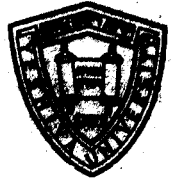


# THE OBSERVER

The Official Newspaper of Stern College for Women • Yeshiva University



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## Seventeen Students Nominated for Who's Who

by Francine Ziv

At this time every year, students are notified of their selection for the catalogue-like book *Who's Who Among Students in American Universities and Colleges*.

At Yeshiva University, the *Who's Who* selection process is handled through Rabbi Miller's office, notifying each college (SCW and YC) of how many students they may recommend for the honor. Mrs. Esther Zuroff, Director of Student Services at Stern College, handles the screening and initial selection of SCW students. The list of students is submitted to the deans for approval, forwarded to Rabbi Miller, and finally sent to *Who's Who*.

The initial grounds for selection of a student is sufficient accumulation of service points for activities on campus. If the student fulfills this criterion, her academic record—both secular and Judaic—is examined. Finally, the student's general record is reviewed to ensure that it is not marred in any way. If the student proves herself exemplary in all three aspects, she may be chosen for recognition.

The seventeen SCW seniors among the fifty YU undergraduates who were chosen to be in *Who's Who* this year are: Vicki Acriche, Michelle Brander, Melanie Faber, Diane Feldman, Vida Freedman, Sharon Greenberg, Gila Halperin, Susan Mandelbaum, Edythe Nussbaum, Jan Pion, Linda Senders, Yaffi Shapiro, Karen Sigel, Shauna Singer, Judith Urbach, Suzanne Van Amerongen, and Nomi Voroba.

Each of the aforementioned was notified of her nomination and asked to complete a personal questionnaire by *Who's Who*. Students were also given the opportunity to purchase this year's edition, as well as other mementos.

Stern alumni who appeared in *Who's Who* in past years comment that it was an honor to be cited in *Who's Who* as well as a nice addition to their resumes. Both Dean Orlian and Dean Bacon feel that being in *Who's Who Among Students in American Universities and Colleges* is a well-deserved recognition for contributions to the school community as well as academic achievement. They are pleased that students who have accomplished so much receive this honor in return.

## Battle of the Sexes: The Cafeterias

by Diane Feldman

(Editor's Note: The Observer has received many requests from readers to investigate the differences, if any, between Yeshiva College's cafeteria and Stern College's cafeteria. Thus, an investigation was conducted by this newspaper, a member of student council, and a representative from the administration. The following is a compilation of the results.)

A typical night's dinner in Yeshiva College's cafeteria consists of hamburgers, franks, veal chops, chicken pot pie, and meatloaf. The same night, Stern College's cafeteria offers chicken, liver, meatballs, and roast. Yeshiva University funds both cafeterias, yet many differences beyond the menu exist.

First, at YC, the food is displayed in an appetizing manner. The salad bar is filled; the meal is served on hard plates; each item is on individual plates of some kind; glasses and ice are available, as well as large con-

tainers of condiments; and the cafeteria is basically clean. At SC, the trays are dirty, as is silverware; cantaloupe sections are scattered on a tray without plates underneath; the salad bar is sparse; the meal is served on flimsy plastic plates; plastic cups hang over the drinking fountain, and the cafeteria has no ice cubes.

Second, the prices are not uniform. That is good news for SC and bad news for YC. Although the buying of supplies is done separately, and Stern is located in a slightly more expensive area, Sammy Klein, head of Stern's cafeteria, manages to offer all dinners at a special price—\$4.20. YC only offers two specials a night.

According to Mr. Alfred Parker, Director of Food Services at YU, the uptown campus has bigger facilities. Stern does not have room for an ice machine or a dishwasher. Therefore, the customers cannot have ice, dishes, or glasses.

Third, YC's cafeteria has a

larger variety to choose from. The portions are larger, which Parker attributes to two reasons. The paper products are not sturdy enough to hold more food, and Stern students request smaller portions. Most importantly, however, the obvious difference in taste. The main dishes have basically the same good quality, but the side dishes at Stern have little or no flavor. The vegetables are either overcooked, watery, or tasteless. The same ones uptown are superior—carrots, cauliflower, and green beans taste as they should. Since the food is cooked on the separate campuses, the cooking at Stern, especially where the side dishes are concerned, could stand improvement.

Parker reminds students that the uptown cafeteria services a greater number of customers. Students from the YU High School, as well as visitors to the YU Museum frequent the cafeteria. This explains why uptown has a larger staff, caters

affairs, stays open longer, and finishes each year with a smaller deficit than its counterpart.

Differences are evident in the Shabbat meals as well. YC offers cold or hot food, and SC does not. The food uptown is served in individual portions and Stern serves family style. Mr. Parker has spent Shabbat uptown for the past 26 years. This enables him to handle complaints and problems immediately. At Stern, students run the cafeteria on Shabbat. Therefore, if too many people show up at the last minute, and there is not enough food to go around, nothing can be done. This is never a problem uptown.

Parker stresses the importance of student feedback, and welcomes it concerning the Stern cafeteria. He says the differences in cafeterias are mainly because of a lack of communication, and Stern students can have the same choices as Yeshiva College students if they ask for it.

## WYUR Stages First Live Remote

by Sara Kosowky

Free cotton candy was just one of the minor attractions of the "I Love Mordechai" party held in the Orange Lounge of Brookdale Hall on December 17. The party, co-sponsored by WYUR—the radio station of SC and YC—and the Junior Classes of SC and YC, drew students together to enjoy more than a handful of spun sugar.

The purpose of the event was to promote the Mordechai ben David concert and improve ticket sales. To help achieve this end, tickets were sold at a reduced rate. According to Simmy Weber, ticket sales manager, "There was a dramatic increase in ticket sales thanks to this party. It is unfortunate, however, that we have to make parties like this because of student apathy to exciting events like this concert." Jan Pion, SC Student Council Vice President and ticket manager at Stern, announced that at least 100 tickets were sold the night of the party.

Aside from the cotton candy



WYUR broadcasted live from Brookdale Hall during the "I Love Mordechai Party" December 17.

machine, the novelty of this event lay in the fact that it was the first live remote broadcast of WYUR. In a sense, the station moved from the Student Union Building on the uptown campus to the Orange Lounge on the downtown campus.

Howard T. Konig, WYUR Director of Operations, explained that the procedure was not a difficult one. Since WYUR

broadcasts through phone lines, all that had to be done was create an open phone line. This was done by calling Stern from the station phone. Once the signal was connected a switch was flipped and the open line was created. A mechanical board was taken out of storage and set up at Stern. Then whatever signals were produced in the board were sent through the phone line at Stern to

the phone at WYUR and broadcast over the air.

Nachum Segal, WYUR Station Manager 1983-84 and currently a morning DJ on WFMU, hosted the evening while playing Mordechai ben David songs. Segal commented, "It took me a while to get used to people looking at me. I usually like to be alone, not seen."

This was one of the exciting facets of the evening—people could actually see WYUR in action. It was not just a sound coming over the radio, but it was live. Barry Rozenberg, YC Junior Class President, remarked, "This is a great step forward in communications between Stern and YC. Tonight, WYUR came alive for the students."

Although there were technical problems with the broadcasting which resulted in nothing coming over the air for a while, the overall impressions of the evening were that the event was a success. Many station members claimed that this was only the beginning of what will soon be a regular feature of 82YU-WYUR.

## New Courses Offered For Spring

by Carol Stamler

Stern College will offer many new courses during the Spring 1985 semester.

There will be two new courses in the Art Department. One is in 3D Art Form. It will be given by Professor Susan Gardner as a continuation of a 3D art class given last year. The course will deal with advanced problems in sculptural abstraction building. The class will be involved in a major wood-carving project, a large plastic construction, and other projects.

The second course in art, Art and Literature, is cross-listed

under English. Its purpose is to analyze parallels between literary and artistic styles. The student will read literary works in a variety of styles while examining artwork in corresponding styles.

The course will cover classical Greek to modern art and literature. Dr. Judith Neaman will be teaching this as well as another new course, Direct Marketing and Advertising Marketing. This course will explore the newest emphasis in the advertising industry, with focus on telemarketing, T.V. marketing, and direct mail marketing, and will teach

copywriting techniques in each area.

A different marketing course will be taught by Dr. Seymour Fine of the Economics Department—Social and Non-profit Marketing. It will apply business theory, especially marketing theory and methods of dissemination of social ideas and human services. The emphasis will be on public and non-profit agencies.

Dr. Julian Roberts of the Education Dept. will teach Literature for Children and Adolescents. The class will study the standard literary works used

in the elementary, junior and senior high school English program. Also being offered is the Psychology of Learning, to be taught by Dr. Joshua Bacon. Dr. Bacon will trace the theories and mechanisms of learning and apply it to intellectual development from infancy to adulthood. The course will include personality, development, motivation and learning disabilities.

Other new courses being offered are *Theories of the Mind*, to be taught by Dr. David Shatz, and *The Arab World in Transition*, taught by Dr. Bernard Firestone of Hofstra University.

# THE OBSERVER

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# Observer Editorial Policy

It is the inalienable right of The Observer to exercise the expression guaranteed by the First Amendment of the Constitution of the United States. Therefore, it follows that it is a responsibility of the school administration to insure the maximum freedom of expression to all students.

It is the role of The Observer to report the news of the Yeshiva University student body and the community at large as responsibly and as impartially as possible. We will provide a forum for all students to express their views and concerns. We hope to use the paper as a tool to provide an effective means of communication among the administration, faculty, students, and community. Invasion of privacy is discouraged as a means of news gathering. However, the

administration cannot restrict publication of any article on the grounds that it disagrees with what is written.

Journalists may write about and express ideas on controversial issues concerning students as well as the community, after they have carefully researched the subject and both viewpoints. They will have the right to refuse to name a source from whom they received information for an article if the source has asked for anonymity.

The role of the newspaper advisor will be an advice-giver and guide. He/she will not be required to edit copy, as this is the responsibility of the editorial board. He/she can offer constructive criticism concerning the paper.

The role of the administration

will be to provide the financial support necessary to publish the best newspaper possible. However, the administration cannot use this financial support as a lever to control the press. Administrators will also serve as news sources and consultants.

Letters to the editor are welcome if they are signed, typed, and in good taste, as determined by the editors and/or advisor.

It is the hope of the staff of The Observer to better student life. We report the concerns of the students, not merely of the newspaper staff, and only do so to bring about change for a better future at Stern College.

The Observer Staff  
Stern College for Women,  
Yeshiva University.

## Editor's Desk

# Only Time Will Tell

by Diane Feldman

This is a typical school day at Stern College. One teacher comes late to class. He has no concept of when the class ends, and continues to lecture. The fact that he does not wear a watch is a given. Many students, although embarrassed to walk out on a rabbi's speech, get up and leave so as not to be late to their next class. Their next teacher is also late. He announces that since "class began late" (he had nothing to do with that?) he will hold students over a few minutes late. Students know their third teacher forbids students to come into class late. He reprimands students who do, and tells them it is better that they not come at all.

What can a student do if she has any combination of these three teachers on a given day? The student feels constantly in the middle of teachers who have not planned their class time wisely. Teachers cannot have it both ways—they all cannot talk over their allotted time and also demand your presence for the duration.

Furthermore, teachers are well aware of how much time is designated for each class, how many classes there are, and how many hours of actual teaching they have. If the course material cannot be bound by these measurements, the course should be re-evaluated and revised.

Students should not be punished for leaving class when it is technically over, nor should they feel embarrassed when they are detained by circumstances beyond their control. Granted, teachers cannot be bothered by the tiresome ex-

cesses of "the elevators were full" or "I overslept." However, until the faculty can learn to adhere to the time schedules, they must allow for the fact that many students are late simply because of fellow teachers.

# Grading Midterms

Teachers evaluate student performance by administering exams at mid-semester. However, students cannot judge their own progress because midterms are not returned promptly. Moreover, students often wait until after their first test before filing for a P/N status, a request which must be submitted within a very limited amount of time.

We understand that teachers have other classes as well as interests and commitments outside of the University. Students also have more than one class as well as extracurricular activities, yet do not expect teachers to make allowances for them. For example, it is perfectly acceptable for a teacher to hand back an exam five weeks late, whereas a student who hands in a late paper is penalized.

Teachers are required to submit final grades within 72 hours of the final exam. It is therefore not inconceivable to expect a midterm to be graded within an equally brief amount of time.

Just as the faculty is conscientious about administering tests, so should they treat the grading process with equal importance.

# Observer Shabbat

## Jan. 4-5

## Be There!

## Letters To The Editor

To the Editor:

I am writing this letter as a concerned student, not to be indicative of any one teacher in particular.

Lung cancer is prevalent today and society is rampant with cancer. Everyday people are exposed to pollution and breathe in air that is harmful to the lungs. We try to minimize our exposure to polluted air.

I strongly feel that students should not have to be exposed to extra smoke inhalation. Studies

have been done and it has been shown that there is a correlation between cigarette smoke inhalation and the predominance of cancer.

It would be most appreciated and considerate if teachers could refrain from smoking during class. Perhaps, teachers could use the time in between classes to smoke!

Thank you for your cooperation!

A Very Concerned Student

# Do Not Make the Library Another Student Lounge

Now is the time of year when students need the library most. Papers are due, exams are approaching, and people need reference materials, Xerox machines, and computers to finish last-minute assignments. Above all, students need a quiet place to concentrate on their studies.

Unfortunately, some students treat the library like a student lounge. It is not unusual to see a group of students congregating around one cubicle, talking in normal pitches and laughing, in total disregard of fellow students who wish to work. Any requests for silence are ignored.

Students who want to learn together have the Beit Midrash. Others who want to socialize have the cafeteria. But there is no substitute for the services of the library. However, due to the library's size and acoustics, it is virtually impossible to accomplish anything if people are making noise.

With the advent of study week, the library extends its hours in an effort to accommodate students. Nevertheless, if the atmosphere is not conducive to studying, those extra hours serve no purpose.



**Dorm-Ez View**

**Decisions, Decisions**

by Mordechai & Sema Reich



The first snow of the year drifted to the ground today. *Chanuka* has just ended, winter officially began—it's time for graduation. Yes, believe it or not, many of you will soon be sitting in the hot sun, wearing cap and gown, saying *au revoir* to SCW, and then . . . Ah, there's the rub! What is that "and then . . ." all about?

Some graduating students have clarified their plans for the coming year. Graduate school, a new job, and a year in Israel are choices for many. Other students don't yet know what they will be doing. Whichever category you belong in, it's a good idea to take the opportunity to talk about the future. "Senior Blues", that feeling accompanying leaving the womb of the college experience, is a common one. It's exciting to get "out there," but a bit scary also. There are also practical matters to become informed about. Where is

the best neighborhood to live in? The least expensive rents? The best *chevra* to become a part of? Information about these important matters is often acquired from other students confronting the same questions.

You, the graduating senior, are invited to join groups which will be forming next semester to discuss plans for the "year after." You'll find support, advice, and understanding from fellow students and a trained group leader. The groups will be small, so now is the time to reserve your place. If you would like to join a group, please write your name and phone number on a piece of paper and slip it under our office door (2-G). Make sure that you include an expression of your interest in joining a group. We'll call you and inform you of the technical arrangements. Don't delay, sign up now and deal with these Senior Blues.

**Light and Tasty Cuisine**

by Vicki Acriche

*Chandra Gardens* is a vegetarian restaurant owned and operated by Carole Bodini and her husband, and supervised by Rabbi Chaim Golevsky and Bernard Rochelle. The restaurant is allegedly one wherein "East meets West." Indeed, the small first floor of the two-story restaurant is oriental in ambience with its predominant deep red tones and dim lighting as well as the intricately crafted Indian ornaments which adorn the walls. The larger half of the restaurant is the second floor and here the ambience is decidedly Western, resembling a French drawing room with its drawn, pale mauve, velvet curtains, delicately patterned wallpaper, tall Greek columns and chandelier. Yet, the eastern influence pervades here, too, with a pungent aroma from the spices and the sitar music (a Hindu stringed instrument) that plays softly in the background. Otherwise, the restaurant is

simple and clean. The Indian waiters display the well-known Asian courtesy and hospitality. And the southern Indian cuisine is incredibly tasty. Just one look at the menu is enough to convince one of the variety of dishes derived from a strictly ovo-lacto vegetarian diet. The dishes are prepared with fresh vegetables, fruits, lentils, sprouts, soybean curd, grains, and dairy foods like cheeses and yoghurt. The portions are smaller than those served at most American restaurants because of the filling ingredients like rice. Furthermore, an oriental meal usually consists of several dishes such as an appetizer, soup, an entree with rice and bread, and a dessert with tea.

One could well dine on such appetizers as *samosas*—crisp pastries with a mildly-spiced vegetable filling, served with a variety of chutneys (a pungent relish made from fruits such as mango, and spices and herbs) or *pakodas*—golden brown Indian-

style *falafel* balls served with coriander chutney. However, the breads are also worth savoring. *Batura* is a large, but light and fluffy bread, and *pooris* is a whole-wheat, puffy bread. The entrees are equally flavorful. Vegetable *biryani* is a rice and vegetable medley served with *pappadam*, a crisp lentil wafer and *raita*, a sauce made with homemade yogurt, tomatoes, onions, cucumbers, carrots, and spices. To complete a spicy meal, *Chandra Gardens* has several desserts, both Indian and American. *Gulab jamun* is a very sweet and rich, ried milk-cheese ball in rosewater syrup. One may also have apple pie with vanilla ice cream. Hot tea is usually served to facilitate digestion.

Looking for an exciting change for dinner, away from the bustle of midtown Manhattan? Visit *Chandra Gardens*, located at 310 East 86th Street and create an international dinner.

**Rewarding Essays**

by Ilene Greenbaum

Interested in earning \$100,000 in a stimulating and enjoyable way? Each year, Yeshiva University grants three awards for the best essays submitted by undergraduates in the area of Jewish Studies. While many other awards are limited to seniors only, these awards are specifically open to all students who are interested in writing.

The Lawrence P. Fischer Memorial Award is given for the best paper written in Hebrew on any aspect of Jewish History. The Edward A. Rothman Memorial Award is awarded for the best paper written in English on the theme of "Issues in Orthodox Judaism in Practice." The Fannie and Asher Scharfstein Memorial

Award is granted for the best paper in English on the topic of "*Gemilat Hesed*." With this last

essay, the student should deal with the broadest interpretation of the definition of "*Gemilat Hesed*" and its importance.

Essays should be between 2,000 to 3,000 words in length, with those written in English preferably typed. Each essay should be submitted in a manila envelope marked, "Essay submitted for The (Fischer, Rothman, or Scharfstein) Award," indicating which award is applicable. Also, to insure fairness and objectivity, a pseudonym in place of the student's name should be placed on the title page of the essay, and a sealed envelope should then be attached to the essay, with the same pseudonym on the outside and the student's real name, class, and school in the inside. The essays must be submitted to Dean Rosenfeld or Dean Bacon's office no later than April 13, 1985.

**Say It With A-Gram**

by Rachel Mandel

The newest way for friends at Stern and YC to say "hi" to each other has developed into a mania. Conceived last year by the SCWSC of '83-'84, the "Gram-Fad" has struck the undergraduate schools.

During the second week of this semester, the Sophomore Class initiated the first "gram" of the year with the candygrams. Amy Rubin, President of the Sophomore Class, asserted that the event was very successful, having sold more than three hundred candygrams. Although not much profit was accrued, Amy stressed that the idea was to get people to say "hello" and have a good time.

When the next "gram" event was held, the price of a "cute way to say hello" literally ballooned

out of proportion, from the twenty-five cent candygram to the one dollar balloon-a-gram. Nevertheless, faithful friends bought their share, leaving the Accounting Society with a nice profit, while showing their friends that they care.

The week after the balloon-ograms, the Political Science Club followed suit with the dreid-grams, in honor of Chanuka. Although by then it was less of a "nice surprise" and more of an expectation to receive one, the grams were still as popular as ever. More than four hundred and fifty were sold.

Looking towards the future, students can expect more "gram" events to come. The Senior Class is planning a "special surprise event," so keep your wallets open.

**President's Column**

**Semester Summary**

by Judith S. Urbach

It is hard to believe that the fall semester is almost over . . . Student Council began this year with many ideas and projects to work on, and through the understanding and cooperation of faculty and administration, has actualized many of them. Not only are the changes that have taken place here visible, but they can be felt as well.

In September, when Dr. Lamm addressed the student body, he emphasized two major points—a need for a more actively involved student body and a greater participation in our *Shabbat* programs. No longer is there a complaint of apathy and inactiveness. *Shabbat* programs have been well attended and each has consisted of informative and enjoyable programming. We have not had to face the problem of having no club/society to sponsor a *Shabbat*. In fact, we have filled every remaining *Shabbat* this year with programs and yet there are clubs/societies who want to sponsor more. I base my progress report not only on the clubs, societies and students who have always been active, but also on those who have just become active this year. When students who are not charter members of a club, society, or committee, say "There's so much going on this year," it is a clear indication that the goals of our student council are being realized.

Transportation to and from various events has been somewhat

of a problem. However, the Department of Security has accommodated us whenever possible. The Singer family has again graciously donated the use of a van for students at Stern College for this academic year. If there are any clubs or students who are in need of transportation, reservations may be made through me. We've got it—let's use it!

We have begun showing movies in the Orange Lounge on Thursday nights (see Shauna Singer). Jane Fonda workouts are "running" on a regular basis on Wednesday nights (see Joyce Eschwege). Theater parties are being organized as well (see Joyce Eschwege).

We've had lectures, museum trips, symposia, workshops, a ski trip, and a tennis nite. Our student directory is an enormous success, as is WYUR, the blood drive, club meetings, the model U.N.s, "Children in Uniform," and the *Chanukah Chagigah*. All the sales—candy grams, dreid grams, hoagies, donuts, bagels, balloon-ograms—have been fun and profitable. Two new clubs have been chartered: the Humanities Society, a combination of History and English majors, and the YC/SCW chapter of EMES, an anti-missionary club. We wish both clubs continued success.

Our *Shabbaton* programs have not only been fun and well attended, they have also been very informative:

- The junior and senior classes

hosted a *Shabbat* which included a seminar on missionaries and deprogramming.

- The Psych Club focused on psychiatric and psychological issues and their relationship with Judaism.
- SSSJ's program included a discussion on Jews vs. the KGB.
- Club Canada was informed of the change in Canadian/U.S. relations.
- Our SCW/YC *Shabbaton* hosted Dr. and Mrs. Norman Lamm and Dr. and Mrs. Irving Levitz and explored "The Limits of Violence" and whether or not religious commitment makes a difference.

I'd like to thank all those who have worked so hard to ensure successful *Shabbaton* programming. It has made a difference.

This semester has been actively exhausting . . . but wait until next semester! Student Council has a few surprises "installed" for everyone!

Some things to think about over intercession:

1. Will the Orange Lounge always be orange?
2. Where does the door you've noticed between the new and old school buildings lead to?
3. Will the *Observer* room always be dark blue?

Stay tuned . . . SCW Student Council wishes you all much success on final examinations and hopes your intercession will be a fun and relaxing one.

**All letters to the editor must be typed and signed.**



"Return to the truth," entreated Rabbi Yankov Spivak, at an EMES rally December 23 at Jews for Jesus headquarters. Over 100 people attended.

# Growing Up

by Rochel Gross

When I was very young, people always asked me what I wanted to be when I grew up. My first ambition was to be a "gas-stationer." No, I didn't want to be the guy who pumped the gas—I wanted to be the one who worked on cars and was permitted, even expected, to get delightfully dirty.

But somehow, that goal fell by the wayside and I decided upon a new profession: medicine. It seemed to me that fixing people would be even more fun than fixing cars. When my older brother started med school, however, I was appalled by the amount of "homework" he had to do, even while on vacation. Fortunately, I discovered that when I was in 7th grade, the same year I hit general science. I quickly decided to become a scientist. The problem, though, was how to concentrate on one particular field of interest. While we were learning about oceanography, I wanted to be an oceanographer. As we moved on to geology, my new desire was to be a geologist. I even briefly fell in love with chemistry (this was before I ever heard of moles, that is, the nonmammalian variety). However, these were just minor flirtations, because the next year I discovered biology, and it became my all-consuming passion.

At Stern I was asked a new version of the "what do you want to be when you grow up" question: my registration forms had a little blank space next to the word "major." I filled in the word "bio" and my destiny was set.

The next few years went by relatively smoothly. I was—and still am—a bio major, happily counting fruit flies, growing mold, and getting thrown out of the school building late at night by the guard. Then senior year arrived, bringing with it The Question; only "when I grow up" had suddenly become *next year*.

I remember sitting down and calmly discussing my future with various faculty members and then later saying to myself, "Good grief, it all sounds so *real* and official." It's also a little frightening. Just filling out grad

school applications is enough to make you want to dive under your desk and stay there for a while. Grad schools want to know what you want to be when you grow up, too, only they make you write an essay outlining your career goals and educational objectives. (I nearly fainted at the sight of one set of forms for a Ph.D. program—it sounded like you needed to have a Ph.D. already to get in.)

At present, various Admissions Committees are going over my records with a fine-tooth comb, so I suppose you could say I've dealt with the famous Question once and for all. But there's that term "when I grow up." What do we mean by "growing up"? When is a person considered "grown up"? Does it have anything to do with being an adult?

Last year I had numerous conversations with my six-year-old niece on whether or not I was an adult. These conversations were as frustrating as they were numerous. She did not grant me full-fledged status as an adult until this June. Her reasons were extremely arbitrary (height and marital status had a lot to do with it) and we won't mention the fact that she was purposely trying to be a pain. But it did bother me. Perhaps we all feel insecure about getting older.

I had never said I wanted to grow up, nobody had every asked me if I wanted to. The Question always said "when," never "if." Everybody has to struggle with the growing up question at some point in their lives. Sometimes the "growing pains" can be pretty intense and we don't feel we've made any progress. But balancing these moments are the milestones we pass without even being aware of just how far we've come.

A few weeks ago I was by a relative for *Shabbat* and her seven year old (there's something about this age . . .) popped the Eternal Question, "What are you going to be when you grow up?" Mentally holding my breath I answered, "I am grown up." A long moment passed before she said, "Yeah, I mean when you finish school." I could have hugged the kid.

# Talking To . . . Dean Bacon



Dean Karen Bacon

by Sara Kosowsky

Students: Can you imagine yourselves returning to Stern College one day in an administrative capacity? This is not as far-fetched as it sounds, for it is exactly what Dean Karen Bacon did.

Dr. Bacon graduated from Stern College in the sixties and proceeded to UCLA for her doctorate in Microbiology and a post-doctoral fellowship in Electron Microscopy. After completing both, she worked as a research associate at the University of Indiana, and then came to Yeshiva College in 1975 as an assistant professor of Biology.

Dr. Bacon taught at YC for two years at which time a search committee was formed for a new Dean of Stern College. Representatives from different sectors of the University formed the committee, with Dr. Bacon serving as the YC representative by request of Dr. Norman Lamm.

According to Mrs. Esther Zurloff, Dean of Student Services, Dr. Lamm had specified three requirements for the future Dean: that the Dean be female, be religious and have a Ph.D. Karen Bacon fulfilled all three, plus another—she was an alumna. There were many applicants for the position, but the search committee asked Dr. Bacon to

serve and the President of the University offered her the job.

During her first year at Stern College, Dean Bacon continued to teach at YC, however, the two time-consuming jobs compelled her to discontinue teaching. In addition, Dr. Lamm asked the Dean to become acting Dean of Social Sciences on both campus until someone was found to fill the position. She obliged, but this office has since been discontinued. It is only during the past few years that the Dean has resumed teaching Biology for non-majors at Stern.

Was the leap from student to administrator a hard one?

"I had been in touch with some of the faculty," Dr. Bacon explained, "but it was a little strange coming back as Dean. However, from my first day I had nothing but support from the faculty. They encouraged me to higher goals."

The transition from teacher to administrator also required adjustments. Prior to becoming Dean of Stern College, Dr. Bacon had no administrative experience. However, during her years at Stern she was awarded a one year fellowship to train in academic administration.

What the Dean finds most different between teaching and administrating is that the latter is very fast-paced while the former allows one time to research and think things through.

When asked to describe a typical day, the Dean corrected, "There is no such thing as a typical day." There are typical seasons like registration, final exams, graduation and summer but each day seems to be different. Since people are unique there are forever unique circumstances. One of the most exciting aspects in an academic

environment is that it is constantly changing; it is never the same."

In an overall survey of her job, the Dean reflected, "I have responsibility for the total academic functioning of Stern College, and partial responsibility for other aspects, including the budget." In addition, she cites three basic components that make up her job: staffing, schedule of courses, and students.

Putting the schedule together takes up much of the Dean's time as well as Assistant Dean Ethel Orlian's. Both try to anticipate what combinations of courses will appeal to the students and attempt to avoid conflicts by remembering previous experiences.

For example, a chemistry major might want to take math courses for a minor so the two courses should not be offered in the same hour. Speaking for herself and Mrs. Orlian, the Dean stated that they are both very receptive to student response and should be informed in advance if conflicts are anticipated in students' schedules.

Dean Bacon has fond memories of her own years at Stern College and relates that she has always continued to support the college.

"This is without any doubt the best place for a Jewish woman seeking to live the fullest of Jewish life to realize those goals, because there is no real Jewish life without Jewish education. No place else in this country can you get the type of education we give," the Dean asserted, "and with every passing day we become more and more unique. We see people develop here into different human beings. We invest in every single one of our students."

# "The Golden Land" Shines

by Shalva Gottesman

Jewish culture is thriving only two blocks away from Brookdale Hall. *The Golden Land*, an English-Yiddish musical, is enjoying an extended engagement at the Norman Thomas Theatre at 111 East 33rd Street. With buoyancy and wit, the revue recounts the history of Jews in America from their immigration at the turn of the century to their recovery from the depression.

The opening at Ellis Island, which carefully blends upbeat and subdued melodies, is the perfect expression of the immigrants' ambivalence upon arrival. As the play progresses, the Jews slowly acquire the *savoir-faire* that they needed in order to prosper and eventually attain citizenship. The second act portrays the move from "Downtown" to "Up-

town," the roots of Yiddish theatre and film, and touches briefly on the depression. The musical closes with the activism of the immigrants on behalf of their fellow Jews in Europe.

Each member of the five man cast is vivacious and exuberant. They function not only as actors but also as stage managers, as they maneuver the scenery from number to number without missing a beat. The minimal stage decoration allows the audience to concentrate on the songs; the joy and excitement that the play provides exudes solely from the performances.

People who are not familiar with Yiddish should not let this keep them from seeing the show. While one may not understand every word of the Yiddish songs,

the meaning is conveyed through expressive voices and eloquent gestures. Moreover, most of the songs are bilingual and are sung by two actors responsively, line by line. This is a difficult feat that demands precision and perfect timing so that both languages will be audible, but the cast carries it off flawlessly.

*The Golden Land*, a creation of Zalman Mlotek and Moshe Rosenfeld, has been playing to capacity crowds at every performance since its opening on October 27th. The play has been extended six weeks past the original closing date of December 30th. Until February 10th, New Yorkers will be able to experience the special "nostalgia," as a departing couple termed it, of early Jewish life in America.

Free delivery to Stern—\$7.50 purchase.



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SC + YC = YU

## Summer Honors in Biomedical Research

An honors research program for the summer of 1985 is available to Stern College for Women and Yeshiva College students with career interest in biomedical sciences including Biology, Chemistry, Computer Science, Physics, Psychology and Prehealth majors.

Students accepted to the program will work at AECOM full-time for eight weeks of the summer, will receive a tax-free stipend of \$1000 and will be eligible for 3 credits of Honors Research after completion of all the requirements.

Application forms are available at the offices of the Dean, Dr. F. Goodman, Dr. M. Tendler and Dr. L. Blau.

Students completing their sophomore or junior year with the appropriate grade point average are welcome to apply.

Applications should be submitted by February 15 to Dr. L. Blau—Stern College for Women.

## Feature Teacher

by Ethel Greenstone

From the time she was a young girl, Dr. Judith Neaman has been told that "you can't have everything in life." Nonetheless, this Stern College English professor strives for her goals and, to a great extent, has achieved them.

Dr. Neaman's goals include a professional career as an English teacher. She attended the University of Michigan at Ann Arbor, majoring in English, with minors in philosophy, history, and art history. After graduating *cum laude*, the native-born New Yorker returned to Columbia University. Simultaneously she worked at Brearly School, an all-girl's school, and in the advertising field as a PR copywriter.

In 1960, Dr. Neaman received her M.A. from Columbia with honors in English literature. She continued her career as an English lecturer at Lehman College during the next five years, while continuing in her familiar role as student. Again at Columbia University, Neaman studied a medley of arts, philosophies, and literatures. She culminated her studies with a dissertation on *Medieval Insanity*, receiving her Ph.D. in 1968.

From there, Neaman's career took off. She worked for six years at Hofstra University as an Assistant Professor of English. Not content to simply teach,

Neaman became active in the American Association of University Professors Chapter Newsletter, supervised M.A. theses, and worked on several committees at Hofstra.

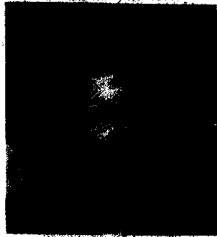
In 1974, Neaman quit Hofstra to work as an adjunct professor at Hunter College. She was also employed by the University of Wisconsin Press at this time, apparently preparing for her next several years as a freelance writer.

Neaman continued writing—editing and rewriting college textbooks, medical writing, requested in-office work. In 1980, she joined the faculty of Stern College for Women and is currently teaching at Beth Israel Nursing School, as well.

Recently, Neaman was named associate professor of English. She explains what this honor entails: "You start out as an instructor. After you receive your Ph.D., you become an assistant professor. The next level is the associate professorship. That's the level I'm at now."

Neaman says she enjoys teaching at Stern and finds the women academically challenging. She sees "a lot of variety among the girls, even though they're all 'from the same background.'"

Dr. Neaman enjoys teaching at an all-women's college, even though her own background is co-educational. In Neaman's opinion, "girls are more



Dr. Judith Neaman

questioning and analytical than boys. Boys are more willing to accept 'The Word' of the teacher. This may be because girls have to try harder to prove themselves."

Neaman is also interested in art and her goals include a life involved, in many ways, with art. Thus, she minored in art history at the University of Michigan, and continued with extensive studies of art at Columbia's graduate school. She taught courses in art at Hofstra, and has written several papers and reviews

on art, as well. She dabbled earnestly in her hobby, and is responsible for the paintings in both her office and in the hall on the eighth floor of the school building.

As an accomplished advertiser, Neaman has taught courses at both Yeshiva College and Stern College in Advertising, Copy Writing, Technical Writing, and Medical Writing. In addition, she also published pamphlets and film scripts on the subject.

## TAC Notes

### 'Tis the Season

by Esther Koenigsberg and Esti Rabinowitz

Just a thought we'd like to share to continue in the *Chanukah Spirit*:

Why does the *Gemara's* discussion of *Chanukah* focus solely on the miracle of the flask of oil—surely the brilliant military victory warrants tribute as well? In fact, as the *Sefer HaTodaah* suggests, the *Gemara's* account delivers a powerful message.

During the period of the *Hashmonaim*, Hellenistic culture and values had polluted much of world Jewry. Glorification of the physical body had supplanted glorification of the spiritual. The flask of oil signified the last vestige of commitment to religious values and, indeed, the very potential for recapturing the essence of Judaism. It, alone, however, was not capable of serving as the *Ner Tamid*, for Greek corruption was far too great. Yet, "*Ve'naseeh bo nes*"; the step that had been taken toward the proper goal brought about the miraculous realization of the goal.

Clearly then, while the story of

military victory does not transcend the generations, the story of the flask does. In all generations when immorality and impurity dominate, one pure thought, one beginning, is sufficient to regenerate an entire spiritual system.

In the twentieth century, the lesson of the *Gemara* is perhaps most relevant. We live in an era obsessed with the body: its beauty and its strength. Alien values continuously threaten the very survival of Jewish culture. Yet, we have found the flask; the *Kotel* is in our hands. Let us truly understand the meaning of the *Kotel* and work toward recognizing our goal. Only then may our generation merit the ultimate miracle, the completion of the third *Beit HaMikdash*.

Looking back: Thanks to all of you, our *Chanukah* projects—the *Chagigah*, visits to the nursing homes and hospitals, the *Choveret* and the raffles—were wonderfully successful.

Looking ahead: Keep Wednesdays 9:15-10:15 free and join our *Chesrusa* Program. Remember—if you don't have a *chesrusa*, we will find you one.

## Registrar's Office

by Sabre Marks

The only way a university can function is if the river of information it generates daily continues to flow. The numbers, addresses, grades, and extra curricular activities of Stern College students increase constantly, requiring the Office of the Registrar to serve as the dam which controls this mass of information.

Primarily, the office remains afloat by maintaining an ongoing record of each student. This record begins with the student's first semester's registration and continues forever; it is never thrown away. Pinchas Friedenberg, Registrar of Yeshiva University, describes the office's role as "recording the student's history at Yeshiva."

This responsibility of recording history is time-consuming and pressurized, only to be relieved through teamwork. Therefore, much of the work of the registrar's office is coordinative in nature. The Office of the Dean creates the schedule of courses and the Office of the Registrar implements it. Working in close cooperation with the Office of Student Finance and the Office of Admissions, the Office of the Registrar is aware of each student's status before registration.

New technological equipment

introduced in the registrar's office by the University is improving the teamwork. The computer helps to solidify the work accomplished in the office and fasten the ties between itself and other offices. The processing of a transcript once took twice as much time as it is taking now and course registration which previously consumed hours is now virtually automatic. Information on each student's status from the admissions office and from the finance office is stored on computer so that course choices need only be typed in. The most dramatic way these improvements can be seen is that incoming students take all the efficiencies for granted.

The registrar's office guards all information tightly against any unauthorized use. Any caller searching for an address or a phone number of a student need not call the registrar's office; they will find no information there.

The responsibilities of the Office of the Registrar are enormous. The staff, consisting of Ms. Marlene Goldstein, Mrs. Ruth Glick, and Mrs. Phyllis Silver, controls the inbound and outbound flow of data, conveying pertinent information on each student's transcript. Yet, Pinchas Friedenberg reassures, "We record history; we do not rewrite it."

## Nurse's Notes

### Falling Asleep Without Counting Sheep

by Phyllis Samuels, R.N.

Insomnia is a problem for many students at Stern College. For most, experiencing difficulty falling asleep is a response to midterms and excitement, occurrences which keep one awake and thinking at night. Some people encounter insomnia as a result of developing poor sleeping habits—sleeping late or napping during the day makes sleep at night more difficult. Furthermore, it is important to realize that one actually needs less sleep as one gets older. Not being able to sleep as many hours as one used to does not constitute a sleeping problem.

A disease is rarely the cause of insomnia, and insomnia is not a disease. It is a continuing problem for some fifteen to twenty million Americans and causes occasional problems for most everyone. Assuming that you have "temporary" insomnia, the following list of methods may help in establishing a new, natural sleeping routine:

1. Avoid using large quantities of alcohol in the evening, as this interferes with REM (rapid eye movement) sleep and can cause you to feel agitated the next day.
2. Avoid caffeine for at least two hours before bedtime.
3. Establish a regular bedtime,

but don't go to bed if you feel wide-awake.

4. Break your chain of thought before retiring. Relax by reading, watching TV, taking a bubble bath, or listening to soothing music.

5. Try the traditional remedy of drinking a glass of warm milk before retiring, since this has a natural sleep inducer called L-Tryptophan. However, a single glass of milk probably doesn't have enough Tryptophan in it to do the trick. Health food stores sell Tryptophan.

6. Do not smoke before going to sleep.

7. Do not exercise in the last two hours before going to bed. Although exercise dispels tension and gives you what has been called "that good tired feeling," it has an initial effect of energizing your body.

8. Use creative imagery and relaxation techniques. One technique is to progressively concentrate on relaxing each part of your body. Imagine that your toes weigh a thousand pounds and couldn't move if you wanted them to. Let them go completely limp. Work your way up to the top of your head by relaxing the muscles in each part of your body. Don't neglect the facial muscles—tension often centers in the

forehead or jaw and keeps you from relaxing.

An alternative is to imagine that your breath is coming in through the toes of your right foot, all the way up to your lungs, and back out through the same foot. Do this three times. Repeat the procedure for the left foot and then for each of your arms. Also try concentrating on a pleasant scene that relaxes you.

9. Avoid non-prescription sleep aids; they depend mostly on what doctors call the "placebo effect." They also contain antihistamines that cause daytime drowsiness and actually create the impression that the sleep problem is getting worse, rather than better.

10. Avoid prescription drugs because they interfere with REM sleep, making sleep less restful. As a result, you will feel more fatigued and may conclude you need more of the drug. The more of the drug you use, the more disturbed your sleep will be.

Good luck with home treatment! If you are unable to make progress after giving these methods an honest try, a visit to the physician may be necessary. Lastly, keep this list handy—finals will be here before you know it!

Reference: "Take Care of Yourself" by D. Vickery, M.D. and J. Fries, M.D.

*KADDISH*, a profile of young Jews confronting an overwhelming past and coping with a devastating parental legacy, opens a two-week engagement at Reade's 23rd St. West Triplex on January 9, 1985. *KADDISH* traces a boy's growth into manhood. It is his triumph—and the triumph of all Jews.

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# The Trials and Tribulations of a Gadol

(reprinted from "DI YIDDISHE HEIM")

Rabbi Alter Ben-Zion Metzger

## INTERROGATION AT SPALERNO

The arrest and subsequent release from Soviet imprisonment for "counter revolutionary activity" of Rabbi Yoseph Yitzhak Schneerson in 5687 (1927) is a focal episode in the history of Chabad Chassidus. Innumerable acts of spiritual heroism were rooted in that inspiring event. Defying a monolithic authoritarian regime, the Rebbe endured incredible suffering and remained firm in his unwavering efforts to promulgate Torah true Yiddishkeit.

His autobiographical narrative of that period in his life is an inexhaustible source of rich insight into the many remarkable facets of a singular spiritual personality. In the following segment the Rebbe describes the interrogation in the infamous Spalerno prison. Unlike others

**"... that period in his life is an inexhaustible source of rich insight into the many remarkable facets of a singular spiritual personality."**

who yielded to overwhelming anxiety, the Rebbe maintained his composed stance. There is a perceptive eye for detail, remarkable insight into the process of terror, and above all, firm courage in the face of captors brutally insensitive to the divine sanctity of human life. The sustained psychological awareness of his own reactions and emotions illuminates the entire narrative.

One can only speculate as to the many motives that impelled the Rebbe to write so personal a work and make it available for public view. In all probability a primary concern was to share his unique personal Chassidic heritage of spiritual faith and courage with others, and thus aid them in bridging the ordeal of existential crisis caused by inner or external conditions and circumstances. It is this particular significance that makes the narrative ever more relevant and meaningful.

In the middle of the night, agents of the Jewish section of the Communist Party (Yevsektzia) had burst into the Rebbe's house, conducted an exhaustive search and terrorized the household. They then arrested the Rebbe, stating that he would be taken to prison for just a short period to be questioned; however, the Rebbe and his household understood the great peril. The following is a description of the preliminary questioning that took place some hours after his arrival at the prison.

I stepped across the threshold and gazed into a room approximately eighteen feet square. Along three walls of the room there sat about 20 women, most of them writing and smoking. They faced the center of the room, and on the other sides of their tables stood the benches

where the "guests" were brought in to sit.

It was a strange sight. There were approximately forty people in the room; the twenty secretaries writing on long forms, and the twenty prisoners answering their questions either willingly or because of the force of circumstances. Nevertheless, silence prevailed. The questions and answers were exchanged in a very quiet manner. Only the scratching of the pens on the sheets could be heard.

In the open center of the room stood a group of people. It appeared that their task was to supervise the interrogation procedures, for they did not speak to each other. No detail is lost upon them as they peer at every side of the room and each individual. They wear simple military garb and are armed, but their very appearance casts fear upon the viewer. Their faces are red and sullen with rage, their eyes glimmer, they are of massive physical build.

The general impression conveyed was that here the web is woven. Here the prisoner would begin by giving basic information, his name, age, birthplace, family, religion, residence, et. al. But by means of the innumerable questions the person is transformed from one stating simple information to an individual who unknowingly is providing substance for sinister and criminal accusations. The sensitive manner of the secretaries, their soft speech, together with the confused thought and crushed state of the prisoners served to elicit answers for the questionnaire that would later serve ample basis for the prosecutor's accusation that the prisoner had in fact already acknowledged his guilt.

As I stood viewing and assimilating all that was taking place in a room that seemed a chamber of Gehenom itself, one of the officials lifted his arm indicating that I was to proceed

**"... but this yarelik number is not actually affixed to the body of the prisoner, rather it is impressed upon his very soul."**

toward a table to my left. An interrogation place was now available for me.

I saw the secretary hand over to one of the escorting guards' aides the papers and documents of the prisoner and his Yarelik number. The term "Yarelik" is to be encountered under various circumstances. A customer coming to a large department store to purchase wares from different sections of the store proceeds to the cashier and is there given the Yarelik package number of his purchases. A package is dispatched through railroad mail, express or regular, and a receipt is given with the yarelik number.

But here in Spalarka, Yarelik numbers are imposed on human beings. Customarily, the Yarelik number is pasted on the merchandise package, but this Yarelik number is not actually affixed to the body of the prisoner, rather it is impressed upon his very soul. His personal

identity is lost; he is wholly transformed into an impersonal number.

Up to this point, the guards address the prisoner by his actual name, but from the point that the questionnaire is signed and sealed, he is addressed not by his name, but by his Yarelik number. I do not know if the Yarelik is a reference to the month, day or some other numerical sequence, but I am aware that the person preceding me in whose place I now sat is now designated as Yarelik 26803.

"Sit, citizen," said the stenographer. "Her is a sheet of

**"... one G-d has created and formed all existence ... the crawling creature in the sea ... and mankind in civilized society."**

questions. Answer clearly to each question asked. Answer each specific question in the place specially designated."

"I have nothing to write," I replied. "This does not relate to me and I have nothing to answer."

"What?" inquired the secretary. "You do not wish to conform to the official procedure? It is an established law that each individual arriving here must fill out this answer sheet and clearly respond to all the questions."

"I did not come here to visit of my own free will, but was taken here. The persons who brought me are fully cognizant of my identity. What reason is there for me to do something that is utterly superfluous?"

"Do you forget where you are? Or is your mind confused? Do you intend instituting new procedures in this department? What is your name?"

"I am very much cognizant of the fact that I am a prisoner brought to Spalerno, and my mind is in good order. Nor do I seek to institute new procedures. My name is Schneerson. I live on 22 Machovaya Street, Apartment 12. I will not write any answers to the questionnaire. And you can enter the information just given."

The secretary took the form, entered the facts and then continued, "What is your title?"

"I am an Honored for Generations Citizen."

"This title no longer exists."

"I do not know if it does or does not exist, but my title is an Honored for Generations Citizen."

"What is your vocation?"

"I am involved in studies, the study of the knowledge of G-dliness known as Chassidus, and the study of Jewish Law and its observance in accordance with the Jewish religion."

"Religion! G-dly knowledge!"

"Yes! The knowledge of G-dliness. One G-d has created and formed all existence, and His Divine providence extends over all creations. The crawling creature in the sea and the small creatures in a desert wasteland, and mankind in civilized society."

"How can I possibly write such answers on the questionnaire?"

"Who compels you to write? As far as I am concerned, you need write nothing. If you desire

to write, do so, and if not inclined, then don't write."

Suddenly three men appeared at the threshold of the second room and gazed into this room. Their eyes searched the room... and upon perceiving me, the expression upon their faces indicated that they had found what they sought...

I recognized one of the three as the driver of the arrest vehicle which had conveyed me to the Spalerno. They were all young, dressed in normal civilian garb, trousers, silk shirts of different colors of either American or English make, and long red socks with buttons. Their thick belts had a holder for a watch on the left hand side and a holster for a gun on the right hand side. Their hair was finely combed, and a look of pleasure could be discerned on their insensitive, callous faces.

Their entrance cast a cold fear throughout the entire room. Though the guards in the center of the room and the secretaries made no overt sound or movement, a definite change of atmosphere could be sensed in the room.

The three stood without uttering a sound, but their entrance seemed to instill a deathly fear that affected even the prison workers. Each secretary tended to her task with greater intensity and rigidity; the faces of the sentries changed perceptibly, from flushed red to pale white, their eyes moving about and scrutinizing all within the range of their gaze, driven like violinists in an orchestra directed by a raging conductor.

One of the three took out a gleaming silver holder filled with cigarettes, and offered it to his companions. They all looked

**"Their entrance had cast a cold fear which had gripped the entire room."**

toward my table and I was certain that they sought a plausible reason, any slight pretext to approach my table.

I fully understood that they wished to know what was being written in my questionnaire. I was certain that they knew of me and my work. I did not know their exact rank, whether of the first or third department, but be that as it may, they were officials of high station who did not customarily visit this department. And this was the cause of the fear which had gripped the entire room.

I surmised that they wanted to involve themselves in my inquiry and to augment the explicit questions already in the form with incontrovertible, self-incriminating information to substantiate their accusations.

But how could this be done—that high officials should dabble in the tasks of a simple secretary? This itself would reveal their devious intents.

"What am I to do?" said the cigarette-smoking secretary, as though speaking reflectively to herself. "I cannot write such answers. It is my responsibility to ask every written question and to transcribe the answers. I am unable to write of such things as

G-d, religion and G-dly commands."

"Is it possible," I asked, "for a prisoner to smoke also?"

"Yes," she replied. "It is not forbidden to smoke in this room, although the prisoners do not customarily smoke. If you desire to do so, I will request permission from one of the officers standing in the center of the room." She spoke in such a tone that the newcomers who stood nearby could hear.

With a light smile upon his lips, one of the three high officials approached and with simulated surprise inquired, "Does this citizen desire to smoke a cigarette?" And turning to me he declared, "Here it is not forbidden to smoke. You may take a cigarette."

The secretary complained to the official who had approached the table. "I am unable to fill out this citizen's questionnaire since he does not provide any responses. He asserts that this is completely

**"I do not know if his motive was solely to calm the members of my household or whether it was his malicious intent to perpetrate this bizarre jest."**

unrelated to him and he refuses to answer anything but his name, address and family title."

The official took the form, scrutinized it for a few moments, and then turned to me, "You have not answered any of the questions in this form. You must fill it out completely. There is no other alternative."

He spoke in a completely calm manner, like an administrator scrutinizing a report written by a subordinate. He added, "I am sure that the citizen knows where he is at present. This official division has special laws and regulations and all who come here must comply with them. The officials of this department expect their demands to be fulfilled immediately and precisely."

I responded, "I wish to take this opportunity to clarify whether the assurances of those authorized by your agency, or more precisely, the representatives of your agency, are trustworthy and if one may rely that their assurances too will be observed meticulously."

The official replied, "I do not understand what you are saying, citizen."

"A representative of this agency who came to arrest me tonight assured me that I would be permitted to observe the Tefillin ritual and to pray. It is already an hour and a half that I am here and his word has not been kept. He told me on his own initiative that I would be here merely for a matter of hours and that upon my arrival, a number of high officials would ask me a few questions and then permit me to return home.

"I do not know his motive for saying this to me. I do not know if his motive was solely to calm the members of my household or whether it was his malicious intent to perpetrate this bizarre jest. Frankly, I am totally un-

continued on p. 7, col. 1



# Act of Spiritual Heroism

continued from p. 6, col. 5  
concerned as to the rationale for his conduct.

"But I am a religious Jew. I desire to put on my Tefillin and pray. No one has the power to prevent me from my religious practice. I demanded this at the time of my arrest, and I was given this assurance by the representative of the G.P.U. His final sarcastic words to me were 'Though I am a Communist, I will not lie.' These were his words and this is what I now demand.

"As to the questionnaire, I have already stated that I did not come here of my own free will, but was brought here by the emissaries of the G.P.U. I am certain that those who arrested me as well as the high administrative officials are aware of my identity.

"All I have to state is as follows: I am Rabbi Schneerson of Lubavich. I bear the hereditary title of 'A Citizen Honored for Generations.' My birthplace is Lubavitch; I learned there in the

**"Though I am a Communist, I will not lie."**

Yeshiva and I subsequently lived for eight and a half years in Rostov and three years in Leningrad. My primary preoccupation is religious study. I am involved in the discipline of reflection upon G-dliness known as Chassidus and also concern myself with clarifying the laws and statutes of the Jewish people. I, like all other religious Jews, have no link with politics. I have nothing else to state."

The firm answer, the clear response, my cold composure and the equanimity reflected in my smoking calmly were all "natural vessels for that which transcends nature," and the official, as though reflectively talking to himself said, "What is written is adequate." He turned to the secretary and with light laughter, but with burning eyes, said, "Write as the citizen states."

Directing my question to the official, I asked, "And what of Prayer?" He answered in a vain self-assertive manner, "You will receive an answer from the prison administrator of the division where you will be escorted for confinement." He left with restrained rage.

The secretary took a new form and wrote my statement with great care and handed it to me for my signature.

I took the questionnaire and read it carefully. I drew a line through all of the response places of the remaining questions to clearly indicate that these questions were unanswered. After I had completed reading it, I signed the paper.

During these last few moments, the three officials conversed with each other, and attempting to conceal their primary interest in me, they glanced at different parts of the room and then left.

The secretary wrote in the thick large books which every secretary had. I did not know what was written. After writing, she placed a seal on the form that I had signed.

I will not deny that the placing of the seal was a source of gratification for me. I would have been far more pleased if the entire

arrest incident had not occurred. But since I had been brought there and had been compelled to sign, it was far more preferable that it bear the official seal to preclude any substitution of a similar form or of one totally different. Who could possibly fully grasp the mentality of these officials who were capable of fabricating false, imaginary charges with no basis in truth? But hopefully, the seal would prevent this possibility.

Her entries into the four volumes were completed. She wrote on the dotted line of the card next to the word Yartlik, my number, 26818. This moment I was transformed into a Yarelik. I thought to myself that most certainly in another few moments a guard would come to escort me to the second department, or, as I had been previously told, directly to the head of the division where I would be imprisoned.

"Yes, everything is prepared," said the secretary, and glancing at the form, she said, "Yes, little is written, but its content is highly significant." Her face assumed a compassionate expression and she whispered, "Perhaps you wish to send a message to your household. Tell me and I will pass it on immediately upon leaving work."

I did not reply at all. I merely avoided the escort, for I had already begun to experience the painful anguish of this ordeal. I wished that the matter would be brought to a head. I suffered emotional turmoil from these unnecessary perils.

The secretary gathered all the documents and told me to follow her for she had been instructed to do this personally and not to use the customary escort.

As stated, I felt a deep inner distress. The clock struck half past five and I had already undergone innumerable painful experiences. I hoped that something meaningful would occur, to speak to an authoritative interrogator or to finally be in a cell, but under all circumstances to be released from the sustained pressure of deep anguish.

**"The clock struck half past five and already I had undergone innumerable painful experiences."**

With strengthened heart and a regular stride, I proceeded to the next place.

I said to her that I had left my case with personal possessions in the room where the questionnaire had been filled out.

She answered, "Why didn't you take all your belongings? Now you cannot return. It will be necessary to write a special request form which cannot be done at this time. The only choice is that I go back and bring them to you, or even better, when I go back, I will be able to return them to you. Perhaps they will permit me to send it with one of the escorts. You should know that the watch here is very strict. The slightest infringement of the rules through unnecessary speech or the slightest sign of communication with another prisoner can result in added imprisonment for three or four months.

"It is even more advisable that

upon arriving at our destination, you inform them of having forgotten to take your belongings, and they would most assuredly permit me to bring them here.

"I must tell you that they are preparing very serious charges against you. I know that they have gathered much evidence against you. I know now who you are for I have been informed by official B.R. They intend punishing you severely and the situation is very fearful. Among the three officials was R. himself."

He climbed from ladder to ladder as she spoke. My feelings alternated between fleeting moments when it appeared to me that her words were lies intended to frighten me and then for brief instants to the impression that she spoke the truth. Who knew, perhaps there existed even within this secretary a small measure of human feeling. I will not deny that there were a few intensely difficult moments. My thoughts blurred, my heart pounded very rapidly, my knees buckled, and an inner tremor passed through my entire body.

Nevertheless, I did not inquire where I was being led, though I was certain the secretary would tell me. But I feared lest it would exert a strong adverse effect upon me and cause me to fall in spirit. This lack of knowledge sustained my feelings of greater and inner strength.

She related: "Twelve people were brought here tonight, the majority of them clergymen, Russians, Lutherans, Germans, Poles, a Moslem and only one Jew—yourself. A Russian, a Georgian and a Pole were brought through the dark passageway with armed guard directly to the third room (it appears that this was a side passage in the dark passageway) and from thence to the subterranean passage under the building and there they were shot to death without any interrogation. We were only told to make an entry in the book. It is not so in the case of those who were instructed to answer the questionnaire. In all probability you will be here in the fortress for a few days and then you will be subjected to an interrogation.

"I was instructed to bring you this way to the first story where the control officials are stationed. All of the prisoners brought to Spalerno are led this way."

At this moment I realized that this entire procedure had as its goal the instilling of fright and fear in the prisoners. The darkness, the ladders with their iron rungs, the dark walls, stale air, all were meant to evoke intense emotions and the dread of being led to a fearful place.

I am certain that sensitive persons with literary ability would find much material to write lengthy descriptive works focusing upon the nature of human feeling and conduct by merely depicting the range of experiences I had undergone during the past two hours from the time of my arrival in the prison till this present moment.

*\*In recognition of the activities of Rabbi Shneur Zalman of Liadi (the Alter Rebbe) on behalf of the Russian Government, during the Napoleonic War, the family was given this official designation.*

# Library Corner

The library staff is pleased to announce a new service that will be provided for faculty and students. Online searching, also known as computer searching of databases, will be available as of December 1, 1994. Most library users are familiar with various print indexes and abstracting services such as ERIC, Psychological Abstracts, and Religion Index. The databases available for computer searching in the libraries are most easily described as the machine-readable counterparts of these indexes and abstracting services. Currently, approximately 80 such databases are available for searching in the library.

A computer search of a database has a number of advantages over a manual search of a comparable print index. It is probably obvious that a computer search will be much quicker. In addition, a computer search can be more up-to-date since new materials find their way into the databases sooner than into the print indexes. Computer searches can also be more comprehensive

and more precise. Yet, for more simplified searches a manual search is often more desirable than an online search. A reference librarian will make the final decision as to whether or not a computer search is needed.

If you are in the process of writing a paper, an article or the like, this service can provide you with an up-to-date bibliography of materials available on your subject. The base fee for a search is \$7.00, and it may cost more depending on the type of search being done. For more specific information on how the computer search service works, come to the library and talk to a reference librarian.

**FREE ONE-TIME SEARCH**  
The Hedi Steinberg Library is offering a one-time-only free period of database searching. Requests should be submitted by January 10th, and will be processed at the discretion of the reference librarian. We will have replies for you shortly after that date. Forms are available at the Reference desk.

# Second Generation

by Esthi Zeffren

Chani Starck has a story to tell. She cannot relate any firsthand horror stories which emanate from the concentration camps, nor can she tell you of the horror she felt when she lived in Europe before World War II. Ms. Starck is only 25 years old and has not been through the Holocaust. However, she is tied strongly to it, for she is a daughter of a Holocaust survivor.

After visiting many of the sites where the Holocaust occurred, on a tour sponsored by B'nai Akiva Youth Organization, Ms. Starck felt a need to share her thoughts and reactions with the Jews of America. She organized an entire program consisting of information she compiled regarding life before the war, her slides along with an explanation from her trip, and an audio-visual containing various pictures of Jewish life at that time.

On Thursday, Dec. 20, Ms. Starck presented her program to Stern College at the request of Dr. Jeffrey Gurock.

In the first segment of the presentation, Ms. Starck took every aspect of the Jewish life in Europe—religious, academic, social, and economic—and tried to recapture for her listeners the life in pre-World War II. Although Ms. Starck's description was extremely thorough, she admitted that nobody living after those days could ever imagine them in their true light. The point that Ms. Starck wished to stress was that in order to really appreciate what was lost to us, we must always remember exactly what existed before the Holocaust.

Ms. Starck presented two artifacts: a small, velvet cap

which young boys wore everyday to Cheder, and a striped prisoner's suit which belonged to her father. He, like the rest of the Jews in the concentration camps, was forced to wear this type of garment.

In the next part of the program, Ms. Starck showed her slides from her tour in Poland. She explained that there are very few Jews left and that the ones who are there are not affiliated with any type of religious elements. There are very few synagogues remaining in Poland. Those which miraculously survived are closed by the government under the pretense of renovation. In general, the Jewish life there will never match the life that Poland once knew.

When asked what B'nai Akiva's reception was when the group reached Poland, Ms. Starck answered, "As soon as the older people saw the boys' kipot, it was very evident that they felt uncomfortable. It was as though they had seen a ghost. Their expressions were mixed with fright and surprise." She continued, "We were also quite aware that people were following us—government people. Even our tour guide, who was assigned to us as soon as we stepped into Poland, was keeping a close eye on us."

The ultimate question for Ms. Starck was why she chose to make a trip to the Eastern European countries at all. Ms. Starck reflected, "I had always wanted to go back in time, so to speak, to places such as these... it always carried a mystique for me. I also wanted a better grasp on this whole issue... of the guilt which I couldn't explain. I wanted to go back to the source."

**Anyone wishing to submit articles for the Purim Issue should see Diane in Rm. 6B.**

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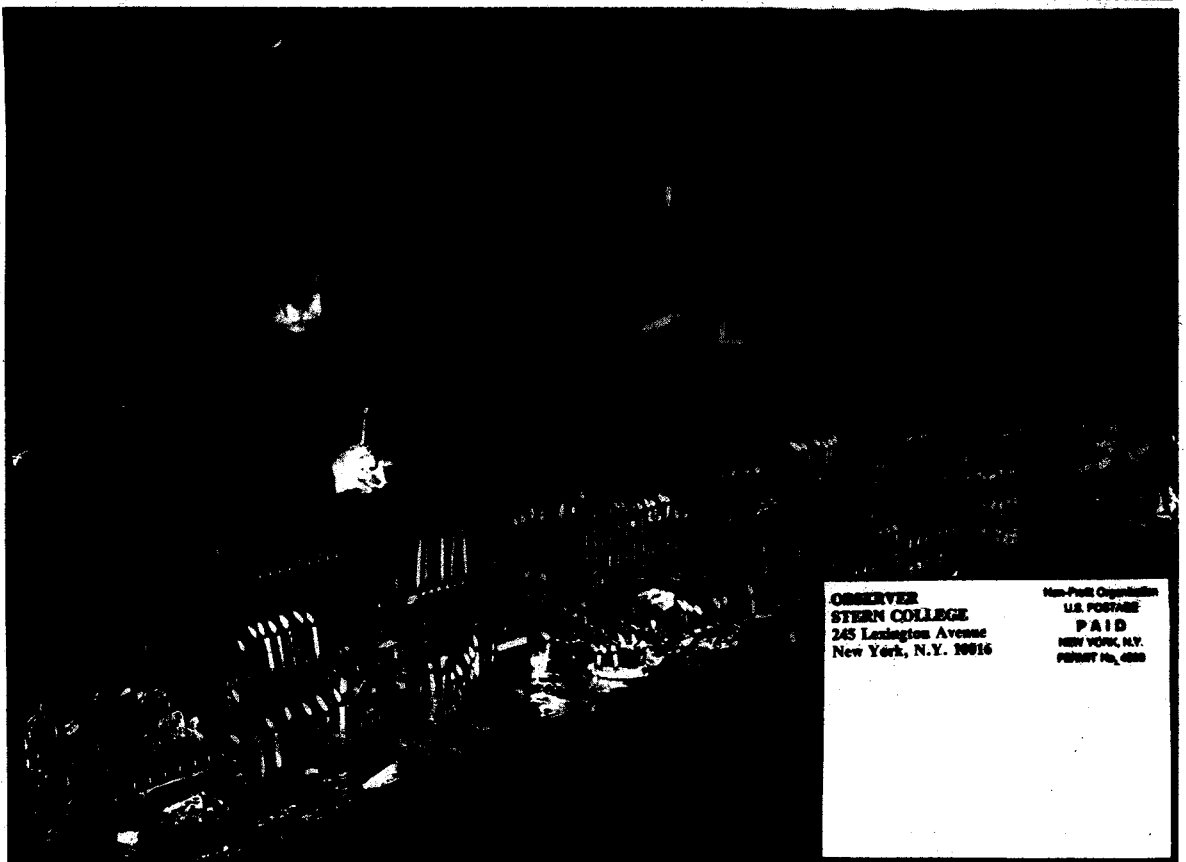
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