YCSG's Budget Incites Debate

Drama Society's Spring Allocation Under Question

By MICHAEL MANN

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Theplains Want More

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Harvard Model U.N.

By JAY ROBERT

On Wednesday afternoon, Feb. 25, 1981, eight Yeshiva College and four Stern College students travelled to Boston to participate in the fifty-sixth annual Harvard National Model United Nations. The University delegation was organized and sponsored by the Dr. Joseph Dunner Political Society. The YU students represented both the Netherlands and Sudan this year in the General Assembly.

The convention officially opened late Thursday afternoon, but the YU delegation was hard at work long beforehand. All morning and afternoon, the delegates worked on a special project that was designed to evaluate college students' opinions of the Nato majority movement. After distributing and collecting questionnaires, and tabulating results for approximately five hours, the delegates reported to their individual committees to represent their nations and to begin the actual work of the model United Nations. Each of the six committees in the General Assembly had two YU students in attendance, one representing the Netherlands and the other, Sudan.

Although the delegates were not able to participate fully in the Model UN, because they were forced to withdraw from the conference proceedings from Friday afternoon until Saturday night, each delegate was able to make a Chairman comment (Continued on Page 10, Col. 1)

Rally For Mendelevitch Precedes His Release

By JAY WEINBACH

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When word reached his sister in Israel that he had inexplicably disappeared from his prison camp in the Urals on Monday, the reaction was swift. Yesterday day over 100 Yeshiva students joined in protest with Rabbi Meir Kahane and members of the Jewish Defense League in front of the Soviet Mission charging such slogans as "Two Russians for every Jew," "Never Again," and "Free Mendelevich Now." Toward the end of the rally the students recited Psalms and sang Hatikvah.

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In response to a question from the audience, Rabbi Kahane defended the use of violence as a means of gaining attention for Jewish causes such as Soviet Jewry and anti-Nazi/Klan activity.

The effectiveness of Rabbi Kahane's speech was demonstrated by the fact that over 200 students attended a JDL rally the following day.

Yeshiva Innovations

College Courses To Be Offered At Area High Schools

By DAVID EPSTEIN

Yeshiva College and Stern College are strongly considering sending their students to college level courses to senior year students of Yeshiva high schools in the New York metropolitan area. Rabbi Jacob Razin, Dean of undergraduate Jewish studies and the liaison between Yeshiva University and the Yeshiva High School Principals' Council, explained the purpose of this program is "to increase the rate of attrition" of seniors in Yeshiva High Schools.

Disappearing Seniors

A major problem that is besetting Yeshiva high schools today is the steady disappearance of the senior year. Many colleges, because of lack of funds and students eager to accept junior year students into their colleges under the early admissions programs. This has attracted many high school students because the alternative, the senior year, is usually cut and offers comparatively little academic challenge.

For the last eight years, the Yeshiva High School Prin's' Council has made repeated requests that YU give college level instructions to their students. Although other colleges such as Queens and Touro have programs (Continued on Page 11, Col. 1)

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The effectiveness of Rabbi Kahane's speech was demonstrated by the fact that over 200 students attended a JDL rally the following day.
The YC Senate has finally approved the proposed curriculum changes. The faculty, students, and school, the students, and themselves should now veto the proposal.

Most of the opposition to the planned curriculum changes has focused on the elimination of the foreign language requirement. While the significance of a foreign language cannot be downplayed, it is not as crucial as one might think to a student's passing grades. It is also apparent that the purpose of the YC curriculum is not to rate the YC student but to enable him to measure the knowledge acquired in YC courses, as the subject matter tested is often not the material emphasized at Yeshiva. Furthermore, such tests would be necessary since a student's passing grades testify to his knowledge. It is also apparent that not doing enough work is closed to whole segments? I doubt that not knowing German, Russian, Greek and Latin (maybe even science) does not "close to whole segments?" I doubt that not knowing German, Russian, Greek and Latin (maybe even science) does not affect a student's career. He suggested "more vigorous efforts will be most beneficial to his career."

Concerning his comments that foreign languages are difficult to learn, he has often referred to the primary reason for college is to attain the ability to communicate (certainly arguable) and he asks, how can one do so if he is "distant from Information Sciences, doubt that not knowing German, Russian, Greek and Latin (maybe even German) American can to "whole segments?"

An alumnus argued that the "highly placed" position he currently holds in the Foreign Language Department here gave him a unique appreciation of the importance of communication and philosophies of education and philosophy. Unfortunately, as Dr. Taubes has stated several times, under the present system there are no advanced courses in German, Russian, French, Spanish which afford this appreciation. However, it is believed, that the new requirements will take advanced courses and thereby gain an appreciation for one subject or another outside of his major.

Contending that "it is hard to imagine any kind of career that could not benefit from knowledge of a foreign language." Mr. Kantowitz sided with Dr. Taubes, agreeing that not enough work is being done to promote learning foreign languages. Students of French and Spanish would be the first to concur. Also advocated in his letter was adding a couple of requirements - which isn't even being considered for obvious reasons. He comes to the conclusion that the curriculum should be changed to promote knowledge of foreign languages. Since when is foreign language the Yiddish by which one measures a liberal arts education? What happened to Enlightenment humanism? Isn't philosophy the topic of some of the greatest literature? Aren't other cultures also taught in advanced History courses? Not knowing a foreign language isn't going to make someone understand and appreciate cultural. Furthermore, learning a foreign language when you are 13 is not going to prevent you from being culturally literate. (Continued on Page 4, Col. 1)
Commentator Interview

In an effort to introduce, Dr. Egon Brecher, who is the student body, Commentator presents the following interview with our new Executive VP.

Commentator: What exactly are your responsibilities here at Yeshiva?

Dr. Egon Brecher: To take care of academic programs, and all the special programs here.

Commentator: Is this the same as Dr. Blau's?

Dr. Egon Brecher: Not quite. What her exact duties were, I can tell you that are more extensive.

Commentator: Is there an officially different title?

Dr. Egon Brecher: Yes.

Commentator: Was your function as Deputy Chancellor of CUNY?

Dr. Egon Brecher: I supervised the Vice Chancellor of CUNY.

Commentator: And you came to YU as Executive Vice President?

Dr. Egon Brecher: I had been with CUNY but I was looking for something else to do something else.

Commentator: What is the reason you came to YU?

Dr. Egon Brecher: To furnish higher education to people who otherwise wouldn't have a chance to.

Commentator: What did you do while at CUNY?

Dr. Egon Brecher: I had held a variety of responsibilities and the like, but he will gain invaluable knowledge and pointers for his later career.

Commentator: What are your plans have for faculty cut?

Dr. Egon Brecher: I'm not that kind of a more family-oriented person. I'm here four days and say that there is less faculty needed. I don't know. Maybe more is needed. I don't know how many students there are. I don't know what they do. I don't have the capacity to study all these things. I have to find out what courses they take, how the language curriculum is. This faculty do, what they teach, what the students need, what gaps students have. I am here and so to have resources from one place to another. I have to find out how to be done or not. How am I supposed to know (in four days)?

Commentator: Do you feel your power to fire teachers?

Dr. Egon Brecher: It is within my responsibility to determine how many teachers are needed and to participate in the evaluation of the quality of the ones we have.

Commentator: Do you feel you have an understanding of student concerns?

Dr. Egon Brecher: Not now. I haven't dealt directly with students for a number of years now and I've got to catch up. I don't mean to say in a specific sense, I guess I know what students want, but I have no specific ideas as to what students here want except what I read in your paper. I read about what students say and the like, and then in my student is a special concern all over the country and I understand that.

Commentator: What is the problem with the language requirement?

Dr. Egon Brecher: It is not as simple an issue (Continued on Page 6, Col. 1).

The Challenge

(Continued from Page 3, Col. 5)

of the areas one studies during those years are consequently also limited. The question remains, what should be required during those precise years? Under the stringent and uncompromising requirement structure at YC, by default, the average student registers for courses only in his major, for school requirements and for electives in advanced courses in his major or courses requiring minimal work.

The new curriculum proposal basically makes two amendments to the present one. The first is in the Jewish studies requirements for majors and the second part which followed the new Biblical courses is reduced, the quality of each of the new Biblical courses will be enhanced, thus making the new Biblical requirement acceptable, not proportionate to current goals. The call for the elimination of the language requirement, to be replaced by twelve credits of electives from other foreign languages or added Biblical studies. The advantage of this aspect of the new system is many. First, it literally compels students to expose themselves to a variety of areas of different foreign languages on an individual. In addition, advanced courses will undoubtedly have full enrollment bringing about greater class interaction.

The elimination of the language requirement seems to be the point of attack which many of the faculty will have their decision to vote against the proposal. Some faculty members appear to be paralysed in their conviction that if the language requirement is lifted, languages at Yeshiva will die. To them I ask - why do you assume that students will prefer other electives over languages as their option to fulfill their elective requirement? Language courses are no more difficult than others and many students have a genuine interest in them. Other faculty members seem to believe that a language requirement is essential to a liberal arts education. And to them I ask, why should languages rise above and beyond other humanities courses? What makes them more of an integral part of liberal arts than history or philosophy? They are all equal in importance and, with the limited time of a college education, students should be permitted to choose the area of study they prefer.

In conclusion, I would like to point out that our current system creates an atmosphere for professors to become compartmental and content in delivering the same lectures annually. Innovation is at best severely limited. The time has come for the faculty to be put to the challenge of making their courses more attractive and appealing. The new curriculum proposal will require the faculty to compete for students, and competition leads to production. I call upon the faculty to accept this challenge and not veto the proposed curriculum. Its rejection is tantamount to an admission of cowardice.

Career Opportunities In Legal Professions

By MOSHE ROSENBERG

February 23 - A career seminar focusing on opportunities in the legal profession was held on Wednesday night for students of Yeshiva and Stern College, a program, which was moderated by Dr. Michael Hecht, Associate Professor of Political Science and Pre-Law advisor, and coordinated by Rabbi Joshua Cohen, Stern College's Pre-Law advisor. The Guidance, panel involved a discussion, followed by a question and answer period. Participating on the panel were prominent alumni of Yeshiva and Stern College, and lawyers in various areas of law.

Impressive Turnout

Dr. Hecht opened the evening by welcoming the impressive number of student and alumni panelists, and announcing that he would like to understand why, since many other colleges do not require the test for graduation, we are forced to spend a Sunday morning taking a test which serves no purpose.

Respectfully,

A Graduating Senior

You have asked me to respond to a student's note about the comprehensive examinations. An official answer on the part of Yeshiva College, is, I am sure, coming from Dean Rosenfeld, but I am willing to express my own opinions.

Generally, American colleges with high academic standards require that an applicant pass an entrance examination in order to be admitted. A number of American colleges (about 200 according to the latest figures I have seen) also require an exit examination in order for the student to receive the degrees Yeshiva University, Erno Michael College has required such an examination since 1917, and about 25 years ago the faculty of Yeshiva College also instituted the requirement. It is a requirement, comprehensive examination in his major in order to earn a degree.

These tests serve two main purposes. They require the student to review the material learned during the four years of study; they serve as a check on the knowledge educators generally believe that this is a very sound purpose. Another purpose is that of diagnosing and evaluation. It is, of course, impossible to cover in one examination all the material that our students will be required to know, however, the examination can be compared with that of other institutions, serve this purpose admirably.

The tests we use are described in detail on Form P 8, available in the Office of the Registrar. Where an appropriate national standardized test exists, it must be used; otherwise the department makes its own test.

The Future of the Law School:

(Continued on Page 5, Col. 2)
The Free R. Killers Plan

By DAVID ROBT

Order in the court! Ladies and gentlemen of the jury, I am the Free R. Killers. I am judge in Manhattan's criminal court. I come before you this day to address the critical problem of penal and capital reform. I, like you, am sickened by the criminal justice system. I have seen killers, rapists, and murderers receive ridiculous sentences in some courts. Let's face it, this country's judicial system is just too harsh.

I am proud to say that in my country there is justice. I am civilised enough to realize that 95 percent of all criminal acts should be blamed on society. Take murders, for example. Most murderers have a rough life, and it's obvious that they're just off steam. The least we can do is to try to understand why they express themselves. They usually kill somebody they know, anyway, so it's not as if it were emotionless violence.

The only problem is that I'm the only judge of me. The judges of my colleagues throw the book at defendants. Why not? It's only a three year sentence! So, if I come away with three year sentence? Have they no compassion for the criminals? How much time do they spend in an eternity three years? At least we can be thankful for pa­roles. We have no parole. He is declared a "de­niable child" and is placed on probation.

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1966: William Jones rapes a girl on W. 146th St. He is brought back to the reformatory and is released ninety days later.

1967: Jones rapes a woman on W. 135th St.

1967: Jones rapes a woman on W. 152nd St.

1967: Jones rapes a woman on W. 104th St.

1967: William Jones is arrest­ed and taken to court. He pleads guilty to a reduced charge of robbery. He is sentenced to ten years and is out in six and a half.

I hope you agree that this whole disgrace could have been avoided if the criminal justice system was done right. I agree, it would be an underworld with Mr. Jones. Obviously they just aggravated the situation by putting him in a reformatory. If Jones had been released after the "rape" with parole warning it would have been enough. But no, they had to give him an additional ten years for robbery and reducing his dignity. I won't even bother to talk about that sentence. I'm sure you can all come for each crime of rape. The poor man was treated like an animal.

At this point I am thinking of going public with my new plan for our criminal system. It will do away with all these ridiculous sentences: a total of three years for rape, two years for murder.

2. Those convicted of assault would be sentenced to one year in jail, two years in prison, or three years in a work camp.

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We should encourage as many magistrates as possible to go into professional sports. If someone makes a career of running with stolen purses, it logically follows that he can run very fast and jump very far. Ideal material for a champion. Those convoluted of assault would be sentenced to one year in jail, two years in prison, or three years in a work camp.

Once all our prisoners are re­leased, we'll have enough room in our prisons, all that prime real estate boss. There is also the difficulty of obtaining research grants, which are given mostly to M.D.'s, not to chemists.

Another problem menacing the Department is the lack of new equipment. The other thing is taking care of the people. When Belfer was going, we had grant money. But today, if something went wrong.

(Continued on Page 4, Col. 1.)

Letters to the Editor

The Free R. Killers Plan

By DAVID ROBERT

In the debate rages the letters on the page of Commentator as to whether or not Saul Stromer is justified in all the scoundrels who joke about YU on radio.

Let me cite an actual case for anyone who has been charged with murder.

According to the law, if there is a can, then there is a law. If there is no law, then there is no criminal. If there is no crime, then there is no punishment.

2) We cannot ignore the fact that there are some, very few, but criminals who will have to be put away. They could be found in local Y.M.C.A.s. And I also believe that if we could let everyone out on weekend and be able to spend time with a normal family, it would be better for them. This would give the unfortunate inmate something to look forward to during the week, and would make time pass that much more quickly.

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**Commentator Interview**

(Continued from Page 2, Col. 2)

**Behind Dorm Doors**

*Since many YC students have recently taken the UP GRE, many of you have begun to question the purpose of requiring students to fill out registration forms.*

By JOSEPH FRIEDMAN

During my four-year stay at Yeshiva, the terms "synthesis" and "Talmud" have continually been handled. Many students, as well as administrators and faculty, have not completely understood the meaning of these terms. Although the following discussion is only a tentative statement of the concept of synthesis, it is an analogy which serves to illustrate one of its many versions.

I was discussing the future of high technology and was asked what would happen when the physical limits of technology are reached? What happens when "supercomputers" are made very small and physical limitations prevent smaller devices from being used? I decided that when that time comes, if it ever will, the human intellect will not be able to produce any physical barriers. The "field of artificial intelligence," for example, is an example of using limited physical components (computers) for the ultimate goal of solving the ultimate problem of making robots that can think.

Similarly, the concept of Torah (U'madah) integrally involves the understanding of the Talmud. The secular subjects are continuously combined with the Talmud's ideals in order to enhance and advance them both. In the field of science, as well as computer science, the ability to think logically and reason intelligently is developed to a high degree. This sharpening of skills complements the similar art acquired in the study of the Talmud. Further, the experiment of looking at Torah (U'madah) is a secular studies being used for the service of Torah. Examples are a person seeking the research of a computer science or a person who becomes a secular to bring his computer science and Torah (U'madah) together and thus able to use the goals of improving a person's whole life. The other way of looking at Torah (U'madah) is secular studies being used in the study of the Talmud. Examples are a person who seeks the research of a computer science or a person who becomes a secular to bring his computer science and Torah (U'madah) together and thus able to use the goals of improving a person's whole life.

The study of various bodies of philosophical thought and the understanding of historical perspectives, the Jew can relate to the present ideology by and prevalent in the times of the Talmud and Ammanna. One can also contrast the peak of Jewish thought and literature during the time of the Mishna and Gemara with the same time of death of literature in the world of the Middle Ages.

The message of synthesis, then, is to integrate non-Jewish studies with the struggle to advance and uphold the Torah's precepts, not just "learning a trade" that enables one to devote more time to the Torah - a lofty goal which is seldom achieved. Many Rebbeim, as well as others in Yeshiva, even during this practical and teaching of Torah (U'madah). The sad situation that end up taking the GRE's are a waste of time because most guy's end up taking the test anyway. In fact we're on the subject of GRE's why aren't they given for YC students stressing Genorah and Nishnah Breurah.

**Who's Whose**

Mark Frostey, YC '81

Debbie Rahovich

Ethan Siev, YC '80

Yaakov Neuberger

Kenny Goldwasser, YC '81

Lynett Melnick, SCW '82

Yaakov Neuberger

Rivki Roth

Ethan Siev, YC '80

Susan Levinson

Yaakov Neuberger

**Dorm Doors**

*Since many YC students have recently taken the UP GRE, many of you have begun to question the purpose of requiring students to fill out registration forms. To help you resolve with the confused opinions of YC students we take you...*
The Time

By STEVEN ETTINGER

If you're such a big Tzadik why don't you do something good?" Just such a tract of thought is what has put us in the hole we are in now. If you doubt me, go spend a few minutes in Reading Room B, Mt. Vernon, NY or Jersey City, N.J. These communities and the Yeshiva are looking day and night for the clouds parting, for the word coming out and looking for people to reach out and help them. Or better yet, go to Mooney, NY, walk into the local school board office and ask what percentage of the children in their system are Jewish. If we could for even one weekend a month forget about our accounting and computers and direct our attention to our services to DCS or NCSY, not only would we raise the level of Jewish living around us, not only would we enrich ourselves but we would reestablish YU as the force behind the Jewish Community, an effect that could only dominate.

Overburdenes

By JAY LERMAN

In Plato's "Parable of the Cave," man mistakes his world for the real world of reality. In much the same way, the administration of MYP has serious mistakes in its illusionary requirements for the real world of student life. It is my contention that MYP students should have no additional college requirements in Hebrew.

I believe that the need to eliminate these additional requirements is twofold. First, the administration of MYP force undue hardship in the scheduling process. If a student can't begin his college course until 2:45 p.m. daily, and he must take selected college courses after that in Hebrew, he will have very little opportunity to register for other courses he needs or wants and needed to complete the major. Had there not been the additional Hebrew requirements dream of a double program. But maybe they could handle a little more realistically the need they would have for Hebrew. We have an illusionary dream of a double program that is really the word that best describes the play. It begins in the midst of that great institution of Torah U Mada: Yeshiva University. The Satmar approaches Mr. X, (not to be confused with Mr. Y or Mr. Z) and says, "Mr. X, our soul. You see the Satmar claims that Mr. X has sold his soul to the Satmar 20 years ago. In exchange for a promise to make Yeshiva University a great institution, Mr. X, sold his soul to the Satmar and denies the entire Satmar. The Satmar is the number one soul of three notable YU personages. The Din Torah is broken down into three major issues: First, whether the shiar is kosher, second if the Satmar helped Yeshiva University, and finally if the contract is itself binding. After a lengthy Din Torah the Possek

Why Yeshiva?

By SHALOM LAMM

These are indeed lofty ideals (as far as the Smart Set is concerned), but they just do not line up with the daily social and economic pressures which prevail in the real world of high technology. An expert in both Judaism and secular life, I do not know if the Yeshiva's job is to be a haven of balanced normalcy. The golden rule of non-extravagant idealism should be most welcome in our midst. We should attract students of high ideals who do not fear intellectual challenge, hard work, and meticulous scrupulosity of beliefs. Ours should be a university that respects both rabbi and scientist, both Talmid Chaim and modern bachelor. We should be producing the rabbi-scientist and the Talmid Chaim bachelor. We should be educating the students to glad they had the Ramah's ad-

What The Devil Could Not Do

By BEN MOSHE

A few weeks ago I happened upon a Peiraic debate from ten years ago; outdated you say, not really. Peirish is the word that best describes the play. It begins in the midst of that great institution of Torah U Madah: Yeshiva University. The Satmar approaches Mr. X (not to be confused with Mr. Y or Mr. Z) and says, "Mr. X, our soul. You see the Satmar claims that Mr. X has sold his soul to the Satmar 20 years ago. In exchange for a promise to make Yeshiva University a great institution, Mr. X, sold his soul to the Satmar and denies the entire Satmar. The Satmar insists on a proposition of his three notable YU personages. The Din Torah is broken down into three major issues: First, whether the shiar is kosher, second if the Satmar helped Yeshiva University, and finally if the contract is itself binding. After a lengthy Din Torah the Possekh is entered 2-1 in favor of the Satmar; the Satmar is granted Mr. X's soul.

In the sick of the day a hero arises - a former employee of Mr. X's who testifies, "It really is an academic question, fellows. I worked for Mr. X for a few years and I will gladly testify that Mr. X has no soul. Thus Mr. X sold something of a bond to a Satmar and the shiar was Mekach Ta'am." The Satmar in fury responds, "There is a hole in the argument, our proposition of three notable YU personages. The Din Torah is broken down into three major issues: First, whether the shiar is kosher, second if the Satmar helped Yeshiva University, and finally if the contract is itself binding. After a lengthy Din Torah the Possekh is entered 2-1 in favor of the Satmar; the Satmar is granted Mr. X's soul.

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The issue, however, is considerably more complicated than either side presents it. Because of Judaeo-Studies, it is possible that remain with a uniquely limited number of credits which is to be presented in this paper and will be interpreted as additional bases. Many have no desire to do so, even selecting solely courses or topics which fulfill their professional goals. The concentration on the faculty side facilitates these phenomena. Even language, arbitrarily of important practical value, is only a tool, much like the sciences, or statistics. Many students pass through the College and continue on to graduate school as mechanical study apparatus, unidirectional beyond belief, How many are capable of (Continued on Page 8, Col. 1)

By MANFRED WEIDHORN

Questions

Fall of Torah U'Mada

By MARTOMB

CURRICULAR PROPOSAL

By GILBERT KEPECS

Criticalims of Yeshiva College focus on anything and everything to do with the tuition costs to the color of Furst Hall's classrooms. Two of the most valid complaints are that students are overburdened with requirements, and that they are often unable or unwilling to receive a true liberal arts education. The College often seems to be oriented toward the pre-professional, rather than toward the intellectual.

The Senate is attempting to lessen these problems in proposing a restructuring of the requirements. The change would not catalyze a great deal of controversy as to the wisdom of such an action. The students who have been vocal about language requirement are a lessening of the English Literature and Hebrew requirements have been vehemently condemned. Many feel that the flexibility inherent in the proposal will benefit students to take the exact, least

By LOUIS FELDMAN

Why the Classics

Why did VP Socol take in $200,000 of YU money during the past decade (involving grants to study YU governance, administration and even of secular administration, available for inspection, as it is at many other schools)?

Why, if YU has no money, has the administration claimed that average salaries some 50% above those elsewhere and administrators, available for inspection, as it is at many other schools)?

If YU has no money, why did the administration waste huge sums to fight its own faculty in the courts rather than enter into negotiations and improve salaries?

The issue, however, is considerably more complicated than either side presents it. Because of Judaeo-Studies, it is possible that remain with a uniquely limited number of credits which is to be presented in this paper and will be interpreted as additional bases. Many have no desire to do so, even selecting solely courses or topics which fulfill their professional goals. The concentration on the faculty side facilitates these phenomena. Even language, arbitrarily of important practical value, is only a tool, much like the sciences, or statistics. Many students pass through the College and continue on to graduate school as mechanical study apparatus, unidirectional beyond belief, How many are capable of (Continued on Page 8, Col. 1)
Clyrical Proposal

(Continued from Page 1, Col. 3) compares the quality of a work of literature or a philosophical problem? While the intent of college
students is a matter of great concern, a large
number of students who are not majoring in a
field of study that would require such knowledge
will continue to choose "easy" courses; students
who do not contribute to the learning of their
classmates will be curbed by a more defined
curriculum. It is ironic that the new curriculum
wants students to learn, only to let. The history
of high schools and colleges as institutions,
which traditionally served to house the majority
of the population for 12 years, has now been
replaced by a "hands on" type of education. While
the new curriculum may be better for the few who
are able to deal with the increased rigor, it may
be less effective for the majority of students.

For the sake of point of view, it is worth
to mention that the idea of a new curriculum is
not new. Over the years, curriculum changes
have been made in an effort to follow the news,
you can say that the details of this in
the cultural landscape of the Soviet Union. Be it
yesterday's old-world tranquility. The Yeshiva
College of Washington is not the only one
undergoing change. In 1980, Yeshiva University
made a joint-effort review of their curriculum.
A young Jewish refusnik is im-
prisoned for evading the imposed
draft, or a Jewish activist is
refusal to succumb to Soviet
pressure. Such Soviet Jewish
heroes have given more justice to
the classics. Whether young or
old, American Jews have found
the classics to be the most
debatable
from their than they do at pres-
tent. Many graduate programs
require students to read classics,
and so long as the stu-
dents involved are apprised of
previous courses in English.

No one can foresee the actual
results should the Senate pro-
posal be implemented. It might
mean that some of the classics
we at Yeshiva, who know the validity of this

(Continued from Page 9, Col. 6) work in the 'cold' humanities
field, will be forced to make a

The delinate balance between
Yeshiva and University was se-
cretly maintained in the midst
of the restoration. With the found-
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One And One Equals Controversy

(Continued from Page 8, Col. 3)

In critical. It is here that the Jewish student will be able to dem- monstrate its leadership dexter- ity. Such a move can get bogged down in red tape and time, but it may also be a good opportunity for the university to demonstrate its leadership dexterity.

Bacon's office at the Midtown Center no later than April 17, 1981.

In the Center. Please stop by the office (F413) for assistance,

Guidance Notes

For students interested in working this summer, it is not too soon to start planning.

The following divisions of the New York State Job Service pro- vide lists of part-time and summer employment opportunities in the Fed­ eral Government, Announcement No. 414. In addition, there are several resource books on summer employment in the Center. Please stop by the office (F413) for assistance.

A $1,000 grand prize will be awarded in the Special Poetry Com­ petition sponsored by World of Poetry, a quarterly newsletter for poets.

Poems of all styles and on any subject are eligible to compete for the grand prize or for $49 other cash or merchandise awards, totaling over $400.

Says Contest Chairman Joseph Mellon, "We are encouraging poetry talent of every kind, and expect our contest to produce exciting developments."


Yeshiva University annually makes two awards for the best essay submitted by its undergraduate students on the subject of Jewish Ethics. The Edward A. Rothman Memorial Award in the amount of $100 will be given for the best essay submitted by a graduating senior of any of Yeshiva University's undergraduate schools on some aspect of Jewish Ethics. The winner will be announced in the Spring. The Edward A. Rothman Memorial Award in the amount of $100 will be given for the best essay submitted by any undergraduate on the subject of Jewish Ethics. The winner will be announced in the Fall.

Procedure: Essays should be written (preferably typed) in English and should be between 2,000 and 3,000 words in length, and must be submitted to the Teacher of Religion at Yeshiva University's Student Union (USC) by March 21st. In addition, there are several resource books on summer employment in the Center.

The following divisions of the New York State Job Service pro- vide lists of part-time and summer employment opportunities in the Fed­ eral Government, Announcement No. 414. In addition, there are several resource books on summer employment in the Center. Please stop by the office (F413) for assistance.

Mediterranean To Dead Sea Canal To Provide Hydroelectric Power For Israel's Energy Needs

By ELLEN DAVIDSON

Jerusalem, March 21- The decision by the Israeli Cabinet to approve in principle the construction of a Mediterranean to Dead Sea Canal is the most important and far-reaching of Israel's power-grid projects. The project's goal is to introduce electricity to the nation's domestic and industrial needs, and to provide a source of income for the state.

The Cabinet's decision marks a major step toward the realization of a project that has been on the agenda for decades. The project is expected to provide about 1,000 megawatts of electricity, a sufficient amount to meet the needs of the Israeli population.

The project's implementation is expected to begin in 1985, with completion scheduled for 1990. The canal will be built along the Jordan River, and will be used to transport water from the Mediterranean Sea to the Dead Sea. The water will then be used to generate electricity, which will be transmitted to Israeli consumers.

The project is expected to create about 5,000 jobs during its construction phase, and will result in a significant increase in the nation's gross domestic product. The project is estimated to cost $1.5 billion, with financing provided by domestic and international sources.

The project is expected to have a significant impact on Israel's economy, providing a major source of revenue and employment. The project is also expected to have a positive impact on the country's energy situation, providing a stable and reliable source of electricity.

The project is expected to be completed by 1990, with the first electricity being generated in 1986. The project is expected to provide about 1,000 megawatts of electricity, a sufficient amount to meet the needs of the Israeli population.

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Career Opportunities In Legal Professions

Highlight Discussion By Alumni Lawyers

(Continued from Page 8, Col. 3)

gation, the reading of advisory opinions, and the solving of cases of criminal tax. Some ad-

dvantages of government work, the possibility of "learning by doing" experience a

young lawyer can acquire, as well as the insight into the working and expectations of
government. Such work also pro-
duces the opportunity to do work of
sense, and the freedom to do the
proper thing in a case. On one hand, a tremendous amount of paperwork and the
many regulations can be checking, and the frequent lack of enough time to do a job right can prove frustrating. Working conditions have
their own disadvantages. The hours are usually eight to eight, a day and a half per
day and are flexible, allowing a lawyer
to start and finish when he likes, and also allowing him to
take off for holidays, and make the first nice pe-

ers that I've met.

The final speaker was Mr.

Marcel Wecler of Feder, Kasno-

to. He said that the job as a lawyer
is meaningful and satisfying, at the
same time trying to buck the
trend. This career every day can also lead
to emotional frustration. Though
the starting salary of 17-18 thousand dollars may not appear

oven attractive, Mrs. Stark con-

cluded, "I can assure you that one thing that you will find is the work that you do, and the

The question and answer period
covered many interesting topics

regarding what law firms seek

in their recruiting; what a law-

yer can do if he is planning,
alsh and what kind of hours
different types of lawyers work.

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THE COMMENTATOR

Wednesday, March 4, 1981

YC Delegates Attend The Model U.N.

(Continued from Page 5, Col. 8) — so far unperformed by the current com-

mittee and to guarantee that the na-
tion's interests would be pro-
duced by the hand of the mem-
bers of the political blue.

Ralph Suhrman (Senior—po-

cially science major) and

Bursztyn (Junior—political

science major), President of the

YC of BUCW Political Science

Societies and head delegates for

the Israel delegation, respectively,

participated in the Special Political Committee and also

in the Security Council in the

countries in the General Assembly.

Robert Greenberg (Senior—po-

cially science major) and

Friedman (Senior—political

science major) were the delegates
to the Committee on the General

Committee.

Jay Levenst (Senior—biology

major) and Alan Wilmer (Junior—

pre-engineering) sat on the Special Political Committee and
did with topics such as nuclear

proliferation and nuclear-free

zones.

Eddie Iosef (Sophomore—politi-

cal science major) and Annie Ohana (Junior—political science major) were the delegates to the Legal Committee. There, they
discussed the sensitive issue of international terrorism and the many complex

Which Why... Why... ?

(Continued from Page 6, Col. 1)

That reflecting on my life at YC

sheds light on the problems and
tensions that my own limited experi-
 hinge has shaped. Often, it is the

only way to feel less alienated and

more concerned with form than sub-

stance. This is particularly true of

the Jewish studies programs.

For too long, adminis-

trators and faculty have

seen the perspective of community

politics or expediency, rather

than a student's basic values and

mores in 7ocietie.

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FRONT, SPORTS, ARTS & CRAFTS, MUSIC AND,
KITCHEN HELP.
YU's Outside Teaching

(Continued from Page 1, Col. 4)

In Yeshiva High Schools, the YU Heschel regularly voted down full roll of four courses would be asked to teach an additional course with a more advanced level of difficulty. The additional salaries received by these professors would be paid from the tuition of the high schools, thus not representing an additional expense for already paid Yeshiva University.

Exactly what courses will be taught has not yet been decided. Paul Glaser, Director of Admissions believes they will be "survey or Core courses." The instruction, being given in a high school, will actually include "a scope of possible subject matter. For instance, courses that rely heavily on library or laboratory facilities will not be able to be given.

Contrast To Co-ops

In contrast to the existing Co- op program at MTA, the students will have no options available to them on the "tracks" they receive. On the completion of their courses, the students will receive a standard college transcript which will not be conditional on any further academic attendance in one of the schools of YU.

The planning committee for the new program will try to get the most impressive YU faculty so that the high school students will want to attend a YU college on their matriculation. Mr. Glaser remarked optimistically that the program "would give a continuous presence of Yeshiva University in the high schools." This program therefore potentially could mutually benefit the two sides involved: Yeshiva University will be able to increase its number of students, and as Mr. Einhorn pointed out, high schools will be "able to save their senior year."
Wrestlers End Successful Year

The Yeshiva University Varsity Wrestling Team closed out its regular season by narrowly defeating Delaware State 30-29. The victory clinched a winning season for the Elims, who now look forward to hosting the First Annual Macabean Wrestling Tournament.

Climbing The Season

The Elims have just completed a grueling schedule of five matches within three weeks, including a dual meet in Boston with Boston College and Emerson College. The squad lost in close matches to Brooklyn and Boston College, while defeating Emerson and Brooklyn Poly. The most recent victory over Delaware State notched the Macabees record to 6-2.

The teams' victories were achieved despite the loss of two key wrestlers for the entire season, co-captain Yossie Kowalski and Gavriel Simon. Both were figured to start at their respective weight classes this year; both had gained much needed experience and skill from the previous two years. But Gavriel was out with a knee injury and Kowalski separated his shoulder in practice early in the season, so the Elims had to make do with the lighter weights. Also sidelined were Jay Lerman for a week and a half before the season, and Al Phillips for the last two weeks of the season.

Yet the team struggled back from injuries. Peasc Kraemer, Reuben Kramskr, and Aaron (Booz) Levall all filled in admirably for the injured Simon and Kowalski. Kraemer and Kramskr both had crucial pins, while Levall wrestled very well at both the 142 and 150 lb. weight class.

VOICE YOUR OPINION
Thursday afternoon from 12:30-4:30 in the lobby of First Hall, YCSC will be conducting a poll to gauge the students' opinion on the new curriculum proposal, which the Senate recently passed. Please vote and let us know how you feel about this issue.

Robert M. Friedman
President YCSC

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Yeshiva University
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New York, N. Y. 10033

Jack Lemmen & Walter Matthew are the Odd Couple

NIBOY YOK, I. y, PIIMIT N. 

Thursday, March 4
9:00 P.M. in the Cafeteria
12:00 in the Morg. Lounge

COMMENTS
Yeshiva University
500 W. 185 Street
New York, N. Y. 10033

Fencers on guard in league match. — A. Jacobs with

Scheff Honored For Scoring 1000 Points

With 5:45 gone in the first half against Mt. St. Vincent, Harvey Scheff grabbed the rebound and put in a shot from five feet away to give the reboud and put in a score his fourth point of the game and more importantly the one thousandth of his college career. In so doing, Harvey has a small but strong list of former conference players, including Marvin Herschkowitz, Irv Radner, Irving Blumenreich, Robert Rosenbloom, the last person before Harvey to achieve this feat, accomplished it he was a senior. Scheff is only a junior and therefore still has a year and a half to add to this achievement.

Joined in 1978

Scheff joined the Macabees in 1978, two years of high school basketball under Coach Wiener at Hill, and a year of the game, as well as the student achievement. Scheff has his best career and 8 rebounds per game; with laying in Israel. For both of body, who were very supportive scoring record held by Stuart.

Aging a team-leading 19 points by two at the half.

Harvey that he has an excellent scoring record held by Stuart.

The game started off with two at the half. Kronengold fought back to trail by two at the half.

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