

THE OBSERVER

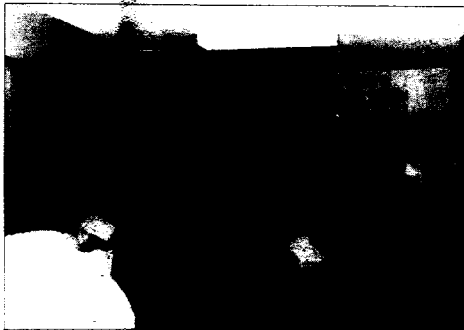
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SCW Open House Sets A Record



by Shoshana Levine

Stern College's recent Open House hosted the largest number of students in its history. The Open House, which took place on November 19, serves to introduce high school seniors to Yeshiva University and enlighten them about the opportunities that SCW can offer, both in academics and student life.

Koch Auditorium was filled beyond capacity as over three hundred potential students were welcomed by Judy Paiken, Director of the Office of Admissions. Rabbi Ephraim Kanarfogel, the head of the Judaic Studies Department at SCW, followed with a brief orientation speech. Dean Karen Bacon, who spoke next, explained the merits of an all women's school system to a variety of students from different high schools, both separate and coed. Dean Schiff, dean of the business school, extolled the virtues of the Sy Syms School of Business and described the constantly growing Accounting Department at Stern.

The last part of the Open House Program concluded with the presentation of the school video which depicted the lives of four Yeshiva University students and followed them through a typical day of classes. "In general, the crowd left this part of the program with a very upbeat feeling," commented Heather Rush, Vice President of Student Council. "The video was impressive and lively, and the administration was available and accessible for questions."

Following the orientation, the students attended a student forum given in room 418, while the parents remained in Koch Auditorium where they could question the Deans. Part of the orientation for parents included a discussion with Mrs. Zeldia Braun, Director of Student Services, about student financing and other financial issues.

The student forum, given by four student leaders, was a huge success. Tightly packed into one classroom, the prospective students were further informed about the various academic and social benefits that Stern has to offer, but this time on a more informal level. It was this forum was presented by the students instead of the administration.

The President and Vice President of the Student Council, along with the Presidents of TAC and Sy Syms, sat on the student panel and spoke to the crowd about personal experiences and answered all questions that the audience directed toward them. Ms. Rush, a Pre-Med major, described her schedule in detail. She conveyed the seriousness of the academic life. "Stern's not a playground," she emphasized. "It's a college that offers a serious education."

High school senior, Pamela Schlangier, felt that this forum was the highlight of the program. "It was great hearing what the leaders of the school had to say... and not only because my sister is Student Council president!" Esther Geishon, another high school senior said. "I learned about the different styles of programs available, whether you're a pre-med, pre-law, or business major, planning to attend graduate school or not. Most importantly I learned that there are many opportunities out there for graduates and that there is life after Stern."

When the parents and students were finished with their questions, they gathered in the gymnasium for an "Academic Fair." Many booths were set up, each with a representative from every department of the University. Information was available about each one. The representatives, some being the department heads, were available to answer any questions concerning that particular area of study.

Shaina Wilson, a high school senior

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Dean Bacon Delivers Torah U'madah Lecture At SCW

by Paula Needleman

Dean Karen Bacon delivered the second Torah U'Mada lecture of the academic year on November 8. She spoke about the determination of Jewish identity through means of Halacha (Jewish law) and Biochemistry. Ethiopian Jewry and their place in Am Yisrael (the Jewish nation) was the specific issue she strived to resolve. The lecture was dedicated in the memory of Ivan Tillem who had a special interest in Ethiopian Jewry.

Dean Bacon began the lecture by discussing the various theories on the origin of the Ethiopian Jewish community. The community itself claims to descend from King Solomon. However, two other common opinions are that they are from the tribe Dan, or that they are Jews who left Israel after the destruction of the First Temple. All of these theories associate Ethiopian Jewry with Jews at some point. Historians, however, feel that they descended from a local tribe in Africa called Agau and they were converted to Judaism by a Jewish community in Ethiopia or Yemen.

YU To Be Evaluated For Reaccreditation

by Deena Yetlin

For the first time in a decade, Yeshiva University is conducting a self study to evaluate each of its divisions for reaccreditation. A team composed of experts in academia from the Middle States Association of Colleges and Schools will be visiting the undergraduate and graduate schools of the University to evaluate areas such as the school's mission, its academics, student life and fiscal, physical and human resources.

The Association evaluates every school periodically since reaccreditation is necessary in order to be eligible for Federal Grants. In addition to the professional accreditation which will take place next year, a first step in the process involves a self study to be conducted by the University.

Dr. Leah Blau, Associate Professor of Chemistry, is the Chairwoman of the Steering Committee which will be conducting the self study. The Committee, composed of faculty and administrators, began designing the self study several months ago.

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Although their religion seems to be based on a collection of rituals and laws from the Torah She B'Katav (Written Law), they do not have laws from the Torah She Beal Peh (Oral Tradition). They are literalists and therefore, on Shabbat they have no fires and do not travel. They continue to sacrifice animals, eat only kosher food, and observe fast days. They perform circumcision on the eighth day for males and have adopted a type of circumcision for females taken from African tradition.

Questions have been raised about concerning from where the Ethiopian Jews' religious rituals have evolved since there are large discrepancies between themselves and the rest of world Jewry. The conclusion is that either they are not Jewish and simply adopted some Jewish rituals, or that they are Jewish and were isolated from mainstream Judaism. If the latter is true, it is understandable that they do not have the Rabbinic tradition.

The Ridvaz, an early Rabbinic authority, refers to a group of Phalashan Jews in one of his

Teshuvot (Responsa). He states that they are not like the Karaites because they never had exposure to the Oral tradition and so never intentionally rejected it. He writes that their marriage ceremonies can be accepted by Jewish tradition. The most serious problem in their community arises from their lack of halachic divorce.

This causes an increased chance of illegitimate children in the category of mamzerut (illegitimacy). Mamzerut however is only an issue if the person in question is Jewish. The Rabbinic is dealing here with a community where there is a doubt as to their Judaism. Secondly, if they are Jewish there is doubt as to their mamzerut. This, in halacha, is called a s'fek-s'feka (a doubt on a doubt). This type of halachic situation leads some to take a more lenient position in accepting them totally into Judaism.

Rav Herschel Schacter, Rosh Yeshiva at Yeshiva University, has a problem with applying the concept of s'fek-s'feka in the case of Ethiopian Jewry. He

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YU Director Of Admissions Quits

by Rochelle S. Newman

Judy Paiken, Director of Yeshiva University's admissions program will be leaving YU in January. She is going to Israel to spend time learning. The decision was made by Ms. Paiken who feels that it is "an appropriate time in my life and career to make a change."

Ms. Paiken, a former student at SCW College for Women, began her professional career as an NCSY Regional Director of Upstate New York. She came

to YU twelve years ago as a part-time assistant and worked her way up the ladder to become Director of Admissions seven years ago.

Ms. Paiken's plan, when she came to YU was to reach the desired enrollment the University wanted to strive for. Ms. Paiken admits that it took time to develop a strategy that would attract students from different localities, schools, and socio-economic strata to the YU environment. With an upgraded recruitment program she was able to accomplish the enrollment goals successfully.

The greatest challenge Ms. Paiken felt that she faced was to convince people that SCW and YC were the right place for a variety of students. Communicating this idea to the public was

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Judy Paiken

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Editorial

Adequate Advisement Lacking

Colleges have the obligation, as undergraduate institutions, to supply their students with proper academic advisement. In many universities, there is a constant, one on one relationship between the student and her respective academic advisor. The advisor's duty is to offer guidance to the student whenever necessary, to assist her in choosing a major and to help her in arranging her schedule. This advisement is essential for the student throughout her college years.

At SCW, however, adequate academic advisement is lacking. Many freshmen are still confused as to why they are taking certain courses. Sophomores and juniors are often concerned about their majors, schedules and workload and may need someone to talk to about these concerns on a regular basis. Many seniors are only now discovering that might have trouble graduating because they failed to take certain required.

Transcript "checks," offered to help the students determine their course selections, are not scheduled until the end of the semester, by which time the majority of students are already bound to their original registration plans. In addition, the appointments are so much in demand during the designated "checks" period, that the office is constantly bombarded with students attempting to set up seemingly urgent appointments. As a result, students who have legitimate scheduling problems and need immediate attention, are forced to take the last available appointment, thus possibly causing irreversible damage.

Although seemingly complex, this problem is not unsolvable. A faculty or administrative advisor should be appointed from the start to all students entering SCW. This advisor must not only be proficient in his or her duties, but should also remain with the appointed student throughout her years at SCW, and be readily available for any questions, problems, or concerns that the student may have. SCW, being a small college has no excuse but to offer a superior advisory department.

Jews in Glass Houses Shouldn't Throw Stones

On November 28, 1947 the United Nations voted to partition Palestine. World opinion was on Palestine's side. Jews and non-Jews in the Western World waited anxiously as the tiny country of Israel struggled against seemingly unsurmountable obstacles.

Forty two years later the Prime Minister of Israel comes to America. No longer seen as "helpless," Israel has become a scapegoat for American Jewry to criticize. Forty one American Jewish leaders sent Shamir a public letter in the *New York Times* expressing their disapproval for his political stand on the intifada.

Their public embarrassment and cold reception of Shamir serves no productive means. The world does not have listen to the Jews air their dirty laundry. Family problems deserve the dignity of a private discussion. It is humiliating to know that millions of people are reading about the divisiveness in the Jewish community.

Today, world attention is not so focused on the Middle East. History is being made elsewhere as the Berlin Wall comes down and governments resign daily in the Eastern Bloc. Patience is wearing thin when it comes to Israel's problems. The cautious approach of the Israeli government in confronting their problem is not what the public wants to see.

Today Washington wants nothing less than an absolute turn around in what they see as an unacceptable situation. Unfortunately, they and everyone else seem to have forgotten that forty two years has seen a lot of Jewish blood spilled in order to maintain their position in the Middle East. Furthermore, the PLO continue, to pose security threats to Israel and refuse to recognize Israel's position in what they feel is their Palestine.

Sticks and stones are being thrown in Gaza; it is unacceptable that they are being thrown from self-righteous American Jews as well.

A Writing Workshop will be held on December 12 at 8:00 in Room 1006 All Observer-staff writers and all those who plan to write for The Observer must attend

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Letters

SCW Student Commends OBSERVER On Women's Issue

To the Editors:

It was interesting to read about women's issues in your latest issue of THE OBSERVER. It is obvious to us, as students of a Torah U'mada University that defining the woman's role in society is crucial in forming a solid identity.

In the heat of debate, people tend to overlook the roots of the issue in an attempt to push an extreme opinion. It appears to me that the crux of the male-female issue is not a matter of setting rules for each gender, nor is it a matter of inherent differences between men and women. The root of the problem, as well as the solution, is the issue of respect. Although respect is only one small word, its absence is the cause of strife between nations, races, genders, and even within oneself.

In relation to the gender-question, both men and women are created in the image of G-d, and therefore they deserve equal, mutual respect from one another. Essential to the issue of respect is the right of free choice. G-d gifted people with the right to choose, so how can a person feel that s/he can take this away from another person? Whether a woman chooses to be a housewife or a surgeon, each decision is as valid as the next. Each woman should be respected for her individual choice. If a woman does choose to be a surgeon, she deserves to be judged solely on her skill. If someone shows her disrespect because she's a woman, that person is desecrating the Torah because being frum means behaving towards people with respect, as well as judging people fairly.

Why are there men who disrespect women? In large part because there are so many

women who disrespect themselves. The lack of pride which some women feel manifests itself in many ways. For every mother who tells her daughter to "settle" for any marriage partner while she tells her son to "hold out for the best," for every woman who exploits herself in pornographic magazines, and for every woman who feels that she should serve a man rather than be a friend to him, there is a woman out there paying the price by having to fight for what should be her divine right to respect. Many men are taught from birth to disrespect women, and their teachers include their mothers, their sisters, and their girlfriends. Of course, there is the question of which came first: Do men disrespect women because women disrespect themselves, or do women have low self-esteem because there are men who convince them to feel inferior? Either way, the two genders have hope to work together as a team only when they learn to believe in their own rights and capabilities, and then to demonstrate that belief by showing sincere respect for each other. Then men and women will finally realize that we were created to help each other, to make each other happy, and to be friends.

In conclusion, I believe that every human being deserves to partake in the pursuit of happiness, whatever that means for each individual. It is the inside of a person that makes him or her worthy of respect. As long as someone is a kind-hearted person striving to achieve whatever goals he or she desires, this person deserves respect for integrity and courage, regardless of gender.

Raquel Hirschman
SCW '90

Miscarriage of Duty By SCW Administration

To the Editors:

Let us assume, for now, that the primary purpose of colleges in general, and Stern in particular, is to provide an education for its students. The emphasis here is on provide. Neither the administration nor the professors are responsible for enforcing students attendance at classes or students study habits. That is our responsibility.

What the administration is responsible for is ensuring that classes are held on a regular basis and that when professors are ill or somehow incapacitated, replacements are found. The classroom, like any rewarding experience, must make demands of all participants. We as students are expected to come prepared either to listen to and understand a professor's lecture or to intelligently discuss whatever readings we were expected to prepare. The professor is expected to come to class and to attempt to the best of his/her ability to present clearly and comprehensibly the material.

The administration is responsible for ensuring that all of this runs smoothly, that classrooms are available for lectures, that any equipment required is functioning and generally to facilitate communication between students and professors. What happens when the administration constantly undermines the best efforts of both the professors and students?

The Art History department is, admittedly, very small.

There are at most ten Art-History majors and only one full time professor who, incidentally, only teaches the survey courses. All, or rather, both, level two classes are taught by outside professors, professors who are at school only once a week and who are thus dependent on the administration.

Unfortunately there has been a miscarriage of duty. The administration has consistently failed to meet the demands put to it. When messages had to be

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EDITOR'S NOTE

by Deena Yellin

An admission's policy should reflect what the college stands for since, to a large extent, it fashions the reputation of a school. The policy helps create the academic and creative atmosphere by selecting students deemed likely to take an active intellectual and creative role in the college.

The Open House for prospective SCW students on November 19, which had an unprecedented record of attendance, the loss of YU's Admission's Director as well as the approach of the new century gives us reason to pause and reassess the admission's policy of SCW.

Judy Paiken, the Director of Admissions, is leaving the University. Whoever is chosen to replace her will play a key role in the shaping of the future student body of YU. Paiken's philosophy has been that "YU should not be a Jewish Harvard." Anyone who wants a Jewish education should not be denied that. Therefore, her policy has been to accept nearly all applicants. Now that she is leaving the question at hand is should we be striving for less or should we set our sights on a stricter admission's policy for SCW?

Some would argue that it is

a moral imperative that we make available a Jewish education on a college level to all those who want it. There is an ethical dilemma involved in rejecting people who may otherwise not receive a Jewish education.

However, as difficult as it is to make a decision that would deny certain people a Jewish education at YU, it is a necessity. The Office of Admissions must bear in mind the best interests of the College. They should take into consideration that they carry the banner of Centrist Orthodoxy.

If the record number of students at the Open House is an indication, there will be a large number of applicants for next year's SCW class. With dormitory space limited and no promise of new facilities, the problem of admission is very real and not left for the realm of intellectual discourse.

Many contend that the criteria for acceptance to the college should be based on SAT scores and grade point averages. Paiken has boasted that the average SAT score of SCW's student body has risen significantly during her tenure here. But perhaps scores alone should not be a major criteria for acceptance to SCW. Commitment to the religious ideals of

the school and a high level of maturity befitting a college student should be major factors as well.

One area of admission which is unencumbered by ethical dilemmas is the Early Admission's Program. I believe that a first step in heightened selectivity should be in the elimination of this program. The program has generated complaints from SCW and YC students alike and it is in the best interests of the institution and the Early Admission's students to abolish it. Often, these students have detrimental effects on the college atmosphere by lowering the level of the college classroom to the High School level. Many are not yet ready for college and are missing out on the senior year of High School which can be a valuable experience. Some fail to get a vision of what college should be and have problems academically, a mistake of permanent consequence on the transcript. And while some early admission's students may be intelligent, there is little correlation between intelligence and maturity, both of which are essential for a college student.

Reassessment of the admission's policy also entails attracting more students of a higher caliber and diverse interests. A

sure way of demonstrating its commitment to selecting better students would be for the administration to improve the facilities and services offered by the college.

Improved facilities does not just apply to the dormitory but includes encouragement for students with outside interests. The absence of a proper theater and equipment, which enables SCDS (Stern College Dramatics Society) to stage only one performance a year, discourages students interested in drama. Students pursuing journalism are disappointed that the women's newspaper is only able to come out on a monthly rather than bi-monthly basis due to lack of funds. These are merely two examples from an endless litany of ways by which SCW students are stifled in their creative pursuits at SCW.

Motivated purely by altruistic factors, a YC student writer has recently offered SCW students the use of YC facilities. While sharing may be a good deed, it does little towards promoting the independence and excellence that SCW must strive for.

I am curious to know, however, if the magnanimous offer for shared facilities extends to the new COMMENTATOR office in Schottenstein.

In Assuring Ourselves A Well Rounded Education

by Dina Najman

Fall Registration 1989: Students unenthusiastically enter the Stern College registration office. Two "first-time-on-campus" students open a powder-blue course booklet for the Fall semester 1989 at Stern College, Yeshiva University.

"Rita, there is absolutely nothing for me to take." "What do you mean Leila? There are hundreds of interesting courses to choose from this semester." "Yeah sure, but I have to work really hard in that Jewish History course. And look at this Bible course, I hear you have at least one hour of homework a night. Get a load of this English Lit. course, they don't even make Cliff's notes for half the books on the reading list. I was really counting on those easy courses I got closed out of."

"Leila, get a life! Think a little! After all, this is college!" "Sure, but with those 'Mickey Mouse' courses, I can afford to blow off class and still get a decent G.P.A."

The various components of the Yeshiva community need to

reevaluate their level of seriousness towards their respective roles as students, faculty, and university.

Students carry the responsibility of respecting their potential in order to maximize an overall learning environment. A student's sense of self is a prerequisite for entering into a college atmosphere. A woman with a low self image does not think herself intelligent enough to face the challenges that college presents. Thus, she will take college-level analogs to high school courses. The level of seriousness cannot be attained by a student who will not respect her own intellectual capabilities as a student.

In addition to intellectual self respect, respecting the student body is also a vital factor in developing seriousness as a student. An incoming student finds herself in an elevator with two veteran students. She overhears them talking: "Hey, this class is a joke! Let's go take in a matinee down the block." "Why not. Anything's better than philosophy!" This incom-

ing student may then mistake the attitude of these two women as typical of the SCW student body. As a result of this festering immaturity towards college study, new students often develop pessimistic attitudes towards academia.

Students feel that that are "giving up a real secular education" in attending Yeshiva University over a secular institution. They must develop a sense of identification within their university which gives them access to strong secular and Judaic studies. I refer you to an article by Yitzchak Blau, in the Adar Rishon 5749 edition of HAMEVASER. The article is titled "Proud to be at Yeshiva". Although the article is directed toward the men of Yeshiva College, we, as women benefit from Mr. Blau's statement.

"Identification would create a sense of community and inspire individual growth, respect for instructors and greater camaraderie among peers. It would also encourage enthusiasm for what we

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The Heart of Arab/Israeli Relations

by Susan Bahin

An article recently appeared in the New York Times concerning an Israeli soldier and a Palestinian. Unlike most articles on this topic, the story did not appear on the front page. It appeared in the middle of the paper buried among a myriad of advertisements. This was unfortunate because this article was different from the others in that it portrayed the Israelis positively.

The Israeli soldier in the article was Sergeant Zeev Traum. Traum was shot in the head and killed by a Palestinian gunman. Miles away lay a sick Palestinian, Hanna Khader, desperately in need of a heart transplant. Sergeant Traum's family agreed to donate Zeev's heart to Mr. Khader and possibly save his life.

Last December a similar incident occurred with some very disturbing differences. The sick man was Yehiel Yisroel, an Israeli, and the potential donor, Mohammed Nasir Hawwash, a Palestinian who was killed by Israeli troops. In this case, the Palestinian's family refused to donate the heart and the Israeli died.

There has been much controversy and anger in Israel concerning the transplant. A November 24 article in the Jewish Press by Ashel Cohen discussed this anger. According to the article, many Israelis found it "tasteless" to transplant the heart of an Israeli killed by an Arab into an Arab. They fear that a message is being sent out that not only can the Arabs advance in the Intifada by killing Jews, but they can save Arab lives with body parts donated by the murdered.

Unfortunately, the emotional turmoil raised over this issue is neglecting the other side of the story. There is the halachic principle of pikuah nefesh, saving a life. Saving another human's life is comparable to saving the entire world. How can anyone consider saving a human life "tasteless"? We have no right to choose who to save. We cannot refuse, as the Arabs did, to let a man die because of what his people have done. Despite the fact that G-d knew that Yishmael, the father of the Arab nation, would cause Israel great suffering, He still saved his life. So to, it is our duty to save this Arab's life. Sergeant Traum's wife explained her decision to donate the heart by saying that, "If it's possible to save a man's life, I think that it is a mitzvah."

To say that this transplant may set a new precedent in fueling the Intifada is completely ridiculous. The circumstances surrounding the transplant are unusual. The chances of the heart of another Israeli soldier matching another Arab is very unlikely. Perhaps this incident will wake the Arabs up to realize that they are fighting a battle against their potential allies. The donation of Traum's heart may allow the Arabs to view the Israelis more positively.

Another concept of the Jew- continued on p. 12 col. 1

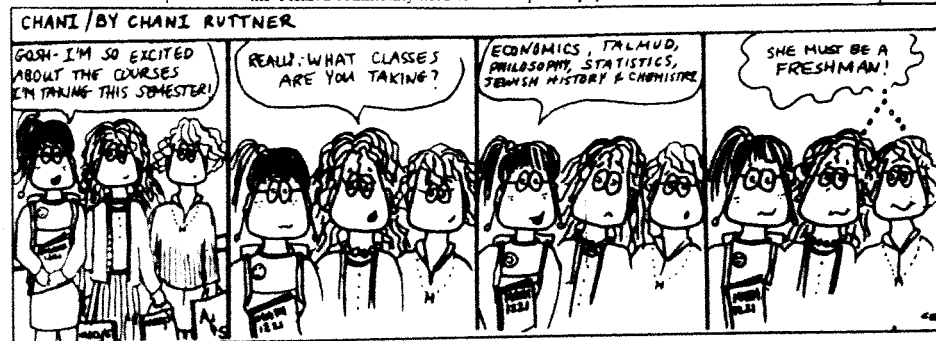
STERN Is YU

by Cindy T. Schlanger

When you, an SCW student, say you attend Yeshiva University, do you frequently encounter the response of "Oh, you mean Stern?" I can no longer count the stories that I have heard from Stern students who, at various functions, mentioned that they attend YU, and were rewarded with some very strange looks and reactions. How many times have you seen fliers referring to "Stern and YU?"

It never ceases to amaze me how 1500 undergraduates find it so difficult to differentiate between the letters C and U. Why is it so difficult for students to remember that Stern College and Yeshiva College are the undergraduate schools of Yeshiva University? How can it possibly be Stern and YU? Has

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Around The Campus

1989 Most Successful Year For SCW Pre-Law Students

by Cindy Schlanger

The last ten years have been a revolution in the area of Pre-Law at Stern College. This has become particularly apparent in the past two years since there has been a jump in the LSAT scores of SCW students. According to Dean Michael Hecht, YU's Pre-Law Advisor, the women at Stern College are on par with YC students in terms of scores and law school acceptance. The women are being admitted to more prestigious law schools including New York University, Columbia and Harvard.

The Pre-Law Advisory Report for 1988 reported that "the 1988 class was the second most successful in SCW history." All nine applicants to law school were accepted by at least one ABA approved school.

In contrast, the Pre-Law Advisory Report for 1989 stated that "the 1989 class was the most successful in SCW history." All fourteen applicants were accepted to at least one ABA approved law school, including Columbia and Harvard.

"The LSAT results graphically reveal the outstanding quality of the SCW class." Four students received scores of at

least 42 and "both the mean and median results of all SCW applicants placed them in the 90th percentile." At YC the "mean score of YC applicants placed them in the 86th percentile."

Dean Hecht has attributed this increased scores to two factors. "First, it reflects a change in the American Orthodox community which, in contrast to a decade ago, is more serious about women pursuing careers. Second, and most important, is that the consistent outstanding results that YU students achieve on the LSAT is attributed to true and careful analysis and use of textual skills in Judaic studies."

He feels that there has been a "revolution in Judaic Studies at Stern College. The upgrading of the program has led to the intensive studies with emphasis on textual analysis."

Dean Hecht pointed out that it is the Judaic Studies that separate students at YU from students at other colleges, "otherwise we at Yeshiva aren't that much better than the students at Harvard and Princeton, yet YU students consistently outperform on the LSAT."

Professor Told To Leave After 20 Years At SCW

by Shaani Goldberg

Dr. Nancy Cohen, Professor of Spanish at Stern College and Yeshiva College is to be fired as of 1991, right before she is eligible to start receiving a pension from the University. She has been told by the Yeshiva University administration that she can only teach at the University for two more years, when her relations with the school will be terminated.

In response to Dr. Cohen's application for tenure Dr. Egon Brenner, Vice-President of YU, informed Dr. Cohen that since, unlike other YU professors, she has not published any scholarly works, the University has decided not to rehire her.

Dr. Cohen began teaching at YU part-time in 1962. Twenty years later, after receiving her Ph.D., she asked the University for a promotion. Dr. Brenner refused her request because he wanted her to publish scholarly works. Dr. Cohen, however, had written a thesis and an article. Secondly, Penina Schrem of the Speech Department told Dr. Cohen last year that publishers are receptive to books with tapes. Dr. Cohen wanted to pursue that project; however, the administration said that it was too late for her to change the status of her employment.

Last December, Dr. Cohen presented the work she had done

to the Humanities Committee. This is a committee chaired by Dr. Levy, which reviews the humanities faculty at SCW. The committee unanimously voted in favor of granting her tenure. They sent their review to the administration, which not only denied her tenure but are firing Cohen effective of 1991. For the next two years, Dr. Cohen will remain with the low ranking title of lecturer, rather than assistant professor. Furthermore, her salary will not be increased.

This decision upset Dr. Cohen, who commented that while she "was told that in order to move up in rank, a teacher requires a Ph.D. there are several teachers in this school without Ph.D.s who have been granted full time work and tenure."

SCW's three requirements for granting tenure are teaching ability, publications, and committee service. When Dr. Cohen was asked why she only fulfilled two of the three requirements, she said that she had no time to write articles because all her time and effort were devoted to acquiring her Ph.D. and teaching her students.

"During the sixth year a faculty member is considered for tenure. The eighth year they are awarded tenure if they qualify," said Dean Karen Bacon. Faculty

members qualify for tenure after being evaluated by their department committee.

Some students feel that teaching ability should be the main criteria in evaluating teachers. As Stacy Jacobson, an education major, stated, "A person enters the teaching profession in order to help students and not to be used as a pawn to give the school a good name."

"Students at SCW recognize Dr. Cohen as a good teacher. Raquel Benchimol, a student at SCW, commented, "I don't think it's fair that she's going to be fired, she's a great teacher. What difference does it make if she publishes articles? Doesn't the fact that she's a good teacher outweigh the publishing factor? The administration shouldn't have such rigorous requirements."

This "publish or perish" syndrome is widespread in colleges and universities throughout the country. Many professors are worried that they could be fired at any time. Theoretically, the administrators should be the ones with the answers. Dean Karen Bacon said that she could not comment on Dr. Cohen and that Dr. Brenner was the one to speak to about her. When Dr. Brenner was asked to respond, he said that University policy prevents him from speaking to students about faculty matters.



YU Represents Greece At Model U.N.

by Banji D. Latkin

For the twenty third consecutive year, the University of Pennsylvania's Model United Nations was held for college students. The Wyndham Plaza hotel in Philadelphia hosted 68 different "countries." Approximately 45 colleges and universities from across The United States and Canada came to participate. Ten delegates were carefully selected to represent Stern and Yeshiva college.

Representing the country of Greece, the Yeshiva University contingency split up and attended sessions in different areas of the "UN," such as The North Atlantic Treaty Organization, the Committee for Social and Economic Development and the General Assembly Plenary. The main objective of these sessions was to teach the students about the inner workings of the United Nations. Each group of delegates representing its country, acted as if they were genuine citizens and stood firmly to its country's ideals.

At the end of the four day conference, awards were distributed to the most eloquent speakers and to the countries who were most productive in their suggestions for change.

Yeshiva University, alias Greece, did not bring back any awards. "We would have had a good chance had we been able to participate Friday night and Shabbat," one delegate said. Deena Cohen, the head delegate from Stern College, said that "originally, I was informed that we were allowed to enter the sessions Friday night and Shabbat without actually participating. However, the night before we left, I was told that we were not permitted to enter the sessions at all. This not only hindered our chances of winning an award, but more importantly, it detracted from the weekend as a whole, since we missed out on a lot of what was going on."

A second disturbing factor for the YU students was that the

Great American Offers Meal Plan To SCW Students

by Lisa Lasher

Since the beginning of the academic year, students have been outraged over the prices, portions, quality and variety at the SCW cafeteria. The students voiced their dissatisfaction through articles and letters in THE OBSERVER and complaints to the administration. Subsequently, steps have been taken to improve the appearance and quality of the food. The Food Committee has taken student opinion seriously. They are continuing to make the adjustments deemed necessary by the faculty and student body.

In addition, Ed Kaminetzer, proprietor of the Great American Health Bar on 2 Park Ave has decided to offer a possible solution to student complaints. The restaurant became kosher in 1985 largely due to SCW's student body. According to Mr.

Kaminetzer, SCW's students comprise about 20% of his clientele. Upon reading in THE OBSERVER about the dissatisfaction of the students regarding the cafeteria and the new meal plan, Kaminetzer decided to offer a possible solution. In the previous edition of THE OBSERVER, Mr. Kaminetzer feels being that "the students are the main concern, a meal plan should serve the students."

Kaminetzer views his restaurant as an "alternative to the cafeteria, close to the dorm, where students can eat well and within a student's budget." Therefore, in the ad questionnaire, Mr. Kaminetzer requested that the students select the plan that would best suit their needs. Kaminetzer was quite surprised that he received "no feedback whatsoever."

Despite the lack of student

response, Kaminetzer has begun to work out a viable, effective meal plan. At present, the tentative meal plan would consist of a card (good for the entire semester) which would allocate a certain number of breakfasts, lunches, dinners and "special dinners." The price of the card has not yet been determined. The meal plan would include free delivery and certain restrictions, such as tips, being additional.

Mr. Kaminetzer has indicated a willingness to accommodate the students and has suggested several possible options. If the students indicate a desire for special foods, entertainment, or a two for one deal on Thursday nights, such an option could be considered. Mr. Kaminetzer is hoping to hear from the students before finalizing the conditions of the meal plan.

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Zionism

Israeli — Palestinian Relations Discussed At SCW

by Lisa Lasher

Mr. Reuvan Hazan, an Israeli Political Scientist currently working at the Consulate General of Israel, presented an "Israel Update" at Stern on November 8. Upon the invitation of the Stern College Israel committee, Mr. Hazan agreed to come to Stern to discuss the State of Israel's perspective on Israeli-Palestinian relations.

Mr. Hazan presented the State of Israel's "Palestinian Problem." The scope of his discussion ranged from the PLO (Palestinian Liberation Organization) and what its role is toward countries such as Egypt and the United States in the Middle East Peace Process. Mr. Hazan dispelled various misconceptions regarding Israel's "failure to recognize the legitimate, legal, rights of the Palestinians." He pointed out that Israel signed and ratified the Camp David Peace Accords thereby recognizing the legitimate rights of the Palestinian people. Furthermore, Israel agreed to recognize the principle of self-rule for the Palestinians and to have the Palestinian people participate in negotiations to discuss their future. Many students who attended the speech were surprised to learn that Israel officially recognizes the Palestinians as a legitimate people with legal rights.

In lieu of the fact that Israel recognizes the Palestinian people and expresses a willingness to negotiate with them, it is

difficult to comprehend the current existence of a "Palestinian problem". Mr. Hazan attributed the "problem" to the discrepancy between Israel and the PLO's definition of the term "Palestinian".

According to Israel, the Palestinians are "the 1.7 million inhabitants of Gaza, Judea and Samaria," the territory that Israel captured in the "Six Day War." According to the PLO, the Palestinians are "those people who reside now or were born into families in residence of Palestine".

Mr. Hazan said that the word "Palestine," as utilized by the PLO, poses a problem in and of itself. Does the word Palestine include the territories along with the rest of Israel, only certain parts of Israel, or Jordan as well? Furthermore, the PLO's definition of "Palestinian" might theoretically increase the number of Palestinians from 1.7 to 6 million people living throughout the Middle East.

The issue at hand, according to Mr. Hazan, is not whether or not to negotiate with the Palestinians, but rather with whom to negotiate (This is, of course, based on Israel's definition of the word "Palestinian.") Mr. Hazan attempted to prove Israel's willingness to negotiate with the PLO by citing the revised "Peace Initiative by the Government of Israel" adopted by the Government of Israel. The Initiative calls for free and democratic elections in Judea,

Samaria and Gaza in order to choose representatives who will discuss a temporary (and eventually even permanent) solution to the problem at hand.

Mr. Hazan pointed out that while this was met with approval by the U.S., Egypt and Jordan, Israel still seeks to discuss the options with an authentic and objective Palestinian delegation that is completely unattached to the PLO.

In contrast, the PLO views itself as the legitimate representatives of the Palestinians in the territories. However, Mr. Hazan emphasized that the PLO was established in 1964, three years before Israel gained control of Gaza, Judea and Samaria. The PLO originally pledged to "kick out the Israelis from Israel proper, never intending to live with them but rather without them." Hazan substantiated this point by mentioning that in August of that year, the PLO adopted a political program calling for a "continued and intensified escalation of armed action and struggle to eliminate Zionist occupied land . . . escalation of the popular uprising . . . and rejection of Israeli plans for elections."

Mr. Hazan therefore concludes that it would be impossible for Israel to negotiate with the PLO even while they were acting as the representatives of the Palestinians.

After discussing the problems with the PLO and noting their complicated history with Israel, continued on p. 6, col. 5

MODEL UN

continued from p. 4, col. 1.

Gaza Strip and the West Bank were referred to as "Palestine" because the UN recognizes them as such. During one of the sessions held in the Social and Economic Development Committee, a representative from Yugoslavia spoke up saying, "A perfect example of torture could be that of the Israeli occupation of Palestine." Banji Latkin, a Yeshiva delegate, later responded emphatically. "I took it personally that he referred to the West Bank and Gaza as Palestine," she said "Being that I represented Greece, I could not get up and defend Israel. I had to wait until the meeting was over and the point was then moot." One of the Yeshiva College representatives said "It really bothered me that Israel was represented poorly at the conference." Brandeis students represented the Israeli delegation.

Vibrant Religious Zionist Society Forms On Campus

by Sara Weiss

Two overwhelmingly successful events have been sponsored this year by Chug Bnei Akiva, the vibrant new Religious Zionist society on campus. Sixty Stern College and Yeshiva College students attended the first Chug Bnei Akiva program, held at Koch Auditorium in September, to voice their opinions and listen to their peers in an open discussion on the topic "Is Messianism Integral to Religious Zionism?"

Source booklets of background material drawn from sources including the writings of Shabbtai Spero, Aviezer Ravitzky, Zvi Yehuda, and Martin Gordon were distributed a week in advance to facilitate this discussion. The second program, which was held in November at Rubin's shul uptown, featured the topic "Religion and the State of Israel."

The society was formed this year to cater to the interests of the large percentage of SCW and YC students who identify themselves as religious Zionists. Many return from a year spent studying in a yeshiva, seminary or university in Israel, only to

find their intense commitment to the land of Israel replaced by other religious, academic and social concerns. The Chug serves to maintain and strengthen their religious Zionist identity by allowing an exchange of ideas between students who share a common ideology and commitment to aliyah.

Sara Weiss and Jodi Lumerman, the Chug Bnei Akiva representatives at SCW are very pleased with the enthusiasm. If attendance, participation and feedback from an event are indicative of interest, then this society has been important in fulfilling the needs of the Religious Zionist community at Yeshiva University's undergraduate schools. Chug Bnei Akiva has already planned an additional four discussions dealing with Israeli ideology, to be held this academic year. Each session will cover a different topic to be determined by the requests of participants, and will hopefully prove to be as lively and stimulating as the first two. Source booklets will continue to be distributed each month so that students can prepare independently or in chavrutta (study partners) beforehand.

Hebrew Honor's Society Finally Reaches YU

by Sara Weiss

Eta Beta Rho has finally arrived at Yeshiva University. This National Scholastic Honor Society already exists at universities across the nation.

This month, a chapter of Eta Beta Rho (initials representing the Hebrew word "eber") was established on both undergraduate campuses at YU for students interested in Hebrew language and culture. The purpose of the society is to recognize outstanding achievements in the study of Hebrew Language and literature, to simultaneously study and research in this field and to promote an understanding and appreciation of the Israeli culture.

Eta Beta Rho was founded in 1960 by the National Association of Professors of Hebrew in American Institutes of Higher learning in order to encourage high achievement in Hebrew studies. The Association continues to act as sponsor for the

Society and it appoints a national coordinator for the chapters of Eta Beta Rho.

The executive committee of each individual society consists of a Nasi (president), Sgan (vice-president), Mazkir (secretary) and Gizbar (treasurer). Sara Weiss and Miki Jona from Stern College and Zvi Borenstein and Donny Shachad at YC will be assuming the four positions. The faculty advisor for the society at SCW is Dr. Roshwala and at YC is Dr. Schneider.

The society has already begun planning educational and entertaining projects for this year.

The Board hopes to sponsor features by noted Hebrew poets and literary writers as well as Israeli films. The Hebrew newspaper at YC, HAMASHKIF, plans to expand its staff to include SCW students. The application drive for the Eta Beta Rho Society will take place at the end of November.

Undergraduate Zionist Gathering Sponsored By YCSC And AZYF

by Mindy Spear

The first annual YCSC AZYF sponsored Zionist Shabbaton was a huge success, attracting over eighty students. Zionists from Yeshiva, Stern, and Columbia colleges spent Shabbat, November tenth and eleventh, in Riverdale, New York, proposing and planning programs to be implemented after the Shabbaton.

The purpose of these programs is to help increase awareness of the State of Israel among American college students and to remind them that the country awaits their Aliyah.

The Shabbaton commenced on Friday when a bus filled with the participants arrived at the Riverdale Jewish Center only one hour before Shabbat. Everyone was given their housing assignment and sent off to locate his/her host's house.

Many did so only to find that their hosts had not been informed of their arrival and three Stern students were surprised to find their hosts had moved. "The housing was disorganized," one of them commented, "but maybe it was supposed to create the effect of actually being in Israel."

After dinner Friday night, the evening's events began. First there was an address by the RJC's assistant Rabbi, Rabbi Jonathan Rosenblatt, followed by an Israeli trivia Jeopardy game. Then there were proposi-

als made and committees formed for the implementation of Zionist-awareness-increasing programs, such as the selling of Zionist-identifying bracelets; the designing of fun, social events aimed at "Kivuv Pezurim" (gathering those who are spread out in exile); the posting of Aliyah-inspiring posters around the New York areas; and the organizing of Y.U. students to defend Israel at pro-Palestine lectures on other university campuses.

In contrast to the proposals at other Zionist movements' meetings, participant Offi Katz remarked, "It wasn't just lectures of ideas; it was putting ideas to work." Stern College student Debbie Rudack said, "The Shabbaton was different in that it called for immediate action."

The one sour note in the weekend was the lack of communication on the part of YC's Student Council. When asked why Stern College Student Council was not a co-sponsor for the Shabbaton, Student Council President Cindy Schlienger answered, "We didn't know about it until the signs were posted."

Following Shacharis Shabbat morning, Rabbi Mohliver gave a Dvar Torah on "Shivai Zion V'yishuv ha-Aretz." (Returning to Zion and settling the land.) Rabbi Avraham Weiss, the Rabbi of the Hebrew Institute of Riverdale, spoke to the group continued on p. 6, col. 5

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Nahaly Dahari

Update On Injured Lab Tech's Condition

by Sahra Postal

Susan Weigl, the SCW lab assistant who was severely burned in the Biology lab while preparing a routine experiment, is still recovering from her accident in which her neck, chest and hands were severely burned.

Since the accident, she has had two skin grafts to repair surface damage and has yet to regain mobility in her fingers and shoulders. Since her most recent skin graft, approximately a week ago, she is reported to be in high spirits.

Many members of the SCW faculty have visited her, and students have sent cards express-

ing their concern. Ms. Weigl said she deeply appreciates the care that Stern College students and faculty have expressed. She feels that her recovery has been facilitated by these warm feelings from friends and family.

She is expected to leave Cornell hospital in approximately one week. She will require continued treatments on an outpatient basis. According to Dean Bacon, "She is coming along nicely. It is a tribute to her physical strength and mental stamina." The dean did not rule out the possibility of Weigl returning to SCW as an instructor after her recovery.

OPEN HOUSE

continued from p. 1.

senior from Springfield, Massachusetts felt that the fair was one of the main events that made the long trip to Stern worthwhile. "I'm interested in mathematics," she said. "It was great being able to meet some of the mathematics professors and to ask them all the questions that I have about their department. I found out everything I need to know about my major requirements and about my possible career opportunities."

There was little emphasis on the Judaic Studies Department

and on the religious aspects of the school. "That is self evident," Heather Rush said. "People already know about the Torah part of Stern since it is part of Yeshiva University. The focus on Sunday was more on Madah, and how Stern ranks compared to other colleges academically." Student Council President Cindy Schlanger focused on the high attendance. "It's very exciting to see such unprecedented interest in Stern, and it bodes well for the future of this institution."

Major Changes In Clarion's Format And Staff

by Deborah Hamburg

The Yeshiva University Clarion, a publication of the J.P. Dunner Political Science Society of SCW and YC made its debut on campus on November 7. However, this year's Clarion was remarkably different from the "Clarion" of previous years.

In previous years, the Clarion was a magazine with glossy covers, photographs and political cartoons. In contrast, the "new" Clarion is a bi-weekly newsletter containing mainly informative, provocative articles. Last year the Clarion came out only once at the end of the year due to ineffective management. Few copies were available to the student body.

This year, the style and format of the Clarion differs from last year. In the new Clarion, articles include a dimension of student opinion on a wide spectrum of topics. According to editor-in-chief Judy Stangen, a SCW junior, "The Clarion's goal is not only to help students become more politically aware, but also to serve as a forum for political discussion."

The first issue of the Clarion included articles dealing with a wide range of both national and international topics. Many of the articles gave historical overviews leading up to current problems in the Eastern Bloc, Russia and South Africa. Authors channelled their opinions through issues such as apartheid, racism and the intifada. Three articles featured the

Middle East, and various articles dealt with problems facing the United States, such as cleaning up the oil spill in Alaska.

At first glance the Clarion seems to be serving as a sounding board for students interested in current events, world affairs, and political science. However, the focus of the Clarion is far broader than being a political newsletter for political science majors.

Lisa Lasher, executive editor of the Clarion, attributes the uniqueness of the Clarion to the fact that the Clarion analyzes political issues from the perspective of a variety of disciplines such as Art, Business, Music, and Biology. For example, faculty members writing for the Clarion will not only be from the Political Science department, but from other departments as well. Dr. Noyce Bartholomew, a Music Professor at SCW and YC discussed contributing to the Clarion in the future.

The beginning of the semester has already seen a turnover in the staff. SCW students on the board felt that their interests were not being adequately represented, due to a power hungry YC student. The SCW students therefore threatened to form their own newsletter unless certain changes were implemented. The problem was quickly alleviated and SCW students now are represented equally on the staff.

HAZAN—continued from p.5

Hazan introduced the point that Israel has ratified Secretary of State Baker's five point peace plan, calling for a meeting in Washington between the U.S., Israel and Egypt to discuss an acceptable Palestinian delegation. Egypt was appointed the task of composing an acceptable list of delegates. Upon approval of that delegation by all three nations, negotiations towards a final solution to the "Palestinian Problem," via elections, will be discussed between the four groups, with the fourth being the chosen Palestinians.

Mr. Hazan concluded by stressing that the road to peace is a long one which will involve compromise by all parties involved. Mr. Hazan added that if the PLO continues to refuse Israel's peace initiative, public opinion for the PLO will drop as well as attempts by the Israeli government to help their Palestinians gain autonomy.

ZIONIST GATHERING

continued from p.5

about activism, after which his congregation hosted shalosh seudot, the third Shabbat meal.

The viewing of slides of Israel accompanied by the singing of Zionist theme songs on Motzei Shabbat, Saturday night, ended the Shabbaton on a nostalgic note. One participant added, "Seeing Israel doesn't make me sad that I'm not there; it makes me happy to know that I'll be there soon."



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CULTURAL ARTS

Bronx Tale-Powerful One Man Tour-de-Force

by Naomi Leiser

The theatre was small and difficult to find. There were no blinking lights or bright signs beckoning stray tourists, only a white canvas banner and cardboard sign. The noise of Broadway was gone as was the rushing of hundreds of people running to make eight o'clock curtain calls. Small yet austere, the lobby was devoid of merchants hawking their thirty dollar souvenir T-shirts, and was decorated only by the hundred or so people waiting for the doors to open. The seats were bleachers covered with cushions, and the stage was the size of a walk-in closet. The set was imaginative and witty; a large street sign and stoop dominated the stage, while the remaining space was filled by a small cafe and one or two other small buildings. No curtain rose; only a few flashing colored lights heralded the entrance of Chazz Palminteri, the author and sole performer of the unique play, *A Bronx Tale*.

A *Bronx Tale* was an unusually powerful one man tour-de-force. At times nostalgic and at times funny, the play was a ninety minute one man show, which left both the audience and actor completely exhausted.

One need not have grown up



in the Bronx nor have had a notorious gangster as his best friend in order to appreciate this nostalgic tribute to childhood in the city.

At age nine, Chazz, the only child of an Italian bus driver, enjoyed sitting on his stoop watching people pass by. Life on his block was interesting even if it was only passing by him without his involvement at all.

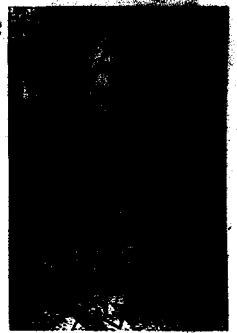
On one side stood Little Johnny, the gangster, and his two bodyguards. Little Johnny enjoyed tipping his hat in greeting to the old women who passed him. He

whose enthusiastic greetings were meant only to curry his favor. On the opposite corner stood Chazz Eddies, the block's cafe and bar which was inhabited by characters whose personalities were almost as colorful as their names: Eddie Mush, Frankie Coffee Cake (his face looked like one), and Gigi the Whale (he was the same size). Chazz's innocence came crashing to an end when one afternoon, while perched on his stoop, he became the sole witness to a murder. It was then that Chazz was forced to face also enjoyed ignoring the men

the first major dilemma of his young life.

Even more interesting than the plot itself, which was neither particularly interesting nor original, was the use of colorful idiomatic speech. This, and the inclusion of short humorous dialogues between Chazz and his friends, reveal what life was like in the Italian section of the Bronx twenty years ago. At one point Chazz and his friends, now seventeen, discuss ways of testing their girl friends' loyalty. He eventually decides to lock both doors with her inside. If, as he walked around to his side, she leaned over and unlocked the door she was not selfish and therefore worthy of becoming his girl. If she didn't, she was to be gotten rid of as quickly and expeditiously as possible.

Certainly the most exciting part of the play was watching Chazz single handedly perform the entire cast of characters. Chazz is not an especially adroit actor, yet he succeeded in bringing to life most of his characters although, certain scenes came across as less than believable. Chazz Palminteri imbued the play with a tremendous amount of drama and excitement. Watching him perform was, arguably, the most interesting aspect of the play.



Picasso, *Portrait of Ambroise Vollard*, Paris, spring (autumn) 1910. Oil on canvas, 56 1/2 x 25 1/2" (92 x 65 cm). Dals 357. The Pushkin State Museum of Fine Arts, Moscow

Cubism Exhibit At "MOMA"

by Naomi Leiser

Hailed as the exhibit of the century, the Picasso and Braque, Pioneering Cubism exhibit, currently on display at the Museum of Modern Art is just that, an exhibit of enormous breadth and insight, the type which comes along only once in a great while.

Although the exhibit covers only eight years, from 1907 to 1915, and includes the work of only two artists, Picasso and Braque, it is by no means narrow or confining. The exhibit traces the movement, Cubism, from its conception in 1907 to its demise in 1915 through the works of its two founders, Picasso and Braque. The movement, whose name was first coined by Henri Matisse in 1908 when he saw a collection of Braque's paintings, has been called, "the most radical revolution in art since the Renaissance," by Emily Bardack Kies. While at the outset the artists, especially Braque, borrowed heavily from the late nineteenth century works of Cezanne, by 1909 the two artists were creating works that differed radically from any seen before. The name Cubism refers to the cube-like effect the two artists achieved by flattening and eventually eliminating perspective. The artists, unlike many of their predecessors, asserted the one dimensionality of the canvas rather than trying to create a three dimensional effect. The elimination of perspective is responsible for creating the abstract aspect of Cubist paintings. Emily Bardack Kies writes, "Recognizable references in many Cubist works are minimally obscured, images that slip in and out of perception. It is precisely this teasing, delicate balance between abstraction and representation that imparts to Cubism its special flavor-or scent."

The exhibit, which was spread across two levels and nineteen rooms, is divided into three parts: analytical cubism, collage cubism and synthetic cubism. The emphasis of the exhibit

The Mamele Loshon Alive & Well in New York

by Elisheva Wohlgelemer

Why is it that every time I go to a Yiddish play musical, I end up being the youngest in the audience? It would seem to me that this is due to lack of awareness on how Yiddish (yes, the good old Mame Loshon) Theater can enrich as well as entertain. We should be interested in the Yiddish culture because many of us do have roots in this vibrant culture brought over from our Alte Heim in Europe to the shores of New York. One hears about the renewed interest in Yiddish at Columbia and Oxford; isn't it ironic that we at Yeshiva are not participating in this Renaissance?

In the course of my recent explorations of this "lost culture" I saw three very different Yiddish plays. *Songs of Paradise* is a modern pop musical that brings the "old" Yiddish poetry of Isik Manger into the eighties. *The Witch*, a musical adaptation of Abraham Goldfaden's lyrics is set in a traditional Shtetl (small town) setting. The emphasis there is on the music and dance routines, not the story. *Thirdly, Land of Dreams*, an old fashioned play done in an overdramatized style with a little singing.

Songs of Paradise was first presented by the N.Y. Shakespeare Festival at the Public Theater. It is a Joseph Papp production and is CURRENTLY playing at the Astor Place Theater. The play is comprehensible to all those in attendance due to English

narration.

The play (*Lider fun Gan Eden*) is essentially one big Purim Shtetl that recounts a number of stories from the book of Genesis. We meet Adam and Chava (Adam and Eve), Avrum, Sore, Yankev, Rochel, and Yosef etc. In this production, the original Polish jokes are reworked into American cliches. For example, the Tree is combined with the snake and appears as an enticer who seduces Chava. Cain is the spoiled brat who is jealous of the attention his parents give to Abel. Hagar is portrayed as the typical other woman and Eisov is the rebel who wears a leather jacket. Instead of a traditional biblical meeting, Yitschak and Rivka meet at Ruke's Diner. We watch Rochel and Leye duke it out with boxing gloves while a sportscaster, with a Brooklyn accent, fills us in on the action. Aishes Potifar is portrayed as a real Femme Fatale. The scenes move quickly and flow into one another in a very entertaining way. This parody brings to us a Genesis story than the one traditionally portrayed.

The audience was delighted from the moment the Witch opened to a chorus of Amol Iz Geven Ah Shtetle-Once upon a time there was a little town. We meet the Witch-Bobbe Yachne, her assistants, a devil, a rich Jew, a Shmuel and their respective families. The plot revolves around a curse, a daughter's search for her rich father now turned beggar, and a magic song. The second plot,

which is woven into the first, deals with a poor shlemiel who is a widower left to take care of his three daughters.

In an obscure way, we are led into Istanbul, then back to our Shtetl. The plot does not really

Dos Land fun Chaloimes-Land of Dreams, by Nahum Stutchkoff, is this year's choice play currently running at the Folksbiene Playhouse. A bitter-sweet comedy, which is entirely in Yiddish with some music,



sticks together and is somewhat vague but that does not terribly detract from the play. The medleys and dance routines are superb. Goldfaden's lyrics are really brought to life by a wonderful cast. Combined with a fairytale set, a magical and fantastical aura is convincingly created. The dialogue between characters was in English and the songs were in Yiddish. The magnitude of the production overshadowed the smallness of the stage and the claustrophobic theater

brings us back, not to the Alte Heim but to the Goldene Medina (that's America) during the years of the Great Depression. We see the American Jewish dream in action. This is complicated by the eternal generation gap. We are welcomed to the home of Hymie and Baile Ziskind and their three children: The Doctor, the Would-be-Lawyer, and their daughter (who they hope will marry a lawyer). Living with them is their aging Zaide who not only

continued on p. 13 col. 1

continued on p. 13 col. 4

Mixed Reactions Over Classroom Chemistry

by Nechama Goldman

Intellectual and academic growth are not gained solely from a stack of textbooks and a pile of notebooks. College is the time for students to tap into unexplored worlds of knowledge. Learning from interaction with others is a critical and self-determining point in student lives.

Some feel that the goal in a given course is to attain the knowledge required for an exam. However, the relationship between the student and teacher is a crucial factor in determining the amount of knowledge that the students walk out with at the end of the semester. Undergraduate school is structured in such a way that professors often depend on student feedback and participation in order to make their material more comprehensible.

Being a small college, SCW is often positively appraised as offering an environment in which students can form close relationships with their professors in and out of the classroom. Unlike most large colleges where each student is merely a social security number and a grade, Stern College's faculty and administration have the opportunity to "get to know" their student body.

Interacting with students allows the instructor to identify characteristics of the class that direct how she/he will teach the class. The instructor has the opportunity to clarify information and answer questions that may go unnoticed in a large classroom.

A small class allows the professor to pinpoint strengths and weaknesses. Further, it allows him or her to relate to

the students on a personal level. "When you don't interact, you teach statistically," said Dr. Grosf, a professor in the Education and the Statistics Departments. The students should be aware that there is a live person at the other end of the lecture hall. This is inevitably more exhausting for the instructor. Attempting to reach the students individually, instead of mechanically cramming knowledge into a mass number of minds, is difficult and challenging.

Dr. Grosf pointed out that teaching in graduate school is less complicated than teaching on an undergraduate level. Graduate students know what they want and come into a class with their objectives mapped out. Undergraduates look to the teacher to impart to them knowledge. This is only possible when the two relate to each other as people.

"Whatever opportunity one has on a day-to-day basis to alter what one is doing has to be in the same place as the one who is helping you alter what you are doing" said Dr. Grosf. Only a student who is attentive, attends class and wishes to grow and change during her college years can plug into the teachers who are often in a position to direct and facilitate the change.

College is one of the few times a person will have both freedom and structure simultaneously. It is during the four years of college that an individual has a somewhat stable environment with which to learn about themselves and the world around them. It is crucial that the instructor force the students to notice him/her as a person. Only then can something be achieved beyond the fine print of the textbook.

This "call to attention" is difficult when students come into a class prepared to be bored or only to fulfill requirements. Dr. Noyce Bartholomew, commonly known as "Bart", assistant professor of music at Yeshiva University, acknowledged that a teacher often has to perform when he gets up to lecture. If a teacher is teaching a required course and ignores the element of performance, he will not cover the material he wishes to because the students will not tune in. Bart said that he has tricks he uses in order to catch his class's attention. He wants students to leave with the sense that they received more than a grade, but also an intangible knowledge and feel for the music.

Although SCW students are typically bright, Dr. Carole Silver, Chairwoman of the Humanities Department, finds that there is not the intellectual interaction in the classroom that one might thus expect. She finds that although students who become excited about literature are eager to talk about it, many times the initial interest is not there. One of the most gratifying feelings a teacher can experience is when students forget a class has ended and continue discussing an interpretation or arguing about a text. Small classes facilitate independent thought and student expressivity. Even the required courses at Stern are usually small enough so that instructors can channel ideas and encourage areas of interest. Nevertheless, Silver noted that the amount of information she can transmit to a class on an academic and personal level, is sometimes limited by the overall knowledge of the students. She

feels that, disappointingly, very few students want to "learn for learning's sake."

In a similar vein, when it comes to music, Dr. Bartholomew finds that people who are in the more fundamental religions, tend to be more conservative. He opined that the Arts are not conservative, rather they demand an openness that goes against the grain of restrictive religions. The arts are "wide open and it's issues are flamboyantly projected." The fundamental connection with the artistic experience is often missing at SCW and Bart has to work harder to catch the student's attention. The course he teaches at SCW is the required "Sense of Music" so that his classroom is often filled with last semester seniors or first semester freshman, bored or anxious about getting "out of the way."

Both Bart and Dr. Silver said that students today are coming to SCW knowing less than in the past. According to Dr. Silver this is not a situation common to SCW, many of her colleagues in other colleges express similar sentiments. There is a need to educate on a very basic level before tackling the course's objectives. This deters the amount of information a teacher can cover in a semester.

Student interest does not seem to lie in gaining a well rounded body of knowledge. Stern students seem to place more emphasis on the professional track than on the intellectual track. Students enter the University wanting to learn a profession and as a result leave with a narrow body of knowledge particular to their career choice. This limits the amount

of interaction that a professor will have with her students. It is harder to catch and keep a student's attention outside of her taking a midterm and final, if the course does not directly affect her professional life.

Perhaps as a result students today are ruder than they were in the past. Silver noted that there is a certain inappropriate casualness and lack of concern about what students are willing to absorb. This lends to bad manners. For instance, the flow of students in and out of the classroom during class time disrupts the intangible flow of ideas and stream of consciousness a teacher works to instill into his/her class.

In agreement with Dr. Silver, Bart noted that SCW students are more free in class than his students at Columbia. He finds that they have no problems talking amongst themselves while the class is in session.

However, positive interaction within the classroom often leads a student to seek the intellectual support that instructors are ideally hoping to provide. Dr. Silver is not interested in being a family figure to a student but rather in helping her as an emotional and intellectual advisor.

The chemistry that allows for the student and teacher to interact and respond to each other, has to flow in both directions. Teachers have to be perceptive as to their class's needs and students have to be open to learning. Learning for the pure sake of knowledge should be an ideal both teacher and student keep in mind when stepping into the classroom.

Evaluations: A Look Behind Dept. Doors

HISTORY DEPT

by Chana Freiman

Modern Europe and 20th century America will not be the only trademarks of the History Department for long. Due to an increase in student interest and a responsive faculty, a variety of new courses are being offered.

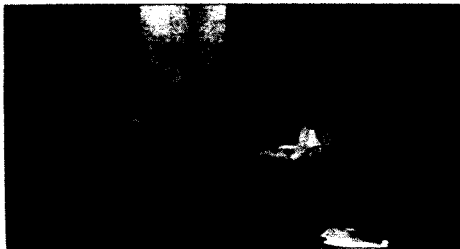
"Our aim is to broaden and diversify," said Dr. Goldstein, the department head, "while American and European history will be offered as a basis, we plan to add more ancient, Asian, and Latin American courses."

Furthermore, beginning with the spring semester, senior history majors will be required to take a senior seminar. The topic of the seminar will be selected by the students. The focus, according to Dr. Ellen Schrecker, will be on intellectual history, including readings from other disciplines.

The history major has slowly been gaining popularity at SCW. While the class of 1990 has a total of five history majors, many undergraduates have shown an interest in adding to that number. Elka Shmidman (SCW 89) calls history the "undiscovered major" because students do not yet realize how versatile history can be. Many history majors will go on to law school. Ms. Shmidman intends to continue studying history on a graduate level. Ms. Shmidman is presently at YIVO doing research on behalf of the proposed Holocaust memorial in Washington, D.C.

Dr. Schrecker goes so far as to call history the "quintessential liberal arts major" because it incorporates philosophy, literature, and other humanities subjects. Medical, business, and law schools are looking for students with a strong humanities background. History provides the opportunity to gain a breadth of knowledge in many subjects.

While the department is growing progressively, it is not



ECONOMICS

by Susan Bahm

The Economics Department is one of the smallest departments at Stern College. There are only twenty economics majors, ten of whom are seniors.

According to Prof. Avery Horowitz, an economics teacher at YU, the size of the department is both an advantage and a disadvantage. He said that the faculty can get to know the students personally and provide individualized attention. How-

ever, there are very few choices open to the economics student. Prof. Horowitz cited the Principles I class that is being given this semester as an example of the lack of choice. Two sections of this class are being offered, both taught by Prof. Horowitz, and if a student does not like him as a teacher well then to quote Horowitz, "tough luck."

Another weakness in the department that students complain about is the lack of electives. As Toby Hirsch, an economics major said, "It's a catch-22, they say that they don't offer the classes because there are not enough economics majors. However, there are not going to be any economics majors if they're not going to offer the classes." Several students who began SCW as economics majors have switched their majors because of this problem. Orr Zevi, a sophomore at SCW is one such student. She switched her major because "there were not enough classes or choices of teachers."

Prof. Aaron Levine, head of

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Interview With Dean Karen Bacon

by Deena Yellin

Yellin: As the decade comes to a close what is your vision for SCW in the new century?

Bacon: I have two visions which are separate but not necessarily in conflict. The first is to help this College grow so we can provide our unique education to more students. The second is to provide the education we have now with a higher quality.

The first goal is not entirely in my hands because we all acknowledge that in our current facilities we are close to our maximum size. So, when we talk of substantial growth, we need to talk about enhanced facilities. That's something not any particular person can do. In truth, the Board of Directors of SCW was established to ensure the improvement of and assist in the growth of the College. They have adopted this goal and are trying to make it a reality; but, it will take patience, time and a certain amount of blessing to carry it off.

The second vision is making this college even finer. This involves making goals which are reachable. Quality is determined by faculty, curriculum and students. Because we're reaching a capacity of our size, for better or worse, we're becoming more selective about the students we admit because we can't accommodate all applicants. The applicant pool continues to grow, and we have to make decisions about who we can accommodate. For me, the deciding factor is the motivation and commitment to our particular brand of education, which is Judaic Studies and Liberal Arts, since there is a role for Jewish women in the Jewish community and in the secular world to make a contribution. Those are the kind of students we are looking for, those who take themselves seriously and who take the institution seriously. Each year we develop that more and more.

In the area of curriculum,

We all acknowledge that we want to give our students a lot of different facilities.

there's the classical curriculum which is the set of courses that the whole student body marches through—an approach that's not ours-ours is dynamic. The faculty has over the years felt very comfortable with change and with adapting the curriculum to the interests of the students. We want to relate to what people are looking for in academic goals. For example, we consider new majors and have the shaped major program. The shaped major program is very valuable in directing us to new majors. If we see a large number of students are interested in shaping a major around a particular area, that gives us reason that maybe that's an area that we should build up. So the faculty is open to student interest, keeping in mind that we cannot be faddish—we want to be substantial.

In terms of the third component of a quality institution—the

faculty, that's the most obvious. I'm a firm believer that in some ways, certainly in terms of a liberal arts education, the content of the course is less important than the quality of the faculty member. Part of what undergraduate education gives you is the tools of theory-writing, communicating, being critical, analytical, and these tools can be taught and learned from many different disciplines.

So that the real key to quality is quality faculty. Over the years, we have been fortunate to be able to recruit several faculty members who have enhanced the school enormously. The Philosophy Department was minuscule until Dr. Shatz joined the faculty. The Psychology Department, which has a very large number of students, was enhanced by the arrival of Dr. Joshua Bacon. The Biology

with them?

Bacon: The first one we have to confront is when we start receiving applications for next year. If the applicant pool is a large one with many qualified candidates for admissions, we have to come to grips with whether we can accommodate all the qualified people. If we can't we have to give clear signals to the outside world as to what we're looking for in a student so that people will not be frustrated by thinking they're eligible for admission and find that they can't gain admission. We've never taken the position that we're an elitist institution that excludes people. We've always taken the position that we're an institution that embraces all the people qualified to be in it. And we have to come to grips with it early on in the year to see whether there is possible growth

besides to enable them to be more creative—extra-curricularly give them more opportunity to relax within the confines of the school building and all of that takes space; and, as more and more students are put in the school building, we recognize that we've become more and more limited in our ability to provide those kinds of niceties outside of the classroom. So I think the limiting step is the dorm first, but then there will be other limitations. Until the expansion of the library this past year, the library was a major limitation. At this point, the library is coping with the size of the school. But I think there are other areas in which we will not be able to provide what we'd like for the students if the student body gets much larger, and we are dealing with the same facilities. So size is a key issue. We could debate the question of whether we should grow larger because the quality of education changes in a very large institution. One of the strengths of Stern College has been the close relationship between the faculty and the students. The students, faculty and administration all talk to each other and everybody's door is open. People are available—they're identifiable; we can recognize each other. As you grow larger, you begin to lose some of that intimacy which is not only emotionally satisfying but is also intellectually satisfying. Because it's smaller, students can be challenged more directly to think they can challenge the instructors to react

One of the strengths of SCW is the close relationships between the faculty and the students.

more directly to the questions. It's a very exciting environment. Stern College has 625 students and Yeshiva College has 850 students. Their campus is horizontal, and we're vertical. Our buildings are taller, but they have more horizontal space. So I think size is a critical issue for us for this year. We don't have a solution yet. I think we have to have an approach and ask where are we going? What are we doing? It may be that for the foreseeable future, for the next few years, we aren't going to attain more space, and maybe it is something we have to adjust to. Or it may be a defeatist attitude, and what we should really be doing is working every possible route to develop more space for the following year. Another issue is that since the arrival of the Writing Center, we've become more conscious about the writing skills of our students. And we're more conscious of the fact that we can help them improve because it's no longer just a question of each faculty member having to assume the responsibility for the writing quality of his or her students. Now we actually have a writing center where we can help people. I zero in on writing

because this is a national issue. Because of technology, people are not writing as much as they used to; they are people are not reading as much as they used to, picking up information in other avenues than written, and as a consequence, people's skills have deteriorated. So this year for the first time, we are asking all the Juniors and transfer students bringing credit with them for English Composition to give a writing sample which will be read by an outside person, to try to avoid any internal bias we have, to try to get a handle on whether we have a writing problem or not. If there are just individuals whose writing is really not as skillful as it should be for a college student, that's fine. We'll offer them help from the writing center. Everyone is free, of course, to refuse help, but we'll offer help to individuals. If we are not satisfied with the overall writing quality of our students, then we'll start worrying about what curriculum changes we have to make to improve their skills. We are absolutely and categorically committed to preparing our graduates to be the best they can possibly be, not just to have gotten through school. It's not just a question of getting A's; it's a question of really being *For women, science as a graduate undertaking is a major change.*

people who are capable, who are competent, who are secure and who are going to make a difference in the world. So we're going to work on writing this year and see what we can do to improve the situation. Or we're going to disavow ourselves of this notion that our students don't write well. We may be pleasantly surprised to find that people are doing just fine.

Another area we are looking at this year and is the Education Program. There was a time when a very large percentage of our students majored in education—that was in the 60's. Then we went through the 70's and parts of the 80's when education became a less desirable field of study. Now we are seeing a resurgence of interest in education. A lot of it, actually, is Jewish education, but some of it is general education. Last year unfortunately, Dr. Julian Roberts who was the senior member of the education department passed away, and it left us with the challenge of regrouping the education department and seeing what kinds of changes we needed to make and that we wanted to make in staffing, and curriculum. Also, we had to reevaluate our relationship to Azrieli graduate school for those students interested in Jewish education. In general, I think an overall analysis of the Education program is one of the issues on the drawing board for this year.

A final thing, which is something I have been working on with the Biology Department, is looking for outside funding to

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Department has had a total turnover. So, we now have a completely new department of young faculty members who teach well, do research well involve the students in research, and we have some opportunities down the road to add additional faculty members in both the Jewish studies and general studies who I think will be the type I'm describing, exciting people who teach the students to think, and see the world in new ways that go beyond their particular discipline.

Putting that together, quality students innovative curriculum and exciting faculty, what you've got is a dynamic institution. We're on the way, we'll continue going on that way, and the proof will be in the quality of the graduates who are women of substance.

Yellin: What do you anticipate will be the major challenges you will have to confront this year and how do you plan to deal

or whether we're in a steady state or not. That's a challenge.

Yellin: When you say accommodate students are you referring particularly to the dormitory or to the classroom?

Bacon: The dorm is the first problem because most students prefer to dorm even if they could be commuters. We talked periodically about how we could make the school more attractive to commuters, and how we could encourage students to commute who are in commuterable distance. I personally don't have any creative ideas how to make undergraduate college more attractive to commuters. Students see the dormitory as part of the educational experience. So the dorm is the first step. But even the classroom building is a problem. We all acknowledge that we want to give our students a lot of different facilities, not just a class, a teacher and a blackboard. We want to give them other things

Interview With Dean Bacon

BIOGRAPHY

Dr. Karen Bacon, a scientist, teacher, educational administrator, and mother, received her bachelor's degree from Stern College summa cum laude and was valedictorian of the 1964 class. In 1968 she earned a doctorate in microbiology from the University of California at Los Angeles, where she also served as a teaching assistant in the Department of Bacteriology.

Dr. Bacon held many prestigious academic posts, including National Institute of Health Predoctoral Fellow (1966-1968), United States Public Health Service Postdoctoral Trainee at UCLA (1968-1970), and research associate at Indiana University's Department of Microbiology from 1972-1975.

In 1975, Dr. Bacon became the first Stern College alumna to be granted a full-time position at Yeshiva College. She served as assistant professor of biology for two years.

Dr. Bacon was appointed Dean of Stern College for Women in the fall of 1977. She was the first woman and Stern alumna to be appointed as its administrative head. During the 1980-81 season, she served on the American Council on Education Fellow in Academic Administration.

A former researcher in the area of molecular biology and ultrastructure of microbial development, Dr. Bacon has co-authored numerous articles in scientific journals and books, including the *Journal of Bacteriology* and the *Journal of Ultrastructure Research*.

Dr. Bacon was born in Brooklyn, N.Y. to Mr. and Mrs. Morris Kermaier, formerly of Los Angeles and presently living in Jerusalem. She graduated from Rambam Academy in Los Angeles, and later married Dr. Stephen J. Bacon, a clinical psychologist. The couple has three children and live in Fairlawn, N.J.

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do some special projects that we can't take care of within our regular budget. In particular we are looking for funding for students majoring in the sciences to give them opportunities to do research where they could be supported—receive stipends to do research. The science faculty believes very strongly that at the undergraduate level, to motivate students to continue on in

I do not agree that we are discriminated against

science, you have to intrigue them with the ups and downs of research. That really hooks somebody on science. A lot of our students do research now; but, we would like to have a program in the summer where we can fund them and pay them and give them stipends while they are doing research. We have run a small program like that at the Albert Einstein School of Medicine, and right now we are looking for outside funding to see if we can expand the program to include more students. We are also looking for funding to set up special seminars series and guidance programs for science students to help them clarify their commitment to staying in the sciences because for women, science as a graduate undertaking is a major challenge—the time commitment, the years of preparation and the competition in working in the sciences is rather fierce. A lot of our students who have a strong commitment to family and community are conflicted about whether this makes sense or not. So we are looking for funding to help us set up support groups and to have invited speakers that will help clarify the issues. It's not so much to coerce people into pursuing science, but to help them make an informed decision and not to shy away from the field because they have mistakenly felt that the conflicts were too great to resolve. People shouldn't fall into the field thinking there are no conflicts and challenges and then suddenly wake up one morning and say, "What have I gotten myself into?" So we're looking for outside funding for counseling, guidance and seminar programs to help students who are interested in the sciences evaluate their commitment. Those are some of the things we are doing this year.

The Board of Directors is the moving force in trying to find additional space for us

Yellin: Do you think there needs to be improvement in the religious atmosphere at SCW and if so, how do you advocate that we go about making the changes that need to be made?

Bacon: I am personally very concerned with the area of midot, personal characteristics, and I must say that I am saddened to see that there is not amongst all our students a high enough level of awareness. People aren't sufficiently sensit-

ized to what they say and to what they do. This is something that is of concern to Rabbi Flaum the Mashgiah Ruhani and to members of the faculty who are sensitive to it. My own role has been largely one on one. I try to communicate to individual students. We need to be careful in the way we conduct our lives—that we are aware of other people, that we are aware of ourselves, and aware of our responsibilities, and we should not become solely taken with our immediate means that we forget about the larger picture. The dormitory is a wonderful place to live; it can also be a difficult place to live since there are a lot of students in close proximity. There are times when you have to share things that you prefer not to share, when you can't even get on to an elevator, or get into a study hall or get into a bathroom. There are times when there are students who have individual needs that make it necessary for them to have maybe a little more than the next person has because they have special needs. I have unfortunately become aware that not all our students are as understanding as they might be, because they say things like, "I can't worry about the next person. I have to worry about myself." Of course, I recognize each person has an individual responsibility to herself first, but that's not to be the exclusion of others. I'm a big believer in one on one and so for my own role in this, I will continue to do whatever I can to affect and influence people and explore the issues.

Coming to college at 16 or 17 may not be the best idea

The student services that they offer in Stern College has been expanded dramatically in the last few years to a greater staff, more programming. I believe they take this whole area of the spiritual development of the students as one of the top items on their agenda. I hope that we will all be successful together. It's a tough thing because we're at an interesting position here. We are members of the Yeshiva University community, and we are also, each of us, members of the greater American community. There is often a conflict in values, between what Yeshiva University represents and what mainstream New York represents at this point. It's very hard, often, to recognize when you've slipped over what you consider to be the border of acceptable behavior because so much in the outside world is acceptable that's not acceptable to us. It's almost a constant conscious struggle to be aware of what we value even if it's not valued in the outside world. That's part of the challenge of the whole Torah Umada philosophy of this institution. The Madah doesn't run the Torah and the Torah has to always be used as the yardstick for measuring the value of the Madah. We're always looking and studying and trying to

understand the Madah. You have to be a very alert and intelligent person not to get confused.

Yellin: Is there a way to ensure that the balance between the two will be achieved?

Bacon: The first thing is never to be complacent, never to believe you have figured out the truth and have found the balance and therefore never have to question anymore—that, I think, is a big mistake. I know it is impossible every moment to rethink what you're doing and say, "Am I doing the right thing or the wrong thing?" None of us can function that way, but I think that we should function on a level that potentially we should rethink everything that we're doing and challenge it each time and make sure that we are doing the right thing, that we're going in the right direction. To me, the first step is to avoid complacency and assume we've found the answers. A University is the best place to avoid complacency because it's based on the whole concept that knowledge is constantly expanded, that we don't accept pat answers for things, but that we really have to find the answers ourselves. Here in this particular realm, what's important is that the faculty exists as a resource to help the students meet this challenge. I think that the students should use the faculty as much as they possibly can to help them grow and explore.

Yellin: How do you respond to the complaint that Stern College is discriminated against in academics and/or facilities?

Bacon: First of all, I do not agree that we are discriminated against in regard to academics. I believe that we have the ability, the where-with-all, and the drive to develop academically to the highest of our potential and that there is nothing standing in our way at least institutionally. I mean there are realities but institutionally there is nothing standing in our way. In the way of facilities what looks discriminatory is really just a reflection

There is often a conflict in values between what YU represents and what main stream New York represents

on the capabilities of the two campuses. As part of the Centennial improvement plan, there was a fund established and a concerted effort made to use that fund to improve facilities.

I t'pown, the funds resulted in things that are visible, that are real, concrete. That fund was available to us as well. However, we do not have the space to do it. I would not say there was a decision that the uptown campus should have a gym and the downtown campus should not. It was not even an issue to discuss because there was no room at SCW for a gym. Had there been room available and had I participated in the discussion in which the University took the position that YU needed a gym and SCW did not, we might have something to talk

about. But, there is not adequate space at our campus. I know this has been a concern to the students, and it's been a concern for the university as well. That's why Dr. Lamm and the Board of Trustees moved to establish a Board of Directors for Stern College. That Board is composed of a group of significant influential people whose sole

An university is the best place to avoid complacency because it's based on the concept that knowledge is constantly expanded

role at the University is to be an advocacy group for SCW. Such that there wouldn't be the possibility of SCW being overlooked in the university constellation because there would be an outside group overseeing our development, and that is exactly what the Board of Directors has done. In fact, it was because of their support that the library project, which the university was committed to, got moved along as quickly as it did. The Board of Directors is now the moving force in trying to find additional space for us. If in the past there was the possibility that SCW, because it is not part of the main center, was regarded with an out of site out of mind attitude, it is no longer possible because of the Board of Directors who are constantly on the lookout for our best interests.

Yellin: What are the figures of the early admission freshmen this year, and how do you account for the number?

Bacon: The number of early admissions freshmen has gone down this year. As of the June 1989 applicants, 52 out of the 549 applicants were early admissions—approximately 10%. In June of 1985 by contrast, there were 457 applicants, 78 of which were early admissions freshmen. So in 1985 we had a smaller applicant pool and a larger percentage of early admissions freshmen. So the number is going down. This is because of a lot more pressure on the high schools to keep the students for the fourth year. Maybe 5 or 6 years ago there was such a ferocious inflation rate that people were more driven by the cost of education than by the quality of education. To save a year's tuition was very appealing to some people. Today the inflation has stabilized, and people are more willing to worry about the quality of education than the cost. And many parents and students believe that the last year in high school is a good experience, a maturing experience and that coming to college at 16 or even 17 may not be the best idea. People who have done it have told others behind them that it wasn't such a good idea. It's not that the early admissions freshmen can't cope academically, but they often don't get the maximum from the experience because they're still working through a lot of the problems of youth and a year can make a big difference.

OPINION — (continued from p.5) Assuring Ourselves An Education

are doing, and in turn a more productive YU."

Students need to identify with their institution and take advantage of the dual curriculum at Yeshiva University to acquire this sense of pride.

A student must aggressively pursue these opportunities at registration, and especially in the classroom. Many students erroneously expect the professor to bear the burden of responsibility in transmitting subject-matter to the passive student. An instructor deserves a certain level of dedication on the part of the student. Students must prepare and actively participate in class discussion. Without this active demonstration of seriousness, it is virtually impossible for a professor to transmit the material he or she prepared.

Students' responsibilities notwithstanding, professors must instill within students a strong sense of self respect and achievement, demanding work that stretches their learning potential. While many instructors do nurture students' intellectual growth, many fail to convey a sense of urgency that stresses the importance of academic purpose. Some faculty members offer their students generous choices in fulfilling course requirements. These practices may lead a student to opt for less demanding track, and cause her to compromise her educational goals.

In addition to a professor's responsibility, the university at large shares this obligation to create an atmosphere that maximizes the students' aspirations. Students perceive Yeshiva University as suffering from an identity crisis, in serving as a secular university as well as a Yeshiva institution. Although, the university's credo of 'Torah U'Mada' incorporates a necessary tension, students often feel lost when confronted by 'Torah U'Mada' issues articulated in such a way that fail to allow for self direction. The university needs to focus more extensively on the individual; on programming that will encourage Yeshiva's individuals to formulate personalized interpretations of these issues. Students in turn, will affirm their identification with an institution that caters to the total educational needs of a respected student body.

Spring Registration 1990: Stern students rush to receive their new 1990 Spring registration catalogue. With tingling excitement, many students' mouth water for the new opportunities available in the course catalogue. "Judy, what courses are you registering for this semester?" "I can't make up my mind, Rachel. College is only four years. I owe it to myself to choose my courses carefully, to assure myself of a well rounded education. After all, isn't that what college is all about?"

difficult because there was a lot of negative feedback towards Yeshiva University. New tactics had to be employed in order to communicate with the public and help them understand what a quality education could be had at YU. "This is still an ongoing process," says Ms. Paiken, "but the public's perception of YU has changed. People realize that the school is much stronger than it used to be."

One of the main problems that needed to be dealt with was the low academic standards that the public felt YU had. "Anyone can get into YC or SCW," was an old catchphrase associated with the University. Ms. Paiken feels this image has changed. "YU has become more selective over the years and the general perception in the Jewish community is more positive. You no longer automatically get accepted to YU."

She believes that the academic standards are higher now than ever before, as seen by the fact that median SAT scores have been raised.

Although academic standards have gone up, Ms. Paiken does not believe that YU ought to become an elitist school. "Our goal is not to become the Jewish Harvard," says Ms. Paiken, "YU has a lot to offer a lot of different people."

Another decision the Admis-

Paiken Leaves YU - continued from p.1

sions office faces when admitting students to YC and SCW, is whether too much emphasis is placed on SAT scores rather than on a person's religious beliefs. Ms. Paiken does not think so. She maintains that the religious standards are a definite consideration in accepting applicants to YU. Ms. Paiken explains that most colleges do not have interviews. They accept students on the basis of their SAT scores and high school grades. "We require an interview at YU because we want the students to understand who we are and we want to understand who they are. YU has a different environment than other universities and we want to make sure that the students know what they are getting themselves into."

Ms. Paiken feels that YU accepts students who are qualified academically and religiously but within a broad spectrum. This allows many different "types" of students to grow and benefit from the diverse education that YU has

to offer.

The enrollment at YC and SCW has reached phenomenal heights under Ms. Paiken's guidance. The enrollment of SCW, 625 women, is the highest ever. On Sunday, November 19, SCW held their annual Open House with attendance fifty percent larger than ever before. This increase is largely due to Ms. Paiken's hard work and energy in upgrading the SCW/YC image.

Drawbacks, however, are that Ms. Paiken has had to work very long hours, often a fifty or sixty hour work week, at a very demanding job. After a while this maddening pace can become exhausting and the job no longer stays fresh and exciting. "I need different challenges," says Ms. Paiken, "doing an open house for twelve years in a row no longer holds the same excitement as it did in the first two years. I love YU but I think it is time for me to move onward."

A successor for Ms. Paiken continued on p. 14 col. 5

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
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Career Week At SCW Answers Important Questions

by Rachel Mohl

What can I do after graduation? What options are open for students with my major? What if I want to go on aliyah? How will I fit a family in with my career? These are just a few of the many questions that the Career Services department has heard from the undergraduates of Yeshiva University. In response to student need, the Office of the Dean of Students organized a career week. Four different programs addressed various issues during the week of November 27.

According to Naomi Kapp, Career Services Coordinator, this was the first time YU devoted an entire week to the future of its student body. Many events have been run in the past, but after having observed other college campuses, these weeks have been implemented. "The impetus for the workshops stemmed from the students, and the format was designed by the Office of Student Services," said Ms. Kapp.

Although the lectures were all held at Koch Auditorium, they were directed toward both SCW and YC students. Mrs. Zeldia Braun, Director of Student Services at Stern College, explained that the location was chosen for logistical reasons. It provided the lecturers with easier access in and out of the city.

Career week's first lecture featured the topic "MD, JD, MBA-Is That All There Is?" Students were addressed by Jewish professionals in various fields who discussed their career

choices. The goal of the program was to open the eyes of the students to unique and different occupations.

Graduate school was the focus of the second evening. Second year graduate students provided a perspective unavailable to most undergraduates. Many Stern and YC alumni were an integral part of "Graduate Students Speak Out: The Untold Story."

The third program, sponsored by Tehillah, a religious aliyah organization, was entitled "Career Opportunities in Israel." The evening proved to be an informative one, offering answers to questions on the realities of Aliyah.

Lastly, the Career Services staff invited men and women, whom they considered appropriate role models, to share their experiences on juggling work with domestic roles. "The Ultimate Balancing Act: Career and Family" will be the culminating lecture on Monday, December 4. Mrs. Braun stressed the importance of this last seminar for both men and women, as the issue pertains to both sexes equally.

Each night opened with a panel discussion and then broke into participatory sessions, which provided students with greater opportunity to speak with the "experts" and to ask them questions. Evaluation forms were distributed after each lecture so that the Student Services department could gauge the success of the individual events.

Heart Transplant

continued from p. 3

ish people is that of Ohr Lagoyim, being a light or example for the other nations. If we are to set the example, we certainly cannot follow the example created by the Arabs, but rather create our own. Their decision not to donate the heart should in no way influence our decision. We hope that our example can influence their actions. We are a moral people and being moral implies a basic respect for human life, regardless of race and nationality. In order for us to be an Ohr Lagoyim, we must do the right and moral thing and not be swayed by our personal feelings.

This transplant can also be regarded as a Kidush Hashem, a sanctification of G-d's name. Sergeant Traum's family put aside their grief and personal feelings in order to save another's life. Every article criticizing the transplant detracts from the Kidush Hashem. If the family had heartlessly allowed Mr. Khader to die it would have

reinforced the Arab's and world's opinion of the Israelis as an unfair and selfish people.

Aside from religious concepts, the transplant demonstrates the Israelis desire for peace. Many have claimed that peace can never be achieved in the Middle East because the Israelis have refused to cooperate. Peace can only be achieved when people respect human life. If there is no respect for human life off the battlefield, there can certainly be no respect on the battlefield. Public opinion has turned against the Israelis and towards the Arabs.

Hopefully this story will have a positive affect on world opinion. The Israelis saved a life while the Arabs left the Jew to die. We can only praise the Traum family for their bravery and compassion. They have taken the first step towards achieving peace and regaining Israel's former position in world opinion.

Re-accreditation

continued from p. 1

Blau explained that the study begins with examining the mission of the University and whether or not it is being achieved. She explained that the goal may not necessarily be accomplished for every student. To explore the students' perspective they will be doing "...a study of student satisfaction and what they think about their college..." said Blau.

Dean Karen Bacon explained that the committee will analyze whether the mission of the school, which involves Torah U'mada is being implemented. "Dr. Blau's emphasis is on the undergraduate level but the whole University is in on it. Students will be involved, questionnaires will be distributed about our mission and how we

are carrying it out...every constituent will be able to express their viewpoint."

The Steering Committee will be preparing in expectation for the team visit next year, during which the team of experts will be visiting the school and will be speaking with both faculty members and students. The team will remain at the school for several days to receive as much information as possible. They will later report their findings and offer opinions and recommendations. "Based on their findings the school will be reaccredited," says Blau, who is confident that the school will gain reaccreditation.

Blau would not reveal what specific issues she saw as pressing problems in the school.

However, she suggested that "Perhaps we need to induce students to use the library more...maybe there are students who don't have computer literacy who should in today's world." Furthermore, she implied that the equipment in the science laboratories was lacking.

The last time the University was evaluated was in 1980 and although Blau was not here at the time she maintains that the school has undergone major improvements since then. Blau hopes that the findings of the self study will be basis for further changes and added that "...every institution in today's world has to change to keep up with new approaches."

Letter to Editor

continued from p. 2

posted, they weren't, when equipment had to be repaired, it wasn't and when materials had to be purchased, they weren't. It is almost impossible to conduct an art-history lecture without a functioning slide projector, it is possible but equally unwarding to conduct one without slides, and it is simply annoying to have to conduct one without a white screen.

This year was a particularly difficult one for Art History professors. One fell off a horse and was forced to remain in bed for three weeks, the first three weeks of class. The second fell ill immediately after Succot and was in bed for the following four weeks. Both professors knew they would be ill for an extended period of time and offered to find a substitute to teach the classes they would miss. The administration refused to pay for any substitute teachers. Excuse me if I'm wrong but if and only if the primary purpose of a school is to enable its students to receive an education then how can they rationalize their decision to allow students to miss eight classes, that is approximately 1/3 of the semester.

The administration has sent a consistently negative message to members of the Art-History department, both teachers and students. If they refuse to take the classes they offer seriously, why should we? The students of the department obviously care a great deal about their majors,

they would have to be willing to brave the line outside Professor Hatvey's door at registration time, to be willing to accept the inconvenience of having to take classes off campus, and to continue to dodge the obstacles the administrations has put in their path. Naomi Leiser SCW '90

New Scottenstein Center Keeps Legacy Alive

by Shoshana Levine

Tuesday November fourteenth marked the dedication of the newest addition to the Yeshiva College campus, the Schottenstein Center. Donated by Philip and Sarah Belz, Mr. and Mrs. Harry Gampel, Florence and Sol Shenk, and the Schottenstein family, the new facility houses the School of Jewish Music, the Communications Center, a synagogue, and a student center and theatre.

The building itself has a deeply significant past, representing many years of superior Jewish education. For many years, the imposing red brick building housed the renowned Solovitchik Yeshiva Day School, (Yeshiva Rabbi Moses Solovitchik) in addition to housing the majestic Solovitchik Synagogue. Both institutions were, at one time, major centers of the thriving Jewish community in Washington Heights. It was eventually forced to close down in nineteen eighty-two because of the gradual weakening of the once strong Jewish community.

The dedication of the renovated building was held in the new Shenk synagogue. The dedication included various speeches and presentations to the generous benefactors. Dinner at the Weissberg Commons in Belter Hall concluded the event. While the new facility will offer more opportunities for Yeshiva College students, it is also keeping the Solovitchik building's legacy alive.

It's All In A Name

continued from p. 3

Stern become a University? What might seem like a trivial point is really indicative of a problem that goes much deeper, namely that of the general attitude that has and, unfortunately, still prevails about Stern College. Whatever the reason may be, the fact remains that YU is, always has been, and always will be composed of both Stern College and Yeshiva College.

As William Shakespeare once said, "A rose by any other name is still a rose." Stern College by any other name is Yeshiva University.

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Professor Emerita Of Art At SCW Dies At 104



by Shoshana Levine

Rachel Wischnitzer, professor emerita of art at Stern College, died on November twentieth of natural causes at the age of one hundred and four. She was a renowned author and scholar in addition to being a public authority on synagogue art and architecture. At age seventy-one, she established Stern's Fine Arts Department, and at age one hundred, she was just as spirited as she had been during her youthful days.

Professor Wischnitzer, nee Bernstein, was born in Minsk, Russia in 1885 and began studying art in Warsaw. By age twenty-two, she had graduated from both the Brussels Royal Academy School of Architecture and from the Alliance

Français in Paris. She spent a year in Munich studying art history and wrote books about the various architectural styles of churches, especially baroque and rococo. Also while in Munich, she became interested in synagogue art and architecture. Her renewed interest in her Jewish heritage led her to help in compiling the *Jewish Encyclopedia*. While working on the *Encyclopedia*, she met her husband Dr. Mark Wischnitzer.

In 1914 the Wischnitzers moved to Berlin where Rachel worked as a curator at Berlin's Jewish Museum, which was subsequently destroyed by the Nazis. Then, in 1940, Rachel and Mark emigrated to New York City with their son, and Mark was appointed a professor of Jewish History at Yeshiva University. A prominent scholar, he was the author of many books and articles and died in 1955 while on leave from YU. In 1956, Professor Rachel Wischnitzer established the Fine Arts Department at Stern College and taught there until she retired at age eighty-three.

On the celebration of her one hundredth birthday, Dr. Norman Lamm presented Professor Wischnitzer with the University's Centennial Medallion that was to be used the following year to mark the institution's one hundredth birthday. On this

momentous occasion, she received congratulatory messages from a wide range of political figures including President and Mrs. Reagan, Governor Cuomo, Mayor Koch, and New York Senators Moynihan and D'Amato.

Dr. Bacon described Wischnitzer as having had a deceiving appearance. "Her frail exterior masked enormous intellect and spirit. She was a model for women."

Education

continued from p. 14

In spite of the weaknesses in the Education Department, the teachers and students show remarkable dedication in their work. Dr. Groszof states that there is great mutual respect among the teachers. Though each professor may choose a different approach to teaching, they all respect the other's way of working and are united in their common goal of producing effective educators. The dedicated and exuberant attitudes the education majors have for education seem to show that no matter what the approach, the professors in the education department are fulfilling their goal.

Cubism continued from p. 7

seems to be on the ongoing dialogue between the artists, as Picasso recalls, "Almost every evening either I went to Braque's studio or Braque came to mine." The layout of the pictures also draws attention to the parallels in the works of the two artists: the similar motifs and methods.

The exhibit did not presuppose an enormous amount of background on the part of the viewer, nor did it oversimplify what is in essence a very complex period in twentieth century art. Literature was made available explaining the origins and development of the movement while a lengthy introduction and periodic explanations throughout the exhibit hall drew the viewers attention to pictures or innovations of particular note.

However, the viewer was left essentially alone to explore the depths of meaning each picture offered.

The exhibit will be open through January 16, 1990 at the Museum of Modern Art on W53st It is highly recommended to those who are interested in an introduction to some of the concepts of modern art for, as Emily Kies noted in her introduction to the exhibit, pop art in the sixties and the paintings of our own day are indebted to Cubism, most especially for their, "transposition of the banal, mass produced elements into "Fine Arts". The exhibit also offers insights into the genesis of artistic ideas and into the process of artistic collaboration.

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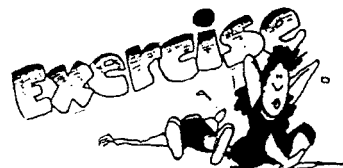
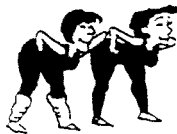
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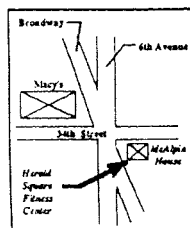
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Academic Evaluations Continued..

ECONOMICS

continued from p.8.

The Economics Department responded to this complaint by saying that SCW is committed to economics as a major and offers all the necessary courses, even if only very few students register for these courses. He said that, "the students need to take a broad view of being an economics major over four years, rather than just a particular semester." Many students disagree with this philosophy and feel that a student should not be penalized for being unable to take a course a certain semester.

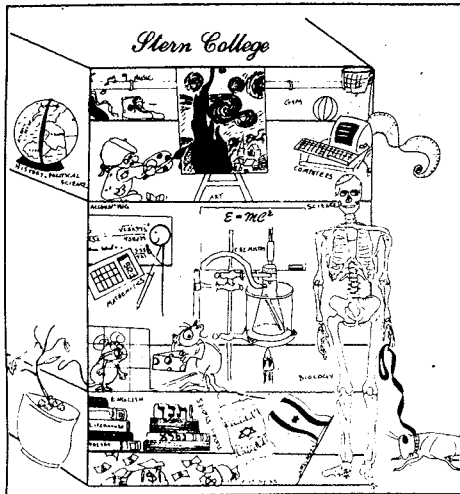
Prof. Levine also said that he feels that it is a strength of the department that only the important basic courses are offered and not the non-essential peripheral courses. In bigger universities, a student can take only unimportant courses and graduate without a basic understanding or background in economics. Examples of such courses are the Economics of Space Exploration, the Economics of Energy and the Economics of Information. According to Prof. Levine, "these courses are very specialized and should only be taken after the person is thoroughly grounded in economic theory." However, it is these types of courses that students would like to have offered to them as electives.

Although the students like the teachers at SCW, they would like to have more of a variety of teachers to choose from. Prof. Levine said that, "he would like to see more faculty specialization, but you cannot afford that luxury in a small university. In such a university each professor has to undertake courses that go beyond his specialization."

Aside from the students' disappointment in the variety of courses and teachers there are several other improvements that the faculty and students would like to see in the department. Prof. Horowitz said that the students would be better off if they knew in advance which courses will be offered so that they can plan their schedules accordingly. The students should be informed which required courses are only going to be offered every other year.

Students feel that not only should they be informed about these classes, but these classes should be offered every year and not every other year. Prof. Levine would like to see a bigger variety of courses and a better offering of books on economics in the library.

As Ms. Hirsch summed up, "It's a shame because economics is a great major, you get the best of three worlds, business, liberal arts and mathematics. They're really losing out by not improving the department. I think that they would be surprised at how many people they would attract if they did improve the department."



Education Department

by Tikvah Ben-Zvi

One of the most important yet underestimated majors at Stern College is the education major. People not only often underestimate the need for good teachers, without whom a vital link in a child's development and intellectual growth would be missing, but they also fail to realize how difficult the major is. Several teachers and students in the education department have said that the education major is a difficult and challenging one that will prepare its students to become teachers. In fact, Dr. Behar, the early childhood development professor, has received letters praising Stern for its commendable preparation of its education majors.

Dr. Grosf, a highly regarded teacher in the Education Department, commented on the commendable degree of involvement between the teachers and the students. She said that in addition to monitoring each student's progress closely, each teacher also forms personal relationships with her students. Dr. Sardy credited this close interaction to the small size of the Education Department.

Elisa Sheff, a junior majoring in education, commented on how helpful the teachers are. She said that Dr. Sardy, the head of the Education Department, has assisted her with scheduling problems and has always been available to answer questions.

The teachers' dedication coupled with the department's challenging courses make the department an effective one.

Dr. Behar noted that in a secular college, a student would not learn how to teach a Bible or Halacha course, and in a seminary, a student would learn about Bible or Halacha but would not necessarily receive teach. Stern, with its unique dual program, offers both types of specialized instruction in how to

courses. Though the dual workload may be difficult, it is definitely necessary. Margie Goldberg, a junior majoring in early childhood education who is currently taking a math class which requires four papers in addition to a midterm and final, said that though the major sounds like fun, it requires hard work and extreme commitment. But, as Goldberg and Sheff agree, the encouragement education majors lend to each other provides the necessary incentive to remain dedicated to attaining their goal of becoming effective teachers.

A further benefit of the department is that it provides its students with the opportunity to teach in a real classroom environment. Dr. Sardy said that because of the closeness between professor and student, the student is able to suggest a school that will best develop the skills in her area of study. She can choose a nursery school or a sixth grade class. Margie Goldberg student taught last year and is continuing this year and says this experience helps her tremendously in applying what she has learned. According to Dr. Sardy, the schools in which Stern students teach clamor for more Stern women.

Dr. Behar said that Stern graduates are not merely hired as student teachers. After graduating, education majors are hired in schools such as Yeshiva of Flatbush, Ramaz, Park East, and Yeshiva of Central Queens. The fourteen education majors who graduated last year were all offered numerous job opportunities.

Although there are many positive aspects, the Education Department is not without its weaknesses. For one, the importance of education and the need for good educators are not well publicized. Dr. Behar stated that there aren't enough people going into education because they do

not realize how important it is. She knows of two women, one a lawyer who practiced for three years and the other a highly successful Wall Street businesswoman, who returned to college to major in early childhood development. People fail to realize how important education is until they start families of their own and agonize over which day care center is best for their children. Dr. Behar would like Stern to offer a seminar publicizing the importance of the education major. The fact that there are not many people majoring in education concerns Sharon Beres, a junior majoring in education. She encourages people to go into education not only because it is rewarding, but also because it is essential to the upbringing of the next generation.

Lack of organization between the various tracks of study offered in the department weakens its effectiveness. Dr. Behar wants to see the Jewish education track becoming more involved with the secular studies one and vice versa. Presently, everyone is "doing his own thing," but Dr. Behar feels that there should be more interaction.

The students also commented on the lack of organization. Elisa Sheff said that when she started her major, she was not told what the requirements were. Sharon Beres wished for a seminar for education majors spelling out requirements from freshman year to the senior year.

Secondly, the faculty and curriculum are extremely limited by time as to what they can offer. Dr. Grosf said that the dual curriculum is the excuse given for not expanding the number of education courses. However, she feels there is a need for more of a variety. Students lack sufficient knowledge of such subjects as geography, anthropology, and the sciences.

Margie Goldberg said that this semester she is taking four education classes and has yet to take two more. She cannot take them in the spring, however, because they are not offered then. She has to wait for next fall, when she will have even more requirements to fulfill. As a consequence of the need for more courses, the number of teachers need also be increased.

Dr. Grosf feels that with more teachers, each professor will be able to focus on his/her specialty and not have to teach only general material.

Lack of funds also prevents Stern from purchasing enough instruction material. Dr. Sardy said that there are occasional grants given to the department but not enough. Many times faculty members bring in their own teaching tools or students have to buy their own materials. Dr. Sardy would like to see Stern provide a facility where teaching tools are constantly available to students.

HISTORY DEPT.

continued from p. 8.

zation pre-requisite required to enter a Level II course. Juniors and seniors feel that a good background should be required before a student enters an advanced course so that it is not conducted as a review session, but rather as an intellectual discussion that revolves around outside readings.

Shelli Palmer, (SCW '90) would have liked the option to specialize in a specific branch of history. However, the course selection does not allow for this. There are not enough courses offered over a period of four years that narrow in on any one period of time. Addressing this, Dr. Goldstein said that with SCW's small size and rigorous schedule, not to mention the one year which is often spent in Israel, students do not have the time to concentrate on a specialty.

Palmer and Monique Victor, both seniors, agreed that the department heads are very responsive to the students needs. For instance, Greek Civilization was offered this semester as a result of student interest.

One student, however, expressed dissatisfaction with the lack of involvement of the faculty. She felt that there was not enough interest taken by the professors in their students' career goals.

Students suggested a number of recommendations to strengthen the department. In comparing SCW's history requirements with Yeshiva College's, the SCW seniors strongly feel that a broader curriculum is needed. YC history majors are required to take two courses from outside disciplines such as political science, economics, philosophy, or sociology. SCW's only requirements, however, are two semesters of Western Civilization and an additional 24 elective credits selected from the History Department. A more varied curriculum would add a broader perspective to the students knowledge that add to their depth of understanding history.

Ms. Shmidman proposed that internships be offered in museums and research institutes to increase awareness of the practical applications of history. "The history major should not only be a stepping stone to law school," she said.

PAIKEN

continued from p. 11.

has not yet been found, but Judy Bernstein, from the Executive Vice President's office, says that they are hoping to find someone by January. Two weeks ago, a search committee was organized to find a replacement and since then, an ad is running in the *Sunday New York Times*. Resumes are being collected, but if no one is found by January, an acting director will be appointed until a permanent director is found.

Yiddish Theater continued from p. 7.

makes us laugh but also makes us think. The plot is fairly straightforward: Milton, the Doctor, loves a girl who comes from an aristocratic family who have recently lost their money. Sidney, the second son, does not want to be a lawyer but only wants to co-own an auto shop along with Helen's (the daughter) love, Sam. Sam is a greenhorn (recent immigrant) who works for their father at his auto shop, and Sid is in love with an orphan girl. All this obviously upsets the father who would like to see his kids move up in the world. Baile acts as a bridge between her husband and kids. We are confronted with the conflict between dream and

reality. The mixture of Jewish humor and American culture creates an existence that is both realistic and comic. The opening scene takes place on the last day of Hannukah and the closing scene is on Thanksgiving. We see the Gantze Mishpoche share warm feelings of resolution in a traditional American fashion. The Folksbiene Theater, which is celebrating its seventy fifth season, has had to accommodate itself to its changing audience. One can now rent earphones and hear simultaneous translation in English.

Once you see a Yiddish play, you will be convinced that it is enchanting as well as enriching; so, go in Gut Gezunt!

Dean's Lecture continued from p. 1.

feels that more proof is needed for there to be a sefeka-sefeka. Rav Schacter calls upon anthropologists to perform demographic studies on the Ethiopian population in order to further study their evolution.

At this point Dean Bacon began to discuss the use of biochemical data. An early approach in biochemistry was to compare organisms phenotypically (by outer appearances). However, the phenotype is a composite of many hidden, inside factors, so it does not give a feeling for true identity. The gene frequency within various populations is a more valid criterion for comparing different peoples.

Dr. Samuel Karly for Stanford University looked at fourteen different genes and the distribution of alleles (gene forms) in various populations. He performed a distance analysis to compare which populations were closer and which were further away from a set stan-

dard. The distances can be used to approximate the time that populations diverged from each other. He concluded that the Polish Jewish community is closer to the World Jewish standard than any other. Polish and Russian Jews are closer to each other than to German Jews. Ashkanazi Jews as a group are genetically distant from German non-Jews. Using this technique, one can see that Jews are more closely related to each other than to their various host populations.

The same type of analysis was performed by a Dr. Tamir at Sachler Medical School. Ethiopian Jews (in Israel) show occurrence of many African genes suggesting that they share some common ancestry.

A second approach to gene identity is to look at the mitochondria which has DNA on it. The mitochondria in our body is inherited from the egg, meaning the mother. Through the use of restriction enzymes one can

look at the mitochondrial DNA. She concluded from the data that Ethiopians contain evidence for a unique African component on the mitochondrial DNA that other (Jewish) populations do not have. This proves that there is a doubt whether the Ethiopians are Jewish. Secondly, if there is a doubt as to their Jewish status, the possibility of mamzerut is also cast into further doubt.

Consequently, one may use the concept of a sefeka-sefeka and the Ethiopian Jewish community is in a position to be accepted into the Jewish community.

From this analysis one can see the relevance of science in our lives as Jews. Dean Bacon concluded, "as science refines itself over the years, it comes to aid us as Jews, to enrich us as Jews, and ultimately to free us as Jews. This is the beauty of the relationship between Torah U'Mada that is exemplified at this University."

CLUB CANADA: Misconceptions



by Debby Aharon

"Canadian eh? I once knew someone from Canada who lived in Vancouver. Maybe you know him. Dan...his name was Dan something and his sister was some brown-haired girl named Marnie. Say what? You're from Toronto? So don't you ever get around to Vancouver?"

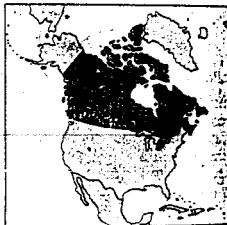
If you failed to see the 'humour' in the above statement, there is no need to condemn yourself because the unfortunate truth is that a majority of the American population is ignorant of Canadian trivia-its people, culture and geography.

In fact, this phenomenon has been spotted many a time on the Yeshiva University campuses; a University that boasts one of the largest contingents of Canadian students on the East Coast of the U.S. In a recent meeting with John McNeil, the Academic Relations Officer for the Canadian Consulate General in New York, members of the YU Canadian Club discussed the opportunities available for Canadians in New York City.

Cheryl Zaionz, SCW student and Canada Club President, expressed her enthusiasm for Mr. McNeil's proposal to arrange future meetings with Canadians from other major universities in the region. "It would be interesting to see what kind of activities are planned at other universities by Canadian students," McNeil is meeting with the Club on Monday along with Canadian representatives from Princeton in order to arrange an event.

Based on this seemingly Canadian activism one again begins to wonder why many people are still unaware that those who keep the activism

going could be very instrumental in separating the myths from the facts. Am I making a judgmental error in saying that people must know that the typical Canadian does not drink Moosehead beer and wear a tuque? Take off! Bob



and Doug have been up North too long. Everyone knows that the typical Canadian would rather be portrayed sipping a cold Labatts Light on the top of the shimmering Rockies. Yet just when you think that all is cool regarding thoughts on Canada, someone will toss you a line like, "Does Canada have a Democracy?" (a question a YC student would ask no doubt). Dumbfounded was not the word I'd use to express the intellectual state of mind that was shared by another Canadian colleague and myself at the time.

I am truthfully not an advocate of the underground plot to force students to memorize all ten provinces and (Chas Veckalila) both territories, but it would be nice to include the supplement, "Canadians are not aliens" to the nightly recitation of "Hear Oh Israel." Yes, Canada is Democratic but one may wonder exactly what role Queen Elizabeth II plays besides starring on every form of Canadian money. I often ponder over this

particularly favorite issue because I have always thought that the Commonwealth was a Communist plot.

But on a somber note, there is more to Canada than losing Wayne Gretzky to Los Angeles and Ben Johnson to steroids. Did you know that Canada is second only to the Soviet Union geographically, covering 9,976,139 sq km (or 3,851,809 sq mi in American units) and accommodates almost 22 million people, most of whom do not live in the ever so popular igloos?

Did you know that because of Canada's great latitudinal extent, the climate varies as you move from east to west meaning that although most of Canada has its famous cold winters it is not lacking warm summers? Did you know that while French is taught as the official second language, Quebecois insist on a French dominated province? Did you know that although these differences exist, Canadians enjoy many of the same things that Americans enjoy? (Do we not all enjoy YU Cafe food?)

Maybe this would be a good time to mention that Mr. McNeil has generously proposed to donate \$2500 (American funds) toward Canadian texts and literature including additional Canadiana Encyclopedias to YU. I wonder if people will use them merely to look up Who's Who in NHL, or if they will actually check out the benefits of group health care. No, I'm not recruiting but merely informing.

So next time you overhear someone saying that she intends to walk over to Toronto from Montreal to a visit on Shabbat, just raise an eyebrow and chuckle.



Improved Milner's Market Signs Contract

by Mail Adler

A new improved Milner's Market has opened in the Orange lounge of Brookdale Hall. Milner's Market has long been an important institution of Stern College, offering late night snacks for the hungry students, as well as other items, such as laundry detergent and toilet paper for those caught suddenly unequipped.

It's previous location, a small sized room in the dorm building, was a major disadvantage. Now that it has moved into the spacious Orange lounge, it has become much more accessible and has more space so that it can offer a larger variety of supplies. It's operators, Jennifer Epstein and Margi Goldberg, promise that the already long list of available items will gradually get even longer. The primary explanation for the new improvements is that Milner's Market has this year come under the auspices of the Yeshiva University Food Services.

Student Council president, Cindy Schlanger explained that over the summer the Council was approached by Food Services with an offer to cooperate together on this venture. Food

services does the ordering and the restocking, thus allowing Milner's Market to have greater contacts than they had in previous years. The students, however, continue to organize and run it. Due to the fact that the ordering is going through new channels this year, and that a new variety of items are being offered, the prices have been raised slightly. Despite this minimal increase in prices, according to Schlanger, there have been no student complaints.

A major facet of the new and improved Milner's Market is that the students on meal plan can use their dining club cards to make their purchases. Vending machine products are also available in Milner's, which adds to the convenience for students without spare change.

Epstein and Goldberg explained that the market is starting out on a small scale but with upcoming plans to further enlarge if it receives positive student reaction.

Thus far, they report, Milner's market has been highly successful and many items have been sold out.

-CORRECTIONS-
Dr. Nancy Brayer Block, SCW's psychologist was quoted in the article about Career and Family the quote was really from Ellen Singer of Student Services. The kashruth of Rattner's restaurant is questionable. Debby Aharon's article on the attack on Brooklyn College students did not read in the order that it should here.

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SPORTS TRIVIA

by Esti Weber

Answers to the quiz should be submitted as soon as possible to Esti Weber room 17F. The first Stern College student to correctly answer the quiz will receive a prize and will be mentioned in the next issue of *The Observer*.

by Esti Weber

This section of *The Observer* is designed to increase sports awareness at SCW. The first woman to give the answers to Esti Weber, Br17F, will receive a prize.

1. Besides Bo Jackson, what other athlete plays both football and basketball and for which two teams?
2. In what sporting event did the U.S. defeat Trinidad and Tobago to proceed to the main round?

3. Which current NBA center

served in the Navy for two years?

4. Former Met Dave Kingman plays baseball for what team?

5. What country does the leading rusher in the AFC come from?

6. What part of Germany is Steffi Graff from?

7. The New York Giants' new field goal kicker is formerly from what country?

8. What was Dexter Manley's punishment after being caught for substance abuse for the third

time?

9. In the prime of his career, the Mets traded Tom "terrific" Sever to what team?

10. College basketball's BIG EAST is experimenting with what new rule this year?

Congratulations to Adrienne Goldfeder who won last month's competition.

Walking Group Between SCW and Dorm

by Aviva Tuchman

Although most classes for SCW students end during the daylight hours or early in the evening, one can usually find students in the college building until closing time. The three block walk back to Brookdale Hall can be potentially dangerous for people walking alone. Therefore, a security walking group service has been established. The security run goes to and from Brookdale Hall and the Main Building on Lexington Avenue. The walking group system, which has been in effect for the last two weeks, runs from 9:30 p.m. until 11:50 pm when the main building closes.

According to Mr. Luis Gonzalez, the security supervisor, who is involved with the new service, there have been no reported incidents of trouble for SCW students walking back to the dorm at night. However, he feels that a walking group is warranted, especially when East 34th street is deserted.

Rachel Mohl, a SCW junior, agrees with Luis Gonzalez's sentiments. Ms. Mohl wrote a letter to the editor of *THE OBSERVER* in the September issue requesting a security system be started for the students who wanted it. Zelda Braun, Director of the Office of Student Services, after reading the letter, contacted Ms. Mohl to discuss the feasibility of the service. After two more meetings,

including one with the Director of Security, Mr. Arthur Hoyt, the present system was decided upon and implemented.

Ms. Mohl is very satisfied with the cooperation of the administration and is pleased that the college has taken action for the students' security. Ms. Braun was pleased with the ease with which the walking group was established and that the administration could satisfy student requests. She emphasized the

importance of voicing complaints and suggestions so that potential solutions could be worked out. Ms. Braun felt that this case was an example of how fruitful the results can be when students speak out.

Braun, Gonzalez and Mohl all voiced concern by the fact that there are a number of students who still walk by themselves at night instead of using the newly established walking group.

Aerobics Junior Class Sponsors Weekly Workout

by Esti Weber

Fitness-mania is thriving at Stern College since the Junior class began sponsoring weekly aerobics sessions. The classes, which were implemented as a result of student initiative, meet Wednesday nights and are taught by Amber Woolf who has been teaching aerobics in clubs throughout the city for the past five years.

Junior Class President Lisa Horowitz explains her motivation for creating the aerobics program at SCW. "I wanted to exercise and I didn't want to pay an exorbitant price to join a club in the city since I knew I wouldn't be able to go every day. This way I'm forced to go once a week and that's all I'm paying

for." The price for the semester is thirty dollars—approximately four dollars per session.

Reactions have been overwhelmingly positive. There are presently 35 students who attend the classes. These classes are the only non-coed aerobics classes offered in the area. This is something which draws many Stern students. Because of student enthusiasm there is a possibility of a third class being opened which would meet twice a week. The classes are an opportunity for students to take a break from their studies. SCW Junior Jodi Bruck commented, "I rarely take a break from studying but it's such a great workout that it's really worth it."

Basketball LADY MACS Start Slow



Sharon Melamed, Yehudit Moskowitz, Orna Melamed, Aviva Isaacson, Malki Berezin, Arella Halpert, Aviva Rosenstein, Bonnie Benenstock, Penina Genish, Dina Friedman

by Esti Weber

Although off to a slow start, the Lady Macs are optimistic about their newly started basketball season.

On Wednesday November eighth, the Lady Macs were defeated. The score was fifty to thirty-two. Some of the team members feel that this loss was primarily due to the lack of adequate practice time. They practice merely two and a half hours a week. This is in contrast to their opponents who practice at least three times a week, for double the amount of time.

Having an extremely strong starting five, Stern College's basketball team is one of the

strongest that it's been in years. Captain and senior Dina Friedman plays guard, as does junior Michelle Berezin who is starting her second year with the Macs.

Aviva Isaacson, another second year veteran, plays forward as does rookie Bonnie Benenstock. After a year in Israel, Atara Wolintz rejoins the team as starting point guard. Other players include Arella Halpert, Claudine Sokol, Aviva Rosenstein, Tina Sanders, Yehudit Moskowitz, Orna Melamed, and Sharon Melamed. The team managers, Penina Genish, Rena Glass, and Ruth Rotenberg assist in making the games run smoothly.

Volleyball Intramurals Successful

by Esti Weber

Volleyball intramurals began at Stern College for the first time in its history. SCW student Karen Muth, originator of the idea and coordinator of the program, is extremely pleased with the number of students who have joined.

Muth explained that the purpose of the intramural league is twofold. Sufficient student interest will qualify the formation of a school volleyball team that will be able to compete against those of other colleges. Secondly, the teams provide both social and recreational exercise. The volleyball league is an extracurricular activity that draws student involvement. There are no tryouts required. Anyone can

join the league.

The intramural league is composed of four teams. Two teams compete each week, culminating in a championship match. Coach Elisa Weisblatt, instructor of the volleyball course at SCW, attends the matches and offers instruction to the athletes. She acts as referee as well.

Volleyball intramurals differs from the volleyball class which is offered as a half-credit Physical Education course. Attendance is not taken and grades are not given. Students are there purely to have fun and enjoy themselves. Hopefully, this enthusiasm and continued student interest will result in a successful volleyball season.

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