

# YESHIVA COLLEGE

## CATALOGUE

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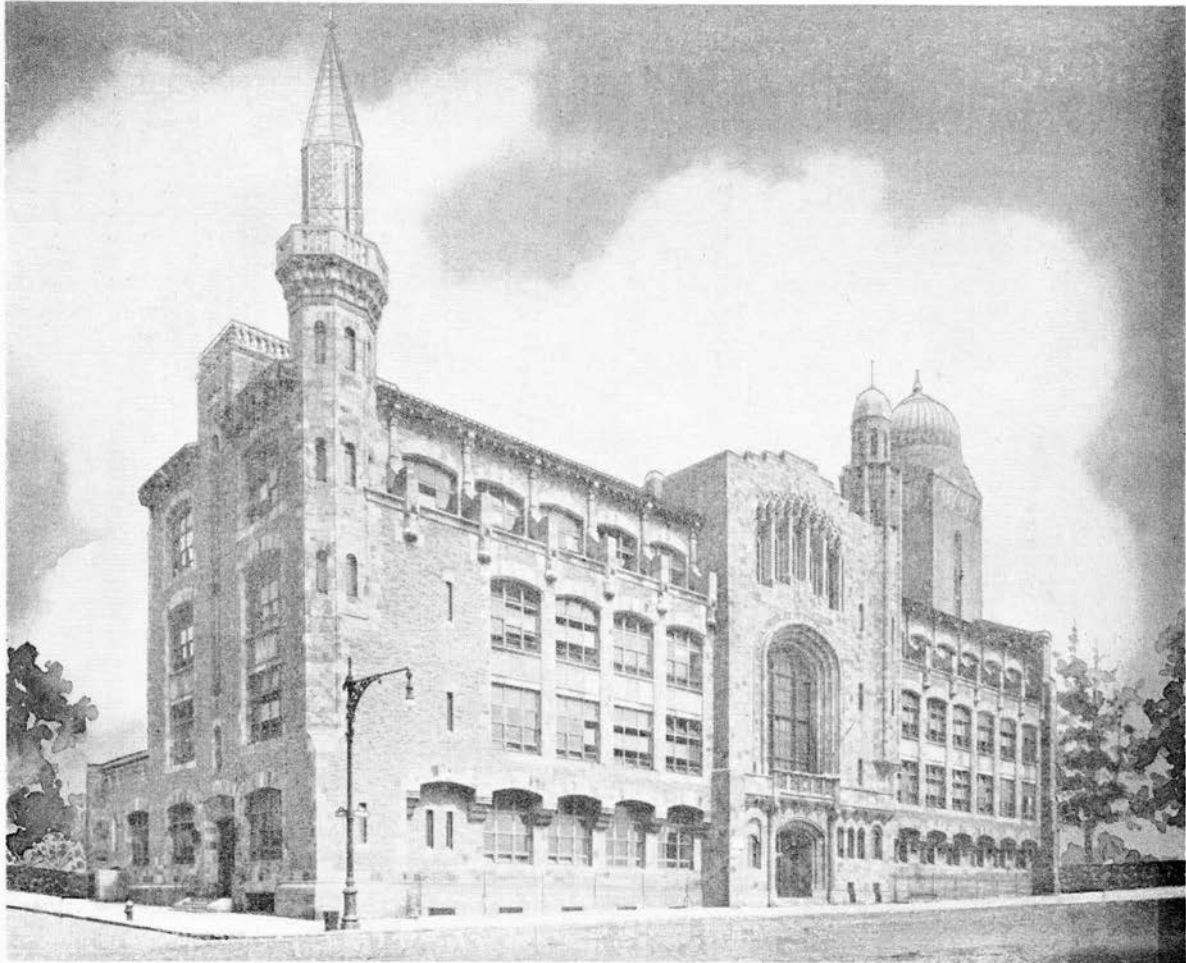


Amsterdam Avenue at 186th Street  
New York City

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· YESHIVA COLLEGE  
CATALOGUE





YESHIVA COLLEGE

# YESHIVA COLLEGE

## CATALOGUE

TENTH YEAR  
*1937-1938*



Amsterdam Avenue at 186th Street  
New York City

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THE RABBI ISAAC ELCHANAN THEOLOGICAL SEMINARY  
AND YESHIVA COLLEGE

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COLLEGE CALENDAR  
1937 - 1938

## FALL SEMESTER 1937

- September 8-9, Wednesday and Thursday, Entrance Examinations.  
September 12-13, Sunday and Monday, Registration of Old Students.  
September 14-15, Tuesday and Wednesday, Yom Kippur.  
September 16-17, Thursday and Friday, Registration of New Students.  
September 19-28, Thursday to Tuesday, Succoth.  
September 30, Thursday, Beginning of Instruction.  
October 6, Wednesday, Last day for late registration.  
October 12, Tuesday, Columbus Day.  
November 2, Tuesday, Election Day.  
November 11, Thursday, Armistice Day.  
November 25-26, Thursday and Friday, Thanksgiving Holidays.  
December 5, Sunday, Chanukah Sunday.  
December 14, Tuesday, Fast of Tebeth.  
January 23, Sunday, Fall semester ends.

## SPRING SEMESTER 1938

- January 27, Thursday, Registration of Old Students.  
January 30, Sunday, Registration of New Students.  
January 31, Monday, Spring Semester begins.  
February 6, Sunday, Last day for late registration.  
February 22, Tuesday, Washington's Birthday.  
March 16, Wednesday, Fast of Esther.  
March 17, Thursday, Purim.  
April 14-23, Thursday to Saturday, Passover Holidays.  
May 19, Thursday, Lag B'Omer.  
May 30, Monday, Memorial Day.  
June 3, Friday, Beginning of Final Examinations.  
June 5-6, Sunday and Monday, Shevuoth.  
June 16, Thursday, Commencement.

## SUMMER SEMESTER 1938

- June 20, Monday, Registration.  
June 21, Tuesday, Beginning of Instruction.  
June 24, Friday, Last day of late registration.  
July 4, Monday, Independence Day.  
August 30-31, Tuesday and Wednesday, Final Examinations.



1938 - 1939

## FALL SEMESTER 1938

September 12-13, Monday and Tuesday, Entrance Examinations.  
September 14, Wednesday, Registration of Old Students.  
September 15, Thursday, Registration of New Students.  
September 18, Sunday, Beginning of Instruction.  
September 23, Friday, Last day for late registration.  
September 25-27, Sunday to Tuesday, Rosh Ha-Shonoh.  
September 28, Wednesday, Fast of Gedaliah.  
October 4-5, Tuesday and Wednesday, Yom Kippur.  
October 9-18, Sunday to Tuesday, Succoth.  
November 8, Tuesday, Election Day.  
November 24-25, Thursday and Friday, Thanksgiving Day.  
December 18, Sunday, Chanukah Sunday.  
January 1, Sunday, Fast of Tebeth.  
January 2, Monday, New Year's Day.  
January 24, Tuesday, Fall Semester ends.

## SPRING SEMESTER 1939

January 30, Monday, Registration of Old Students.  
January 31, Tuesday, Registration of New Students.  
February 1, Wednesday, Beginning of Instruction.  
February 7, Tuesday, Last day for late registration.  
February 12, Sunday, Lincoln's Birthday.  
February 22, Wednesday, Washington's Birthday.  
March 5, Sunday, Purim.  
April 2-11, Sunday to Tuesday, Passover Holidays.  
May 7, Sunday, Lag B'Omer.  
May 23-26, Tuesday to Friday, Shevuoth.  
May 30, Tuesday, Memorial Day.  
June 7, Wednesday, Final Examinations begin.  
June 20, Tuesday, Commencement.

## FACULTY

- Bernard Revel President  
A.M., New York University, 1909; Ph.D., Dropsie College, 1911.
- 
- Theodore Abel Associate Professor of Sociology  
A.M., Columbia University, 1924; Ph.D., 1929.
- Meyer Atlas Instructor in Biology  
B.S., College of the City of New York, 1928; A.M., Columbia University, 1930; Ph.D., Columbia University, 1935.
- Samuel Belkin Instructor in Greek  
Ph.D., Brown University, 1935.
- David Bidney Instructor in Philosophy  
B.A., Toronto, 1928; M.A., 1929; Ph.D., Yale University, 1932.
- Sidney D. Braun Assistant in French  
Diploma, Sorbonne, 1932; A.B., New York University, 1934; A.M., 1935.
- Alexander Brody Assistant Professor of History  
B.S., New York University, 1926; A.M., 1929; LL.M., 1929; Ph.D., 1932.
- Pinkhos Churgin Professor of Jewish History and  
Hebrew Literature  
Ph.D., Yale University, 1922.
- Kenneth F. Damon Assistant Professor of Public Speaking  
A.B., University of Wisconsin; A.M., Teachers College, Columbia University, 1927; Ph.D., 1933.
- Bernard Drachman Professorial Lecturer in Hebrew  
A.B., Columbia University, 1882; A.M., University of Heidelberg, 1884; Ph.D., 1884.
- Solomon Flink Assistant Professor of Economics  
A.M., Columbia University, 1928; Ph.D., 1930.
- Alexander Freed Lecturer in Hygiene  
A.B., Brown University, 1921; A.M., Little Rock College, Arkansas, 1924; M.D., St. Louis University, 1927.
- Jekuthiel Ginsburg Professor of Mathematics  
A.M., Columbia University, 1916.
- Erich Gutkind<sup>1</sup> Lecturer in Philosophy  
Berlin University.
- Jacob I. Hartstein Registrar  
A.B., Yeshiva College, 1932; M.S., College of the City of New York, 1933; A.M., Columbia University, 1936.
- Sidney B. Hoenig Instructor in Jewish History  
B.S., College of the City of New York, 1927; Ph.D., Dropsie College, 1934.
- Abraham B. Hurwitz Instructor in Physical Education  
B.S., College of the City of New York, 1927; A.M., Teachers College, Columbia University, 1928.
- Moses L. Isaacs Associate Professor of Chemistry  
A.B., University of Cincinnati, 1920; A.M., 1921; Ph.D., 1923.

<sup>1</sup>—On leave.

- Leo Jung Professor of Ethics  
A.B., London University, 1919; Ph.D., 1922; A.M., Cambridge University, 1926.
- Nathan Klotz Instructor in Bible  
Ph.D., Wuerzburg University, 1925.
- Michael Kraus Assistant Professor of History  
B.S.S., College of the City of New York, 1923; Ph.D., Columbia University, 1928.
- Philip E. Kraus Instructor in Education  
A.B., College of the City of New York, 1928; A.M., Columbia University, 1931.
- Eli Levine Tutor in Chemistry  
A.B., Yeshiva College, 1932; A.M., Columbia University, 1935.
- Solomon Liptzin Assistant Professor of German  
A.B., College of the City of New York, 1921; A.M., Columbia University, 1922; Ph.D., 1924.
- Alexander Litman Assistant Professor of Philosophy  
A.B., University of Minnesota, 1924; Ph.D., Columbia University, 1929.
- Joseph H. Lookstein Lecturer in Jewish Sociology  
B.A., College of the City of New York, 1926; M.A., Columbia University, 1928.
- Arnold N. Lowan Instructor in Physics  
Ch.E., Polytechnic Institute of Bucharest, 1924; M.S., New York University, 1929; Ph.D., Columbia University, 1933.
- David I. Macht Professorial Lecturer in Physiology  
A.B., Johns Hopkins University, 1902; M.D., 1906; LL.B., Hamilton College of Law, 1914; Phar.D., University of Maryland, 1924; D.H.L., Rabbi Isaac Elchanan Theological Seminary, 1929.
- Aaron M. Margalith Instructor in Political Science  
A.B., Johns Hopkins University, 1927; Ph.D., 1930.
- Nelson P. Mead Professor of History  
B.S., College of the City of New York, 1899; A.M., Columbia University, 1901; Ph.D., 1906.
- Samuel K. Mirsky Assistant Professor of Bible  
A.B., New York University, 1931; A.M., Columbia University, 1934.
- Joseph Pearl Professor of Latin  
A.B., College of the City of New York, 1906; Ph.D., New York University, 1913.
- Solomon Rhodes Assistant Professor of French  
A.B., Cornell University, 1920; A.M., 1922; Ph.D., 1925.
- Israel Renov Assistant in Art  
B.S., New York University, 1935.
- Morris Roberts<sup>2</sup> Assistant Professor of English  
A.B., University of Minnesota, 1916; A.M., 1917; A.M., Harvard University, 1918; Ph.D., 1928.

<sup>2</sup>—On leave; Guggenheim Fellowship.

- Shelley R. Safir Professor of Biology  
A.B., College of the City of New York, 1912; A.M., Columbia University, 1913; Ph.D., 1920.
- Samuel L. Sar Instructor in Bible
- Nathan Savitsky Instructor in Psychology  
B.S., College of the City of New York, 1922; A.M., Columbia University, 1923; M.D., New York University, 1927.
- Saul B. Sells Instructor in Psychology  
A.B., Brooklyn College, 1933; Ph.D., Columbia University, 1936.
- Joseph T. Shipley Associate Professor of English  
A.B., College of the City of New York, 1912; A.M., Columbia University, 1914; Ph.D., 1931.
- Joseph B. Soloveitchik Lecturer in Jewish Philosophy  
Ph.D., University of Berlin, 1930.
- Solomon Zeitlin Professor of Jewish History  
D. Th., Ecole Rabbinique, Paris, 1914; Ph.D., Dropsie, 1918.
- Leo Zippin Instructor in Mathematics  
B.A., University of Pennsylvania, 1925; M.A., 1926; Ph.D., 1929.

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- Isaac Goldberg Assistant Librarian  
A.B., Yeshiva College, 1933.
- Rose Levitan Bursar  
B.S., New York University, 1927; LL.B., New York University, 1928.
- David A. Swick Medical Director  
B.S., College of the City of New York, 1899; M.D., College of Surgeons and Physicians, Columbia University, 1910.
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### FACULTY COMMITTEES

ADMISSIONS AND SCHOLARSHIPS: Messrs. Belkin, Churgin, Ginsburg, Hartstein, and Safir.

COURSE AND STANDING: Messrs. Damon, Flink, Hartstein, Margalith, and Safir.

STUDENT AFFAIRS: Messrs. Churgin, Damon, and Isaacs, and three students elected by the Students Council.

AWARDS AND FUNCTIONS: Messrs. Brody, Ginsburg, Mirsky, Rhodes, and Shipley.

CURRICULUM: Messrs. Abel, Belkin, Churgin, Damon, Flink, Ginsburg, Hartstein, Isaacs, Jung, Liptzin, Litman, Lowan, Margalith, Mead, Pearl, Rhodes, Safir, and Shipley.

The President is, ex-officio, member of all committees.

## GENERAL STATEMENT

YESHIVA College is an integral part of the Yeshiva, the Rabbi Isaac Elchanan Theological Seminary, which was incorporated in 1896, later absorbing the Yeshiva Etz Chaim, the oldest Yeshiva on American soil, founded in 1886.

The Yeshiva and Yeshiva College consists of five departments:

1). The academic high school, (Talmudical Academy), offering work of quality and kind similar to that of the public high schools, and accredited to receive State Scholarship awards.

2). The Teachers Institute, providing a thorough training in Jewish learning and pedagogy for prospective teachers in the Hebrew schools of the country.

3). The Rabbinical Department, with courses leading to ordination as rabbi. For younger students, there is a preparatory division maintained in this department.

4). The Yeshiva Graduate Department, open to college graduates qualified in Hebrew and Semitic studies, offering courses leading to the degree of Doctor of Hebrew Literature.

5). Yeshiva College, a college of liberal arts and sciences, duly authorized to offer courses leading to the degrees of Bachelor of Arts and Bachelor of Science, and to confer these degrees.

Yeshiva College dedicates its energies to the education of selected groups of Jewish young men. It aims to educate liberally as well as Jewishly, young men who consider the complete understanding of the culture and the faith of historic Judaism an essential part of the equipment to be acquired during their college years. It seeks to strengthen in the minds of its students this abiding consciousness of the high ideals and the spiritual heritage of the Jewish people, and to develop intellect and character through the pursuit of those humanizing studies by which life is enriched. Yeshiva College believes that an understanding of the background of Judaism, and its contribution to human progress, will quicken the student's insight into his liberal studies. It aims to foster this harmonious growth, in which the bases of modern knowledge and culture in the fields of art, science, and service, are blended with the bases of Jewish culture, so that its students may be trained in the spirit of intelligent and high-minded enthusiasm, and develop as informed and devoted sons in the spirit and faith of Israel, able to recognize the essential harmony of life.

Yeshiva College is, by design, a small college, with a body of select students, so that it may always maintain that close personal contact between faculty and students which stimulates thought and helps to build character.

On every side of Yeshiva College are the manifold facilities for education afforded by this great city:—libraries, museums, scholarly and scientific associations, and public forums, all eager to help the student prepare himself in mind, spirit, and body for the tasks of life.

### LOCATION AND BUILDINGS

Yeshiva College now occupies a large plot on Washington Heights, the highest ground of Manhattan Island, New York City. It rises above Harlem River Valley and looks westward across the Hudson River to the Palisades. Not far from New York University, the College of the City of New York, and Columbia University, it stands, removed from the rush of the commercial center of the city, but close to its academic heart.

The buildings now completed consist of the main building, the auditorium, and the dormitory. On the ground floor of the main building there are a well-equipped gymnasium, and the circulation library. On the first floor are a synagogue, the Lamport Study Hall, offices, and seminar rooms. Above these are a large library, and two floors of well lighted and ventilated class rooms, faculty and conference rooms. The top floor is given over to art rooms, Advisors' offices, and to thoroughly modern science laboratories.

The main auditorium is a high, well proportioned chamber, with seating capacity of over 1,100, and excellent acoustics. The amphitheatre is 110 feet square, surmounted by a dome; and off the platform are provided reception rooms for entertainments, or for speakers and guests. The auditorium is so designed as to be flexible in its service, and may be used as a lecture hall, a meeting hall, or for various programs suited to the activities of the College.

The dormitory is fully equipped with large, well lighted study rooms and sleeping quarters; with kitchens for the preparation of food in the orthodox Jewish manner, and with dining halls and school halls for the accommodation of over 200 resident students.

## ADMISSION

All correspondence on matters of admission, either for beginning or for advanced students, should be addressed to the Registrar.

All applicants for admission will be asked to report for an interview, either at the College or to its representative in their vicinity, as personality and background, as well as proficiency in studies, are determinant factors in the selection of the student body.

The decision as to the admission of any candidate rests with the Committee on Admission.

## METHODS OF ADMISSION

Admission to the Freshman class of Yeshiva College is secured in any of the ways described below.

- I. By the examinations of the College Entrance Board.
- II. By the College Entrance Diploma of the Board of Regents of the University of the State of New York.
- III. By certificate or diploma from the school in which the candidate has prepared. Such schools must have been approved by the Faculty of the College, and recognized by the Board of Regents of the University of the State of New York.
- IV. By examinations at the College. These may be required of any applicant, either in the entire range of required subjects, or in any field.

## REQUIREMENTS FOR ADMISSION

Fifteen units of secondary school subjects are required for admission to the Freshman year of Yeshiva College. A unit represents approximately one hour's prepared work a day for a school year, or equivalent school work in a subject not requiring preparation.

Of these fifteen units, ten and a half are required as follows:

ENGLISH—four years required; entrance credit allowed	3 units
HISTORY—(Ancient, European, English or American).....	1 unit
FOREIGN LANGUAGE—(three years of one language).....	3 units
MATHEMATICS—(Elementary and Intermediate Algebra and Plane Geometry) .....	2½ units
SCIENCE .....	1 unit

The remainder of the fifteen units required for admission, in addition to the foregoing ten and a half, may be chosen from the following list of elective subjects:

FOREIGN LANGUAGE (one year additional<sup>1</sup> or two or three years of one language)..... 1 to 3 units  
 HISTORY (according to the number of hours)..... ½ to 2 units

#### MATHEMATICS

Advanced Algebra ..... ½ unit  
 Solid Geometry ..... ½ unit  
 Trigonometry ..... ½ unit

#### SCIENCE

Elementary Biology ..... 1 unit  
 Advanced Biology ..... 1 unit  
 General Science ..... 1 unit  
 Elementary Chemistry ..... 1 unit  
 Elementary Physics ..... 1 unit  
 Physiography ..... 1 unit  
 Advanced Botany ..... 1 unit  
 Advanced Zoology ..... 1 unit

#### SOCIAL SCIENCE

Civics ..... ½ unit  
 Economics ..... ½ unit  
 Problems of Democracy ..... ½ unit

DRAWING (according to number of hours)..... ½ to 1 unit

MANUAL TRAINING (according to number of hours).....½ to 1 unit

Other minor subjects such as Commercial Law, Journalism, and Public Speaking may, at the discretion of the Committee on Admissions, be presented for ½ unit each, but in no case may minors be combined to form ½ unit and in no case may any such minor be presented for more than ½ unit.

#### CONDITIONAL ADMISSION

A student may be admitted to matriculation on condition, at the discretion of the Committee on Admissions, if he is a graduate of a recognized high school or its equivalent. Such conditions must be removed within one year.

<sup>1</sup>A single unit is allowed in foreign language only for the fourth year work in the language presented for admission. Otherwise, at least two years of language study or its equivalent must be completed for admission credit to be allowed.



#### FEBRUARY ADMISSION

Yeshiva College has two regular semesters, September to January and February to June.

For graduates of accredited high schools entering in February, Yeshiva College offers the February to September plan, which enables them to complete a full year of College work towards the Bachelor of Arts or Bachelor of Science Degree. Freshmen entering in February and attending through the summer semester, qualify as sophomores in September, taking their places with those who started as freshmen at the College six months earlier.

#### SPECIAL STUDENTS

Certain of the courses offered at Yeshiva College are open to students not candidates for the baccalaureate degrees; these students must give evidence of fitness in respect to maturity and previous training and ability to maintain satisfactory standards of progress. Such students are admitted by the Committee on Admission of the Faculty, and are registered as Special Students. For further information, apply to the Registrar.

#### TUITION, LOANS, AND FEES

The annual tuition fees of Yeshiva College are \$300.00. A number of full and partial scholarships to cover the tuition fees are awarded annually, to students of promise.

The College has, in addition, a system of deferred payments of tuition fees, and grants-in-aid for students worthy of such encouragement.

#### COLLEGE RESIDENCE

Yeshiva College has a students' home, with accommodations for 200 resident students. Out of town students are to make applications for dormitory accommodations at the College. A number of scholarships covering the expense of dormitory residence are granted annually.

#### STUDENT STANDARDS

##### ATTENDANCE

The total number of absences a student may incur in any one course is equal to the number of hours that particular course is scheduled to meet per week (i.e., 3 one-hour absences in a 3 hour a week course, 2 one-hour absences in a 2 hour a week course, etc.). Where this number is exceeded, unless such absences are caused by illness, as testified by a doctor's certificate

filed with the Registrar, within one week after the student's return to school, the student may be dropped in the course or courses involved, and given an "F" therein.

Students should, therefore, keep records of the dates of their absences and latenesses and the reason for the same.

Late registrants, besides having to pay the late fees, are not excused for any absences incurred by them because of delay in registration.

#### STANDING

Every student must consistently so conduct himself as to give evidence of high-mindedness and seriousness of purpose. The College reserves the right to request at any time during the course, the withdrawal of students who indicate a lapse in this regard, or who fail to maintain the required standard of scholarship, or who for any reason are considered by the College as not in sympathy with its standards and ideals. Students of the last category may be asked to withdraw even though no specific charges be made against them.

#### RATING

The rating of students in the various courses will be indicated in accordance with the following system: A, 90-100, Excellent; B, 80-89, Good; C, 70-79, Fair; D, 60-69, Lowest Passing Mark; E, Condition; F, Failure.

Students receiving "Incomplete" and "E" grades must arrange for their removal within the first four weeks of the succeeding semester in residence. Such entries, not removed, will automatically be changed to "F".

The grade "F" will be entered by the Registrar for every course in which the student is absent from the final examination, unless specific authorization to apply for a deficiency examination is obtained by the student not later than the day of the examination.

No credit is given for one semester of a year course.

#### ENGLISH REQUIREMENTS

The maintenance of a high standard of organization and expression of English speech and writing is at all times expected of the student. In all his college work, as well as in the required courses in the department of English, he is expected to manifest proper command of the language.

Students deficient in written work in other departments of instruction may at any time be referred to the English department for further instruction in composition.

A student's speech will likewise be subject to scrutiny throughout his college career. Periodic checkups will be made. Instructors are available at all times for conference and special help.

Graduation may be made contingent upon the removal of formal deficiencies in English writing or speech.

### HONORS

GENERAL HONORS: A student who completes the work of the entire course with an average of B or better, may receive his degree *cum laude*, *magna cum laude*, or *summa cum laude*, as the Faculty determines.

DEPARTMENT HONORS: In each year of the college course, honors may be awarded within every department, for excellence in the work in that department.

Upon graduation, students whose general standing is materially higher than that required for the awarding of the degree, may receive the degree with honor in any department, in accordance with the special requirements of the department, and upon recommendation of the chairman of the department, approved by the Faculty.

### HONORS COURSES

Upon recommendation by the Chairman of a department and the Curriculum Committee, and approved by the Faculty, an honor student, under the guidance of the appropriate professor, may pursue special studies and carry on individual work of an advanced nature, in research or investigation of a particular problem, along lines set down in frequent conferences with his professor, but without any set class hours. For this work credit will be allowed, as determined by the Curriculum Committee, upon the successful completion of the studies undertaken, and the passing of such examination as the Faculty may set.

## SCHOLARSHIPS AND PRIZES

## SCHOLARSHIPS

In addition to a number of full and partial scholarships granted annually by the college, the following scholarships, which have been established by national and local organizations and individuals, are available to students:

*The Mr. & Mrs. Israel H. Albert Scholarship*: Established in memory of the parents of Mr. I. H. Albert.

*The Hyman I. Appleman Scholarship*: Established in 1936, in memory of his father, by Nathan Appleman.

*The Louis J. and Eva M. Bernstein Scholarship*: Established in memory of his parents by Zion D. F. Bernstein.

*The Grand Lodge Brith Sholom Scholarship*: Philadelphia, Pennsylvania.

*The Goldsmith Scholarship*: Established in 1936 by the Goldsmith family in memory of their father.

*The Miriam Gottlieb Aid Society Scholarship*: For 1937-1938.

*The Independent Order Brith Abraham Scholarship*: Established in 1931, for sons of members of the Independent Order Brith Abraham. At present there are five such scholarships.

*The Carl Laemmle Scholarship*: Established in 1936.

*The Maurice Levin Scholarship Fund*: Established in 1935. The number of scholarships is determined annually in accordance with the income from the fund.

*The Mount Moriah Lodge Scholarship*: One scholarship for the academic years 1936-1940. Open to a son of a Mason.

*The Jennie Oltarsh Scholarship*: Established in 1936 in memory of his mother by Moe Oltarsh.

*The Samuel Price Scholarship*: Established in 1937 by Arthur Price in memory of his father.

*The Otto A. Rosalsky Scholarship*: Established in his memory by friends of the late Judge of the Court of General Sessions of New York State, Judge Otto A. Rosalsky, for many years a devoted director of the Yeshiva and Yeshiva College.

*The Royal Lodge (No. 198) Brith Sholom Scholarship*: For 1937-1938, New York City.

*The Sarah Taube Dvorah Scher Scholarship*: Established in 1931 by the Scher family in memory of their mother.

*The Maria Brown Schulberg Scholarship*: Established in 1936, in memory of his mother, by B. P. Schulberg.

*The Rose Travis Scholarship*: Established in 1937, in memory of his mother, by George Travis.

*The Peter Wiernik Scholarship*: Established by the Board of Directors of the Yeshiva and Yeshiva College to commemorate the memory of Peter Wiernik, who was a devoted director for a quarter of a century.

*The Yeshiva College Women's Organization of Cincinnati Scholarship*: One scholarship for \$250.00.

#### PRIZES

The following prizes are awarded annually at Commencement:

*The Jewish Academy of Arts and Science Medal*: To the Senior who ranks highest in the studies of his entire college career.

*The First Hungarian Society of New York Medal*: For excellence in Modern Languages.

*The Hapoel Hamizrachi of America Medal*: For interest and activity in religious-national work.

*The National Council of Young Israel Organizations Medal*: For excellence in History and Social Sciences.

*The Histadruth Ivrit Prize*: A select library of Hebrew Literature for excellence in Hebrew language and literature.

*The Peter Wiernik Medal*: Given by Scripta Mathematica to a Junior for excellence in Mathematics.

*The Women's Branch of the Union of Orthodox Jewish Congregations of America Medal*: To the student who ranks highest in the studies of the last year.

*The Yeshiva College Alumni Medal*: To the Junior who ranks highest in all his studies.

*The Yeshiva College Women's Organization Award*: For greatest proficiency in Talmud.

*The Jane Fischel Memorial Prize*: For the best essay on the "Philosophy or Message of Orthodox Judaism."

*The Samuel C. Lamport Prize*: For excellence in Ethics.

*The Manishevitz Award*: For proficiency in Philosophy.

*The Louis Surut Award*: For excellence in Mathematics.

## STUDENT WELFARE

### HEALTH

Annually, thorough physical examinations check the health of the students, and periodic observations, with free medical advice and aid, help to insure that the physical condition of the student body is properly maintained.

### ADVISOR PLAN

Every student, in a group not exceeding twenty, is associated with a faculty member as personal Advisor, so as to secure the close contact with a mature personality that will help to guide and properly ripen his developing character. The Advisor will remain as mentor and friend throughout the student's stay in the College, affording him ready counsel in all the problems of college life, and advising him in the selection of a course of study in harmony with the student's temperament, aptitudes, aims, and needs.

### EXTRA-CURRICULAR ACTIVITIES

Through the social life of the dormitories, and in many other ways open to the non-resident student, Yeshiva College affords ample opportunity for furthering the extra-curricular interests of the student. Societies and clubs give scope for enthusiasts in various fields of interest, from current events and drama to science and health; while the several college publications provide avenues of expression for those inclined toward journalism or literature. The chess team and the debating team have established excellent records in competition among the colleges of the metropolitan districts. Through basketball, baseball, and other games, in both extra-mural and intra-mural activity, the athletic proclivities of the students are developed and given scope.

The students, through their Yeshiva College Students Council, exercise self-government in the development of these many aspects of their college life, and while gaining knowledge, health, and recreation, acquire a fuller understanding and practice of self-guidance and control, and of cooperative endeavor.

These many activities permit the student to consult his inclination and taste, while joining in association with his fellow-students, to the promotion of good health and fellowship, and the strengthening of the characteristics of honesty and true sportsmanship.

## COURSE OF STUDY

## PRESCRIBED WORK

In addition to the study of languages, the prescribed college work aims to present the tools of knowledge. Certain general courses are so planned as to acquaint the student with the principles and facts that underlie the general fields of study essential to the development of understanding of man in relation to his human and natural environment, and basic for further pursuit of study in the particular fields of the student's later choice. The prescribed courses are therefore to fill the program of the student's earlier years in the college. No elective course may be programmed before the required courses in the same department. Because of the heavy load of combined studies carried by the students, there will be a lighter load of academic subjects allowed for the first two years of a student's enrolment. If, however, he shows, by maintaining a B average in all departments of the institution, that he is capable of carrying a full program and doing creditable work, the student is permitted to register for sufficient courses in the last two years to enable him to graduate in the normal span of four years.

<i>Subject</i>	<i>Hours per week</i>	<i>Credit</i>
English 1-2 .....	2	4
English 3-4 .....	3	6
Speech 1, 2, 3, 4 .....	2	4
Language 1-2, 3-4 .....	3	12
(Continuation of high school language)		
Mathematics 1-2 .....	4	8
History 1-2 .....	3	6
Science 1-2 .....	6	7
(Biology, Chemistry, Physics)		
Health Education 1, 2, 3, 4 .....	3	4
Philosophy 1-2, 3-4 .....	3	12
Psychology 1 .....	3	3
Fine Arts 1, 2 .....	2	2

There are further required the following subjects in the Department of Jewish Studies (Students of the Teachers Institute will take corresponding courses within the Institute). A maximum of two credits per semester to a total of sixteen, will be allowed for these courses.

Bible 1-2, 3-4, 5-6, 7-8

Hebrew 1-2, 3-4, 5-6

History 101-102, 103-104, 105-106, 107-108

Philosophy 101-102, 103-104

Talmud: Courses in the Talmud are adapted to the previous training of the individual student.

Special preparatory courses are provided for students with inadequate preparation in Jewish Studies.

#### ELECTIVE WORK

In pursuance of its aim to give its students a broad and liberal training for life, Yeshiva College emphasizes the humanities in its curriculum. By the application of the group system of electives, it aims to secure both breadth and depth of thought, to combine the advantages of concentration and wide survey, together with a spiritual outlook that will direct and properly sustain the acquired power.

Every student is required to plan in the Sophomore year, with the guidance of his Advisor, a tentative program for the remainder of his college terms. This program shall include 36 credits of concentrated studies, as approved by the Advisor and the Chairman of the student's major division, in which at least 24 of these points (which may include Freshman and Sophomore subjects) must be taken.

The fields of study for concentration purposes are as follows:

- (a) *English Language and Literature*
- (b) *Foreign Languages and Literatures*
- (c) *History and Social Sciences*
- (d) *Mathematics and Natural Sciences*
- (e) *Philosophy; Psychology; Education.*

#### REQUIREMENTS FOR GRADUATION

Every candidate for the degree of Bachelor of Arts or Bachelor of Science must complete prescribed and elective courses amounting to 128 credits, in addition to an approved program of Jewish Studies. Of the prescribed work in this department, a maximum of 2 credits per semester, to total 16 points, may be credited toward the required 128.

The candidate must maintain a grade above D in two-thirds of his studies.

The student's choice of departments of concentration, and of all electives, must be made in consultation with the student's Advisor, and approval of the Chairman of the fields of studies involved. No elective course may be taken or dropped without such sanction.



## COURSES OF INSTRUCTION

Departments are listed alphabetically under the six fields of study. *Courses numbered from 1-10 and 101-110 are required.*

Semester courses are indicated by one number (e.g. ENGLISH 11); year courses, by two (e.g. ENGLISH 1-2).

## ENGLISH LANGUAGE AND LITERATURE

## ENGLISH

ENGLISH 1-2 Composition and Rhetoric. The aim of this course is to give training to the correct and effective use of English. Special attention is paid to word analysis and choice of words, to sentence and paragraph structure. Frequent themes emphasizing these elements of composition are required. Emphasis is laid on clear thinking as the basis of lucid and coherent expression, and the work is directed toward the development of the student's powers of observation, reflection, and co-ordination, as well as his command of formal correctness. Special stress is laid upon the four types of composition, Narration, Description, Exposition, and Argumentation.

Two hours; 4 credits.

ENGLISH 3-4. Introduction to the History of English Literature. An outline of the history of English Literature from the Anglo-Saxon to our own day, accompanied by a study of masterpieces illustrating the various literary periods. Part of the time is given to a consideration of the most important American authors. Considerable outside reading, and special attention to the English versions of the Bible, particularly the King James Version.

Three hours; 6 credits.

ENGLISH 11. Shakespeare. The histories and comedies. With supplementary reading among his contemporaries.

Two hours; 2 credits.

ENGLISH 12. Shakespeare. The tragedies.

Two hours; 2 credits.

ENGLISH 13-14. The Renaissance. A survey of the literature of the period from Wyatt and Surrey to Milton. The Development of the drama. The growth of prose. Poetic experiment and achievement, emphasizing Spenser, Shakespeare (as a poet) and Milton.

Two hours; 4 credits.

ENGLISH 17-18. The Modern English Novel. A survey of the novel from the beginning of the Nineteenth Century to the present time. Romanticism and realism in fiction; the political, sociological, and psychological novel; the philosophical novel and

the novel as literary art. Contemporary novelists are discussed, including Wells, Galsworthy, Bennett, D. H. Lawrence, and Aldous Huxley.

Three hours; 6 credits.

ENGLISH 19. Contemporary Literature. This course aims to guide students along the many roads of the literature of the twentieth century, emphasizing the more conspicuous literary schools and styles of the present day.

Two hours; 2 credits.

ENGLISH 21-22. American Literature. Survey of American Literature from Colonial times to the present, with consideration of the main currents of theory and practice, and of the influence of other literatures, especially English, upon American authors. Wide reading in poetry and prose.

Two hours; 4 credits.

ENGLISH 31-32. World Literature. The Great Classics. This course requires the reading of a series of the world's masterworks. These are traced in chronological succession, so as to make the course a general history not only of literature but of the development of civilization and the growth of human thought.

Three hours; 6 credits.

ENGLISH 33. Comparative Literature of Northern Europe. The main currents of literary life in Germany, Russia, and the Scandinavian countries during the nineteenth century.

Two hours; 2 credits.

ENGLISH 34. The Literatures of Northern Europe in the Twentieth century.

Two hours; 2 credits.

ENGLISH 41. Elementary Anglo-Saxon. Study of the grammar of Anglo-Saxon with readings in Anglo-Saxon literature. Consideration of the relation of Anglo-Saxon to modern English.

Two hours; 2 credits.

ENGLISH 42. Beowulf. With supplementary reading of other Anglo-Saxon poetry.

Two hours; 2 credits.

Prerequisite English 41.

ENGLISH 43. History of the English Language. A survey of the history of English sounds, inflexions, words, and sentences.

Two hours; 2 credits.

ENGLISH 44. Syntax and style. A study of present English usage and a variety of styles of modern English prose.

Two hours; 2 credits.

ENGLISH 45. Literary Technique. A consideration of problems of expression and of literary style, in the various forms of literary composition; drama, poetry, novel, essay, etc. Study of representative works, and considerable practice in the various literary forms.

Two hours; 2 credits.

ENGLISH 46. Advanced Composition. Practice in expression; putting the student's power at the service of professional need or creative inclination. Emphasis on the essay. Consideration of technical elements and points of style, with discussion adapted to the needs of the student.

Two hours; 2 credits.

#### SPEECH

SPEECH 1. To develop effective speech habits is the aim of this course. Each student's speech will be analyzed, defects pointed out, suggestions for improvement made. Sufficient study of breathing, voice, production, articulation, and other aspects of speech will be made to form a sound basis for practical development. A record of each student's speech will be made.

Two hours; 1 credit.

SPEECH 2. Problems of delivery and platform performance will be stressed while the development of good speech habits continues. Constant practice in reading will be augmented by the declamation of speeches from literature.

Two hours; 1 credit.

Prerequisite: Speech 1.

SPEECH 3. This course is devoted to instruction and practice in the preparation and extemporaneous delivery of speeches which propose reasoned solutions to problems of public interest. The aim is to develop the student's capacity to think while before an audience and to express himself clearly and forcefully.

Two hours; 1 credit.

Prerequisite: Speech 2.

SPEECH 4. The aim of this course is to further the ability of the student to speak extemporaneously. In addition, a study of parliamentary procedure leads to practice in the conduct of meetings. Symposia on various topics provide practice in the preparation and delivery of carefully planned talks as well as impromptu speaking.

Two hours; 1 credit.

Prerequisite: Speech 3.

SPEECH 11-12. Extemporaneous Speaking. Practice in extemporaneous speaking, with emphasis on the improvement of vocal quality and the effectiveness of the speech through the resources of the personality of the speaker.

One hour; 2 credits.

Prerequisite: Speech 4.

SPEECH 13-14. Speech Composition. A course in speech composition, involving an analysis of the form of representative types of speeches. This will serve as the basis of practice in delivering various types of speeches.

One hour; 2 credits.

Prerequisite: Speech 11-12.

SPEECH 15. History of Public Speaking. Beginning with the oratory of Greece and Rome, this course traces the history of British and American eloquence through the 18th and 19th centuries down to the present time. Important speeches of the greatest orators will be presented.

Two hours; 2 credits.

Prerequisite: Speech 4.

SPEECH 16. English Phonetics. After an introduction to phonetics as a descriptive science of spoken language, the student is guided through a careful analysis of the sounds of English speech. Detailed studies of the actual speech of individuals are made.

Two hours; 2 credits.

Prerequisite: Speech 4.

SPEECH 17. Theory of Argumentation. A careful consideration of the theory that underlies the art of argument is undertaken. The different forms of reasoning are studied through specimen illustrations, until the student is able to classify any argument and indicate its vulnerable points.

Two hours; 2 credits.

Prerequisite: Speech 4.

## FOREIGN LANGUAGES AND LITERATURES

Elementary courses in French, German, and Latin are offered to students who wish to begin the study of these languages. These are electives, for three hours, 3 credits each semester.

The courses listed as 1-2 in these languages presuppose three years' study in the high school.

### FRENCH

FRENCH 1-2. Intermediate Course. Intensive review of grammar, selected readings, exercises in composition and conversation.

Three hours; 6 credits. Open to Freshmen who offer three years of French at entrance.

FRENCH 3-4. Survey of French Literature. *First Semester*; general introductory material from the beginning of French Literature through the Renaissance, with special emphasis on the Classical period of the seventeenth century, the drama of Corneille, Racine, and Moliere, with the literary and intellectual currents of the eighteenth century, as manifested in the works of the Encyclopedists. *Second Semester*; from Rousseau through the Romantic school to the modern period including the Realistic move-

ment with special emphasis on the work and influence of Mme. de Staël, Chateaubriand, Lamartine, Hugo, Balzac, Flaubert, and Zola. Wide reading in the prose, the poetry, and the drama of these periods.

Three hours; 6 credits. Prerequisite: French 1-2.

FRENCH 11. Contemporary French Literature. This course covers the present aspects of French political, social, and literary activity, the tendencies in French poetry and prose of the last fifty years. Wide reading among the authors discussed, with frequent reports based upon supplementary reading.

Three hours; 3 credits. Prerequisite: French 4.

FRENCH 12. The Modern Novel. A study of the history of the novel with special emphasis on the modern period. Several novels will be read during the semester. Lectures, reports, and discussion in French.

Three hours; 3 credits. Prerequisite: French 4.

FRENCH 13. Modern Drama. Study of the drama of the Romantic, Realistic and Contemporary periods. Reading of representative plays. Lectures, reports, and discussions in French.

Three hours; 3 credits. Prerequisite: French 4.

FRENCH 21. Advanced Composition. A course in oral and written French, stressing contemporary practice. Selected reading from modern writers. Frequent exercises in translation, in composition, and in conversation. Speeches in French. The use of idioms, and the appreciation of fine shades of meaning, will be emphasized. Conducted in French.

Three hours; 3 credits. Prerequisite: French 4.

### GERMAN

GERMAN 1. Prose composition, with review of grammar, and considerable practice in spoken German. Readings in Heine. Three hours; 3 credits. Open in the Freshman year to students who offer three years of German at entrance.

GERMAN 2. Prose composition continued. Readings in Lessing, Goethe, and Schiller.

Three hours; 3 credits. Prerequisite: German 1.

GERMAN 3-4. German Literature of the Nineteenth Century. Study of the more important writers; the interrelation of literature and life; reading of texts selected from the best prose writers and poets. Individual reading and reports. Conducted entirely in German.

Three hours; 6 credits. Prerequisite: German 2.

GERMAN 11. Contemporary German Literature.  
Three hours; 3 credits. Prerequisite: German 4.

GERMAN 12. Goethe's Faust.  
Three hours; 3 credits. Prerequisite: German 4.

#### GREEK

GREEK 11-12. Elementary Greek, for students who have offered Latin or a modern foreign language at entrance. Grammar and composition throughout the year. Portions of Xenophon's *Anabasis*, second semester.

Three hours; 6 credits.

GREEK 13-14. Homer. Selections from the *Iliad* and *Odyssey*; drill in Homeric forms and syntax.

Three hours; 6 credits. Prerequisite: One year of college Greek.

GREEK 15-16. Selections from Plato, especially the *Apology*, *Crito* and *Phaedo*. Sight reading from Herodotus and Xenophon. Drill in Ionic forms and syntax.

Three hours; 6 credits. Prerequisite: Greek 13-14.

GREEK 17-18. Greek Civilization. A consideration of Greek civilization, emphasizing the contacts between the Jews and the Greeks from Alexander to Caesar; Greek Social and religious antagonism to the Jews; Greek distorted conceptions of Jewish life and religion. Philo's *Legatio ad Gaium* and *in Flaccus*, and Josephus' *Contra Apionem* are studied in detail as to content and sources with further reading and seminar reports.

Three hours; 6 credits. Prerequisite: Greek 13-14.

GREEK 19. Bible Greek. A study of the Septuagint Version of the Bible, with especial attention to the linguistic aspects of Biblical Greek.

Three hours; 3 credits. Prerequisite: Greek 13-14.

#### LATIN

LATIN 1-2. Vergil. Vergil's *Aeneid*, Books 1, 2, 4, 6 and selections from the other books. Survey of Latin prosody.

Three hours; 6 credits. Open to Freshmen who offer three years of Latin at entrance.

LATIN 3. Cicero; *De Senectute*.

Three hours; 3 credits. Prerequisite: Latin 2.

LATIN 4. Horace. Horace's *Odes* and *Epodes* are studied from a literary standpoint. Some of the *Satires* and *Epistles* are also studied.

Three hours; 3 credits. Prerequisite: Latin 3.

LATIN 11. Latin Comedy. Two comedies of Plautus or Terence are studied with attention to the peculiarities of colloquial Latin, and to the relation of Plautus or Terence both to their Greek originals and to modern comedy.

Three hours; 3 credits.

Prerequisite: Latin 4.

LATIN 21. Roman History. A comprehensive view of Roman historical literature. Annals of Tacitus, and readings from Sallust and Livy. Collateral topics on the political, social, and literary conditions of ancient Rome.

Three hours; 3 credits.

Prerequisite: Latin 4.

LATIN 31. Roman Philosophy. *De Natura Deorum*, the *Tusculan Disputations*.

Three hours; 3 credits.

Prerequisite: Latin 4.

LATIN 41-42. The Roman World and the Jews. Jewish contact with Rome from the time of the Hasmoneans; Pompey, Herod, and the Romans. The War of 68 C.E.; the Bar Kochba uprising; Origin, history, and organization of the Jewish community in Rome; expulsion under Tiberius and Claudius. Jewish inscriptions in catacombs and cemeteries in Rome. Misrepresentations of Jewish life and religion in Roman literature. Cicero, Horace, Juvenal. Intensive reading of texts; Dio Cassius; study of sources, reports.

Three hours; 6 credits.

Prerequisite: Latin 4.

## HISTORY AND SOCIAL SCIENCES

### HISTORY

HISTORY 1. History of Civilization; Ancient and Medieval. This course aims to give an outline of cultural and material development of mankind from the dawn of history to the year 1500. Class discussions are based upon several volumes dealing with various aspects of man's development.

Three hours; 3 credits.

HISTORY 2. History of Civilization; Modern. This course is a continuation of History 1, and traces the evolution of the political, economic, social and intellectual life of the world from the sixteenth century to the present time.

Three hours; 3 credits.

Prerequisite: History 1.

HISTORY 14. Medieval Culture. A study of the background of, and the transition to, medieval civilization; the leaders and main currents of life and thought in the Middle Ages.

Three hours; 3 credits.

HISTORY 15. The Renaissance. A study of social, political, and religious changes during the fourteenth, fifteenth and sixteenth centuries.

Three hours; 3 credits.

HISTORY 21. English Constitutional History. (See Political Science 21).

Three hours; 3 credits.

HISTORY 22. Social England. A study of the social foundations of England from 1600 to 1750. Special emphasis is laid on the progress of the middle class and on the cultural aspect of English nationalism.

Three hours; 3 credits.

HISTORY 23. European History, 1870-1914. This course will treat in some detail the major problems which have confronted the European states after 1850, such as Nationalism, Democracy, the New Industrial Revolution, and Imperialism.

Three hours; 3 credits.

HISTORY 24. Colonial expansion in the nineteenth and twentieth centuries. A study of the factors which led nations to seek colonies; the resulting international complications; the conflict of cultures and the consequent effects; the world war and colonial conditions; and international attempts to deal with these problems.

Three hours; 3 credits.

HISTORY 25. The World War. In this course a study is made of the economic rivalries, conflicting territorial ambitions, and military alliances as causes of the war. The military events of the war are briefly surveyed. The reactions of the war on this country are noted.

Three hours; 3 credits.

HISTORY 26. Europe Since 1918. This course begins with a consideration of the territorial and economic provisions of the peace treaties drafted at the close of the World War. The post-war problems of reconstruction, the work of the League of Nations, and the political and economic conditions of the European nations since the war are studied.

Three hours; 3 credits.

HISTORY 31. American Colonial and Revolutionary History. The aim here is to trace the development of the American nation in its earlier periods rather than to deal with details of the history of the individual colonies. Emphasis is laid on the growth of our governmental forms and special characteristics indicating the influence of European institutions upon those of America.

Three hours; 3 credits.



HISTORY 35. History of the United States, 1865-1900. This course treats of the reconstruction of the United States after the Civil War and of the economic, political and social development of the country to the close of the century.

Three hours; 3 credits.

HISTORY 36. History of the United States, 1900-1937. The economic development of the United States in the first quarter of the twentieth century, the emergence of the United States as a world power, and some of the significant domestic and foreign problems which confronted the country constitute the subject matter of this course.

Three hours; 3 credits.

HISTORY 101-102. Jewish History of the Second Commonwealth to the Codification of the Mishnah. The process of the development of Judea, the formative spiritual forces and the fundamental features of the social and political organizations of Judea originating in Persian and Greek eras. The Hasmonean uprising and its influence on subsequent Jewish history. The spread of the Diaspora. The political and social position of the Jews in the Diaspora and their religious life. The struggle with Rome in the final political stages of Judea and, accompanying them, the acts and works of the Tanaitic teachers leading to the codification of the Mishnah.

Two hours.

HISTORY 103-104. Jewish History: The Talmudic and Gaonic Times. The rise of the center in Babylonia as a result of the codification of the Mishnah and political conditions of the Jews in Palestine inaugurating the Amoraic Period. The Babylonian Academies where the Babylonian Talmud was shaped. Their relation to the Academies in Palestine. The codification of the Jerusalem and Babylonian Talmudim. The Saboraim and their works. The influence of the Mohammedan conquests on the Jewish communities in Babylonia, Palestine, Africa, Spain, and France. The Gaonim. The Karaites. The rise of Jewish centers in Spain and France.

Two hours.

HISTORY 105-106. Jewish History: The Middle Ages. The Jewish centers in Spain and France; their distinguishing characteristics and spheres of influence. The era of the literary and intellectual renaissance in Spain. Maimonides of Spain; Rashi and the Tosafists of France. The advent of the Crusades, the invasion of the Almohades, and the resulting civil, economic, and geographic changes. The inner life of the communities, the Rabbinical Assemblies in France, and the local Takanoth in Spain, un-

der the growing violence of religious intolerance and the wholesale and frequent massacres and expulsions in Western and Central Europe. The recurrent Aliyahs to Eretz Israel. The rise of the Jewish communities in Poland and Lithuania and their charters of rights. The religious teachers in Spain and Germany. The expulsion of the Jews from Spain.

Two hours.

HISTORY 107-108. Jewish History: The Modern Times. The rise of religious centers in Poland, Turkey, and Palestine. The Central Councils in Poland. The flight of the Marranos from Portugal resulting in the rise of communities in Holland, on the American continent, and in England. The massacres in Poland and pseudo-messianic movements. The rise of Hasidism in Poland and the Haskalah movement in Germany. The struggle in Western and Central Europe for civil equality and its attending movements. The rise of Hibath Zion. The Jewish communities under the Russian rule. The Pale. The Haskalah movement. The rise of the Yeshivoh in Lithuania. The "massacre of the eighties" and the mass emigrations to America. The beginning of the Yishub in Palestine. The Zionist movement. The Balfour Declaration and its incorporation in the mandate of Palestine.

Two hours.

HISTORY 111-112. Contemporary Jewish Movements. This course is devoted to an intensive study of the history, development, and philosophies of contemporary Jewish movements; Zionism, Mizrachi, Agudath Israel, Nationalism, Conservative and Reform Judaism.

Two hours.

HISTORY 121-122. Jewish History: Eretz Israel. The geography and history of Eretz Israel; geological formations; flora and fauna; Eretz Israel after the Destruction of the Second Commonwealth and under the Arabs; the Crusades; pilgrimages and settlements; contemporary Eretz Israel; population; colonization; political and economic conditions under the British mandate.

One hour.

### ECONOMICS

ECONOMICS 11. Economic Principles and Problems. This course is designed to provide the student with a fundamental knowledge of the economic structure of modern society, both from the individual and the social view points. The underlying principles will be analyzed and illustrated by reference to current problems. Among the institutions considered are: business organization, factors of production, division of labor, price mechanism,

economic rent, interest, wages, profit, and the elementary problems of money and banking.

Three hours; 3 credits.

**ECONOMICS 12.** Current Economic Problems. The purpose of this course is to acquaint the student with current economic problems in the United States. Among the institutions and problems discussed are public finance, public utilities, business cycles, international trade, labor problems, and the economic philosophies of Communism, Socialism, and Fascism.

Three hours; 3 credits. Prerequisite: Economics 11.

**ECONOMICS 13.** History of Economic Institutions in the United States. A study of the evolution of American economic life, with special emphasis on the development after 1860 and present-day problems. The evolution and changing trend presented in the various stages: agriculture, manufacturing, trusts, banking, foreign trade, labor movements, and other problems will be analyzed and discussed.

Three hours; 3 credits.

**ECONOMICS 14.** History of Economic Thought. A survey of the development of economic theory in antiquity (Hebrew, Greeks, Romans); Middle-Ages; Mercantilism; Physiocrats; Classical economists (Smith, Ricardo, Mills); French Socialists (St. Simon, Lismondi); Socialists (Marx, Engels); historical school (Knies, Hildebrandt, Schmoller).

Three hours; 3 credits. Prerequisite: Economics 11-12.

**ECONOMICS 15.** Contemporary Economic Thought. A critical examination of current economic theories in the United States (J. B. Clark, Veblen, Mitchell, Davenport); England (A. Marshall, Hobson); Italy (Panetto); Sweden (Cassel); France; Germany; Austria; and a consideration of the relation between economics and other fields of social thought. Attention will be paid to leading economic writers and their place in the development of economic theory.

Three hours; 3 credits. Prerequisite: Economics 11-12.

#### POLITICAL SCIENCE

**POLITICAL SCIENCE 11.** American Government. Political Science. A survey of the more important principles of political science, and the evolution of government; of theories of state, of law and juridic institutions. The course also deals with national, state, and municipal government, as they have developed in this country.

Three hours; 3 credits.

POLITICAL SCIENCE 12. Constitutional Development of the United States. A thorough study of the Constitution of the United States, its inspiration, adoption, interpretation, and development. The Supreme Court and the Constitution. The development, organization, and activity of political parties. State and Federal government. Wide readings, and reports.

Three hours; 3 credits.

POLITICAL SCIENCE 21. English Constitutional History. This course deals with the legal and governmental institutions of the Anglo-Saxon; effects of the Norman Conquest; the rise of the Tudors; and the English Constitutional development up to the present time.

Three hours; 3 credits.

POLITICAL SCIENCE 32. Comparative Government. A comparative study is made of the more important governments of Europe, including Great Britain, France, Italy, Switzerland, and Germany, with brief consideration of the governments that have developed since the World War. The government of the United States is kept constantly in mind, as a basis of comparison and contrast.

Three hours; 3 credits.

POLITICAL SCIENCE 33. International Relations. International organizations and the factors contributing to the rise of international government. The World Court and the League of Nations.

Three hours; 3 credits.

POLITICAL SCIENCE 34. International Law. The nature, scope, sources, subjects and objects of international law. The Procedural Law of Intervention and the Law of World Organization.

Three hours; 3 credits.

#### SOCIOLOGY

SOCIOLOGY 11. Elements of Sociology. This course begins with a consideration of the social history of the individual, as the basis of an understanding of the nature and relations of social facts, institutions, forces, and processes. Current social movements and theories are surveyed in the light of the principles studied.

Three hours; 3 credits.

SOCIOLOGY 12. Applied Sociology — General problems. Social Ideas and Problems in Modern Life and Literature. This course aims to study present-day social movements as expressed

in the most important works of European and American thinkers and writers, correlating the literature with the life of our day. Especial attention is given to a survey of the tendencies in modern civilization that make for social conflict or harmony, as well as the wide problems of unemployment, imperialism, war, and peace, as they find expression in the most significant contemporary European and American literature.

Three hours; 3 credits.

SOCIOLOGY 13. Applied Sociology — The Field of Social Work. The problem and the chief agencies of social service. Field work, visits to organizations and institutions, etc.

Three hours; 3 credits.

SOCIOLOGY 14. Applied Sociology — Methods of Social Research. A study of the methods of obtaining and interpreting sociological data. Consideration of the techniques and case-studies, statistics, social survey, questionnaires, etc. Actual problems will be studied by the individual students.

Three hours; 3 credits.

SOCIOLOGY 21. Race Problems in the United States. A study of the evolution of migration. Immigration problems. Racial prejudice and avenues of inter-racial harmony.

Three hours; 3 credits.

SOCIOLOGY 31-32. Jewish Sociology. Beginning with an analysis of the fundamental concepts of Jewish society like race and nationalism, the course proceeds to an examination of Jewish organizations and institutions of the past and present in the light of social perspective. The family, the synagogue and school, the ghetto, and social stratification, are among the subjects considered.

During the second semester, present day Jewish society is studied. Modern Jewish nationalism, assimilation, anti-Semitism, Zionism, and the influence of these phenomena on the course and development of present day Jewish life receive major attention. On the practical side, consideration is given to community needs and the social agencies that serve them.

Two hours; 4 credits.

## JEWISH STUDIES

For courses in Jewish History, Philosophy, Education and Sociology, see the respective general departments. All such courses are numbered 101 and above.

The courses in the study of the Talmud are not listed, being offered in the Yeshiva and the Teachers Institute, and adapted to the previous training of the individual student.

## BIBLE

BIBLE 1-2. Proverbs. Reading of text. Philological and exegetical analysis.

Two hours.

BIBLE 3-4. Psalms. Reading of text. Exegetical and historical evaluation. Study of Midrashic sources.

Two hours.

BIBLE 5-6. Job. Reading of text. The Wisdom philosophy and its searching problems enunciated in Job, its traces, and its re-examination in later Jewish literature.

Two hours.

BIBLE 7-8. Isaiah. Reading of text. Studies in the exegesis of the text of early and late Jewish commentaries and Targum. The historical background of some of the prophecies. The eternal teachings of the prophets.

One hour.

BIBLE 11-12. Aramaic. The Aramaic portions of Daniel and Ezra; the Assuan and Elephantine papyri; other papyri and inscriptions; the Aramaic versions of the Bible. During the second semester, the grammar of the Babylonian and the Palestinian Talmudim is studied.

One hour.

## HEBREW LANGUAGE AND LITERATURE

HEBREW 1-2. Hebrew Grammar and Composition. The rules governing the gender, case and declension of the noun. The verb and its divisions. Readings from modern Hebrew Literature.

Two hours.

HEBREW 3-4. Medieval Hebrew Prose and Poetry. Reading of typical works of Jewish authors and poets of the Medieval Age. Studies in the types of prose and poetry of that period.

Two hours.

HEBREW 5-6. Modern Hebrew Literature. Reading of works of modern Hebrew authors and poets. Study of the influences of movements in Jewish life in modern times which mark the stages of the history of modern Hebrew literature.

Two hours.

HEBREW 11-12. History of Hebrew Grammar. The history of the grammar and syntax of Hebrew; varieties of construction and idioms. Extensive readings in medieval and modern Hebrew grammatical literature, with essays and reports.

Three hours.

## MATHEMATICS AND NATURAL SCIENCES

## MATHEMATICS

MATHEMATICS 1-2. Mathematical Analysis. This is a general survey course in mathematics covering the principles underlying and the rudiments of Advanced Algebra, Solid Geometry and Analytical Geometry. These subjects are presented in a unified manner, so that mathematics as a single field of study is set in its proper relationship with other fields of scientific endeavor.  
Four hours; 8 credits.

MATHEMATICS 11-12. Calculus. Differential and Integral Calculus, with consideration of their applications. Special methods of integration. The definite integral and its application to geometry, physics, and mechanics.  
Three hours; 6 credits.

MATHEMATICS 13. Differential Equations. Elementary Course. Ordinary Differential Equations. Applications to problems in Physics and Geometry.  
Three hours; 3 credits.

MATHEMATICS 14. Differential Equations. Advanced Course. Equations in more than two variables. Introduction to partial Differential Equations. Special problems.  
Three hours; 3 credits.

MATHEMATICS 15. Theory of Numbers. The properties of integers and the methods of algebra and calculus available in their study.  
Three hours; 3 credits.

MATHEMATICS 16. Projective Geometry. An introductory course dealing with the principle of duality, harmonic rating, homologous configurations and the application of their properties to curves of second order and class.  
Three hours; 3 credits.

MATHEMATICS 17. Theory of Functions of a complex variable, with geometric and physical applications.  
Three hours; 3 credits.

MATHEMATICS 18. Theory of Equations: Properties of polynomials. Graphic representation. Maximum and minimum values. Roots of equations, real and imaginary. Rule of signs. Limits of roots. Roots and coefficients. Symmetric functions of the roots. Transformation of equations. Solutions of equations. Determinants.  
Three hours; 3 credits.

MATHEMATICS 21-22. History of Mathematics. A consideration of some of the classical problems of mathematics, such as the trisection of the angle, the duplication of the cube, and the quadrature of the circle; with special reference to the influence which the attempts at solution of these problems have had on the development of mathematics. Attention will also be given to the Jewish contribution to mathematics.

Three hours; 6 credits.

### BIOLOGY

BIOLOGY 1-2. General Biology. An introduction to the study of living organisms and the basic principles of biology. Special emphasis will be placed on forms selected from the different plant and animal groups.

Two lectures, one recitation, and three laboratory hours; 7 credits. One year of science is required.

BIOLOGY 11-12. General Botany. The structure (morphology) physiology, ecology, distribution and life history of representative plants from the more important groups.

One lecture, two recitations, and three laboratory hours; 7 credits.

BIOLOGY 13-14. General Zoology. The structure, physiology, classification, and distribution of the lower (invertebrate) forms of animal life. General problems of zoology; habits, adaptation, heredity. The relationship of the various groups of vertebrates; the comparative anatomy of various systems of organs, and questions relating to their origin, development, and inheritance.

One lecture, one recitation, and four laboratory hours; 7 credits.

BIOLOGY 15-16. General Bacteriology. The structure and functions of bacteria; the basic principles of bacteriological technique.

One lecture, one recitation, and four laboratory hours; 7 credits.

BIOLOGY 17. Physiology. Beginning with a consideration of the physical and chemical structure of living matter, the various organ systems, such as the circulatory, respiratory, alimentary, urinary, nervous and reproductive, will be considered. The vitamins and endocrine glands will be viewed from the most modern standpoint. The anatomy of the various tissues of the body will be discussed briefly. While an attempt will be made to cover the general field of physiology, man will be used as the type where



possible, and in general, the human aspect of the subject will be emphasized.

Two lectures, one recitation and three laboratory hours; 3½ credits.

BIOLOGY 18. Comparative Anatomy of Vertebrates. The structure and significance of the various organic systems of different types of vertebrates.

Two lectures, one recitation, and three laboratory hours; 3 credits.

BIOLOGY 19. Embryology. The general process of animal ontogeny. Laboratory studies of the development of the frog, chick, rabbit.

One lecture, one recitation, and four laboratory hours; 3 credits.

BIOLOGY 20. Histology. The microscopic study of the various tissues and organs of the vertebrate body; the technique of making microscopic preparations.

One lecture, one recitation, and four laboratory hours; 3 credits.

BIOLOGY 21. Genetics. Present-day problems of biology, including the laws of heredity, variation, mutation, artificial selection, inheritance of acquired characters. Extensive reading—thesis. Three hours; 3 credits.

BIOLOGY 31-32. General Physiology. Covers a series of lectures with experimental demonstrations on selected topics in natural sciences with particular reference to the Bible and Hebrew Literature.

One hour; 2 credits.

#### CHEMISTRY

CHEMISTRY 1-2. Elementary Inorganic Chemistry. The aim of this course is to give the student a thorough grounding in the science, and an acquaintance with scientific methods and laboratory technique.

Two lectures, one recitation, and three laboratory hours; 7 credits.

One year of a science is required.

CHEMISTRY 11. Qualitative Analysis. Instruction in the principles involved in the detection of unknown substances.

One lecture, one recitation, and six laboratory hours; 3½ credits.

Prerequisite: Chemistry 1-2.

CHEMISTRY 12. Quantitative Analysis.

One lecture, one recitation, and six laboratory hours; 3½ credits.

Prerequisite: Chemistry 1-2, 3.

CHEMISTRY 13. Organic Chemistry. The Chemistry of the Aliphatic Compounds.

Two lectures, one recitation and four laboratory hours;  $3\frac{1}{2}$  credits. Prerequisite: Chemistry 1-2.

CHEMISTRY 14. Organic Chemistry. The chemistry of the Aromatic compounds.

Two lectures, one recitation, and four laboratory hours;  $3\frac{1}{2}$  credits. Prerequisite: Chemistry 13.

CHEMISTRY 15-16. Physical Chemistry. This course covers the general laws of physical chemistry.

Three hours; 6 credits. Prerequisite: Chemistry 1, 2, 13, 14. Physics 1, 2. Mathematics 11.

### PHYSICS

PHYSICS 1-2. General Physics. A study of the general principles of Statics, Kinematics, Hydrostatics, Heat, Sound, Light, Electricity and Magnetism. Great stress is laid on laboratory work designed to help the student acquire the mastery of the general principles of Physics.

One lecture, two recitations, and three laboratory hours; 7 credits. One year of science is required.

PHYSICS 11-12. Introduction to Modern Physics. This course will deal with the Electron (determination of its mass and charge); cathode rays, positive rays, and x-rays; radioactivity; electron theory of matter; quantum theory of radiation, photo electric effect, and spectroscopy; the Compton effect, waves and particles. Davison-Germer experiment; elementary discussion of wave mechanics.

Two lectures, one recitation; 6 credits. Prerequisite: Physics 1-2.

### PHILOSOPHY; PSYCHOLOGY; EDUCATION.

#### PHILOSOPHY

PHILOSOPHY 1-2. History of Philosophy. A survey of the most significant types of thought from Thales to Kant. While the personalities of the various philosophers are referred to in this course, the emphasis will be placed upon the development and interconnection of ideas.

Three hours; 6 credits.

PHILOSOPHY 3-4. Introduction to Jewish and general Ethics. The Problem of Ethics. The principle of Polarity. Consciousness. The Problem of the Good, Efforts at Solution, Eud-

emonism (Hedonism), Value and Values, Progressive Ethics. Rigism. Criticism. Formalism. Moralism. Scepticism. Subjectivism. Relativism. The Good and the World. The Solution of the Problem. General Observations. The distinctive characteristics of Jewish Ethics. Its theory and practice. The Duties of Man toward his Creator. Between Man and Man. The Bible. The Tannaim. The Ethics of Bahya, of Jehudah Halevi, of Maimonides, Hasidism. Ethical Wills. Luzzatto. Ethical Training. Autonomy and Heteronomy. Law and Justice. The Strong and the Weak. Man and Woman. Jew and non-Jew. The Care of Animals. Civites Dei. The Messianic Era.

Three hours; 6 credits.

PHILOSOPHY 11. Modern and Contemporary Philosophy. This course is a continuation of Philosophy 1-2. It will deal with the development of German philosophy from Kant to Schopenhauer, the various forms of naturalism from Herbert Spencer to John Dewey, and of positivism of Comte and Meyerson.

Three hours; 3 credits. Prerequisite: Philosophy 2.

PHILOSOPHY 21. Logic and Scientific Method. In this course a careful study will be made of inductive and deductive logic.

Three hours; 3 credits.

PHILOSOPHY 31. Political and Social Philosophy. A survey of political and social theories from Aristotle to the present day. The course will concern itself with the analysis of the various interpretations of history, the nature of man, the relation of ethics to politics, and the historical functions of the state.

Three hours; 3 credits. Prerequisite: Philosophy 1-2, 11 and 21.

PHILOSOPHY 41-42. Philosophy of Science. A critical and historical analysis of the basic concepts of science and their metaphysical implications.

First semester. Greek and Medieval Thought.

Second semester: Modern and Contemporary Science.

Three hours; 6 credits.

PHILOSOPHY 101-102. Introduction to Jewish Philosophy. Content and general problems of Jewish philosophy. A general study of the main currents of medieval Jewish philosophy, with extensive reading of representative philosophical texts.

One hour.

PHILOSOPHY 103-104. Jewish Ethics. Exposition and discussion of Jewish ethical ideals; relation of man to God, of man to man; the distinct and distinctive ideals of Judaism. Reading

of Pirke Abot, selections from Agadic literature and Luzzatto's Mesilat Yeshorim.

One hour.

PHILOSOPHY 111-112. History of Jewish Thought. Consideration of Greek, Islamic, and Scholastic philosophy, in their relation to Jewish thought. Extensive outside reading; essays and seminar reports.

Two hours.

#### PSYCHOLOGY

Psychology 1 is prerequisite to all courses in psychology.

PSYCHOLOGY 1. General Psychology, a study of the basic facts of psychology. Instinct, emotion, sensation, and perception, habit and memory, imagination, reasoning, will, and personality are the main topics considered.

Three hours; 3 credits.

PSYCHOLOGY 11. Educational Psychology. A survey of the facts and principles of psychology as applied to education. Native endowment and nurture; habit formation; economy and technique in learning; thought processes. Application to problems of teaching and learning.

Three hours; 3 credits.

PSYCHOLOGY 12. Psychological Tests and Measurements. A consideration of the historical development of mental tests and the principles underlying their construction, standardization and interpretation. Illustrative tests from each of the following fields will be studied: (1) general intelligence tests; (2) personality tests; (3) educational achievement tests (4) tests of religious information and ethical discrimination; (5) tests of special aptitude.

Three hours; 3 credits.

PSYCHOLOGY 21. Experimental Psychology. The methods and techniques of the psychological laboratory. Perception, learning, memory, association, emotion, and motor and intellectual processes are studied in the laboratory. The outstanding results of current research are also considered.

One lecture and four laboratory hours; 3 credits.

PSYCHOLOGY 22. Applied Psychology. Problems of a psychological nature arising in business, in law, medicine, and in the other professions, and in the management of life.

Three hours; 3 credits.

PSYCHOLOGY 23. Abnormal Psychology. A review of main types of abnormal human behavior and a study of mental

mechanism, especially from the point of view of their social and cultural significance.

Three hours; 3 credits.

PSYCHOLOGY 24. Mental Hygiene. Discussion of the prevention of mental disease and individual maladjustments. Crime, education, recreation, and other social problems will be discussed from the point of view of mental hygiene.

Three hours; 3 credits. Prerequisite: Psychology 23.

PSYCHOLOGY 31. Social Psychology. A consideration of the factors upon which human adjustments depend. Especial attention is given to the formulation of a technique of training to be employed by teacher and parent.

Three hours; 3 credits.

PSYCHOLOGY 41. Physiological Psychology. A study of the bodily mechanism in its relation to the mental life. Problems: the nature of the "mind-body problem" and the scientific approach thereto; functions of the muscular, nervous and glandular systems; organic basis of thought, perception and emotion; nature of fatigue and its effect on physical and mental efficiency; mental abnormalities of physiological origin.

Three hours; 3 credits.

### EDUCATION

For courses in Educational Psychology and Tests and Measurements, see Psychology.

EDUCATION 11. History of Education. A critical survey of the backgrounds and ideals of education, and of educational theory and practice, among the principal nations.

Four hours; 4 credits.

EDUCATION 21. Philosophy and Principles of Education. A study of the broad foundations of educational doctrine, and of the principles contributed to education by biology, physiology, and sociology. The basic theory that should underlie techniques of teaching.

Three hours; 3 credits. Prerequisite: Psychology 11.

EDUCATION 31. Methods of Teaching and Class Management. Emphasis upon methods of teaching the major subjects of the elementary school curriculum.

Three hours; 3 credits. Prerequisite: Education 21.

EDUCATION 32. Methods of Teaching in Secondary Schools. The psychology of adolescence, and the principles and

methods of teaching the subjects in the secondary school curriculum, and practice teaching.

Two hours; 2 credits.

Prerequisite: Education 21.

EDUCATION 41. Methods of Teaching Hebrew in the Secondary Schools. The work is planned to help students who are preparing to teach Hebrew in the high schools. The underlying principles and methods of teaching Hebrew are treated systematically and in detail.

Two hours; 2 credits.

Prerequisite: Education 21.

Courses in the methods of teaching other subjects may, by special arrangements, be taken in Schools of Education of other metropolitan colleges.

EDUCATION 111-112. History of Jewish Education. Aims and problems; educational theories and practices in Rabbinic literature; the Yeshiboth in Babylonia and in Europe; the elementary Yeshiboth and the Jewish Day School in America. Content and ideals of Jewish education. Curricula, organization, and extra-curricular work. The problems of Jewish adult education.

Two hours.

## FINE ARTS

FINE ARTS 1. History and Appreciation of Art. A survey of important developments and examples in architecture, sculpture, painting, and other arts, with the aim of developing an understanding sense of value and recognition of the standards of various times, and a discriminating attitude in the experience of the student.

Two hours; 1 credit.

FINE ARTS 2. History and Appreciation of Music. A comprehensive introduction to the study of music as an art, requiring no previous knowledge of music. By means of abundant musical illustrations interpreted broadly by work, picture, and design, the course aims to present a few fundamental principles of listening and to build up a repertory of music which should be the possession of every generally cultured person. Throughout, the endeavor will be to increase the enjoyment of music rather than to build up a body of facts. Emphasis will be placed upon the types of music literature and the composers of music history.

Two hours; 1 credit.

## HEALTH EDUCATION

The work in this department consists of one hour of the study of hygiene, as described, and two hours of physical training.

HEALTH EDUCATION 1. Personal Hygiene. Lectures on

organic care. Formal exercises, apparatus work. Individual games and organized recreative activities.

Three hours; 1 credit.

HEALTH EDUCATION 2. Personal Hygiene continued. Recreational leadership. Group games. Organized team play. Skill on apparatus stressed. Continuation of graded exercises. Gymnastics, recreational games and competitive exercises.

Three hours; 1 credit. Prerequisite: Health Education 1.

HEALTH EDUCATION 3. Community Hygiene. Community Center activities and organization. Optional activities and sports. Corrective exercises adapted to individual needs and interests.

Three hours; 1 credit. Prerequisite: Health Education 2.

HEALTH EDUCATION 4. First Aid. Principles of Health and Physical Education. Intramural sports. Development of leadership in community center activities.

Three hours; 1 credit. Prerequisite: Health Education 3.

## ADULT EDUCATION

## EXTENSION COURSES

Under the auspices of Yeshiva College and sponsored by Young Israel, courses are offered throughout the academic year, in various fields of Jewish learning and culture. These courses, meeting in various centers of the city, are intended for the interested lay public. They emphasize the application of fundamental Jewish principles to the problems of life today.

Qualified students in these courses, teachers in the public schools of New York City, may upon satisfactory completion of the work be certified for "alertness credit" under the rulings of the New York City Board of Education.

## PUBLIC LECTURES

During the year, a number of lectures on subjects of Jewish and general interest, open to students of the Yeshiva and to the public, are given by members of the Faculty, or by visiting scholars, either at the College or in the Jewish communities of the metropolitan district. Announcements of topics and dates are made in advance, as the lectures are scheduled.

## LECTURE BUREAU

The Yeshiva College Lecture Bureau was organized in the Fall of 1937 in response to the urgent demand of many communities and organizations, throughout the land, who have felt the great desirability of being able to call upon lecturers or leaders of forums and discussion groups, masters in their respective fields, who bring the point of view of traditional Judaism to bear upon the urgent problems of our time.

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Through these services, and cooperation with several Jewish schools of learning, the Yeshiva and Yeshiva College hopes to contribute its share to the advancement of adult education.



## SCRIPTA MATHEMATICA

A QUARTERLY JOURNAL

Devoted to the Philosophy, History and Expository Treatment  
of Mathematics

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This series deals with the history and philosophy of mathematics, and with its relation with the other great activities of the human spirit. Each volume contains at least 96 pages. Like the "Scripta Mathematica," the volumes are designed to furnish material which will interest not only students and teachers of mathematics, but also all who would like to resume the contact they had with the subject in their school or college days.

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The forum conducts a series of lectures on topics dealing with the cultural value of mathematics. The audience usually consists of teachers of mathematics and of the intellectual non-mathematicians who are interested in the relation of mathematics to other activities of the human mind.

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## STUDENT REGISTER

FALL TERM 1937

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Sternstein, Sol	Brooklyn, New York
Weinberg, Morris	Spring Valley, New York
Weiss, Arthur Lawrence	Scranton, Pennsylvania
Wohlgelernter, Maurice	Toronto, Canada
Zeisel, Henry Israel	Brooklyn, New York
Zuroff, Abraham N.	Baltimore, Maryland

## SPECIAL STUDENTS

Berle, Leon Judah  
Elkin, Charles  
Gellman, Zacharia  
Laster, Israel  
Lewis, Albert  
Maimon, Solomon  
Reiser, Samuel  
Rosenblum, Jack  
Weinberg, Abraham  
Wilamovsky, Arthur

Bronx, New York  
Brooklyn, New York  
Brooklyn, New York  
Dickson City, Pennsylvania  
Bronx, New York  
Seattle, Washington  
Bronx, New York  
New York, N. Y.  
Hartford, Connecticut  
Palestine

## GRADUATE STUDENTS

Barasch, Philip  
Rosenfeld, Leonard  
Werfel, Louis

Saratoga Springs, New York  
Bronx, New York  
Brooklyn, New York



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 HONORARY ALUMNI
 

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Name	Degree	Year
Honorable Benjamin N. Cardozo, Associate Justice of the United States Supreme Court	Doctor of Humane Letters	Commencement 1935
Professor Albert Einstein	Doctor of Humane Letters	Convocation 1934
Dr. John Huston Finley, Editor, New York Times Times	Doctor of Humane Letters	Commencement 1933
Honorable Herbert H. Lehman, Governor of the State of New York	Doctor of Humane Letters	Commencement 1933
Honorable Samuel Levy, President, Borough of Man- hattan, New York City	Doctor of Laws	Commencement 1934
Honorable Otto A. Rosalsky, <sup>1</sup> Judge of the Court of General Sessions, New York	Doctor of Laws	Commencement 1934
Dr. David Eugene Smith, Professor Emeritus of Mathe- matics, Columbia University	Doctor of Humane Letters	Commencement 1936

<sup>1</sup>Deceased

**FORM OF BEQUEST**

I hereby give and bequeath to Yeshiva  
College, the sum of \$.....  
to be used for the furtherance of its edu-  
cational purposes.

