



The observer

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REGA

The Stern Image—Myth or Reality

Image Reflected

By DR. NATHALIE FRIEDMAN

The tendency to stereotype is a universal one — with admitted advantages. We live in a complex, rapidly changing world with literally thousands of images passing before our eyes daily. To see each of these clearly and objectively would require tremendous effort and concentration, as well as inordinate amounts of time. Instead, therefore, of observing the world about us freshly and in detail, we tend to notice a single trait which we know or have heard to mark a certain type of object or person and then, as Walter Lippman has said, to "fill in the rest of the picture by means of the stereotypes we carry about in our heads."

She is a redhead — therefore she is short-tempered. He has long hair, sideburns, and dungarees — he must be a student radical. She wears her skirts below her knee — she must have gone to Bais Yaakov. In this way we deal in types and generalities, since none of us has sufficient time or opportunity for intimate acquaintance with all of the objects and persons in our environment.

That we stereotype is not necessarily "bad." What is frequently "bad," however, is the character of the stereotypes we hold, the tenacity with which we hold them, and the indiscriminateness with which we employ them.

A case in point is the stereotype of the Stern College girl. Stern girls have been variously described as "schleppey," "husband hunters," "politically immature," "academically timid," "intellectually indifferent." These epithets are tossed about both within and without the Stern College community. Interestingly, however, I have rarely heard them from the lips of persons outside of the relatively Orthodox members of the New York Jewish community. The outside world sees the Stern girl as "religious," "bright" — she must be to carry the double curriculum, and "studious." Thus the negative stereotype may be an ingrown phenomenon, an almost self-deprecation.

Stern vs. Barnard

Is either side right? Is there a Stern College type? Does the Stern girl differ, for example, from the Barnard girl? In what ways? As I have taught at Stern College for more than ten years, and at Barnard over a four-year period, perhaps it is not presumptuous that I attempt to analyze these questions.

Homogeneous Student Body

Is there a Stern College type? The answer is, of necessity, both yes and no. The very nature and purpose of Stern College is such that its student body is bound to be more homogeneous than at almost any other college. For Stern was designed to serve the needs of a certain kind of girl — one who, for various reasons, wished to pursue her higher studies in an Orthodox Jewish environment. Thus the entire student body is Jewish; most profess, or stem from families which profess, an Orthodox orientation and/or a strong sense of ethnic identification; most stem too from an Eastern European immigrant heritage and are presently located in middle-class families.

It is a well-known, sociological fact that similarity of religious, ethnic, class, and general cultural background goes hand in hand with similarity of norms governing dress, family life, political attitude, and social behavior. It is in this sense that, broadly speaking, there is a Stern College type. Within these limits, however, there are wide variations in intellect, interests, aspirations, attitudes, personality, appearance, and outlook. The girl from a Chasidic family in Boro Park is quite different from the student who stems from an observant family in Los Angeles, and both are dissimilar to the girl from a non-observant family in a small, midwestern town. Thus there is great homogeneity, but at the same time much variation within the student body at Stern.

Schlepiness or Moderation

Let us examine several of the epithets frequently applied to the Stern girl. Are Stern girls "schleppey"? I firmly maintain that they are not. Do a larger proportion than at Barnard wear skirts to or below the knee? Certainly. For many students, religious norms dictate a particular mode of dress, while at Barnard, students may follow peer group norms which dictate washed out dungarees, moccasins over bare feet and

long straight hair. "Schleppey" is obviously a value word and its precise meaning depends therefore upon which side of the fence its user stands! For the most part, white, Jewish students from Barnard are indistinguishable from most Stern College girls insofar as dress and appearance are concerned.

Husband Hunting

Do girls come to Stern College to find husbands? Students choose a particular college in a particular location for a variety of reasons other than its course offerings. I have spoken with non-Jewish students from small towns who chose Barnard because of its location in New York City and consequently greater opportunity to "meet" people. I have spoken with Jewish students at Barnard who were motivated by similar factors. Impression leads me to believe (though I have never taken a poll) that the proportion of engaged or married students may be slightly higher at Stern than at Barnard. This, however, is to be expected in an all-Jewish school. After all, Jewish law and tradition have always emphasized the importance of the family, have always placed a premium on marriage and child-rearing, have always stressed continuity and strength of family relationships. There is a trend toward earlier marriage in the United States today, even among college students. More and more parents, students



Editors' Introduction

The past several months at Stern have been characterized by a highly charged atmosphere of criticism. Unsettling though it may be, the turbulence is encouraging, for it indicates there is growth here. But acknowledgment of growth is not enough. What is needed, and what should presently be sought, is an indication of the superiority of that growth. It is not enough for Stern to aspire to equality with other colleges. The very character of Stern, which ostensibly operates within the ethic of the Jewish framework, should draw the school to pursue ethical avenues towards her goals.

Though Stern's aims for academic, intellectual, social, and personal integrity and growth correspond to those of secular colleges, she pursues her goals in a somewhat unique fashion. Though her pursuit differs from, it also corresponds to, that of peer colleges. The similarity lies in the presence of displeasure which activates the desire to remedy the irritation. The difference lies in the means used to secure the corrective. Our progress lies in recognizing the need for change. Our problem includes finding methods to disencumber ourselves from the undesirable and replace it. The mode of student violence is relative to us. Though our frustration might be eased through it, violence remains a closed road. Our problem lies in checking our impulses, in using reason rather than emotion in an age when the impulse and emotion of the moment seem to conquer reason.

The Stern girl bears the image of a patient, naive soul whose lack of assertiveness causes her to forfeit that which she really wants. It is our image that we should endeavor to modify. We must remain alert and interested, and actively seek our goals. All this without losing our "cool" image. To remain adamant in our demands yet not resort to violence in pursuing their fulfillment should be our aim and method. Through self-examination and inquiry, we attempt in this supplement to bring our problems to the surface and describe both the steps that have been taken to remedy them and the proposals for future improvement.

RITA LEKOWITZ '69
Chairman Supplement Committee

indicate, accept the notion of "helping" married children until they are self-supporting. If more Stern than Barnard girls are engaged or married by the end of their senior year, they are behaving in conformity not only with Jewish values and emphases, but also with changing American norms regarding marriage and family.

Are Stern girls "politically immature?" Observation leads me to the tentative conclusion that a number of Stern students have made a conscious choice with which I may disagree, but which nevertheless demands respect. Political activity and interest are not absent but they have been channeled into primarily Jewish areas: concern and action with regard to Soviet Jewry, Arab-Israeli relations, anti-Semitism, etc. Many of my students have stated very simply that they are needed more to deal with these kinds of problems than with the current political problems in American life (of which they are nevertheless well aware). Call this provincial — perhaps — but it is an almost inevitable correlate of the homogeneous religious and ethnic background of the student body.

Finally, are Stern girls "academically timid" or "intellectually indifferent?" I personally have found that in the classroom neither the printed page nor the pronouncements of the instructor are

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Recurring Reality

By DR. MARCEL PERLMAN

At the outset let me say that I am fully cognizant of the fact that what I am about to write concerns primarily what appears to be rather than what necessarily is.

Anyone who spends much time in front of a classroom soon acquires the feeling that he "knows" the people he is facing. When one adds to that the fact that one is supposedly a "social scientist" — a psychologist — the myth becomes complete.

Yet despite this disavowal I feel that I can state the following with some accuracy.

The Stern College girl is in the main apathetic and uninvolved!

In walking the halls and exchanging words and ideas with you I am often reminded of a little sign I once saw which read: "If you can keep your head in all this confusion, you just don't understand the situation." I look around me at Stern and I don't see anybody losing their heads. As a clinician I am supposed to be a resolute foe of anxiety; yet I am also aware of the fact that the total absence of anxiety often means complete withdrawal. I don't mean to say that Stern girls don't suffer from anxiety — they do, sometimes excessively. But it is an anxiety revolving about things immediately personal to each girl — grades, boys, parents, friends. It seems to be an anxiety which rules out and excludes the rest of the world. This, at a time when the world is most "with us."

No Lack of Intellect

Certainly it is clear that this seeming uninvolvedness is due to neither lack of intellect nor discernment. I am tempted to lay the blame on several doorsteps.

First, and possibly foremost, is the lack of exposure to the "world at large." There is about the Stern girl a sense of "cloister." An inward look which protects and shields rather than an outward glance which at times pains but also enlightens. There is apparent to me an unquestioning acceptance of the status quo, the word of authority which brooks no disagreement or disavowal.

I think that we can all accept the notion that change and transition are among the leading causes for anxiety — thus we could explain the lack of venturesomeness as a self-protective device. However, such a position voids the basic premise of the educative process. In fact, a brief look at the word, education, makes that very clear. If my Latin has not completely deserted me the word means to "lead out."

In order for this to happen one must be willing to be led out and in fact must go forth on one's own rather than sit safely in one's dark cave of the known and familiar.

The function of exposure is to open new vistas and doorways of possibility and speculation. To speculate is, by definition to be unsure. To choose and differentiate between alternatives precludes certainty and yet without choice and speculation one has nothing but educational and intellectual sterility.

This brings us to the second doorstep. Institutionally, Stern College prides itself upon its small,

liberal arts nature, yet it too falls prey to the contemporary disease of "too much to do" — too much to cover. It is an unquestionable fact of life today that we are in the midst of a "knowledge explosion," that to attempt to prepare for life in today's community and society is a ever increasingly complex task. As a result, Stern College and its students must soon make a decision as must every "liberal arts" school. What is it we are trying to produce? It is quite possible that the "well-rounded girl" is in every respect, except perhaps anatomically, impossible and that to attempt to convey a comprehensive survey of man's knowledge is merely to convey a self-deceptive "smattering of ignorance." Possibly if we accept the fact that we no longer can "cover it all" we can in fact thoroughly explore and comprehend some of it. Speculation, contemplation, thought, require time and space. The frantic, anti race to encompass all of man's knowledge in four years "with time out for a word from your sponsor" may well mean that nothing is thought out or dealt with.

No Term Papers

As a very limited and narrow illustration let us consider the academic chestnut, the "term paper." In many respects the original concept of the "term paper" was a sound and noble one. It gave the student the oppor-

tunity to synthesize and consider one aspect of a course's material. However, today in fact, the necessity to write three, four, or five term papers per semester means that each of them gets the least possible attention administered with the grade expected and the supposed reading habits of the instructor. Consider now an alternative. No term papers — and instead a major Senior thesis initiated in the junior year in an area of interest for the student under the individual guidance of a chosen faculty member. This then would be completed during the last senior semester. How much more involvement and interest as well as thought might such an approach produce.

Explore Today

Or perhaps a course with no title, no syllabus, and no requirements whose primary function it would be to examine and explore "today." Such a course would in truth involve almost every discipline at a college depending on what "today" brought into focus.

I very much fear that approaches such as these cause much anxiety, not only among the student body but also on the part of the faculty and administration. I can hear the questions and howls now —

How can we prepare such a course?
(Continued on Page 10, Col. 4)

A Fractured Fairy Tale

By ROCHELLE MAJER



nce upon a time, in the land of beautiful dreams, there lived a sweet young thing whose name was Cinderella. This maiden was an orphan, and for more than ten years she had been living with a stepfather and a stepbrother. Although she tried as best she could to be charming, amiable, and helpful, poor Cinderella did not find favour with her adopted relations.

Being a sweet young thing, however, and having been brought up by her Daddy (who learned this from his Daddy, and he before him in a line that went far back in time) to be an obedient, docile maiden, she would not complain about her misfortunes, though they grieved her sorely.

Many were the times when she felt hot tears spring into the corners of her pale blue eyes, for her step-brother was not gracious to her. Her parent, too, was less than kind, depriving her of the simple objects that most sweet young things possessed. Her clothes were shabby, her room was small and dingy, and the furniture was past repair. Often, Cinderella would secretly enter her brother's room and gaze with wonder at what she saw.

"How beautiful!" she would exclaim, over and over, as she stared at the royal dimensions of the chamber. Sunlight poured in through the large windows, and everything sparkled with an exciting newness. In the corner, neatly piled up, were wondrous toys of all descriptions, and standing out from the rest was a tremendous toy house, the sight of which filled the girl with envy. Gathering her courage, she went to her parent's room and knocked timidly on the door, and when she was admitted, she courtied prettily and shyly began to speak.

"Oh, dear, kind sir," she cried, "I have not asked you for many things since you took me under your care, but I would so love to have a toy house like my brother's."

"In time you will get one," he answered, and dismissed her from the room.

How happy was the sweet young thing, but her smile wore gradually thinner as the days and months passed by. One day, the Father decided to move to a new house, where Cinderella would have a new room. How excited she was and impatient for the day to come when she could leave her dismal quarters. On that day, her parent said to her: "Girl, you will have to move your belongings by yourself. I cannot help you."

A rage came over the sweet young thing, and with a strange courage, she cried out:

"Oh, no, sir! Not this time! I refuse to move my things alone!" She stomped about in a fury and so frightened the parent that he quickly consented to her wishes.

Cinderella quieted down after this episode and resumed her usual gentility, and though her father continued to heap abuse upon her, she mouthed not one word of protestation. How envious she was whenever her stepbrother's friends came and were ushered into a spacious parlour. She had no such room for her friends. Many months passed by, and she seldom saw her parent, for he never came to visit her in her room though the door was always open.

Every year, when spring would bloom in all its ripe glory, and promises of something new were in the air, Cinderella would look forward to the coming fall.

"Maybe," she hoped silently, "maybe my father will have a change of heart." And once again she envisioned the toy house, so beautiful, so far from her reach and thought,

"Perhaps this year my dream house will come to life."

Time passed slowly. The sweet young thing, so unassuming, so shy, practiced the virtue of quiet patience.

In June and January of every year, her father would ask her to prepare a weekly schedule of the household duties and the things she would like to do, and he would add a few requests of his own. He gave her many forms to fill out — pink, blue, white, and yellow ones — and she would sit down and carefully fill everything in. She would then go to her father's room and wait in his ante-chamber, until he would approve her program. Each time, he would look at the forms and say, "Well, my dear, it's quite all right. However, you cannot take the harp lessons, nor the sewing, nor the painting. There's simply no time for all that." And step by step he would tear apart her plans until she would be forced to start anew.

The sweet young thing never learned from year to year that things would not go smoothly. Each time she felt the surge of rebellion in her at being toyed with so cruelly, but she bore this hardship too. Her friends in other homes who suffered abuse from their parents were amazed at her behavior.

"Why don't you defend yourself like we do? Why don't you rebel and fight for what you want? Poor Cinderella, you're the only one who's behind the times."

But the sweet young thing could not rebel and bring disgrace on her parent's name.

In the autumn of the year, one bleak morning when she was sweeping the leaves together, she was overpowered with her troubles, which centered around the toy house. She thought of her friends' advice and could not shrug it off. With a quick movement, she skipped about, looking for little twigs; and then, sitting on the damp ground, she built a little house of twigs and leaves. Cinderella laughed and laughed until the tears formed glistening paths down her cheeks, and the noise brought her father into the garden. He stood for a while, looking at what she had built, and she saw immediately that she had affected him with her mockery.

"Maybe now I'll get my toy house," she thought.

The sweet young thing, so good and obedient, waited and waited, until the episode of that autumn day joined the memory of her one other protest.

One more time did Cinderella take courage and speak up to her father, when he banished one of her friends, Ostrella, and would not let her visit their home. The maiden cried and implored, but to no avail. The father had his way.

The fight went out of the sweet young thing. Now, when her father would take advantage of her and favour her brother in everything, she watched listlessly but did not speak. The hurt became a dull ache, not sharp enough to prod her to action. Instead, she turned to her fairy godmother.

"Oh, fairy godmother," she cried, "send me a Prince Charming who will take care of me and rescue me from my predicament, a Prince who will give me my dream house and all that I need and not fill my head with empty promises."

Her godmother was silent. And Prince Charming? He hasn't come yet, and the sweet young thing is still waiting.

By RUTH LEVINSON

As part of the current evaluation of Stern College, it has fallen upon me to examine the guidance department. Such a task presents a difficult problem. How does one go about making a thorough investigation of the non-existent? The "philosophy majors" among the student body may choose to spend time in contemplation of the situation. Being familiar with non-existence they might be able to cope with something such as this. But the rest of the majors at Stern are, unfortunately, handicapped in the face of such a dilemma.

Since the administration at Stern has not seen fit to establish a formal program of academic and occupational guidance, I assume that it considers such a move to be unnecessary. Therefore, let me, for a moment, create a theoretical guidance department and attempt to justify its existence.

Each student, upon entering the school, states her intended major and can therefore be assigned to a specific guidance counselor for that department. The counsellor

could take the time to suggest a schedule to follow to complete such a major, to indicate what is involved in the advanced courses, and what might be recommended as supplements to such a major in a manner much more explicit and impressive than ever a catalogue (a dying but still existent species at our school) could do.

Should any questions or problems arise from the student's point of view she could be certain of finding her counsellor with time and interest to assist her. The counsellor in turn would periodically check with his students to assure that no misunderstanding arises in scheduling, credit quotas, and supplementary courses.

Of course, should a student wish to change majors she would be able to consult a specific guidance counsellor for that field in order to ascertain expertly what would

be involved in such a change. The second crucial function of a guidance counsellor for each specific field is in assisting students in choosing careers, professions, appropriate graduate schools, programs of study, and for the brain jobs. It has been my unfortunate experience, and that of too many others, to discover

fair to expect that provision be made for any student needing help in deciding what field she would be most suited for, how to go about attaining the proper undergraduate background for it, and what the possibilities in the area are?

So much for my theoretical department. As things now stand a

(Then there is the Math Department which has no head at all). Too often students not knowing where to turn will go along on hearsay and end up headed in the wrong direction entirely. (By hearsay I mean quickly tossed comments from students, faculty and administration alike.) Were they certain of where to turn to find dependable, well thought about advice and guidance, they could avoid many problems.

Under our present "system" a student must depend too much upon pot luck in academic and career advisement. Some fall into majors with helpful faculty; is not the fault of the teachers; they cannot be everything at once. It is not the fault of the students; they cannot know everything intuitively. Is it not, then, worth our while to bring into existence a specific program, designed to present students with qualified people who have the time to discuss specific information, in an effort to achieve more satisfying undergraduate and graduate needs for us to follow.

No Guide For The Perplexed

that in order to begin to make post-graduation plans one must be prepared to face endless Well-I'm-not-really-sure - Why-don't-you-speak-to's, or What-exactly-is-it-you-want - Come-back-when-you-are-decided's. Is it too much to ask that, in the face of all the pressures accompanying graduation, a senior should be able to seek and find, without constant referrals, reroutings, and red tape, the information and advice concerning jobs or graduate schools suitable for her goals? Is it un-

student depends mostly upon the department head for all such assistance. On occasion, another member of the staff is sympathetic and informed and willing to help. But their system is, at least, haphazard. Too often the department head is not up on every aspect of scheduling, credit quotas and post graduate opportunities. Why should he be expected to know everything? Sometimes department heads or teachers are completely uninformed or too busy or not the "communication type."

Contributors

Mrs. Esther Auerbach received her Masters from the Wurzweller School of Social Work, and is presently Director of Student Services at Stern.

Ardith Bondi, '70, majors in biology and is a flutist.

Judy Carmel, '69, a history major and Dean's List student, was recently named to Who's Who in American Colleges and Universities.

Phyllis Curchack, '69, established and pioneered the Stern basketball team.

Mrs. Cecily Dobin received her education at City College, and now teaches Chemistry at Stern.

Gloria Epstein, '69, a sociology major, is Secretary of the Senior Class.

Carol Esterman, '69, is an English major.

Judy Feigenbaum, '69, is a Chemistry major and Managing Editor of the Observer.

Lea Fridman, '70, is an English major.

Dr. Nathalie Friedman, is the Head of the Sociology Department at Stern.

Roberta Goldberg, '71, is from Washington, D.C.

Meta Goldmeier, '70, from Chicago, Ill.

Ahuva Greisman, '69, is an Education major.

Faigie Heisler, '72, is a Math major.

Mira Katz, '69, a French major, is a BRE candidate.

Goldie Lacher, '70, a sociology major, is Assistant Managing Editor of the Observer.

Alice Lautman, '70, an Education major, is Vice President of Student Council.

Rochelle Majer, '69, is an English major.

Phyllis Maza, '69, a French major, was recently nominated for a Woodrow Wilson Fellowship.

Rabbi David Mirsky received his Semicha at Yeshiva. He was Director of Admissions at Yeshiva before assuming his present position of Dean of Stern College and Acting Chairman of the Judaic Studies Department.

Karen Mirsky, '70, is Secretary of Student Council.

Martha Mittelman, '70, just returned from a year in Israel.

Dr. Marcel Perlman, is a clinical psychologist and teaches psych at Stern.

Renee Rosen, '69, is an elementary education major.

Shelley Schreiber, '71, majors in History.

Suzanne Schwalm, '69, is a biology major.

Leah Segal, '69, is a History-Poli-Sci major and President of the Senior Class.

Karen Stalmen, '69, returned this year from Israel.

Hedy Truehaft, '69, is a math major.

Rena Waldman, '69, from Washington, D.C., majors in French. Spent her Junior year in Israel.

Religion at Stern: Spirit and Letter of the Law

Religious Commitments

By FAYGIE HEISLER

She walked in, laden with packages, returning from a Saturday afternoon excursion down Fifth Ave. Everyone turned and looked, but said not a word. Yes, it's Stern College, girls, on a Shabbat afternoon. The occurrence is most certainly not typical, but isn't once enough?

This leads us to a direct confrontation with the question: How far does administrative authority reach? Does it penetrate dorm life or end in the classroom? Or, one might ask, how Dorm Council wields authority on a matter such as *Shmirat Shabbat*. Is their authority simply on the books, but not realized in actuality? Could, in effect, a dorm council representative stop a girl from a flagrant act of *chillul Shabbat*? Furthermore, does attendance in Stern mean conforming with dictates of Judaism, or just attending Religious Studies classes and then doing as one pleases? These are some of the questions which plague us when we review the religious atmosphere at Stern College.

If a girl chooses to come to Stern in an effort to strengthen her religious conviction, she can certainly find what she is looking for. For others, who are not sure of their Jewish identity, but come here hesitantly, is the atmosphere here conducive toward an expansion of Jewish knowledge? Is an interest taken in these girls? Are they offered adequate direction and guidance in matters of religious practice?

If one girl makes an honest attempt in her observance of Shabbat, what is her reaction when she witnesses an indifferent desecration of the Sabbath by her next door neighbor? The results, to say the least, would be demoralizing. It is therefore pitiable when one sees an instance such as the Saturday afternoon shopper go by unnoticed or worse yet, ignored. Is this the Stern ideal?

In the same critical vein, there is another aspect of a religious nature which is conveniently overlooked by Stern's administration — the matter of dress. There are some Jewish Studies teachers who demand certain standards of dress of those in attendance in the classroom. Other instructors maintain the attitude of come as you are. Clearly these varying attitudes and demands of instructors foster the belief that laws of *tzniut* are subjective, pliable, and relative to time and place.

Granted, it is unfair to enforce a specified length of dress worn outside of the classroom, but *Kovod Hatorah* is certainly of primary importance in the classroom. This entire matter is claimed to be one of personal taste, but when personal choice conflicts with halachic standards something is very wrong. Here we turn to the department of Judaic Studies for comment. Does the administration, by virtue of its silence, accept, or worse yet, condone the status quo?

These violations hurt someone who wants to take pride in her school. And there are, certainly, opportunities for praise and recognition.

The efforts of the Torah Activities Committee, for example, impress anyone who takes an interest in them. They sponsor, for instance, a *shmashar* on Thursday nights, providing an opportunity for extra-curricular learning. A *Bikur Cholim* Committee has been organized which should draw a large number of volunteers to the nearby hospitals, especially to visit children during Chanukah. *Shabbat* spent in the dorm is made more pleasant through their efforts.

A most important move, however, is still in the planning. This project has been inaugurated in response to specific needs of the student body. A program of *Terumat Shaot* would afford girls with an opportunity to receive tutorial help in their academic studies. Many girls are more than willing to volunteer their time to a program of this sort, but until now were either not approached or didn't recognize the need. Specifically this program could greatly aid students in their religious studies.

Guest Speakers

The Torah Campus Committee may make a meaningful contribution to the school if its plans come into fruition. In the planning are a number of assemblies highlighted by prominent guest speakers from the Jewish scene. We can make the most of this opportunity

J.S. — A Level

By KAREN MIRSKY

Placement in A Level J.S. courses should be reserved solely for the student entering Stern with a minimal religious background. With this in mind, the following are the general needs of the A Level student:

Freshman Year — General background of Jewish Philosophy and laws and customs.

Sophomore Year — Study of specific laws in such areas as *Kashrut*, *Shabbat* and *Tefillah*.

Junior and Senior Years — Introduction to Jewish History and Bible study.

Unfortunately, the J.S. Department of the A Level falls short of meeting these needs. There is no progression in the study of material; a great deal is left to the teacher's discretion. Students find themselves relearning in Sophomore year much of what was covered in previous semesters, largely because no specific course outline delineating subject matter is adhered to by the instructors.

The Junior year offers the A Level J.S. student an adequate survey course of Jewish History. There is, however, no J.S. course required that year. The procedure would take on greater value if the J.S. course was made mandatory and the Jewish History course offered as an elective. Girls entering the college with almost no religious background cannot afford to cease their study of J.S. after two years, since students who have had no J.S. courses in their Junior year will find themselves unprepared for handling the textual Bib. Lit. course required in their Senior year.

Religious counseling is perhaps most crucial to the student on the A Level. It is unfortunate that the present system has not succeeded in encouraging students to take advantage of the valuable aid offered by qualified advisors available to them. More than one religious guidance appointment should be scheduled for students by the administration because many students hesitate to approach counselors with their problems. In addition, the introduction of dorm counselors will hopefully provide students with new avenues for guidance. One crucial need is the introduction for an A Level Modern Halachic Problems course. Demands for such a course have been most persistent and they can no longer go unheeded.

A Level students can avail themselves of opportunities outside their own Level; for instance the *Mishmar* lecture series sponsored by TAC and open to all students.

HARITOS BIBAS of Athens, Greece Styling!!!

"Leave that to the Greek" formerly style director of Charles of the Ritz, B. Altman's

LE 2-1145 If Busy 687-4200 10 Park Ave. (Between 34th and 35th St.)

B Level: Deprivation

By MARGIE STRICK

The purpose of the existence of the Department of Judaic Studies is to give students a general background in the laws and customs of Judaism. This is affirmed only if you have capable teachers, who are rare indeed. In addition, it is unfortunate that if one happens to be a B-level student, she is unable to partake in such studies as *Dinim*, *Mishna*, *Chumash*, and *Navi* in depth. Although these studies do require a background in Hebrew, they can nevertheless be effectively presented on a B level. Perhaps now that the A and B levels are being separated in Judaic Studies classes, the problem of A-B discrepancy in Hebrew knowledge will be eliminated, thus permitting the until-now neglected study of subjects requiring Hebrew background on a B level. These courses should be offered as electives for those who are interested. As matters stand now, most B-level students feel cheated by the exclusion of such courses from their program.

Presently offered to B-level students are: Foundations in Judaism I (parsha of the week, survey of the holidays), Foundations in Judaism II (*siddur*), Jewish History, and Philosophy of Judaism — a course a year. But the freshman and sophomore course contents being flexible according to the desire of the teacher causes many freshman and sophomore courses to cover identical ground. Even when these two courses are not duplicates, there is often much repetition.

Most of the students on the B-level come to Stern in order to partake in R.S. courses. These courses are of the utmost importance; so something must be done to alleviate these problems.

Bible Imbided?

By FAIGE DESSER

A glaring deficiency in our Biblical Literature Department is the lack of *Chumash* courses being offered, especially on a higher level. Currently, Stern offers a total of three *Chumash* courses; one for seniors on the A/B level, one for sophomores on the C level, and an elective for seniors on the D level (mostly taken by lower classmen who won't wait until their senior year to take *Chumash*). *Chumash* is one of the basic studies which we must master in our dual role as Jewish women and teachers. Yet we find that in Stern College, *Chumash* usually cannot be studied for more than one year.

Chumash in Depth

The knowledge of *Chumash* acquired in Talmud Torahs, day schools, and even Yeshiva high schools is often not sufficient for our present and future needs. Many of us are unfamiliar with the methods and viewpoints of such interpreters of the Bible as the Ramban, Ibn-Ezra, and the Ra'bag. Can the one course offered be sufficient for us to gain anything but a brief preview of what the higher learning of *Chumash* is to be?

Excessive time should not be spent on the study of Biblical criticism. While it is essential that we know, understand, and be able to criticize these critics, their works must not be taught, at the expense of traditional commentaries. We can best learn to dispute Biblical critics if we have a strong knowledge and clear understanding of the basic text. We must not lose sight of the prime purpose of our study which is the learning of Bible, the basis for the existence of the Jewish people.

Two years ago, an attempt was made by the D level students to add another *Chumash* course to the curriculum. A professor had consented to teach the course, but permission was denied by the administration.

However, aside from the three *Chumash* courses being offered, there is a wide

C Level Gives Laws, not Spirit

By JUDY FEIGENBAUM

Religious studies on the C level spells its own grade. While most courses at Stern College suffer from generalization, the C JS courses are hampered by the emphasis on details. A short analysis of a four-year C JS curriculum will readily illustrate this point.

As a freshman, the first-year Stern student is introduced to her JS course with a study of Rambam and *hilcoth t'shuva*. This course is followed by a detailed study of the thirty-nine *milcoth* of *Shabbat*, at times supplemented with synopses of various other Halachic works. Her next RS course is not scheduled until her Junior year, at which time she begins her study of *Mishna*. Again, if her course is *Mishna Moed*, the Stern junior finds herself studying *hilcoth shabbat* in even more detail together with laws involving holidays and fast days. If she chooses *Talmud Neginin* she delves into the intricate study of liabilities and damages. In her final years, the Stern senior is faced with a choice of *Mishna*, *Talmud* or *Midrash*.

More Dinim

This is, of course, a skeleton of the JS program but in general does represent the studies of the JS courses on the C level. As can be seen from this program, the graduating senior possesses detailed knowledge of various laws, especially those dealing with *Shabbat*, but seems to be missing the very basics for this study.

A discussion of this problem, however, must first be preceded by a portrayal of the C JS student herself. The background of such a student is usually one of a limited yeshiva day-school education — usually not farther than junior high school. In her studies, the student has probably covered the Pentateuch, plus most of the Early Prophets. In addition, the laws of *Shabbat* and *t'fila* were stressed and some *Mishna* was frequently included. Thus, on her entrance to Stern College, usually following a public high school education, the Stern freshman is again presented with courses on these *dinim*.

Lacks Hashkafa

The problem, therefore, is obvious. This student is clearly lacking the basic foundations of Judaism upon which these detailed laws rest. The key word can be summed up as *hashkafa*. The student on the college level is looking for her beliefs; she is searching for an answer to "why" as well as "what." The past curriculum on the C RS level seems to presume that this student possesses this general scope of Judaism and needs only to delve into details. This is not the case. The practice of *halacha* is meaningless and at times harmful when it rests on doubt and ignorance.

Many great Jewish philosophic works other than those of the Rambam would never have been mentioned if not for

their fleeting study in Jewish history. The basics of Judaism found in *The Path of the Just*, *Duties of the Heart*, and volumes upon volumes of Jewish works hold the answer to many students' search. A course on "Foundations of Judaism" similar to that of freshman A&B should be scheduled for the C RS student as well, geared, naturally, to her level and supplemented with the various Jewish philosophical works. With this as a basis, the study of the laws of *Shabbat*, *Mishna* and *Talmud* are much more easily digested and their importance more clearly seen.

Throughout this discussion, the recent addition of new courses has been purposefully omitted for sake of a clear analysis and must now be justly added to the list of R.S. courses. The addition of *Modern Jewish Thought* and *Modern Halachic Problems* is an honest attempt to answer student request and give to the upper classman an opportunity to see Judaism in its proper perspective in the modern world. It equips the modern Jewish college student with reasons and answers she needs in order to live in our scientific world.

These courses are but a first step in the right direction. With a revamping of the RS curriculum on the C level to include the fundamentals as well as the *halachic* as tools in life, the Stern student can then and only then honestly boast of an intelligent Jewish education.

Department Authority Speaks BRE Program

By ELKA SORSCHER

A degree in Religious Education should testify that its recipient is well versed in subject matter relevant to religious education and that she is qualified to teach in the Yeshiva day schools.

The Judaic course requirements of the BRE candidate are as follows:

- 24 cr.—Hebrew language and literature
- 18 cr.—Jewish Studies (RS)
- 15 cr.—Jewish history
- 15 cr.—Biblical literature
- 10 cr.—Jewish Education (inc. Student teaching)
- 82 cr.—Total

Hebrew: As future teachers of the Hebrew language, we must, of course, be proficient in both spoken and written Hebrew. But after taking 24 credits of Hebrew, are we fluent enough to teach correct Hebrew to others? It is a fact that the American-born BRE recipients do not speak perfect Hebrew, nor are they particularly encouraged in their Hebrew classes to improve their speech and writing.

This year a commendable start was made to rectify this situation: the Hebrew Department innovated a three credit course in Spoken and Written Hebrew. This course was listed as a requirement for BRE candidates, but because of previous requirement stipulations, not one BRE candidate was able to take the course. Perhaps this situation can be corrected in the future by offering courses in Hebrew specifically with the BRE candidate in mind. Instead of attending overcrowded lecture courses in the Hebrew language, the girls could attend two years of classes which specifically emphasize spoken and written Hebrew.

Bible: Our Bible courses are also not teacher-oriented. As future teachers we must be especially versed in Torah and Early Prophets. However, most of the Bible courses offered are in the Later Prophets. There is only one *Chumash* class offered on the "D" level and we are not required to take it. More *Chumash* courses intensive enough to aid us in preparing for our gemers would be a welcome addition. We also need to be taught about how to

Has the department any plans for enlarging its scope on any level — additional or revised courses, new faculty, etc.?

The department is always planning to expand, but the ability to do so depends on many things. Plans are being made to institute new courses in Hebrew literature — specifically in literature of the Holocaust and in modern Hebrew poetry. We are also hoping to hire a new teacher in Jewish history to provide for more electives.

Specifically, will the department consider hiring additional teachers for the September, 1969 school year?

It goes without saying that these additions will be made just as soon as possible — hopefully in September, but I cannot as yet commit myself.

After the acceptance of a Freshman class into the school, is a 4 year course schedule outlined for each level of that Freshman class?

Yes. And it always has been.

Is the outline composed by one person or a group?

The curriculum is decided on at a meeting of the curriculum committee of the College as well as at a meeting of the Hebraic Studies faculty, the dean, and registrar. The registrar helps in technical matters such as scheduling, etc.

Is this outline subject to reevaluation as the class progresses through the college?

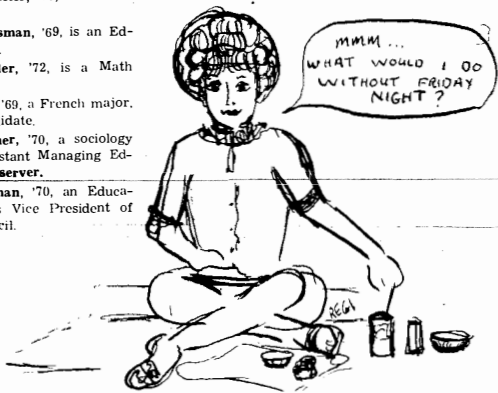
The meetings described above are held each year. There the curriculum is reevaluated and new suggestions are made. The course in Modern Halachic problems, offered for the first time last year, and the newly instituted Advanced Hebrew Composition were the results of such reevaluations.

Why are the students presently not questioned about their needs and desires in their Hebrew Studies?

Students are not presently questioned about their needs and desires by any department.

choice of courses in the Prophets: a freshman course in the Minor Prophets, A D elective in Ezekiel, and two senior courses, one in Job and the other in the *Apocrypha*. Since most of the girls on a D level have already covered these prophets in high school, it is important that these courses

now be taught on a more advanced level, with an emphasis being placed on bringing out philosophical concepts wherever possible, and raising issues brought up in the text with the prospect of finding some general trends.



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Social Sciences — No Hope Without Help

Psychology Behind Psych

By KAREN STAIMAN and RENA ROSENBERG

The psychology department at Stern offers twelve courses taught by professors and instructors who approach the material from points of view ranging from theoretical to practical. Despite the different approaches, the psychology students could certainly benefit from more exposure to the practical applications of modern psychology. This could be accomplished by increased use of films and tapes of actual cases; these are particularly important for an understanding of abnormal psychology. In addition, outside speakers could provide the students with different outlooks on the problems studied. Most imperative, however, is the need for more field trips, since nothing can compare to actual observation and interaction with those who are often seen only through the eyes of a textbook author.

The student could also benefit from exposure not only to manifestations and treatment of abnormal behavior, but also by exposure to experimental research through participation in experiments conducted either at Ferkauf or our own Stern psychology lab. It would be desirable to require such participation of introductory psychology students to enable them to become acquainted with research methods.

Because there are so few professors presently staffing the department, the psy-

Living Sociology Slackens

By GLORIA EPSTEIN

Sociology is a dynamic field. It is a living subject and is constantly moving onward. We are fortunate to have one sociology professor, who does display and convey the dynamism of the field in the courses offered. But why must sociology majors be subjected to learning sociology from people who from their presentation, show no interest in the field? A student must do his share of the work by preparing for a course and contributing to class discussions, but an instructor must, in the same way, stimulate the class to learn.

The courses offered are adequate in number and the new courses are appreciated. However, every time a course is offered our initial excitement gives way to disappointment.

Firstly, courses should be offered more often. If a student must arrange her schedule around required courses she should also have the opportunity to take courses of her choosing — not just courses that fit into her free time. Second, it will always be an enigma to me why all courses seem to be given between 1:20 P.M. to 3:00 P.M. In addition, advanced courses should be added in such areas as criminology, political sociology and social work, because many students are interested in it. A course in Social Work Theory (1 semester) with a follow up of a Field Work course would be most desirable. These should be permanent courses open to seniors only. They would allow students a taste of social work and give them a basis on which to decide whether they truly desire to enter the field. The natural problem that arises from all this is the need for instructors. We need more and better instructors. Though full time instructors would be ideal, I'm sure visiting lecturers and/or part time instructors would be welcome.

The Supplement Committee requests your written reactions to those views expressed here. Anonymous letters cannot be printed, but names will be withheld at the Editor's discretion. Contributions to Science and Halacha, the next Supplement, are eagerly solicited by its Chairman, Nechme Wernick and Zahava Spitz. Please address all communications to:

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Lessons are overloaded and unable to offer courses presently under request by the students. A course in motivation was due to be offered in the spring semester. It was requested by an adequate number of students, but the course is not being offered due to lack of an instructor and funds to hire one. Just as there is a need for a course in motivation, so is there a need for one in Educational Psychology, considering the many future teachers attending Stern. Individual student research or seminars could be further additions and improvements to the Psychology curriculum. It would be desirable, for the administration to hire another instructor for the department in order to improve the quality by offering a wider range of courses and viewpoints.

Lovers of Gaulle language and literature find a wide choice of subjects at Stern. Courses covering each century in depth are offered to advanced students who have previously had the required survey of French literature. Advanced grammar and conversation are included in the curriculum as well.

Those who have taken more than one course and thus, more than one professor, can note marked differences in the amount of knowledge to be gained from the courses, the difference stemming primarily from the various teaching methods of the instructors.

Too often, professors employ English as the language of instruction in their French courses. Understandably, comprehension of subject matter suffers. More important, the student is denied an opportunity to hear and express proper spoken language. On the other hand, the department, it must be noted, is blessed with one extraordi-

Russian Dept. Tries to Improve

By GOLDIE LACHER

Three Russian courses are offered to Stern students; first year which focuses on grammar; second year, a continuation of grammar with some literature; and third year which takes up the study of poetry and novels.

One objection to the courses is that they are taught in English. This is unfortunately true even of the third year Russian literature course. Students cannot gain a proper command of any foreign language if they are not encouraged to speak it out of class and certainly forced to speak it in the classroom.

In addition there is only one instructor teaching all the Russian courses. This does not allow for a variety of approach. To further discourage the student of Russian, the instructor's time is limited.

Philosophy Department Must Cultivate Its Resources to Progress

By LEA FRIDMAN

Small as the Philosophy Department at Stern is, it is a competent one and not one of us will leave Stern without having met Rabbi Schmidman, Dr. Appel, or Rabbi Bleich in an Ethics class. Ethics at Stern is designed to introduce us to Western secular as well as Jewish concepts of ethical behavior and all in two class hours a week! Were the course of study more defined and a decision made as to whether this is a course in Jewish or secular ethics, something of value could be made yet more valuable to students.

Our Philosophy Department offers two other courses. The Introduction to Philosophy includes discussions and readings in

More Jewish History on A-B Levels Needed

By JUDY CARMEL

Jewish History on the A-B level is limited and inadequate. Six credits (two semester courses) are required; there are no electives offered giving further study. The two semesters represent only a survey course, for which the need is certainly understandable. However, why is there no opportunity offered for further study? Many girls on the A and B levels would relish the chance to delve further into a particular period, yet they feel they are unable to cope with the Hebrew content of these advanced sources given only on the higher levels. They would meet with difficulties arising from their elementary knowledge of the Hebrew language applied to Hebrew lectures and readings. Jewish History is indeed vital to us, and of great interest; yet no attempt is made

toward developing students who are knowledgeable in the field. In fact the A-B level does not offer courses except during the junior year. Certainly this does not allow for nor even anticipate any development of interest. If additional courses are offered, such as Modern Jewish History, or the life of the Jews of Italy or Spain, the enrollment would surely attest to the interest that exists.

In addition to the historical study of a time period there is always the spirit of the ages to be reckoned with. It certainly benefits those enrolled in Jewish History courses when their professors assign outside reading to cover the developments of the age and use lecture time to convey the spirit or character of the times to their students.

The Art of Humanities — A Students' Study

Horizons of French Yet to be Explored at Stern

By PHYLLIS MAZA

nary professor who, herself a brilliant lecturer, prohibits the utterance of any non-French word in her classes.

In connection with this, may I suggest that linguistic and phonetics courses be introduced for mastery of French vocabulary. These glaring deficiencies in the curriculum must be remedied.

One particular approach merits mention. In comments on the literature, one professor does not limit herself to considerations of the century at hand. Rather, by indicating points of contrast or comparison with the works of writers of other periods, said professor imparts to the students a broader perspective of French thought than is possible with more confined methods of instruction. Through this approach, one gains an understanding of the unbroken trend of French philosophy. This trend must necessarily be recognized before one can grasp any individual century or school of thought.

English Dept. is Adequate

By EILEEN YAMER

On a basis of comparison with larger schools, Stern's English department is sorely lacking in many areas — journalism, creative writing, comparative literature, and linguistics. To be realistic, however, taking into account the size of the faculty and the student body, I think it is quite as good as can be expected.

As far as literature itself goes, the course range is at least adequate — with the serious exception of contemporary works. The instructors are, for the most part, excellent — qualified, gifted teachers who care about their students. The two-year cycle for courses is reasonable and there is at least a smattering of non-literature courses, such as the history of the

Spanish Scene

By RENA WALDMAN

It is difficult to appraise the Spanish department for there is no such entity at Stern College. In a school where there are language majors, the innovation of a Spanish major is deemed a necessary step toward improvement of the department. This Spanish major would also enable French majors to broaden their education by taking comparative literature. The Spanish courses offered at Stern do suffice as a prerequisite. On the introductory level, girls are offered a thorough background in grammar and vocabulary. The more advanced course is a survey of Spanish literature. It could be possible to innovate advanced literature courses such as a course in Cervantes' Don Quixote or "The Generation of '91," other great works of Spain. Its major flaws can be remedied by establishing Spanish as a major, hiring more teachers and developing a Spanish department.

History Lacks Courses

By SHELLEY SCHREIBER

What kind of background can a history major expect to receive at Stern College?

Besides the Western Civilization prerequisite, there are five history electives offered this year. They are Intellectual History, American History, Europe Since 1914 (one semester), French Revolution (one semester), and Far Eastern History being offered for the first time this year. Additional courses, however, should be offered in such areas as, for example, Ancient History and History of Latin America. The four semesters offered in American History courses are thorough but at least two different periods should be offered each semester and not two sections of the same period as are now offered.

Jewish History courses should be given the same status as any other history and

therefore all of its credits should be counted towards the major.

Historiography is a very important aspect of the study of history. No course is given in that subject though history teachers do often include it within their courses. Every history major should be more fully exposed to this integral part of history.

Western Civilization, being a required course for all students, is commonly presented in lecture form. However, the advanced courses should, and many do, use a discussion format. This seminar, comprised of small numbers of students, is stimulating and productive because it allows maximum student participation. It is not practical in large Western Civilization courses, but is in the advanced studies. In addition, special Western Civilization courses could be instituted for History majors.

Speech Needs Stronger Voice To Be Heard In Future

By MARTHA MITTLEMAN

The apathetic attitude of Stern students towards the required year of Speech seems to be encouraged by the Administration's lack of attention to the Speech Department. The Administration grants 1 credit for a 2 hour per week course. In many colleges, including Yeshiva, the course is 2 hours per week and 2 credits per term. In yet other colleges, speech is a one-term requirement that is rated 3 credits.

A number of corrections must be made in the Speech Department. It has become apparent to students both at Stern and Yeshiva that there is a "time waste" element in speech classes that must be dealt with. In many more class sessions each person has been required to present two speeches. However, speech presentation improves not with effort alone, but with practice.

There are several courses now available as electives which look promising in print.

The Head of the Department has mentioned a plan to exempt qualified students from Speech 2 to enable more of them to take an elective. This would be a great stride forward in permitting more students to discover the vital importance of the Speech Department. Such courses as Extemporaneous Speaking or Argumentation and Debate (a course on persuasion power) are very appealing, especially to students who already speak fairly well and so would derive minimum benefit and maximum boredom from Speech 2.

How many students try and try to prove a point in discussion and can't seem to do it? And how many professors are judged harshly because of a lack of speaking ability? These courses are meant to be aids

Hope for Poli Sci

By LEAH SEGAL

It must be understood, at the outset, that there is no political science major offered at Stern College. For many years, moreover, the department consisted of only a single professor; visiting professors were occasionally brought in, but the demand was never great enough to warrant a second full time professor. This is, at least, a partial reason for the fact that a major in the field was never established.

This year, however, although demand is not stronger, there are two professors in the department. Perhaps we will soon also see a diversification of courses; these should include area studies and various seminars in current political problems. It is likewise the hope of the students that a personal rapport which is as yet lacking will soon be established between the new professors of political science and their students.

Better Education

By AHUVA GREISMAN

The Education Department at Stern College could use several varied improvements. First of all, the curriculum of courses is not diversified enough; for example, one taking a language arts course has all the material: spelling, reading, writing, etc., crammed into one course, whereas several specialized courses (reading, etc.) would cover the material much more effectively. Secondly, the number of courses is very limited, and therefore an education major can take no electives in her field. There are too few teachers in the department and thus not enough diversity of subject matter in the instructional approach.

Another way to broaden the department would be to include methods courses for secondary education, so those interested can enter their field without attending summer school.

Library Methods

By RENEE ROSEN

College students realize the importance of planning and writing term papers, as well as doing research. Unfortunately, many students have not learned the correct methods of library research.

The Library Techniques course taught at SCW increases the students' appreciation of the library, and aids her understanding of the process of organizing and classifying resources.

In addition, the course awakens one to the pleasant recreational features of the library in such areas as drama, sports, music, and art.

All in-coming students ought to try to schedule Library Techniques in their program. While there are a number of assignments required for the course, the assignments are beneficial to the student's own usage of the library.

Because this is the only course in library methods, there is a great deal to be taught, and not enough time. I suggest that an additional, more detailed course be offered for those students looking ahead to a library career.

Re: Orientation

By SHAREN LITVIN

Although the Freshman Orientation classes were led by competent instructors, most of them failed to meet the needs of this year's freshman class. The emphasis in the sessions was placed on theoretical topics. Some points discussed were, "Why I came to college," "What I expect to get out of Stern," and "Is college for me?" These topics are significant yet there are more pressing practical matters to be discussed. These questions have to do with the technical aspects of being integrated into Stern life. The Freshman Orientation sessions should put more emphasis on allowing the students to voice their complaints and dissatisfaction with college. Even if the problem can not be remedied, it is comforting to know that there are others who share the same problem.

Because of the lack of a Stern catalogue, the freshmen are uncertain as to which courses to take. A discussion of the choice of courses, what is required of the different majors, and how the required courses should be distributed throughout the four years is mandatory. Freshmen are still confused on such matters as whether or not a student is required to take a foreign language if she has taken four years of the language in high school or whether a psychology course can substitute for a math course. Such information is usually asked of upperclassmen or classmates, and unfortunately, this is not the most reliable source. The Freshman Orientation sessions should be geared more to meeting the freshmen's most immediate needs.

German Develops

By META GOLDMEIER

Within the past two years the German department has improved considerably. Before Mrs. Laufer came to Stern College, there was a constant turnover of instructors, so that the department could never be stabilized.

The past two years have brought many changes to the German department. The Beginning and Intermediate German classes have been introduced to German literature along with the basic grammar instruction — something which was not done previously. But the greatest achievement is the addition of a new German literature course. Such famous authors as Kafka and Hesse are read, in addition to the works of such German poets as Schiller and Goethe.

Music Department in Need of Retuning

By LEA FRIDMAN

This year we have seen our music faculty double itself in number with the addition of Mr. Heilbut, concert pianist and composer, to the faculty and his course General Musicianship to the curriculum. The course aims at developing the student's tools for musical composition through an understanding of music theory and especially harmony. This is the fourth course offered in the music department this semester. Aside from the requirement of Music Appreciation, the department offers electives in Romantic Music and in Choral Singing, both taught by Professor Kish.

But such encouraging symbols of expansion as Mr. Heilbut's new course can be deceptive. Our music department has a status below that even of the R.S. Department! A blatant indication of this is the vile untuned piano with which we and our instructors must suffer in the music class-

room. But more seriously, due to scheduling pressures, Music Appreciation has been made a one credit, one hour, one semester course. To tackle the subject under such scheduling conditions is certainly an impossible task for any teacher. This situation is naturally recognized and further complicated by students who respond by gritting their teeth, determined to get through this requirement, and of course getting nowhere in the end. If the course is to be of any value it must be made a two or three credit elective course. This would at the same time reduce the number of sections of this class and allow room for elective courses in the teaching programs of Professor Kish and Mr. Heilbut, whose talents until now have been completely unrecognized and unexploited by the school. We hope to see the addition of a three-credit Music History course and perhaps in the not too dim future Stern may see its way to a music major.

And of the Scientific Pursuits

Chemistry at Stern: Compounded of Foresight and Progress

By JUDY FEIGENBAUM

The motto of the Chemistry Department at Stern has surely been "Progress is our most important product." In evaluating this department, the new changes must first be analyzed. The most important progress has been the revamping of the four-year curriculum for the chemistry major, proposed to take effect in September, 1969, including the addition of new courses and revamping of old ones. A comparison of the present and new program will illustrate this progress.

At present, the Freshman Chemistry 1-2 course does not exist as such. Although this course is limited to students without previous chemistry background many of the students electing this course have had

high school chemistry, and therefore mix the level of the class. The students without previous chemistry courses now find themselves forced to teach themselves facts they lack while the students with high school chemistry find themselves uninspired and uninterested. The Advanced Organic Laboratory that was given for 3 hours weekly in the second semester of sophomore year in addition to the regular 3 hour a week Organic Lab proved to be almost impossible in terms of human stamina alone. Much could be said about the junior year of a chemistry major at Stern which last year included Analytical and Instrumental Chemistry, but, in short, the limited lecture hours and the tedious lab

work all helped in discouraging rather than encouraging the chemistry major. The current senior year curriculum in the chemistry program is uninspiring in that it does not offer the chemist-to-be any courses in specific topics which might further her interest in a certain field and also help her decide her future career. In addition, it does not provide the incentive of a personal research program by which the student could strike out on her own and use her newly acquired knowledge of chemistry.

The solutions to many of the problems in the pre-mentioned program can be found in the new program for September 1969. As a result of the rescheduling of courses the extra 3 hours of organic qualitative analysis has been removed and the regular organic course will be taken simultaneously with qualitative analysis. The greatest improvement within this new curriculum is, however, the senior year program for the chemistry major. In place of physical chemistry, which will now be offered in the junior year, the senior will have the opportunity for independent student research, an advanced organic lab, as well as courses on special topics in inorganic chemistry.

But even with the most progressive curriculum, a science department without the physical facilities cannot hope to advance. The present chemistry conditions at Stern are disheartening if not completely discouraging. The whole department consists of two laboratories plus a small room filled with expensive instruments which also doubles as a private office. These conditions are clearly over-crowded, unpleasant and potentially hazardous. Until recently, there was no stockroom assistance and thus the availability of the laboratories was even more limited.

These conditions, however, are here to stay. The recently revealed blue-print plans for the new chemistry labs have been approved and will materialize with the construction of the new college building. The fifth floor science labs, now both biology and chemistry, will be entirely chemistry labs with a physics lab. There will be a physical and analytical chemistry lab, an instrumental lab, labs for nuclear work and independent research, an organic lab, and finally, a physics lab and physics workshop.

With this proposed increase of facilities will come the increase and improvement in equipment and instruments. Also a special library of chemical journals and volumes of chemistry texts are available on loan from the department.

All this progress has, however, failed to solve certain deficiencies in the chemistry department. The topic of nuclear chemistry has been all but forgotten in both the present and the proposed curriculum. But one of the gross deficiencies in this department and in the science department in general is the absence of an integrated science course for the non-science major. This course is very popular in most colleges and is practical in supplying a general knowledge of science to the student. The limited faculty consisting of only two full time staff members and three part-time staff members must be increased to give all students a better opportunity for a chemistry education.

Seeking the Science of Life

By ELLEN LIPSCHITZ

We have six advanced courses which one can take to complete the requirements for a biology major. These courses are offered on a rotating basis, so that each course is given once every three years. Should one decide to switch majors and become a biology major during her sophomore year, complications ensue. The advanced courses given while that student is a sophomore will not be given again until after she graduates. Thus, she will lack certain essential courses.

The solution to this problem (bearing in mind that a rotation system such as this is necessary for a school of our size) would be to rotate the courses every two years rather than every three years. This would give every Biology major a greater opportunity to take six advanced courses, or at least the four she feels most necessary for her future career.

Another improvement would be the addition of more courses. For example, girls' interest in plant biology is not satisfied, outside of first semester general biology. And, although I'm all for comparative studies — I find myself knowing much more about the frog than I do about the species *Homo Sapiens*.

A further improvement would be to have three lecture hours a week instead of the two there are now. In this way we could study in greater detail and also have more time to discuss related problems in research and new biological discoveries.

The present advanced courses give a student an excellent general background. A special class in General Biology exclusively for biology majors has been instituted this year. A section on tissue culture has been added to our embryology laboratory, offering an excellent opportunity to develop laboratory techniques.

Minimal Mathematics

By HEDY TRUEHAFT

The Math Department at Stern College succeeds in one area: in offering those basic courses absolutely necessary to a math major. Beyond the bare necessities required for a math degree, it offers nothing. There is only one elective offered per year leaving the student absolutely no choice other than "to elect or not to elect." Generally, however, the student must take that course whether she wishes to or not, in order to accumulate enough math credits to graduate. In addition, the elective that is offered, is not offered every year. This is unfortunate for the student who is a junior or senior who cannot elect the course at the time it is offered thus will never have the chance to take the course again. If it is at all possible, I suggest the Math Department offer, at least two math electives per year, both of them being offered every other year.

The teachers of the Math Department do very admirable jobs. However, the department consists of only two teachers, with one bearing the brunt of the burden. It seems to me that no matter how good any teacher is, the student gains most in learning from several different teachers. Different teachers can often show students different perspectives and outlooks.

An increase in the number of electives would strengthen the Math Department.

Physics' Future Forecasted

By SUZANNE SCHWALM

The entire Physics Department this year consists of two courses — General Physics, an elementary course, and Modern Physics, for the more advanced.

Although the teachers are enthusiastic about their subject and concerned with the students, several obstacles prevent them from fulfilling their potential. The major problems are that the students are not prepared for the level of course work and that the labs are inadequately and inappropriately equipped.

Possible solutions to these problems have

been suggested. Two general physics courses should be offered, one requiring calculus and the other not. We might even suggest a Physics for Poets.

Despite the willingness of instructors from Belfer to teach additional courses at Stern, requests for a physics major or at least an expanded physics department have been rejected because of supposed lack of sufficient interest. Since other departments have advanced courses for the sake of one or two students, it seems only logical that the physics department follow suit.

Nurture a Sound Mind in a Sound Body in a Gym

By PHYLLIS CURCHACK

Definition of physical education: Education in its application to the development and care of the body, especially with reference to instruction in hygienic and systematic exercises.

One of the prerequisites of an adequate P. E. program is a gymnasium — at this moment nowhere in sight! Since we do not have the facilities, Stern has "tried" to avail herself of neighboring facilities, such as elementary or high schools.

Stern's P. E. program includes modern and folk dance instruction. This course has been very well received, except for one complaint — there is very little time for instruction. It takes time to travel to the temple on 34th Street and 9th Ave., then time to get undressed, time to get dressed; leaving hardly any time for actual dance instruction.

Stern also offers courses in swimming. This year a rule for swimming ability requirement for graduation was established. Though reaction to this rule was mixed, I think it's a wise one. A lifesaving course is also given to any girls who are interested. Going swimming also entails a "schlep" to the 14th Street "Y" — changing, dressing and having time to swim. The consensus of opinion among the girls is that the time problem is greater in connection with dance than with swimming.

Rounding out our P.E. program is the fencing course. Fencing also takes place at 34th St. and 9th Ave. There have been no complaints other than the ones mentioned above connected with travelling time.

Bowling used to be offered in an alley where there were pin boys and 8 lanes. The place burned down. Efforts should have been made to acquire another alley. (Madison Square Garden recently erected an alley).

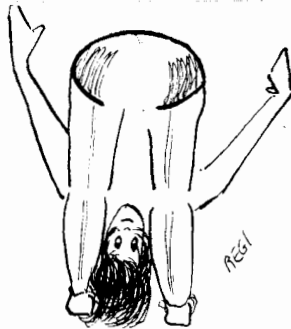
As one sees, Stern's P. E. endeavors are limited. A search for a gym through the entire neighborhood would be a step in the right direction. A required course that should be required for all, (for at least one semester) consisting of badminton, indoor tennis, basketball, volleyball, calisthenics, etc. is essential. Stern offered a similar course about five years ago. It should have been continued. It's an absolute requirement in high school and should be required in college.

Why did I have to be the first one to fight, literally fight, for a basketball team? Stern had been in existence for at least 10 years before the class of 1969 entered. In order to have a basketball team, Oscar, Debbie Stenberg and I scrounged through the entire neighborhood looking for a gym. Finally after months of searching, we found one at Julia Richmond Community Center. After overcoming that hurdle, we started on the next one. The administration claims that it was not safe on the streets at night (10 or 15 girls travelling together at 7-9 P.M.) and also that any stranger could walk into the gym. The woman in charge of the gym called the Dean, and assured her that no strangers could come into the gym and that it was

safe for 10 or 15 girls to go back and forth athletically.

At last a team was organized! We thought our problems were solved! Hope — they still existed! We needed a coach. It took us another year to find one and to get the administration to pay for a coach. The Alumni Association of Yeshiva University offered to pay the coach, who didn't receive payment until the end of the season. If the administration came through on all the decisions and planning, we would have had a well-organized and equipped P. E. Department by now on equal par to any girls' college.

But we must remember too that all is not to be blamed on the administration. There is a great lack of school spirit



A New Look at Phys Ed.

among the students. I sincerely hope to change this by arousing the girls and making them aware of how gratifying and enjoyable physical education really is.

What can we do about our plight? Girls want a physical education department. We want a physical education major. We want extra-curricular sports. Many girls feel this way. Every possible school, gym, community center, "Y" should be looked into. Someone in an official position should be appointed to look into all possibilities around the neighborhood and report back to the administration exactly what there is to be found.

An attempt should be made to determine if it is possible to have a joint program with another school which would enable us to have a physical education major. We lack facilities; so the activity courses could be taken elsewhere. But we have a fine science department which could teach the needed science courses. A nurse or our own Dr. Sar could teach a health education course, (not the non-certified hygiene course). Things could be worked out if administration and students put a little effort into it.

PHYSICAL FITNESS IS IMPORTANT TO ALL!

Stern's Problems Registered

Stern's Uniqueness: Jewish Studies

By RABBI YAAKOV ZEV

It is exactly one year since my arrival at Stern College. After one year, I am asked to voice an opinion as to the possible direction of Stern College and suggestions for improvement of its curriculum and other areas of student life. It is with a sense of "Who am I?" that I humbly suggest the following items. They are presented with a sincere understanding and appreciation of the many years of devoted and dedicated effort given to Stern College by its founders, deans, and various administrators.

It was my fortune to have been involved with the establishment of the SCAA, and I remember well the glow of success that permeated that pioneering class.

Many changes, improvements and adjustments have been made during these past 14 years. To write, therefore, of suggestions for the future, is merely to attempt in some small measure, to continue the growth and development started before, yet, it cannot harm to review and suggest anew. My approach to the existing curriculum, the rules and regulations now in practice has always reflected this attitude. Namely, if it exists, it undoubtedly began for good reason. The question is always, do those reasons still apply today? If the answer is affirmative, it deserves to remain. If the answer is in the questionable area of gray, it deserves reevaluation. If the answer is negative, it deserves replacement or revision, or more likely, innovation. I feel confident that Dean Mirsky has approached his task with a similar conviction and approach to the many facets of Stern College administration. (An example is the recently announced regulations regarding Hebraic and Judaic Studies.) Is this not the approach in halacha? Our religion is one of change based on a firm foundation of tradition, with

changes being instituted only within a framework of mesorah and halachic definitions. Change for the sake of change, forgetting the goals and foundations of the halachic process, cannot be traditional halacha. Similarly must we proceed here at Stern College. Changes are made within a framework of the tradition of this school, not for the sake of change. With this in mind, do I approach my daily task as well as the suggestions that are herein presented:

1. Placement of students in Judaic Studies and Hebrew levels should be a separate placement. The background of a student in Hebrew is not necessarily valid for Judaic Studies and vice-versa.
2. Assuming there is interest and need, courses ought to be offered covering Yiddish Literature, Israel — its history, present day culture and political development.
3. Arabic and other Semitic languages as a possible fulfillment of language requirement.
4. New Majors — in addition to existing majors. Thought should be given to Hebrew and Judaic Studies as a major course of study. Students who could choose these majors could be required to take additional courses beyond the current requirements.
5. Elimination of "No Credit" courses. If a course is worth giving, it ought to be worth credit, especially such an important course as Judaic Studies 51 — The Jewish Family.
6. Health Education deserves more variety of courses, such as first aid, recreational leadership, (especially for education majors), and gymnastics.
7. Calendar — Rescheduling of

the school year to allow a month for an intercession course or an early summer session.

8. Re-evaluation of the Hebraic Studies and Judaic Studies, a program with a look toward the possibility of closer affiliation with TIW. This would eliminate much duplication and allow more Stern students to receive the Hebrew Teachers Diploma, in addition to greater choice of courses and flexibility in scheduling. This could lead to the development of a program geared toward a student receiving a B.A. plus a Hebrew Teachers Diploma, or the possibility of receiving a B.R.E. degree without the necessity of receiving a B.A.
9. Extra-curricular activities — Student life lacks the concern for becoming actively involved in bringing current events and social problems into the college in a sustained basis. In addition, student demands for more intellectual stimulation could begin with students making more "intellectual demands" upon the faculty. The faculty would certainly be pleased to react to such a fever. The students ought not necessarily wait for faculty to initiate this kind of climate.

In conclusion — May I reiterate that all of the above points need much discussion and elaboration. The above mentioned committee would certainly be the proper vehicle through which these points could be deliberated. One must, at all times, remember that progress results from a combination of need, inspiration, mutual understanding and creativity. These ingredients are all within the grasp of our current faculty and student-body. The challenge is ours.

By RABBI DAVID MIRSKY

The uniqueness of Stern College, and, in a sense, the reason for its existence, lies in the opportunity it offers its students to pursue Jewish studies while they follow a full traditional liberal arts program. If Stern College is to fulfill its goals, the Jewish studies program must offer students an educational experience which is not only unique but is also stimulating, fulfilling, and intellectually broadening.

To doubt that this is the overriding concern of everybody connected with the College, students, faculty and administration alike, is not only erroneous but almost fatuous. On the other hand, not to recognize that we have not as yet been able to achieve this goal in full measure would be equally foolish, and possibly dangerous. It is my hope, therefore, to carry on a continuing, cooperative endeavor to determine where the program is successful and where it fails, so that we can increase our successes and eliminate our failures. It should not be necessary to point out that this is not a simple or easy undertaking. The central place which Jewish studies programs occupy at Stern College makes complexity and difficulty inevitable factors in their development.

Stern College is committed to a number of principles: to continuously improve its liberal arts programs and offer its students as good a general education as it can; to admit as many qualified students as it can in order to better serve the community and carry out its purposes; to devise programs which will serve the needs

of students with varying degrees of preparation in Jewish studies; to permit full academic freedom, an essential ingredient in higher education, while not compromising its commitment to the Jewish tradition and heritage. In view of the University's commitment to these principles it is true to say, as with Johnson's dancing bear, that the wonder is not that there are problems, but that so good a job has been done. Nevertheless, more has to be done and, with G-d's help, will be done. It is my hope that within the next few months we will address ourselves to certain key considerations, such as, a clear statement of goals and purposes in each of the Jewish studies levels, the possibilities of closer integration between various courses as well as subject areas, examination of the relationship between Hebrew language study and other subject areas, the possibility of reorganizing the Jewish studies courses to permit greater flexibility and possibly to afford students increased opportunities for shaping their own programs.

By no means is this an exhaustive list of areas to be studied. I am convinced, however, that if we can move forward in these areas we will have taken significant strides towards our goal of making Jewish studies at Stern College a more meaningful and fruitful experience. In trying to understand the nature of the problems, and devising solutions, I will need, and hope to draw upon, the help and suggestions of faculty and students. I am confident that working together in dedication to a common aspiration, within a matter of months we will be able to discern distinct and significant progress.

More Questions on JS

BRE Program Analyzed

(Continued from Page 5, Col. 3)

partment — at least not formally. And I am always ready to accept suggestions and requests by any student who wishes to discuss them with me.

Are there any plans for hearing students' opinions about their courses?

Yes. Very soon students will be able to voice their opinions before an undergraduate council of YU which will be open to all academic suggestions. Last year all students were invited to a Hebrew Faculty Tea at which time important suggestions were made by the students.

To what level student is the C level geared?

The C level is geared to those students who have difficulty with the Hebrew language and who lack proper high school preparation. It is unfortunately also an easy way out for girls with D potential who are too lazy to apply themselves.

Why can't it be arranged for Stern students to take courses at Bernard Revel or other institutions and receive credit for them?

It not only can but has been done.

a) a 5th year BRE student may fulfill her requirement at Revel.

b) It is possible for a BRE senior to get special permission to take such a course.

Can a four year Hebrew degree be instituted for the C level student willing to take on extra credits?

This request has been discussed for years. However, since Stern is bound by the decision of the President of the University to grant only academic degrees, non-academic degrees (like TIW's Te'udah) are not available.

It is possible, however, for a C-level freshman [through added effort, perhaps, but not an increased credit load] to achieve D-level status by the sophomore year. Once doing so she is able to go on to attain a BRE or BHL following the same course of study as other D-level sophomores.

Has the consideration ever been made that students on all levels, after four years of Hebrew education, should be qualified to receive some type of Hebrew degree parallel to the liberal arts degree? Might the conferring of such a degree on every graduating student be an incentive to both students and faculty to further emphasize Hebrew studies?

After hearing so much talk about raising levels and expanding scopes, this question comes as a bit of a surprise. Besides the restriction on non-academic degrees mentioned above, you must realize that of the two Hebrew courses taken each term, one is counted toward the BA. This means that the extra work put in amounts to one course. I hardly think that any college would consider this qualification for any kind of degree, least of all for one parallel to the BA.

Furthermore I am quite confident that the teachers need no "incentive" — they are devoted to their work and recognize the importance of the Hebrew studies. And one would think that the opportunity to study Hebrew in itself serves as an incentive to study in Stern — presumably, that is what makes people come here.

If there is laxness with regard to the Hebrew Studies it is only on the part of the students — and at this point they should realize that the responsibility for their education lies first and foremost with themselves.

use the many reference books essential to the Chumash teachers.

Jewish History: The BRE requirements in this department are relatively adequate and valuable to future teachers. We are all required to take courses that amount to an entire survey of Jewish History. What we need in addition to the basic knowledge is a methods course in the teaching of Jewish social studies.

Judaic Studies (RS): Here again, as in Bible, is an example of our learning more facts instead of the basic knowledge essential for future teachers. Of course, we already know dimwits well enough to teach it — or do we? Do we always know the reasons for various laws and the particulars involved? Those of us who take the RS gemer do cram in some of the details when we study, but what of those who are not tested in RS? A much more serious lack in our program is a methods course in the teaching of Religion. How does one answer children's questions about G-d, the Torah, etc. — questions we will never adequately anticipate? How do we make the Jewish religion meaningful to non-religious children?

Jewish Education: Our classes in Jewish education also leave much to be desired. More methods courses are needed to better prepare us for our future careers. The introductory course in the history and institution of Religious Education may be interesting, but its most essential material can be very readily condensed to leave room for more important methods courses. Classroom Management: Unfortunately it is wasted because it is pure theory which is forgotten by the time we enter a classroom. A more practical suggestion would be to require this course simultaneously

with student teaching. Then the course could not only teach classroom management, but could answer relevant questions which are brought up as a result of observing classroom practices.

In general, then, I think our training to be teachers would be more valuable if the entire BRE program were more teacher-oriented. We emerge from Stern without enough knowledge relevant to teaching. We take more courses than others, but does this make us better teachers? We should have added requirements only in teacher-oriented subjects (Jewish education, student teaching, comprehensive examinations). But essentially the present BRE program is a Bachelor of Hebrew Literature program with the added Jewish Education courses.

Another vital necessity of the BRE program is a person to co-ordinate all of its many aspects — to arrange student teaching assignments and to supervise the student teachers, to schedule gemers and to see to it that each candidate receives the syllabi well in advance. Above all, this co-ordinator should advise the BRE girls — to answer their questions about teaching and to keep in constant touch with them throughout their student teaching. Perhaps the advisor could be a teacher at Stern who knows the field of yeshiva teaching and is an experienced educator in his own right. If his classroom duties were lightened, he could take charge of all aspects of the BRE program. Or perhaps a leading educator from the Jewish Education Committee could take on this responsibility.

The innovation of Hebrew 43 is a good start as is the effort of the chairman to ease the load of studying for gemers by administering two of them in two parts.

Reorientation to America and Stern: Post Israel Blues

By MEIRA KATZ

"Student apathy" is a term frequently used to indicate the lack of student participation in school events and activities. Recently it has been said to apply to formerly active students returning to Stern after a year's sojourn in Israel. Unfortunately, most people do not appreciate the evolution that these students have undergone while living abroad for an extended period of time. Living in Israel feels different from living in America. A new set of values is developed. There is an underlying feeling of Jewish unity which breaks down the famous national barriers between Americans and Israelis. A student living in Israel tries to feel as Israeli as possible. Although American chauvinism spurts out occasionally, it cannot be denied that an American student in Israel does not wish to be recognized as an American.

This is the primary point that must be taken into consideration upon a student's return from Israel. After examining a new culture and a new way of life, both internally and externally, one has broadened her horizon and understanding of people and has been forced to reexamine her own beliefs and practices as an individual, as a Jewess and as an American. A girl re-entering American society first regards it from an external point of view. It takes time until the realization is achieved that one must re-enter society, perhaps with new ideas and opinions. This period of adjustment requires time.

Most students return from Israel shortly before the commencement of the Academic year. They are thrust into college life without having had the minimal amount of time necessary to reorient themselves to American life. The Hebrew University does not compare even remotely to Stern College. Academically, there are an almost-infinite number of courses given on subjects never dreamed about by a Stern college student. The school year is divided into trimesters with only one set of examinations which are administered at the end of the year. There are spacious lecture halls, unlimited canteens, several cafeterias, a large quiet library, with facilities for many students, large plots of green grass, boys, and a large campus gifted with fresh, pure air. At the dormitories there are no restrictions whatsoever. Instead of spending time on regular extra-curricular activities such as dramatics clubs and debating clubs, a one-year student takes full advantage of every free minute by travelling, meeting people and consciously experiencing new things. The spirit of informality prevails throughout the year.

It is because of these factors that it is difficult for a one-year student to jump back into Stern College and resume the identical role she played before her leave of absence. The difference between her university life in Israel and America is great. The problem of readjustment is compounded by the fact that girls who leave after their sophomore year and return for their junior year have lost contact with many of their friends, and the only familiar faces they see are in the junior and senior classes.

The junior year in Israel program is seemingly detrimental to Stern College because it temporarily incapacitates many capable girls. Nevertheless, the student, as a result of her experience,

becomes a more well-rounded person. When she has reoriented herself to the American society and to Stern College life she will once again resume her active role, with the understanding that everything must be taken in perspective such that an active interest must be shown in one's surroundings in order to aid oneself as well as the society as a whole.

Dormitory Space Still Sought

By CAROL ESTERMAN

Yes, we the residents do not appreciate the recent changes introduced in the dormitory to make our residence there more palatable, but we consider these achievements to be only the beginning of dorm refurbishing. The main lounges would look homier and less surgical if they were carpeted and lamplit, furnished with curtains, easy chairs, a beverage machine, television, and radio. We would eagerly part with the lit, large, bare-looking rooms now used as lounges in exchange for the above. We earnestly wish to finally feel at home in the dormitory, for it is our home for eight months out of the year. A "living room" we can feel proud of and comfortable in should have been one of the first considerations.

Though now equipped with study rooms containing desks, the dorm sorely lacks reading rooms furnished with comfortable chairs. Such rooms existed here in the past, but have lamentably disappeared from our domicile. So too have the knobs on the heaters become a thing of the past to many of us. Though we have beautiful and modern curved-backed orange and turquoise chairs brightening up our rooms, we painfully lack the straight-backed chairs which are absolutely essential for comfortable hours of desk work. These curved chairs were probably chosen to fill the dual purpose of lounge and desk chairs, but unfortunately fail in their uses — as desk chairs they become back-breaking after half an hour, as reading chairs they fail because being set too far from the floor they deprive one of the relaxed posture she wishes to assume in a lounging chair.

Several small improvements are also suggested. We would like to soon see the institution of a cigarette machine and an always accessible ironing board. Some girls feel the need for a swinging door closing off the elevators from the corridor to the snack bar so that the girls will have a privacy to which they are entitled. Though we understand that it is difficult, even impossible, to please everybody, we certainly hope the dormitory administration will continue seeking to fulfill the impossible dream as best they can.

Rabbi Julius Parnes, a Rosh Yeshiva of RIETS, will speak on the Changing Role and Status of Women Today on Tuesday, January 7, at 7:00 P.M. in the Orange Lounge. All students are cordially invited.

Disorientation: Void of Vision

By LEA FRIDMAN

What Stern lacks is vision. Teachers, students and administration have deteriorated into petty self-interest groups. The highly charged atmosphere of criticism existing now, far from opening salvos for constructive energies, has stopped them up with a sense of helplessness, while the generalizations in which ideals are certain not to apply to everyone; no individual escapes responsibility for the bad that exists unless he has actively and seriously challenged it.

The teacher at Stern is, to begin with, frustrated with himself. While Yeshiva University is reputedly one of the wealthiest institutions in the country, our teachers are among the lowest paid. Teachers at Stern come either out of dedication, in which case the institution is grossly exploiting and capitalizing on their idealism, or because they cannot get positions elsewhere — which is not to say that certain young and experienced teachers at Stern have not proven themselves fine teachers. Such hiring policies, however, set the pattern for a negative self-image of the teacher.

Once at Stern, the teacher finds himself impotent and alone. He finds a small power group controlling faculty decisions and his influence and even social status determined by his relationship to this group rather than by his own qualifications. He can either further himself and what is important to him by "joining" or he can dissociate himself — a lonely and difficult prospect. He gets little or no recognition for intellectual achievement from the institution or from his colleagues in terms of advancement or status. He is beset with the "faculty" image, which can be defined by what it is not. It is not an image of a cohesive group bound by common interests in the school and students and dedicated to intellectual inquiry and scholarship. Nor does the faculty image reflect a sense of loyalty to the Jewish ethical and religious ideals of this particular institution.

The teacher's life is only further complicated when he reaches the classroom where he must deal with the disadvantages as well as advantages of an all-girl student body which is, nevertheless, a far from homogeneous intellectual group. The task is made yet more difficult by the clerical demands of the administration, by the lack of teaching assistants to help with marking exams and papers, and by the heavy teaching load he is often forced to accept.

Carrying with him a negative image of himself and overburdened with the work, the teacher at Stern works below potential and compensates with the creation of a negative student image, where teachers regard their students as intellectually unexposed and limited; they indict themselves for not having "exposed" their students and removed these limitations. The commonplace among the teachers at Stern that the girls are here primarily to marry, and the general agreement that students are not interested in intellectual pursuit is part of the teacher's negative attitude to his student, an attitude that is partly the result of natural frustration with students who will always prefer play to work, partly a rationalization for inadequate efforts on their parts, and partially justified by the students themselves who do not challenge this attitude and prove themselves "serious" students.

The issue is not teachers who fail to prepare adequately for their classes, rely on old lectures and notes, and evaluate exams and papers carelessly; although this is part of it, the issue is that the teacher fails to take himself seriously and recognizes the authority he takes upon himself as he stands before his students and offers them his values and ideals. The teacher fails to project his goal which is not to cram a number of facts into the students' head, but to awaken intellectual curiosity, instill a life of learning and help the student develop the analytical and critical powers he needs to continue his learning after he leaves the classroom.

The student's guilt in all of this cannot be too much stressed. The student fails both himself and his teacher by not making his criticism known or his demands acceded to. The students have adopted and not challenged their inferiority image. The entire student body suffers from a lack of initiative and leadership on the part of the more serious portion of the student body. Along with our teachers we lack a vision into our own interests.

Alumni: Reorient Current Activities

By ALICE LAUTMAN

The Stern College Alumnae Association has in the past few years attempted to become a meaningful organization acting in service to the undergraduate student body. We are all aware of their Hospitality Program where girls can spend a Shabbat or Yom Tov in a congenial home environment. We also appreciate such financial aids as the Chesed Fund, ads for the yearbook and contributions for Student Council projects.

But we, the undergraduates, would like to suggest to this group a new phase of projects which could become their most meaning-

The Third Annual Forum of the Arts sponsored by the Department of English will feature as its first lecturer Professor Nevill Coghill, Merton Professor of English Literature at Oxford University. The title of his lecture is "Chaucer's Pilgrimage to Broadway." Professor Coghill, whose musical adaptation of Chaucer's Canterbury Tales was a hit in London and will open here at the Eugene O'Neil Theatre, will speak at Stern on Tuesday, February 4, at 8 p.m.

ful reason for existence. We feel that the Alumnae Association would be helping Stern College most by sponsoring a lecture series or by sponsoring a series of related cultural programs. A great need is felt, too, for an endowing of a chair for a visiting professor — perhaps a noted Biblical authority like Dr. Nechama Liebowitz.

But actually what we would expect from our Alumnae Association would be, above all, their contribution to us as alumnae. They are in a position as college graduates to advise and assist us in planning our own post college activities. We would benefit most

from an evening of counseling (which we sorely lack). Various graduates could speak to us about the professions they have entered. In this way they could utilize their experience to enlighten us and perhaps help us in our own future plans.

In the past the Alumnae Association has limited its activities to financial and social projects. Though these are essential and appreciated functions, we feel that perhaps the alumnae could make further use of their experiences if they additionally concern themselves with the academic and professional development of the Stern Woman.

from an evening of counseling (which we sorely lack). Various graduates could speak to us about the professions they have entered. In this way they could utilize their experience to enlighten us and perhaps help us in our own future plans.

Pearls of Wisdom

(Continued from Page 2)

How can we study for it? How will grades be determined? Will graduate schools accept such a course?

To all such questions I offer, perhaps irresponsibly, a grandiose "I don't really care." For I feel that the benefits would far outweigh the obvious disadvantages. The most obvious benefit being an involvement — a confrontation with the issues of "today."

Perhaps yet another door-step to explain the seeming lack of awareness is our own special heritage. It seems that any people which has been subjected to persecution, prejudice and genocide must after a time turn inward for its own protection and welfare. For in order to survive its primary concern must be its own survival. When all is said and done there are few Peoples in the world who have more justification for a "survival attitude" than does the Jew. In line with this is the notion that the more involved and transgressed one is in one's own "Yiddishkeit" the less room there is for concerns of any other sort. Let this be interpreted as advocacy for assimilation let me simply say that survival operates on many levels and one can no longer intelligently speak of survival as a people without taking into account the larger society one is surviving in, for if the society explodes and crumbles so do all of the "peoples" in it.

It is with all of this in mind that I feel that school and its student body must evolve an outward-directedness which allows for participation and interaction on all levels.

Not for a moment do I feel that the extremes of interaction that one sees on college campuses from coast to coast are the only and most desirable forms available. In many instances these outbreaks of confrontation are a contrapuntal response to years of apathy and frivolity. For many years following the second World War, the college campus was the scene of mindless and meaningless expenditure of energy on projects such as party-raids, goldfish swallowing and bedstead races. Much of what we see today is a reaction to the uselessness of years gone by. It is a striving for "meaning" and "purpose" and as such is a useful preparation for the onerous and often grinding trials of adulthood.

It is without doubt that this preparation must begin somewhere — and where better than the college campus.

The Chemistry of Stern

By MRS. DOBIN

Having studied chemistry at City College and having taught it at Brooklyn College and Brooklyn Polytech before coming to Stern, I feel that I can make some definite comparisons.

It is my overall opinion that much more consideration is shown for the student at Stern than at other schools. This refers to the facilities provided in the lab as well as the course work expected of the student. Thus, the laboratories at Stern are more modern than those at Brooklyn College or City College and the Stern student is provided with more modern and easy-to-use equipment. This is true in General and Quantitative Chemistry, and especially true in Organic Chemistry labs where students are given standard taper equipment while their counterparts at City and Brooklyn must bore many corks each week to set up their experiments. The Stern Chemistry Department also has many of the most modern instruments used in advanced laboratory courses. Added to the fact that they have all the conveniences of modern equipment, the labs at Stern are undercrowded. Thus, a student is always welcome to do extra work, or to repeat an experiment at her convenience, provided an instructor is present at the time. Of course the classes at Stern are smaller than the classes at many other schools and a great deal of personal attention is given to each student. (Sometimes I wonder if the student would be better off if forced to fend for herself.)

This is wonderful if the student knows how to take advantage of this extra availability of her teachers. (Another advantage of the informal atmosphere at Stern is that the staff is always available to the students. This is generally not true at the other larger colleges I have mentioned.) What Stern lacked until this semester was a stock assistant to keep solutions and reagents prepared and available as needed. This was a serious drawback but has now been rectified.

No Competition

The work expected of the Stern girl in the lab is equal to that expected of the students in the other schools I have worked in. Yet I have observed that with all her advantages in equipment and facilities the Stern girl seems hardpressed to complete her work in the allowed time. This is possibly due to the relaxed atmosphere in the lab and the absence of keen competition among students (good or bad?).

I have also noticed a decided attitude of expecting things to "come easy" at Stern. Thus most students shy away from a challenging problem or experiment and prefer everything to be simple and obvious.

In other schools I have mentioned, there were always some students who were prepared to spend time and effort to see a problem through.

Of course these last points mentioned are generalities and do not apply to every student.

Stern Image Reflected

(Continued from Page 2, Col. 3) immune to challenge by students. Although there are more high-caliber students at Barnard than at Stern (Barnard's entrance requirements ensure this), I have found that the smaller classes at Stern encourage more students, percentage-wise, to speak, ask questions, and challenge. Some, on the other hand, as at Barnard, are bored, apathetic, shy, reticent.

If academic timidity or intellectual indifference do exist to any extent, perhaps they are correlated with certain shortcomings among us — the faculty. Furthermore, intellect and culture may have little opportunity to flourish in an environment of physical sloppiness and inadequacy. An attractive and ample library, comfortable nooks for reading, quiet

and adequate study rooms, small lounges for "bubling" — all these might enhance intellectual and academic growth.

In sum, the stereotype of the Stern College girl, like all stereotypes, contains a kernel of truth. Most of the epithets regularly tossed about, however, have become convenient catchwords serving as blinders which prevent not only others, but Stern students too from seeing themselves realistically and objectively. And herein lies the danger of the stereotype. It is not so much what others say, but that many Stern girls believe it, which may have serious consequences for the intellectual growth and development of the school.

Nathalie Friedman
Department of Sociology



Involvement — Not Apathy

By MRS. ESTHER AUERBACH

In a discussion of the problems that confront the Stern College student, we must not overlook a most obvious factor which has had the potentiality to cause a negative effect on the psychological and social climate of the school. This factor is the lack of adequate physical facilities to accommodate the needs of the increase in student population.

The delay of the construction of the building is responsible for a suspicious and distrustful attitude which is perceptible. The students feel disappointed, frustrated and most of all cheated out of what they feel they deserve. Consequently, the students' perception of the administration is beginning to be colored by this lack of confidence. This attitude affects their receptivity of the administration's attempts in working towards improvements in those areas of academic concern. I believe confidence can be restored if the students realize that while planning in one area might face certain obstacles, programming in other areas need not be thwarted.

Inasmuch as this trend is discernable, and in spite of the underlying currents of feeling, the students, I must say, have been taking responsibility in shaping their destiny. The fact that there is a joint Student-Faculty Committee on both academic and student affairs has proven that students are expected to take on added responsibilities and that new dimensions to their interests

are being introduced. No longer are students merely concerned with the extra-curricular activities, but have branched out to mutually share in the innovating process in academic affairs. The unlimited cuts and the Pass—No Credit system, proposed and initiated by the students illustrates this point, and it unquestionably will bring about a change of the students' self-image. In this area, students are undoubtedly making progress.

The most pressing problem which challenges our understanding at this point, however, is why student participation in school functions and activities is on the decline.

Are we justified in blaming students' non-participation to their indifference and apathy? I am not ready to accept this conclusion. I believe other factors have to be considered before we label our students apathetic and disinterested.

Firstly, do we really know what our students are interested in? And if we don't, would it not then be essential to consider finding out the first order of business? It is one thing to assume that students "should" show interest in a given activity, and yet their lack of response challenges this assumption.

Furthermore, given that a number of students do express the desire for a given activity, and when arranged, the idea doesn't attract great numbers, are we to conclude that the idea has to be abolished? I do not. I feel that success should not be equated in terms of the number of people who attend, but should rather be measured in terms of the rapport that is established and the intellectual stimulation achieved by those who did elect to attend. To illustrate this point, the open forum conducted by Rabbi Shmidman every Wednesday afternoon was initiated in response to some students who felt they had questions on certain religious issues which could never be answered during instruction time. Although only a small number of students attended, clarification on the issues was attempted and the students did benefit from the experience.

What I am suggesting then, is that we must continually be alert and attentive to the students' expressions of acceptance or rejection of ideas, and evaluate the

Gossip or Intellect

By ARDITH Y. BONDI

Intellectual atmosphere at Stern College? If that's what you're looking for, I think you've come to the wrong place. All you need is a tour through the Stern College building on an average day. While strolling through the hall on the fourth floor one overhears very deep philosophical analyses of Mrs. Havtry's latest attire, or "Gee, isn't the new Physics teacher cute?" One rarely has the opportunity to engage in a discussion of Euclidean theory or Shakespearean drama, unless you happen to pass a class waiting to take their midterm exam, noisily trying to jam their clothes-cluttered brains with last minute facts which should have been learned months before.

If you should get hungry, you will take the elevator full of ringed Mazal-loving girls down to the cafeteria. There, as you move your lunch from table to table looking for a seat, you may be privileged to learn that Rachael and Nathan became engaged, that Debby went out last night with a creepy Y.U. guy, and that Susan bought a gorgeous new dress. But — oh, what a beautiful dress she's wearing, you may ask Judy politely what the history reading was about, only to be met with an insolent glare.

It is now evening in the dormitory. Evening? Well, one or two o'clock a.m., but the evening's just begun. In you go to discuss bio for the test next week. But — oh, what a beautiful dress she's wearing, I wonder where she got it. Altman's? Oh, I like Lord and Taylor better.

I would like to compare this atmosphere to the one prevailing at the University of California at Davis which I attended this past summer. In the dining room we discussed school work and politics as well as social topics. In the dormitory we stayed up until all hours analyzing literature, playing music, and discussing current events.

The purpose of a college campus is to give people of intellectual ability the opportunity to share ideas and learn from each other. The college should also provide a suitable stimulus motivating its students towards higher scholastic achievement. Although the faculty is responsible for providing some of this motivation, the initiative must come from the student body.

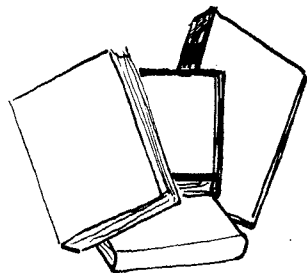
Our problem is rather complex, however. After having discussed it with a number of students, the following seem to be the most prevalent difficulties.

A college needs some sort of competition among students to increase awareness. At Stern, there is little or no competition, either personal or intellectual. If socializing and classroom discussion do not include current events and unassigned reading of literary works, no one feels the need to keep up to date. Having attended a number of different summer schools while at Stern, and also living near the University of California at Berkeley where I have attended classes, I have found that competition seems to be more prevalent in a coed school. This

basis of these responses. Once the message becomes clear, we can then respond and plan more relevant programs. As a result of this tuning in, we might discover that we will have to discard some old systems, change those modes and adapt to new ones.

In our effort to deal with this problem, we are again planning to institute a club hour. This step is being considered because we are concerned about the commuters who claim they are denied the opportunity to participate in class and school activities since meetings are scheduled in the evening. The club hour will give us a chance to evaluate whether evening meetings are really a deterrent or whether the commuters lack the motivation.

I am hopeful that we can overcome many of our problems, as long as we continue to trust in each other's sincerity and dedication of ideas, and evaluate the



opinion has also been expressed to me by teachers at Stern who have taught elsewhere.

There is a large turnover of faculty every year. Stern College does not pay well enough, and also has not managed to achieve a name which could attract the best professors. Consequently, we have a few very devoted instructors while the rest just come and go. Students complain that they cannot establish close relationships with teachers who do not remain here long enough to get acquainted with the student body.

Unfortunately, both the students and the faculty at Stern maintain the attitude that our college is a stage between high school and marriage, and that the girls aren't here to learn anyway, so why worry about course content? This careless attitude leads to boring and uninteresting classes. In most classes, there is little or no discussion, and the student may deftly display her developed stenographic techniques. Much of the work assigned is uninteresting, and instructors in no way assist in making it more appealing. Many students have found that their courses merely repeat high school material. An improvement would be to offer honor courses and seminars in every department to give interested students an opportunity to expand their knowledge beyond the perspective offered in regular courses.

Realizing that such changes would mean a complete overhaul of school policy, I am hoping that while Stern is undergoing reevaluation, these points will be taken into consideration.

ANNOUNCEMENT

STERN COLLEGE AWARDED FEDERAL GRANT FOR BUILDING

EXTRA

Five Year Plan

Help

Max Stern Contributes Again

The old gives way to the new. Exterior of S Ave. and 35th St., since 1954 will receive f

FUSE BLEWS

By ELAINE EINHORN

Is Y.U. still pulling a ruse?
 Or is their intent to confuse?
 '61 was a good year
 Full of money and cheer
 One million dollars donated by Max Stern
 To build Stern, or so discerned.
 But where did that large sum go?
 At Stern, it doesn't show.
 Albert Einstein does progress
 While Stern remains at rest.
 Certainly it's not too bold
 To request a library that can hold,
 The present book collection
 In one nice library section
 Like the one just built at Y.U. Uptown.
 Shouldn't such exist on our ground?
 The crowded cafeteria situation
 Should also come to some cessation.
 The science labs subsist
 Where little else could exist
 The fifth floor
 Offers little more
 Than an example of living in a test tube.
 Or working in a 2x2 cube
 We even have to scrounge
 To get a decent student lounge.
 Fortunate for Y.U.
 Few prospective students get a true view.
 Being from out-of-town
 They pay and are bound
 Before they come here and get let-down
 Stern College can no longer remain
 In its present domain.
 There is just no more room
 For this annual freshman boom
 Ground-breaking have been done
 But foundations? We've had none.
 The building across the street wasn't built in a day
 But in the past six months it's made tremendous
 headway.
 Y.U. what do you have to say?

observe

'No Building Now' - Y.U.

Defeat

House Of Hope

**Stern's Second Tuition Increase
 Needed For Building Expansion**

Old-New Voice

**Stern's Manifest Destiny
 College Purchases New Site
 Reveals New Plot to Build**

forgiv... Stern students hav
 and... delay as they will rels