

# THE OBSERVER

The Official Newspaper of Stern College for Women • Yeshiva University



December 24, 1986

Volume 48, Number 4

Kislev 22, 5747

## Dean Bacon Addresses Academic Standards

by Elka Shmidman and Rebecca May

Academic excellence was the issue under discussion at the second meeting of the Student Representation on Academic and Student Affairs, on December 15, 1986. The focus was the role of the student body in the improvement of the academic atmosphere at Stern College for Women.

At this first meeting, which is part of a series of open forum discussions on the subject, Dean Bacon stressed that there are "good things going on here," but that it is the responsibility of the students to demand the quality education that is "rightfully theirs." However, if there is to be an amelioration of the academic environment at Stern, a set of ideal conditions must be acted upon by the students. These conditions include choosing courses to which the student is intellectually committed, not merely those which fit neatly into her schedule; demanding a syllabus from each professor, and knowing what is expected from her; preparing lecture material in advance—not by doing the required readings alone, but through discussion of the newly acquired material; taking advantage of the seminar activities conducted at Stern, and throughout New York City; and finally, expression of the positive academic aspects of Stern which she has internalized.

Caroline Peyser, vice-president of the Torah Activities Council, raised the question of fulfilling the conditions outlined by the Dean, yet remaining stifled by the lack of variety in any given department, due to the small number of professors in each field. She contends that some departments cannot boast one "good" professor. She feels that this deficiency can be traced to Stern's image as the "afterthought" of Yeshiva University.

This attitude could be supposed as the root of two other issues that were raised. The first is that Yeshiva College has been the beneficiary of an Athletic Center, and will soon enjoy the use of a swimming pool, while Stern's library can hardly be termed adequate. The student suggested that even though the necessary improvements might require time and money, temporary changes as simple as installing carpeting and soundproof windows, should be made to make the library conducive to studying.

The second repercussion of the "afterthought" attitude is that of certain faculty members towards the intellectuality of their students. Ethel Greenstone, vice-president of the Student Council, complains that it has manifested into lowered expectations of students.

Some professors do not provide syllabi of their courses, which is in direct violation of New York State law, leaving the student in the dark about the professor's expectations of the students. Dean Bacon responded that she has always tried to have a complete file of syllabi, outlining each course with its required readings and papers, on file in the library. Ethel Greenstone proposed the formation of a committee to ensure the collection of syllabi from each professor.

Student concerns were not limited to pedagogical shortcomings. Deena Jaffee noted that a biology course in research, which requires laboratory work, has been severely curtailed by renovations in the form of painting.

The issue of academic excellence at Stern College for Women will be under further discussion at upcoming forums.



"Tip" O'Neill, former Speaker of the House, Mrs. Herbert Tenzer, Mr. Herbert Tenzer, former New York Congressman, Chairman of the Board of Trustees, and Sy Syms, benefactor of YU's new school of business.

## Chanukah "Gelt" Exceeds \$100,000,000 At Y.U. Dinner

by Ethel Greenstone

Yeshiva University commemorated its one hundredth anniversary by honoring President Dr. Norman Lamm and its benefactors, and by inaugurating a new School of Business at the National Centennial Hanukkah Dinner and Convocation on Sunday, December 14, at the New York Marriott on Broadway at 45th Street.

At the convocation, Paul A. Volcker, Chairman of the Federal Reserve Board and five leading benefactors of the University including Robert Belfer, Joseph Kerzner, Ira Kukin, Burton Resnick, and Michael Scharf received Honorary Doctor of Humane Letters. After receiving his degree, Dr. Volcker addressed the audience. Congratulating the University on its one hundredth anniversary, and commending Yeshiva as a university which "has been built on the understanding that a business relationship must be based on a human one." Dr. Volcker warned that there is a "pervasive sense of uneasiness..." in the U.S. He maintains that this uneasiness results from an increase in consumption not matched by a growth in the gross national product. Dr. Volcker added that "we are living beyond our means." The answer to this problem, advised the head of the "Fed," lies in increasing the growth of new products. Although "using all one's mental talents in the world of finance sounds appealing, the way we meet the industrial challenge is more important." Paul Volcker concluded by expressing his confidence that the new Sy Syms School of Business of Yeshiva University would stress the importance of the business ethic and the necessity for industrial growth.

A guest commented that "while it was interesting to hear the Chairman of the Federal Reserve Board, Dr. Volcker did not really drop

any new and exciting tips. The truth is that he had to be deliberately vague."

Stanley E. Stern, Vice Chairman of the University's Board of Trustees and President and Chief Executive Officer of Inland Credit Corporation, served as convocation chairman.

Sy Syms, a member of the University's Board of Trustees and Chairman of the University's Development Committee, served as dinner chairman. Mr. Syms is Chairman of the Board and Chief Operating Officer of Syms Corporation.

Jack D. Weiler, Chairman Emeritus of the Board of Overseers of the Albert Einstein College of Medicine and a Member of the University's Board of Trustees, served as National General Chairman of the Centennial Celebration. Mr. Weiler is Chairman of Weiler-Arnov Investment Company, a coast-to-coast real estate and Building Organization.

The dinner commenced with an invocation led by Rabbi Dworkin, which was followed by a presentation to benefactors of the University of centennial medallions, specially created for the University's one hundredth anniversary.

A special tribute was then paid to Dr. Rabbi Norman Lamm on his tenth anniversary as President of the University. Dr. Lamm, the third president in the University's history, has led the institution into a period of new fiscal growth. The Honorable Herbert Tenzer, Max J. Etra, and Hermann Merkin commented on Dr. Lamm's success as president, and then presented the President with a centennial medallion.

After a short slide show commemorating his years in office, Dr. Lamm addressed the audience.

*continued on p. 8, col. 3*

## Dr. Martin Gilbert Speaks At Rogoff Lecture

by Sharon Feder

Dr. Martin Gilbert, world renowned historian and writer, was invited to speak at the fifteenth annual Hillel Rogoff Memorial Lecture held in the Koch Auditorium on Wednesday, December 10th.

Described by Dr. Gurock as "a prolific writer who can put out 2 or 3 books a year, as well being one of the most popular and scholarly historians in the works." Dr. Gilbert has an enormous amount of books presently in print. These include "The Holocaust," "Shuransky: Hero of Our Time," "Jerusalem—Rebirth of a City" and "Auschwitz and the Allies."

On Wednesday evening, Dr. Gilbert explained how his work as the official biographer for Winston Churchill actually stimulated his Jewish identity and led him to write about issues so vital to the Jews.

His involvement began quite modestly, writing a short chapter summarizing Jewish history for Churchill's son to use in a book. However, having even tasted this small morsel, Gilbert was convinced that the prevalent belief "that there is no Jewish dimension to history" is incorrect.

Throughout his career, Dr. Gilbert came into contact with a shocking amount of anti-semitism, but also uncovered some surprising facts about the degree of Churchill's sympathy towards the Jews and the idea of a Jewish state.

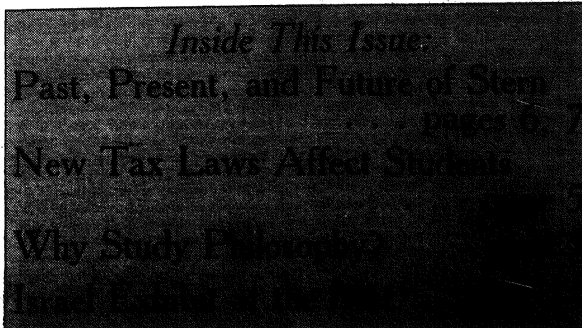
His research about Churchill required him to travel to Israel, and found him caught in the Yom Kippur War. This stimulated his interest in Israel's history and wars, leading him to write a number of books about the young country and the Arab-Jewish conflict.

In 1975, papers smuggled out of Russia were brought to his attention. They proved that 500 families were refused permission to emigrate for no good reason. The list included many names now familiar to activists, including Nathan Sharansky. Dr. Gilbert drew an "Atlas of Prisoners" and "Divided Families," and became very involved in their cause.

As he continued his research about Churchill, he began to deal with the Prime Minister's involvement in World War II. Naturally, the issue of the Holocaust surfaced, and Gilbert became interested and wrote about this issue also.

What is next for Dr. Gilbert? Now that he has finally completed Churchill's biography, he would like to devote himself to further proving that Judaism "had a history and not just a martyrology." By writing a history of the Jews in this century, he also wants to write an integrated history of World War II, thereby making the Holocaust an integral part of it rather than "footnotes or a separate chapter that one can simply skip over."

The Hillel Rogoff Memorial Lecture Series is given each year in memory of the late Hillel Rogoff, a student of one of Yeshiva's early classes. "He was a historian and a writer," according to Dr. Gurock, coordinator of University lectures. "and the speakers invited to this series always reflect these traits." The list of past lecturers is quite diverse, but all, according to Dr. Gurock, "are men of Jewish letters." Among these notables are Chaim Potok, Abba Eban, Isaac Bashevis Singer, and Jay Neugeboren.



Editorial • Opinion • Editorial • Opinion • Editorial • Opinion

## The Crown Jewels of Y.U.

The Observer regrets the fact that architectural reductions of impending improvements are not published on the front pages of our issues.

However, the apologies lie with the central administration.

The students of Stern College for Women do not begrudge the students of Yeshiva College on the Max Stern Athletic Center, or the soon to be constructed swimming pool. The efforts made to improve the Washington Heights Campus are visible manifestations of the administration's confidence in the vitality of Yeshiva College.

Unfortunately, there has been a failure to recognize the positive and revolutionary undercurrents which are pervading the atmosphere at Stern. The students

have become seriously concerned with improving the physical aspects of our facilities, and heightening the intellectual atmosphere of the College. Some of the energy that is being expended is evident from the articles in this issue of *The Observer*.

The "past" of Stern College for Women has been unique and remarkable. The "present" is vital, energetic and ever-improving. The "future" is always unclear, but if the administration, faculty, students, alumni and benefactors tackle the pressing issues and problems together, Stern College for Women (hopefully located in midtown Manhattan) can be one of the resplendent jewels in the crown of Yeshiva University.

### OP-ED

## A New Elite Group?

by Wendy Zierler

The Torah U'Mada project is now officially underway, the first meeting with Rabbi Schachter, Dean Rothenberg, and Rabbi Kanarfogel has already taken place, and a second meeting for the project's fellowship candidates has already been scheduled for December 22. A measure of enthusiasm has been aroused for the project, which is promising. For fellowship candidates, the project will be an opportunity to further their own knowledge, while the various publications, forums and lectures planned by the project will spark student awareness of Torah U'Mada issues.

The question which begs to be posed, however, is will the project be worth the tremendous sum of money being channeled into it?

The fellowship program intends to create a core of students within YU who will be involved in serious Torah U'Mada scholarship and research. Unfortunately, the plan for the group seems to echo the Max Stern Scholarship idea of creating a small elitist group of students, furnishing them with all sorts of intellectual privileges with the hope that their work will spill over as inspiration to other students. This may indeed be possible, and if it would actually occur, we would all welcome it eagerly.

But as the project proceeds, the general lack of facilities for students to receive true Torah U'Mada education, persists. The project is not meant to substitute more books, teachers, courses, etc. And yet, no official "SCW Facilities and Standards Improvement Project" has been launched, in conjunction with the Torah U'Mada project.

Perhaps it is only a question of labelling and presentation. Publicity for the specially named Torah U'Mada project has been widespread, and the general efforts to improve Torah U'Mada education at Stern cannot be subsumed under a specific title and be represented to the students in a campaign, as such.

However, students are anxious to see working evidence of these efforts, probably more than they are anxious to witness the institution of the Torah U'Mada

project. At the first project meeting, SCW students had the opportunity to voice their opinions—their queries and concerns about Torah U'Mada at SCW. The alarming reality that surfaced at the meeting, was that many SCW students are completely bewildered as to what Torah U'Mada means. Some fail to see the relevance of Torah to Mada, and vice versa, and want their courses to address these issues—a constructive suggestion, but also a highly impractical one. Although this is an Orthodox university, non-Jewish or non-Orthodox professors cannot be expected to have the whole corpus of Torah U'Mada thought at their cerebral disposal. It seems that Torah U'Mada goes beyond the tacking of a Torah or Mada import to a Mada or Torah class (respectively). It involves the ability to synthesize pieces of knowledge, however gained, into a working system. This ability cannot be developed without training—rigorous academic discipline. It requires a great deal of time, and spiritual commitment. At SCW, the tools necessary for this training are sorely lacking, hence the basic level of knowledge essential for the success of synthesis is missing.

At YC, the first Torah U'Mada project meeting generated a great deal of discussion and excitement, at SCW a great deal of perplexity. All of this points to the dire need in SCW for a wide sweeping Torah U'Mada implementation plan, but this plan must first tackle the basic problems before it handles matters of esoterica. For everything there is a season—a proper time. Now is the time for the administration and the students of SCW to be dedicating efforts and funds to the general cause of Torah U'Mada education at SCW. Perhaps if a concentrated amount of change in this direction occurred, in the library, the Beit Midrash, the course calendar, the Torah U'Mada project would be considered more pertinent to student interests and needs.

## THE OBSERVER

245 Lexington Ave., New York, New York 10017 340-7700. Published by Stern College Student Council. The views expressed in unsigned columns are those of THE OBSERVER only and do not necessarily reflect the opinions of the student body, the faculty, or the administration of Stern College.

**Executive Board**  
Sharon Halevy  
Editor-In-Chief

**Rachel Mandel**  
News Editor

**Lisa Gottesman**  
Associate News Editor

**Erica Schoonmaker**  
Op-Ed

**Lynn Miller**  
Cultural Arts Editor

**Dr. Judith Neaman**  
Faculty Adviser

**Rachel Landau**  
Features Editor

**Sara Stein**  
Associate Features Editor

**Wendy Zierler**  
Op-Ed

**Esther Boylan**  
Editorial Assistant

**Sara Kosowsky**  
Editorial Consultant

### Technical Board

**Michele Katz**  
Layout Editor

**Stephanie Selesny**  
Art Editor

**Rachel Sladowsky**  
Photography Editor

**Rachel Finkelstein**  
Copy Editor

**Debbie Rosenthal**  
Proof Editor

**Annie Richter**  
Business Manager

### Writing Staff

Sharon Feder, Ethel Greenstone, Miriam Kwalwasser, Rebecca May, Karen Reichman, Sara Rudoff, Heather Rush, Elka Shmidman, Sara Silberman, Elaine Witty, Hildee Zwick,

### Layout Staff

Diane Gottlieb, Chava Katz, Marta Lesser  
Miriam Rabinowitz

### Business Staff

Sharona Isaacs

The Observer Staff  
wishes you a  
Happy Chanukah,  
and an enjoyable  
winter vacation!

## LETTERS TO THE EDITOR

### Computer Blues

Dear Editor,

After experiencing twelve hours of unnecessary pressure, I feel that it is important that I vent my frustrations about the computer room, publicly. When I first arrived in the computer room a few days before an assignment was due, I found that one computer with six terminals was in the process of being repaired, and the other, with only four operating terminals out of six, would not transfer anything to the disk drive. In other words, after typing in my program, I could not save it permanently. I saved my program in the computer's memory but when I returned to the computer room later that day, I found that it had been removed. While typing in my program for the second time, the terminal on which

I was working "blew up." Suddenly, letters, hieroglyphics, and numbers filled the screen that had once displayed my program. When I finally finished typing my program for the third time, the computer refused to read it because there were too many programs on its files. I was able to transfer my program to another terminal but it would not run—the computer kept printing out a message that neither I nor any of the people in the computer room understood. It took six more hours of fiddling with the keyboard and asking every person who entered the computer room for help until one operator sat down at the terminal, read the message at the bottom of the screen, deleted one letter from my program name, and ended twelve hours of irritation and misery.

I am not the only one who has had such problems with the computers. Most of my classmates have experienced technical problems when no one around could be of

any assistance, or have not been able to find an available terminal due to constant breakdowns.

As a first semester PASCAL student, I am very disenchanted with computers as a result of my experiences. As another disgruntled student said, "In four weeks, I will never have to look at a computer again, thank G-d!" Not only are many PASCAL students upset about their experiences, but inadvertently, by telling their "horror stories," they are discouraging others from learning about computers. In today's world of advanced technology, it is imperative that almost everyone know how to operate a computer. An important course such as computers should not have a poor reputation among students simply due to inadequate facilities.

I would like to offer a few possible solutions to this problem. Firstly, when the Sage IV breaks down, it should be repaired im-

mediately. There should never be extended periods of time when half of the Sage system is broken. Secondly, since the IBM PC's which have recently been acquired by Yeshiva University are underutilized, they could feasibly be used by the PASCAL students. Finally, a comprehensible and complete manual should be published for all Sage users. The manual should include both the operation functions of the Sage IV, including the nuances of our particular system, and instructions on how to react to certain common error statements. Maybe the Computer Science Society could collate and publish a manual and sell it to Sage users, who would certainly be interested in owning such a helpful booklet.

Meanwhile, to all Sage users, don't make any rash decisions—seriously consider second semester PASCAL. After all, things can only get better at this point.

Opinion • Editorial • Opinion • Editorial • Opinion • Editorial

Students Speak, "Library's Weak!"

This petition was submitted by Ilana Kopmar and Rachel Pomerance as a letter to the Editor. The views within do not necessarily reflect the views of the editorial staff.

We, the undersigned, have a contractual agreement with Yeshiva University: we pay tuition in order to receive an education. We have the right to expect the facilities that are essential for our intellectual growth.

We demand that action be taken. We demand more books and resources, and an efficient cataloging of books. All the Library's staff should be trained in the library sciences.

Our outrage has been heightened by the knowledge that our counterpart, Yeshiva College, will be provided with a swimming pool. Should not funds be directed and allocated where they are most urgently needed?

We, the undersigned, do not wish to be overlooked.

Steph Alon, David Berger, David Grossman, ...

Judith Adler, Nira Botwin, Miri Geller, ...

Rachel Harari, Ruth Spector, Yeman Goren, ...

Debra Horowitz, Shari Horowitz, Sharon Kaplan, ...

Deborah Kuperman, Marina F. Kuperman, Sarah Kuperman, ...

Deborah Kuperman, Marina F. Kuperman, Sarah Kuperman, ...

Deborah Kuperman, Marina F. Kuperman, Sarah Kuperman, ...

Prof. Lubetski Responds

In response to student interest in effecting change in the library I am suggesting various avenues of communication:

- 1. Student Library Committee: Voice your opinion to this committee. Items of concern to students will be discussed and acted upon. 2. Fill out Comment Forms and put them into the Suggestion Box. You can make anonymous suggestions which are posted on the bulletin board with replies, or you can sign your name and you will receive a personal answer. 3. Come to see me in person. My door is open and I am available for discussion.

4. If you wish to suggest certain purchases, fill out a book/periodical form or send in a note. Are these systems effective? Listed below are a few examples of these systems in action:

- 1. The Student Library Committee requested extended hours. The library's hours were lengthened. 2. The Med-Sci Organization requested that the library order specific books and periodicals. They were acquired. 3. One student wrote about the lack of Jewish educational materials. She received a note informing her of an additional section of the library she was unaware of. 4. Students complained about the lack of availability of periodicals during evenings and Sundays. Post 1980 periodicals and all microfilm and microfiche have been placed in the main library and are available during all library hours.

Can all problems be solved? We have to recognize that there are limitations. Some problems cannot be solved immediately, but require significant changes and involve university decision making. However, whatever is reasonable and feasible will be implemented as soon as possible. This is your library. We welcome your suggestions. We are committed to providing the best possible service.

Professor Edith Lubetski

LETTERS TO THE EDITOR

Eek, Mice!

by Rebecca May
Dear Editor,
While sleeping last night
So safe in my bed.
On the window sill appeared
A guest right next to my head.



Alpha Epsilon Delta: Equal Rights Now!

To the Editor:
Alpha Epsilon Delta. Does this sound familiar? Probably not, unless you are a Pre-Health Science student. AED, founded in 1926, is more than a mouthful of ancient symbols. It is the National Pre-Medical Honor Society in the United States. AED claims its functions is college campuses across America to be three-fold: to encourage and recognize scholastic excellence among pre-health science students, to provide activities for the intellectual development of its members and, perhaps most importantly, to create programs of interest to both members and non-members on campus.

As a member, I have never been notified of monthly meetings. I have never received a single issue of "The Scalpel", although I have paid my membership dues.
The Society held mock-interviews for graduate schools in November, yet few members at Stern were notified. One might imagine that the Society "dedicated" to educating and

stimulating the entire University would invite all pre-health science students, members and non-members alike, currently applying to graduate school. While three SCW women attended the mock-interviews, one AED member at Stern tried reserving a place only to be rebuffed by the President who claimed there were few places, the majority being held for uptown members.

Perhaps most disturbing is the nasty fact that only one woman at SCW currently holds a position on the AED board at YU and that, until recently, no women were allowed to serve at all. Doesn't this seem strange in light of the fact that there are five positions? Why shouldn't the president be a SCW delegate? The current vice-president, a SCW student, received her position only after distasteful haggling. (She too complains of a tremendous lack of communication between campuses). Why should this be, if the charter is granted to both SCW and YC???

The physical and emotional separation of the YU campuses calls for separate but equal branches of the charter. (Officers from the uptown campus claim they only serve on the board to beef up their graduate school resumes. From personal experience, I find this is not the regular practice at Stern). Two boards of officers for AED must be established without which SCW involvement in the Society cannot be taken seriously.

Sharon Herzfeld
SCW, Class of 1987

"Perplexing" Phone Calls

Dear Editor,
It's 2 a.m. The phone rings, louder than ever. I reach over my roommate's face to find the phone under an open accounting book. The receiver hits me in the nose, yet I manage to say "hello." I slam it down, waking all of my roommates. And I crawl back into bed. It happens again at 3 a.m. and 4:15 a.m. Waking to the morning rush hour and honking horns, I am barely able to get up, due to an entire night of prank phone calls.



Since the publication of The Guide to the Perplexed, it seems that many of the boys at Yeshiva College are "perplexed" about how to use it. Its distribution has resulted in the rude interruption of many good night's sleep, due to unnecessary phone calls. Most lack a sense of humor, and more disturbingly, many are filled with outright vulgarity. Is this proper conduct within Yeshiva University?

So, Dial a friend
Dial a guy
Dial a daf.
But please, when dialing, use The Guide to the Perplexed with better judgement and discretion.

Sylvia Miller
SCW, Class of 1987

Editorial • Opinion • Editorial • Opinion • Editorial • Opinion

## The Crown Jewels of Y.U.

The Observer regrets the fact that architectural renditions of impending improvements are not published on the front pages of our issues.

However, the apologies lie with the central administration.

The students of Stern College for Women do not begrudge the students of Yeshiva College on the Max Stern Athletic Center, or the soon to be constructed swimming pool. The efforts made to improve the Washington Heights Campus are visible manifestations of the administration's confidence in the vitality of Yeshiva College.

Unfortunately, there has been a failure to recognize the positive and revolutionary undercurrents which are pervading the atmosphere at Stern. The students

have become seriously concerned with improving the physical aspects of our facilities, and heightening the intellectual atmosphere of the College. Some of the energy that is being expended is evident from the articles in this issue of *The Observer*.

The "past" of Stern College for Women has been unique and remarkable. The "present" is vital, energetic and ever-improving. The "future" is always unclear, but if the administration, faculty, students, alumni and benefactors tackle the pressing issues and problems together, Stern College for Women (hopefully located in midtown Manhattan) can be one of the resplendent jewels in the crown of Yeshiva University.

### OP-ED

## A New Elite Group?

by Wendy Zierler

The Torah U'Mada project is now officially underway; the first meeting with Rabbi Schachter, Dean Rothenberg, and Rabbi Kanarfogel has already taken place, and a second meeting for the project's fellowship candidates has already been scheduled for December 22. A measure of enthusiasm has been aroused for the project, which is promising. For fellowship candidates, the project will be an opportunity to further their own knowledge, while the various publications, forums and lectures planned by the project will spark student awareness of Torah U'Mada issues.

The question which begs to be posed, however, is will the project be worth the tremendous sum of money being channelled into it?

The fellowship program intends to create a core of students within YU who will be involved in serious Torah U'Mada scholarship and research. Unfortunately, the plan for the group seems to echo the Max Stern Scholarship idea of creating a small elitist group of students, furnishing them with all sorts of intellectual privileges with the hope that their work will spill over as inspiration to other students. This may indeed be possible, and if it would actually occur, we would all welcome it eagerly.

But as the project proceeds, the general lack of facilities for students to receive true Torah U'Mada education, persists. The project is not meant to substitute more books, teachers, courses, etc. And yet, no official "SCW Facilities and Standards Improvement Project" has been launched, in conjunction with the Torah U'Mada project.

Perhaps it is only a question of labelling and presentation. Publicity for the specially named Torah U'Mada project has been widespread, and the general efforts to improve Torah U'Mada education at Stern cannot be subsumed under a specific title and be represented to the students in a campaign, as such.

However, students are anxious to see working evidence of these efforts, probably more than they are anxious to witness the institution of the Torah U'Mada

project. At the first project meeting, SCW students had the opportunity to voice their opinions—their queries and concerns about Torah U'Mada at SCW. The alarming reality that surfaced at the meeting, was that many SCW students are completely bewildered as to what Torah U'Mada means. Some fail to see the relevance of Torah U'Mada, and vice versa, and want their courses to address these issues—a constructive suggestion, but also a highly impractical one. Although this is an Orthodox university, non-Jewish or non-Orthodox professors cannot be expected to have the whole corpus of Torah U'Mada thought at their cerebral disposal. It seems that Torah U'Mada goes beyond the tacking of a Torah or Mada import to a Mada or Torah class (respectively). It involves the ability to synthesize pieces of knowledge, however gained, into a working system. This ability cannot be developed without training—rigorous academic discipline. It requires a great deal of time, and spiritual commitment. At SCW, the tools necessary for this training are sorely lacking, hence the basic level of knowledge essential for the success of synthesis is missing.

At YU, the first Torah U'Mada project meeting generated a great deal of discussion and excitement, at SCW a great deal of perplexity. All of this points to the dire need in SCW for a wide sweeping Torah U'Mada implementation plan, but this plan must first tackle the basic problems before it handles matters of esoterica. For everything there is a season—a proper time. Now is the time for the administration and the students of SCW to be dedicating efforts and funds to the general cause of Torah U'Mada education at SCW. Perhaps if a concentrated amount of change in this direction occurred, in the library, the Beit Midrash, the course calendar, the Torah U'Mada project would be considered more pertinent to student interests and needs.

## THE OBSERVER

245 Lexington Ave., New York, New York 10017 340-7700. Published by Stern College Student Council. The views expressed in unaligned columns are those of THE OBSERVER only and do not necessarily reflect the opinions of the student body, the faculty, or the administration of Stern College.

### Executive Board Sharon Halevy Editor-In-Chief

**Rachel Mandel**  
News Editor

**Lisa Gottesman**  
Associate News Editor

**Erica Schoonmaker**  
Op-Ed

**Lynn Miller**  
Cultural Arts Editor

**Dr. Judith Neaman**  
Faculty Adviser

**Rachel Landau**  
Features Editor

**Sara Stein**  
Associate Features Editor

**Wendy Zierler**  
Op-Ed

**Esther Boylan**  
Editorial Assistant

**Sara Kosowsky**  
Editorial Consultant

### Technical Board

**Michele Katz**  
Layout Editor

**Stephanie Selesny**  
Art Editor

**Rachel Sladowsky**  
Photography Editor

**Rachel Finkelstein**  
Copy Editor

**Debbie Rosenthal**  
Proof Editor

**Annie Richter**  
Business Manager

### Writing Staff

Sharon Feder, Ethel Greenstone, Miriam Kwalwasser, Rebecca May, Karen Reichman, Sara Rudoff, Heather Rush, Elka Shmidman, Sara Silberman, Elaine Witty, Hildee Zwick,

### Layout Staff

Diane Gottlieb, Chava Katz, Marta Lesser, Miriam Rabinowitz

### Business Staff

Sharona Isaacs

The Observer Staff  
wishes you a  
Happy Chanukah,  
and an enjoyable  
winter vacation!

## LETTERS TO THE EDITOR

### Computer Blues

Dear Editor,

After experiencing twelve hours of unnecessary pressure, I feel that it is important that I vent my frustrations about the computer room, publicly. When I first arrived in the computer room a few days before an assignment was due, I found that one computer with six terminals was in the process of being repaired, and the other, with only four operating terminals out of six, would not transfer anything to the disk drive. In other words, after typing in my program, I could not save it permanently. I saved my program in the computer's memory but when I returned to the computer room later that day, I found that it had been removed. While typing in my program for the second time, the terminal on which

I was working "blew up." Suddenly, letters, hieroglyphics, and numbers filled the screen that had once displayed my program. When I finally finished typing my program for the third time, the computer refused to read it because there were too many programs on its file. I was able to transfer my program to another terminal but it would not run—the computer kept printing out a message that neither I nor any of the people in the computer room understood. It took six more hours of fiddling with the keyboard and asking every person who entered the computer room for help until one operator sat down at the terminal, read the message at the bottom of the screen, deleted one letter from my program name, and ended twelve hours of irritation and misery.

I am not the only one who has had such problems with the computers. Most of my classmates have experienced technical problems when no one around could be of

any assistance, or have not been able to find an available terminal due to constant breakdowns.

As a first semester PASCAL student, I am very disenchanted with computers as a result of my experiences. As another disgruntled student said, "In four weeks, I will never have to look at a computer again, thank G-d!" Not only are many PASCAL students upset about their experiences, but inadvertently, by telling their "horror stories," they are discouraging others from learning about computers. In today's world of advanced technology, it is imperative that almost everyone know how to operate a computer. An important course such as computers should not have a poor reputation among students simply due to inadequate facilities.

I would like to offer a few possible solutions to this problem. Firstly, when the Sage IV breaks down, it should be repaired im-

mediately. There should never be extended periods of time when half of the Sage system is broken. Secondly, since the IBM PC's which have recently been acquired by Yeshiva University are underutilized, they could feasibly be used by the PASCAL students. Finally, a comprehensible and complete manual should be published for all Sage users. The manual should include both the operation functions of the Sage IV, including the nuances of our particular system, and instructions on how to react to certain common error statements. Maybe the Computer Science Society could collate and publish a manual and sell it to Sage users, who would certainly be interested in owning such a helpful booklet.

Meanwhile, to all Sage users, don't make any rash decisions—seriously consider second semester PASCAL. After all, things can only get better at this point.

Opinion • Editorial • Opinion • Editorial • Opinion • Editorial

Students Speak, "Library's Weak!"

This petition was submitted by Ilana Kopmar and Rachel Pomerance as a letter to the Editor. The views within do not necessarily reflect the views of the editorial staff.

We, the undersigned, have a contractual agreement with Yeshiva University: we pay tuition in order to receive an education. We have the right to expect the facilities that are essential for out intellectual growth. Yet, the University has failed to provide the students of Stern College with the most vital component of any college—an adequate library.

We demand that action be taken. We demand more books and resources, and an efficient cataloging of books. All the Library's staff should be trained in the library sciences. The Library must be enlarged, and carpeted to absorb noise.

Our outrage has been heightened by the knowledge that our counterpart, Yeshiva College, will be provided with a swimming pool. Should not funds be directed and allocated where they are most urgently needed?

Our basic needs have been neglected. We, the undersigned, do not wish to be the overlooked.

- List of student signatures: Shari Alon, David Kaplan, Sara Kopmar, Miriam Gold, etc.

Prof. Lubetski Responds

In response to student interest in effecting change in the library I am suggesting various avenues of communication:

- 1. Student Library Committee: Voice your opinion to this committee. Items of concern to students will be discussed and acted upon.
2. Fill out Comment Forms and put them into the Suggestion Box. You can make anonymous suggestions...

Are these systems effective? Listed below are a few samples of these systems in action:
1. The Student Library Committee requested extended hours. The library's hours were lengthened.
2. The Med-Sci Organization requested that the library order specific books and periodicals. They were ordered.

3. One student wrote about the lack of Jewish educational materials. She received a note informing her of an additional section of the library she was unaware of.
4. Students complained about the lack of availability of periodicals during evenings and Sundays. Post 1980 periodicals and all microfilm and microfiche have been placed in the main library and are available during all library hours.

Can all problems be solved? We have to recognize that there are limitations. Some problems cannot be solved immediately, but require significant changes and involve university decision making. However, whatever is reasonable and feasible will be implemented as soon as possible. This is your library. We welcome your suggestions. We are committed to providing the best possible service. Professor Edith Lubetski

LETTERS TO THE EDITOR

EEK, MICE!

By Rebecca May
Dear Editor,
While sleeping last night
So safe in my bed,
On the window sill appeared
A guest right next to my head.



Alpha Epsilon Delta: Equal Rights Now!

To the Editor:
Alpha Epsilon Delta. Does this sound familiar? Probably not, unless you are a Pre-Health Science student. AED, founded in 1926, is more than a mouthful of ancient symbols. It is the National Pre-Medical Honor Society in the United States. AED claims its functions is college campuses across America to be three-fold: to encourage and recognize scholastic excellence among pre-health science students, to provide activities for the intellectual development of its members and, perhaps most importantly, to create programs of interest to both members and non-members on campus.

stimulating the entire University would invite all pre-health science students, members and non-members alike, currently applying to graduate school. While three SCW women attended the mock-interviews, one AED member at Stern tried reserving a place only to be rebuffed by the President who claimed there were few places, the majority being held for uptown members.

Perhaps most disturbing is the nasty fact that only one woman at SCW currently holds a position on the AED board at YU and that, until recently, no women were allowed to serve at all. Doesn't this seem strange in light of the fact that there are five positions? Why shouldn't the president be a SCW delegate? The current vice-president, a SCW student, received her position only after distasteful haggling. (She too complains of a tremendous lack of communication between campuses). Why should this be, if the charter is granted to both SCW and YC???

The physical and emotional separation of the YU campuses calls for separate but equal branches of the charter. (Officers from the uptown campus claim they only serve on the board to beef up their graduate school resumes. From personal experience, I find this is not the regular practice at Stern). Two boards of officers for AED must be established without which SCW involvement in the Society cannot be taken seriously.

Sharon Herzfeld
SCW, Class of 1987

"Perplexing" Phone Calls

Dear Editor,
It's 2 a.m. The phone rings, louder than ever. I reach over my roommate's face to find the phone under an open accounting book. The receiver hits me in the nose, yet I manage to say "hello." I slam it down, waking all of my roommates. And I crawl back into bed. It happens again at 3 a.m. and 4:15 a.m. Waking to the morning rush hour and honking horns, I am barely able to get up, due to an entire night of prank phone calls.



Since the publication of The Guide to the Perplexed, it seems that many of the boys at Yeshiva College are "perplexed" about how to use it. It's distribution has resulted in the rude interruption of many good night's sleep... due to unnecessary phone calls. Most lack a sense of humor, and more disturbingly, many are filled with outright vulgarity. Is this proper conduct within Yeshiva University?

So, Dial a friend
Dial a guy
Dial a daf.
But please, when dialing, use The Guide to the Perplexed with better judgement and discretion.
Sylvia Miller
SCW, Class of 1987

# The Conflicts in YU's Scheduling

by Hildee Zwick

Recently, the problem of insufficient communication between the Uptown and Midtown campuses was accentuated by the scheduling of two conflicting events. On December 10, 1986, Dr. Martin Gilbert, a renowned Jewish historian, presented a lecture as part of the Rogoff series, and Mr. Russ Berrie, a successful toy manufacturer, spoke to the students of Stern College for Women with the invitation of the Marketing Society. Dr. Gilbert spoke in the Koch Auditorium, and Mr. Berrie spoke in the cafeteria. If a student heard one speak, she did not have the opportunity to hear the other. Is the calendar so full?

town campus. However, the Rogoff lecture had been scheduled in July and immediately placed on the University Calendar by Dr. Jeffrey Gurock.

Mr. Michael Gartenberg, who is affiliated with the Office of Student Services at Yeshiva College, acknowledges that certain conflicts occur when activities are scheduled at both Yeshiva College and Stern College. According to Mrs. Braun, the Office of Student Services is "trying, as humanly possible, to minimize error." Each month, Mr. Gartenberg and Mrs. Braun "swap" their respective college's Calendar of Events. If there is a problem with a certain date, there is an attempt to rectify the scheduling.

Mrs. Braun noted that the Student Council functions as a "clearing house" for events. Students must request the use of a dormitory lounge, the cafeteria, or the Auditorium. The Student Council maintains organization by holding bi-weekly club and committee meetings, where future events are reported. However, this entire process is worthless if the University calendar is not checked. With the increase of activity, and growth of the University, there will be, as Dr. Gurock noted, "conflicting legitimate interests." Yet, if events are not dispersed properly in the semester, student attendance will be low, and the University will be failing the students in their enjoyment of vital, valuable extra-curricular activities. The result of poorly planned scheduling, is the problem of which activity takes precedence. If one event is postponed, which one is it? If the student must make a choice, how does she do so?



The Marketing Society checked the date with Mrs. Zelda Braun, the Assistant Director of Student Services, and our liaison with the Up-

# Shocking Graffiti Shakes Security

by Elaine Witty

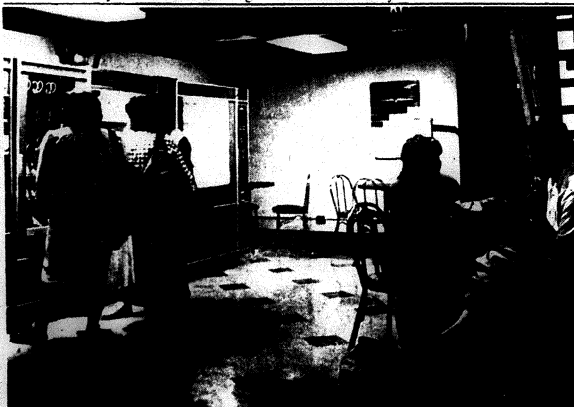
On Friday night, December 12th, graffiti was plastered in the elevators and on stairwell walls and dorm counselor's doors. While this incident may have been an internal action, attention is being focused on the general issue of security on the Midtown Campus, specifically Brookdale Hall.

ganized to work with the Department of Security. The committee, which is headed by Student Council President Stacey Alevy, will meet regularly with Mr. Carl Vasta, the Head of Safety and Security, and Dean Nulman to discuss ways to improve the security of the students at Stern College.

Approximately two weeks ago, Mr. Ralph Badillo was appointed the Midtown and Downtown Supervisor of Safety and Security. Mr. Badillo will have an office on the first floor of Brookdale Hall and will maintain staggered hours in order to be on hand should his services be required. In addition, he will ensure that the guards remain at their posts and will evaluate their performance. "Currently, we are relying on the competence and integrity of the guards. He [Mr. Badillo] would be here evenings, days, random hours and be on the lookout for security problems," said Dean Karen Bacon.

Once Mr. Badillo takes charge on January 1, 1987, a new policy of showing student identification cards will take effect. Associate Dean of Students, Efreim Nulman commented that "it is inconvenient, but it's necessary and we have to do what makes sense." This new policy will help discern the students from the non-Stern students, thus allowing security to keep better "tabs" on guests who enter the building. As it stands now, security relies upon the honor system for the registration of guests. Unfortunately, most guests are not registered because they do not wish to pay the two dollar overnight fee which the University has instituted. However, even those who do not plan to sleep over, are not reported to security as visitors. Dr. Israel Miller made the point that the University is responsible for all those who come into its buildings, especially those who stay overnight in the dormitory.

"Further preventive measures are under discussion with Dean Nulman and student leaders," said Ken Galloway, Assistant Head of Safety and Security. Dean Nulman said that a student Advisory Committee is being or-



The official opening of the Stern College Snack Bar will take place on Wednesday, December 24, 1986.

# Center Stage: SCDS Talent Show

"Beholding me all that pageants play . . ."

Alexander Pope.

by Nechama Goldman

On Tuesday, December 9, the lights dimmed in the Koch Auditorium at eight o'clock: Star Search, SCDS's first annual talent show was beginning. Fifty students sat at round tables (set with plates of hors d'oeuvres and candlelight), as M.C.'s, Penina Blazer and Sharon Miller appeared on stage to announce the first act. It was a special chorus, directed and accompanied by Miss Bishop. Dressed up like typical "YU guys," the chorus sang a four-part rendition of a pleading love song that went: "Stern Angel, Stern Angel, won't you be mine . . ." The laughter of the audience proved that the chorus was a great hit.

Next was Jordana Margolin, a speech arts major, who acted out a dramatic monologue, entitled, "Twirler." Her role was that of a young, talented baton twirler, who tries to convince her audience that baton twirling is the physical manifestation of divine revelation. A fascinating, humorous script, Jordana had previously performed this monologue for a Stern drama class, with Professor Kaiserman; her mastery over the script came through in a gripping performance.

Said Rachel Mandel, a junior, English/Music major and the next performer in the show, "I usually hate performing in public. Someone actually volunteered me to play, but I'm glad to have participated and to have helped make the show successful." Rachel played a Mendelssohn piece on the piano, with even control and nice interpretation.

Dina Najman, and Wendy Zierler took the next spot on stage, to sing a lively Hebrew tune, *Poteach Et Yadecha*, in harmony. Wendy accompanied on the guitar, and then remained on stage to perform her own original song—"Wave Me Back."

Sharon-Kesselman, clad totally in white, performed a sailor tap dance, the only dance performance in the show—and danced her way into everyone's hearts.



Rebecca May delivered a wonderful performance of "The Window Dresser," which she had adapted into a monologue. The scene pictured Rebecca as a window mannequin, who longs to come alive so that she can get some real attention from passers-by. But when her wish actually comes true and she is able to walk out onto the city streets, she is horrified to learn that people ignore you even when you are alive, and she returns to her safe home in the window.

Sarah May, Dina Najman, and Debbie Beres closed the show with a medley of Broadway tunes, put to comical lyrics, depicting life at Stern College for Women. Wearing paper top hats, SCW sweatshirts and jean skirts, the trio danced and stepped through several bouncy tunes and jokes.

Sharon Cable, the organizer of the show was extremely pleased with the whole evening. "Obviously, all the practicing and planning paid off," she remarked. Tova Gold, one of the Chorus members told *The Observer* that she "was impressed by the potential and talent" she saw in the performers—talent ready to be tapped and cultivated given the proper training and facilities.



# "Fuzzie Wuzzies to Forbes 400"

by Heather Rush

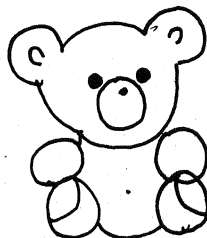
Mr. Russ Berrie, toy-manufacturer and entrepreneur, spoke to Stern students on Wednesday, December 10. Sponsored by the Stern College Marketing Society, the event was attended by over seventy students, who all received stuffed animals and refreshments. Entitled "From Fuzzie Wuzzies to Forbes Four Hundred," the lecture included Mr. Berrie's account of his self-made success and his thoughts on maintaining a superior company.

As a child, Berrie proved to be model of industry and conscientiousness. As he explained with a grin, he "always believed in profit." From 1951-1956, Berrie attended the University of Florida and New York University. After serving in the U.S. Army, Russ Berrie began a career in sales. With confidence in his ability to sell, Mr. Berrie obtained a job selling children's toys. He did well in his position and was promoted to managing representative.

By 1963, Russ Berrie was convinced that he "could do better than the people he represented." While maintaining his job as managing representative, he began to sell his merchandise on his own. His first product was the Fuzzy Wuzzy, a wooden, stick figure with brightly colored hair. With the doll's immediate success, Berrie began searching for a warehouse, finally locating one in a converted garage in the palisades. By 1965, Berrie's company was worth \$800,000 and had amassed an array of outlandish toys. The company continued to skyrocket, and; in 1973 it was worth \$7,100,000 in sales.

During the same year, the company began to suffer. Due to the devaluation of the dollar,

the company had lost money, and trouble was brewing in the Orient. Consequently, Berrie began to manufacture in the United States. He soon found himself struggling because, as he remarked, "People should only do the things they do best. I was a salesman. When a salesman tries to manufacture, forget it." Between 1973-1976, Berrie bought and closed six factories.



By 1977, the Orient began to perk up financially. Berrie did business in Korea, and his company flourished once again. Presently, his company sales have grown to \$204,000,000. Berrie also has distribution centers in such countries as Israel, England, and Canada.

What advice did Berrie have to offer to the Stern students? "The essence of success in business," he pointed out, "is to always sell products with the customer in mind. One should pay attention to details, but more important, to the necessary personal touch in any business."

# New Tax Laws Affect Student Financing

by Sara Stein

The recent revised federal tax laws have created many significant changes for taxpayers in all economic brackets. These tax laws also affect students, from elementary school through graduate studies. Stern College students, like all university students, will feel a considerable impact, particularly in financing and student payments.

Before the introduction of these tax laws, scholarship and fellowship funds for students were fully excludable from taxable income. Now, however, only tuition and related expenses are tax deductible, allowing for all other expenses to count as taxable income. This will affect undergraduate students, but graduate students will suffer more acutely.

Another area of impact on college students is that of interest deductions. The new tax laws provide for "phasing out" of deductions for interest on consumer debts. This will account for a drastic reduction of available deductions. In 1987, only 65% of consumer debts interest will be deductible, and by 1992, no portion will be deductible. Interest on student and parental loans for education is included in this category. Educational expenses are defined as "those amounts paid for reasonable living expenses while away from home, and for any tuition and related expenses incurred . . . for the taxpayer, his spouse or dependent, while a student . . ."

Colleges and universities will also lose some charity revenue, since the new tax laws have eliminated non-itemized deductions. Simultaneously, schools of higher education will feel this elimination as it will discourage large gifts of stocks and bonds. Finally, the elimination of deduction for state and local sales taxes may also cause changes in the financing of universities, many of which are aided by state sales taxes.

Many questions of interpretation still remain to be determined by the Treasury Department. The final regulations affecting all of these changes will have to be answered. Yet one thing is clear—colleges and universities, including Stern College for Women, have definitely been affected.

# The Juggling Act

by Professor Laurel Hatvany

In the '80's many women feel secure enough to assess their goals from a vantage point that is distinctly female. Recognizing home, family and career as sources of personal satisfaction and fulfillment, they track a course that rejects the male career model—a line rising like a fever chart—in favor of a model of peaks and plateaus paralleling cycles of career and family responsibility common to women's lives. Women still want it all, but they have learned that if they try to juggle marriage, small children and a demanding job, they get bone tired. They want it all but are ready to admit that for them, all things are better one at a time.

Women may even benefit unexpectedly from a flexible approach to career planning. By extending the period of exploration or job sampling, taking courses or working part-time when their families are young, they may be able to tap a new creative energy when they are ready to pursue a career. They may also find that maturity has given them a clearer grasp of their own potential, tackling jobs or seeking graduate degrees they may have shied away from ten or fifteen years before.

Perhaps the sociobiology of women makes us especially suited to a cyclical approach to career development since by nature we seem to slough off the skins of our old selves and emerge renewed periodically throughout life. It is much brighter to anticipate a future of becoming than to face burnout from a half-lived fast-track life.

# I Am; Therefore, I Think Why Study Philosophy?

by Erica Schoonmaker

Professor Shalom Carmy studied at Yeshiva College and Rabbi Isaac Elchanan Theological Seminary (RIETS) under Rabbi Lichtenstein and the Rav. Completing RIETS in 1974, he began teaching part-time at Yeshiva and later full-time at Drisha Institute for Women. He now teaches full-time at both Yeshiva and Stern, and is presently the executive editor of "Tradition" magazine. In 1986 he received the prestigious Baal Judaic Studies Teaching Incentive Award.

This semester he teaches two courses at Stern. Shemot and Modern Jewish Philosophy and is available to Stern students on Tuesdays. Next semester he will teach a class in Trey Assar and together with Dr. Lamm teach the Chasidut course.

The following passages reflect Rabbi Carmy's opinion on the nature of philosophy and the reason that this study should be undertaken. It is based upon several conversations with Rabbi Carmy and material from two of his articles "Why I Read Philosophy, History, Literature, Etc." appearing in the "Torah U'mda Reader," and "Synthesis and the Unification of Human Existence," appearing in the 1985 fall edition of "Tradition."

Human beings were created with an intellect, the assumption being that man would use this intellect. Yet, all too often we are prevented from maximizing our intellects because we do not understand the way the mind works. Studies in fields of humanities help us arrive at a heightened awareness of ideas and a particular understanding of our capacity to process concepts. With this information, we have the ability to interweave a life story and create a personal synthesis of what appears on the outside to be very disparate elements. A life that does not tell a unified story, that does not manifest Kierkegaard's "purity of heart is to will one thing," is, to that degree, not a life of synthesis; it is rather a life of duplicity. Of course, we must realize at the outset that the absolutely integrated life is an unrealized ideal for human beings. To posit synthesis as an ideal is, therefore, to strive for an existence that, to the extent of one's ability, increasingly manifests the unity of personality.

... Absolutely integrated life is an unrealized ideal for human beings.

Contemporary philosophy does not primarily set up philosophy as the sovereign foundation of some system of ultimate speculation about the universe, but rather clarifies conceptually our thinking. With this also comes the acquisition of novel perspectives on our sci-



tific and commonsense experience of the world. Of course, when we hold up our beliefs to the mirror, we may not like what we see. Beliefs that are incongruous or inconsistent certainly mandate revision. And the goal of the thinking religious individual is to integrate his thoughts and actions towards the service of G-d. A piece is missing in the puzzle we call *shleimur*; we desire to give back to G-d innocent worship mirroring the innocence with which we were created, and, yet, even after intense personal integration, we still remain unsure of ourselves.

Philosophy as defined by the dictionary would be "the inquiry into the most comprehensive principles of reality in general or of some limited sector of it, such as human knowledge or human values." Yet, also listed under "philosophy" in the dictionary is "the love of wisdom, and the search for it," and "the general laws that furnish the rational explanation of anything." Given this last definition, philosophy is a discipline that should generate more light than heat. And it is very hard for me to think of anyone who has turned his back on Orthodox religious commitment as a result of philosophical inquiry. Much greater damage, for example, is done to religious thinking and commitment through the uncritical acceptance of the psychotherapeutic mentality. This attitude of "religion is a quick fix" which offers a glimpse solution to the mysteries of existence inherently disregards all of life's problems that come along with the religious way of life (free will and responsibility, the goal of human existence, theology, etc.). These questions, although entertained by those without religious background or training, do not confront the "man on the street" nearly to the same degree as they do the observant individual. The danger in the "therapeutic ethic" is that it encourages people to value good feelings above the traditional religious stress on right actions and the quest for truth.

Remember that the alternative to disciplined thinking is not no thinking at all, but sloppy thinking. This is perhaps why R. Bahye argued that a person who does not understand his fundamental beliefs can be sold any interpretation

of them, however, ridiculous or heretical. Many people committed to the unexamined life are under the impression that all reasonable truth should be susceptible to the kind of proofs demanded by mathematics. Since they have a dim intuitive suspicion that religious beliefs cannot be established in this manner, they go through life feeling that the religious principles upon which they are supposed to erect their entire existence are deficient, and that by averting their eyes from these issues, they are somehow humoring the *Ribono Shel Olam*, as it were.

Ruth Graham, the wife of Gospel preacher Billy Graham, was once asked in an interview whether or not her husband entertained doubts about his religious message. She responded, "Billy may be visited by doubts occasionally, but he certainly doesn't entertain them." There is a practical application of her statement; to be involved in philosophical inquiry one does not need to encourage or indulge in doubt. On the contrary, one of the things I try to achieve in my course of belief is to try to study the history of Western philosophy and to differentiate healthier attitudes towards doubt in conformity with common sense and religious stability from those attitudes which glorify doubt. Let us not believe that doubting in and of itself is a heroic act.

... to be involved in philosophical inquiry one does not need to encourage or to indulge in doubt.

The study of philosophy is inextricably woven with questioning in pursuit of truth. This very same questioning incumbent on the religious person who strives to find a path to G-d. "The Lord is near to all those who call upon Him, to all who call upon Him in truth." In this light, studying philosophy contributes not only to the intellectual-religious goal of approaching G-d by knowing the human reality that is so crucially a part of his work, but also to the agonizing self-understanding that is necessary for him to create his present and future as a *baal shivua*; "know thyself" is a moral-religious imperative. What is self-knowledge? Certainly not less than a grasp of human nature and history, the ways of human thought and philosophy, and, not least, an awareness of human freedom and men's capacity to imagine and create new beginnings and new worlds.

# New Courses Bloom In The Spring

by Sara Silberman

What do nuclear bombs, Jane Fonda, orangutans, and European intellectuals have in common? No, they will not be appearing on the next *David Letterman Show*. These issues are relevant to some of the new courses at SCW in the spring semester of the 1986-87 academic year. Some courses are brand new, while some have not been offered recently.

For students who plan to solve world problems, or are just interested in what they are, the Political Science Department is offering several new courses. A seminar course, Terrorism, which is being taught by Dr. Bevan, addresses the questions of who are the terrorists? What are their aims? and who finances them? Strategic Issues in the Nuclear Age is an up-to-date discussion of major issues in the arms build-up, arms transfer and armament control, under the instruction of Dr. Firestone. He is also teaching International Law, which presents basic concepts, and an analysis of select cases in international law.

European Intellectual History, which is being taught by Ms. Williams, examines the

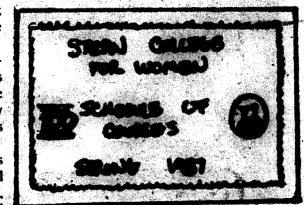
antecedents of the extreme political theories of the twentieth century. If the student values discussion of more theoretical situations, a course in Contemporary Philosophy offers philosophical analysis and logical positivism, with representative selections from modern philosophers, under the instruction of Dr. Levin. Jewish philosophy is examined in two new courses: the first is an honors seminar, which will be taught jointly by Dr. Lamm and Rabbi Carmy, on *Hasidut*, primarily the first three generations of the Hassidic movement; the second is an analysis and comprehensive study of the philosophy of Saadiah Gaon.

Dr. Kanovsky will be teaching The Economy of Israel, which is an in-depth analysis of inflation, trade, foreign aid and the defense burden halakic perspective on contemporary economic issues is the focus of Dr. Levine's course Comparative Economic Systems.

Future biologist, and devoted animal lovers will appreciate Dr. DeSantis' course on Animal Behavior, which considers the evolutionary, hereditary, developmental and environmental contributions to the behavior phenomenon. For those more interested in human behavior, Ms.

Goldstein's seminar on the Sociology of Science and Technology, which explores the relationship between science, technology and the state.

After all this intellectual pursuit, physical exertion might make a refreshing change. Modern Dance will be offered. The Aerobics course is a high energy workout, whose primary goal is to improve stamina, level of coordination, and body awareness through an aerobic dance routine.



## The Start Of A Dream

The nation's first liberal arts college for women under Jewish auspices began with the creation of Stern College for Women in September of 1955.

Dr. Samuel Belkin, then President of Yeshiva University, conceived of the idea of structuring a college for women under Jewish sponsorship. Industrialist, Max Stern, who was equally concerned with the education of women, donated \$500,000 to open the school. They believed that there would be a new opportunity to strengthen the role of the Jewish woman in the community and in family life through the combination of advanced Jewish studies and a liberal arts education. With these

### "Thirty three students comprised the first class."

ideas, Yeshiva University established Stern College for Women in a five story building at 253 Lexington Avenue in Manhattan.

Thirty three students comprised the first class. The tremendous growth of the College from there, set off plans for new facilities. In 1959, plans were made for the acquisition of a nineteen story apartment-hotel at 50 E. 34th Street for use as a residence hall. At the same time came the proposal for the construction of a new midtown center. In 1969, the residence hall, named to honor the benefaction of the Brookdale Foundation, was occupied. In 1970, a new, eleven-story classroom building, located next door to Stern College's original structure, was dedicated.

The first dean of Stern college was Dr. Dan Vogel. His successor was Dr. Norman Frimer. In 1968, Professor David Mirsky accepted this position, and in 1977, he was succeeded by Dr. Karen Bacon who still occupies this position. Dr. Bacon is a graduate of Stern College. She earned her doctorate in Microbiology from the University of California in Los Angeles.

In 1979, Mrs. Ethel Orlan, an instructor of chemistry at Stern, was appointed assistant dean of the College.

Upon reflecting on her years at Stern, Professor Laurel Hatvary, Senior Professor of English, commented, "The advantage of Stern's program is that our goals are all the same. We work together for the good of all. We don't fight with each other. We either sink or swim."

Mrs. Esther Zuroff, Director of Student Services remarked "Stern is a wonderful place to be. Girls come in young, naive and scared. They come out mature with a *derech* in life."



## Perspective On The Present

by Ariella Schreiber  
Look to this day

For it is life, the very life of life  
For yesterday is already a dream  
and tomorrow is only a vision,  
But today, well lived makes every yesterday  
A dream . . . and every tomorrow  
A vision of hope.

From the Sanskrit spectrum of topics is both too extensive and indefinite to be covered within the scope of an article. Stern College is a 32 year old institution, the first of its kind as a "degree granting liberal arts college for women under Jewish auspices in the U.S." (Stern catalogue). Innovative in its inception, unique in its kind, Stern College is still very much in its formative years.

To understand Stern today, one must first understand what it was supposed to be. In order to comprehend the various goals of the College and the extent of their realization, a number of students and administrative and faculty members were interviewed and the various Stern College brochures were studied.

### THE UNIQUENESS OF STERN:

The purpose of Stern is to offer "the best of the heritage of contemporary civilization, the liberal arts and sciences compatibly with the traditions of Jewish law and life . . . so that the women may serve the general and Jewish community." (SCW Catalogue II)

Does Stern College fulfill its purpose? Each of the faculty members interviewed characterized the synthesis of secular and Judaic studies as the epitome of the College's uniqueness. As Dr. Bacon, Dean of Stern College states, "We are designed to imbue in Jewish women intellectual quality and moral fiber." Taking the idea one step further, Mrs. Braun, Assistant Dean of Student Services, sees this institute as paralleling and defining the growing role of Jewish women as a contributing force in a variety of realms.

Each of these women, as well as Mrs. Zuroff, the Dean of Student Services, have been participants in various aspects of student life and therefore are particularly attuned to various sentiments. Both Dean Bacon and Mrs. Braun are Stern graduates; Dean Bacon has

### "Tremendous strides have been taken."

held her present title since 1977 and Mrs. Braun since the beginning of this semester. Mrs. Zuroff has held a variety of titles during the course of her involvement in Stern College. All three gauging their approximately 20 years

of involvement, called Stern of today, "exciting." Tremendous strides have been taken—academically and in every realm, derived from the effect of society on woman's experiences and her changing opportunities.

While the caliber and type of students attracted to Stern have remained consistent, their demands and goals have drastically changed. Many more students are attending Stern to pursue Jewish scholarship as opposed to Jewish studies as a supplement to their professional ambitions. Rabbi Kanarfogel, Chairman of the Judaic Studies Department, views it as a rigorous program offering many different opportunities for a variety of interests. Dr. Hecht, Assistant Dean of Admissions at Yeshiva University, who has been involved with YU for 17 years, sees an increased interest in graduate education—an interest imparted on the undergraduate academic involvement. Mrs. Zuroff believes that while students are as career oriented today as they were five years ago Stern at present, has seen a shift in priorities. Whereas, many Stern students in the late 70's were caught up in the "Me" generation and putting careers before family, the 80's have seen a renewed emphasis on compromise between the two.

Since Stern is a women's institution, both Mrs. Braun and Mrs. Zuroff emphasized the importance of having a woman as a Dean. Dean Bacon's dual experience on both the student and administrative level, they claim, gives her



greater insight into the needs of the College as well as a role model for the students.

### THE STUDENTS SPEAK:

When asked the Question, "Why did you come to Stern?" the majority of students questioned responded that it was for the reasons which made Stern unique. Yet, among many of these students there was a pronounced feeling of frustration—as one student explained "There is a trading off of other options so that I can receive my Jewish education and Jewish identity. I feel that a decline in my Jewish identity would be inevitable elsewhere."

Among those who iterated criticisms about Stern, there were two prevalent attitudes: the first group's criticism was constructive and introspective; while many blamed Stern's problems on the "little sister of YC syndrome". The issue has become more flagrant with the many renovations and additions uptown, which

### "Little sister of YC syndrome"

have occurred during the Centennial years. The latest bone of contention is the money delegated to the pool, which is to be built on the uptown campus.

While the administration of Stern College and of Yeshiva College constantly reiterate the equal status of Yeshiva College and Stern College, many students feel as if the midtown campus is a subsidiary.

There is a lack of understanding why so many of the funds are seemingly directed towards uptown. The three problems most articulated among the students are 1) facilities, i.e., dormitory, 2) academic standards 3) the library. Each of these problems was acknowledged by the various faculty members interviewed. *The Dormitory:* According to the Stern

POTENTIAL AND CHANGE: Everyone spoken to, both students and administration, said that the potential for change lies in the hands of students, whether through

# SCW Yesterday, Today Tomorrow



catalogue, the dorm provides a "secure family amidst the bustling excitement of NYC. It is more than a place to sleep and study." While all these facts are true, the dorm is also quite overcrowded with five people in four person dorm rooms on certain floors, and study halls have been converted into dorm rooms. Given the location of the dorm, the expansion of its facilities are restricted. Solutions have been discussed, as Dean Bacon attested; one of which is to prohibit dorming of students who live within commuting distance. The Dean recognizes the lack of viability of this solution given the trend towards dorming as part of the "whole college experience" seen all over the country. *Academic Standards:* The basic complaint among students was a lack of choices within certain majors. The administration in response has set up a number of "chairs" in both the Jewish and secular departments. A number of students were also particularly perturbed with the lack of an adequate physics laboratory. One suggestion, by a number of students, was the forming of a faculty-course evaluation system to create more of an inter-relationship between the needs and desires of the students. *The Library:* The most pronounced complaint at the present is the library. While students realize that the "main research" library is uptown, there is no reason that students downtown should not have a "quality" library. The Stern library, according to their brochure, has 64,000 volumes. The problem is that they are not readily accessible due to lack of space and insufficient library hours. Many comparisons have been drawn between the five floors of the YC library and the "two" floors of the Stern College library. Once again, expansion of the library is a question of restricted space, but as one student suggested, the old building seems to be relatively empty and possibly a feasible area for library expansion.

The issue at hand is that the problems mentioned are recognized by the students and faculty, and now the solutions must be recognized as well. Dean Bacon sees the fundamental problem as stemming from Stern's lack of space. For anything to be accomplished, Stern must begin "from the ground up". Many of the problems also stem from Stern's growth and the lack of planning and projection for its future growth. The administration of Stern College must decide whether it wants to expand Stern as an institution thereby necessitating certain subsequent actions; or whether the college should be restricted in its growth and develop within a framework limited by size. To use Dr. Hecht's words, Stern must assess the fact that it first and foremost has an educational mission (in the words of a student) and that it has an institutional goal. The three issues mentioned are really a composite of needs necessary to be worked upon to create the appropriate university atmosphere within Stern College.

POTENTIAL AND CHANGE: Everyone spoken to, both students and administration, said that the potential for change lies in the hands of students, whether through

## Prospects For The Future

by Jessica Goldsmith

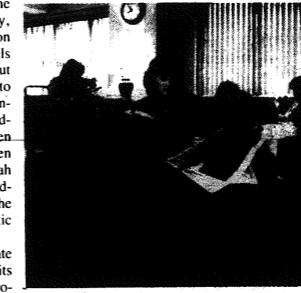
Stern College with a campus? Rumors have been circulating the school for the past year, but just what are the chances of that happening? According to Dr. Karen Bacon, Dean of Stern College for Women, plans for a campus are in the speculative stage right now; members of the Board of Trustees and the administration are looking for potential campuses but as of yet, have not made a commitment to purchase anything.

The construction of a campus would have great benefits for Stern College. It would mean a larger school building a more adequate library, athletic facilities, more room for student recreational activities, and for further expansion—fantasies as long as we remain in midtown Manhattan. Expansion would be the major reason for moving to a campus. Our present problems regarding the condition of the library or the lack of a regulation size gym-

### "changes require tradeoffs"

nasium are not being taken care of, are because of our inability to spread out. Because Stern is situated in New York City, there is little chance for expansion.

If any changes in the school building are to be made, they would require trade-offs. What does Stern have that it can afford to get rid of?



For example, consideration is being made to expand the library into the Koch Auditorium, but it is sensible to consider decreasing the size of the auditorium?

Negative aspects of a change in location have to be considered. In the past few years, the University has consolidated many services resulting in shared faculty, Public Relations Department, and student services, such as the radio station. Any move away from the main campus would necessitate the duplication of many of these shared services.

Much planning is necessary when making a decision such as this one. One major consideration would be location. Stern College is located in the heart of the largest city in the world, and opportunities, such as internship and joint-school programs are readily available. If the campus became inaccessible to Manhattan, many students would lose interest in the school. Possible locations for the campus are Riverdale, Lower Westchester, or nearby sections of New Jersey (although this might be problematic since the University is registered in the state of New York).

The key for Stern, presently, is synthesis both of students and faculty, as well as the past and the future goals. Stern must stop and evaluate itself, and its role as an institution. Fluctuating within a dual role of monitoring Jewish society and women in society. The university must assess what role it wants Stern College to play within its development in the next 100 years—a "little sister" or an equal? The Stern College student must assess, the catalogue statement: "A Stern College education can carry the graduate as far as she can go—but the education is only equal to how far the student pushes it while she is in its midst." Synthesize and invest in the present, look and evaluate today, because tomorrow is contingent upon the today that we build.

As Charles Kettering stated, "I am more interested in the future . . . (it is there) I expect to spend the rest of my life."

also felt that being in a women's college, so far away from other schools would mean that social lives would become practically non-existent. Many of the students who wanted to remain in midtown were students from New York, as opposed to out-of-towners.

### "The Jewish Harvard"

When asked her opinion on the issue, Professor Laurel Hatvary, an English professor at Stern College, said she is an "urban person" who likes being in the city. Even though she can see the charm on both ends, she believes people like the freedom of the city and that it is educationally valuable. Her view is understandable in consideration of her position as Chairman of Internships and Joint Programs. Internships and joint programs would not be feasible without the present location. Despite the fact that she is in favor of staying in the city, she would like to see the school expand, possibly by adding up on the existing buildings.

No matter what the opinions of the students and faculty are, the fact remains that as long as this is not financially feasible, these plans will never come into fruition.

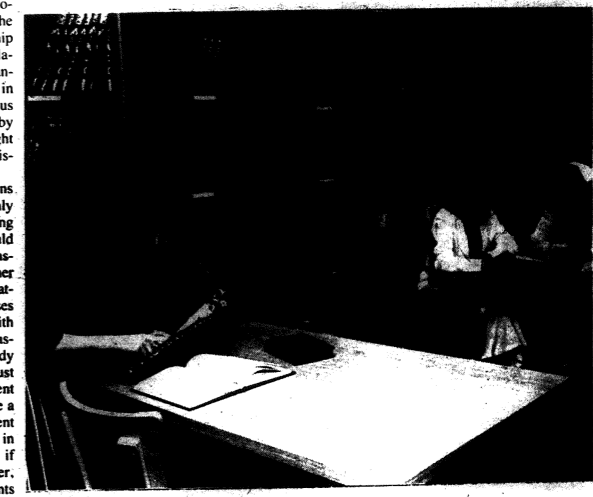
An additional factor pertaining to the future of SCW is its size. When it first opened its doors in 1955 there were thirty three students enrolled in the school. Since, enrollment has increased drastically, and has now reached the point where there is no more room for physical growth. The classes can be made slightly larger but the dorm is occupied to its full capacity. The growth of the application pool means the school can now be more selective thereby raising academic standards. According to Judy Paikin, Director of Admissions at Yeshiva University, Stern College used to be known as "a nice place for nice Jewish girls". Any Jewish girl who applied was accepted, which discouraged many students who were looking for a good education. In recent years, the school has been trying to raise the academic standards. Over the last few years, S.A.T.'s and grade point averages of accepted students have gone up. Other innovations which have attracted more serious students to the school are the Max Stern and Belkin scholarships awarded each year to excellent students who apply. These scholarships are usually awarded to students that "could've gone to any other school but came here because they believed they could get a good education plus some," says Ms. Paikin. No one is trying to transform Stern into the "Jewish Harvard" but the goal is to "improve the quality of the student body as a whole."

ing. As a final note he said, "once a university becomes too large it loses its sense of unity which is not a good idea".

The opinion of the students regarding class size was one of almost complete unanimity. While students feel that it is less demanding to be a member of a larger class, they realize the advantage of personalized attention available in a smaller class.

The school as a whole can be viewed as one with a great sense of unity. According to Dr. Levy, Stern College is a good place to teach because the whole faculty knows each other, which creates a friendly atmosphere with a lot of trust. In the words of Mrs. Zuroff, "If you know what you want, you can always find a faculty member to help you". These factors attribute to Stern College for Women's uniqueness and adds to its appeal. Hopefully the academic standards of the school will continue to climb to make it more desirable to attend. Whether future students will attend the school in midtown Manhattan or elsewhere, only time will tell.

An increase in the number of majors and fields of study now available at Stern has also accounted for a large growth spurt in the past few years. The school tries very hard to fulfill the needs and desires of its student body. Mrs.





# My Life's an Open Book

by Erica Schoonmaker

My mother doesn't believe me. I called her the other day to reveal what I thought is supposed to make all mothers happy. "Mom, I'm getting married! I've decided that what would make me most fulfilled in life is the type of marriage that joins together the emotional and intellectual forces of nature. I'm marrying a book."

"You're doing what?"  
 "You heard me. I'm marrying a book. After thinking too long during that teenage OXY 10 stage of life who my husband would be, I've decided that marrying a book would eliminate a lot of pressure and tension but would still require intense inner searching and emotional heartache. Besides, books don't talk back."

## I'm not marrying your average best seller . . .

And what are you going to do for money? (I had anticipated this question).

"We'll live off royalties. How does every other self-respecting book make a living? Remember, I'm not marrying your average best-seller."

"But grandchildren? You're my first child; we're all counting on you." (I had anticipated this question).

"I can't wait to have a few articles that I can dress up in footnotes and headlines when it gets cold."

She hung up.

I was too determined, and after having made the initial decision could only move forward with my plans. I already had visions, a picture of me in a veil next to an attractive slip cover standing in front of the New York Public Library with people throwing index cards from discontinued card catalogs as we made our way to a reading room. This was wedded bliss.

There were many things to consider, namely, what book was I to marry? My immediate reaction was a classic, something I could count on for constant meaning, a universal perspective on man's inner workings, and the intensity of 700 pages. These thoughts were obstructed by the thrill of a Harlequin Romance, a less serious but more immediately satisfying relationship. Why only one, I rationalized? A Harlequin Romance could be an ongoing affair—every novel a chivalrous soldier, gentleman, aristocrat's son, castle, mansion, and rustling taffeta dress. . . . No, I couldn't do it. What would the librarian say?

For a while I would walk past the reference section trying to catch the attention of the Webster's Unabridged. After all a reference book is dependable, intelligent, and serious, and who can overlook strong bindings?

The Roget's Thesaurus was the only book that took me seriously, but I was only interested in the dictionary form.

I finally got up the courage to tell a friend about my plans. She suggested a *shiduch* with a *sefer*. What a relief! No more Saturday nights in Barnes and Noble. No more disguising myself as a book mark to get attention. I was spared the shame of seeking in desperation the used bookstore in the Village. I thanked her profusely. "What kind of *sefer* are you interested in?" she asked. Not a simple question to answer.

Of course, being conservative I thought first of the Bible, the five books of Moses in particular. "It's hard to go out with brothers," she said. "And a name like Leviticus doesn't fit into every mailbox or bank statement."

By now my thoughts were racing. "I know, I'll date the Moreh Nevuchim. As a philosophy major how could I have thought otherwise? We'll have such a deep relationship. My only fear was not achieving the I-Thou relationship. What could I give such a *sefer* that it didn't already have? Self-effacement aside, I gathered my courage and went through the card catalog (a very bold move, but, hey, this is the twentieth century). No response. My original fears had been realized. Rejection: I had to confront it. He was a renaissance book; he didn't want me. He couldn't even believe a woman had signed him out. It was so embarrassing.

Despite my love for philosophy, I knew that the book for me had to be more down to earth. After all, a *sefer* like *Chovot Halevavot* is not the type of book you can take into a supermarket or laundromat. And were I to make sacrifices of practicality it would be for a *sefer* that sat in the *beit medrash* all day. Sure, I dated a few *mesachot*, but it never worked out. My mother said (she was now resigned to the idea of my marrying a book). "With a *mesacha* like *Bava Kama* you'll never have financial worries." Somehow, the more human element was missing. I considered *Ketzorot*—since everyone's learning it this year. I thought I could pick a copy with my favorite *vishonim*. But with so much competition I became too discouraged.



"How about *Kiddushin*?" my brother asked (the entire family became involved). It was an idea of great proportions. I was *tachilitik*; it was *tachilitik*. My brother made the *shiduch*.

The first date was nerve wracking. We got together in the *beit medrash* and after learning the first *daf* we felt closer but something was missing. It had never learned with a woman before; it was awkward. I understood. It needed time, like another decade, to get used to it.

As a twentieth century woman, I needed a book that could synthesize modernity. Someone suggested the "Jes-Lei" volume of Encyclopedia Judaica. We're now engaged, engaged in debate from the poetry of "Judah Halevi" to the wars of "Judah Maccabee." From "Kislev" to "Kiddush Cup" our relationship is able to confront practicality. We learn "Jonah" and "RavKook" and "Kabbalah" together. And sometimes when we run out to things to read, it doesn't mind if I consult the index.

I can tell that this is getting serious. The other day I found my volume of Encyclopedia Judaica open to "Ketubbah."

# Chanukah Dinner

Continued from page 1, col. 3

ence in the first of many speeches at the dinner. Reciting the *She-Hekhyanu* benediction, the President analyzed its significance. He explained that, firstly, we have to be thankful to G-d that "*Ve-higtyanu*," that we arrived at this day. Secondly, that "*Vekeyvimmnu*," that he sustained us. And, lastly, "*She-hekhyanu*," that the University's youth remains alive. "We may be one hundred years," exclaimed the President. "But we are not one hundred years old." He continued by explaining that "our vigor is undiminished." Dr. Lamm concluded by enjoining all to "rally around them [the students] . . . and you will freshen your blood."

The dinner further marked the culmination of the University's Century Campaign to raise \$100 million. As testimony to the success of this goal, Mr. Weiler announced various donations before allowing the program to continue. Mr. Weiler also announced the intention of the Albert Einstein College of Medicine to embark on a \$90 million campaign.

The dinner also marked the formal inauguration of the School of Business.

After more speakers, the Honorable Thomas P. "Tip" O'Neill addressed the dinner audience. Commending Dr. Lamm on his "beautiful words . . . really beautiful," and reminiscing with the Honorable Herbert Tenzer, also a former congressional representative, the former Speaker of the House related some anecdotes of his life in Congress. He then stressed the importance of continued pressure on the Soviet Union to free Jews. Commenting on the "Iran situation," Mr. O'Neill promised that America would always support Israel, particularly since it is the only truly democratic nation in the Middle East. Continuing his speech by reading from a prepared text, Mr. O'Neill spoke on various domestic issues.

Although the dinner was a lovely affair, many of the guests failed to appreciate it because of the list of pre-dinner speakers. Dinner was not served until 9:15, and by that time, many of the guests were restless and anxious to leave. The Honorable Tip O'Neill received less attention than he might have—there was a dull murmur in the audience throughout his address—as a result of the long, drawn-out affair. One guest commented, "It's hard to remember if the dinner was nice or not. My judgment is clouded because of the excess of speeches preceding dinner itself. There must

be a way in which they could have broken up the evening more effectively."

The benefactors, individuals who have given more than one million dollars to the university, honored at the dinner included:

Robert A. Belfer of Manhattan, Treasurer of the Board of Overseers of the University of Albert Einstein College of Medicine, (AECOM) and Chairman of the Campaign for the Future, the College's newly launched Capital Fund Drive.

Joseph Kertner of Toronto, a leading Canadian philanthropist, communal leader and business entrepreneur who has endowed the Joseph



Yeshiva University's Centennial Medalion awarded at Dinner.

Kertner Chair in Accounting at the University. The Joseph Kertner Scholarship Fund was established by Mr. Kertner as part of the Eskin Fund.

Dr. Ira Kukin of West Orange, N.J., a member of the University's Board of Trustees and Chairman of the University's Academic Affairs Committee. Dr. Kukin has been a motivating force in the establishment of the new School of Business at the University.

Burton D. Resnick of Rye, N.Y., a member of the University's Board of Trustees and Chairman of the AECOM Board of Overseers since 1981. He is an Einstein Founder and Cancer Research Donor at AECOM and a member of AECOM's Rose F. Kennedy Center for Research in Mental Retardation and Human Development.

Michael Scharf of Manhattan and Ponte Vedra, Fl., a member of the University's Board of Trustees.

## TAC's CHANUKAH CHAGIGA

Monday, December 29th, 1986  
 Come join the celebration!

## Emes Shabbaton

December 26th & 27th, 1986

"for the utmost in Professional Eyecare"

### THIRD AVENUE EYE CONCEPTS



- EYES EXAMINED
- CONTACT LENSES
- FASHION EYEWARE

529 THIRD AVENUE  
 Between 35th and 36th Streets

(212)683-4063

Dr. Michael N. Block

—Optometrist—  
 10% OFF Complete Prescription-Eyewear  
 ID. Mention this ad.

Phone MU 9-3629

## Bonne Cleaners, Ltd.

For Quality & Service

56 East 34th Street  
 Bet. Park & Madison Aves.  
 New York, N.Y. 10018

## NAJP Reaches Out To The Elderly

by Karen Reichman

The National Association for the Jewish Poor (NAJP) is a non-profit organization which was established to help the Jewish elderly in isolated areas. The NAJP works with the poor located in old Jewish neighborhoods which have been cleaned out, except for few pockets of Jews who are too old or too poor to move.

The organization reaches out to these people and becomes their Jewish community, sponsoring *chagigot* for the holidays, providing blankets and heaters in the winter, giving out food when it is needed, and offering support in times of crisis. Among the many programs the NAJP sponsors is a telephone reassurance program which is called Adopt-A-Bubby. The program entails calling an elderly woman who is shut in her apartment in the South Bronx, Harlem of Brownsville, and chatting with her for 10-15 minutes, and letting her know that somebody cares. These weekly conversations enhance both the lives of the "Bubby" and the "grandchild". If you would like to become involved in this program and "Adopt-A-Bubby" by phone, contact either Karen Reichman in 10F or Rachel Kronisch in 10H.

## Occupational / Physical Therapy What Is The Difference?

by Esther Boylan

In the past ten years, many new career opportunities have opened up to Stern College women. Two of the most prominently recognized possibilities are careers in Occupational Therapy and Physical Therapy. Both professions deal with the rehabilitation of patients who have suffered some sort of physical disability. The type of injuries therapists treat range from a minor sprained ankle to a seriously debilitating stroke.

These professions have become increasingly popular among Orthodox Jewish women who are interested in a career involving the physical sciences, yet do not want to spend several years in Medical school. The graduate program in both areas can be completed in only two years. After graduation, work hours are structured within a nine to five work day.

These careers are both health professions that involve a one on one patient-therapist relationship. Often, the treatments of the two professions overlap. Yet, there are some basic differences.

The purpose of Occupational Therapy is to develop practical skills that a patient needs in order to re-enter the working world. A typical hospital set up includes an entire area for ADL, Activities of Daily Living Skills. Inside the therapy room is a model bed, toilet, and fully equipped kitchen. One of the therapist's jobs is to teach disabled patients how to function in daily situations, for example, to teach a man



Physical and Occupational Therapy require an extensive background in the sciences.

confined to a wheelchair how to lift himself into bed. In addition to practicing daily activities, Occupational Therapists spend much time working on hand coordination. Most occupations involve some sort of skilled work with one's hands, most notably, writing. An Occupational Therapist working with a man who has a disabled right hand, would teach him how to write with his left hand.

One of the therapist's jobs is to teach disabled patients how to function in daily situations.

Physical Therapists, on the other hand, do not usually work with specific daily problems, but with the physical strengthening of the weakened muscles. A Physical Therapist gives her patients specific daily exercises. In addition, a Physical Therapist's office is equipped with several exercise machines. Physical Therapists also have special machines to measure the strength of every limb in the body. An evaluation of the disabled limb is done at the beginning of therapy. As the therapy progresses, periodic evaluations are done to assess the patient's progress. A typical office also contains booths for massage and whirlpool baths to ease the pain in tense muscles. The exact treatments, of course, are dependent on the needs and problems of each individual patient.

There are many possible courses of study open to students interested in these fields. As of now, Stern College has no set Physical Therapy program. Students, however, can be accepted into several graduate programs in Physical Therapy without an undergraduate degree as long as they have fulfilled basic requirements. In the New York area, for example, such programs exist in both Hunter College and Columbia University. The requirements vary depending on the school. All schools, however, have the following basic requirements:

- One year of Biology
- One year of Chemistry
- One year of Physics
- Two semesters of Psychology.

Stern College does have a joint program for Occupational Therapy with both New York University and Columbia University. In these programs a student completes a shaped major in Health Services in three years of Stern College and then goes on to do her graduate work at the respective university. At the end of five years, the student receives both her B.A. and M.A. degree in Occupational Therapy.

On the other hand, many students choose Occupational Therapy as a profession, yet, they complete a four year major in another subject, such as Psychology or Judaic Studies. They then apply independently to schools that have graduate programs for students with no undergraduate degree in Occupational Therapy. In this way, a student does not have to complete a graduate program to receive her undergraduate degree. In addition, she has a

degree qualifying her for positions outside of Occupational Therapy. The basic requirements for graduate schools in Occupational Therapy are:

- One Year of Biology with a lab
- Introductory and Abnormal Psychology
- Introduction to Sociology
- Basic Statistics
- Physiology.

The science requirements for Occupational Therapy are noticeably less than those for Physical Therapy. An Occupational Therapist must know a great deal of Psychology to influence a person to perform specific acts. A Physical Therapist, however, must be more knowledgeable about how to physically heal a person's disabilities.

Both careers are right now receiving a great deal of attention. More Orthodox women, however, seem to be choosing Occupational Therapy over Physical Therapy. One technical reason is that Physical Therapy requires a great deal more scientific knowledge. Someone interested in Physical Therapy must complete almost all the required courses for a pre-med major. Many women prefer the humane aspects of healing, rather than the purely physical realities.

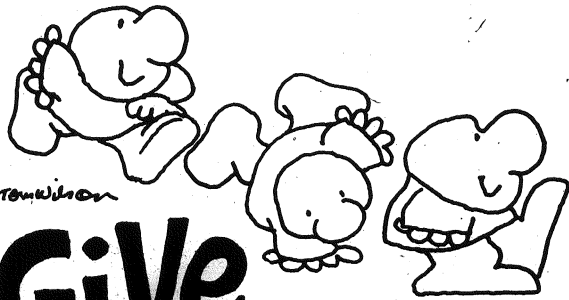
An Occupational Therapist must have an extensive knowledge of human anatomy, yet, this knowledge is used to teach practical skills. A Physical Therapist needs a stronger scientific background because his or her work usually deals with physical strengths and weaknesses. In addition, Physical Therapy involves a great deal more physical contact, which leads to halachic problems. It is permissible, for example, for a female student of Physical Therapy to practice a massage on her male counterpart?

Physical Therapy involves a great deal more physical contact which can lead to halachic problems.

Stern College women that choose these careers make a sacrifice by going to Stern College. Both of these careers can be practiced with only an undergraduate degree. Stern College offers no such program. Yet, a large percentage of Stern College women prefer to complete their college education, in both Judaic and secular areas, and then begin their studies in their chosen field. Many students do this because, technically, they do not decide to go into the field until they have completed most of their college education. Others, choose to explore other areas before beginning the study of a specific field.

The popularity of these two relatively new professions is a clear indication that Orthodox Jewish women of today are interested in exploring new fields and establishing careers in all areas. Today, young women interested in health related fields have many options open to them other than medicine and nursing. Occupational Therapy and Physical Therapy are perhaps the most prevalent and relevant examples.

# Feel Good ABOUT YOURSELF...



# Give BLOOD

Thursday, December 25, 1986  
10 a.m. — 4:45 p.m.  
In the Koch Auditorium



## STUDENT COUNCIL COLUMN

## Stay Cool . . .

by Ethel Greenstone

A truth: There are two manifestations of "coolness." The first is to say that "I am not a typical Stern girl." The second is to proclaim fervently that "I hate Stern because . . . (and fill in the appropriate reason, although the "coolest" fill-in is "because it's not motivating or challenging enough.")"

I would venture to offer a new definition of coolness. This new understanding should be based on a redefinition of the "typical Stern girl." Let me explain by example.

An article in the op-ed section of the New York Times by Susan Osnos, on December 12, 1986, alluded to a report which was issued on Poland's Solidarity movement, the underground society which has risen in Poland since martial law was imposed in December, 1981. The Poles have found ways to keep their spirit alive. While I realize that I am drawing a melodramatic analogy, maybe we at Stern should keep their situation in mind. Even though they are in an oppressive situation, they succeed in making the most of it. Likewise, if you really believe that Stern College has problems (although the situation is hardly oppres-

sive), make the most of it. Let's create our own "alternative society." If you believe that the faculty is not demanding enough, that the administration is not providing you with enough of an intellectual atmosphere, then create it independently. If you think the "typical Stern girl" is unmotivated and her sole desire is to get married, then create a "society of typical Stern girls" who strive for more than that. (Again, I apologize for the melodrama and the tones of Nietzsche, but . . .) The underground movement has had a great impact on that communist country. Maybe, if we create an "elite" here, too, we can impact a change in Stern.

It is we, the students, who must make this step towards a revolutionary, new Stern. I think the first step has already been taken: an awareness of the problem. Let's act together now. Let's create that "elite."

"Coolness" will then be manifested in two new ways. Firstly, the "cool" person will be the "typical Stern girl." Secondly, this typical Stern girl will proclaim, "I like Stern because . . ."

For if she does not believe this, she has failed to create that revolutionary new Stern. And we all know that "cool" people don't fail.

by Mimi and Rob Meyers

Every morning that summer, Becky buckled Alison Marie into her seat and waved "good-bye" as the van drove off. She was told Alison would spend the day playing tennis, swimming, and lying in the sun. At the end of the week, Becky received Polaroids to confirm that these activities took place. Alison Marie seemed to be quite a content camper, and after completing the session was given a certificate for attending Camp Cabbage-Patch.

That's right! For a mere \$25.00 per week parents were sending their children's dolls to a day camp. The clever college students made a little bundle and the parents were pleased. . . . I feel it's teaching my daughter about responsibility. I couldn't help but wonder if the same child might learn responsibility through a popular charity by which the sponsor sends \$18.00 per month (not per week!) and received a photograph and letters from a needy child in a foreign country.

Let's put dolls on the shelf for a moment and concentrate on cuddly stuffed animals. Who wouldn't want to buy their child a floppy-eared stuffed puppy? A soft, huggable, button-nosed friend is so CUTE that one could almost feel an emptiness without such a puppy in his possession. Toy manufacturers obviously were not content with cuteness alone. They wanted to go for the gusto . . . guilt tactics. Now on the market is a stuffed animal called "Pound Puppy". While there are no food or veterinarian bills, I would guess that the price of a "Pound Puppy" could outweigh the fee for adopting a puppy from the Humane Society. True, someone in the market for a stuffed animal does not want the responsibilities of a pet, but something about the poor stuffed animal

made of all new materials NEEDING a warm home and loving care of a child does not sit well.



There are redeeming qualities in teaching a child responsibility and compassion through playing with dolls and stuffed animals. That is not the complaint. My discomfort with the aforementioned marketing *sticker* is that it takes true feelings and transposes them onto objects.

*Sheker* (falseness) must be portrayed as *Emet* (truth) in order to be accepted, if not outright embraced, by the masses. This was the case with Hellenism. Truths the Hellenists preached included appreciation of beauty and rejoicing in life. Unfortunately, their definition of beauty was limited to physical beauty and their expression of appreciation for life was through excessive eating, playing of sports, and other physical pleasures. In those days, and in this time, there is a need to seek out what is pure in our emotions and actions. Our feelings of compassion should be expressed to those needy of them. Our responsible action should be directed towards those who can benefit from it. I pray for children who will be responsible and compassionate and will no doubt, give them dolls and other learning aids. However, I do not want to be influenced by advertising gimmicks that go to the point of insulting my value judgments.

The "Chanukah present" I would give is that the *Ner Shel Chanukah* will strengthen us with a renewed commitment towards seeking truth and purity of action through *Torah* study and *Mu'asim Tovim*.

## TAC NOTES

## . . . And Be Aware

by Faigi Bandman

At this time of year, a Jew's sense of awareness and identity is naturally heightened. Walking along the streets of Manhattan and confronting highly decorative windows, and many seasonal advertisements lead us to the realization that as Jews we are outsiders, and an "outstanding" and unique phenomenon in the world around us. When materialism surrounds us, we struggle against it in our search for spirituality. We constantly relive the original Chanukah struggle which took the form of resistance against Hellenism.

Living in an observant community can sometimes result in our taking for granted the need for remaining "different" and somewhat separate from the rest of society. Our immediate community is no exception. Recent discussion of the Torah U'Mada Project has created an

awareness of some of these issues. A Jew living in a non-Jewish world must confront secularism and arrive at decisions about the nature of her education. Similarly, student activities and student demands must reflect not only Halachic considerations, but also an awareness of our unique identity, and respect for our institution and its administration.

—AWARENESS is the key to realizing our obligations as Jews in general and as students of Stern College. Much talk about improvements in many areas, including academic concerns, has developed recently. Effecting change requires that we all recognize and think about issues facing each of us on an individual, as well as on a communal level. The administration and student councils provide services, and deal with requests for changes, but students must take advantage of them and contribute ideas and input.



## THE GREAT AMERICAN HEALTH BAR

at

2 PARK AVE. (Bet. 32nd &amp; 33rd Sts.)

(Just one block away from SCW)

• • • • •

announces that

**THIS LOCATION IS NOW UNDER  
STRICT RABBINICAL SUPERVISION**

• • •

NOW OPEN Mon.-Thur. 7 a.m. - 7:30 p.m.,

Friday 7 a.m. till . . .

20% Discount to Y.U. Students  
See Craig for your Y.U. 20% Discount Card.

Ask for the fish of the day!

The staff at GAHB would like to wish all of you a Happy Chanukah!

Tel. 685-7117

Cultural Arts • Cultural Arts • Cultural Arts • Cultural Arts • Cultural Arts

# Napoleon

By Dr. Weidhorn

by Miriam Kwalwasser

Dr. Manfred Weidhorn, an English professor at Stern College for Women, has recently written *Napoleon*, a book that the September 26 issue of *Publisher's Weekly* describes as a "well-written, scholarly biography... [which] shows sides of Napoleon Bonaparte that are often overlooked." Weidhorn explained that his motives for writing *Napoleon* were twofold. Firstly, Napoleon was a genius, and Weidhorn admits that "... part of me wants to be a great man like (him). The next best thing is to write about (him)." He added, with a smile, "The next best thing is to read about (Napoleon)." Secondly, according to Weidhorn, "All people, especially men, are raised on the religion of success which (dictates that one man should) beat the other guy." This "Napoleonic tendency" seems to be an internal part of every human being, and therefore, Napoleon is an appropriate character to write about even today. Dr. Weidhorn feels that Napoleon can be identified with the tragic heroes of Greek plays as well, because Napoleon was "basically a good guy, but power went to his head."

Dr. Weidhorn explained that he had intended *Napoleon* to be a children's book, but it turned out to be a book for high school and college students. When asked why he had originally wanted to write a children's book, he replied that scholarly research takes a lot of time and research. Writing children's books is "an attempt... to make ends meet... to put bread on the table." He further commented that Yeshiva University does not pay its teachers enough to support scholarly research and unless the teachers' salaries are raised, Yeshiva will develop the reputation of a school that supports children's books as opposed to scholarly works.

It is not unusual for Dr. Weidhorn to combine his knowledge of history with that of English. He has already written two scholarly works on the literature of Winston Churchill, and is presently working on his third book in this topic (and contemplating a fourth). Weidhorn's *Napoleon* is not a scholarly work—a work which refers to primary and secondary sources; since the research was minimal, he was able to complete this book over the summer.

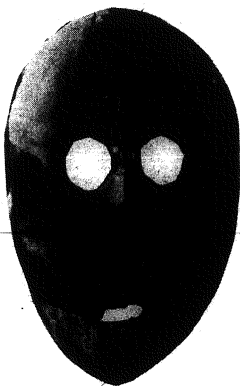
Weidhorn still has a contract with Athenum Publishers, the publishers of *Napoleon*, and his next work will be a children's book about the famous military leader, Robert E. Lee. Dr. Weidhorn is enjoying writing this book because, he explained, "When you write a biography, you feel like you are living with someone. Napoleon was an overbearing person, but Lee was a real man."

# Treasures of the Holy Land

by Wendy Zierler

This fall, the Israeli presence in metropolitan New York has taken on a form never before witnessed in the United States of America. Until January 4, the Metropolitan Museum of Art is featuring the first exhibit of archeological treasures from the Israel Museum in Jerusalem. For those who have never seen the collection, the "Treasures of the Holy Land" exhibit is a welcome chance to survey a rare and significant collection.

The exhibit, arranged chronologically, begins with art objects from the Natufian and Neolithic Periods (10,300-4,500 BCE). Archeologists define this age as the time when human groups slowly shifted from a hunter-gatherer to a more agrarian, pastoral society. Among the artifacts exhibited from this period are a sickle handle from the Natufian period, and from a recent discovery from Nahal Hemar in the Judean desert, a large limestone mask, and from the Neolithic period—the largest mask from this period ever discovered in Israel. The invention of pottery occurred in approximately 6000 BCE. Several works of pottery from this period, some of the human figure, are on display.



Pre-Potter Neolithic stone mask

The Chalcolithic period, (4500-3150 BCE) so named because in that period man began to combine stone (lithic) and copper (Chalco) in their tool-making. The Chalcolithic artists bequeathed to history a rich collection of art objects—copper, ivory, and stone sculpture, and pottery works, crafted with skill that far outstripped their predecessors. Featured at the museum are copper treasures from the excavations of Nahal Mishmar, religious vessels from Eilat and ivory statuettes from Benesheva.

The Bronze age, (3150-1200 BCE) marked the beginning of the Biblical period, and for students studying *Tanach*, the few objects that survived this period provide tangible information about Jewish/Canaanite culture at that time. Cities like Gezer, Lachish, Hazor and Beit Shean date back to this period. The latter part of the bronze age in Canaan was marked by a great deal of trade with Egypt—a fact quite evident in the Bible—and Canaanite artists were strongly influenced by Egyptian artistic styles. The Iron Age of the Israelite period (1200-588 BCE) began with the rise of the *Shoftim*—the Israelite judges. During this period, as the Bible recounts, the Israelites settled in the hill country. The Canaanites lived in the lowlands, while the Philistines dominated the coasts. The museum is exhibiting art objects created by all three of these peoples. The collection ranges from intricate ivory carvings of Hebrew names, to strange-looking pottery cult stands—tangible proof of the diverse religious influences pervading the country at that time.

The collection proceeds with objects from the Persian Period, when Jews were permitted to return to Judea to build the second temple—588-332 BCE Beautiful gold and bronze jewelry, metal statues, and glass vessels from this period are on display. Unfortunately, the exhibit barely treats the Hellenistic period (332 BCE-AD 70). Visitors to the museum will find but a few glass cases—a bronze bowl and an incense shovel—that represent this period leading to the destruction of the Second Temple. The tumultuous nature of this age, of unstable Seleucid rule and Hasmonean uprisings may account for the dearth of surviving artifacts.

There is an extensive Late Roman/Byzantine representation, however. One of the most impressive pieces on display is a large wall mosaic of a running man. Most of the works on display are distinctly Roman-looking—sculptural works made after the victory of Pompeii in 63 BCE. On one of the walls, the only extant archeological artifact bearing the name of a



Bronze menorah and pyxis 6th century CE



Roman bust 1st century BCE

King of Judah is on display. The stone monument has the words "Hither were brought/The bones of Uzziah/King of Judah/Do not open!/inscribed upon it, in fairly decipherable Hebrew. Parts of the Dead Sea Scrolls from the Qumran caves in the Judean desert have also been included in the exhibit.

It is not a huge presentation, but a rich, informative one. Recorded tours of the exhibit are available for \$3, which help put historical periods and styles in a properly understood sequence. In general, the exhibit affords a great opportunity for us to improve our awareness of the heritage and culture of our land, and its inhabitants. It should not be missed.

# Besamim

by Shira Lookstein

The silent Peugeot, silvery grey,  
standing elegantly against the curb.  
What do you want me to do?  
Create the feelings out of nothingness?  
Poof, I'm in love.  
Abra cadabra, let's get married.

It's a sleek, cool car,  
screams money.  
It's calm, sophisticated.

How many times have I said good night to you  
and thought  
"I wish, I just wish...  
Everything would be perfect.  
Everything would be easy.  
And for you, what's the difference?  
They're lined up for miles trying to catch your  
attention.

Look away from me.  
Look to them.  
Get into your silent, heavy car  
and drive off into your silver sunset.

The above poem was submitted to the 1986-87 publication of BESAMIM, the Literary-Art magazine of Stern College.

Anyone interested in submitting material, please see Esther in 4E. The magazine welcomes all original artwork, photographs, written compositions and poetry."

THE DEADLINE FOR SUBMISSIONS IS JANUARY 1. ANYONE WHO IS INTERESTED IN SUBMITTING MATERIAL, BUT CANNOT MEET THIS DEADLINE, PLEASE SPEAK TO ESTHER IN 4E.

# Shalom Kasher Pizza

ISRAELI FALAFEL  
Under Strict Supervision



1800 Ave. of the Americas  
(Shah Ave., Corner of 37th St.)  
New York, N.Y. 10018

TEL. (212) 730-0008

We Deliver / Open Sundays



Sports • Sports • Sports • Sports • Sports • Sports • Sports • Sports • Sports

## Stern Women Get Belted

by Sara Rudoff

This fall, the Karate Club was introduced in Stern College. The Karate Club, part of the Yeshiva University Karate Association, meets Monday nights at 7:00 in the Orange Lounge. The club is open to beginners and to Karate students of any level. The club practices techniques performed in class and warms up with special karate exercises. Toby Gafni, the club's advisor is enthusiastic about the club. She is a brown belt and teaches karate as part of the health education program at Stern.

Debbie Bernstein, a senior and fifth semester karate student, is founder and president of the Karate Club. "I felt that there were not enough clubs that were devoted to a particular sport of interest, such as karate," she explained. Jordana Margolin is the vice president and Helen Friedrich is the secretary.

Participants say that karate builds self-confidence. Helen likes karate because it is a "non-competitive sport that focuses on the individual's awareness of the limitations of his or her body. It pushes you to be the best you can

be." Karate is difficult and requires a lot of practice yet the feeling of accomplishment is worth the effort. Besides being great exercise, karate is an important and practical skill. "It's important to know when you go to school in the middle of Manhattan," Debbie admits. Ka-



Toby Gafni teaches the art of self defense.

rate's purpose is defense and protection, not heroics.

The Karate Club plans to run a meditation seminar during reading week and to have a self-defense series next semester. The Karate Club welcomes everyone to participate.

## On The Ball

by Lisa Gottesman

The Stern College basketball team has had an inspiring start to their 1986-87 season. Led by coach Susan Sidenberg, the Lady Maes have played impressively in their first few games.

Despite a misleading 0-4 record, the Lady Maes have been competitive in all their games.

The team's most recent game was December 16 against Bard College. Led by Nava Well, Naomi Skolnick, Tova Rivkin, Judi Adler and Sheba Stern, the Lady Maes started aggressively. Unfortunately they were unable to sustain any consistent attack against a dominating Bard squad. Naomi Skolnick was high-scorer in the losing effort.

Two games remain on the Lady Maes' 86-87 schedule. On February 22 they will be playing against Concordia College, and on February 26 they will be facing St. Josephs of Brooklyn.

The Lady Maes are an improving, skillful team. Hopefully they will get untracked during the second half of the season and put at least one game in the "W" column.

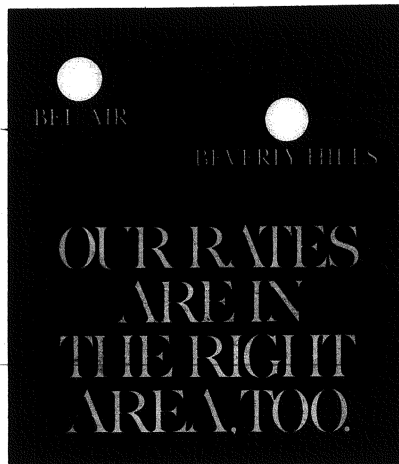
## Spring 1987 Registration Stern College for Women

Monday, December 12	Printed schedule delivered to Registrar
Wednesday, December 17	Registration material distributed
Wednesday, December 24	Senior and Junior drop off
9:30 a.m. - 12:00 noon	drop off
Monday, December 29	Senior and Junior pick up program confirmation
9:30 a.m. - 11:00 a.m.	Seniors
11:00 a.m. - 1:00 p.m.	Juniors
Tuesday, December 30	Sophomore registration
12:00 noon - 4:00 p.m.	
Wednesday, December 31	Freshmen registration
10:00 a.m. - 3:00 p.m.	
Friday, January 9, 1987	Tuition and fee payment DUE (financial clearance)
Monday, January 26	New student registration
Tuesday, January 27	First day of class

## Hedi Steinberg Library Schedule Reading Week and Final Week

Wednesday, December 24th - Monday, December 29th:  
regular library hours.

Tuesday, December 30th	9 AM - 1:45 AM
Wednesday, December 31st	9 AM - 1:45 AM
Thursday, January 1st	9 AM - 1:45 AM
Friday, January 2nd	9 AM - 1 PM
Sunday, January 4th	12 PM - 1:45 AM
Monday, January 5th	9 AM - 1:45 AM
Tuesday, January 6th	9 AM - 1:45 AM
Wednesday, January 7th	9 AM - 1:45 AM
Thursday, January 8th	9 AM - 1:45 AM
Friday, January 9th	9 AM - 1 PM
Sunday, January 11th	12 PM - 1:45 AM
Monday, January 12th	9 AM - 1:45 AM



We're tucked away on Sunset Blvd., on the fashionable westside. We're less than 15 minutes from LAX, with direct freeway access to Westwood, Beverly Hills, Santa Monica and the Valley.

But when you compare our rates to those of our Beverly Hills and Bel Air neighbors, you'll find we're not even close.



**HOTEL BEL AIR SANDS**

*Exclusive. Not Expensive.*

11461 Sunset Blvd., at the San Diego Fwy.,  
Los Angeles 90049 • (213) 476-6571.  
U.S.: (800) 421-6649. In CA: (800) 352-6680.

**OBSERVER  
STERN COLLEGE  
YESHIVA UNIVERSITY  
245 Lexington Avenue  
New York, N.Y. 10016**

Non-Profit Organization  
**U.S. POSTAGE  
PAID  
NEW YORK, N.Y.  
PERMIT No. 4638**