Future Students Preview Stern At Annual Open House Function

"An annual Open House Program widely respected by prospective students was held at Stern College, Thursday, December 24, in spite of the forecast for snowstorm, close to 150 guests attended the program," a tour of the college started off the program and was followed by a session in the auditorium to familiarize the guests with the facilities and educational opportunities available at Stern. Daniel Dan Vogel, opened the session with welcoming remarks Rosalie Bayer, President of Student Council also issued greetings. Mr. Walter Duckat, vocational guidance counselor, discussed general opportunities. A representative of each academic department spoke. The fields of education, humanities, Jewish studies, Natural Sciences and Social Sciences were discussed by Mrs. Sarah Perlmutter, Director of Mr. Howard Weitzman, Phyllis Cohen and Dr. Joan Kugener respectively. Thereafter, were later supplemented by informal conferences with representatives of various fields...

Conferences were also arranged to various sessions in the Jewish Studies Program Dr. Levine met with those prospective students having Yiddish as no Hebrew background. Mrs. Sarah Perlmutter and Dr. Slobodan Edelberg discussed the Jewish studies program with these students who had inarticulate with advanced Hebrew background respectively.

The topic of the afternoon session in the auditorium was "Goals of Stern College for Whom and How to Achieve Them." Participating in the discussions were Dr. Vogel, Mrs. Elizabeth Dvorah Wilamowsky, and Mrs. Sheldon Selig, Assistant to the President of Yeshiva University. Rosalie Bayer and other Members of Student Council discussed co-curricular activities at Stern.

Hollander Speaks At Jan. Assembly

Rabbi Fred Hollander, Dean of Yeshiva University's Men's Health Project, addressed the student body on January 4, the topic "The Emotional and Mental Problems Facing the College Girl." Rabbi Hollander pointed out the emotional problems faced by the emotional and mentally disturbed girls. He felt that emotional disturbances are also a source of concern. Students often feel inadequate or destructive of their inhibitions which are based on inadequate self-images. These are caused by the double set of standards that an individual holds - the emotional and the intellectual.

As a means of showing how emotional "continues" over one's problems, Rabbi Hollander related several incidents concerning depressed emotionally and mentally disturbed young people who managed to acquire a greater tolerance for their disabilities.

Stern's Second Tuition Increase Needed For Building Expansion

"Effective July 1, 1963, tuition for all students at Yeshiva College will be $1600 per annum," announced Dr. Barnett Aronson, President of Yeshiva University. This means that the tuition for the first year will be $320 increase over 1962 figures. The reason for the increase is the "need to build up the endowment fund for the support of the college's growth and to finance the many changes to be made in the campus. The amount of $320,000, which will be used for these purposes, is needed to meet the demands of the enrolment increase and the reduction in the endowment fund." "The funds will be used to build up the endowment fund for the support of the college's growth and to finance the many changes to be made in the campus. The amount of $320,000, which will be used for these purposes, is needed to meet the demands of the enrolment increase and the reduction in the endowment fund."
What Price Education?

The dormitory situation goes from bad to worse. Now in addition to poor physical and spiritual conditions, we have become objects of cruel moral-damning disciplinary action. First, let us examine the background. On the evening of December 16, 1962, someone attempted to sneak into the dorm at 2:15 A.M., 45 minutes after curfew. She was apprehended by the man who had been in her path. She managed to escape and refused to confess despite many requests. This is a highly reprehensible act but the punishment certainly did not fit the crime.

Every student in the dorm was required to spend Sunday evening. January 7, in her own room and was not allowed to leave, even to accept phone calls. This caused much inconvenience, brought havoc with social plans, and ruined study opportunities at the library.

The worst part of it is the fact that 169 girls had to suffer for the offense of one. If a girl has so little moral conscience as to nearly scramble to pick up an, and to suffer for her act, what guarantee is there that the offenses of all that will be deterred in the future?

The punishment was unfair and completely ineffective. It is merely an indication of the authority which exists in the dorm. The residence directors seem to delight in watching the students for minute infractions of the moral discipline. The members of the Dormitory Council, who are supposed to represent the interests of the students, have betrayed their trust. Excuses about the reputation of Stern are meaningless because such reprimand discipline is certainly not flattering. The combined stress on the part of both powers to achieve the end desired may instill a greater spirit in which the dorm is run.

We, as the organ through which the students are involved with the most profound objections violently and vehemently to the treatment received from the Residence Directors and Dorm Council. Their action was even more inseparable than the act which brought it on. Two wrongs don't make a right, especially in the instance.

Will Nothing Happen?

The man, garbed in a black gown, stood calmly on the ground. The little boy standing beside him held his hand in front of a mirror. It was supposed to be his mirror. It was, also, a mirror.

Realistically speaking, there is nowhere else to go. This is no reason to exploit the students now in attendance and to pretend Stern College to become a nest of nepotism and a repository for Yeshiva College cast-offs. The prime offenders in this case is the Jewish Studies department.

The whole Hebrew department is in need of revamping. Why are Hebrew studies not taken seriously? Why are there so few candidates for B.R.E. and B.H.L. with the numbers steadily decreasing? Why, with very few exceptions, do they not encourage pupils who are interested in any of these studies? There are very few newspapers in existence these girls are being asked to read. The course has not only in the students' attitudes. The greatest portion of the blame must rest with these faculty members who are either too dull, too lazy, or too busy with other positions to be concerned.

We must be prepared to give up all of these questions. We are merely raising them.

How unfortunate it is that such a situation should exist at Stern College. For the sake of all, it must be rectified at once. To return to our original point, we deserve to get what we pay for.

A Night to Remember

It is well known among sellers and consumers that a buyer is entitled to get that for which he pays. Overcharging is a reprehensible practice and condemned by Jewish law. These economic theories have become topics of discussion since an announcement was made concerning the rise in tuition from $950 to $1,900. This is an adverse decision against which we, as students, have the right to receive. However, we must pay such a fee in order to continue our studies at Stern College. We have a right, indeed a moral obligation, to have a university worth such an expenditure.

Perhaps it sounds disloyal to state so blantly that our education is not worth $1,200. Our purpose, however, is not to be overly critical and harsh, but to point out certain faults which have become evident over the course of several years and others which have suddenly come into focus.

Stern College is unique. It is the only women's college with dormitory facilities that offers such possibilities for the pursuit of a religious and spiritual education. It, also, is a monopoly. Realistically speaking, there is nowhere else to go. This is no reason to exploit the students now in attendance and to pretend Stern College to become a nest of nepotism and a repository for Yeshiva College cast-offs. The prime offenders in this case is the Jewish Studies department.

Letters to the Editor:

Dormitory Dilemma

Dear Editor,
The Dormitory Council of the Saturday night, the dormitory will be supplied with the usual punishments to all of its 169 residents, following the violation of the rules by one girl several weeks ago. Despite many requests to do so, this is a highly reprehensible act but the punishment certainly did not fit the crime.

Every student in the dorm was required to spend Sunday evening, January 7, in her own room and was not allowed to leave, even to accept phone calls. This caused much inconvenience, brought havoc with social plans, and ruined study opportunities at the library.

The worst part of it is the fact that 169 girls had to suffer for the offense of one. If a girl has so little moral conscience as to nearly scramble to pick up an elegy, and to suffer for her act, what guarantee is there that the offenses of all that will be deterred in the future?

The punishment was unfair and completely ineffective. It is merely an indication of the authority which exists in the dorm. The residence directors seem to delight in watching the students for minute infractions of the moral discipline. The members of the Dormitory Council, who are supposed to represent the interests of the students, have betrayed their trust. Excuses about the reputation of Stern are meaningless because such reprimand discipline is certainly not flattering. The combined stress on the part of both powers to achieve the end desired may instill a greater spirit in which the dorm is run.

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Fable of Ant, Grasshopper

by Sylvia Baruch and Evelyn Risti

Once upon a summertime, there was a grasshopper and an ant. The ant was busy gathering food for the winter while the grasshopper was not concerned about something you possess, never hope to recapture. He later taught the ant how to fill up some spaces, let's see what Dave will do next.

Many courses in the catalogue are not even mentioned in the requests. Haven't we as a student body, the right, the expect to be offered those courses which we wish to take, not that by teachers, who take their jobs seriously.

In a school where more than half the students are education majors, does one education section outcome? The statement of tution increases inform us that Stern College continues "to maintain a high standard in all of the fields that are part of the comprehensive education departments of the College. Furthermore, on is applicable only to the small number of students who are B.A. candidates, and who are the six credits of Hebrew subjects, which are taken by groups A and B, four credits go toward the B.A. degree, and will have to be supplemented with secular courses if these are not adequate.

Secondly, a student who takes the six credits of Hebrew subjects as against thirteen credits as a secular subject, can be considered as achieving a 50% scholarship. Furthermore, on the A and B levels, there is little, if any, choice of electives, that can be taken, and the student who wishes to increase his number of electives should be considered part of the 50% scholarship.

Even the quality of many of the Hebrew subjects is not up to par. There is often no consideration of the material. Fulfillment of the material in every city, every river, every olive tree. One feels the confession of leaned of Asher, of whom it was said, " . . . more than all the myrtles and cedars of Lebanon." (Ezekiel 27:6) he shall be tied in.

The joyous sound of ancient orient music in the Jewish and Hebrew Hamakot comes to mind when viewing the window of Lev. Two violin tunes, flowers in blossom, uphold the curves of Torah against the sunshine, the background of Torah's light. Before them, two hands move to the Ten Commandments.

Judith's window is asterisked - majestic and vernal. The king, crowned, the lion's head, the wines of royal eye, and the city of David are all found in the window. With all the others, the longer one looks, the more the symbol subdues.

But Joseph's window is perhaps the most beautiful of all. The background is gold, glowing, the Vermillion roses and gentle grass steep those spires sparkling rivets. One almost feels as the earth, as well as Jacob, loved Joseph. The other is the Rabi's faithful touch by a spring." Then the ant said, "If I were a student who had never been to a library, but who now was there, would you care to show me what we do, and how, in short, it's all done here?"

"I'd be happy to," said the ant. "But I must warn you that I'm not a good guide, so I can't promise you a complete understanding."

The ant agreed, and they set out for a walk around the library. As they walked, the ant explained some of the different areas of the library, and how the books were organized. He also showed the student how to use the card catalog to find specific books.

Throughout the library, the ant explained the various departments and how each one contributes to the overall function of the library. He also pointed out some of the unique features of the library, such as the special collections and rare books.

The student was fascinated by all that he saw, and was grateful to have such a knowledgeable guide. As they walked, the ant continued to explain the various services that the library offers, such as research assistance and interlibrary loans.

As they reached the exit, the ant turned to the student and said, "I hope you've enjoyed your visit to the library. If you have any questions or need further assistance, don't hesitate to ask.

The student thanked the ant for his help and promised to return to the library soon. As he made his way back to his dorm, he couldn't help but think about all the knowledge he had gained during his visit. He knew that he would always cherish this experience and would be grateful for the opportunity to learn more about the library and the services it offered.

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**Note:** This is a fictional scenario created for illustrative purposes and does not represent any actual library or its services. The names and details are fictional and used for educational and entertainment purposes.
Let's Take A Trip - To Israel

by Naomi Belle Minden

The Israel Summer Institute is an opportunity to study Hebrew, take part in organized programs of study and to participate in various activities. The Institute offers a variety of courses, including more contemporary Jewish history, Although the language is difficult, the students work hard to improve their understanding of it. The Institute is located in Kibbutz in the Galilee, and the students are housed in dormitories. The cost is approximately $200 per person for four weeks, and the program includes transportation, lodging, and some meals. However, the students are responsible for their own transportation to and from the Institute. The Institute is open from June to August, and there are two sessions available. The first session is from June 15 to July 10, and the second session is from July 10 to August 10. Each session includes ten hours of study per day, and the students are expected to complete a minimum of four courses throughout the program. The Institute also offers optional activities, such as visiting the ancient city of Jerusalem, the Dead Sea, and the resort city of Tel Aviv. The program is designed to provide a comprehensive understanding of Israel and its culture, and it is open to students of all backgrounds and ages.