

THE OBSERVER

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Full House At Brookdale Hall

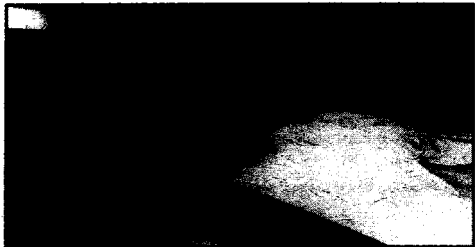
by Elizabeth Botterman

Overcrowding and lack of adequate living space are creating many problems for students in Brookdale Hall. Two study halls and the infirmary in Brookdale Hall are now inaccessible. They have been transformed temporarily into housing for several SCW students. First time on campus students were shocked to find out that they would be living in rooms of five, with bunkbeds, for the next ten months.

Overcrowding in the dormitories is not a new problem confronting SCW students. Enrollment at Stern College has been increasing steadily over the past few years. For many of these women, the dormitory is their only option since they come from out of

additional apartments at the Plaza. They hope to have these apartments ready by Succot, which will allow more upperclassmen to move, thereby enabling their present rooms to be given to students in temporary housing.

Rooms 18C and 11C have been designated as temporary housing. Six students are living in each room, equipped with three bunkbeds and six desks, two of which are in the kitchen. One student claimed, "This isn't camp!" Others expressed interest in the new off-campus housing project. The students live out of their suitcases because there are not enough closets in the rooms. They have no phone and refuse to pay to have jacks installed, since they expect to be moving shortly.



The converted 18C study hall: a temporary dorm room.

the New York area. There are currently 561 students living in Brookdale Hall, and seventeen women living off-campus.

Dean Nulman, the Dean of Students, claims that finding additional housing space is a top priority. Nulman concedes that the dormitory is currently filled to capacity at a number which, for the time being, is "minimally manageable," but to increase this number would be impossible. Because of this problem, Stern decided to lease apartments in the Lexington Avenue Plaza complex located at 31 St. These luxury apartments are one and two bedrooms, complete with two baths. Five to seven women live in each apartment. The apartments are within walking distance from Stern College. The college has agreed to subsidize the rental fee for these apartments "so that the amount charged to residents will be identical to that charged to students in Brookdale Hall."

Both Nulman and Zaida Braun, Director of Student Services, are working closely to obtain

Some freshmen feel that they were singled out because they registered late and did not go to Israel. Rachel Kirschenbaum states, "It still isn't fair. I paid just as much for a dorm room as anyone else did." Other drawbacks to the temporary housing are that the students do not feel they have a floor and fellow dormmates to relate to, and they are finding it difficult to get work done late at night. "It isn't really a room," said Miryam Goldman SCW '94, "there is simply no breathing space."

Students and parents have been asking why SCW did not foresee the housing shortage before the semester started. Nulman and Braun both responded by saying that in July there had been no problems as far as dormitory space was concerned. Only in mid-August, when a sudden increase of students made them realize that additional housing was necessary, did they agree to off-campus housing. Nulman and Braun expressed their mutual commitments to solving the problem.

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Record Enrollment At SCW

by Shoshana Levine

Student enrollment in Stern College has reached a record high for the present academic year. Approximately six hundred and sixty women are presently enrolled in classes as either part time or full time students, a significant increase from the six hundred and twenty that registered in the fall of 1989. The number of students in the college has been steadily increasing over the past several years, thus necessitating yearly an enhanced curriculum, along with the creation of additional classes and faculty in order to accommodate the expanded student body. For the first time in its history, Stern College for Women, encompassing both the school building and the dormitory, is filled well beyond capacity.

"The reason for the greater number of students existing in the school," explained Dean Karen Bacon, dean of SCW, "is partly due to our acceptance of many new students."

"However," she emphasized, "the record high this year is the number of students altogether enrolled in the school, and not only the number of students accepted into this year's expanded freshman class. The retention rate of the upperclass students is substantially higher than it has been in previous years, and the attrition rate, in turn, is much lower. Students are remaining in the school longer than ever before for a whole variety of

reasons."

Debby Aharon, an SCW senior, chose to stay in Stern for an extra semester instead of graduating this past June. "I had the one hundred twenty eight credits and all the requirements needed to graduate," she explained, "but I was so busy taking all of my requirements, that I never had the opportunity to take classes of interest to me that are outside of my major. This extra semester is enabling me to do just that."

Michael Kranzler, the senior associate director of undergraduate admissions at Yeshiva University, feels that there is a general increased level of enthusiasm, on the parts of both parents and students, toward Yeshiva University, and specifically toward that which Stern has to offer. This greater enthusiasm, he feels, stems from a greater recognition of Stern College's facilities, curriculum, and increasingly commendable reputation that goes beyond the confines of the Yeshiva world. "One main reason that more and more parents are becoming interested in their daughters attending Stern College," Kranzler explained, "is that many more parents are becoming interested in their daughters' Jewish education. Women's learning is much more acceptable than it was in the past. There is less preoccupation with marriage and more of a focus on education."

Michale Liberman, the assistant

registrar at Stern, believes that the record enrollment is clearly in part a demographic issue. "This is the baby boomer generation," she theorized. "There is a larger pool of college age students circulating now than there has been in recent years. A substantial portion of our student body is comprised of oldest children from families throughout the Jewish community with younger siblings who have just begun entering the realm of higher education. Both the numbers factor, along with the demographic issue concerning the general orientation of the Jewish people in today's society, are factors that affect the enrollment of students in the University."

In addition," Liberman suggested, "presently more students than ever study in Israel for at least one year before entering college. The majority of these students choose to study post-Israel at Yeshiva University."

Putting aside the possible factors attributed to the progressive increase in student enrollment at Stern College, the practical question at present is what will be done to accommodate this record high student body. "Already new sections have been added to the curriculum," stated Dean Bacon. "The low student/faculty ratio and individual attention shown towards the students with which Stern has always prided itself is not being

Continued on p.4 col.3

Intense ESL Course Implemented

by Elisheva Berezin

Stern College is now offering an intensive English as a Second Language (ESL) course to accommodate the growing number of foreign SCW students. The class is mandatory for students who have not attended high school in the United States and therefore do not have the necessary English skills to enter other classes. This year's incoming class includes twenty foreign students. At the present time there are ten students registered for ESL.

Although an ESL course has been offered in the past, Dean Bacon commented that, "it was overall a frustrating experience" for foreign students who already have a working knowledge of English, the three hour class focused primarily on teaching grammar, usage and proper writing techniques. Students who required large amounts of help in acquiring English skills were forced to register for an ESL class at a different college or to attend classes at a language institute. Both choices presented an additional financial strain to the students in need, explained Dean

Orlian.

The new ESL course differs in both class hours and focus. It is allotted nine hours a week and is divided into two parts. One part, listening and speaking, is taught by Miss Marcelio Wray, who holds an M.A. in Education from Hunter College. Mr. Paul Ducett, also holding an M.A. from Hunter College, teaches reading and writing, the second part of the course.

Mr. Ducett is also an MA/PhD

candidate in comparative literature at the CUNY Graduate Center. He speaks Russian, Chinese, French and Spanish and has also done work in the field of linguistics. Ducett's main goal is, "to acquaint the students with the American tradition such as how to set up papers and how to ask questions." The cultural differences and backgrounds affect classroom behavior and the students' perspectives on learning.

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Ten of the students in SCW's new ESL program along with Margo Marx and Vivien Owgang, Foreign Student Advisors.

Smooth Move

On behalf of the OBSERVER staff, we would like to acknowledge Sam Mandelbaum and the entire security, maintenance and housekeeping staffs for making this year's "move-in day" much easier than in the past. The staff worked for three days from morning until night, filling up big cardboard boxes and helping students move into their rooms. Luggage was ticketed and delivered to the students' doors. Boxes that were in storage over the summer were in the students' rooms before they arrived. Thanks to the Resident Assistants' "directing of traffic," long lines and crowded areas were avoided. All in all, move-in day went very smoothly and was much more organized this year. We thank the entire staff who helped make this possible.

Too Close For Comfort

We have reached a point where SCW is finally bursting at the seams. Although for many years there have been complaints about overcrowding and lack of facilities, we have reached a saturation point. The situation is truly unbearable. The study halls and infirmary are inaccessible because there is no extra space in the dormitory. Off campus housing is a last minute solution to a vast problem that has been pushed under the carpet for a very long time. The fact is that SCW has outgrown her physical facilities. There are no adequate athletic facilities, the computer room is overcrowded even though it is only the second week of school and there are periods during the day when there is not one free classroom in the entire school building. While the record admission of students is a positive sign, the administration has to take immediate steps in coping with this new influx. Accommodations are not a luxury, they are a necessity.

Empty Pockets at POCKETS

Dear Editor,

I recently attended a Welcome-Back-To-School Bash at Pockets sponsored by the Senior Class. Since some of my good friends are seniors I stayed with them near the door while they were collecting tickets and money. I was really surprised to see students, male and female, casually walk by the table where they were supposed to pay. I thought, at first, that they might have paid previously since I knew some people had done so. Later on, however, I found out that those students snuck in with groups who had paid. My friends, of course, were very upset, not because they were losing money but because they expected more of college students. At this time of the year, maybe I should give them the benefit of the doubt and say that those students really did pay or maybe they were not from YU but that still is inexcusable. Unfortunately, I know that some of those students were from SCW and YC and I am fairly certain that indeed they did not pay. Aside from halakic problems, I think, in the future, students should have more respect for what goes into planning an event and for the student leaders themselves. Such conduct should not be seen at an institution like ours. Please have a little respect next time.

Anonymous

The Crime of Staying in New York

Dear Editor,

While student enrollment in both Yeshiva University undergraduate programs reached a record high this September, enrollment in some of the one year programs in Israel decreased somewhat. Many parents, fearful of the growing Gulf Crisis and the maniacal actions of Saddam Hussein, retracted their sons' and daughters' applications to these institutions and registered them in YC and Stern. Instead of boarding El Al planes these students boarded "A" trains and 34th Street took the place of Rehov Melech George. The reasoning behind these actions is rather illogical. The fact that parents view New York City a safer place than Jerusalem is mind boggling. Granted mid-town Manhattan is not being threatened with chemical warfare, but the killing of Brian Watkins, the 22 year old from Utah who tried to save his mother from muggers, is not something to bring peace of mind. It is unfortunate that students have to miss out on their year in Israel, especially when the alternative is New York City.

Atara Pasternack
SCW '91

THE OBSERVER

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Quote of the Month

"An individual once said: to be what we are and to become what we are capable of becoming, is the only end of life." R.L. Stevenson

Yeshiva University Dining Services Joel Jablonski and Midtown Campuses

MONTHLY SPECIALS

September Oriental Night, Sept. 11

All you can eat Oriental Night, Dining Club Members only: \$5.95
12 oz. Beverage 25¢ with 2 slices pizza.

October Spanish Night, Oct. 23

Buy a Soup and Sandwich for \$3.99 (lunch only)

November Thanksgiving Night, Nov. 20

12 oz Beverage 25¢ with Falafel Plate

December Italian Night, Dec. 5

Large Fries 50¢ with any Deli Sandwich

January Perestroika Night, Jan. 29

Double Beef Burger \$3.49 w/Fries

February Persian Night, Feb. 26

Every meal, soup only \$1.00 a bowl

March Mardi Gras, March 13

Bounty of the Sea, Filet of Fish on a soft roll \$2.69

April Mid-Eastern Night, Apr. 24

Filet of Chicken Sandwich only \$3.25

May

Finally, Finals, Finis

Entire Month, Slice of Watermelon Free with any
Entree or Sandwich

FOR DINING CLUB MEMBERS THE SPECIALS ARE AVAILABLE
MONDAY-THURSDAY DURING THE MONTH.

Non-Members can obtain the specials on TUESDAYS.

Theme Dinners are as listed and available to all customers.

Editor's Note

by Neechama Goldman

In Mishnah Rosh Hashanah 1:2, it is written, On Rosh Hashana, all mankind pass before Him like *benei maron*, as it is said, "He Who formed (them), (sees) their hearts together and understands all their actions."

Rabbi Beryl Gershenfeld questions the use of the phrase "*benei maron*" in his essay "Judgment on Rosh HaShanah: Analysis of Content and Process in a Talmudic Aggadah", published in the Journal *Jewish Thought*, (Elul 5750, Volume 1, no.1). Why not simply say man passes before God in judgement? Why employ a phrase that the sages of the Talmud must struggle to understand? Rabbi Gershenfeld cites the Talmud's three approaches to *benei maron* in Rosh HaShanah 18a.

The Tannah Kammah translates it "like a flock of sheep." As sheep faithfully follow their shepherd, so too man was created - to follow the Torah and keep the mitzvot. There is no individuality in this achievement-mankind must stand en masse in fulfillment of the overall structure of Torah. To prepare for Rosh Hashanah, a person must seek to be more careful in observing mitzvot and clinging to God. All human beings are the same in accepting the basic tenets of Judaism.

Reish Lakish, instead of translating the phrase literally, takes it to mean "like the ascent to Beit Maron." The ascent to Beit Maron was a famous landmark in Talmudic times. Only one man could walk the narrow winding path. This opinion is in concurrence with another mishnah in Sanhedrin, "Therefore, man was created singly...to proclaim the greatness of the Holy One Blessed be He...every single person is obligated to say, 'for me the world was created'." Reish Lakish believes that this idea, of man's individuality within his uniformity, is a more sophisticated version of man's role in creation.

Merely studying Torah and heeding mitzvot is not enough. There must be introspection in regard to action. A person must incorporate his/her individuality into living their daily life as God has ordained. A person grows closer to his beliefs by grappling with God's wisdom and striving to find his own potential in Torah.

The most ambiguous and difficult approach is the third, taken by Shmuel and cited by Rabbi Yehudah, "like the troops of the house of David" relating maron to marut, meaning sovereignty and lordship, (Rashi). The "troops of the house of David" are analogous to communal effort. Community does not rule out individual

distinction. David's army was composed of various experts like calvary, infantry and archery who each functioned in their proper roles. It was the individuals merging into the community that allowed for the greatness in David's army. Perhaps this is the most difficult of all the approaches because man has to first develop his potential as an individual before going on to fruitfully contribute to the community.

Rabbi Gershenfeld concludes that the three facets of man are hinted to by "*benei maron*." To stand judgement we must clarify our role in choosing Torah as the life we want to lead. First comes our common obligations as human beings and Jews. Then our own characteristics and aptitudes must be considered. Finally, we must appreciate that the uniqueness of every individual, once fully actualized, can be truly significant, only when integrated into the community. It is with these recognitions that we ready ourselves for Rosh HaShanah.

With this approach in mind, I would like to address the student body, particularly the freshman and sophomore classes. For them this is the beginning of a new phase in life. The next three or four years will bring endless possibilities of growth in knowledge and maturity. College is a secure microcosm of

a much bigger world. It is a place to explore ideas and relationships without feeling the intense pressure of daily survival. My advice is to take these years and make the most of them. Don't wait for the end to realize that there were a lot of causes to get involved in and a lot of courses to take. Too many students feel the need to escape from college. They cram in as many easy courses as possible so as to get on with life. Full speed ahead for medical school or marriage or their career.

Many Stern students complain about the apathy in the school because there are only a core group of students willing to take initiative as student leaders. For the last two years, many of the same students have served as student officers for their classes. This year there are many seniors running student council, the newspaper and many clubs and not enough underclassmen are involved. When this year's class graduates, there are will be a lot of positions left open.

Rabbi Gershenfeld cited three facets of man that allow him to reach his fullest potential when standing in judgement. I would like to use them in reference to student life in college. First, we must recognize that as SCW students we have an obligation to perform mitzvot and learn Torah. The basis of SCW is to provide an

environment conducive to the study of Torah. The uniqueness of the University is its ability to incorporate everything else into this environment.

Second, we have to recognize and introspect as individuals. This is the only way to grow. To be an individual, you have to break the mold of conformity that often shapes us throughout our teenage years. Now is the time to explore new roads and channels, to allow for a greater breadth of knowledge.

The final step is using individuality to complement the community. Blending our skills with others is the only way to facilitate growth and diversity on a larger scale. The richer the community, the more fertile a breeding ground it is for individuals to continue to find fulfillment.

A new era is dawning for women in Judaism. Stern College students today have an opportunity to learn more and gain greater knowledge in Torah and halakha. Take these years and use them. Don't run away from college. Use it as a medium for personal and communal growth. Express opinions, join clubs and take an active part in what is going on around the world. Have a healthy and happy new year.

Ancient Roots in Hussein's Strategy

by Shoshana Levine

"Border Opened, Kuwaitis Flee Their Country," screamed out the front page headline of Monday, September 17th's New York Times. The doors of Kuwait that had been suddenly slammed shut just six short weeks ago have now been reopened, allowing thousands of refugees to escape to surrounding countries. As a result of this mass exodus, attacks on King Hussein have somewhat diminished, and President Bush's sole warning to the Iraqi leader now, is to withdraw from Kuwait and restore the previous Kuwaiti government.

What the average reader of the "Times" fails to realize, is that this mass exodus is exactly what Hussein desires and fits perfectly into his diabolical scheme. Throughout history whenever one country invades another, a nationalistic uprising is usually imminent, and becomes the invaders' greatest threat. The *intifada*, an uprising by an indigenous population that resents their rulers governing them on their own land, is a quintessential national uprising. The only way to avoid this major threat, as also proven from history, is to scatter the conquered nation, thus disabling them from revolting against their oppressors.

Hussein's strategy is strikingly clear. By exchanging the entire Kuwait population for Iraqis, Hussein can obey the American warning with ease. He can withdraw from Kuwait and still effectively be in control since the new Iraqi citizens are all loyal to him. By moving the old population out, Hussein has essentially destroyed Kuwaiti national identity, and in doing so has destroyed the threat of a Kuwaiti uprising.

"The Iraqis appeared to be actively encouraging the departures," stated the New York Times. Why shouldn't they? After all the situation is working out exactly as their politically ingenious king had intended. Saddam Hussein is clearly not simply acting on whim nor is he making haphazard decisions. Perhaps he has been reading up on rabbinic literature, where an early basis for this political strategy can be found. "Bah Sancherev u-bilbel et ha-olam"—Sancherev came and scattered the nations. If so, we must remain wary and keep an even closer eye on Hussein—our modern day Sancherev.

Editor's note: The writer would like to acknowledge Rabbi Saul Berman for his ideas which contributed to this article.

SY SYMS SCHOOL OF BUSINESS EVENTS

"Mock Interviews" with John Barch of Deloitte & Touche

Tuesday, September 25, 1990

8:00 PM Room 411 Belfer Hall

7:00 PM Van-Stern Dorm

"Career Fair" Meet with representatives of Accounting, Business, and Computer firms.

Wednesday, October 17, 1990

8:00 PM Weissberg Commons, Belfer Hall

7:00 PM Van-Stern Dorm

"Careers in Marketing"

Tuesday, October 30, 1990

8:15 PM Room 418 Stern

7:45 PM Van Lot A

FOR PLACEMENT ASSISTANCE, PLEASE SEE ADRIENNE WOLFF—ROOM 723

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Ducett is attempting to combine 12 years of American education into his class curriculum. The biggest challenge according to Ducett is, "figuring out what each student needs. Language is very complicated; everyone learns it at a different pace." However, Ducett also expressed admiration for his students, describing them as bright and hard working.

Originally, students registered for intensive ESL were barred from attending any classes, other than Judaic Studies courses. However, after requests from some of the

students and further evaluation of their language skills, a few were permitted into some of the hard core math and science classes.

Doris Natishhashem, a freshman from Iran, arrived in America four years ago. She studied English for two years in Iran. Although she is gaining many skills from the course, she does not enjoy the long hours it entails. She is hoping to receive permission to enter a biology class. Ramina Lalehzare, another freshman from Iran, studied English for four years in high school and in a private

institute. She has been in the United States for eight months. She feels that the class is very useful in helping her sharpen her English language skills.

Although students' opinions about the new course may differ, Dean Orlian said that the class is, "an opportunity to directly benefit students without an added financial burden." Besides the courses in reading, writing and listening, the students work in conjunction with the computer center to learn word processing and typing.

AROUND THE CAMPUS

Learn To Write Right

by Shoshana Levine

You have just returned to New York after having spent a year studying in a yeshiva in Israel. As the class is about to end, you tune in for a moment, only to hear the professor mention the requirements for the next class. Attempting to concentrate fully on the intricacies of the assignment, you can barely make out the word "paper" and already alarm bells are ringing in your head. Not knowing how to even begin tackling this dreaded assignment, you turn to the one facet of the university that is capable of coming to your rescue—the Writing Center.

The Writing Center, directed by Dr. Richard Nochimson, an English professor at Yeshiva University, is a service specially designed to aid students interested in improving their writing skills. The Center's tutors, the majority of whom are students in the university, are available to help in a variety of ways, from facilitating students' basic understanding of the fundamentals of the English language to polishing the style of experienced writers.

"The Writing Center is a service that exists apart from the structure of courses," explained Dr. Nochimson. "We respond to a student's writing evaluatively and constructively, and help him or her to focus on their individual strengths and needs."

The Center, located in room 1018 of the Stern College school building, operates through private appointments. Tutoring is available any time that the college building is open. To ensure optimal convenience for both the students seeking help and for the tutors, and to achieve the greatest results, students are encouraged to arrange weekly appointments so that they can be helped on a regular basis.

SCW sophomore, Jodi Goldman, sought out the Writing Center to help her successfully get through the required English composition class. "I entered Stern after graduating from an Israeli high school without ever having received a formal English education," she said. "I needed someone to look over my papers to make sure that I was headed in the right direction, and while doing so, help me organize my thoughts even more clearly. Most importantly, I needed the

reassurance that I was capable of writing a good paper."

Maximum student participation is crucial in achieving the program's goals. This past year, the Center, assisted over one hundred and forty students from the entire university. Dr. Nochimson expects that this number will increase mainly due to the "excellent results and positive feedback that were received last semester." Furthermore, this year, for the first time, SCW's deans are requiring certain students to use the Writing Center, and to establish regular tutorial sessions. The purpose of this additional requirement is to enable any student, who needs extra help, to receive more personalized attention instead of simply joining the writing workshop class. Chani Hook, a veteran tutor, is currently working with several students, one of whom is a newcomer to this country. "We must start from the basic note taking and studying skills," Hook said.

The Center's tutors are careful to explain their intentions along with the limitations of their assistance. "Many students come

in assuming that the tutors will rewrite their papers until they are perfect," said Chani Hook. "We must stress to them not only our inability to do so, but also the importance of their restructuring it themselves in order for them to gain the desired writing tools." "Tutors can help students discover their own goals and create a strategy for attaining them," explained Dr. Nochimson. "We enable students to edit their own writing, without editing it, for them and by doing so assist them in their development as writers."

So the next time you are faced with the dreaded "paper" assignment, whether you are an entering freshman or an experienced college student, whether you have minimal writing skills or not, the Writing Center is available to guide you and to help you master the techniques necessary for writing a successful paper. "Take advantage of what we have to offer," Dr. Nochimson urged. "The only cost involved is the time and effort you spend. Clear writing is crucial for succeeding in life, and we want YOU to succeed."



Catchy posters attracted students to the Israel Affairs Committee at the SCW Club Fair

Student Interests Represented At Fair

by Joanne Kipust

Catchy slogans, colorful posters and sign-up sheets greeted incoming and returning students as they entered Koch Auditorium for SCW's annual Club Fair on Monday night, September 10.

One hundred fifty students, mostly freshmen, spoke to representatives from the thirty participating clubs and learned the benefits of becoming members. "Joining a club will give me the chance to meet new people and be involved in the school outside of the classroom. I hope to participate in as many clubs as I can," said Rebecca Ehrenpreis, SCW '94.

Three new clubs, the Society of Women's Literature, the Y.U. Model U.N., and Student Association for Global Awareness, actively recruited members. Society of Women's Literature president, Laura Gordimer, explained that her club is for the appreciation of women and their writing. "I hope it will encourage students to channel their own creativity towards writing poetry," she said. Y.U. Model U.N. president, Adrienne Goldfeder explained that her club's purpose is to give Yeshiva high school students the opportunity to attend a model U.N. led by Y.U. students at which they would represent countries and discuss related issues. "It also gives the college students the chance to interact with high school students outside of the seminar arena," she said.

Lisa Horowitz, SCW's Student Council president, commented that

her plans for this year include creating more active clubs. "In the past being involved in a club meant hearing speakers and seeing movies. While that's important, clubs need diversity and more benefits for the members," said Horowitz. "We'd like to see the clubs arrange trips and work on projects with their academic advisors. In this way, students will gain experience outside the classroom."

The most well-attended tables were hosted by the Dramatics Society, Israel Affairs Committee, Torah Activities Council (TAC), the Joint Business Society and the Psychology club. The representatives from the Dramatics Society dressed in costume to attract potential thespians. The Israel Affairs Committee distributed aliyah posters, and TAC announced new programs such as Adopt-a-Bubby and a can drive. "It's a warm atmosphere," said Batsheva Seif, SCW '90. "I'm a senior and I never attended the club fair before. This enabled me to join many things. It will be a great year."

Horowitz said, "The clubs must be committed to membership and the club leaders need to stay on top of that. We want to hear about the events and about whether or not students continue to show interest in the different clubs." She continued, "When you want to change something it doesn't happen in the first year. It takes time, but the clubs will be more active and student participation is essential."



After a long career with Yeshiva University, Dorothy Simons has chosen to retire. She says "L'hiraat" to SCW.



LOOKING FOR A MEANINGFUL?
The Writing Center is open to all students. Pay books at \$1.50 per hour. Think you may be a writer? Professor Richard Nochimson, Room 1018 or see Mrs. Nancy Goldfeder in the Writing Center, located in Room 1018.

Record Admissions

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sacrificed by the increasing number of students." While the large lecture classes are expanding, additional seminars, labs, English comp, speech, and general survey classes are being established to ensure that they remain small and individualized. New classes have been created and more visiting professors are present in both the general studies and the Judaic studies programs.

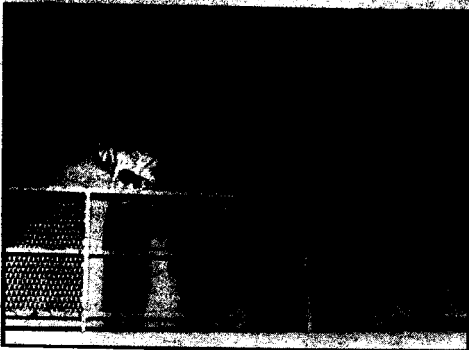
Enrollment statistics confirm that the increase of students entering Stern College is not simply a temporary phenomenon. "I have no doubt that this increasing trend will continue. Our major focus now is to find a way to match our physical growth with

our increased enrollment," Dean Bacon stated. "Enhancing the programs, classes, and faculty is no problem as long as we have the facilities to do so. We are a university committed to accepting any qualified student who wishes to attend, and we intend to continue doing so, but we need space to allow for our growth."

Dr. Norman Lamm, president of the university, acknowledges that the search for additional facilities for Stern College is presently a top priority for the university. "The tremendous increase in students and faculty is a great tribute to the school," he stated, "especially with the strong competition that exists in today's academic world. The

lack of space is a new issue that must be dealt with, and the fact that Stern is located in an area with little access and limited room for expansion presents difficulty, but this challenge will be overcome. We are presently making every effort to accommodate the large number of students." Dr. Lamm believes that the substantial increase in the student body has successfully managed to change the overall image of the school. "We have a good thing that just continues getting better," he said. "I take Stern with great seriousness. When I see the quality of students that the college is producing, I can feel only a great surge of paternal pride."

AROUND THE CAMPUS



Students stare out at Manhattan skyline from yacht.

Sophomore Class Sends Students Sailing

by Deborah Aharon

A cruise around Manhattan Island featuring live musical entertainment by Mo Shapiro's Band and the Manhattan skyline, attracted over 250 people in the second 'Welcome Back' event of the year, sponsored by the Sophomore class.

The event which was held on September 13, at 8:00 p.m., cost \$13 in advance; a greatly reduced fare due to the cooperation of both the YC and SCW student councils. Sophomore class presidents, Elisheva Berezin of SCW and Danny Faizakoff of YC, expected to attract about 350 people but the response was significantly lower. Although both student councils were concerned with covering the outstanding balance of \$4000, the presidents were confident that the event would be a success. "It was a little risky because of the amount of money involved," admitted Lisa Horowitz, SCW president, "but both student council boards agreed that such an event was worthwhile."

Although officially the event was authorized by the SCWSC and YCSC boards, if it had lost a significant amount of money, the Sophomore class representatives would have had to, according to Horowitz, claim responsibility and possibly suffer the consequences of repaying both student councils for the outstanding balance.

A Great American Welcome

by Sarita Rosenhaus

Two hundred Stern College students came to the Great American Health Bar at 2 Park Avenue on Tuesday, September 11 for the restaurant's fifth welcome back party. The evening's entertainment was comprised of raffles, caricatures, and free food. Prizes were awarded to students dressed in the '50's theme, and 20% discount coupons were distributed at the door.

Decorated with colorful balloons, the restaurant assumed a different appearance than usual. "Somebody has a great sense of humor!" laughed Ossnath Klein, a Stern College sophomore, over the occasion. Her painted-on freckles, long orange skirt, and ponytail qualified her for one of the prizes. Raffle winner, Andrea Feld, received two Off-Broadway tickets to "Forever Plaid." "I think the idea of a welcome back party

is original and really demonstrates the appreciation the owner has for us," she stated. Both students claim they plan to return to the restaurant during the year.

Since becoming kosher five years ago, the Great American Health Bar has been a popular and convenient place to eat for Stern College students, according to owner, Ed Kamenitzer. "The students are great customers and are very loyal," he commented. The welcome back party, he said, is a good way to start off the year and increase business. Because of the restaurant's success, Kamenitzer plans to open two new Great American Health Bars along the holidays located at 10 East 44 Street and 1412 Broadway. He revealed that the restaurants will sport a new image but will still serve "good, healthy food."

Back to School Bash on Cue

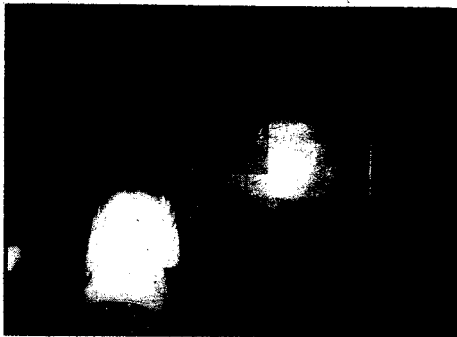
by Mindy Spear

The senior classes of Yeshiva College and Stern College sponsored a "Back to School Bash" on Thursday, September seventh, at the Pockets Billiard Club. The four-and-a-half hour event began at eight p.m. and was attended by about 275 students.

While jukebox music played in the background and refreshments were consumed, ping-pong fans watched or competed in the two tables' ping-pong matches. However, the biggest attraction for many students seemed to be pool, as tables had to be reserved, and waits in line lasted up to an hour and a half. One sophomore who had been in Israel for the year was

heard to have commented, "I'm so glad I went - I got to see a lot of my friends who were not with me in Israel, as well as meet new people outside the context of school."

New students were apparently not the only ones who benefitted from the "Back To School Bash". The majority of students there were upperclassmen who had attended the event last year, when the pool precedent was paved. According to SCW senior Rochelle Newman, "The popularity of the event last year caused a many people to come back again." She added, "Everyone I spoke to had a great time."



Stern College's Dramatics Society hosted tryouts for "Tartuffe" by Moliere, the play they are putting on in early December. Callbacks start Sept. 24th and rehearsals begin October 18th.

Full House

Continued from p.1 col 2

"Things will not stay the same," they said.

Resident Supervisor, Deborah Kenny, has also been working on the housing shortage. Not only is she dealing with the usual requests for room changes, but she also must deal with the added complaints of students aggravated with the overcrowded dormitory. She sympathizes with the students in temporary housing. Kenny herself went through a traumatic experience as a freshman where she not only had to change rooms, but buildings as well. She understands the students' anxieties, and their "in limbo" feelings, but she stresses patience and time.


Braun and Nulman ask for patience and understanding from the women in temporary housing and hope to have the study halls and infirmary back in the hands of students by Succot.

The immediate future for additional housing for Stern is uncertain. A recent article in Yeshiva University's Alumni Review/Inside quoted Mr. David Yagoda, Director Chairman of the Board as saying that Stern's main need "is the acquisition of additional residence hall facilities." He also included the need to refurbish classrooms and add to the faculty. His goal is to raise \$45.5 million for these projects. Mr. Yagoda has demonstrated his commitment to SCW in the past with his help in expanding the library.

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From East... Soviet Union...

by Chani Hook

Glasnost! Perestroika! Everyone is free and can do as they please in the Soviet Union. Or can they? Most of us have probably met with refuseniks who were freed as a result of the increased world pressure. Many of us may have even travelled to Washington last year to lobby in support of Carmella Raiz and her family, and to fight for "direct flights to Israel". How does the year 1990 compare with the year 1985? Has there really been that much change in the Soviet Union?

Emigration statistics show that in the year 1985, fewer Jews were permitted to leave the Soviet Union than ever before. It was in that year that a contingent of students from the Frisch Yeshiva High School travelled to the USSR. Before that, only rabbis and community leaders had been sent on Soviet missions. Since there was great difficulty in obtaining visas, the number of missions were limited. Frisch was the first school to begin sending groups of high school students to the Soviet Union for the purpose of spreading Judaism through the dark streets of Russia.

Shoshana Levine, a senior at Stern College, was a member of the second annual Frisch Soviet mission. She travelled to Moscow and Leningrad in December of 1985. "At that time," Ms. Levine explained, "there was no Glasnost, no free speech, no access to books and no incoming or outgoing mail. As a result, getting important information in and out of Russia was basically an impossibility, unless it could be carried by word of mouth. Any existing Yiddishkeit," she noticed, "was carefully hidden and practiced secretly, with observant Jews in constant fear of being caught and severely punished. Our mission was to smuggle in as many books and religious articles as possible, and to teach whatever little we could."

The trip was planned quietly and not publicized at all. "I was strictly warned not to tell people where I was going for winter break," Ms. Levine said. "The fewer people who knew of the trip, the greater chance there was that our trip would succeed without raising the suspicions of the Soviet government." At customs, though well briefed and prepared for the worst, the group was still very nervous. Their luggage was opened and roughly emptied out, and most of the religious articles and books that they had taken such pains in packing were immediately confiscated. Their hotel rooms were noticeably bugged, and the students had to be extremely careful about what they said aloud and with whom they were seen.

Among the refuseniks that the group secretly visited was one particular Russian woman who voiced her surprise and excitement about meeting the students. She explained that this was the first time she had ever met young religious girls who learn in Yeshiva, and have strong Jewish studies backgrounds. The rabbis

who had come occasionally seemed remote and unreachable to her, and she was "more than eager to sit down and learn with us."

Today the Soviet Jewish situation is very different. Jewish youth groups, synagogues, and schools often organize winter break and summer vacation trips to the U.S.S.R. Visas are widely accessible, and trips are planned openly and with ease. As a result of the open communication in and out of the Soviet Union, many Jews in Western countries have developed a complacent attitude toward the Soviet situation, and believe that there is hardly a Jewish problem still evident there. This belief, however, is based on ignorance and not on fact.

To show continued support for Jews still in Russia, a group of six Yeshiva University students visited the Soviet Union this past June. The main goal of the trip, which was primarily sponsored by the Ivan Tillem fund, TAC, and the YCSC, was "chinuch and chizuk" as the SSSI organizers referred to it at Stern College. A member of the group said that the purpose of the mission was to travel to the smaller, rarely visited cities in Russia to collect information about the refuseniks (if any) that were living there. Though in the past, most groups had gone to visit specific refuseniks, this trip was mainly an "information gathering" one, meaning that the intent was to obtain as much information as possible about the remaining Jews and the effect that Glasnost has on their lives.

Because of the experiences they had heard of in the past, the group feared that they would be stopped while attempting to smuggle books. "We were very nervous approaching customs," says Gila Iskowitz, "but they did not ask us any questions nor did they open our luggage."

One of the places that the group visited was the Ukrainian city of Lvov. "The Jews there were 'passive' and appeared 'almost defeated,'" Ms. Iskowitz described. "They didn't like to talk about being Jewish." The shul in Lvov had been closed since World War II and was only reopened

Continued on p.11 col 1



... Israel

by Nechama Goldman

"As a shepherd seeketh out his flock in the day that he is among his sheep that are separated, so will I seek out My sheep...And I will bring them out from the peoples and gather them from the countries and will bring them into their own land..." (Ezekiel 34:12-13)

The verses in Ezekiel are explicit. There will come a time when the children of Israel will be gathered up from the earth and they will be settled in their own land. Israel today is seeing the text of Ezekiel come to life. Whether the actual redemption spoken of there is actually being fulfilled is unanswerable. The facts, however, are that tens of thousands of immigrants are pouring into the country. Most recently, the number of Jews emigrating from the Soviet Union is staggering. About one million invitations have been sent from Israel to enable Soviet Jews to apply for their exit visas. The flow of Soviet Jews through various transit sites in Europe continues at an ever increasing rate, now exceeding 15,000 a month. Since January 1990, 60,000 Jews have arrived in Israel and the number is expected to reach 90,000 by the end of the month.

A country that was once a prison, sealing off exit especially to its Jewish citizens has now

raised its iron curtain. This new exodus is breathing life into the tiny state of Israel, giving her the chance to expand and grow something she desperately needs. At the same time, these culturally educated but Jewishly ignorant Russians are posing critical problems for the State of Israel: Housing, jobs, education and the determination of the Jewishness of the immigrants, are all tasks the government and Rabbinate are frantically trying to solve.

During the school year and throughout the summer, YU students are often involved in various kiruv activities. There is an increased consciousness of the vast need for kiruv throughout America. Over the summer vacations, many students travel to Israel to volunteer and work with many of the poorer immigrants that have come to Israel over the last few decades. They spend at least six weeks working in day camps, ulpanim and running religious programs and tutorials. This summer was the first opportunity for volunteers to spend time facilitating the absorption of Russian Jews in Israel.

After decades of fighting for the freedom of Soviet Jewry, hosting mass rallies and taking clandestine trips to the U.S.S.R. to smuggle religious articles, we have the opportunity to see in person our efforts brought to fruition.

This summer, twelve of us traveled to Natratz Ilit on a program called ACHY, to work with immigrants living there. Natratz Ilit is a city that is really one big absorption center filled with Ethiopians, Argentinians, Russians, etc. Eagerly anticipating the endless possibilities to teach Torah to Jews just out of Russia each of us came with different ideas, from the very intellectual to the emotional, on how to introduce Judaism to these Jews. None of us really knew what to expect.

All approaches however, were stymied by one factor: the Russians we met knew little or no English and little or no Hebrew. We, for the most part, knew practically no Russian. This kiruv barrier was further complicated by the fact that the Russians knew nothing of Abraham, Isaac and Jacob let alone shabbat and kashrut. In America, even the most secular Jew knows bible stories and has heard of Yom Kippur.

We, however, had no common ground on which to communicate with these new immigrants. One of my students, Galya, had never even heard of God. My thoughts of slipping in stories from the parsha or leading a tefillah group in ulpan were quickly abolished. First I had to teach them aleph bet and then maybe we could begin to talk about various aspects of religion.

Despite these problems, any indication we gave of our Orthodoxy was scrutinized with extreme curiosity. We would run Shabbat programs, bringing challah, wine and candles. Eyes would stare out of faces interested

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OUTREACH

by Rachel Mohl

An intergenerational audience filled Koch Auditorium on Sunday, September ninth for a Jewish Community Outreach Conference. The event, organized by the Max Stern Division of Communal Services, was geared toward introducing the Orthodox Jewish community to various outreach groups that require its services. Both students currently attending Yeshiva University and alumni were invited to attend.

Mr. Danny Ehrlich, Assistant Director of MSDCS, explained that this conference was the opening event of the Carl and Sylvia Freyer Professional Training Program in Community Outreach. The goal of the program is to "raise the profile of outreach work, making it a priority among the Yeshiva community." In order to familiarize more YU students with this type of work, training workshops will be held throughout the year. Special internships for outreach students and sessions for young rabbis will be sponsored by the Freyer Program. Mr. Ehrlich wants to place outreach "in the limelight, demonstrating that the Yeshiva as a whole is involved in communal service."

The keynote speaker for the conference was Rabbi Yosef Blau, Mashgiach Ruchani of RIETS. Rabbi Blau justified the amount of time and energy many people devote to kiruv (outreach) purposes, by invoking the third mitzvah of Rambam, that of Ahavat Hashem (loving G-d). The commandment, understood as causing G-d to be beloved, is "a straightforward source that demands we work so that others will appreciate and love Hashem," said Rabbi Blau. "If any Jew is left untouched, the fulfillment of this mitzvah has been incomplete."

Rabbi Blau then focused on what the Orthodox community can actually do to entirely fulfill this obligation. First he addressed the college students. Although he feels they are "not fully cooked," Rabbi Blau believes students in their late teens and early twenties "can communicate with adolescents better than adults." He brought examples of success from the work of organizations such as Jewish Public School Youth, NCSY and Counterpoint. He advised the young adults to realize their limitations and encouraged them to acquire more knowledge.

Calling upon the alumni present to "mobilize all their resources," Rabbi Blau emphasized that outreach is needed at all levels. Welcoming people into the synagogue, acting hospitably and participating in community programs are all vital elements in the kiruv process. "Different people have different skills," said Rabbi Blau and laity in the Jewish community must realize that "those who choose the pulpit as a career need their participation" in this endeavor.

The conference provided the audience with a broad array of projects in which they could become involved. Rabbi Yitzchak Rosenbaum, Program Director of the National Jewish Outreach Program spoke next and described his organization's work. NJOP runs Hebrew reading crash courses and crash courses in basic Judaism throughout the United States and Canada. Rabbi Rosenbaum relayed personal stories of many unaffiliated Jews who renewed or began their ties with Judaism through learning to read Hebrew. He feels that, "people are searching to learn and every Jewish person is a source of knowledge for other people." The courses are all taught by volunteers willing to try to maintain contact with students. Rabbi Rosenbaum urged the students and alumni to make the small commitment of one and a half hours a week for five weeks and teach a course at their convenience.

Speaking of the importance of support, Rabbi Rosenbaum said, "The Jewish community must have a strong voice in the Jewish community." He also stressed that different types of people are valuable. Individuals with skill in advertising or business can lend their talents to these areas. Synagogue members are needed to mix with new students and build personal connections.

Rabbi Kenneth Brander, of Lincoln Square Synagogue, told of the personal connection the West Side Jewish community has made with Soviet Jews who have recently immigrated to New York. The synagogues in Upper Manhattan first focused on meeting the physical needs of the new arrivals and then attempted to fill the educational gaps. Rabbi Brander agreed that programs like these are needed in all neighborhoods and are not difficult to establish.

After hearing the speakers, the audience had time to mill about and volunteer for the organizations that interested them. In addition to the three programs mentioned by the speakers, Yeshiva University was represented by three projects that are run under its auspices: Yeshiva Seminar weekends for high school students, Kiruv college campus outreach programs and Torah Tours Shabbatot. These programs which are run in various communities already receive large attendance from YU students.

Mr. Ehrlich said that follow up programs for interested students are being planned. He hopes that the organizations will indeed contact those who volunteered. Smaller meetings designed to teach specific skills is one of the ideas for the future. Ehrlich and the MSDCS staff feel they "have a pool of committed people" and now "it is their department's responsibility to place them correctly."

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The sudden release from the rigid demands of the Russian school curriculum released years of inhibition and suppression. Mischievous and restless, the students wanted to test the teachers to see how far they could go with their misbehavior. Jokes in Russian would echo around me as the children rocked with laughter at my inability to understand them. It fascinated me to watch them picking up a language they had never heard or seen before. Released from the academic, social and emotional pressure that had built up over the past year in SCW, I indulged in the joy of being myself, comfortable without defenses because I was loved, accepted and sought out.

One of the problems I encountered was that many of the young children and teenagers did not fully grasp why their parents were so anxious to escape from Russia. To be picked up from well established lives filled with friends, clubs, grandparents and pets, to come to a strange land with a foreign language and foreign people has been traumatic for many of them. They are also suddenly overwhelmed with a new religion of which they had no previous knowledge. I walked into Aryeh's apartment one morning and he nonchalantly rose from the sofa, told me he had a brit milah the day before and went into his room to show me two letters he had received from America. Still recovering from his casual admittance of such a major ritual, I looked at the letters addressed to Igor (Aryeh's name before he arrived in Israel) and gasped. Two boys, from Alabama and Minnesota were asking Aryeh to "twin" with them for their Bar Mitzvahs. Now that he was in Israel, Aryeh was going to have his own Bar Mitzvah, something he had not even known about three months earlier.

Another difficulty the Russians confront is being dropped into a country to which they have no ties while they would rather be in America. Jenya stared at me in amazement when she heard that I was from America. "America, oh America," she clapped her hands together. Pouting, she asked me in stilted Hebrew why I was in Israel if I could be in America. To the Russians, Israel is a land flooded



Continued from p.6 col. 4.

in finding out more about the strange rituals to which we were introducing them. The women would step forward shyly, hesitantly, to light Shabbat candles for the first time, the glow of the candles reflecting in their eyes and faces. I took out a siddur once to bench after a long hike in Haifa and I was immediately surrounded by the hands and eyes of the children from the ulpan. They struggled to ask me what I was doing, fascinated by my leather siddur and its contents. One of the men at the absorption center at which we worked, Vladimir, would constantly ask us questions, apologizing for his ignorance, "but I am a child when it comes to all of this" he said to us.

Bewildered I looked around the class I was to tutor. How was I going to teach Hebrew when I didn't have a language to share with the students? Creativity and patience were essential. I struggled to communicate with pictures, charades and a Russian/Hebrew dictionary that I was constantly opening. My students often forgot that I knew no Russian. Sasha would chatter endlessly in Russian. "Stop!" I would throw up my hands helplessly, laughing at my ignorance and his eagerness to include me in his life. I spent hours teaching aleph bet and simple verbs and nouns to newly arrived teenagers. Hebrew is the crucial tool for their immediate survival and I was involved in teaching open, eager minds to process information they need daily.

Sergei was my favorite student. Quiet, dark, with hair falling over his eyes and a smile that melted my heart, his knee high sweat socks and mismatched shorts and tank top lent to his sweet appeal. I started to teach him in ulpan a week after he arrived in Israel. With his head bent over his Hebrew book, eyes concentrating, mind straining to understand, we worked on basic words and sentences only to have to review them over and over again. I wanted to communicate with him so badly but I had to stick to "how are you?" and "what is this?" It was similar to writing on a blackboard only to find everything erased by the next day.

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...To West ... United States

far removed they are from the Orthodox community.

In fifteen years some things have changed. Many of the Russian Jews arriving now have some Jewish background, and more of them are demonstrating an interest in Judaism by attending synagogue. Thankfully, some communities have finally responded to the growing need of immigrants for companionship and guidance.

The Jewish population of the Upper West Side of Manhattan is a prime example of a concerned community. Programming coordinated between the neighborhood synagogues and the New York Federation concentrated first on physical and economic needs. Any immigrant who did not have relatives were placed in hotels on the Upper West Side. The Jewish community, organized by lay leaders, began to greet the families that arrived with food packages. This allowed the new residents time to get acquainted with the shopping system in New York before spending the little money they had been given. The synagogue ran clothing and furniture drives so the families could move into new apartments with greater ease.

The immigrants' social and educational needs were also taken care of by the rabbis and their congregations. Friday night dinners were conducted on a rotating basis at different synagogues, and a Wednesday night drop-in center where immigrants could socialize with American Jews was established.

Other communities, such as Staten Island, have conducted programs as well. Beginners' services and programs for children all aide the acceptance of Soviet Jews into our communities, and let them know we care. Unfortunately, many communities have not yet responded to the situation, and there is still much to be done. We can each be the galvanizing forces in our communities, and can muster the support that these projects need, and deserve. Whether we raise money, start scholarship funds, encourage our synagogues to run programs, or provide new immigrants with transliterated siddurim, we must do our share.

For the first time, the need exists right in our own backyards. The first generation of Russian immigrants who grew up in America are now at the college and graduate school level. Many more Russian Jewish students are continuing their religious education. One of the most important ways to open the Orthodox community's doors, is for students to establish one on one relationships with their Soviet counterparts.

In the words of Rabbi Brander, "It is not enough to say 'they're going to Israel' and donate money to Operation Exodus." We must respond now, for in our hearts we all know the answer to the question Cain asked God "Am I my brother's keeper?"

by Rachel Mohl

In the last fifteen years the New York Jewish community has undergone a transformation. Our prayers have been answered. The Solidarity Sunday demonstrations have brought about great results, and our neighborhoods have been inundated with Russian immigrants.

Fifteen years ago, when I began elementary school at the Yeshiva of Manhattan Beach, Russian immigration was at a peak. My school opened its doors to the many Russian students living in Brighton Beach, an area fondly called Odessa by the Sea. I vividly remember some of my classmates who spoke little English and no Hebrew. These families understood the importance of giving their children a Jewish education. However, beyond school, their commitment to Judaism was limited. Not many of them came to synagogue, and almost none of the students continued on to yeshiva high school.

However, the coin is two-sided. The community while opening its school, did not open its heart. There was little socialization between American and Russian families outside of school. While I was in first grade, my family invited one of my Russian friends, and her family to join our Pesach seder. Perhaps if other Americans had been more hospitable or if the community at large had created a constant outreach program, so many immigrants would not have become estranged from Judaism. Rabbi Kenneth Brander, of Lincoln Square Synagogue, expressed a similar sentiment when he said, "this year the Jewish community should add another 'Al Chet' to our list of sins, for while we prayed for Russian Jews to be let free, when they arrived they did not receive help."

In the past year 48,000 Russian Jews have arrived in the United States. New York alone has absorbed 24,000; half of the country's influx. One can hear people speaking Russian in almost every neighborhood, and on trains throughout the city. Often, when I ride home on the "D" train and watch these courageous individuals adapting to their new lives, I think of how

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Security Upgraded at Stern

by Miriam Granatstein

Students returning to Stern College this year have noticed improved security and safety procedures at Brookdale Hall. In past years, only one security guard was on duty in the lobby. However, starting this semester, two guards, a woman and a man, are on call in the lobby at all times. Furthermore, for the first time resident assistants have been thoroughly oriented as to safety and security procedures.

Donald Sommers, chief of security for Y.U., maintains that two guards are vital in order to adequately ensure complete safety. "Last year, if there was a problem in the dormitory, the guard was forced to leave his post unattended. There would be chaos. No one was there to open the door and students would be left on the street," Sommers states. Last year when a number of students suspected a fire in the dorm, the guard had to abandon his post to investigate the situation. As a result, many students became concerned with the ability of the security staff at Brookdale Hall to handle an

emergency situation. Now with two guards constantly on duty, one will always remain at the front door.

Many students feel that benefits of the two guard system include the newly instituted patrol of each dormitory floor by the female guard every hour, as well as the hourly inspection of the roof and basement by the male guard. Some view this additional patrol as a violation of their privacy. Others, however, are willing to sacrifice a small measure of privacy in return for increased security. "I know some people don't like the fact that a stranger is roaming our halls, however, I feel more secure knowing that someone qualified is constantly watching out for our safety," comments Rivka Krantman, a Stern College junior.

This year's increase in safety also includes a more comprehensive orientation for the dorm counselors. Jeff Socol, associate director of facilities management, provided the counselors with detailed instructions on how to maintain safety. According to Stacy

Jacobson, a second year dorm counselor, "This year's orientation was a lot more thorough. Last year there were some minor burn accidents in the dormitory and we weren't sufficiently prepared to deal with them. Now we are more attuned to what's going on." Last year the resident assistants were instructed to inform the dorm supervisor or head dorm counselor in case of a problem. This year, the dorm counselors themselves were shown protective measures such as the specific location of the water valves and hoses and how to operate the fire extinguishers and alarms found on each floor. In addition, each dorm counselor received a flashlight to be used in case of a power shortage. Emergency stickers providing the phone numbers of the front desk, police and fire departments were given to each dorm counselor to distribute to all rooms.

The tightened security has helped Junior Tal Marocco and others feel safer. "Midtown Manhattan is scary," she says. "The additional security measures help make me feel more at ease."

Faculty Upset Over Unexpected Repairs

by Nechama Goldman

Faculty returned to SCW two weeks ago to find their offices in a state of chaos. Material was thrown randomly into cartons, bookcases were pulled away from walls, and papers were piled in disarray on desks. The Maintenance Department had painted many offices and laboratories in the last week of vacation but the professors were not forewarned that these repairs were to occur. Jeff Socol, Associate Director of Facilities Management, said that the work being done in the dormitory and new apartments had kept his men busy until the end of August, so until then, they were unable to tend to the school building.

Many teachers were angry that they were not previously informed of the repairs that were to be done in their offices. Dr. Groszof, professor in the Education and Statistics departments, said that she is typically not here in the summer. On August 20 she came into her office to arrange her syllabus, answer her mail and organize student files for the upcoming semester. She left student files and course instructions on her desk to be attended to after Labor Day. Dr. Groszof shares an office with three other professors in various departments, so she was careful to keep everything in neat piles on her desk.

When Dr. Groszof returned to her office on September 4, she found her desk completely cleared. Student papers, personal belongings and syllabi were missing. "All of the papers were removed from desks and put into the same carton with no reference from where they came. Books were on different shelves, totally out of their proper order." In the same office, Dr. Sardy, a professor in the Education department, was equally upset. She did not find her course outlines until the day after school started. This meant that she was unable to give her student teachers vital material. She said that she did not feel that she was adequately answering student questions due to her disorientation. Furthermore, the condition of the offices required the faculty to move the shelves, books and papers around, causing them to expend a lot of time and physical energy. "It means brutal physical labor," said Dr. Groszof, who suffers from a weak back. Dr. Sardy suffers from a ligament problem in her hands and she was feeling the pain from lifting books and cleaning up. She was forced to put on a brace by the end of the day. "My hand can handle a little at a time if I pace myself but there is so much to do that I'm trying too hard to do it all at once."

Another office, that of the

English Department, was also painted although damage there was less according to English Professor Laurel Hatvary. "Only in comparison to last year," commented Hatvary. "Last year they took everything and put it where they wanted. They ruined much of the student material involving shaped majors. I told them I'd kill them if they touched anything this year."

According to the teachers, the impact of this action can only hurt the school. "The worst part is my irritation," said Dr. Sardy. "The first day of class should be happy, cheerful, optimistic but instead there is resentment and annoyance."

Faculty is told by administration to spend more time in their offices so that students will feel more comfortable consulting them. Dr. Groszof pointed out that "if our office is not respected, what is it then that pulls us here?" Socol said that due to the long vacation, there was no way to get in touch with the teachers. The teachers pointed out that if they had been called at home, they would have at least prepared their offices in such a way that they could find their things after the repairs were finished. Sardy found education books mixed up with statistics and French. Heavy cartons with dead files were on top of bookcases instead of on the bottom. A chair mysteriously appeared at her desk. "I did not request a fat armchair with ripped upholstery," said Dr. Sardy.

"One more time we are reminded that the value placed on our work by the University's highest level of administration which orders these things to be done, is other than it should be," said Dr. Groszof. Chemistry Professor Cecily Dobin did not understand why maintenance men were still painting laboratories when school started. "They could have done this all summer," she said. Mrs. Victory, the laboratory technician, could not prepare solutions for upcoming laboratory classes. The noise and mess were disturbing to the students and faculty situated in that part of the building.

Socol said that due to the time put into fixing up the dormitories, there was only a week left at the end of the summer to work on the school building. "There was a job to do and we did it," he said, claiming that rains had left peeling ceilings that badly needed to be replastered and walls that needed repainting.

"In the last analysis this comes down to shortchanging students," said Dr. Groszof. She concluded that "the miracle of Stern is that in the face of this, so many faculty finds what they do rewarding."

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Students Welcomed at SSSB Reception

by Banji Latkin

The Sy Syms School of Business, commencing its fourth year, welcomed its new students with a reception at Weissberg Commons. Aspirations for the new year were discussed by representatives from, not only SSSB proper but its two branches: The Accounting Society and the Joint Business Society.

Tzvi Weiss, SSSBSC president on the uptown campus, spoke about the benefits that Sy Syms has to offer. He mentioned specifically the business journal, resume outlets and the business dinner. "It is a very challenging program, one that is preparing me for the future," said Felicia Bench, executive editor of the Business Journal.

The requirements are much different for a SSSB student than for a YU student. Lauryn Schnack, a marketing major, explained her workload. "I have to take one year of economics, accounting and statistics as well as six marketing classes and electives. I am going to graduate with many more credits than the average SCW student."

Basic requirements for SSSB students are somewhat less than for those students on the standard B.A.

program. They have only to take four Humanities, one year of science, English Composition, Speech, Gym and two Psychology courses. One of the Psychology courses must be Industrial Psychology. Each student may choose from one of four majors: Accounting, Marketing, Finance or Management Information System (MIS). The most popular major is Accounting.

The Accounting Society presidents, Shoshana Levitz and Jon Pittinsky, spoke about the advantages that the students have, "you are acquainted with many of the major accounting firms. The exposure is very good for the students."

The Joint Business Society consists of those students majoring in MIS, Marketing, Finance and the shaped F.I.T major in Advertising at Stern. Ami Aharon, president of JBS at YC, spoke about the Morg Mart, "it is the only student run business on campus." The Morg Mart catered the event. "The business students run it and it helps them gain more insight into how a business works," said Aharon. Stern College has a similar enterprise, Milners Market which

sells food, drinks and toiletries. It is completely run by students.

Moshe Zwebnier, editor of the Business Journal, expressed the need for student participation. "We want to make the Business Journal like a mock Harvard Business Review. We need more students to get involved." Felicia Bench commented that they want at least twenty five articles for their next publication.

This year, SSSBSC in conjunction with SSSB is offering private tutoring in various business courses, including Accounting and Statistics for Business. Students from the Business School will be available in the computer room during the week to answer questions fellow students may have regarding computer assignments.

The Sy Syms Business School has an excellent reputation for placing students in the fields of their choice. Their placement of accounting students is one hundred percent. Tova Jaffe, junior in SSSB, concluded "The Business School really has an excellent placement office. Furthermore, the Sy Syms faculty and placement office spend time with you which is nice."

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Orientation 1990 - Welcome to Stern

by Laura Gordimer

Two hundred students and thirty six peer advisors participated in this year's freshman orientation. The three day program was organized by senior Ilana Fein and junior Orit Zevi, with the help of Director of Student Services, Mrs. Zeldia Braun and SCWSC president, Lisa Horowitz.

Orientation's function was to ease the students' transitions from high school or Israel to SCW. This was facilitated through seminars on academic advisement geared to alleviate confusion about registration. Upperclassmen serving as peer advisors, acted as big sisters and friends, answering questions and giving advice.

Coordinator Orit Zevi felt that, "new students seemed to have been happier and more comfortable knowing that there was someone to help them at any time." She added, "that although the program was first introduced last year and was successful, this fall's version was much better and ran more smoothly". Ilana Fein was similarly pleased with the results of their three months of planning. Fein was appreciative of the work of the peer advisors, "especially those who put in their time. The position is volunteer, so anything that is accomplished is really great."

Lisa Horowitz, SCWSC president, said that she did not have

a peer advisor when she returned from Israel and very few upperclassmen were interested in helping her. She felt that it was important that there be some sort of peer advisement to help new students feel welcome. "We want to continue the peer advisor program and thread it at least throughout first semester." She anticipates having one or more programs where students will interact with their peer advisors. "The freshmen and students from Israel should always have whom to turn to initially."

Orientation began Sunday evening with a dessert party featuring ice cream sundaes. Peer Advisors met with assigned groups of new students. Horowitz felt that some peer advisors made commitments which they did not stand by, which caused problems.

Sunday evening featured a time capsule activity in which students completed questionnaires pertaining to personal expectations of their upcoming college careers and asked for the names of five students sitting near them. These sheets were collected to be put away for four years until the students graduate. The idea is to remind the graduate of her days as a freshman and to compare intentions at 17 and 18 with reality at 20 and 21.

Monday morning, Dr. Israel Miller, Senior Vice President of

Yeshiva University, spoke to Stern College's largest entering class, staff members, and peer advisors over breakfast in a packed cafeteria. "This is a special kind of school...we are able to give Jewish young women a complete Jewish education along with their other studies." He stressed the accommodations being made in regard to the staff and housing to facilitate the influx of students.

The confusion of registration and credits was somewhat alleviated by a variety of seminars upperclassmen gave on academic advisement. These seminars explained the grueling process of scheduling courses, Jewish studies requirements and the Beit Midrash program. Coordinator Ilana Fein commented that academic advisement was very helpful, and that "it should even be available to seniors." The program also helped to answer the questions that sophomore and junior returnees asked even though these students had registered in Israel. Elisheva Berezin, a sophomore and a peer advisor felt that Orientation did not seem to be geared to students returning from Israel. She noted that the seminar was redundant to incoming students who had encountered their scheduling dilemmas while still in Israel. Suggestions were offered for a completely separate orientation program for such students.

However, Lisa Horowitz felt that the sheer numbers of people attending the programs, including the academic advisement seminars, indicated that students were taking advantage of what was being offered.

Registration packets given to the freshmen included helpful items geared to direct students around the school and the city. Early Admission freshman Yaffa Schindler said, "the orientation kits were helpful. The subways maps were just what I needed and I've already used them." She felt that despite the seminars and packets, registration was still confusing.

Monday night there was a dinner for the incoming students. Koch Auditorium was made festive with balloons and colored tablecloths. President Norman Lamm addressed the staff and students in attendance. He asked the students how they were going to achieve a good name. He then quoted a mishna that said there are three crowns; one of Torah, one of priesthood and one of kingship, but the crown of a good name rests on top of all. Where did the fourth crown come from if the mishna explicitly says there are three? Without the three crowns, the fourth one is meaningless; therefore, the crown of a good name rides on the back of the other crowns. "Here at Stern you have the opportunity to work on three

crowns (through learning, community service and leadership positions) and thus achieve the crown of a good name." Dr. Lamm mentioned the unique programs and achievements of the students, specifically referring to the two awards the OBSERVER won last year for journalism.

Orientation week was highlighted by YU's annual theater party. This year's freshman class attended Broadway's dramatic play, "A Few Good Men". Ilana Fein remarked that "a large number of students" participated in the event and "slayed for the cast party afterwards." She noted that the majority of students that attended consisted of new students rather than upperclassmen.

The week climaxed with an orientation Shabbat program. Zevi spoke of "the record turnout. Over 180 students participated in the meals, shiurim, and tefillah services." Student Services Director Zeldia Braun agreed that "participants were pleased to have an opportunity over Shabbat to meet other new students like themselves."

Fein concluded that after three months of working with over 200 names, she was finally able to match them with faces, and become friends with the students. Zevi crowned Orientation '90, "a great success that seemed to have accomplished its purpose."



Through the Eyes of a Freshie...

by Eliana Marcus

The freshman. The typical all-American freshman. We all know this freshman. We've seen her in fictitious scenes on the screen, in our minds... and maybe, just maybe in the front row of our Bio class. She is like a tourist in New York clutching the subway maps, cameras, and English dictionaries. What is different about the freshman who conspicuously sticks out in a crowd like an apple in a bowl of oranges? Typically stereotyped as a girl with a plaid mis-buttoned shirt and a ponytail with hairs sticking out all over, she is often unaware that her books are falling out of her knapsack. She is the one lost with the floor map of the school in one hand and the inevitable apple in the other hand.

This semester I became that confused freshman. I felt like I had entered a different world. I felt paranoid, sure that hundreds of eyes were watching me as I climbed the five stairs to reach the front door of the school building. There were several things I had to learn as a new student. The language was the first challenge. Someone must have spent hours composing a language for college

students, for it is used widely on every campus in the country. In fact, Cornell University published a dictionary of the college lingo. My first error was when I walked into a computers class accidentally, naively thinking that "comp" (composition) was computers. After realizing my mistake, I took the elevator to the seventh floor. At this point, I realized that I didn't know where my class was. By the time I reached the lobby and clawed my way through the crowds of people gathered to see the listing of classrooms, class had already begun. I was relieved to discover that the teacher was later than I was.

The "caf", college lingo for cafeteria, was a real challenge. I was terrified of the thought of eating alone since my friends and I had different lunch breaks. I discovered in time that everyone has that fear at first. I stood there, at the end of the cash register's line, looking around the room for anyone I knew, but who eats lunch at 11:00 AM? Finally, I spotted a girl who looked as lost as I felt. Taking a deep breath, I approached her with my lunch tray in hand. I introduced myself and asked her if

I could sit with her. Approaching her was my first step in gaining the confidence and security needed to overcome my "freshman phobia."

Everyone adapts to life at Stern eventually. Life is a series of adaption to new environments. Wasn't it just yesterday that high school began? We are all newcomers at the beginning of our college careers, and certainly we can all relate to this fear of beginnings. It is very difficult to be in a totally different atmosphere, with new concepts to fathom, new rules to learn, and new people to meet. The initial culture shock of being in classes with married women, sitting among fifty other people in lecture classes, living with 600 students in a dormitory, and coping with less sleep due to incessant traffic outside, eventually become the norm. I suppose we all need to remember that the freshman with the thick glasses and the pile of books one day becomes a suave senior. What happens in between? The freshman becomes familiar with the "system", which builds her confidence enough to make friends, handle courses, and in time, mature during her four years spent at Stern.

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Teshuva As A Whole

by Beth Zuckerman

As Rosh Hashana approaches, people often become absorbed with themselves as individuals. Rosh Hashana is the day of judgement, and preparation requires self-analysis, introspection, and maybe even isolation. Yet it is important to realize that although the Yamim Noraim indeed have significance, inasmuch as they relate to each individual, they also focus on the tzibur, community, as a whole.

In Kiddushin 39b there is a discussion about reward and punishment. Rabbi Yaakov believes that there is no reward in this world. Any rewards mentioned in the Torah for specific mitzvot, for example long life, a reward promised for honoring one's parents, he claims, are received in the world to come. However, Rabbi Yaakov's thesis seems weak. How does he explain the portions of the Torah that promise peace and economic prosperity to followers of the Torah: rewards that are obviously received in this world? Maharsha explains Rabbi Yaakov: although there is no reward in this world for individuals, there is retribution, both good and bad, for the tzibur as a whole.

Rav Goren uses this distinction between the individual and the community to explain a difficult passage in the Torah. After the tochakha in Ki Tavo, the Torah warns: maybe there is a person amongst you who thinks that he

won't be affected by the aforementioned curses, who thinks that he can follow his own heart and still enjoy the blessings that were promised as the converse of the tochakha. An obvious question strikes the reader. If God has just threatened to punish man for sinning, why would man assume exemption from this threat? With Rabbi Yaakov's idea the passage becomes clearer. The administering of the blessings and curses is based solely on the group's performance as a whole. If the tzibur is good there will be prosperity; if, however, the tzibur sins there will be calamity.

Therefore a person might think that he can sin without affecting the balance of the community. He can receive the benefits of the group's blessings without being punished for his individual sins. The Torah must reemphasize to warn us that this is faulty logic. Everyone is held accountable for his sins at some point even if the blessings and curses of Har Grizim and Har Eval are not directly related to individual action. At this point what appears to emerge is the dual role of the individual. He is both an individual, accountable for his own action, and part of the tzibur, a member of the community.

The concept of two separate entities receiving judgement, the individual and the tzibur, can be seen in the laws of Yom Kippur. Rambam in Hilchot Teshuva 1:2 writes that the se'ir hamishtaleach, the goat whose lot it is to be sent

to the wilderness as part of the Yom Kippur service, serves as an atonement for all sins. This, however, is provided that a person does teshuva. If a person does not do teshuva the goat will atone for the kalot, 'easy' sins, but not for the chamurot, 'severe' sins, specifically those which involve punishments of karet, ex-communication or capital punishment administered by the beit din.

Rav Soloveitchik finds this halakha in the Mishneh Torah problematic. Firstly, in the previous halakha, Rambam discusses various means of atonement (sacrifices and punishments etc.). The prerequisite for all of them is teshuva. Why can the goat atone for certain sins without the individual's repentance? The goat does not seem to correlate with Rambam's overall conception of repentance and atonement.

Furthermore, there is an argument about the status of Yom Kippur in Yoma 85b. Chazal feel that the day of Yom Kippur itself can atone for sins only if teshuva is done. Rabbi Yehuda Hanasi, in contrast, believes that the day itself can atone for one's sins even if teshuva is not done. Rambam chooses to paskin like Chazal: teshuva is needed in order for Yom Kippur itself to atone. It thus seems logical that Rambam should be uniform vis-a-vis the laws of Yom Kippur, both regarding the day itself and any other means of atonement performed on Yom

Kippur. The se'ir should atone only in cases where teshuva is done. Why then does Rambam differentiate between the day which requires repentance to atone and the goat which does not require repentance?

Rav Soloveitchik answers this question by first asking another question: in the Yom Kippur prayers we direct ourselves to 'the king who atones and forgives all of our sins and the sins of his nation, the house of Israel'. Why should the tzibur have a place in the individual's prayers? The answer is clear; we are trying to achieve two separate atonements. One is for ourselves and one is for the nation as a whole. The se'ir hamishtaleach is a korban tzibur, a communal sacrifice and unlike other methods of atonement it atones for the tzibur, not for the individuals who comprise it. The importance of the individual is irrelevant in the face of the tzibur in this facet of kapara.

When an individual brings a korban to atone for his sins without first repenting, he turns the korban into a negative force. The goat however, belongs to the community and can't be changed into a negative force even with the absence of teshuva. Therefore, the se'ir atones for many of the sins of the individual as a member of the community, not relying on his individual performance of teshuva.

The issue is not yet resolved. The Rav asks, if the se'ir has a special power to atone the tzibur,

why is there a distinction made between the sins that are chamurot and kalot? Why does the se'ir not atone for the chamurot without teshuva?

Rambam defines chamurot as those sins which are punishable by karet or death by beit din. With the concepts of the community vs. the individual previously defined, we now understand; if karet cuts the individual from the community and this communal isolation must certainly apply to those worthy of death by beit din, then people deserving such punishments are no longer part of the community. They are not entitled to the atonement that the se'ir brings to the community until they do teshuva and return themselves to the fold. Thus the teshuva for the chamur sins is not to achieve atonement for the specific sins, rather, it is the return of the individual to his place as a member of the tzibur. This thereby affords him the atonement of the community which is symbolized by the se'ir. He must atone for the sins which separate him as an individual before the power of the tzibur can again include him.

Clearly, there is a special significance placed on Jews within the community that is additional to the importance of the Jew as an individual. As we approach God this year to pray for our forgiveness, we should keep in mind our needs as individuals and on a much broader scale, our needs as a part of a nation.

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From East...

Continued from p. 6 col. 2

eight months ago. The men of Lvov came to shul, while the women and children, having very little to attract them, hardly ever ventured out. Tbilisi and Sukhumi, two even smaller, more unknown cities, were also visited. The group made one contact in Sukhumi through whom they found out all the possible information about the Jews there, in order to send it back to various organizations in America. Whereas the larger cities have classes to educate the Jews in Hebrew and Judaism, the smaller ones are more limited due to a lack of available teachers. In Tbilisi however, they do have some Hebrew and Jewish classes.

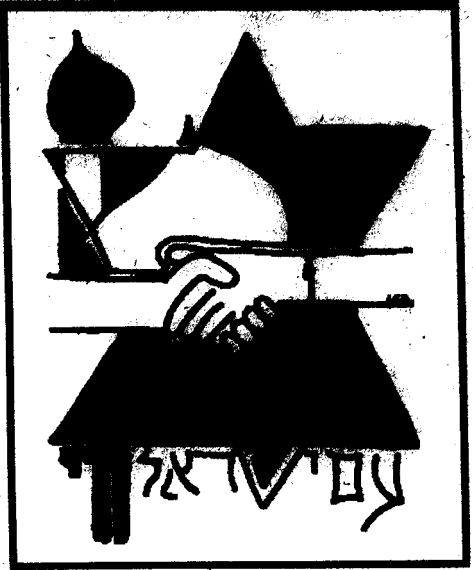
"Even though Soviet communication is much more open and friendly," Gila said, "we were still very paranoid about bugs in the hotel rooms, so we tried not to talk inside. If for some reason we

had to speak, we did so by disguising our words." The students were warned that no visitors should come to the hotel, and that Jews who were seen with them might suffer severe consequences. However, many of the Jews disregarded the warning and spent time in the hotel with them nevertheless.

The last Shabbat was spent in the Moscow Yeshiva, which is the one place in Russia where the government officially allows Jews to sit and learn freely. On Shabbat afternoon, a group of about 20 young people took a walk in the park. All of a sudden one person began to sing "Am Yisrael Chai" and gradually the entire group joined in, until every person was singing loudly. One of the visitors asked a young Russian Jew, "A year ago could you do this?" He firmly replied "No" and continued

singing proudly. As they marched through the park, two old women passed and with joy in their faces and tears in their eyes, they happily cried out "Yiddin!"

Even before the new "freedoms" in the USSR came about, the Jews always had hope. Even five years ago, when Ms. Levine was visiting, she noted that the Soviet people would never look at anyone and hardly ever smiled. One old man commented to her that one can always recognize a Jew in Russia, because they are the only ones who smile. Puzzled, Ms. Levine asked why this would be so. The man firmly replied, "The Jews are the only ones who still have hope of leaving the Soviet Union, and returning to a homeland in Israel." Looking around today, one can see the beginning of that hope turning into a reality.



Stern Beit Midrash Program Thrives on New Challenges

by Ricki Lieber

Now in its second year of existence, the Beit Midrash Program at Stern College is being greatly improved. The program was started last year due to increased interest in advanced Judaic studies on the part of Stern College students. Many students wished to have the opportunity to learn in a Beit Midrash setting.

Last year, the program was successfully inaugurated by Rabbi Moshe Kahn and Rabbi Reuven Aberman. Rabbi Kahn continued teaching his class in Advanced Talmud, which was enhanced by additional time for in class preparation and for shiur. Rabbi Aberman taught a new course in Topics of Maimonides. The program was extremely successful. This year, many beneficial changes have been introduced to further improve the program. Dr. Ephraim Kanarfogel, head of Jewish Studies at Stern College, describes one major improvement. The program now runs four mornings a week, as opposed to last year, when one class was given in the morning, and one class was taught in the afternoon. In Dr. Kanarfogel's words, this restructuring provides a "more felicitous way of learning - knowing that every morning some regular instruction is going on in the Beit Midrash.

Twice a week, Rabbi Kahn teaches his Advanced Talmud shiur. The shiur has been upgraded, and involves a more challenging, independent line of study. Students are expected to prepare the classic commentaries of the Rishonim on their "own time." Class time is reserved for more analytical discussions on the underlying issues raised by the text of the Gemara and by the Rishonim.

According to Rabbi Kahn, the students are ready to conquer this new obstacle of doing most of the preparation on their own. Most of the students have either been in the shiur before, or have background in this type of learning. Rabbi Kahn feels that the textual parts of the Gemara are certainly of the utmost importance. In Rabbi Kahn's words, "Someone who cannot read properly is not learning Gemara." However, Rabbi Kahn will not spend the small amount of time allotted for the shiur on technical aspects. He feels that the students in the shiur have "strong working vocabularies," and can handle the literal translation of the text independently.

An additional responsibility lies in the hands of the students in the shiur. Each chavrutta will be expected to present a lesson on its own. The presentations will illustrate the key issues involved in a particular text, and will delineate approaches to the issues being discussed.

The students involved are at the same time excited and apprehensive. Leah Brueckheimer, a senior in the Advanced Talmud shiur, is thrilled at the prospect of an even more challenging shiur. She is concerned, however, with the amount of preparation that is expected from students in the shiur. She is willing to devote the time and effort required, but she has doubts as to whether the lofty goals that are in sight will actually be

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with economic problems, an unemployment rate surpassing 10% and an active military. America means money and security and the ability to totally assimilate without confronting any sort of religious ideology. A sort of utopia. I stared out the school window, overlooking the Jezreel Valley and found it difficult to answer. How could I explain an irrational feeling that binds me so strongly to a country that is 7000 miles away from my home, family and friends? I turned back to her, "but Jenya, Israel is the land of the Jews." My positive attitude gave many of the students and adults a jolt, forcing them to consider their new country in a different light.

The ulpan ended after four weeks and I took it upon myself to continue tutoring my students in the mornings. Climbing flights of steps in apartment building that were dark, dank and had strong odors of garbage permeating the stairwells, my heart hurt for the poor conditions in which my pupils were living. The apartments inside however, were bright and spotless. The parents of my students were eager to meet me, respectful and anxious to serve me coffee and cookies. We couldn't carry on a conversation but we shared smiles over coffee mugs and nodded at each other, content with the mutual feeling of silent companionship.

Our group extended invitations to almost everyone we knew in the neighborhood to come to us for Shabbat. As a result, we often found ourselves cooking for thirty or forty people. Our Shabbat table was filled with Ethiopians,

Russians, Rumanians, Argentinians, Americans, Canadians and veteran Israelis. Our interaction was natural despite the huge differences in our backgrounds and the language barrier. In a way we complemented each other, laughter and voices ringing out, blending together in the room. There was an intangible quality of beauty shining from each person's face as we chattered away, comfortable in this very unusual environment. In the middle of the meal we would suddenly, spontaneously burst into song. The twelve of us would jump up and start dancing in two circles, feet flying, voices raised, carrying the rest of the table with us. We swept our guests up into our enthusiasm for life, for Torah and for mitzvot. Rarely do we have the chance to do kiruv by just gathering up the people around us and sweeping them up into our lives so that we all merge together, giving and taking at an equal rate.

Alex walked into our dining room the day before we left Natrat wearing a kippah. "Hey Yaakov, did you give Alex a kippah?" I asked. Yaakov shook his head. "Did you Hayyim?" He too shrugged. "Alex, where did you get the kippah?" Yael asked slowly. "Shuk" (the market) he said smiling proudly. He had gone to the market on his own and bought a kippah. Truthfully, he didn't understand the commitment behind the kippah but he had spent a summer with Jews he had admired and they wore kippot so he too wanted to wear a kippah.

We changed a world this summer. The people we touched,

the experiences we shared and the knowledge we gave to these Russian Jews grappling to survive is immeasurable. At a crucial and vulnerable point in their lives, we walked in with a friendly smile, a handshake and the security that we cared and wanted to help. They were grateful that we accepted them and we were grateful that they allowed us to, opening up their hearts and trusting us.

For our group, this was an incredibly powerful summer experience but then it was over and we returned to our lives and schools in America. To the new Israelis, that was and continues to be their life.

And so I am back in America. It is hard to function in mid-Manhattan, remembering the pure souls and shining eyes I left behind in Natrat. There is a purity and innocence to their existence that I yearn to be a part of. I think of the work I did, the feelings of satisfaction and fulfillment at the end of every day and my heart is heavy with the burden of being far away from what was my reality this summer. Yet I wait for the not too distant day when I will be reunited with Jews from all over the world and they will be greeting me as the new immigrant.

"For I will take you from among the nations and gather you out of all the countries and will bring you into your own land. And ye shall dwell in the land that I gave your fathers and ye shall be my people and I will be your God." (Ezekiel 36:24,28)

SCW wishes
Rabbi Oratz
a Refuah Shlemah



'Dimension' Magazine Publisher Supervises Dorm

by Deborah Aharon and Rochelle Newman

As residents of Brookdale Hall piled in to start the new academic year, even former residents were greeted by a new face. Over the duration of the summer, Mrs. Deborah Kenny was hired by Yeshiva University as the new Resident Supervisor to replace Mrs. Ilene Kupferman who left the dorm last June. In the same way as many students who entered the dorm for the coming academic year had to make many adjustments with their new rooms and roommates, Mrs. Kenny, too, was adjusting to a new life in Brookdale Hall.

This adjustment, however, has gone quite smoothly for her and her family. Her husband, Rabbi Yoel Kenny, is presently the Rabbi at the Fur Center Synagogue on 29th Street in Manhattan. At the same time, he is attending NYU in order to obtain his PhD in Judaic Studies and it is therefore necessary for the family to reside in the city. Having moved from an apartment not far from Stern College, Rabbi and Mrs. Kenny and family are used to life in Manhattan.

Mrs. Kenny was interested in a part-time position at Stern College which would enable her to spend time with her children as well. The Kennys have two young children, Avraham and Chava. Mrs. Kenny was already hired 10 months ago by Yeshiva University to teach a new course at Stern College, in

magazine publishing, called, "Writing for the Media." When she contacted Dean Bacon regarding further part time employment, Dean Bacon suggested the job of dorm supervisor. Mrs. Kenny was interviewed by Mrs. Zelda Braun, Director of Student Services at SCW and was hired for the position.

The position of Resident Supervisor includes administration of the dorm, supervision over the resident assistants, availability in case of any emergencies and helping students with their personal problems. "Being able to help people is what I find most enjoyable about the dorm," said Mrs. Kenny. Since she was hired on a part time basis, she requests that students visit her only during office hours.

Mrs. Kenny grew up in New Jersey and went to the University of Pennsylvania. While in college, she began a personal search for the deeper meaning of life. She began to attend Chabad activities and studied at Machon Alte, a Lubavitch Yeshiva for Ba'alot Teshuva in Safed, Israel, for a year. She continued on to Columbia University for a Masters and PhD in education.

Rabbi Kenny grew up in the Washington D.C. area and attended the University of Texas. He attended the Chabad House in Austin, Texas, and was Chofetz Be'Teshuva at age twenty.

As far as living amongst 561

women is concerned, Rabbi and Mrs. Kenny are surprisingly very pleased considering the potential disturbances of usual dormitory life. Mrs. Kenny confirmed that people are respecting the family's need for privacy, especially since the children demand their full attention. "I would think that Stern students are even more understanding and sensitive to this issue from their perspective as future mothers," Rabbi Yoel Kenny states that he is



"comfortable with a Beit Midrash at his convenience and with the atmosphere of women so dedicated to Judaism."

Both Rabbi and Mrs. Kenny enjoy the Jewish atmosphere that Stern College provides. In comparison with the previous 34th Street apartment, Brookdale Hall allows them to be a part of something and make lasting

friendships as well. Mrs. Kenny said that living in the dorm in the middle of Manhattan is, in the words of Rabbi Israel Miller, like "living in the eye of a storm." Mrs. Kenny also mentioned the built-in feature of babysitters.

Mrs. Kenny is also an entrepreneur. She publishes her own upscale Jewish magazine, "Dimension," whose first issue premiered in the spring of 1990. Many students are fascinated by the new SCW dorm mother's recent publication; a magazine that was merely a glimpse of her imagination only a few years ago. "It's nice to know that the resident supervisor has other responsibilities than taking care of Stern women," commented Deena Cohen, SCW Junior. "Jewish Orthodox women rarely take interest in the publishing field, especially magazine production."

The magazine represents a culmination of life experiences and thoughts that Mrs. Kenny wished to filter out to the outskirts of the Jewish community. She described her hopes for the magazine as "a way of reaching the people way out of bulls-eye range...the thirty-something crowd. People from the 'baby boomer age' don't see how Judaism has anything to offer...anything to enhance their lives," offered Mrs. Kenny when asked about her intentions. "I want to present new options that they didn't know existed."

Much work went into such an endeavour. Mrs. Kenny first met

with high level executives for advice, read many books and attended seminars. Then she kept busy compiling a business plan to present to investors. As a true businesswoman knows, one must first test the market before risking such an investment. She surveyed a wide range of Jewish readers, especially those who are unaffiliated and she received a very high response. Based on this survey Mrs. Kenny was able to attract the attention of major advertisers like AT&T. The end result was a magazine that is sold in B. Dalton and Walden Bookstores nationwide. To Mrs. Kenny this endeavour is her, "life's work" so she is very, "committed to whatever it takes to get it done and keep it going."

Although Mrs. Kenny was not hired as Resident Supervisor for her innate abilities for magazine publication, this trait stands out as an admirable quality that dorming students and non-dorming students alike may appreciate. "Mrs. Kenny is a welcome addition to the residence hall community," Mrs. Braun asserted, "and I am delighted to have her on the staff of the Office of Student Services."

Mrs. Kenny shares this excitement for the forthcoming year as well. "So far everything is working out as I hoped it would," she maintained. "I am really looking forward to this position, where, besides the administrative work, I can help people and do something worthwhile."

Beit Midrash Continues to Thrive

Continued from p.11 col.2 accomplished.

The counterpart of the Gemara shiur is a class in Maimonides, given by Rabbi Saul Berman. Last year, when Rabbi Aberman taught the class, Rambam was used as a framework for the general teaching of Halakha. Rabbi Berman's intent is to "...make the course more focused on the specific gaining of skills related to Rambam." Rabbi Berman plans to critically study the fourteen books of the Mishneh Torah over the course of the year. The objective is to gain insight into the workings of Halakha, rather than focusing on the actual conclusions. Students will be

"...looking back rather than forward." They will be exposed to many other writings of the Rambam as well.

Perhaps one of the most significant changes taking place this year involves the addition of an intermediate Gemara shiur. The class will hopefully bridge the gap, and enable more students to participate in the study of Talmud. In the words of Rabbi Kanarfogel, "We now have that middle link."

Rabbi Gideon Rothstein is teaching the intermediate shiur. According to Rabbi Rothstein, Rabbi Kahn's shiur has been moving up and becoming more

complex. Now, new students who wish to learn Gemara can do so while acquiring skills as well.

Many of the students in Rabbi Kahn's shiur will graduate within the next year. The intermediate Talmud course will enable new students to move up to the advanced shiur, which will then be taught at the level of the new students. This "link" is more than just a convenient course. It will help to build a system within Stern College, so that ultimately a very large number of students will be able to participate in and enhance the Beit Midrash program.

*The Observer
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to the student body
and faculty.*

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