take the course as you go along. Ms. Margolies has been holding the position of media planner in marketing research at a large firm for three years. She tells students that their attitude is most important because it will be communicated to the interviewer. They must "believe in themselves and sell themselves." She concluded by assuring that if you believe that things will work out, you will convey this to other people.

The last speaker was Marla Silver, a 1981 graduate from Springfield, Massachusetts. While in college, Ms. Silver had been planning on a career in advertising and majored in advertising and

design. She learned from personal experience with interviews that anyone interviewing for a job in advertising should have a portfolio, resume and cover-letter for each individual firm and should do research into what each particular firm has to offer.

Ms. Silver worked for a year at the Orthodox Union in the Graphics and Publications Department. She found that working for a Jewish Organization was difficult but had its benefits. She particularly enjoyed working in a close knit group and doing something for the community. Ms. Silver is presently Assistant Director of Admissions at Stern. She concluded her presentation by telling students that a B.A. should not be the end of their education and that they should always look for ways to improve themselves.

Health Science Club

by Suzanne Van Amerongen

Dr. Susan Henry, Director of Yeshiva University Sue Golding Graduate Division of Medical Sciences, came to speak on behalf of the new Health Science Club. There was a great turnout despite the bad weather and all those who attended shared an enlightening evening.

Dr. Henry began by speaking of her personal experiences and how she became interested in the sciences. She also gave a brief description of the research that she is now conducting at the Albert Einstein College of Medicine. This includes work on the cell membrane in yeast cells and the idea of transport through the membrane and its replication. Dr. Henry described her research so that even those with just a basic science knowledge were able to comprehend its significance. She continued to talk about the Graduate School itself and its

by Mattice Rubenstein

At the Whitney Museum of American Art: A 60-year retrospective of works by Willem de Kooning, the great Abstract-Expressionist artist. The showing includes over 250 paintings and sculptures as well as a separate exhibition of his drawings. De Kooning, who is known for his use of bold, gestural strokes of color on large canvases, is still painting at the age of 79.

The paintings and sculptures will be on view until February 26th, the drawings until February 19th. The museum is located on Madison Ave. at 75th St., and is open at the following times:

Tuesday: 11 a.m.-8 p.m.

Wednesday-Saturday: 11 a.m.-6 p.m.

Sunday: 12 p.m.-6 p.m.

Admission is free to students with valid I.D.

At the International Center of Photography: The Center has extended its showing of the photography of Roman Vishniac, "A Vanished World," Photographs of Jewish life in Eastern Europe, 1933-39. The museum is located on 5th Ave. at 94th St. and is open at the following times:

Tuesday-Thursday: 12 p.m.-8 p.m.

Friday-Sunday: 12 p.m.-6 p.m.

Admission—\$1 with student I.D. Free—Tuesday nights 5 p.m.-8 p.m.

You might want to visit these two museums during intercession. Please note that The Museum of Modern Art (11 West 53rd St.) will be closed for four months, beginning January 4th, while the museum completes its expansion and renovation project. When the museum reopens in May, it will be almost double in size with larger, separate galleries for each of the different artistic mediums (paintings, sculptures, photographs, etc.) that the museum's collection contains. The museum will also then be able to put many more works from its

collection on display. Usually, only a very small portion of The Modern's collection is on display at any given time.

The first exhibit after the reopening will be "An International Survey of Recent Paintings and Sculpture," a showing of recent works (from within the past 5 years) by more than 100 artists from 18 different countries.

Cultural Affairs Committee Activities

On December 12th, the Cultural Affairs Committee of Stern sponsored a trip to see the Batseva Dance Company, an Israeli modern dance company, at the Joyce Theatre. Over 15 students and their friends attended and enjoyed this excellent performance. Works seen

were *Bolero*, choreographed by Israeli choreographer, Igal Perry, to the music of Ravel's *Bolero* (music recently made famous by the movie *10, 10, 10*), *Sigh*, choreographed to music by Vaughn Williams, *Turmoil*, with choreography by Siki Kol (Rehearsal Director of the Company) and the very humorous *Troy Games*, set to traditional Brazilian music, which concluded the night's performances. After the performance the students were able to meet with choreographer, Siki Kol, and ask questions.

Possible plans for future events include attending a concert of Classical music, and, in the Spring, going to The Stratford Shakespeare Festival to see *Romeo and Juliet*. If you have any suggestions or ideas please contact Esty Weis (11E) or Mattice Rubenstein (10A).

Songs And Signs

by Vicki Acriche

The Speech Arts Forum sponsored an informal concert of songs and signs entitled "I Can Feel Music" on Monday night, December 5th. The program featured Rabbi Daniel Grossman who has conducted many workshops on sign language. Rabbi Grossman's wife, Elayne Robinson-Grossman, sang and provided the musical accompaniment.

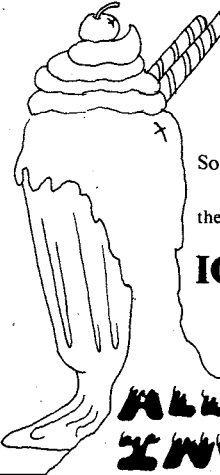
The evening began with the lighting of the *Chanukah* candles. A brief explanation of sign language, the language of the deaf, followed, with Rabbi Grossman signing as he spoke, for the benefit of the deaf members of the audience. Then he taught the signs to popular Hebrew songs and

prayers, such as *Shema Israel*, while Mrs. Grossman sang and played the piano or guitar. After one demonstration for each song, the audience was encouraged to participate, thereby learning how to coordinate the signs with the words they describe. Rabbi and Mrs. Grossman also did a rendition of a poem written by a deaf Holocaust survivor. The evening thus enabled particularly the hearing audience to gain new insights into the language of the deaf, and to well known Hebrew songs and prayers.

The Speech Arts Forum is a student club at Stern that presents cultural arts programs at the College. Judith Urbach is president of the club and Professor Penninah Schram is the faculty advisor.



Rabbi Daniel Grossman and Elayne Robinson—Grossman lead crowd in an evening of songs and signs.



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Realistic and Entertaining

by Beverly Barr

Brian Clark's play "Whose Life is it Anyway?" asks a challenging and relevant question with a wit and intelligence that are refreshing, especially when most dramas nowadays are more tearjerking than thought-provoking.

The play, which was presented by The Stern College Dramatic

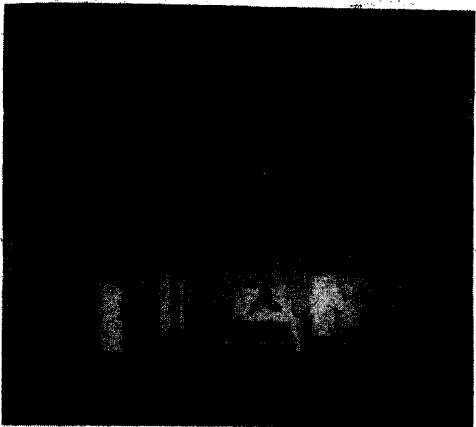
Society (SCDS) December 14 through 19th, revolves around a sculptor who would rather die than spend the rest of her life paralyzed. Her decision opens a Pandora's box of moral issues to be faced by her doctors, the hospital, and eventually, the courts.

In the lead role, Zahava Soble was required to remain immobile

throughout the entire production. Miss Soble's performance was realistic and entertaining without being overly dramatic. Her characterization had just the right mix of vulnerability, anger, and intelligence. The audience could feel her desperation at being given an injection of valium against her will or being patronized by cardboard social workers.

Supporting Miss Soble's outstanding performance was a superb cast. Edythe Nussbaum and Randyl Rosean gave strong performances, utilizing expressions, mannerisms and voice intonations to broaden and illuminate their lines. As the social worker, Annette Meyer provided one of the evening's more memorable moments. Miss Meyer's smooth metamorphosis from the patronizing professional to the hysterical ninny reached its comic climax just as Miss Soble reached her outburst.

The entire production was one of the finest put on by SCDS in recent years. Director David Kieserman seems to have brought out the best in each of his actresses. Mr. Kieserman, his cast and all the SCDS members deserve a standing ovation.



The cast (l-r): Sharon Halevy, Shira Hirsch, Debbie Milstein, Shulamit Glaubach, Esti Weis, Edythe Nussbaum, Zahava Soble, Sharon Troy, Ruthie Akerman, Annette Meyer, Randyl Rosean, Shalley Kirschbaum.

The Great Tiyul

continued from p. 4, col. 3

the sides of Mt. Tzfat and it was difficult to keep up with the pace they set, let alone appreciate the views of Jordan, Saudia Arabia and Egypt. My canteen chose this opportune moment to spring a leak or perhaps I hadn't closed it tightly enough. Either way, I was moving in perfect rhythm-scramble, scramble, slosh, slosh.

There is a trick to breathing and climbing simultaneously and once you have mastered it, conversation becomes possible. Hikes are very interesting in that people become friendlier and more outgoing on the trail than they are in the library or classroom (i.e., real life). In fact, no matter who you find yourself with, there is no problem having something to talk about. At one point I was having a very lively discussion with one of the guides about JAPS and hikes. We were getting subtle hints that he thought many of the *Michlalah* girls could justifiably be called that. But to our delight, he told us about a school he'd taken to Massada and Ein Gedi. All of the girls had shown up in expensive dresses and heels. I was proud to see that every *Michl* girl, without exception, was properly attired in jeans skirts.

I said people get friendlier on *tiyulim*. That is definitely true and they sure reach out to their fellow-hikers more. At one point, down a tricky stretch of terrain, the girl behind me suddenly slipped and began sliding over the edge of the cliff. I became aware of this when I felt her grab my neck for support.

There were a few moments of stunned silence before anything was said. Then—"Don't worry, I've got you!" She shouted to me.

With some difficulty I managed to reply, "Yeah, but who's got you?"

Our guide, ever practical, said, "When you feel yourself falling, grab rocks, not people. People tend to come along with you."

I eyed the drop over the side. "Oh, yeah, misery just loves company."

By day three, we were experts in

forcing our aching legs down steep gorges. The highlight (or maybe incentive) of the day's major hike was collecting colored sand in glass bottles at the bottom of an erosion crater (unique to Israel.) It rained steadily, but we were so grungy by now that it really didn't make a difference. And besides, the rain made the desert come alive. It was not ordinary mud that splashed on to my skirt, but a scarlet paste of incredible beauty. And the sand I was brushing off my socks was a gleaming coppery gold. The ground under my feet (and my shoes) changed color so many times I felt I was walking through an artist's palette.

All good things must come to an end and eventually we found our tired and grubby selves back on campus. Our *tiyul* was over. We returned with our shells and sand, our memories and our sunburns. (It's quite a trick climbing a mountain with your arms held at the optimum angle for maximum sunlight absorption.)

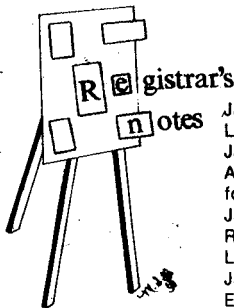
Sometime this summer I am going to sit down with various notes I've made through the year, and with the pictures from the rolls of film I've sent home to be developed, I am going to define exactly what a *tiyul* is—more than a hike, more than a trip, more than an experience. In the meantime, the old song says it best: "over hill and over dale, we're always on the dusty trail!"

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Jan. 19-25, Thurs.-Wed.
Examinations

SPRING SEMESTER 1984

February 6, Monday
First Day of Classes

February 6-10, Monday-Friday
Period to File for Exemption Examinations

February 10, Friday
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February 12, Sunday
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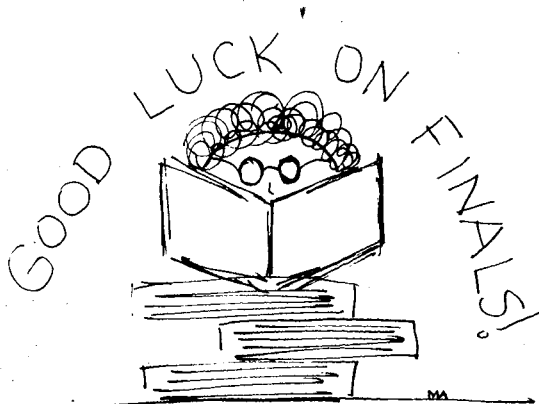
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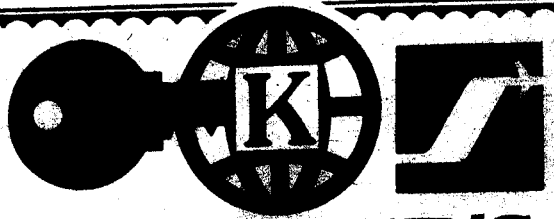
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