

THE OBSERVER

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Chanukah Concert Draws Biggest Crowd

by Shira Spolter

To kick off this year's Chanukah celebrations at Yeshiva University, Kesher and The Miami Boys Choir performed in front of a sell-out crowd in Lampport Auditorium, at the annual Chanukah concert.

"This was the first year ever," said Yosef Mandelbaum, chairman of the Chanukah concert, "that the auditorium was packed to capacity with standing room only. We expected between 700 and 800 people to attend. Astonishingly, over 1200 people showed up, double the amount present at last year's concert."

The large sell-out crowd responded to the groups with overwhelming vigor and excitement. According to Yerachmiel Begun, director of The Miami Boys Choir, this was the best crowd he had ever seen. "The audience was really 'leibadic' and into the music," said Begun. "So we responded by giving them a great performance."

Kesher, a four piece band, opened the concert with selections from their three albums. With much energy and enthusiasm they captured the audience, coaxing them to sing along and clap to the upbeat songs. Talented composers, vocalists, and instrumentalists, Kesher generated an exciting and entertaining performance.

Under the direction of Yerachmiel Begun, The Miami Boys Choir dazzled the audience with their inspiring and professional performance. Combining beautiful voices and intricate harmonies, the choir performed selections from their old albums as well as new songs from their upcoming album, which is to be released in the spring. The bright costumes and energetic choreography induced constant cheering and applause, bringing the crowd to their feet for a standing ovation.

The concert proved to be a huge success, providing a good balance of Jewish music as well as attracting a huge crowd. "Aside from the popularity of the two groups," Mandelbaum said, "we put a lot of effort into the promotion and advertising of the concert, which greatly contributed to the large turn-out."

"It took months of planning," added Mandelbaum, "but it just shows you what a lot of hard work can do."

Chanukah Dinner Raises \$22,079,000 Peres and Sadat Honored Guests

by Rachel Mandel

The 63rd annual Chanukah dinner and convocation took place at the Waldorf-Astoria on December 13, 1987.

This year's dinner, which coincided with the tenth anniversary of Egyptian President Anwar Sadat's historic visit to Jerusalem, featured Madame Jehan Sadat, widow of the late Egyptian president, as the principal speaker.

Prior to the dinner, a special convocation took place, at which honorary degrees were conferred. Israeli Vice Premier and Foreign Minister Shimon Peres delivered the keynote address during this section of the program, and received the honorary Doctor of Laws degree from Yeshiva University President, Dr. Norman Lamm.

Mr. Peres spoke of the past peace talks with President Anwar Sadat, and how he related his conviction that they "talk like civilized people," and that "peace is the genesis of civilization." He had further explained that they "must build a society which maintains our



L to R: Israeli Vice Premier and Foreign Minister Shimon Peres; Madame Jehan Sadat, widow of late Egyptian President Anwar Sadat; Dr. Lamm, President of YU.

togetherness, though we may be divided in our views." (During this keynote speech, a sect of hasidim were protesting Mr. Peres' presence at the hotel at a demonstration on Park Avenue, because of their belief that he is responsible for the desecration of the Sabbath in Israel by allowing movies houses to remain open, etc. and his support of pluralism in Israel.)

Mr. Peres stated that Israel, in its present state, is "strong and able to guaranty peace. The real problem is how to ensure that the State of Israel will remain Jewish and Democratic." He expressed his appreciation to Yeshiva University for their programs in Israel which enable students to study there and suggested that a Yeshiva University be built in Israel, and this would

"truly be Torah U'Mada."

In conclusion Mr. Peres said "we shouldn't allow past tragedies to create permanent despair."

Madame Jehan Sadat, who spoke after dinner, also addressed the issue of peace in the Middle East. She was introduced by the Hon. Herbert Tenzer who said that Madame Sadat, in her own right, deserved title of "first lady of the world."

The entire audience rose out of their seats as Madame Sadat made her way to the podium. She then proceeded to relate a personal account of her late husband's motivation for going "to the Israelis directly." He had told her "if we can't get Sinai peacefully we'll have to go to war and lose our people is this what we want? I must explore every avenue of peace." President Sadat had shared with her his fear of losing even one man in a war with Israel, and would "go to the end of the earth to prevent one person from being wounded."

When Mr. Sadat finally arrived in Israel, Mrs. Sadat watched him on television, greeting his historic and actual enemies. As she watched him shake hands and laugh with Begin, Shamir and Golda Meir, she recalls thinking "if war is absurd, the scene of peace makes it even more so."

After the president's assassination, Madame Sadat said "it was not easy to learn to live with such grief and sadness." She further stated that her husband "represented the majority of opinion and finally sacrificed himself for his country he lived for peace and died for principle."

Madame Sadat left the podium stating she was "a better person for having shared these special moments — that is what peace is all about, sharing and caring." Once again, the audience rose to their feet with their applause.

In Pursuit of Excellence

by Amy Mehler

The annual Morris Epstein Forum on the Arts presented Dr. Steven Cahn, Provost and Vice President for Academic Affairs at the Graduate School and University Center of the City University of New York, on the topic of "Excellence, Education, and Democracy," Wednesday, December 9th in the Koch Auditorium of Stern College.

The guest lecturer was introduced by Dr. David Shatz, a former graduate student of Dr. Cahn's now serving as Chairman of the Philosophy department at Stern College, as "a distinguished and prolific writer on critical issues in higher education, indeed, one of the clearest minds to be addressing these issues."

Dr. Cahn began his presentation by making an educational distinction between the excellence of superiority and the excellence of merit. He explained the difference of the former as being the achievement of excellence by surpassing others, and the difference of the latter as being worthy of high commendation regardless of others deserving identical praise. "Superiority is a laudable goal only if accomplished by merit, for to surpass others is a dubious achievement when none is of high quality. The ideal of excellence should not equal superiority." If the notion

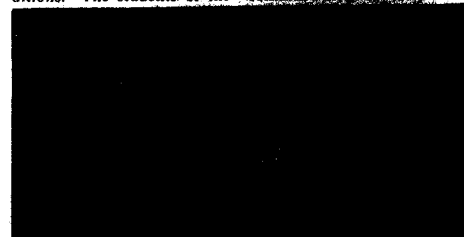
of excellence is to play a central role in the process of education, it is not the function of the student to evaluate teachers or their material, Dr. Cahn felt. Only those knowledgeable in specific fields of study, can responsibly judge the efforts of those attempting to achieve mastery.

Dr. Cahn blamed the activism of the early 60's through the late 70's for inciting students all over the country in not only protesting against the United States' involvement in Vietnam, but in forcing college and university faculties to end what they considered to be discrimination based on achievement and judgments based on merit.

They connected the country's problems with educational institutions, and saw them as "fostering bitter competition among students imprisoned within archaic academic traditions." The students of the

60's saw grades as being oppressive, and degrees and awards as being "trappings of elitism." As a result, university and college faculties lowered expectations, did away with exams, and disregarded or nullified grades through random inflation. A new concept called student evaluation forms developed, becoming the new guideline by which administrations determined instructor's levels of competency, reappointment, promotions, and tenure. This is a ridiculous practice in Dr. Cahn's opinion, since he feels students are in no position to judge whether a teacher presents material competently. He felt, "students only know if teachers are likeable, not if they are knowledgeable; they know if lectures are enjoyable, not if they are reliable."

He cited an example of an actual case reported in the



Dr. Steven Cahn at Koch Auditorium

EDITORIAL

Self Pride: Convenience or Necessity?

Once a year, sometime in November usually, an unusual and mysterious event takes place within the walls of Yeshiva University. For one well-publicized and well-prepared-for day, Yeshiva University has what it affectionately calls an 'open house'. On this day, Stern College attempts to convince prospective students and their parents of the school's many attributes. Those who come to inspect Stern and its campus find it slightly different than the students usually do. The classrooms are clean to the point of sparkling, there are signs screaming directions to the 'science wing' and flags in the lobby announce to all that this is indeed Yeshiva University.

A month later, however, as students begin preparing for finals, the school looks quite different. The classrooms are cluttered with half-empty coffee cups and remains of bran-muffins. The flags are gone. The signs remain, though, just in case any students still haven't been able to locate the classrooms they've been attending since September. The fourth floor looks like a bomb shelter. The start of preparations for next year's open house, no doubt.

The issue here is not one of hypocrisy, it is one of pride. Pride in our school and in ourselves. And the fault, if there is any, should be divided equally between the students and the administration.

At the beginning of the year, at a meeting between the student leaders and the administration, it was suggested by one Stern student that one of the problems with Stern is that it does not bear any symbols of YU. In other words, upon entering the Midtown building, one does not necessarily feel that they are now in YU. Most buildings on YC's campus have flags in the lobby. In Stern they are only for special occasions. Some progress has been made in this area. New decals with the YU insignia have been placed on the doors leading into the dorm. The signs leading to the science wing have been hung too late in the semester to be of any practical use. However, they do give science majors the feeling that the Biology Dept. is a physical place rather than just an abstract idea. It is important that we let the administration know that we do appreciate these preliminary efforts. But they are far from enough.

Improvements such as these should continue. The aesthetic environment can greatly add to the educational level. Little improvements, such as a flag in the lobby, or big ones, such as the library renovations, add dignity to the students of Stern College and to the learning that goes on here. But the task falls on our shoulders as well. The empty salad and spaghetti bowls that are left lying around by lazy and inconsiderate students are unsightly, and we could well do without the non-tuition-paying cockroaches they invite. It is unfair of us to demand that the administration do more for us when we are not willing to do it for ourselves.

At the risk of sounding like a cliché, take pride in your school.
JPW

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Letters

Author Skirts the Issue

To the Editor:

The ideas expressed by Deena Yellin in "Skirting the Issue" (Nov 18) reflect those of a misguided feminist. In that article, Ms. Yellin equated the donning of miniskirts with the inequality of women in society. She also reflected upon the inanity of her cheerleading days, when she wore miniskirts in the winter.

Unfortunately, Ms. Yellin offered no alternative forms of fashion in her article. Wearing ankle-length skirts in the summer is as ridiculous as wearing miniskirts in the winter, and dressing in styles befitting Islamic societies is as foolish as college girls dressing like cheerleaders. If Ms. Yellin advocates nudism or the wearing of pants, she failed to mention it in her article, and she was therefore guilty of skirting the issue.

The point is - we are all slaves to the fashions of our times. This applies to men as well as women. One can either accept this or join the Amish. Had Ms. Yellin approached this issue from a halachik standpoint, rather than from a feminist one, her point would have been more justified.
Moshe Fuksbrumer
YC

Author Responds

Mr. Fuksbrumer:

I am glad we agree that Halacha determines what is justifiable. Halacha was a primary motivation for my writing the article. The issues of nudism and the wearing of pants were not relevant in this case and I therefore excluded both from my article. However, if you are interested in writing an article exploring these issues the *Observer* will consider it for publication. As for the validity of my stance in terms of feminism, read on!

Sincerely, Deena Yellin

Halacha or Fashion - Whichever Gets the Job Done

To the Editor:

Ms. Yellin's frank observations on the recent miniskirt trend were very interesting. Her contention regarding the statement women make about themselves in dress is a controversial one that may make women think twice before appearing in public with certain modes of dress. This issue especially needs to be raised at Stern College where one would assume its students would dress according to the standards set by Halacha rather than fashion. Not one Halachic authority deems miniskirts a suitable mode of dress. It is odd that such a fuss is made about wearing pants on campus when minis clearly pose much more of a problem regarding tzniut. It is unfortunate that there are such students at Stern College who blatantly disregard the laws of modesty. Perhaps

Ms. Yellin's article will reach those who would otherwise not consider changing their way of dress.

A SCW student

A Refreshing New Perspective

To the Editor:

I enjoyed Ms. Yellin's article on miniskirts. It presented a refreshing and thought provoking perspective on an issue that needs to be addressed (no pun intended). Instead of a musarr article on the importance of tzniut, which most of us have heard many a time, Ms. Yellin made the point in a manner that speaks to all women rather than just to those who are concerned with Halacha.

E. Feigenbaum
SCW

Early Admissions Freshmen should be Judged by Standards of Normal Freshmen

To the Editor:

In response to "The Early Admissions Blues" (*Observer*, Vol. 49, No. 3), I would like to submit the viewpoint of someone to whom there is something worse than being with EAP freshies. Last week, I happened to overhear a conversation between a Reduced Early Admissions freshman, an Early Admissions freshman, and a Central senior. (For those not familiar with these terms, EAP allows high school seniors to become full college students, LEAP allows them to take up to 14 1/2 credits, and REAP allows students from Central to take up to 9 credits per semester at Stern. Only EAP and LEAP freshmen may live in the dorm.) The particular quote from this conversation which rankled me was, "Stern is the exact same thing as Central, except that the building is seven stories taller. The people are the same, the classes are the same, and the atmosphere is the same."

Having never been a student at Central, I cannot reply as to the actual similarities between Central and Stern.

However, I can say that a freshman who perceives no differences is presumably acting like a high school student. Most of the complaints about early admissions have revolved around this issue of college students who still act as though they are in high school.

Academically, Ms. Paster-nack may have a point when she says that for a highly motivated student, the senior year in certain high schools is "a year spent fooling around." However, I fail to see the relevance of that comment. Because there are three year high schools, or because some high schools do not challenge their seniors, does not seem to me to be an adequate reason for the academic level of college classes to suffer.

And it does suffer. Teachers are likely to be in their profession because they enjoy helping people learn. There is certainly nothing wrong with that. Except, of course, when 'helping people learn' means holding up an entire class, particularly an advanced level class, in order to give basic

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Please Join Us for
OBSERVER
Commentator
SHABBATON
on
December 25 - 26

Opinion

Campaigning for Bush in '88 is Bland

by Terri B. Simckes

In a Bush-like manner, Lloyd Greene attempted to gather the support of Yeshiva University students for George Bush's '88 Presidential Campaign. Mr. Greene began by saying that he would address the questions of: Why George Bush should be elected president, and what is going on in his campaign. Mr. Greene, in essence, only responded to the former.

Mr. Greene painted a picture of Vice President George Bush as a qualified, responsible, diligent candidate with strong leadership ability. However, instead of giving us specific examples of these traits, Mr. Greene proceeded to reel off numerous titles which Vice President Bush has held. While it is quite impressive that he was the: Head of Coordinating Economic Policies with Japan; Head of Commission Dealing With Problems with the Mexican Border; Head of the President's Special task Force on Terrorism, etc., this merely sounds like a glorified resume with no weight behind the empty titles.

Mr. Greene felt the need to continuously stress the financial success behind the Bush campaign instead of earmarking Bush's stand on specific issues which would make Bush the Republican candidate for '88. It might very well be the mark of a great financier to have raised 12 million dollars, however, it is by no means a sufficient or even a necessary quality which a candidate for the presidency of the United States should place as supreme. Mr. Greene holds that respectable sum of money over the heads of voters as a status symbol which he feels might gain the voter's confidence; he errs in his judgement.

It was also meant to impress those in the audience that VP George Bush is the leading Republican candidate in the national polls by a margin of 2:1, and has a strong lead in the New Hampshire primary. These are mere statements of fact which may unfortunately not mirror Bush's actual ability. These peer pressure tactics are of no potency to the informed voter (such as one from Yeshiva University ought to be). Voters must be educated as to where the candidate places himself on a certain issue. Such was the task which should have been fulfilled by Mr. Lloyd Greene if he hoped to gain supporters for Bush. Rather than shedding the Bush "wimp factor", by referring merely to numbers (both of dollars and voters) Mr. Greene furthered the dry mild personality image already associated with Bush.

A Creative Writer's Impression of Stern

by Prof. Louise Rose

The Observer has given me an assignment: this is either role reversal or getting revenge, I'm not sure which. The assignment is to write on how Stern women differ from other college students I've taught. My friends ask me this too: what are they like? I'm not sure what the general fantasy is about religious Jews as students: perhaps that they hardly have time, what with praying and keeping kosher, to study? However, my experience is that good students are always similar — they're good. They like to think, they don't mind expressing an opinion, they read with care and passion and intensity; they're critical and questioning; they enjoy school. The same thing is true of talent — an original voice, a good sense of humor, an ability to dramatize: these are the universal signs of a flair for writing. My experience with Stern students is that many are good students

and many have talent. Considering how small my classes are, I'd say an enormous percentage.

But is there something different about orthodox women students? I think so. Now I have to say that it may be my background which causes me to have such enormous interest in the life and world of orthodox Jews: for me it's like the Arabian nights (poor analogy?): a fascinating, rich, detailed, textured, interesting world I can never find out enough about. My impression is that it does produce different "types" from the modern, secular, basically non-religious world that I've always found myself in, beginning with my own family.

For example, where in any other college that I've taught I would come across this line in a story: "...all I want is to be a mensch, to be a decent human being."

Or this one: "Please give him

my number," I said to Sharon. After all, what could I say. It's not like I have any other possibilities. But is he right for me? I want someone really into his religion, a scholar, not someone who'll go to movies or sit Sundays with his feet up watching a ball game. Myron, she said his name is. All right, it's not his fault — he didn't name himself."

Or a poem about the Holocaust entitled "Warsaw" which ends, "Then an earthquake tumbled the bricks, /Onto my grandfather."

To return to that first quote, the narrator on her way to shul who says, "All I want to be is a mensch, a decent human being," I bet in all my fifteen years of teaching writing I have never hit a sentence like that anywhere else. It's not that other students don't want to be good, it's that this wish doesn't usually come out in a fiction workshop where other things tend to emerge, dreadful families, dreadful experiences, dreadful love affairs, sadness, depression, divorce: the usual soap opera material of fiction.

What do Stern women write about? Well, divorce too. I can think of two stories that I've read, both about how divorce affects daughters who remain with their mothers. One story was very angry, one was very sad, but what I saw in both was this valiant attempt to keep a family going, to deep aiming at good relationships among the children and with at least one parent; the writers were writing about good people in difficult situations; neither story was about rottenness. Last year I had a student try to re-write the Joseph story-sibling rivalry! Nice Freudian, modern theme in a family that is nice, Freudian, psychological, up to date. The voice is of a furious older brother, but the background for the story is a lovely family that this older brother finally manages to work himself back in to. Last year also one of my students wrote a story narrated by an enraged youngest (of four) sisters: furious because her older sisters were all growing up and leaving her. It's a story about psychological troubles too: girls who stuff themselves on cookies and ice cream and candy the moment the parents are out the door, parents who are themselves fighting over the size of their dining room and the cost of renovations. It's by no means a Waltons (does anyone remember that either?), Jewish style. And yet with all the fussing and fuming, the basic sense of the story again is of the love these sisters have for one another, the strength of family feeling. One student wrote about her "impossible" father who visits her at camp: he's awkward with her, she's bored with him, he wants her to go see a "counselor", she says to him in a real tough guy fashion, "Just because my mother's dead doesn't mean I'm crazy." And at the end of the story when the father leaves, this tough cookie returns to her bunk,

tells a bunkmate how old her father looks, and then they both start to cry. This semester one student wrote a funny story about the conflict between a religious daughter and her less observant mother; the mother may even tend to fudge a rule or two, but the daughter, never! Until one day a male teacher leans forward to shake her hand and she reluctantly, but politely, and simply, takes his hand. I think it's very often the details of these stories that I also find wonderful, entrancing: a kosher hotel in Atlantic City and an apartment on Riverside Drive that is infested with large dogs, an orthodox community in Seattle, Boro Park: these are not the exotic spots of romantic fiction, that's for sure, but with the piling up of concrete, vivid, interesting details, these places have become for me places that I want to know still more about. In fact, that's what's happened to me — the more I read my student's writing, the more I want to understand this world which is really so remote from anything I've ever lived in or taught in. My first semester here, one Stern woman wrote about going to a fair and suddenly being tempted to walk into a fortune teller's tent. It was then that I learned something (I learn a lot here) about writing fiction: that in many ways it's much more interesting to write in a world that has some rules, because much of writing has to do with the temptation to break rules and the consequences of doing so. In the world in which my other students live, there are hardly any more rules to break, or if there are, they have so little importance that nobody writes about them any more. The truth is, an Orthodox "lifestyle" is very different from the way most of the rest of the world lives. That in itself makes it fascinating. In all the flavor of an unusual "experiment" in living, I really am interested in how well it works, what the rules are, how it feels to obey them (or not to obey them), what the temptations of the "other" life are. The fun of being a teacher is how much you learn from your students. Here at Stern I'm obviously getting an education I've never had before. I'm glad I read Pirke Avot and took one ulpan course in Hebrew, but I'm getting a wonderful Jewish education from my students.

I said to myself when I got here: now I'm going to see what real Jews are like and how they live. Teaching writing is a terrific way of finding out. Henry James said that the duty of a fiction writer is to give his impression of life. My conviction is that the life Stern students have led and seen and imagined is unusual, rich, varied, "thick" — all they need to do is give their impressions of it. What I try to do is show Stern Women how to dramatize the people and the world they know best, then I sit back and read all about it. Stern is my equivalent of a really good novel!

Students Slighted

by Amy Mehler

Less than half of the student leaders previously included in Yeshiva University's annual Chanukah dinner were invited to this year's ceremonies. This Administrative decision came as a grave disappointment to the Stern and Yeshiva College club heads, board members, and class officers who look forward to this established tradition with great anticipation, and consider it an honor and privilege.

It is a fact that contributors have become accustomed to expect a large student turnout, as students themselves assist in the robing and escorting of dignitaries and honorees. Indeed, their marked absence from this important function was noted by the guests who circulated among the tables, deliberately inquiring after

student's welfare and general satisfaction with college life.

This serves the University as well as the student body in promoting the necessary communication and good will not always attainable. An interested and happy student representation reflects positively on the University as a whole, and as a result, may cause additional contributions.

Since the cost per plate was almost three times as much as it was at last year's dinner, many deserving students who otherwise might have been included, were excluded because the university could not provide for the same amount of students. Such actions will foster ill feelings between the administration and the very students they seek to provide for.

Reasons for Chanukah

by Marc Mandel

What is the reason for Chanukah? Our Rabbis taught on the 25th of Kislev commence the days of Chanukah which are eight, on which a lamentation for the dead and fasting are forbidden. For when the Russians persecuted the Jews and forbid them to learn Torah and to emigrate to Israel, the Jewish organizations in America scheduled a massive rally in Washington to send a message to the visiting leader Gorbachev. However, when they searched they couldn't find enough buses to bring all the Jews from New York to Washington. Yet a miracle occurred and enough buses were obtained.

The following week these days were appointed with the offering of thanks and the riding of buses. Rav Joshua said: All buses are fit for Chanukah, but Private Trails is the best. Judah observed: At first the

master used to ride Academy buses, but when he heard the dictum of Rabbi Joshua he switched to Private. Rav Saul said: Women must ride in buses on Chanukah because they too were involved in the miracle.

Why is the miracle of Chanukah celebrated for eight days? The reason is, all the New York buses were parked in lot #8. After the rally, when 100,000 people came to find their buses it seemed like an impossible task to accomplish. However, the miracle was that most people found their buses before they left without them. To remember the miracle in lot #8, Chanukah is celebrated for eight days.

The reason why Chanukah is celebrated on the 25th of Kislev is because rally organizers estimate that all lost senior citizens and youngsters will be reunited with their families in New York by the 25th of Kislev. Rav Shaul said: One must not count money while riding a bus on Chanukah. When this was stated before

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Rabbi Berglas Gives Chanukah Shiur

by Deena Yellin

Rabbi Berglas, with the detective work of some Stern College students, solved the mystery of the missing menorah. The founder of Midreshet Moriah, a women's seminary in Jerusalem, Rabbi Berglas, delivered an enlightening Chanukah shiur at Stern College.

The intriguing topic of the "Missing Menora" was based on Bameh Madlikin in Gemara Shabbos. This particular Gemara deals with the laws of candlelighting on Shabbat and Chanukah. Amidst the discussion of permissible wicks to be used for candlelighting, the Gemara raises the seemingly incongruous question: what is Chanukah? Rashi points out that this is questioning the miracle upon which Chanukah is based. According to the Gemara, the miracle which occurred concerned the oil and therefore, the holiday was established the following year to give "praise and thanks". The response to the question seems to be ignoring the crucial aspect of the menorah. It should say that we light the menorah in celebration of the miracle which occurred, but only praise and thanks are discussed. Strangely enough, there is no mention of the menorah. Two answers were presented in response to this question, each of which provides a deeper insight into the concept of Chanukah.

The first explanation addressed was that the menorah is an integral aspect of praise and thanks and therefore is not mentioned in the text. Presenting the Shema as an example, Rabbi Berglas demonstrated that there are mitzvot which not only demand action, but require the proper intention to be in conjunction with the act. In this way, the mitzva of Shema, and the mitzva of the Menorah are similar. Neither mitzva is fulfilled by the performance of the action alone, but each requires proper intention. The mitzva of the Shema is to accept the yoke of G-d's kingdom. The mitzva of the menorah is to give praise and thanks. In both cases, the action is merely the vehicle by which the mitzva is fulfilled. The reason for the medium of the menorah in this case is because the miracle of Chanukah involved this object.

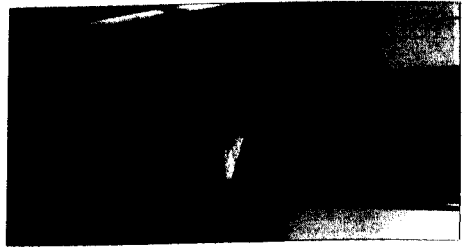
The victory of Chanukah was a spiritual one rather than a military one. Therefore, the Hasmonean conquest did not deem celebration (since many Jews were still Hellenists). Only a year later, after many Hellenized Jews returned to Judaism as a result of the miracles, were the Rabbis able to view it as a victory. Only then was there reason to give praise and thanks because the real battle, the battle for the preservation of Judaism, had been won.

A second explanation for

the case of the missing menorah was discussed. The Abnei Nezer asks concerning the prayer, "Hanerot Hallalu" (which contains a reference to Nerot Kodesh), are the candles actually kodesh? The menorah is not halachically kadosh, since it can be demigrated after the lights have burned. But why then do we say "Hanerot Hallalu?" According to Rabbi Berglas, perhaps when the "takana" of the menorah was established there was no mitzva to light it. Since its destruction, many takanot were made in memory of the Temple. From the time of the Chanuka miracle, until the destruction of the Temple, the Menorah stood as a symbol of the Hashmonaic victory and the miracle of the long burning oil. We therefore light menorahs in our homes on Chanukah.

However, we are still "in the dark" about why it is considered kadosh. Since all the vessels used in the Temple were considered kadosh the menorah is considered kadosh. The Bal Hamor points out that because the lighting of the menorah was instituted to be like the menorah in the Temple, it is as if we are lighting the menorah of the Temple.

Rabbi Berglas concluded his shiur with the hope that if every Jew has Kavana in lighting the menorah, we will merit to light the menorah in the Temple in Jerusalem.



Students Learn How to Market Themselves

by Tammy Berkower

The Marketing Society of Stern College recently invited Aharon Ungar, a YC graduate, and presently a marketing consultant, to address an issue that bothers most college students: "How to Market Yourself."

Not only is Mr. Ungar an example for Marketing students at SCW, but he was extremely informative regarding careers in marketing. He was also able to give the students some secret techniques for success in marketing oneself. His advice was applicable for all job interviews and careers.

Aharon Ungar has had a wide variety of job experiences since his graduation from YC. He couldn't find a job in television or film in New York, so he started out in telephone sales. He was able to find a job as an account executive in radio in Florida. Quitting this job, Mr. Ungar decided to try his own program, but it unfor-

tunately failed. His next job was for McGraw-Hill and enabled him to combine the field of communications with that of sales. Next, he served as Vice President of sales for Glass-Light. Due to the constant travel, Mr. Ungar became a partner in a small real estate firm in Philadelphia. Missing New York, Mr. Ungar has returned and is now a marketing consultant for his own company.

He specializes in professionals who do not know how to market their businesses. He is expanding his company, and on the side runs seminars, and is working on a book. To gain experience for marketing books, he is currently an assistant manager of Doubleday Books. According to Mr. Ungar, there are sixteen possible careers in marketing. He gave the students an overview of opportunities such as research, advertising, media, the creative department, public relations, sales management, international marketing, retailing and merchandising, non-profit marketing, marketing education, and marketing consulting.

Marketing is an excellent field for college graduates today. Yet, according to Mr. Ungar, certain areas of marketing may offer more opportunities. Research, for example, is the hottest area now. This is due to the fact that people are bombarded with ads and slogans. Market research involves a great deal of computer work, numbers, and statistics to find out what products interest the consumer today.

The areas that most women work in today are in the creative departments, and in retailing and merchandising. The creative department involves coming up with campaigns and slogans. Retailing, another big field for women, deals with buying. A buyer must look at trends and find the product at a low cost. The buyer works closely with the advertising department and the manufacturer. There is some room for advancement in this field. Merchandising, on the other hand, deals with how to display products, what to give the most space to, and who gives the consumer the best deal.

"To break into any field," says Mr. Ungar, "one needs to market oneself." This means creating a positive business image for an interview situation. A person must pay attention to dress, smell, and speech.

continued on p. 12, col. 1

CEO of Adrienne Vittadini Addresses Student Body

by Rochelle Newman

Richard Catalano, President and CEO of Adrienne Vittadini Inc., addressed the student body on December 2, at Stern College. He began by showing the previously unseen tape of Adrienne Vittadini's Spring 1988 fashion line, and then proceeded to inform students of his experiences in the world of fashion.

In 1975, after graduating from St. Leo's College in New York, with a Bachelor's Degree in Physical Education, Mr. Catalano was offered a sales training position in Evan Picone. At the time, he felt that he was taking a big chance, foregoing his life long ambition to become a teacher of physical education. But he was very much in awe of the company and he took the job. By 1982, he had become President of Evan Picone Sportswear and Petites.

While Richard Catalano was climbing the ladder of success at Evan Picone, Adrienne Vittadini was climbing her own ladder in the fashion world. Adrienne Vittadini was born in Hungary and came to America when her family fled Hungary in 1956. She graduated number one from Philadelphia's Moore College of Art. She then went to Paris for a year of study under Louis Gerard. When she came back

to America, she applied the newly popular art of detailing to the dying art of knitwear design. In 1979, Adrienne Vittadini started her own company.

In December of 1982, after refusing the offer twice, Richard Catalano joined Adrienne Vittadini, Inc., as President. He says that he didn't know



Richard Catalano, Koch Auditorium

anything about the new job and felt funny about having to learn all over again. But he trusted and liked Adrienne, and he says that these two factors are very important in any business relationship.

Five years ago there were only 30 employees in the company; today there are 130. Each year Adrienne Vittadini Inc. produces more than two

million garments. Merchandise is brought in from Hong Kong, Italy, China and Portugal.

There are many different areas in the apparel business. The people in public relations work directly with Adrienne to decide the advertising strategies of the company. The company tries to keep a consistent image in all of their

advertising. The retail public relations people travel all over the country, representing the company and speaking with the customers. The in house public relations people present the line to all the newspapers and magazines. The sales people present the designs to the buyers and then follow through to see if the buyers will buy the designs.

Snack Bar to be Relocated to Accomodate Library

by Sara Fineberg

Recently, the renovation of the Hedi Steinberg Library in Stern College for Women has begun. The library space will be expanded by 17%. The extra space that will be designated to the library is the present snack bar, which contains all of the vending machines. The new snack bar will be incorporated into the student lounge. However, the moving of the vending machines to the lounge causes a major problem. The room is already limited in space, and with the addition of the vending machines, this space will be cut in half. Dean Bacon was very surprised at this proposal made by the administration. She suggested that the snack bar be moved to either the fourth or fifth floor, where the lockers are presently located. She feels this would be a wise choice since very few students make use of the lockers that are provided by the school. However, the administration doesn't want to move the vending machines there because they want to discourage eating in classes in order to prevent the accumulation of trash.

Jeff Rosenberg, an administrative director, suggested that the machines be moved into the cafeteria and that they be

available to the students at all times. The dilemma of where the new snack bar will be located has yet to be solved. Yet it is definite that the present snack bar, located directly below Koch Auditorium, will become a part of the newly expanded library.

Aside from expanding the library, many other changes are being made. The library's current volume capacity will be increased by 25%, from 90,000 volumes to 150,000. The seating capacity will be increased by 47%, from 87 to 124. The seating arrangement will be made more spacious, with the number of private carrel seating more than doubling. The library will contain: three glass-enclosed group study rooms (each allowing six students), a music listening section, an audio-visual room, two photo copy rooms, and a library lobby area to accommodate student socializing. This is in addition to refurbishing and decorative repainting.

All of these renovations are set to be completed by the early fall of 1988. The person responsible for funding the library make-over is the vice-chairman of the board of directors at SCW, Mr. David Yagoda.



Honorary Degree Recipients

Yeshiva University conferred honorary degrees upon Israeli Vice Premier and foreign Minister Shimon Peres (seated, 3rd from right) and six prominent business and Jewish communal leaders December 13, as the institution formally launched its second century at the 63rd Annual Hanukkah Dinner and Convocation at The Waldorf Astoria. Dr. Norman Lamm (seated, 3rd from left), president of Yeshiva University, conferred the honorary Doctor of Laws degree upon Mr. Peres, who

delivered the Convocation's keynote address. Receiving Doctor of Humane Letters degrees were David Yagoda of New York City, real estate developer; E. Billie Ivry of New York City, a financial consultant, who is the first woman elected to the University's Board of Trustees; Irving Bernstein of Scarsdale, NY, former executive vice chairman of the United Jewish Appeal; Ira I. Miller of Great Neck, NY, real estate developer; and Robert M. Beren of Wichita, KS, an independent oil and gas pro-

ducer. Shown are (seated, from left): Mr. Yagoda; the Hon. Herbert Tenzer, chairman of the University's Board of Trustees; Dr. Lamm; Vice Premier Peres; Ms. Ivry; Mr. Bernstein; and (standing, from left): Mr. Miller; Stanley E. Stern, vice chairman of the University's board of Trustees and Convocation chairman; and Mr. Beren. Not shown is business executive Samuel Heyman of New York and Westport, CT, who also received an honorary degree.

Board of Directors Discuss Expansion of Facilities at Stern College

Plans to expand the physical facilities at Stern College were among the issues discussed at the first regular business meeting of the Board of Directors of SCW.

The first annual Stern College dinner, to be held on March 8, will be chaired by the Board's Vice-Chairman, Mr. David Yagoda. Mr. Yagoda led the discussion on the plans being formulated for renovating and expanding for the Hedi Steinberg Library.

The meeting, presided over

by Board Chairman Sandra Quinn, also included a discussion concerning the undertaking of a campaign to provide the resources to enhance and expand the college's physical facilities, enrich academic and Judaic programming, augment scholarship aid, and increase student enrollment.

The nominating committee, under the chairmanship of Mr. Nahum B. Gordon, approved the new members of the Board of Directors. Progress reports

were presented by Vice President Israel Miller and Dean Karen Bacon.

Biomedical Honors Program Offered

The Roth Institute's Scholars Honors Program in Biomedical Research at Albert Einstein College of Medicine is offering an honors research program for the summer of 1988. It will be available for Stern and Yeshiva College students who have career interests in biomedical sciences, including: Biology, Chemistry, Computer Science, Physics, Psychology and Pre-health.

Students who are accepted to the program will work full-time for 10 weeks in the summer at AECOM. Eligible students will receive a stipend of \$2000 and will earn honors research credits after successful completion of the requirements. Students who are completing their junior year (or in exceptional cases, sophomore year), with the appropriate grade point averages, are welcome to apply.

Application forms are available at the Office of the Dean, and should be submitted by February 18, 1988, to Dr. Lea Blau, Department of Chemistry, Stern College for Women.

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 Rabbi Ephraim Kanarfogel, Chairman, Judaic Studies Dept.
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Students Rally for Soviet Jews

Summer Visit with Refuseniks

This past June, four members of the student body traveled to the Soviet Union, and visited with families in the Jewish communities. Yonina Segal, Caroline Peiser, Maxine Speigler, and Erica Schoonmaker, relayed their experiences through slides and anecdotes.

Ms. Schoonmaker described encountering Ida Nudel, a refusenik released this past Simchat Torah. Too often, she stated, one tends to get caught up in causes, forgetting the individuals for whom the battle is being fought. The stories relayed during the assembly personalized the struggles of these individuals.

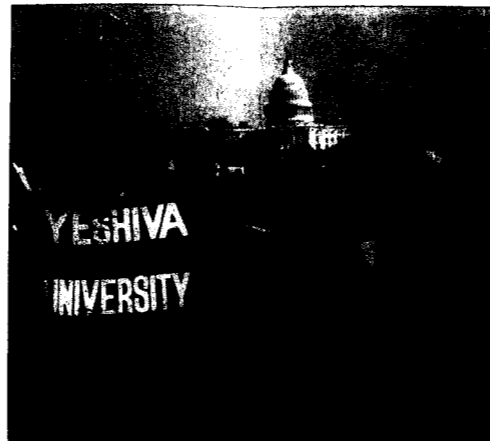
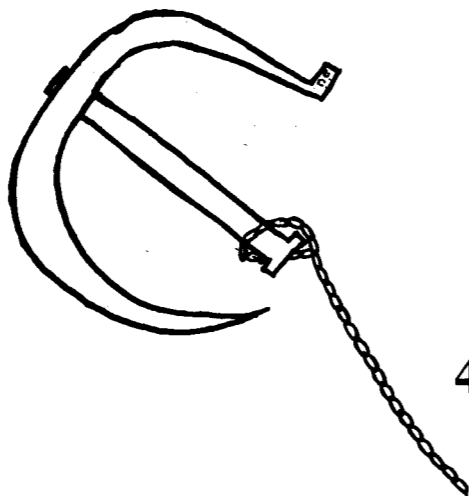
The program began with Ms. Schoonmaker discussing the anxieties, expectations and realities of the two week trip to the Soviet Union. Stories about the families visited were relayed by Ms. Segal. Maxine Speigler then presented a series of slides, ranging from pictures of a block-long line of people waiting for an ice-cream cone, to a Jewish wedding they attended.

The personalities of the Soviet Jews were stressed throughout the evening. Many of those met were our own contemporaries. Evenings of song and discussion of issues relevant to the lives of Jews in America and the Soviet

Union were spent together. One of the more poignant stories told was that of the Harbos family.

The Harbos' are Ba'alei Tshuva, with four children, the oldest of whom is to be drafted in a few months. Once drafted, a person cannot emigrate for a minimum of 10 years because of his alleged acquisition of state and military secrets. Ms. Segal described the feeling of hope expressed by the family and the vibrancy with which they lived a Jewish life. At the end of the visit, they were accompanied to the bus-stop by the youngest child, who tucked in his tzitzis as he walked outside. Surprisingly, Mrs. Harbos chastised him, telling him to pull his tzitzis out, and be proud of who he is and of the nation to which he belongs. The little boy then proceeded to pull his tzitzis out, and walked the rest of the way to the bus stop with them prominently displayed.

Ms. Schoonmaker reiterated the importance of visiting the Soviet Union. "It is of dual importance," she stated, "to the Jews in America and to our brethren in the Soviet Union. Jews need to be motivated to continue their efforts. Only then, can the struggle and visions of our mutual lives begin to achieve reality."



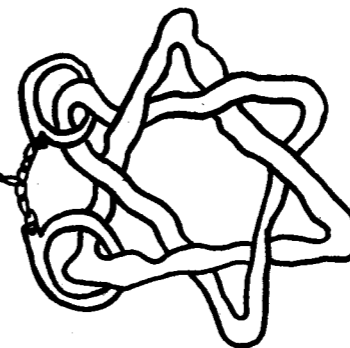
450 Gather in Washington

Sunday, December 6th, 1987, showed the willingness of people to unite for a worthwhile cause. A total of eight buses, with 450 students from Yeshiva and Stern College, departed from New York at 8:00 a.m., and arrived in Washington D.C. at 1:30 p.m. Unfortunately, they were late for the march which started at the Ellipse, but were all present for the rally which took place near Capitol Hill. Statistics report that 200,000 to 250,000 people were in attendance.

Student Struggle for Soviet Jewry petitions were signed, and were presented to President Reagan on Tuesday, December

8th, during the summit. Morris Abrams emphasized our support for the President. While SSSJ supports Mr. Reagan, the message was evident from the posters which read: "Link U.S.-U.S.S.R. trade with emigration."

Among the speakers on Sunday, was Yosef Mendele- vich, Natan Scharansky, Mayor Koch, Senator Doyle, and Vice President Bush. The entire crowd broke into spontaneous song when Natan Scharansky took the podium. The theme of the day, "Let My People GO!" was reiterated both in song and in speech. Mr. Gorbachev - we hope you will.



True Accounts

by Yaffa Weiss

The media has called much attention to Soviet leader Mikhail S. Gorbachev's reforms of "glasnost," meaning "openness," but many still affirm that anti-semitism is still prevalent in Russia today. According to the Student Struggle for Soviet Jewry, recent numerous anti-semitic incidents in the Soviet Union point to essentially the same situation for Soviet Jews as before glasnost.

April 17th and 20th of this year marked the days of two separate attacks on Jewish cemeteries in Leningrad. These infringements included the destruction and knocking down of Jewish tombstones, as well as painting crosses, swastikas, and phallic symbols on others. The first incident received minimal press exposure, while the second was not reported at all. According to a letter received by a Leningrad refusenick, over 100 Jewish tombstones were desecrated

as a result of the combined attacks.

In July 1977, Vladimir and Izolda Tufeld, applied for visas to Israel and were promptly refused. Following their request to emigrate, Vladimir was demoted five times before being dismissed from his job in 1978. When his health began to deteriorate, many doctors were reluctant to give him proper medical attention, and he had to depend chiefly on the help of foreign tourists and physicians. An interview with his son, Igor, an Israeli researcher at the Institute of Contemporary Jewry at Hebrew University, revealed that Vladimir finds it hard to sit and has difficulty walking as a result of his illness.

Izolda Tufeld, meanwhile, met with similar circumstances when she contracted a benign brain tumor which needed removal. For unexplained reasons, her operation was postponed several times. In May of this year, Izolda's condition worsened once again,

causing problems with walking and coordination. Her son claims that the tumor might possibly have reformed, but judging from past experiences, receiving the necessary tests will be nearly impossible.

Meanwhile, a new anti-semitic organization called "Pamyat" ("Memory") has gained strength in the Soviet Union. Serving its purpose by supporting Gorbachev's policies and inspiring Russian patriotism, Pamyat's actions have been viewed by the refuseniks as comparable to the methods of the Nazis. According to SSSJ, Pamyat was responsible for the publication of an article in *Evening Moscow* on June 18, 1987 which attacked Dr. Semyon Katz, for hosting a meeting of refuseniks in his home the night before. The article cited both his home and work address and names and ages of members of his family. Within 48 hours, the Katzes received over 30 harassing phone calls, as well as threats

to rape their 19-year-old daughter.

SSSJ further presented the case of Gregory and Tatyana Danovich, refuseniks who were granted permission to demonstrate in Moscow for five days. Although this allowance has some link to the attitude of glasnost, police made it clear that the Danoviches would receive no aid if attacked by angry Russians.

Referring to glasnost, the Coalition to Free Soviet Jews notes, "The West has watched with great expectation as we have seen economic restructuring and cultural changes taking place in the Soviet Union, but has the Soviet Jewish community been the beneficiary of this openness as well?" Senator Bob Dole of Kansas, a speaker at the recent Soviet Jewry rally in Washington D.C., said, "I am approximately 70 years old. I summed it up in one sentence: 'Whatever happens in the Soviet Union, it is our freedom.'

America Falls for Soviet Propoganda

by Sara Silberman

Wholeheartedly, America is falling for him. They express delight as unexpectedly, he steps out of his limousine and into their midst. (The New York Times, December 11) "He was smiling real friendly." Of course, Mikhail Gorbachev can afford to be friendly. He well knows that those in his country who contest him are adequately silenced. Article 70 of the Soviet Criminal Code, gives the Soviet Administration permission to leave citizens to starve in cold prison cells, all for the crime of "agitating" the government.

Meanwhile, back in Washington D.C., he is waving, shaking hands, and murmuring the phrase "world peace," to those who gather around him. Mr. Gorbachev succeeds in persuading the crowd that his actions in approaching them are moved by a genuine trust and eagerness for contact. What public relations is this? How convincing those who need a torch of convincing thought. How attention you want. How as yet full. The very Americans are who have probed beyond the smiling facade. How to the 500 prisoners being and psychiatric. In the news press packed Soviets and chev's "As for

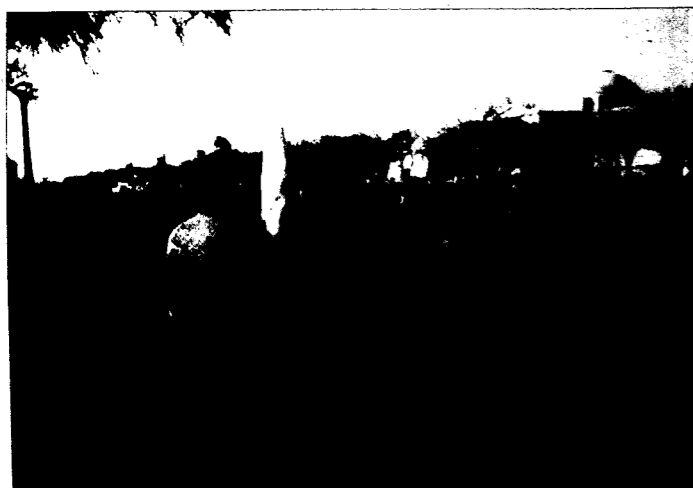
"prisoners," we have none." True enough. Anyone who commits the crime of agitation is not a political prisoner. he is a convict. Convicts who are being thrown into prisons for a word seen or heard by the wrong person.

When will the warm smiles chill? The firm handshake lose its grip?

It seems as if Gorbachev's KGB has become almost a farce in the minds of intelligent, free-thinking Americans. The sound of army boots stomping up the steps, followed by a vigorous pounding on the door, have been portrayed too often in

American drama and comedy. He fails to realize that across the ocean, these sounds are a reality.

Maybe America believes with the release of the more recently known — of whom Natan Scharansky is the same example — there are souls being held captive not. Guess again. How as yet full. The very Americans are who have probed beyond the smiling facade. How to the 500 prisoners being and psychiatric. In the news press packed Soviets and chev's "As for



Workshops Help Seniors in Landing Jobs

by Sara Silberman

Graduating seniors learned how to land a job interview, and what skills are necessary for being interviewed, in two workshops which were delivered by Ms. Naomi Kapp, career counselor at SCW, on December 2 and December 9.

The first of these sessions dealt with the first two steps of the job search: writing a resume which will effectively market the graduate, and then organizing the multiple strategies needed to find a job.

The resume highlights the students' strengths. The student assesses her skills and in what field she would most like to use them. The more focused one appears about career objectives, the more effective the resume will be. If one is worried about the extent of her experience, Ms. Kapp assured that all employers also look for skills such as leadership, competitiveness, initiative, and communicative abilities.

The use of personal and professional contacts further facilitates the job search. Ms. Kapp urged seniors to inform anyone and everyone that they are seeking employment. In addition to on campus interviews, Stern provides additional contacts, which include a file of alumni who are employed in various fields, listings of full and part time jobs, and

catalogues of professions, trade associations, and companies. These are available through the Office of Student Services.

At the second workshop, Ms. Kapp discussed helpful tips that can be used once the resume and job search result in an interview.

The graduate should be comfortable with everything on her resume, and ready to answer any questions. One should respond to questions by highlighting strengths, but at the same time, being honest and professional.

A prospective employer's first impression of the interviewee is of vital importance. Personal grooming should be neat, and clothing should be conservative. Ms. Kapp stressed that one should "be prepared, be positive, and be professional."

Additional workshops will be held throughout the year, including further presentations on the job search and on all aspects of life after college. Suggestions for possible topics can be forwarded to Ms. Kapp, who can be found in Room 133, on Wednesdays and Thursdays, from 9:00 to 4:00. The co-coordinator of the sessions and the personal counselor at SCW, Dr. Nancy Brayer-Bloch, has office hours on Tuesdays, in Room 133, from 2:00 to 5:00, and in 1G, from 6:00 to 11:00.

Yeshiva University annually makes three awards for the best essays submitted by undergraduates in various fields of Jewish Studies:

1. The Lawrence P. Fischer Memorial Award (about \$250) is given for the best paper in Hebrew submitted by an undergraduate on some aspect of Jewish History.
2. The Edward A. Rothman Memorial Award (about \$200) is given for the best paper in English on the theme of "Issues in Orthodox Judaism in Practice." Essays should be between 2,000 and 3,000 words in length.
3. The Fannie and Asher Scharfstein Memorial Award (about \$100) is given for the best paper in English on the topic of Gemilat Hessed. The essay should deal with the definition of this term in its broadest interpretation, and its importance.

Procedures

a. Essays must be submitted to Dean Rosenfeld's office at the Main Center or Dean Bacon's office at the Midtown Center no later than February 10, 1988. (Students on the YU Program in Israel are also eligible to compete for all these awards; they should submit their essays to Rabbi Michael Strick.)

b. Essays in English should preferably be typed.

c. The essay should be submitted in a manila envelope simply stating "Essay submitted for the (Fisher, Rothman or Scharfstein, as the case may be) Award."

d. To insure objectivity, the title page of the essay should not give your name but a pseudonym. Attached to the essay should be a sealed envelope on the outside of which is the same pseudonym as on the title page, and inside of which is the author's true name, class and school.

There are four other awards for excellence in writing:

4. The Dean David Mirsky Memorial Award (about \$200) is given for the best paper by a graduating senior, in any subject. If you think that you have written an excellent paper in any class ask the faculty member to submit your name to the Dean in nomination for this award.

5. The Jerome Robbins Memorial Award (about \$75) is given annually by Rabbi Herman J. Zwillenberg '43 for the best original short story. Submit your story in the same manner as described above under "Procedures."

6. The Professor Laurel Hatvany Award (about \$50) for creative writing by a Stern College student. If you think you have written a worthy piece of work, submit it to a member of the English faculty.

7. The Monis and Chaya Zuckerman Memorial Award (about \$75) for the best research paper in Jewish History. If you think that you have written an excellent paper on this subject ask the faculty member to submit your name to the Dean in nomination for this award.

Chanukah Reasons

continued from p.3, col. 3

Samuel he observed, has then the bus sanctity? Rav Judah explained that on the day of the rally when the Jews counted their money on the bus, it was collected from them in order to pay for the Metro. However, since most people never even came close to riding on the Metro a great loss was incurred.

Rav Hiyya said: It is incumbent to park one's bus by the door of one's house on the outside. If one dwells in an upper chamber he must park the bus on his porch. In times of danger (Washington Heights and certain parts of Brooklyn and Queens) it is sufficient to park it in the garage. If a spark from one bus flies from an engine and causes damage the owner is liable. He who rides a bus on Chanukah must pronounce a blessing.

Rav Abraham says: He who sees a bus on Chanukah must pronounce a blessing. Rav Shalom says: One must ride and see 1000 buses on Chanukah to commemorate the 1000 buses that left from New York to Washington. What benediction is recited? Please Mr. Gorbachev let our people go! We can't afford to do this again.

Marc Mandel is the assistant to the dean of students at YU, and this is a parody on the section in the Talmud that discusses Chanukah.

EMT Course for Fall '88

by Ruthie Toplan

The petition signed by a number of SCW students in June of 1987, indicated that they would like a course to be offered in EMT (emergency medical technician), CPR, and first aid, by Spring Semester 1988. This project was headed by Deborah Chesir who submitted the petition. The accompanying letter stated the course's academic value for those who aspire to careers in health, and the importance of exposing the student body to these practical skills. The petition was sent to Gil Shevlin, director of the department of physical education and athletics.

Shevlin "discussed the matter with Dean Bacon...and (it) could be a worthwhile offering in the SCW elective course of study." According to Shevlin it is too late to include this elective course in the spring semester's schedule. A course outline detailing the curriculum, texts, the length of class periods, and credit value of the course will have to be constructed carefully. This outline will be submitted to the Curriculum Committee, and a qualified instructor will be sought.

This preparation will take place during this spring semester. Hopefully, by Fall semester 1988, an EMT elective course will be available. The course usually covers shock treatment, cardiac emergencies, bleeding control, diabetic emergencies, burns, and emergency childbirth procedures.

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The 16th Annual Sephardic Festival Comes to SCW

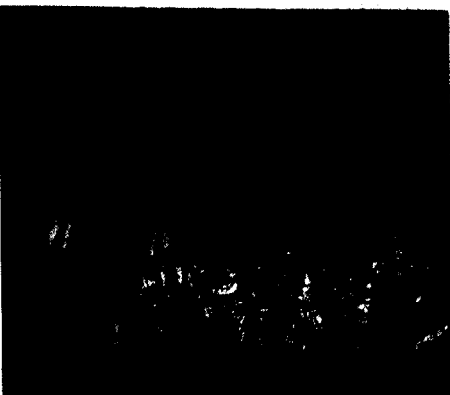
by Iris Noy

The Jewish Spanish contribution to the development of halacha, scholarship and interpretation of Jewish history, was conveyed to the Jewish population in New York through the 16th annual Sephardic cultural festival. The Program Coordinator in the New York area was Rabbi Mitchell Serels. The festival was held at various locations around the five boroughs of New York starting at Temple Torah Israel in Brighton Beach, and ending at Stern College for Women. The festival was attended by representatives of the Spanish Jewish community, and representatives of the Spanish Government, as well as various authors.

The concluding symposium took place at Stern College. Haham Dr. Solomon Gaon, Director of the Jacob Safra Institute of Sephardic Studies, greeted the audience and explained the importance of the Jewish community as a whole in exploring the special Sephardic culture. Stressing the need for awareness of the achievements of Sephardic Jews, Manuel Sassot, the consul general of Spain, related that diplomatic relations between Israel and Spain have greatly improved. He explained that a national committee has been set up by the Spanish government to work on this friendship. The objective of this committee is to invite leaders and delegates from the Jewish international

community and commemorate the fifth century of expulsion of Jews from Spain, and the momentous discovery of America. This opportunity will allow the two communities to reconcile and improve relations. Samuel Toledano, President of the Jewish community of Spain, not only spoke about the future of the Sephardic community, but was also a guest at the Sephardic Shabbaton at Stern College on December 4th. Following the introduction by the three Sephardic leaders, Dr. Angel Alcalá, a professor at Brooklyn College, spoke about the influence of Jewish Culture on Pre-Expulsion Spain. Dr. Angel presented historical documentation as well as his personal hypothesis about the era. He enumerated on the contributions by great scholars such as Ibn Ezra, Ibn Gabirol, Yehuda Halevi and Maimonides. An interesting point raised by Dr. Alcalá, was the possibility that Christopher Columbus was Jewish.

A musical performance by Libi Ba Mizrah and the Joe Elias ensemble played Spanish romantic music. This was followed by a photographic exhibition by Victor Larendo entitled, "Gerona—the Spanish town that discovered its Jewish past." This was a selection that portrayed the Jewish life in Gerona, while showing the beautiful scenery of Spain. This city-wide Sephardic festival was very successful and conveyed a strong sense of pride to the participants.



Rav Aharon Soleveitchick delivered a Torah U'Mada lecture on December 2, 1987 in Lamport Auditorium. The Auditorium was filled to capacity with listeners hoping to hear another controversial statement such as the previous time they heard him speak. However, Rav Soleveitchick spoke of "the Halachic Implications of Torah U'Mada," and gave justification for attending college and receiving a secular education.

1987-88 Jewish Almanac Published

by Rachel Cohen

Need to find a mikvah in Birmingham, some kosher food in Albuquerque, or a kehila in Kalamazoo? Can you name the more than 400 Jews in professional sports, or guess how many Jews are left in China?

The answers to these questions, and more, are contained in Ivan L. Tillem's 1987-1988 Jewish Almanac, the most comprehensive compendium of contemporary Judaism ever published.

With essays by 1986 Nobel Peace Prize Winner Elie Wiesel and such noted thinkers as YU President Dr. Norman Lamm, The 1987-88 Jewish Almanac includes dozens of never-before-published articles and examines a host of social and religious issues which affect education, medicine, the Holocaust and Soviet Jewry. Critical Jewish demographics have been updated, and statistics on Jewish life throughout the world have been included.

Perhaps the most innovative section of the volume is the "Linear Pirkei Avot," which is the first such linear translation of this vital Mishnaic text. This format allows the learner not only to study the thoughts of Avot, but to learn words and phrases in the original.

Professor Tillem comments on how the purpose of the almanac influenced its content. The many charts and lists in such areas as history, sports, and film will hopefully attract readers to the volume. Once this is accomplished, readers can "turn from the pages of this secondary material to the more substantive articles, and further, that once stirred by the stark realities presented therein... consult the Yellow Pages at the back of the volume to locate a conduit to involvement."

Within the Almanac's last 168 pages in yellow, resembling a "Jewish Yellow Pages," are listed some 200 categories, covering 18,000 Jewish com-

munal organizations and commercial establishments in the United States and Canada. Among those pages are listed some 4000 synagogues.

The volume is largely a YU product, both in inspiration and in execution. More specifically, the volume is a Stern College product, as bylined articles include: "The Origin of the Yarmulke," by Sara Stein, "Guide to Torah Texts," by Esthi Zeffren, "Signatories of Israel's Declaration of Independence," by Tova Gold and "The Kahane Debate," by Falene Schuff.

The volume is dedicated to Mrs. Esther Zuroff, who retired this summer after 30 years as director of student services at SCW.

Professor Tillem credits much of his growth at Yeshiva



Professor Ivan Tillem

to Mrs. Zuroff. In September, Mr. Tillem was named to the Board of Trustees, and elected treasurer of the newly-established Board of Directors of SCW, where he serves as assistant professor in the social sciences department. Mr. Tillem is the youngest member to be elected to the YU Board. His major gift to the university has resulted in the establishment of the Ivan L. Tillem Program for Special Services for the Jewish Elderly and the Ivan L. Tillem Endowed Fund at Stern College for Women.

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TAC NOTES

Live and Learn

by Yael Speigler

Chazal teach us that the Greeks are the descendants of Yaphet the son of Noah. The source for this idea is in the ninth chapter of Bereishit which recounts the events that followed the flood. Noah became intoxicated, and because he was not in full control of his actions, he rested uncovered in his tent. Of his three sons, only Shem was sensitive enough to recognize his father's shame, and together with Yaphet, he covered his father without looking at him. When Noah awoke and realized what had transpired, he uttered a blessing for Shem and Yaphet: "May G-d extend Yaphet, but he will dwell in the tents of Shem." Rav Shimshon Raphael Hirsch understands this as an extension of the mind. "G-d will open the mind of Yaphet." His mind will be responsive to feelings and nature, and he will therefore teach the world a sense of erudition and enlightenment. He will be restricted within the boundaries of the tents of Shem, which are symbolic of the guidelines established by the Torah, but within that domain he will educate all of humanity in intellectual and cultural pursuits.

The Talmud gives a different interpretation. It explains that the word "yaphet" or extend comes from the word yaphyut which means beauty. "Let the beauty of Yaphet (the Greek language) be used in the tents of Shem." Based upon this understanding, the Sages allowed the Torah to be translated into Greek in the days of King Ptolemy. At that point in history the Greek language

was pure and untainted. It could be used to aid Torah study of those who did not have a firm grasp of lashon hakodesh.

One of the lessons that can be derived from the above explanations is a method of learning. The Greeks were not pious people, yet a major part of their lifestyle influenced the way in which our ancestors perceived the world and studied Torah. They were unique in the wisdom they possessed, and in order to have a share in it, our people had to look to them and learn. This is precisely the point of the mishna in Pirkei Avot that says "Who is wise? He who learns from all men. (4:1) Every person has a quality unique to him or her. The way to broaden our horizons is to understand others and recognize the lessons they teach by their very existence. It is further stated (6:3) that David Hamelech called Achitofel "his master, his guide and his confidant," although Achitofel only taught him two things. Even the tiniest bit of knowledge carries with it a tremendous significance, and to take it lightly, or to dismiss it completely, renders us that much less educated.

The strongest influence effecting us at this point in our lives is our peers. The constant contact we have with our friends affords us an opportunity to learn from them. Our education would be sorely lacking if we only perceived fellow students as students and not as teachers also. We are very fortunate to associate with so many special people, and we could be even better off if we would train ourselves to learn from their examples.

Business Booms at Milners Market

by Shoshana Cueva

Located on the first floor of Brookdale Hall, Milners Market, as Leah Maimon and Malka Lepow, its financial coordinators put it, is "the student body store, a place where the girls at Stern can purchase luxury items as well as basic necessities."

There was a period when Milner's lacked direction and theme. This was, in part, due to the fact that it was run by Yeshiva College. It was more a branch of their store rather than run as its own separate entity, hindering any creativity in promoting Milners as a Stern College store.

Within the past few years it has undergone a tremendous amount of change. No longer operated by Yeshiva College, it is now run "by the students of Stern for the students," which allows for a greater degree of ingenuity and enthusiasm. The

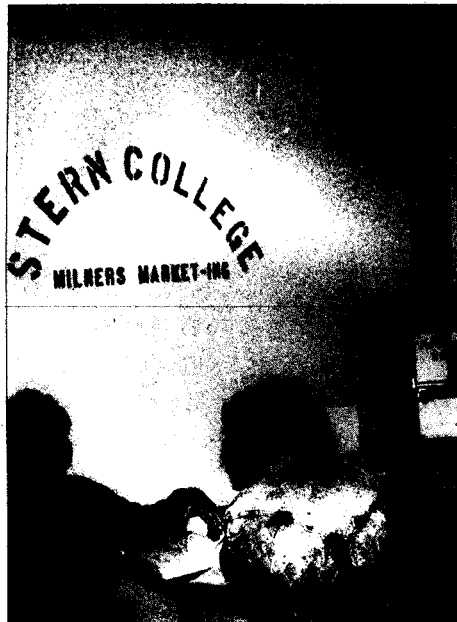
size of the store has increased as well as its changed marketing approach. Since the inception of the Sy Syms School of Business, more students are becoming involved with the business aspect of Milners.

When asked about their goals for Milners, both Ms. Maimon and Ms. Lepow stressed the need for more student input. While the feedback to the changes Milners has undergone has been positive from both the student body and the administration, Ms. Maimon and Ms. Lepow would like to see more students involving themselves with the store. Suggestions as to what products students would like as well as constructive criticism as to how they could better serve the student body are welcome.

Both financial coordinators are amazed at how well Milners is doing. Not too long ago they were forced to close when their

stock, which was to have lasted throughout the semester, sold out in two weeks. However, despite this phenomenal success, they have many more goals they wish to accomplish. This not only means more student input but encouraging more club involvement. For example, if a club were to sponsor a sale, it could cash in on it at Milners. This would, in turn, make Milners a major focal point. Accomplishing this is their first and foremost goal.

More than just a storeful of munchies and sweatshirts, it is a conglomeration of effort, dedication and enthusiasm. Countless hours go into deciding what products you'll find on the shelves, what promotions to offer and what prices to charge. Milners needs each and every one's support, patience, and enthusiasm to make it the success it can be.



At the New Student Store.

Early Admissions

continued from p. 2, col. 5

background material to the one or two students in the room who did not manage to get that information in high school.

Ms. Pasternack also made a point that it is unfair to judge the academic or emotional maturity levels of early admissions students by comparing them with students who have had four years of high school and possibly one or two years in another tertiary level educational institution. I disagree. If they want to be treated as normal freshmen, then I do not think it unreasonable for us to expect them to live up to the standards expected of normal freshmen. As Ms. Pasternack pointed out, they have even higher academic standards of admission, so why shouldn't we expect at least normal standards of maturity as well?

Laya Glazer
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The Grateful Dead - A Review

by Ariva Spector

The name sounds deceiving. One might think they are a loud heavy metal band who destroy guitars and attract a rowdy teenage audience of derelicts. This is a grave mistake, as The Grateful Dead is quite the opposite. (Maybe some of you passed by Madison Square Garden between September 15th and 20th during the day. If you had, you would have noticed a whole slew of "Dead Heads" just waiting for the concert to begin.) Dead heads may range from traveling hippies to businessmen, and from teenagers to their parents. As long as you wear something tie-dyed, you'll fit in perfectly at a Grateful Dead concert.

The Grateful Dead began in the mid to late sixties, attracting a crowd of followers who still keep up with them today. Earning a bad name in the 70's because of experimentation with LSD, The Grateful Dead's popularity dropped, but still remained with a large enough following to fill concert halls all over the country, and continue producing albums as well writing new music. Seven years ago, the band increased its popularity when their second to last album, "Go To Heaven," hit the charts, resulting in a bigger following

and even a Grateful Dead concert-movie called "Dead Ahead." The group's most recent claim to fame is their new album "In the Dark," featuring the hit songs "Touch of Grey" and "Throwing Stones." They also have an MTV video. Their most recent tour, which included Bob Dylan at some of their shows, was their biggest success ever, attracting a whole new crowd of even younger Dead Heads. Concerts are amazing experiences with a mellow crowd. Everyone is friendly and there are people selling Grateful Dead paraphernalia, including tie-dyed shirts, buttons, stickers, and bracelets.

The band's two lead singers, Jerry Garcia and Bob Weir, recently appeared as guests on the David Letterman show in September. Fans can't help but love the personalities of these talented musicians. When asked how he feels about their most recent success, Jerry Garcia, the group's lead guitarist, said he's "proud of the band and how far they've come." Their music ranges from rock to bluegrass, to an original psychedelic sound that can be heard on Monday nights, from 12:00 to 1:00 a.m. on WNEW FM during the "Dead Head Hour."

Excellence, Education and Democracy

continued from p. 1, col. 4

Journal of Medical Education, where an authoritative professional actor was hired to lecture in front of a gathering of various professionals, on the application of math to human behavior. He spoke using double talk, neologisms, non sequiturs, and contradictory statements intermingled with humor and meaningless references. The group unanimously agreed to the truth and validity of the presentation, with some even claiming it was too intellectual. Knowing little about the subject, they were in no position to evaluate his performance.

Possible solutions were given to this dilemma in education.

Faculty members with relevant expertise in the same discipline should evaluate a colleague's work. The student evaluations should be treated informally so "administrators would avoid putting teachers in the inappropriate position where they are tempted to curry favor with those they are supposed to be instructing." He also proposed that students' final grades appear alongside the class average. This evaluates the

teacher's success in relaying the material, and protects students from instructors who are notorious for giving low grades.

Furthering this pursuit of academic excellence, Dr. Cahn promoted a liberal arts education as best maintaining the welfare of citizens. Members of a democratic society must know how to read, write, and speak effectively. In addition, members of a democracy, should be able to understand the range of contemporary public issues. They should possess substantial knowledge of science, social science, world history, and national history.

It is not enough to only know the results of scientific and historical investigation; one needs to also understand the methods of inquiry that have produced these results. The power of critical thinking is essential in a democracy, and therefore, members should be familiar with the canons of logic and scientific method. An aesthetic appreciation of art, literature, and music of other cultures, is also of great importance since it provides an increased awareness of the

world in which we live.

"If the public cannot distinguish reason from demagoguery, integrity from duplicity, wisdom from folly, then all is lost." Dr. Cahn uttered an ignorant society to sailors arguing over control of the helm, while none have learned navigation.

This responsibility of ensuring the education of members of a democratic society lies in the hands of those faculty members of the universities and colleges in which students study. Thus, Dr. Cahn concluded, grades which are properly administered, symbolize the commitment to the pursuit of excellence. The awarding of degrees represents a promotion of education. These would result in a successful democracy, which is contingent on the understanding and capabilities of its citizens.

Dr. Cahn has authored many books and articles on the topic of "Excellence, Education and Democracy." He serves as Chairman of the American Philosophical Association on the teaching of Philosophy, and oversees numerous Ph.D., M.A., and University-wide Baccalaureate programs.



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SPORTS

Stern Topples Baruch — 69 - 51

by Annabelle Fernandez

After three consecutive defeats, Stern College has stormed back to win its first game of the season. Stephanie Schechter began a victorious game by scoring the first two points against Baruch College on December 3rd. With 15:20 remaining of the first half, Stern was already in the lead 22-12.

While Baruch made most of its scores on rebounds, Stern exhibited its talent with good team workmanship. "Tonight they played fantastic, prior to this I didn't think they were playing as the team I knew they were capable of. Baruch is quite surprised with our playing and didn't expect us

to come out as well as we did," exclaimed Coach Susan Sidenberg.

At half time Baruch trailed 39-28. A strong defense was shown by guards Stephanie Schechter, Sheba Stern, and Atara Wolinetz. The forwards, Greta Shenker and Nava Well, displayed good fast breaks. As a team they were persistent throughout the game. The leading scorer was Stephanie Schechter with 29 points followed by Atara Wolinetz with 22 points.

Despite jeering from the audience at Baruch College, Stern kept up their enthusiasm and had the last laugh.



Atara Wolinetz assists Stephanie Schechter during game against Baruch



Atara Wolinetz fends off Baruch in another successful basket.

continued from p. 4, col. 5

He or she must dress professionally and fashionably, must look clean and neat, and well put together. He or she should be well informed on the company and have an extra resume handy. Feigning interest, even if the interviewer is boring, is recommended. Furthermore, questions and answers should

be anticipated. The questions one asks are a sign of intelligence. "It is like the Gemorah," said Mr. Ungar, "Where the questions are often more important than the answers." Mr. Ungar concluded that "it is often easy to find a job. The hard part is to figure out what you want to do and to focus on going after it."

TENNIS

SCW Team Wins 1987 Co-Championship

The Stern College Tennis Team has scored a major victory. Along with Western Connecticut, the SCW team won the Co-Championship for 1987 in the Independent Athletic conference.

This is a very significant achievement in Stern College history given the many obstacles the tennis team must face; inadequate practice time, an inferior home court and late night practices, to name just a few. The team finished the conference with a record of two wins (NJ Tech and Stevens) and no losses.

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