

Faculty Gains Four Members

Four new faculty members are on the teaching staff at Stern College this semester, two of whom are replacing teachers who have left the school.

Mr. Sidney Blau, lecturer in psychology, comes from Columbia Graduate School as a replacement for Dr. Graham. Mr. Blau has published articles in well-known magazines. Mrs. Harriet Allentuck is succeeding Miss Schwartzberg as a lecturer in French. Mrs. Allentuck, who is also on the faculty of Queens College, has studied at Rochester, Radcliffe, and Columbia.

Mrs. Lucy, lecturer in speech, is working for her masters degree at New York University. Dr. Joseph Gittler, visiting professor of economics, formerly taught at the Universities of Georgia, Iowa, Rochester, and City College. In addition to maintaining a position at Queensborough Community, Dr. Gittler has written extensively.

A course in the History of Modern Russia is being taught at Stern College by Dr. Doris Goldstein for the first time.

There are presently 283 students enrolled in Stern College. This figure includes eleven students who are on leave, two who were on leave for the fall semester and have returned, and two new incoming freshmen.

Bill "Toys" For March

"Toys in the Attic", a drama by Lillian Hellman currently on Broadway, was the play chosen for the Stern College theatre party, to be held on Saturday evening, March 11.

Proceeds from the event will go to the yearbook, with tickets priced at \$8.00 and \$6.80 a pair.

Lecture, Publication Series Instituted by Yavneh Group

Maimonides' Thirteen Principles of Faith will be the theme of a lecture series instituted by one of the several new committees unctioing under the sponsorship of Stern's Yavneh Chapter. Dr. Aharon Lichtenstein, the advisor of this lecture committee, will launch the series March 9.

A Publications Committee is taking over and expanding the functions of the Torah Activities Committee's sub-committee on publications. In addition to reviewing articles and books of current publication, a bibliography of books on Jewish topics will be published periodically. The purpose of this series is to stimulate the students to delve further into their Jewish studies on their own. A special section in the library will be set aside to make the books more readily available for the students.

A new committee has been set up in an attempt to fill the gap existing in Stern between the dorm girls and the commuting girls as a whole, and between the different Hebrew levels. This

problem can be partially solved through Yavneh's general program; however, a series of group weekends and private weekends, at which the city girls will act individually as hostesses to the dorm girls for the "Shabbat," are being planned in an attempt to alleviate the problem.

A weekend is being planned in the Boston area for the Stern chapter, to be held in conjunction with Yavneh groups of Harvard, Radcliffe, and Boston University.

The Stern chapter has also been active in the Yavneh organization on a national level. Twenty-five Stern girls joined the 260 Yavneh members who convened at the Park Inn Hotel, in Belle Harbor, for a National Convention on Feb. 3-5.

Plans are in progress for an Israel Summer Leadership Institute and a Summer Study Institute sponsored by National Yavneh.

Yavneh is a national organization promoting high level Jewish progress on various college campuses.

Goodman Obtains Grant For Research at Stern

Dr. Fred Goodman of the biology department of Stern College has received a \$35,000 grant from the National Institute of Public Health for research on the "Inhibition of Coliphage Synthesis by 5-fluorouracil." He will utilize this grant, which he received in January, 1961, and is valid for three years' work, for research in the Stern College laboratories.

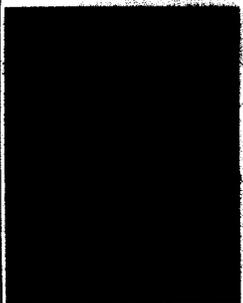
The research deals with the effect that the virus desoxyribonucleic acid (DNA) has on the cell DNA and on the cell protein. Ordinarily, a cell will produce its own protein and its own DNA. However, when a virus is injected into a cell, the virus "sabotages" the cell and forces it to produce virus protein and virus DNA. This is an unusual procedure as the virus DNA is in the ratio of one to 100 to the cell DNA, which it replaces.

Specifically, Dr. Goodman is trying to determine what effect the virus DNA has on the virus protein produced within the cell. This experimentation is being carried out through the use of the chemical 5-fluorouracil which is also being tested for its effects on cancer. Dr. Goodman said, "I'm using this chemical to interfere with the formation of viruses, and I'll be studying the mechanism by which it interferes."

Not only will Dr. Goodman's research give insight on how viruses are produced, but it will also give insight into the process of normal metabolism. This type

of work could lead ultimately to a cure for abnormal growths such as cancer.

Dr. Goodman received both his B.A. in biology and his M.A. in genetics at Brooklyn College. He then did research on enzyme formation at Columbia University where he received his Ph.D. in microbial genetics. At this time he was studying the effects of radiations on microorganisms.



Dr. Fred Goodman

Career Night Group Hears Experts Discuss Professions

Eleven professional men and women discussed the advantages of entering their respective professions at Career Night on Wednesday, February 8, 1961, in the college auditorium.

Chairman for the evening was Mr. Walter Duckat, Stern's vocational counselor, who spoke about languages, history and civil service. He said that in the field of languages jobs involving mainly translating and interpreting are available in exporting and importing firms, international advertising and the government. The teaching profession also offers opportunities to these proficient in languages. Positions in the fields of history are open to teachers and historians who deal with original sources and work

Wertheimer, senior, mainly for universities or the government.

Social work was discussed by Dr. Morton L. Teicher, Dean of the School of Social Work at Yeshiva University. He divided his field into case work and group work. In the former, the social worker deals with individuals working in such places as family and child welfare agencies. Group workers help people to utilize their leisure time in Y's, settlement houses and institutions.

Dr. Sasha England, Assistant Professor of biochemistry at the Albert Einstein College of Medicine, discussed the fields of chemistry and biology. He made a distinction between the routine work of a technical assistant in a hospital, industry, or university, available to an individual with only a B.A., and the creative work such as teaching in a university with research on one's own, or solving problems in institutes of research, which an individual can do after he has obtained his Ph.D.

Teaching Hebrew in Jewish schools was discussed by Prof. Morris P. Benathen, consultant to the Jewish Education Committee. He categorized the positions available into those of a teaching nature and those of an administrative or supervisory nature.

Other speakers followed and discussed those professions with which they were directly concerned.

Sing, Sing, Sing!

The Stern College Inter-class Sing will take place March 8, 1961. Sherry Reisman, Judith Lefkowitz, and Hindy Fink are the co-chairmen.

The Sing will feature the presentation by the respective classes of a March, Hebrew Song, Comic Song.

The Generals who have been selected from each class are Malke Gluck and Bette Rottenberg, freshman; Carol Korb and Rachele Brog, sophomore; Ruth Weinberg and Goldie Stern, junior; Judy Warren and Shirley

'Canterbury' Scores Hit

With cries of "Ship ahoy!" and "We'll strike at sea!", the crew of the S. S. Canterbury boarded ship and touched off a plot of mutiny and nautical antics in an original musical-comedy, "Canterbury or Bust," February 25 and 26 in the Stern College auditorium.

Written by Pitzie Friedman and Judy Lefkowitz, the play was presented at the seventh annual Purim chagigot. Hindy Fink and Basya Silver served as general chairmen of the respective freshman-sophomore and junior-senior affairs.

Under the direction of Mrs. Laurel Mendelsohn, instructor in English, the two-act comedy

starred members of the student body, portraying professors, "higher-ups," and staff workers of the school—all bound for Canterbury.

When the crew of the S. S. Canterbury, led by Miss Bubbles (Naomi Minder) and Dr. Brinestein (Shulamith Klavan), decides to strike, they first take their complaints to the captain of the ship, Dr. Samkin (Judy Fink). The captain remains firm, however, although he laments, "There is no one who's higher up than me."

While the crew prepares to strike, the passengers, including Dr. L. (Ruchie Barash) and Dr. Alarm (Diane Engelberg), rally to the aid of Dr. Saphkin. Later when the passengers begin to "man the ship," they express their desire to bring culture to the ship to the tune of "Witch Doctor" and "Raggmopp."

The two factions of crew and passengers, united finally in friendship, decide to return to their native land, and Canterbury remains an unfulfilled dream at the conclusion of the comedy.

New Committee Studies Dorm

Holiday plans and a joint student-faculty committee are the headlines on the Stern College religious scene.

The student-faculty committee was created during the fall semester to probe into religious problems confronted mainly in the dormitory, but often by the school as a whole.

Formed at the request of dormitory students, the committee has decided that Shabbat spirit in Stern should be improved and to facilitate this has recommended that tastier and more varied Shabbat meals be provided. A student proposal calling for a "depth" interview on religious attitudes, to be required of all applicants prior to admission, was rejected by the joint committee. The maintaining of a full-time dormitory Rabbi, a second student proposal, was rejected as not feasible at present.

Both Purim and Pesach are on the Torah committee's current holiday program. The annual Purim party will be held today in the school cafeteria between 12:00 and 2:00 p.m. Dinim sheets explaining customs and laws pertaining to the holiday have been distributed.

Pesach plans include the selling of Matzot and Pesach products to all students.

Other projects of the committee include davening in a group on Rosh Chodesh, a campaign for the saying of Brochet, and activities in the realm of Kashrut.

Needed: An Ounce of Prevention, a Pound of Cure

When there is a breach in a dike, it can be stopped temporarily. But if the damage is not repaired in an effective and permanent manner, the breach will widen and may eventually destroy the dike.

Unfortunately, we at Stern College are faced with a breach, one that is already widening. In the years since the school was founded, its enrollment has increased almost tenfold. However, along with the increased enrollment has come an increasing influx of girls with improper religious attitudes.

Let us immediately clarify the point that we are not opposed to admitting nonobservant students to Stern College. On the contrary, we want to encourage these girls to attend Stern in order that they may be exposed to traditional Judaism. However, we want to insure that incoming students do not possess negative and hostile attitudes towards traditional Judaism. There is only a very negligible possibility of orienting such students towards thinking of Judaism in a positive light. There is a greater possibility that such students—especially as their numbers increase—would be detrimental to the spirit and avowed aims of Stern College.

What can be done to combat this situation? The students must assume a share of the burden, of course, and work towards providing the type of leadership and atmosphere that will inspire incoming students.

However, the work that the students can accomplish is extremely limited without aid in the form of a constructive program on the part of the administration. It was to formulate a series of long-range goals that the joint student-faculty committee on religious problems was established. This committee was formed at the request of dormitory students who have been most seriously affected, but it was soon realized that the problems under discussion were vital to the school as a whole.

The committee presented a number of suggestions and solutions for consideration by the joint group. Some measures were

We Speak Out

Journalism has four main purposes: to inform, to interpret, to guide and to entertain. Whether the term "journalism" is used to apply to the *New York Times*, or to the monthly publication of a college newspaper, the necessity to carry out these purposes is evident.

We of the editorial staff of *The Observer* hope that the publication of this issue by a newly-organized staff will fulfill the four purposes of journalism. In carrying forth this goal, we intend to offer entertainment and information as in the past, but also to expand the areas of interpretation and guidance.

Realizing the need for a newspaper which serves as an active voice in the school, we intend to speak up. There are certain vital issues that must receive attention and be acted upon. Thus, we intend to make known important policies and issues while offering constructive criticism where we feel it is needed.

It is our hope that through journalism *The Observer* will help to point the way to more positive action in the daily affairs at Stern College.

Warning: Contagious Disease

This is a warning to all juniors, seniors and future upper-classmen. There is a contagious disease running rampant in our school. It's the type of disease that strikes gradually and unimposingly, but its effects can be disastrous.

The symptoms of this ailment first appear among the upper-classmen, but by means of contagion they quickly spread to freshmen and sophomores. Its symptoms are especially prevalent at class meetings, assemblies, play tryouts, newspaper sessions and club meetings. It has also struck within the dormitory. Student Council itself is not immune to this grave disease.

Diagnosis: severe epidemic of apathy at Stern College.

Prescriptions: juniors and seniors must restore their able leadership to all areas of school life. Freshmen and sophomores must cooperate in wiping out any trace of the dreaded disease and prepare now to take on responsibilities that will require time and effort, but will prove rewarding in the future.

Case results: if the prescription is followed regularly, results should be the development of a happy, school-spirited student body.

acted upon. Unfortunately, these measures are of a temporary nature, measures which might — for a short while — relieve the pressing nature of the problem, but will not help to eliminate the problem itself. Several of the most vital issues were bypassed by the administration on grounds that the students on the committee considered to be insufficient or invalid.

To carry out the aims of Stern College we need a strong program, one that will provide the school with proper students and provide the students with important material and basic knowledge. To accomplish this, we suggest that the student-faculty committee:

1. Reconsider the "depth" interview suggested by the students but rejected by the faculty as unnecessary. This program has been successfully used by the Jewish Studies Program division of Yeshiva to filter out those students with detrimental religious attitudes.

2. Work out an arrangement to provide for a full time dormitory Rabbi. This suggestion, re-

jected by the faculty as "not feasible" at present, would be a great aid in providing religious guidance for the dorm girls in matters of both practice and theory.

3. Reconstitute a program of religious orientation for freshmen.

4. Recommend the teaching of Biblical literature to all freshmen on their respective levels.

5. Recommend the teaching of Jewish Philosophy to freshmen rather than to juniors, a program that the committee is now considering.

Stern College is a unique institution, one that is a vital addition to the American Jewish scene. If we wish to continue to justify the existence of our school, then we must adopt strong measures to meet our problems. We can no longer stuff our fingers in the breach of the dike in the optimistic hope that this will hold back the flood. Stop-gap solutions do not work. We must repair the breach with solid materials, or we may soon find ourselves engulfed by the deluge.

In The Mailbag

To the Editors:

To take nine or ten finals in a seven-day period is a virtual impossibility. Yet, had it not been for an opportune snowstorm, that is exactly what some of us would have been forced to do. For certain incomprehensible reasons, the final period was considerably shorter than it was last year. At the end of the fall semester one year ago, classes ended on a Wednesday; finals began on Friday and continued on for at least ten days. This year, classes ended on Friday. Finals began on the following Monday and were scheduled to continue through the following Tuesday. For me, this meant one final a day for five days and two finals each on the last two days and not one day off to study. This is a rather difficult schedule, to say the least.

What was the reason for this shortened exam period? It certainly put an unfair burden on many students. Especially in Stern College where a good number of us are taking close to a dozen courses, more consideration should be given by the administration when scheduling final exams.

Last year's system was much more desirable, both from a scholastic and a psychological standpoint. In making up the final schedule for the spring semester, perhaps the administration will show greater consideration for those students taking eight or more finals, by allotting them more time.

S. K.

To the Editors:

There is a definite need in this school for a place where the girls can lie down for an hour or two and get some sleep in peace.

Aside from the lounge, which is now closed, there are also the two little rooms on the third floor next to the auditorium. The cots are very comfortable, but the location is conducive to everything but sleep. It seems that everyone cuts through the auditorium screaming at the top of her lungs. Then there is always something going on in the auditorium such as choir practice.

I would like to see Student Council or the administration do

something to remedy this situation, such as setting aside a room in a quiet place away from all the noise and confusion of the day.

A Tired Student
R.S.

To the Editors:

Living in a dormitory can be a wonderful experience but in the Stern Dorm it can be a nightmare. The dormitory supervisors have complete control of all regulations and the punishment of their violators. This is reasonable if we assume that the rules are fair and that the supervisors interpret the situations in an un-

derstanding, yet efficient fashion. Of course, an assumption like this is very dangerous, since there are cases that arise in which the rules are petty and the supervisors follow them, petty though they may be.

The demerit system is a clever way of keeping girls in tow, but time and time again it has caused punishment undeserved by the violator. After an accumulation of a mere six demerits in a long semester for unintentional acts (such as not signing in), one is campused for two Saturday nights, which is a severe punishment and should be saved for malicious acts.

I feel that the punishment should be in direct proportion to the violation and not given when the arbitrary number six is reached. I realize that there is a need for limiting demerits, but I feel that six is too small a number for a long semester, and that the type of violation should be taken into consideration.

I also feel that more power should be given to the dorm council in order for us to have a democratic mode of living in the dormitory.

In solitary confinement,
L. F.

MAZEL TOV

On their engagements:

Brenda Berger '64 to Rabbi Abraham Goldreich; Rita Goldberg '63 to Bill Rothchild; Gilda Goldstein '62 to Stan Vogel; Esther Lieberman '62 to Rabbi Benjamin Hager; Beverly Tannenbaum '61 to Tsvi Nussbaum.

On their marriages:

Deanne Chill '63 to Leonard Shapiro; Rita Markowitz '61 to Esther Lieberman '62 to Rabbi Rabbi Sherman Siff. Phyllis Katz '61 to Rabbi Judah Rosenberg.

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World of Activity, Intellect Essence of Kennedy Regime

By BATYA ABRAMSON

There have been elections before, campaigns have been waged, have been won. There were elections, we were aware of their existence, but felt them hardly at all.

This year, this election were different. A campaign was going on. This we knew; but more important, this we felt. Here were issues that meant something, here was a candidate who said something. No, this was not "the best of all possible worlds," and out with those who saw it as such. A sense of life and its promise, of life and its urgency arose. Ours were the sharp reactions of the newly awakened. John F. Kennedy emerged as the man who quickened our plodding pace, who broke our complacency, our lethargy.

This was the man who won, anti-climactically, barely; but he won. And then, with the skepticism that seems part of us we waited. Waited, half expecting to discover that the words of promise were but part of a political

"line"; and that like all lines, it would soon dissolve.

We waited, ready for betrayal: it has not come. Things have been done. It's been less than a month, but things have been done. A promise kept, for the grey shroud of inertia has at last been cast off.

A world of activity exists, a world where intellect has come into its own, a world of movement, of life. This is a world from which it is not necessary to shield oneself behind campus walls. This man, our President, was the trigger that released us. From inwardly directed contemplation we turn to face the world. "... perhaps the time is come when the sluggish intellect of this country will look from under its iron lids and fill the postponed expectations of the world with something better than the exertions of our mechanical skill." This hope was voiced by Ralph Waldo Emerson over one hundred years ago. Our hope today is that John F. Kennedy has started us on the road towards fulfillment of this dream.

Stern's-Eye View...

by Judy Epstein and
Rozzie Rosenberg

"Moscow breaks off ties with U.N. head over Congo". The foregoing decision was disclosed in a statement as violence erupted around the world in reaction to the death of former Congolese Premier Patrice Lumumba on Feb. 15 — although Khrushchev has lost a puppet he still seems to be pulling strings.

"The war crimes trial of accused former Nazi executioner Adolf Eichmann has been postponed from mid-March until April 10th," as of Feb. 15 — The chances of Eichmann's dying a natural death are becoming increasingly greater.

"Wagner succeeds in getting Dudley in as Borough President" — But if the dissention continues with De Sapio he may also get Republican candidate Lindsay elected mayor.

In the light of the following headlines:

"Riot in gallery halts U.N. debate"

"Warsaw mob sacks Belgian Embassy"

"Plane falls at Brussels — 73 dead"

"Lumumba killed" we suggest that the Kingston Trio alter their popular song in the following manner:

They're rioting in the U.N. Lumumba was slain. There are planes crashes in Belgium, the Congo is in pain. The whole world is feasting with unhappy souls. Tshombe hates Kasavubu, The Belgians hate the Poles. Embassies are burning and the situation is such that Khrushchev doesn't like anybody very much. But we can be tranquil and thankful and proud that man is now able to send rockets above any cloud. And we can be certain that some lucky day someone will set the spark off and we will Bye Bye.

Look and See

In a Chicago coffeehouse where the specialty is satirical revue, the Kennedys are the target of spitballs thrown with reverse basic English. In one skit a bearded school-teacher reads ostensibly from a child's primer:

"This is Jack. See Jack run. See the picture? Jack has won! Jack has a father. Turn the page and see him come back into the picture. See Papa Joe. See Jack. See Jackie. Where is brother Bobby? He is in the Cabinet. How did he get there? Jack shut brother in the Cabinet. Bad Jack! This is a platform. How strong it is! See the planks? Mr. Bowles built the platform. See Mr. Bowles walk the plank."

from Newsweek.

Findafella Meets Her Prince, Has Debut at Brother School

A PURIM STORY

Once upon a time . . . long, long ago . . . there was a young maiden whom we shall call Findafella. Findafella was not a happy girl for she had a mean stepmother and two mean stepsisters. Poor Findafella was forced to stay at home and do the housework all day long. She had to awaken early to prepare breakfast and clean up from breakfast, do the dishes, sweep the floors, wash the clothes, iron the clothes, mend the clothes . . . poor Findafella. All work and no play.

Findafella was also very lonely. She had no friends. She didn't even have enemies. The only things she could play with were the little white mice in the attic and the lovely sweet birds flying outside the attic window. These were the only things Findafella could hold dear.

Findafella's two stepsisters were cruel to Findafella. They kept making strong demands of her. For example, there was the time that all three sisters were ready to go to college. Who went to the state supported colleges . . . the ones with the available and goodlooking young men on campus . . . of course, the two stepsisters. Poor Findafella went to an all-girls school which did have a brother school, but the boys were strictly "brothers." No one would want them for anything else. Poor, poor Findafella. Would Findafella ever Findafella?

One day the King announced that Prince Charming was coming of age. The King then decided to have a small celebration commemorating this glorious event. He invited the entire kingdom but stationed his soldiers at the doorway to prevent what he considered to be undesirable intruders. He sent personal invitations to all to attend, and the entire kingdom was busy in preparation.

Findafella, her stepmother, and two stepsisters also received in-

itations. "Oh," cried Findafella. "The Prince goes to the brother school, and now I'll have a chance to meet him."

"No, you won't," cried one of the sisters. "Those boys don't like you. They'd much prefer girls with experience like ourselves." And the two sisters grinned at one another. Findafella knew this was the truth.

Poor Findafella! Poor good Findafella . . . and she began to sew the dresses for her stepsisters to wear to the celebration.

Meanwhile . . . back at the castle the king seemed to be having difficult domestic problems. Prince Charming complained to

his father, "Aw, Pa, I can't stand these state affairs! So many people and that whole big crowd. Everyone just stands and talks. It ain't fun, Pa."

"Look, son, you're in college now, and it's about time that you grew up. I'm going to tell you something now that I've been storing up for quite a while." And so the King began. "Your mother and I sent you to college for a number of reasons. Of course reason number one was to enable you to acquire additional knowledge. But, son, there is another reason that is just as important . . . so that you may become a man both in personality and in



'Wall' Weakened in Dramatization

By NAOMI FUCHS

Any play that deals with a topic as charged with vivid memories as is the subject of the Nazi holocaust must necessarily produce a great emotional impact upon its audience. One cannot fail to observe that "The Wall," the play by Willard Lampell based on the novel of the same name by John Hersey, does create this impression. For this reason alone the play is worth seeing; however, it is necessary to evaluate both its good and its bad points.

The play, which deals with life in the Warsaw Ghetto, is quite sketchy. It covers a period of two or three years, during which the lives of the people were changed very radically. They could not leave the small section of the city in which they lived, and because they were in constant fear of being "taken away," they tried to get jobs in which they would be "indispensable." Hersey's novel describes all these changes minutely, and, although the play is naturally limited to a small number of scenes, those chosen are

not always representative. Too much emphasis is placed upon showing how life continued as usual, and not enough on how terribly the lives of the people in this "modern" ghetto were affected.

The wryly comic scenes are emphasized, e.g., the one in which Fishel Shpunt, an old used-furniture dealer, plays the fool before the Nazis as a means of insuring his safety. Relatively little, however, is shown of the terror created by the Nazis' arbitrary deportation of half the men on a certain job. The few love scenes in the novel are greatly played up in the drama, as though it were felt that no play could be successful without a great deal of romantic interest.

One striking difference between the play and the novel will serve to illustrate clearly the tendency of the play to substitute cliches for true drama. In Hersey's novel, when the fighters were hiding from the Nazis in bunkers, the baby of Ruth and Mordechai Apt began to cry, and the whole bunker was threatened with de-

duction. The section commandant took the baby from its mother and smothered it to save the lives of the adults. In the play, the baby stopped crying at the crucial point, and a weak attempt at showing the terrible tragedy involved was made by having the hero, Dolek Berson, die in a melodramatic way.

The play, in attempting to soften the impact of stark tragedy upon the audience, substitutes melodrama for effectiveness. However, it has a sufficient number of poignant scenes to keep at least a glimmer of the tragedy alive in front of the complacent inhabitants of this city, and for this reason alone it is worthwhile.

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conduit. This may sound strong, son, but your college has produced very few "men." They may have produced graduates and brilliant students but no "real men" prepared to face the public.

"I see that look in your eye, son, as if you're doubting what I'm saying. Maybe you need some proof. Take your attitude to the big shindig tonight and toward any shindig in the past. The pattern's all the same. You tell me you don't like the crowd, you can't stand those maids, that they have only one thought in mind—putting a tag on you. But somehow you always end up going, and, as far as I can tell, you seem to enjoy yourself. That's another thing, you can enjoy yourself and still behave properly. It can all be summed up in two (Continued on page 4)

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With Good Will Toward All

Editor's Note: As Purim approaches, all students wish to express their pent-up Good Feelings. Thus, in the true Purim fashion, two Stern girls convey their sentiments in the following article.

As we drink in the collegiate atmosphere of our campus, a sudden tide of gratitude sweeps over us. Our minds are filled with the memories of the unique experiences which we are having in this house of higher learning.

Classes are scheduled with the flexibility that is characteristic of a small school. This enables each student to easily arrange her program in the manner she desires; but if some difficulty does arise, the well-organized and adequate personnel provide sympathetic, efficient assistance.

It was not without trepidation that we began our days at Stern College. But the dedication that radiated from the formative lectures of our instructors soon dispelled our fears.

We immediately became cognizant of the great difference between the suffocating narrowness of secondary school and the enlightening and broadening rewards of invigorating college life. We became drunk with our new-found freedom! No longer were we hampered by the backward methods of learning a language by rote. No longer were precious hours wasted in memorizing ob-

scure scientific facts. Rather than accepting at face value teachers' self-opinionated views, we were encouraged to delve into the facts and to formulate our own enlightened philosophies.

A mere speck among the myriads of students, we found it hard at first to acclimate ourselves to the formal impersonality of the student-teacher relationships. When first faced with the nameless multitudes filling the vast lecture halls, a sudden sense of aloneness overwhelmed us. But as the days passed, we were caught up in the driving intellectual challenge of these hallowed halls.

At our social debut, we were both impressed and delighted by the cosmopolitan charm of our brother school. Although dazzled by its suave sophistication, we were soon put at ease by its graciousness and amicability.

The varied program of studies is rounded out by healthful and refreshing physical activity in a well-equipped gymnasium, conveniently located within the confines of the college campus.

When a day of academic activity comes to an end, out-of-town students return to the cheerful, wholesome surroundings of their residence hall. Trouble in the dormitory is rare, for the light, airy rooms and comfortable furnishings are conducive to maintaining the continuity of an academic atmosphere. Adequate and complete rest is easily obtained after several hours of calm, rewarding study. But when an occasional problem does arise, the supervision is more than adequate, because the dorm abounds with gracious individuals always ready to give sympathetic advice.

To provide Stern College students with the comforts of home entertaining, a large, lovely lounge, equipped with all necessities and luxuries, is located in the dormitory. Here there is ample room for the girls and their guests to relax.

Turning from the confines of residence hall, we contemplate the flame of educational enthusiasm that ignites our dynamic classmates. As we stroll into the

corridor, we listen with satisfaction to the pleasant sounds of students quietly absorbed in their work.

Learning even in their precious moments of leisure, a few students sit in the school lounge, grouped together in animated, enlightening debates or absorbed in viewing some educational television program. As befits proper college behavior, the students treat the furnishings with the utmost respect and maintain at all times a genteel deportment.

The students of Stern College, in keeping with the university tradition, throw themselves wholeheartedly into the task of learning. No obstacle to education is so formidable that it cannot be overcome by inquiring, energetic minds. No problem of higher education is so great that it cannot be reconciled by an efficiently-run, enlightened institution.

Rabbi Morris Max expresses his views, on the true Jewish home, while Rabbi Howard Levine listens at the symposium sponsored jointly by Yavneh and Student Council, held in the school lounge February 15.

Nigerian Urges Harmony

The responsibility of American college students in regard to understanding the world situation was the subject of a talk delivered by Mr. E. U. Otan, Information Officer of the Federation of Nigeria, at a Stern College Assembly held February 13.

"It is not a white man's or a black man's world," he said, "and we need one another. You, the leaders of tomorrow, cannot ignore the many problems being faced by other countries. Within

the next few years," he continued, "we may find ourselves working overseas, perhaps in Nigeria. Technical and educational assistance, he explained, are needed most vitally in Nigeria in order to further its economic development.

According to Mr. Otan, Nigeria has a population of approximately 40,000,000. A federal form of government is divided into three states, with a governor-general at its head.

Findafella Meets Match, Keeps Shoe

(Continued from page 3)

words, son. Be mature."

Back at Findafella's house things were in an uproar. Nothing was going right, and everyone was blaming poor Findafella. "Findafella, sew this button" or "Findafella, comb my hair" or "Findafella, do this," and "Findafella, do that!" As the coach pulled away the stepmother cried out, "You're only 20 years old, Findafella. Be sure you're asleep by 10:30." And they drove down the long road to the King's palace.

Sadly Findafella climbed the steps to her room. What could she do? She would never find a fella at this rate.

All of a sudden there was a flash of light and a fairy appeared before her. "Why are you crying?" said the fairy.

Sobbed Findafella, "Everyone went to the King's celebration except for me, and now I have to stay home and read a book."

"Goodness me," said the fairy. "There are always girls reading books. I'll help you get to the ball."

And so, as if by magic the fairy waved her magic rubber stamp, and lo and behold, there in the middle of the room was a beautiful coach.

"Oh!" cried Findafella. "we can't have coaches in our rooms." And the fairy waved the stamp again, and all the little mice became foutsolders.

"Oh, how cute," cried Findafella. "But is this a man or a mouse? Besides, for a chance I have nothing to wear."

With the flicker of an eyelash Findafella was dressed from head to toe in the most lovely, high necked, long sleeved gown she had ever seen. And upon her

dainty size ten feet she wore dainty glass slippers.

Findafella thanked the fairy for all the gifts and she set out for the celebration.

It was easy to park the carriage, because it had a clergy license plate. These fairies think of everything.

As Findafella entered the ballroom, she was immediately accosted by ten members of the opposite sex requesting that she inscribe her name in one of the 12 little squares on a cardboard that each held. After doing this, Findafella was able to remove her coat. It seems that these un-anxious young gentlemen were in truth quite anxious.

Findafella began to circulate. We all know what circulate means. You try to see who is there that you were sure wasn't coming, and who isn't there that you're sure was supposed to come. After again meeting those who were at the last affair, Findafella found her way to the side of the room.

Prince Charming had spotted Findafella as she had entered the room. He was "sure he recognized her from someplace," but just to be sure, he went over to say hello. It was "platonic" true love from the beginning. They talked and talked and talked some more. This is the favorite activity at these get-togethers. Since it was Sunday night, Findafella knew she had to be back by 12 midnight. Otherwise the bell would be rung and she wouldn't be able to get in.

At twelve Prince Charming escorted lovely Findafella to the door. There is no lost glass slipper in this fairy tale, because she did wear a size 10 which wouldn't be so hard to find.

Did they live happily ever after? Did Findafella really find her fella? That's for you to decide. But what is the moral of this sweet story?

"When you're cold ya shiva, but when you're warmer be stern." E.F.

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