



# The Observer

Volume 12 - No. 1  
Monday, May 19, 1969

THE OFFICIAL NEWSPAPER OF STERN COLLEGE FOR WOMEN

## Stern Honors Mrs. Rotenberg SC, Class, Aishel Inductions

By LEAH BECKER

The sentiment that "parting is such sweet sorrow" was expressed by Rabbi Israel Miller, Assistant to the President for Student Affairs, May 13, at the tea honoring Mrs. Alex Rotenberg (the former Mrs. Auerbach). Mrs. Rotenberg, a close friend and advisor to Stern women during her two years as Director of Student Services, is leaving New York this summer, G-d willing, to go on aliyah. The speakers repeatedly emphasized that their personal regret at the departure of Mrs. Rotenberg is sweetened by the knowledge that she is moving to Eretz Yisroel and thus continuing to exemplify the

Joyce Feinstein, Barbara Ger, Cynthia Groompan, Sue Hilsenrad, Malka Krumbain, and seniors Brenda Bornstein, Rochelle Majer, Phyllis Maza and Helen Saltman.

A special education department award was presented to junior Linda Stern by Dr. Koenigsberg.

The climax of the program was the induction ceremony for the new Student Council and class officers. The old administration transferred its responsibilities and aspirations to the new officers. Professor Carole Silver, of the English Department conducted the induction ceremony.

Outgoing president Mrs. Bever-

## Expansion: New Courses Added

By HANNAH PAVLOV

The schedule of classes for the fall '69 semester features innovations and expansions affecting the history, education, English, math, biology and Judaic studies departments. In addition to structural variation in course offerings, Dean David Mirsky has announced the appointment of several eminent educators in an effort to broaden the scope of the curriculum.

Stern's history department will undergo great progress with a marked increase in Jewish history courses. The department will be staffed by two new members, including visiting Professor Cecil Roth, a leader of Jewish studies at the University of Oxford until 1964, author of numerous books, such as *A History of the Jews and Jewish Contributions to Civilizations*, and one of the world's most distinguished historians. Professor Roth will be teaching Jewish historiography, a survey of documents in Jewish history. Analysis of a variety of these documents will provide a philosophical approach to the interpretation of Jewish history. Prerequisites for the course will be one year of history, one year of Jewish history, plus a working knowledge of Hebrew.

A second course to be taught by Professor Roth is *Jewish Life and Art in the Middle Ages*. Jewish social structure, customs, and institutions will be studied with the aid of basic documents. Professor Roth will provide slides and pic-

tures as original sources for both of these courses. Any introductory history course is the only prerequisite.

The History of the Holocaust will be taught by an equally qualified instructor, Mrs. Lucy Dawidowicz, author of *The Golden Tradition: Jewish Life and Thought in Eastern Europe*, an anthology depicting Jewish culture in Europe over the past 200 years. The course will delve into German anti-Semitism, preparations for the Final Solution, stages of execution, Jewish life and death under Hitler, and various moral and ethical aspects of the holocaust. One course in European history and Modern Jewish History are the prerequisites.

Mrs. Dawidowicz will also instruct a seminar course, *Studies in Jewish Identity*, a survey of prominent Jewish figures in modern history who have undergone identity crises. Discussions will be structured to investigate 15 to 20 case studies of figures like S. Ansky, Marc Chagall, Samson Rafael Hirsch, Franz Rosenzweig, Chaim Bialik, Nathan Birnbaum, and Leon Trotsky. Psychology and Modern Jewish History are both prerequisite to the course. Both Mrs. Dawidowicz's classes will last one semester and will be repeated in the spring.

Professor Alan Pollack of the University of Pittsburgh, the third addition to the history department will instruct two already existing

courses at Stern. Professor Pollack will teach Russian history, a field in which he has done much scholarly research, and History of the Middle East.

The education department is now undergoing numerous changes. Incoming students will no longer be offered a major in education. Recent changes in the requirements for New York State Certification make certain courses presently required unnecessary for the elementary school instructor. Current students will be allowed to continue as education majors if they so desire.

The English department will initiate one new course, *Modern American Literature* under Dr. D. Vogel's instruction. This course will broaden the department's coverage of American Literature.

Dean Mirsky hopes to teach the English department's *Modern British Novel* course. "I would like very much to get back to the classroom," explained Professor Mirsky. "Until now I have always managed to teach at least one course."

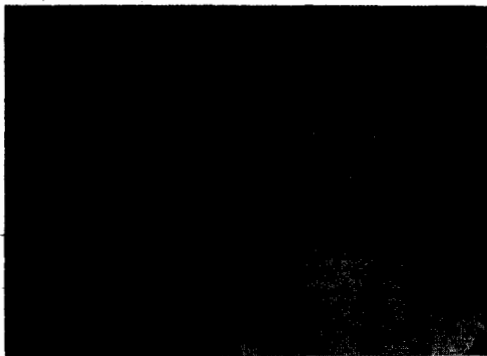
The math department will introduce a one semester course in linear algebra for the fall term. This elective will provide a more complete study of a topic now covered briefly as a segment of the *Required Modern Algebra* course and will allow the required course to devote more time to the abstract aspects of algebra. On the spring term calendar, *Linear Algebra* will be replaced by a one semester elective in complex variables, a significant contribution to the department's coverage of topics in mathematical analysis.

Endocrinology will become a part of the biology department's curriculum next term. Dean Mirsky feels that the course will be extremely valuable to biology majors since "We have highly qualified instructors available." The course will follow a unique format including the flexibility to allow students to attend lectures or to work in the laboratory if they so desire.

The present four level system for Hebrew and Judaic studies is undergoing reevaluation. "We will keep trying until things are improved and until they work out," the Dean said.

When asked to comment on the petition requesting *Modern Halachic Problems* and *Modern Jewish Philosophy* courses for the fall, Dean Mirsky said that it was a question of personnel and budget. He emphasized that there was no need for petitions. "Students only need to inform us. We try to delve into student feeling and, hopefully, will work out what we possibly can."

Dean Mirsky added that new courses will be "structured and finalized" over the summer. "I have every reason to hope that by September we will have new courses in Bible, Hebrew, and related areas," the Dean reported. "A general re-evaluation of the Judaic studies department is underway."



Mindy Kurland receives symbol of office from Beverly Koval.

goals and ideals of the Jewish woman. Emotional farewell tributes were offered by chairman Raananah Swirsky and outgoing Student Council Vice President Alice Lautman. Martha Solonche spoke on behalf of the senior class and made a presentation of a Stern emblem pin to Mrs. Rotenberg.

A highlight of the evening was the induction of nine Stern College juniors and seniors into Aishel, the Scholastic Honor Society, by Rachel Sperling, former president of the Stern College Student Council and a member of Aishel. The new members are: juniors

ly Koval, thanked her officers, friends, the administration, the faculty and her husband for their help and cooperation throughout the year and wished incoming president Mindy Kurland similar help from the Stern student body. Her remarks were followed by a standing ovation. After Miss Kurland's speech accepting the responsibilities of Student Council President, Dean Mirsky said that if her first address can serve as a foreshadowing of her abilities for the year, we can be confident of a very successful administration.

## Labor Crisis Strikes Y.U. Maintenance Joins Union

Recent walk-outs and disturbances by maintenance and cafeteria workers at Yeshiva and Stern College have puzzled students who are unaware of the present labor union conflict with Yeshiva University.

Yeshiva University was approached in April by two labor unions, Locals 1199 and 32B, who claimed to represent all of the University employees each re-

questing immediate recognition and negotiation toward a labor contract. At the same time various groups of employees notified the University that they did not want to be represented by any Union.

The Unions were assured that the matter of their recognition as representatives of the employees would be decided at a Board of Trustees meeting on May 5. Before the meeting was held, Local 1199 began work stoppages and demonstrations.

The Board of Trustees decided that an employee election was necessary to determine whether or not to recognize the union and the University began discussions with the unions on the elections procedure. These discussions were broken off on May 8 because agreement could not be reached. Yeshiva University then asked the union to petition the State Labor Relations Board to determine election procedure but the Board and negotiations came to a standstill on May 8.

That afternoon student and faculty sympathizers joined workers in a sit-in on the tenth floor of YU's downtown center at 55 Fifth Avenue. The demonstrators manhandled university officials attempting to reach their offices and threatened to destroy computer tapes. Considering the demon-

(Continued on Page 4, Col. 1)

## REQUIREMENTS CHANGED - NO ED MAJOR

By HOLLY QUINT and HANNAH PAVLOV

"The Curriculum Committee voted last week to phase out the education major after the current students complete their programs. After this, all students who want to teach will major in a subject and elect 24 credits in courses related to education and do student teaching. The Education Department has long wanted to upgrade the academic background of prospective teachers. Majoring in a subject is one way to accomplish this goal. Some faculty believe — for several reasons — that the abolition of a major affecting such a large proportion of the student body should be considered by the total faculty, so that the decision may not be final."

With this official statement,

Dr. Koenigsberg, head of the education department at Stern College, disclosed some of the department's plans. The change coincides with New York State's decision to change the requirements for provisional certification for New York teaching positions. In the past, all future teachers were required to take 24 credits in specific education courses in addition to 300 hours of student teaching. Recently, however, the requirements for teaching have changed. The student may now take 24 credits in any professional courses, i.e. education, psychology or other acceptable areas. Student teaching is still required but, under the new regulations, that teaching can be met by actual teaching positions. Permanent certification, under the new regula-

tions, requires an M.A. or 30 credits beyond the bachelor's degree, in education or other acceptable areas.

Along with the revision of the education department which will hopefully, according to Dean Mirsky, permit initiation of new courses, removal of the education major will affect the school as a whole since it will channel students into other departments, "permitting us to develop the curriculum, add new faculty, and broaden and intensify new department offerings."

Rabbi Joseph B. Soloveitchik's Forum on Torah in Modern Life will be held Wednesday, May 28, 1969, 8:00 p.m. at Stern College's Koch Auditorium.

# The Observer

Published by Stern College, an undergraduate division of  
Yeshiva University  
First Class Rating Printed by Cocol Press  
Published Every Two Weeks — Subscription \$3.00 per year.

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## JUDAIC STUDIES GAINS PRIORITY

By MERYLE CHERRICK

In September, 1968 *The Observer* demanded that Yeshiva University grant Stern College the priority it needed to become a physically and academically excellent institution. The past year's events, culminating in groundbreaking ceremonies for a new building, established Stern's position within the university. The momentum of its physical growth must necessarily maintain the university administration's attention during the coming year and provide a measure of the priority we so desperately seek.

While we cannot underestimate the importance of continued efforts to gain priority within the university, we must now seek a different type of priority — a priority in the educational objectives of Stern College itself.

Apparently, Stern is proceeding under the assumption that if all departments are strengthened and expanded, the Judaic Studies department will eventually follow. New courses have been added in the fields of history, English, math, and biology. In the area of Judaic Studies, we have only the promise that new courses and teachers might be added before the fall semester.

Certainly, the Judaic Studies department cannot be called forgotten. Everyone talks about it, and says it deserves priority. But talk does not fill the gap inaction leaves. Priority for the J.S. department means hiring a permanent department chairman and additional instructors, inaugurating new courses, and above all giving a direction to a drifting non-department.

Granted, there are many problems inherent in developing the Judaic Studies department. If some excellent instructors prefer to teach a gemorrah shiur at YC rather than a chumash, mishneh, or dinim courses at Stern, their desire to further their own learning to the greatest extent is understandable. But must we believe that there are no qualified Rabbis willing to teach at Stern, even part time? Is there no one eager to assume the role of J.S. department chairman — no one who will respond to the challenge of creating a well-structured and rewarding program for students of all religious backgrounds? Must we conclude that higher religious education for women is so unimportant that no man who could teach elsewhere would teach at Stern? Furthermore, why must we rely only upon male teachers for the Judaic studies. Are there no women capable of teaching chumash or tanach, or have they never been asked to teach at Stern? Certainly, if there is any validity in the principle on which Stern was founded, there must be women capable of imparting their knowledge and understanding of religious principles to students.

New teachers alone cannot solve all the Judaic Studies department's problems. If the department continues to follow the same directionless course, the new faculty members will simply join those qualified instructors already at Stern in presenting a well-

mentioned but ineffective curriculum. When the four level system of placement was conceived, there must have been some theory behind it, some statement of the goals of each level. The closest we now come to any understanding of this theory is the description of each level in the college catalogue — at best an inaccurate and misleading characterization.

At this point, does anyone really know what type of student is on the A level? Are we to assume that she is already committed to orthodox but has had almost no formal religious training? Or is she trying to learn something about Orthodox Judaism without really knowing what she is seeking? Does the B level student? How much formal training has she had? How deep is her commitment to Judaism? And the C level student — is she on the second highest level because she does not have a strong background in Hebrew or because her religious background is not extensive enough for the D level? Finally, we must consider the student on the D level. Why has she, after 12 years of extensive religious and Hebrew studies, decided to continue her education at Stern? What is she seeking?

Without answers to these questions, the J.S. department cannot plan a successful four year course of study for each level. It cannot determine, for example, how much hashkafa, chumash, or dinim to include in the A and B level courses, or whether to emphasize the literary value or the religious implications of tanach on the C and D levels.

Last December, Dean Mirsky conducted an open forum concerning problems in the J.S. department. Most of the reforms resulting from the meeting were short lived, but the meeting did succeed in emphasizing student dissatisfaction with religious courses their capability in offering constructive suggestions for improvement. Above all, it proved that a flow of ideas between students and their instructors and administrators could lead to progress.

In the coming year, *The Observer* will act as a permanent forum for the expression of student, faculty, and administrative views on the reorganization of the Judaic Studies department. We will continue to express the editorial board's views on the progress in this and all areas of student concern — commending where it is deserved, offering constructive criticism if necessary. In addition, *The Observer* will cooperate with Student Council in a survey of all students to determine their attitudes toward religious education and religious life at Stern. We will give our priority to aiding the development of a department that is Stern's essence.

If I wrote, at this time, that not one student would describe the Judaic Studies department at Stern as excellent, I am certain, unfortunately, that there would be no barrage of letters to the editor discrediting the statement. I look forward to the time when that same statement will elicit 600 angry cries of protest.

## Letter to the Editor

To the Editor,

We would like to clarify some misconceptions that have arisen in reference to the Course Evaluation published in the *Observer's* last issue. First and foremost this is a student endeavor, channeled through the Student-Faculty Committee on Curricular and Academic Affairs. Although it is uncustomary for such a measure to

be taken, we did so in the hopes that we might avoid the tension that usually accompanies such a project.

Following one of the faculty suggestions received, rather than waiting until the fall as originally proposed, we published the questionnaire now, thus not losing the seniors' opinions and having the summer time to tabulate the

results. However, because of the lack of definition of the committee's structure, other faculty comments were not communicated to us by the faculty members of the committee and we did not inform them of our new plans. We regret this lack of communication and hope that the committee will soon be more defined, and structured to avoid such misunderstandings in the future.

Sincerely,

Fayge Butler  
Ahava Eckstein  
Beverly Koval  
Student Members  
Student Faculty Committee  
on Curricular and Academic  
Affairs

The Editorial Board of *The Observer* takes pleasure in congratulating the new senior class officers — Goldie Lacher, Malka Krumbain, Meta Goldmeier and Karen Mirsky; junior class officers — Sandy Ehrenreich, Helen Urbach, Reggi Singer and Joy Beth Lewis; sophomore class officers — Karen Gertz, Phyllis Gordon, Rene Weiser and Judy Greenfield.

Sincerely  
Fayge Butler

### Fayge's Forum

## A NEW TRADITION

Dear Dean Mirsky,

I write to you at the close of my term as Editor-in-Chief of *The Observer*. We have accomplished much this year, notably the beginning of the construction of our new building, the institution of a pass-no credit system, a course evaluation, and a projected guidance system. We have used newly opened communication channels with a fair amount of success: we listened to you and you heard us. We forced many University officials to reckon with the actuality of Stern. We embarked on the long trek toward "Universityness."

To recount these achievements is not the real purpose of this letter, rather, I address myself to a situation that threatens Stern. As you know, Rabbi David Bleich of the Philosophy and Judaic Studies departments is leaving Stern to fulfill his life's ambition — to be Rosh Yeshiva and devote his time to learning. Why should he instruct women three hours a week at Stern, when he can mold a group of men uptown?

You know our plight: Our RS non-department has no goals, no direction, no curriculum worth speaking of, no chairman, too few effective teachers, and too many preachers. We cultivate neither knowledgeable Jewish intellectuals, nor emotionally inspired women of tomorrow. We instill no *hashkafa*, and develop no basic skills of Torah study.

Why have a Stern College for Women unless you do it right? Why foster and encourage mediocrity? Why, in the one institution in the country that claims to provide both a secular and religious education, are there fifteen secular departments, each equipped with a chairman, and only one Jewish Studies Department? Ten secular majors, and not one Jewish one? No departments of Jewish History, Bible, Religion, Jewish Philosophy, Jewish Sociology, and not even one Jewish Education course? Why, when the Torah grants of our generation are only 152 blocks away is our condition so desperate?

The answer is simple — No one cares. Why? Because we are women, and since we can't be rabbonim and spread Torah in the community, we don't matter.

No one has foresight — and if things continue this way, one day you'll wake up and find no one with the strength to close the door of this home to assimilation, and *mikveh* out of style with modern women, because the qualified want to be Roshai Yeshiva.

You cannot condemn a person for fulfilling his life's ambition. But why must it be incompatible with teaching at Stern? You can't force people to teach where they don't want to, but you must accommodate them if they express a willingness to help Stern.

And yet, Stern has a history of refusing to budge an inch to make teaching conditions more pleasant. We never seem to learn to that faculty must be treated with honor and generosity. We lost according to legend, the present chairman of the German Department at City Downtown, because no one cared enough to attempt to even make a gesture to persuade her to stay. People leave Stern without so much as a cry from Stern, and silence has never helped induce anyone to stay. Recently, one of the pillars of our faculty almost resigned before reasonable minor accommodations were made.

But when this is not the issue at hand. Why must teaching up town necessarily exclude teaching at the Midtown Center? Some do it — Rabbi J. Shindman, Dr. D. Vogel, to mention a few. They are not suspect of being part-time faculty. Those personalities who are deeply committed to the ideas of the University, do not have sole allegiance to one particular branch. YU ideals pertain no less to Stern than to YC or BHETS. If we are really all part of the same institution dedicated to Torah U'Mada, then surely we should solicit personnel from all branches. We must look for people and readily adjust hours and adapt schedules for proven faculty who express the desire to learn or continue at Stern. We must inaugurate a new tradition — one of better teaching conditions and faculty treatment. A happy faculty means a better Stern.

# Sex Puzzle Resolved

By LAURI WOLFF

Shakespeare's "Twelfth Night," a complicated and comical love story was performed May 17th in Koch Auditorium under the sponsorship of the Speech Arts Forum. The Elizabethan costumes consisting of velvet robes, chunky shoes, long feminine dresses, and wigs were designed by Mrs. June Golden, head of the Speech Department and director of the play. The scenery consisted solely of two chairs, a plant and a mirror. One chair was a hard wooden straight

Cesario. Duke Orsino tries to win Lady Olivia's love but she claims to be in mourning for her drowned brother. The Duke repeatedly sends messages to Olivia with his servant, Cesario. Although uninterested in the Duke, Lady Olivia falls in love with his servant and encourages Cesario to come often. Meanwhile Viola-Cesario falls in love with the Duke and is greatly disturbed when she discovers that Olivia is in love with her.

The main plot is resolved with



J. Shore, B. Kushner, B. Eisenberg, R. Mojer and A. Bondi contemplate complexities of plot in Shakespeare's "Twelfth Night."

chair contributed by the Dean's office, the other an elaborate Elizabethan wicker chair. The stage was improved upon by curtain covered back drop flats donated by Y.C.

"Twelfth Night" takes place on the Island of Illyria supposedly near Greece. It is a triangular love story involving Lady Olivia, Duke Orsino, and his servant, Viola, disguised as a boy called

the appearance of Viola's "dead" brother who discloses Cesario's identity. Though basically identical to Shakespeare's work, the Drama Club's script adapters added current references to highlight its humor.

"Is it midsummer madness?" asks Clown Brauna. "No . . . The meaning is apt for hawk or for dove. 'Tis Shakespeare rewritten — all you need is love."

The Observer Editorial Board congratulates the Dorm Council officers for 1969-1970: President, Naomi Weierman; Vice-President, Ann Wolfowicz; Secretary, Enid Moskowitz; and Treasurer, Leah Schwartz.

## Faculty Feature

# J.S.: STERN'S RAISON D'ETRE

By RABBI YAAKOV ZEY

In the last issue of *The Observer* my resignation from Stern College for Women was announced. My move to Israel at this time formally interrupts an association with YU, which began in 1947.

In reflection upon my brief stay here at SCW, mention must be made of the fortunate privilege which was mine to have been the instructor of a freshman class in Judaic Studies. This teaching experience gave me the opportunity to view the students from a different vantage point. Conversely, it gave the student an opportunity to view an administrator not only as a "rules and regulations dispenser" but, hopefully, as someone who can share a sense of concern for the educational growth and development of the student. I am, as a result, more convinced than ever before that the future of SCW rests on the success of the Judaic Studies department. For without this department, SCW loses its uniqueness and *raison d'être*.

The most meaningful experience during my stay here undoubtedly was the opportunity to witness social action and student "pressure" in a manner which exhibited a great sense of maturity and religious training. I refer, of course, to recent events surrounding the scheduled strike for a building and its subsequent death. The majority of the student body voted to call off a strike in response to a sense of "derech erez" and a deep respect for a promise made by the President of the University. In a year when student unrest is at its height, without much responsibility attached to it, certainly not maturity, it is most reassuring and heartwarming to know that the

Stern girl is really different. How sad, therefore, that the "official" ceremony of groundbreaking was so poorly attended. In striking contrast the Levi Eshkol memorial meeting was a "standing room only" assemblage. What is the explanation therefore for the apparent divergent feelings and attitudes? Might it not be that, intellectually, the SCW student knows that a building is needed and one should politically pressure for it, and strike, if necessary. The victory is an intellectual one but doesn't warm the recesses of the heart. Emotion never entered the picture.

Israel, on the other hand, the SCW student seems to be meaningful and brings out the inner emotion. What is lacking, however, is more of an intellectual approach regarding Israel. Courses should be offered in the History of Zionism, the Political and Economic conditions of Israel, Jewish Nationalism, Contemporary World Jewry, Social Structure of Israel.

YU has often been accused of following a non-involvement policy as regards to the State of Israel. Nevertheless, graduates of YU residing in Israel represent the largest percentage of any other institution in the world. They may

be there because of personal conviction. However, the University can and must catch up with the feelings of students for the State of Israel. The problem remains in the pent-up and unexpressed wishes of the students in this area. Yom Haatzmaut was an official day-off on the University calendar. It was a challenge to the student body to produce a meaningful program. As I stated before, the emotion of that day will long serve as a constant reminder of the deep emotional ties of the students of YC and SCW to "Medinat Yisrael." My fondest hope and dream is the realization of the proposed "presence of YU in Israel." Israel needs YU, as YU needs Israel. May the chain that unites both be even stronger and the emotion an intellect of the students be the forging power.

Shalom. L'Hitraot.

The Speech Arts Forum will sponsor a poetry reading contest on Tuesday, May 20 at 8:00 p.m. in Koch Auditorium. Contestants will each read a six minute poetry selection. Joan Moldauer is chairman of the event.

# Poli Sci Major?

By SHARON FREEDMAN

Last week, a petition signed by fifty students for the reorganization of the Political Science Department was presented to Dean Mirsky. The petition stressed the students' interest in creating a political science major. They requested a complete Political Science Department with enough full time staff members, an opportunity to major in the field of political science, and courses equivalent to those offered at Yeshiva College.

Many students feel that a full political science department is vital to Stern College because of the possibilities it offers. For years the major has received little attention at Stern, the notion being that women have little interest in the field. With adequate under-

graduate training, women as well as men can pursue worthwhile careers in the U.S. Civil Service on federal, state and local levels. Nearly every week governmental offices list openings for college graduates trained in American government and public administration. There are openings in the United States State Department, V.I.S.T.A., the foreign service, the various international agencies, and the U.N. for those majors whose emphasis is comparative government and international relations. Political scientists can also work for the Jewish Agency, the Jewish Defense Organizations, as political journalists for newspapers and periodicals, or they can use their poli sci training as a background for the study of law.

# Columbia to Grant French Prof Doctorate; Ehrlich's Dissertation on Montaigne Lauded

By PHYLLIS MAZA

Among the members of Stern's French department is a most accomplished and vibrant personality, Mrs. Hedy Ehrlich. Mrs. Ehrlich, who is responsible for introducing courses in Literature of the French Renaissance and Middle Ages, studied at the Sorbonne and received her M.A. from Columbia which will soon grant her a doctorate.

Mrs. Ehrlich has been involved in important research concerning a new method of literary criticism concentrating on the language of works rather than on their external elements. Her application of this theory to Montaigne has afforded new insights into the 16th century humanist's writings. Mrs. Ehrlich's doctoral thesis, entitled, "Montaigne: La Critique et le Langage," contains her analysis of Montaigne's Essays from the new approach of linguistic emphasis.

Mrs. Ehrlich, applying the same principle in an examination of the works of Rabelais, wrote "Rabelais

et Montaigne." The essay appeared in the leading French scholarly journal on Montaigne and the Renaissance and was highly praised by Renaissance scholars who credited her with advancement of a theory of major significance.

Working with the same theme of relation between language and meaning, Mrs. Ehrlich published, in 1966, a critique of Peter Weiss' play, *The Investigation*, in which she cast doubt on the playwright's claim that his text was faithful to the testimonies at the 1965 Frankfurt Trials. Rather, she pointed out, *The Investigation*, inspired by Weiss' political motives, had misconstrued many of the witnesses' statements.

Mrs. Ehrlich's approach, revealing the existence in literature of discrepancies between language and thought, has had a great impact on the trend of literary criticism. As a result of her theory, Montaigne, in particular, must be regarded in a new light. By discrediting the distorted interpretations of his *Essays*, Mrs. Ehrlich has done no less than restore him to his true position, that of a great artist, author of great works of art.

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