**Ayal Claims Scoring Crown**

by Shmuel Bulka

On Saturday night, January 28, Ayal Hod broke Yeshiva's all-time scoring record of 1541 points, eclipsing brother Lior's mark with a layup against St. Joseph's College. The fact that it was his older brother's record made the feat even more special for Ayal. "It means a lot because I know it's going to stay in the family. We'll kid around ten, twenty years from now."

While he is now on top, it has not always been easy for Ayal. While the brothers were growing up, Lior was always considered the better player. Lior was the big center and Ayal, the small admit that his intensity level not always been easy for Ayal to handle. The Price, and judging from his passing brother Lior's mark. Ayal., Am league. After adopting the game.

When I play with him (Lior), I know exactly where I'm going to get the ball. I know, when he handles the ball, exactly where he's going to do it with. I know where to be for the offensive rebound. I know so much about him just from growing up with him."

Regardless of who his teammates are, one aspect of Ayal's game remains constant. He always goes out on the court with the intention of dominating the game. "I want to go out there and take over the game, take control, just be possessive."

Dean Schiff, though, would admit that his intensity level increases as the level of competition does. "Against the weaker teams I have nothing to prove. I like challenges. That's what I'm used to."

After graduating, Ayal plans to work and play in a local Pro-Am league. After averaging 17 points in a summer league three years ago against the likes of Dominque Wilkins and Mark Price, and judging from his performance at Yeshiva, there is reason to believe that he will be every bit as successful.

"After setting a record that places him on top of a select group of athletes, Ayal expressed a deep appreciation for the support he received."

Continued on page 8.

**Nobel Laureate Joins SSSB Faculty**

by Shukie Grossman

The commencement of the immediate spring semester marks the inauguration of a new venture by the Syms School of Business. In an effort to improve the school's image, an endowed fund has been established for the purpose of introducing SSSB students to scholars of world class calibre in the field of business. Initiating the program is Dr. F. Modigliani, a Nobel Laureate and professor at the Massachusetts Institute of Technology. Dr. Modigliani currently sits on the University Markets and Financial Institutions at SSSB.

According to SSSB Dean Michael Schiff, the addition of Dr. Modigliani to the SSSB faculty presents the students with three significant advantages:
1. A rare educational experience.
2. A further encouragement of study in the area of business.
3. Improvement of their job market profile.

Dean Schiff asserts of Dr. Modigliani, "He is a man where the materials employers have probably studied. The name rings a bell to anyone who has studied finance." Dean Schiff contends that students may enhance their university's competitiveness in a competitive job market (participating in the course of finance and accounting) with a course of this nature attached to their record.

Though the semester is young, Yeshiva College junior Yaakov Green maintains that Dr. Modigliani's course "looks like it's going to be an interesting class, covering thoroughly financial institutions and banking systems. I chose to register for the course, "Green claims. "to gain a further understanding of the financial world from a top-notch individual." Because the course is moderately sized (about 25 students), Green believes that opportunity exists for students to get to know Dr. Modigliani on a personal level, gaining even more from his financial expertise.

Although Dr. Modigliani's heralded arrival at Yeshiva University should certainly have a favorable impact on SSSB, one cannot ignore the potentially negative ramifications. Dean Schiff suggests that the program for the Nobel Laureate to lecture at SSSB lies in that it would provide him with an interesting challenge to teach a course at a different kind of school, particularly undergraduate. Yet sources indicate, and Dean Schiff confirms, that Dr. Modigliani will earn a salary in excess of $50000 for the spring semester alone, not to mention weekly airfare from Boston, as well as hotel and car service in New York City.

Dr. Franco Modigliani talks with students.

Continued on page 11.

**West Coast College Bans Styrofoam**

by Behnam Dayanim

In yet another sign of American's recently increased levels of environmental awareness, the University of California-San Diego has become the first university in the country to prohibit the use of styrofoam on campus.

In a bid to push from the top of the environmental agenda, the currently chic crusade to protect the tropics, that has attracted support from a wide spectrum including the New York Times and the Green, Dead, UCSD officials say that by March the university will dispense of the allegedly dangerous substance in every area of use. Other U.C. schools have begun either partial elimination or a complete ban of such action in the wake of UCSD's strong stance, and the environmental advocates who initiated the UCSD drive plan to press the entire U.C. system to enact a formal ban.

Yeshiva University currently employs styrofoam for a variety of uses, most notably in Food Services. Mr. Jeffrey Rosen- garten, Director of Supporting Services and Personnel, and Dean of Undergraduate Stu- dents Efrim Nulman both maintain that YU is "sensitive" to the hazards of styrofoam use, and Mr. Rosengarten adds that the major obstacle to an elimination of the substance lies in the need for microwaveable food product containers and what he terms the unavailability of an adequate substitute at present.

Three marine biology gradu- ate students at the Scripps Institution of Oceanography, affiliated with UCSD, were the driving forces behind the university's action. As Steve Relyea, UCSD vice chancellor for business affairs says, our " concern for the environment and the environmental effects of styrofoam" was "generated by the graduate students."

According to Mr. Cary, the three first became concerned about the issue of styrofoam, which is known to contain the toxic substance, polystyrene. Polystyrene is used in the manufacture of Styrofoam, a material commonly used in the food service industry. Polystyrene is known to be toxic to marine life and can accumulate in the environment, leading to negative impacts on the marine ecosystem. The scientific community has called for the elimination of polystyrene from food service applications due to its harmful effects on marine life and the environment. As a result, the use of styrofoam has been restricted or banned in various institutions and regions, including the University of California-San Diego. This move promotes sustainable practices and supports efforts to mitigate the environmental impacts of food service industries. The ban on styrofoam reflects a growing awareness of environmental issues and a commitment to reducing the use of toxic materials, contributing to a healthier planet.
EDITORIALS

DROP THE ADD/DROP FEE

Who says things never change? Registrar for the spring semester was markedly pleasant, provided you knew your intended schedule and showed up at your allotted time. Lines were short, and service was quick.

Grades were returned fairly quickly, as well. One sour note: the frequency of "M's" (denoting a missing grade) appearing on students' transcripts. University Registrar Pinchas Finkelstein ascribes this phenomenon to professors ' tardiness in submitting their classes' marks.

One would see that some faculty view the Registrar's office and the bookstore with the disdain. Their inability to order books in advance of graduation grades on time strikes one as incredible. Granted, YU students seem to have long been afflicted with the extension bug (frequently unforgivable degrees of excess permitted by these same professors), however, there is no excuse for this sort of behavior on the part of the faculty.

One suggestion regarding registration: it seems absurd in a college environment, where one is expected to experiment with different courses and broaden his horizons, to penalize him for doing so. Yet that is exactly what University policy seems to suggest. From the very minute one walks out of registration, he must pay a five-dollar fee to add or drop a course.

THE COMMENTATOR proposes that a two-week grace period take effect following the start of classes during which the student can change courses without charge. After that time span, the irrevocable student would suffer for his inability to make a decision; he should pay a ten-dollar fee to add or drop.

After a trial semester under the system presently in effect, the University can determine whether it is losing money (due to expenses incurred for computer use and labor), and, if it is, can perhaps institute a slight additional charge in the registration fee paid at the beginning of the term.

HELP NOT WANTED

IBC is one of our university's three undergraduate Jewish men's divisions. As such, it boasts a dean, office, and secretary, Orit d.d. A few weeks ago, IBC's secretary Kelda Spreiregen left YU after a year's service to pursue a more lucrative occupation at the Orthodox Union.

At the time Ms. Spreiregen gave her two-week notice (she continued to work for another three weeks), IBC Dean Jacob Rabbinowitz requested, through the appropriate channels in Personnel, a replacement. When informed as to the length of time possibly involved in finding someone permanent, he indicated whether a temporary worker could be hired in time of the impending registration rush.

When contacted by THE COMMENTATOR, the dean characterized his request as "at most of urgency." Nevertheless, Personnel refused to provide him with the needed aid. As a result, the office has been virtually paralyzed, course requests and changes going unanswered and letters of recommendation unsent.

Director of Supporting Services and Personnel Jeffrey Rosenzweig defends his office's conduct, saying that the search for a new employee has been continuing since Dean Rabbinowitz requested. He explains his refusal to hire temporary help, claiming that such a person would not be able to perform the specialized tasks required of the position.

The administration justifiably points with pride to the superior academic performance of the majority of its students. Rabbi Joshua Chellevitz, Director of Residence Halls, flatly states that early admission freshmen cause no more than their share of dormitory disturbances. Director of Undergraduate Admissions July Paikin asserts that only 80 of 353 first-year YC students are EAP freshmen (most of those returned from Israel before Yeshiva). The Dean of Freshmen, or freshmen who behave as though they were sixteen, can prove a powerfully deleterious influence on a classroom and can turn a dormitory into a sleep-awary camp.

Admittedly, many immature freshmen go through the four full years of high school before entering Yeshiva, but many do not, 80 EAP freshmen on campus, which Ms. Paikin and Rabbi Chellevitz seem to regard as a low number, constitutes almost ten percent of our student body.

Regarding Rabbi Chellevitz ties: that EAPs pose few problems in dorms; we respond, with all due respect to our director, his awareness and perception of dormitory life and its problems varies considerably from that of most students.

Academic performance should not be the prime factor in determining the success of the early admission program. YU should actively seek to dissuade potential early admission students. Failing that, it should at least encourage them to spend a year in Israel before exposing them to a college environment and exposing us to their frequently unacceptable behavior.

Perhaps standards can be tightened, and the dear preference shown toward MTA students. While YU is to be congratulated for its efforts, it is to be lauded that so capable of handling the responsibilities of an adult environment are admitted. To the rest, the entire Yeshiva community would do well to study Professor's "L'Habriot."
February 7, 1989

From the Editor's Desk

The one area in which Yeshiva University cannot avoid being stigmatized is in its studies. After all is said and done, it is the opportunity to study Torah that competes a studentship with the students of other universities, not his perception of its various secular departments.

As a junior JSS or Yeshiva student, you are frequently called upon to reconcile the differences in the systems of studies. Whether you succeed remains in your hands.

One is enrolled in JSS and therefore know it most intently. I see its problems more acutely than I see those of the other schools. From the outside, it seems reasonable. Bearing that in mind, I will attempt to discuss five basic divisions in the school and name some of the currently constructed and five possible solutions.

The first is lack of self-respect. The average JSS student feels inferior in some way to the YPer. Whenever students or otherwise consider something familiar with YU or more liberal, the division, the JSS student invariably feels compelled to reconcile it with the fact that somehow he is less of a Torah scholar. This attitude also exists in the IBC and MYP, and in many ways is not true. (In some ways it is, of course. It depends on the person and the approach.)

The second condition in JSS's track system. Under this scheme, the student is placed in a particular track supposed to geared toward his abilities. Unless he is willing to undergo extreme bureaucratic hassle, he must take all of the courses in his track regardless of his interest (or lack of) in a particular subject.

A related flaw arises in the unbelievable stagnation of course offerings. In the IBC, in many cases, the same courses taught by the same professors with the same notes are given year after year. As a result, this frequently and understandably leads to faculty disinterest and student apathy or apathy.

Originally, JSS was conceived as a school for those with little yeshiva background. The majority of students have yeshiva high school training. Many— not all or even necessary. If one wishes to learn to some degree and this invariably affects their nes, the needs of the student with the high school background differ radically from those of the one without it.

These aforementioned concepts are nothing new, they have been developed in the management field. These people are experts and have spent their lives developing systems of evaluation. This leads me to my final point.

I realize the overall concept of utilizing evaluation forms should be decided by the Senate. In facts, I do not see how it is possible for administrators, teachers, or students to make decisions about such compli- forms. It is simply not possible to know little. The people who are experts in this field should be consulted. Their decision should be highly regarded because they have devoted a life of research to developing forms which measure quality of performance.

It is about time that this school took a step in assuring a high level of quality teaching. Yes, we the students will finally have a say in our professors' teaching ability. But this momentous opportunity may go to waste. We will waste it in forms which may in effect be worthless.

Richard Ungar YC '89

[At present, the Senate has not reached a final decision on the precise nature of the proposed system of teacher evaluation.]
Ed. Psych Prof Hired

by Jonathan Greenblatt

During the second week of final exams, it suddenly dawned upon the members of YU's administration that there was no one to teach the Educational Psychology course which is officially taught by Mr. Scott Hershberger - just in time for the spring semester of 1989.

Many students wondered why the University had wasted an entire semester before seeking out a teacher to fill this course - which should have been hired since last March after the passing of Dr. Julia of Rosenblatt. When asked about this, Dean Rosenfeld replied, "Originally, we thought that Mr. Thaler, the founder of Foundations of Psychology, would take the course. But the next day, they decided to back off. The next course to be taught is the Educational Psychology course which is currently being taught by Mr. Scott Hershberger."

Mr. Hershberger received his B.A. at Florida Atlantic University and his M.S. at Fordham University. He is currently teaching the course. "Mr. Hershberger is a bit of a mystery," said the University's Department of Educational Psychology.

According to Mr. Hershberger, he is currently working on his dissertation and will soon be teaching in a psychology class next semester.

Mr. Hershberger has been teaching for five years and has received several awards during this time. He was recently awarded the "Outstanding Professor" award for his excellence in teaching.

Many students are excited about the new hire and hope to see more changes to the University's curriculum in the future.

As the new semester begins, many students are already looking forward to the opportunity to learn from Mr. Hershberger. "I'm excited to see how he teaches," said one student. "He's known for his engaging and interesting lectures."
Viewpoint: Senate Works

By Dr. Will Lee

...with deli brute speed... (Anon.)

...wandering steps and slow...

(From Paradise Lost)

Entering its twentieth year, the Yeshiva College Senate still serves three main purposes. As a forum, it is the one location where students, faculty, and administrators regularly air their views to each other. Needless to say, this first function guarantees neither mutual understanding nor constructive action, but it does encourage a more significant exchange of ideas and feelings than is possible at most colleges. As our Registrar Pinchas Friedenberg puts it, "even when nothing seems to be happening, something is happening." Regular lines of communication are remaining open, and the College's spirit of community is staying healthier than it otherwise might. Second, the Senate can meet on relatively short notice to figure out how each of its branches might help channel the potentially destructive energies of a crisis. From 1969 through the early seventies, this function sometimes proved crucial in averting the serious, sometimes violent confrontations which other campuses suffered through. While relative peace has characterized recent times, no one can predict when the next crisis will strike home. Finally, and most importantly, ever since its origins under President Samuel Belkin and Dean Isaac Bacon, the Senate has recommended ways to improve the quality of education and life at the College. In the process of reaching recommendations, the three constituencies of the Senate tend to play distinct roles, though in actual usage there are individual exceptions. The students are like the engine — more energetic, even noisy, than their counterparts. In the four years I have served on the Senate, the student representatives have been extraordinarily idealistic and eager to reform everything in and out of sight. The administration is more like the brakes, cautiously slowing the vehicle down to foster safety and continuity. While it is true that some of the faculty have been preoccupied with other issues, and that the Senate needs to realize and balance the two, the Senate is here to work miracles, and they're disappointed when miracles fail to materialize. In fact, student opinion does strongly influence the institution, more so than at any of the other six colleges I know reasonably well, but both here and elsewhere students advise rather than dictate policy. That, on the whole, is probably fortunate. While students' hearts are almost always in the right places, and while they are sometimes right when everyone else is wrong, the issue or the passion of the moment often carries them away, and they often ignore realities in their quest to reshape the world over their heads. I have to wonder whether a student-run university would be the utopia our best students dream of. In the 1960's, which I evidently remember with much more fondness and respect than many of my colleagues, student-like bodies at some sister institutions took a strong hand in eliminating or watered down requirements, introducing frivulous courses, and lowering academic standards. At all too many institutions, among them the College, they furloughed a healthy process of educational searching.

If self as a system of checks and balances, the Senate must submit proposals to the Administration or to the Faculty, depending on which arena is appropriate. Senate input helped influence the institution, more so than it was an insult to students or a cause celebre which led to our minutes. We apologize; Senate initiatives often become Yeshiva College policy. Even a persuasive proposal, however, may wither under the weight of controversy or counterproposals. Take the case of this year's calendar, that "cause celebre" which led to much of THE COMMENTATOR'S muckraking editorials. First of all, when the Senators polled a substantial number of students before the Senate settled upon its recommendation, the results were only 45% favored, an early start. Second, the Senate's recommendation did not represent student opinion only. Like the student Senator, the President Rosenfeld and most faculty members favored a late start. The President would have allowed for more continuity both in summer research and in fall courses. But the VC Senate is not the only constituency in a sizable and complex university like ours... and life, at the College. In Rubik Miller's words, it is "part of the whole mosaic." Not only was the SCW Senate in favor of an early start, as was reported, but so were all the Jewish Studies programs, as was not reported. In fact, I understood it was the Jewish Studies influence which proved decisive in the President's reasoning. Ironically, the year before, Senate input helped produce a Calendar with a later start between the years which students heavily favored early. In such a complex institution with so many competing points of view, divisions, and constituencies, you lose some, you win some; it's a fact of institutional life. Does a member style of government allow for more insidious to students or a discounting of student opinion on laisser faire policies? The Senate's power is subject to veto, minority, around 40%, favored an early start. Though the record was mixed, in large part because of our initial failure to win our minutes. We're not claiming it was an oversight; it was simply an oversight. Senate also vary in the accomplishments they can legit- imately claim. Here it is worth remembering that although the President's power is subject to veto, the Senate's power is subject to the President's power. Senate can reach a consensus on a proposal, that means that key

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Tues. March 14, 1989
Joint Business Society Dinner
Details in next issue.
by Gay Dahi

Of the combined enrollment of Yeshiva University’s three undergraduate secular schools totaling approximately 1,500 students, 375 are recipients of merit scholarships. This distinction is based on the basis of a student’s academic merits.

The purpose of these awards is to attract students of high caliber away from other institutions such as YU. In this respect, Yeshiva College Associate Dean Michael Hecht asserts that the program has been very successful. “In our community, a merit scholarship is as coveted as a Princeton or Harvard acceptance,” says Dean Hecht.

Upon interviewing a number of merit scholars, this reporter found that the scholarships did play a major role in their attending YU over other prestigious universities.

The merit scholars are also supplemented with an enriched cultural program consisting of a mandatory honors English class and various cultural activities. In the past, such activities included a lecture by Nobel laureate and Holocaust survivor, Elie Wiesel and trips to stage productions of A Night of Blue Leaves and Othello.

Formerly, events focused exclusively on Max Stern scholars, those recognized by YU as having the university’s second president, who has an “A” average and score within the top seven percent on the S.A.T. No special application need be filled out for this award, as candidates are automatically reviewed for eligibility upon applying to the university.

Over 200 yearly applicants for the Max Stern and Jacob Burns scholarships, approximately twenty are accepted. However, retaining the award is almost as hard as attaining it. Scholars are reviewed annually to assure that they have maintained a high G.P.A. and represent a commitment to the university’s educational philosophies of Torah O’Mada. If a student fails to meet these responsibilities, he or she may be dropped from the program. Dean Hecht contends that the low rate of attrition of students from the Max Stern or Jacob Burns program, combined with the frequency of their enrollment in Reved graduate courses in Judaism, substantiates the committee’s judicious selection of the best students from the applicant pool.

Although merit scholars tend to do well in college and succeed in their post-college endeavors, that does not preclude the rest of the student body from doing so as well. In fact, Dean Hecht’s opinion is that merit scholars tend to do no better than other fine merit scholars attending the university.

There seems much evidence that merit scholarships do accomplish their goal of luring away students of high caliber from other universities and enriching the intellectual surroundings of all students at Yeshiva.

Yeshiva University

The venge in Proverbs states that "Torah is a Tree of Life for those who lay hold on her." In light of higher standards imposed by Yeshiva University’s Admissions office, however, applying students to Yeshiva University are finding it increasingly tough to get a grip.

Parker Avot advises “VeYeshivat Talmidim Harbe” (“Raise many students”). Rabbi Shem-Tuv Gamliel asserts that, nonetheless, one can establish criteria for acceptance. However, the Talmud in tractate Bava Kamma 22b recounts Rabban Gamliel’s scathing realization that his requirements prevented students from embracing Torah.

Beit Shamali also holds this distinct view. “One ought teach only he who is talented and meek and of distinguished ancestry and rich,” while Beit Hillel believes that “Raise many students,” means just that, without discriminating. Avot De Rabbi Nathan 26b cites Hillel’s interpretation: “One ought teach every man, for there are many sinners in had who were drawn to the study of Torah, and from them descended righteous, pious, and worthy folk.”

This dilemma is alive and kicking here at Yeshiva. Yeshiva University President Norman Lamm says that the heavy responsibility of leaders in our community in Emavater’s December 1987 issue. Rabbi Lamm asserts, "Leadership requires the taking of risks." The Zohar (III, 2b4a) adits, “He [the leader] most certainly will sin!”

YU Associate Dean Michael Hecht and YU Director of Undergraduate Admissions Judy Paikin are the two main decision makers in Admissions. The responsibility for maintaining the academic standards of excellence rests upon them. The concomitant necessity of rejection of student’s request for higher Torah learning at Yeshiva is also their responsibility. They are not Dean Hecht does not speak for them; there are Yom Kippurim that Judy Paikin can be found regretting, but it is a decision that they have to make. Rabbi Hecht remarks, "It is not done flippantly or lightly."

Judy Paikin asserts that Yeshiva now receives substantially more students than it did two years ago. Even when weaker students are admitted, it’s on a much stricter basis. "The school has gotten better, our faculty more demanding; it’s more difficult to be successful at Yeshiva than it was five years ago. We had to improve the student body, and as a result our faculty, in the position to be more demanding."

Ms. Paikin adds that the need to tighten admission policies grew out of the false perception of years past that any one could get in to YU. "We felt we were losing some of the better students by having..."
By Avrum Aaron

What it's like sitting in a philosophy course last week, an early admission freshman peered out and stuck out his tongue at the students inside. The next day I saw this freshman waiting to receive his grades. He told me his name, noted marks, and I was quite impressed with his success. The motivation, I realized, is what many students feel is the nature of the early admission program (EAP).

"Some of the very best students at Yeshiva College are early admission students, and acting in an unacceptable manner. ‘They acted like they were in high school and they were too immature for college.’ Other students are much harsher. ‘Early admission freshmen are annoying, obtrusive, and basically take up space,’ attests student Danny Silverman. ‘They give the school a bad name.’

"They bring down the maturity level of the campus and the standard of the Jewish gentile learning; it is more correct to say that the guy next door wants to sleep, than you could possibly imagine. Perhaps the most insightful.

Mr. Ottensoser is very pleased with his decision. "It gave me the choice of whether I wanted to go to class or not, and I learned that I had to go to class in order to do well. It helped me grow up.

Steven Thau concludes, "some of them do belong, and some do participate. I’m not going to go to class just for a lot who take away from the classroom situation."

Through this student grumble about the EAP’s in the classroom, it is on the subject of the dormitory that they are most adamant. ‘They do not know how to behave. They should have their own floors in the dorms. Keep them isolated. They are too immature to realize that the guy next door wants to sleep,’ one student contended.

Director of Residence Halls Joshua Cheifetz denies that early admission freshmen cause more problems than do other students. ‘At times they cause problems, but I can’t say that we have a monopsony. We don’t even talk about freshmen anymore; we talk about new students,’ adds Rabbi Cheifetz.

Rabbi Cheifetz’ appraisal of the numbers rings true. Only 80 out of 353 students in their first year of Yeshiva College were early admission freshman, confirm Director of Undergraduate Affairs Ms. Paikin.

But what do the EAP think about this? One EAP boasts ‘YU is an extension of high school with a lot more courses. I feel very capable of handling YU courses and, when asked whether he chose the early admission YU alternative, continues, “MTA has been a joke. [My] reasons for coming are not based on positive reasons but on a negative reason.”

Mr. Ottensoser disagrees. ‘The conflict over early admission can be reduced to two concerns. One, academic performance by early admission students, definitely seems to be a problem in light of available evidence. The other, the maturity and readiness for the independence and responsibility that college should entail, is more ambiguous. Dean Hecht summarizes the viewpoint of early admission students, adding, regarded allegiant immaturity, he affirms “some are, the vast majority are not.”

Three early admission freshmen lounge between classes.

Alternative. A student denied admission or dismissed for academic reasons can find solace in many other institutions and yeshivot of higher learning, both here and abroad. The Office of Admissions hard line approach seems to follow Beit Shammai’s philosophy because as Dean Paikin states, ‘You can’t be Princeton and a community college at the same time.’
Styrofoam

Continued from page 1

when they noticed the excessive use of styrofoam by the Scripps campus snack bar, located just off the beach. As a result, discarded styrofoam containers littered the beach and drifted into the ocean. In order to eliminate the substance from Scripps, however, the students discovered that they needed to take their case to the university level.

Mr. Cary says that there are three basic problems with styrofoam. Because styrofoam is cheap, it becomes the "dominant item" in the food and insulation industries. Mr. Cary states, it has evolved into a major environmental danger.

First, Mr. Cary explains that styrofoam is frequently inflated through the use of chlorofluorocarbon (CFC), a substance that "diminishes or breaks down the ozone" when released into the atmosphere, an extremely easy process. "When you bust a [styrofoam] cup apart," he illustrates, "it releases the CFC.

Mr. Cary does concede that the styrofoam industry now claims to be reducing its use of CFC, but who can we really "not willing to say" when they use the term and when they do not. Furthermore, the replacement for CFC, called hydrochlorofluorocarbons, has not been studied adequately, and its effects are unknown, according to Mr. Cary.

Yet CFCs were originally "not the major issue," Mr. Cary reveals, but only achieved prominence due to public concern over global warming and the greenhouse effect. As marine biologists, he and his fellow students grew alarmed at a growing number of "documented cases" showing fish and birds "dying of styrofoam" as it washed up on the beaches.

When exposed to water, Mr. Cary explains, the styrofoam foams, forming "little beads" that fish or birds mistake for food and swallow. Unable to digest these beads, which occupy badly needed space in their stomachs, they eventually lose energy and die. Additionally, he frequently gathers the beads, dropping them back to their nests to repugurate the deadly dinner for the chicks to innocently and injuriously consume.

Finally, Mr. Cary notes that styrofoam is nonbiodegradable. It can lie in a landfill for 600 to 1000 years emitting its unsafe effects, according to Mr. Cary's and other authoritative estimates.

Rabbi Dr. Walter S. Wurzburg, adjunct professor of philosophy at Yeshiva College, clearly sees the relationship between environmental protection and halacha, says that the Jew has a "moral responsibility to maintain the world" without abusing it.

Dr. Wurzburg states that he draws a distinction between "religious obligations and halachic obligations" and affirms that it is a "religious imperative" to care for the "viability of human existence on earth." He points to a number of Talmudic sources for support, particularly those dealing with the areas of Beis Teshubah (the prohibition of uncessary waste) and Yeshu Hachamin (the command to set the world aright), citing as an example of the former the Gemara that forbids the burning of one type of oil when another may be used that would consume a smaller amount. According to the rabbis, Dr. Wurzburg somewhat wryly notes the requisite obligation to sustain it.

While declining to comment on the legal implications, Mr. Cary says that he and his students have "not been studied adequately, as Jews and as human beings should be concerned with the environment and the consequences of our actions" as "part of an overall package." He adds that more adherence to the letter of the law may not be sufficient, and that we have a vital responsibility "to become more aware of the problem and regard this [the environment] as a Jewish issue.

Mr. Rosengarten states that the use of styrofoam is continuing to be decreasing tre mendously and expresses optimism that an "other microwaveable container material will soon become available. However, he does not offer an explanation as to why the univers ity has failed to continue the internal use of styrofoam in other areas and request vendors to ship all goods in some bio degradable substance. Mr. Rosengarten claims that UCSD has adopted this latter policy to great effect. Mr. Rosengarten also discounts the possibility of recycling the styrofoam until permanent arrangements can be agreed upon, asserting that such a policy would incur a large and in the, perhaps catastrophic, accident in rivers throughout the dormitories. He maintains that asking students to keep all styrofoam items in designated receptacles for recycling would simply be unfeasible.

Ken Jay, a UCSD administrator who is responsible for the ban, estimates that the replacement of styrofoam with other substances, notably paper, in the food services area will "cost up to twice as much." He says current plans tentatively include the use of paper plates and cups and the washing and reusing of plastic utensils.

How does that translate in terms of real costs to the students? Mr. Jay predicts the prices of menu items "escalating two to three cents," perhaps a nickel at most.

February 11, 1989

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The curriculum, on the quality of instruction, on rigor of education, and on new construction. Integrating SSSB into the uptown Senate, and on academic integrity. Essentially, this is the position of senators, which portends bodies need in order to focus and expedite business, but "Task Forces" concerten’s attention to a reasonably well-defined task for a finite period of time. Every two years, the members of these Task Forces to do their homework, to arrive at sound proposals, and to help forge a consensus during the ensuing discussion in the Senate as a whole. Given the pressures on everyone’s time, most Task Forces will take a number of weeks or months, depending on the necessary research and the motivation and work of the members, to place a proposal on the agenda. This is another reason for the Senate’s slow pace. In my experience within the world of academe, it takes at least a year to a year and a half (and often significantly) more like two years if the proposal necessary takes more than a modest outlay of funds. At the same time, I agree that progress this year has been understandable, almost uncontroversial.

What do we have to show for our work in recent years? The thing depends on whether the English Department and the Administra- tion, represented by Dean Bacon, and Dr. Brenner, strongly supported, is thriving under Dr. Richard Noshomson’s direction, helping more students with each passing year and providing valuable experience for the tutors as well as the tutees. A campaign against cheating and plagiarism, both nationwide diseases but particularly disturbing at an institution which prides itself on high moral and academic standards, is well underway. It is beginning to bear fruit, and there is a real sense that what we are doing is working. An increased level of consciousness of the problem, clearer definitions, and a more rigorous set of penalties, all based on Senate actions and recommendations. Meanwhile, more students are sufficiently upset to counteract cheating, minimally by refusing to inform the Dean of the circumstances. Finally, administra- tors are tightening procedures governing the storage and distribution of final exams.

Most of us find these steps extremely dis- tasteful and sometimes even demeaning, but both the Senate and the institution deserve credit for being a nationwide problem head on while many of our sister institutions continue to look the other way.

We have made a differentiation for the better in less dramatic, less visible ways as well. For instance, in the past few years, we have encouraged the English Department and the Dean in the past few years, we have encouraged the English Department and the Dean to take the steps for student will- ing, we have helped raise the quality of early admissions programs. And, most recently, we have welcomed the Sy Syms School of Business as joint members of a new Uptown Senate and the institution in quite a number of ways, contributing above all to the education, broadly defined, of our students. I agree with Rabbi Miller that it’s been "an important instrument for the growth of the school" and encourages "a mechanism for fur- ther growth and involvement."

Some of us are probably wondering whether all of these changes will benefit you personally, which brings me to a concern which both U.S. Sena- tors and student Senate feel. Are they supposed to represent student opinion, in effect acting as two recorders? They are supposed to vote for what they feel will be in the University and students’ best interests, possibly at times against the will of the majority of the students? Usually, of course, the two will coincide. When in a case, the student Senate faces a choice which can go either way.

Around four years ago, the Senate was on the verge of abolishing the abovementioned of the premed course, the ground of insufficient rigor. We considered recommending the most usual alternative, a further major in a traditional academic discipline supplemented by stan- dard pre-med courses. We also considered breaking up the pre- med major with more required courses, including one in medical ethics. The vast majority of Senators thought the alterna- tives would be good for the school and for students interested in medicine, but of course, most pre-med’s lives, given the dual program, would have become more complicated. The pre-med honor society and two students to try to persuade us not to take that route, and student Senator felt they should bring their fellow students. Senate was strongly in favor of the status quo, and the student Senator recommended to the Senate that although their feel- ings had not changed, they felt obligated to respect student opinion. In the case of cheating, on the other hand, though Senators knew there would be some student resistance, as in fact there was, no one doubted what the proper course of action was.

I believe Senators, and student Senators in particular, have been working exceptionally hard for the College and SSSB at heart; it’s not just lip service. All of us get frustrated that the institution is still so imperfect that we can choose from a broad spectrum of possi- ble improvements. Yet that is true of all institutions. In fact, the College has improved in recent years not only academi- cally but environmentally and generally, and the Senate has played a part in its growth. We have sometimes wandered, and progress is still slow for my personal taste, but we can be proud of many of the forward-looking steps we have taken so deliberately.

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by Jonathan M. Ackin

Oscar Purple was born in 1925 in Inverness, Ontario, which he still considers home and has refused to visit since. When he was 27, his cleaning lady accidently doused him with petrol and almost burned him to a crisp. Reginaid MacNosh, who has written the definitive biography of Mr. Purple, 'Purple's Early Years,' calls that event the turning point in the author's life. "Certainly we can see the moment when Purple's kaleidoscopic creativity takes hold," she writes. "He is clearly the man of his era, with a genius for patterns, colors, and a knack for breaking the rules." Purple's early works, which include several novels set in the early 20th century, are often praised for their unique and engaging style. He is known for his use of the English language, which he has described as "full of life and vitality." Purple's later works, which are set in the present day, have been described as "powerful and moving." His latest book, "Purple's Return to the Tragic Liru", is a critical and commercial success, with critics praising his ability to "create a world of its own, with a language all its own." Purple's writing is often compared to that of other great authors, such as Jonathan Franzen and David Mitchell. Purple's next book, "Purple's Journey to the Unknown," is expected to be published later this year. The novel is described as "a journey of self-discovery and the search for meaning in life." Purple is also known for his work as a theatre director, having founded his own company, "Purple's Theatre of the Impossible," in 1954. He has directed several productions, including "Purple's One-Man Show," which has been described as "a tour de force of human consciousness." Purple is a member of the Order of Canada, the highest honour that can be awarded to a Canadian citizen. He is also a member of the Royal Society of Canada. Purple's legacy continues to influence contemporary writers, and he is considered a "guiding light" for a new generation of authors. Purple's birthday is celebrated each year with a "Purple's Day," which is marked by a: moment of silence at noon, a "Purple's Moment" of the day, and a "Purple's Day" of the week, with events held throughout the world to celebrate his life and work. Purple's fans include a wide range of people, from politicians and politicians to Hollywood stars and musicians. Purple's influence is felt in many areas of culture, including music, film, and literature.
Opinion:
“Who is a Jew?” is Thankfully Dead by Barry Kaye

Due to the good fortune of world Jewry, the infamous “Who is a Jew?” bill, for all intents and purposes, has died.

Before one can fully understand the ramifications of what has transpired, one must depart from the narrow-minded view of whether one is an Orthodox Jew. Or, one must at least consider the beliefs of the Jewish People. Merely because one may not ascribe himself to a particular lifestyle does not necessarily mean he feels any less of a Jew. Now this may not sound as valid a case to the oftentimes interested Shabbat, and the rest of the Commandments, yet in the eyes of the beholder his Jewishness may lie in another criteria. And one of these criteria often lies in synagogue participation.

Since one of the functions of a rabbi is the performance of conversions, the “Who is a Jew?” bill, or more accurately “Who is a convert,” if passed would have disannulled 90% of American Jewish rabbinical and consequently set 90% of American Jews on a path against the Orthodox. Now one might say, “So what, they were never too thrilled about our existence, they merely tolerated us?” Yet this does mean that we should abandon all hope of ever bringing them closer and commence a policy that would promote unwarranted hatred? As any diplomat will attest, tolerance is the better than hatred. And being diplomatic is precisely the course of action we in the observant community should pursue. As Tosefot in tractate Pashchim (citing Exodus 23:4-5) states, seeking peace within our homes, either personally or communally, for example due to a lack of religious observation, takes precedence over certain biblical ordinances. The Orthodox movement has never been in a better position in the United States; there is no need for us to feel threatened. Simply put, the “Who is a Jew” bill was the act of those inept of our stature.

American Jews should not manipulate Israeli politics so long as they are immune from its ramifications. Just as many Jewish lay Jews were justly upset when a number of Jewish lay leaders openly expressed their disregard with Israel’s handling of the Arab uprising, so too the non-Orthodox were upset in their complaints of Orthodox interference.

It must be remembered that Israel is not merely appreciated by Orthodox Jews. We only constitute a small minority in Israel and abroad. Granted we are a vocal few, but none the less we are few. Therefore I propose that when we Orthodox contemplate instituting halachos as part of the State of Israel’s body of law we must view it in terms of whether or not it will advance Jewish Unity. To demand others, who have no intent of following halacha, to ascribe to its precepts must be done with the utmost of tact and diplomacy, or, if that is not possible, not at all.

We only have one Jewish State, which already has enough internal and external strife to keep a social scientist content forever. Why must we add another source of conflict among Israel’s most loyal citizens, American Jews, when the purported legislation will only affect five or six converts a year who decide to emigrate for Israel?

Seemingly, those who espouse this legislation feel they can forcibly ascribe to all Jewish practices of world Jewry by manipulating the Knesset. I question the wisdom and effectivness of forcing the non-Orthodox into choosing to whom they will be loyal, the State of Israel or their rabbi.

The Macs finally seemed to relax against Sacred Heart, improving their rhythm and controlling a good portion of the match. With middle blocker Dov Fichot twice splitting the pigeon Sacred Heart blockers and Zemon pounding Lindenbergs sets for points, the Macs seemed assured of their first victory. But, the Sacred Heart squad formed a late comeback for a 15-12 win. The final game saw the Sacred Heart servers channeling the Macs for 8 service aces. Backcourt specialist Jeff Rabin served four of them. The Macs close the MACIS. But the Macs traveled home disappointed, losing 15-11 in their closest game thus far.

With all the sluggishness, coach Omar Vargas praised his own victory in the team’s future. “Just wait till we get them on our court.”

The home opener against Bridgeport is on Feb. 15 at 7

Schick

Continued from page 12.

continued page 12.

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Volleyball

Macs Flounder on Road

Despite promising preseason performances, the Macs have begun the season slowly, losing their first three matches without winning a game.

In their opening match against Fordham on Feb. 1, the Macs found themselves overwhelmed by their opponents’ near-perfect execution and were unable to stop Fordham’s 66” middle blocker, who repeatedly beat the Macs’ defense with a mixture of hard kills and soft blocks. The Macs lost 15-7, 15-9, 15-10.

On Feb. 5, the Macs traveled to Connecticut to play in a tri-match against Sacred Heart and Sacred Heart. In the first match against Sacred Heart, the young Macs squad once again appeared to be exuberantly angry. Despite staying close, behind big blocking by captain and setter Yehudah Lind and outside hitter Harry Zemon, the Macs eventually bowed to Vassar 5-15, 5-10.

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Crippled Macs
Showing Improvement
by Shmuel Bulka and Larry Hersh

The injury-riddled Macs returned from Florida with a 4-6 record and the not so glowing prospect of hosting a weary NIT team that had humiliated them earlier the season. Though they failed to pull off an IAC win, the Macs turned in a gutsy performance that has spurred a mid-season resurgence. The Macs' 7-8 overall record may not impress awe, but at 3-3 in the conference, the team possesses an outstanding chance of finishing over .500 in the league for the first time.

Barry College 76 MACS 62
Division II power Barry freshman Maurice Wilkins Macs with a late second half run stretching a five-point lead into a double-digit cushion. Eric Davis (31 points and 11 assists) kept the Macs close in what many observers termed the team's finest outing of the season. Ayal Hod endured a severe pounding from Barry's monstrous front line while scoring 18 points and grabbing 15 boards.

NJIT 79 MACS 62
Chris Miles made his final MACSC performance a memorable one, scoring 25 while dominating the outside. A few on favorites for league MVP had to be a little nervous when the Macs sliced a 16-point halftime deficit to a mere six midway through the second stanza. The Macs eventually fell short, losing the game along with two important guards, Eric Davis and Greg Rhine. Davis hurt his knee and still has not returned. Rhine injured his ankle and missed two contests.

MACS 76 St. Joseph's 52
Ayal Hod broke his brother's record on the way to 33 points. Jan Levine started his first game in a Macs' uniform and did not appear overwhelmed by the experience. "I'm just glad I was able to come in and do the job, throw two foul guards on the bench," Yudi Teichman confided. The game opened for the Irish. Wayne Feder turned in one of his best efforts of the season, eluding the stunned Wildcat Midway through the period. The Irish continued their four-game winning streak, winning a 10-2 spurt early in the second season. Avrum Aaron responded to increased minutes with a career-high 10 points (the maximum was 12). Ayal, setting a new all-time scoring record with every point, poured in 26 in a crucial game.

MACS '6 Midty 65
With the stirring home opener loss still fresh in their memories, the Macs broke open a tight game with a 10-2 spurt early in the second season. Avrum Aaron responded to increased minutes with a career-high 10 points (the maximum was 12). Ayal, setting a new all-time scoring record with every point, poured in 26 in a crucial game.

MACS '6 Pratt 38
In another revenge match, the Macs made amends for an embarrassing overtime loss last season with a dominant display of teamwork. Tony Tzvi Himber's intimidating 6'10" presence keyed a second half stranglehold effort that limited the Engineers to zero points in the final 11 minutes and 12 all told.

MACS 76 Pratt 38
What a difference a year makes. Last season the high-flying Macs handled the Delphi twice with relative ease. Saturday night's Mt. St. Vincent victory was its second impressive win over the Macs this year. Leading 33-31 at intermission, the Macs came up empty in the second half of their third straight road game. The trip to Ridervale was hardly a long one, but winning on the road is never easy.

Irish Win Championship
by Saul Kazovitz

In one of the most exciting championship games in Yeshiva history, the Fighting Irish defeated the Wildcats 4-2. The Wildcats opened the scoring with a beautiful shot by Yossi Fein. Moments later, Kenneth Polinski scored the first of his three goals on a blast from the point that completely eluded the stunned Wildcat goalie, David Schlussel. But after the goal, it seemed Schlussel could do nothing wrong. Yechezkel Gordon gave him the low shot from the crease and Schlussel's brilliant goalkeeping seemed to seal the Irish fate as he stopped cold for two periods.

In the third, the floodgates opened for the Irish. Midway through the period, Polinski once again baffled the Wildcat defenders and tilted the ball past Schlussel's outstretched glove. Just seconds later, Ari Kedezmaorned one of his patented diving passes to George Miller who slid it home for the Irish's third goal. The Wildcats still had time on the clock to score and trim the deficit to 2-1. Unfortunately, the Irish defense shut the Wildcats down and the Irish went on to win the championship. The Irish celebration was a riotous one, with players and fans alike cheering and singing the Yeshiva fight song with glee.

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