



The Observer

Volume 12 - No. 2

Wednesday, Oct. 15, 1969

THE OFFICIAL NEWSPAPER OF STERN COLLEGE FOR WOMEN

BIRTH OF A BUILDING

In only seven months, twelve floors of reinforced concrete have risen next to Stern College.

The four million dollar classroom building, soon to be covered with brick and stainless steel, should be completed by late April or May, 1970. Classes will begin meeting in the building immediately to allow renovation of the present building into laboratories. Minor changes to prepare for new plumbing and wiring systems in the current structure are already underway.

In addition to classrooms, the new building will provide additional library space, recreational facilities, and a new cafeteria to be joined to the original building by a walkway.



Photo by L. Billauer
October 7, 1969

Services Cut

Here are comforting words for all new and used Stern dormers who viewed with horror the specter of unmade beds and dirty rooms upon their return to school. There will be maid service this year, but only once a week. The maids will do their usual jobs of sweeping, cleaning, and changing linens. Only five women will be handling the jobs that eleven maids held last year.

The cut in service resulted from the unionization of all maintenance employees. The non-teaching professional staff as well as the maintenance workers voted in May to join Local 1199 of the Hospital Workers. Shortly after classes ended in June, the University entered into a contract with the union. Provisions of the two year contract include across the board salary increases of at least eight percent, 40 hour minimum work week for maintenance help with 35 hours for clerical workers, three to four week vacation periods, six legal holidays plus eight paid "free days," medical benefits, and severance pay.

Higher labor costs coupled with rising food prices have also affected the cafeteria budget. The University attempted to reduce operating expenses by limiting the number of cafeteria employees and using paper plates for breakfast meals. In addition, prices on many items, particularly meat dishes, soda, and cake were raised to provide greater income. For the first time, there will be a fifty cent charge for *shatosh seudot*. The price of the other Shabbat meals has been raised from \$3.75 to \$4.00.

The new price list should not increase the average student's weekly expenses by more than two or three dollars. In the event that many students are unable to cope with the higher prices, the cafeteria budget will be reviewed to find other methods to reduce costs.

Photo by L. Billauer
June 7, 1969

Tuition Increased And Aid Reduced

Many students were dismayed when they received the notification of their financial assistance package from the Office of Student Finances. With the tuition increase students depended upon an increase in aid to alleviate the added burden. In actuality, money was added to the scholarship fund. However, the increase was not great enough to compensate for the entire tuition rise.

In addition, the Educational Opportunity Grant Program, the only outright scholarship offered by the Federal government, decreased available funds. Eligibility for this program was tightened, eliminating certain students who relied upon this source of aid in the past.

Reevaluation of the National Defense Student Loan Program resulted in smaller appropriations to most universities. More stringent eligibility requirements have been added as well. A student whose family earns a yearly income above \$10,000 in most cases will no longer be considered.

Besides direct allotments, the deficiency in government aid affects the work study program. The government provides 80% of the funds for the program.

Stern College Joins Moratorium Students Urge Peace in Vietnam

By URANA TAUBER

Stern College has taken a stand on the Vietnam Moratorium. The Student Council has announced its participation in the nationwide effort to shut down regular activities to revive a broad-based anti-war movement.

The October 15 moratorium is to be a nonviolent protest against the war in Vietnam to inform Pres. Nixon of the will of the people.

The moratorium, based in Washington, is a call for national anti-war action one day in October, two days in November, three days in December and so forth until the war is ended. The call has been signed by 500 college student body presidents and campus newspaper editors at hundreds of campuses. The call is now being distributed to business, professional and community groups for support.

At many colleges, students will boycott classes, and teach-ins and seminars will be held. At Stern, Professors Gruber and Goldstein and Mr. Pollack have distributed literature about the moratorium and have decided that all history classes will be devoted to discussions of the problems that the war has created and possible solutions. Club Hour, 2:15-3:15, in the auditorium, will be an open forum led by Professor Marvin Gettleman, editor of the documentary history *Vietnam*, who will discuss the history of the war.

Stern College students whose classes have been cancelled are urged to meet in the auditorium for discussion during the class period.

Events at Yeshiva University begin at 3:00 with Vietnam seminars in 501 Furst Hall, led by Dr. Greenburg, Dr. Simon, and Mr. Weinburg. Participants will then move to Bryant Park, 42nd St. and 6th Ave. to join the city wide rally. At 8:30, Rav Aharon Lichtenstein will give a closing address at Furst Hall.

Not only students but business establishments plan to participate in the Vietnam protest. For example, the Paris Theater, currently featuring the movie "Oh What A Lovely War" directed by Richard Attenborough, plans continuous free showings all day.

According to *The Village Voice*, there will be rallies at noon on Park Avenue and Wall Street. The 4:30 p.m. rally in Bryant Park will be addressed by Eugene McCarthy and John Lindsay.

Memorial Service and the reading of the war dead will take place in Penn Station, Grand Central and in front of Trinity Church. Church bells will be rung hourly and an evening candlelight rally will be held in Washington Square Park as well as in other city parks. College students will canvass door to door for support throughout the day.

DEAN MIRSKY REVAMPS J.S.

By FAYGIE HEISLER

Winds of change have blown through the Judaic studies department over the summer, sweeping in many innovations and improvements. The revamping of the department, as announced by Dean David Mirsky, has brought about changes in the levels of study, the departmental structure, and course requirements.

Incoming freshmen are being programmed this year on three levels. E, or elementary, is comparable to the A and lower B levels; I, or intermediate, has replaced the rest of the B level and most of C; and H, or high, is the equivalent of upper C and all D levels. The A, B, C, D, system remains in effect for all upperclassmen and the new grouping is limited only to freshmen. However, many courses have combined the new and old systems. For instance, Advanced Hebrew Grammar and Composition is open to sophomore D and freshman H.

Students may not recognize the JS courses they took last semester because they have changed their names over the summer to Philo courses numbered over 70. Bible courses are now listed in the Hebrew department numbered above 70. Jewish history has merged with the history department (above 70) and RS 51 has become Sociology 70. This regrouping of all religious studies courses

offered at Stern has simplified not only the course listing, but has facilitated the assignment of B.A. credits to all courses. All courses, including those in the philosophy department can now be counted toward the B.A. at the option of the student.

Along with extended B.A. "credit-ability," equality has arrived at Stern. The distribution of requirements in Hebrew language, literature, history, and culture necessary for the bachelors degree have been standardized for all students regardless of level. Each student must take six semester courses in the field of Hebrew language and medieval and modern literature, with expanded choice in conversation and composition. Four semester courses in Philo above 70 are included in the new requirements, as is the newly credited (one credit) Sociology 70.

This total of 17 courses ordinarily nets a student 49 credits, 45 of which may be credited toward the bachelors degree. Six additional credits in Hebrew, Jewish philosophy or history, for a total of 55, must be taken to qualify for graduation.

These requirements do not apply to seniors, but juniors and sophomores are expected to adhere to the new specifications unless they notify the Office of the Registrar otherwise.

Frosh Converge Upon Stern

Orientation: To accomplish the formal procedures of academia, to set an informal atmosphere of familiarity. Is a synthesis possible?

With convergence of freshmen beneath the "50 East 34th Street" awning and the reactivation of the elevators to their twenty-floor potential, coordination was led by upperclassmen in the role of Big Sisters. The chairman of activities for three consecutive years, Alice Lautman, combined convention with invention.

An opening meeting of students and council is not an unexpected orientation event. The novel impact of this activity, however, was in its ultimate goal. Rather than present a formal convocation, this meeting effected an informal, yet

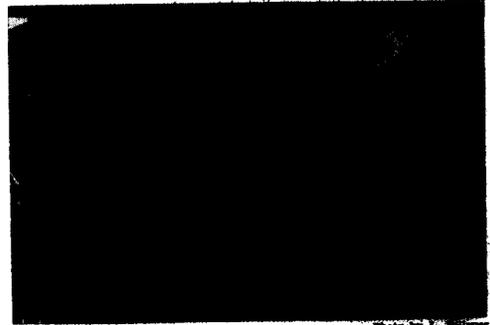


Photo by L. Billauer
Mrs. Jenny Giges, director of the dormitory, gives freshmen their room assignments on the first day of orientation.

(Continued on Page 3, Col. 1)

WHAT'S IT ALL ABOUT, STERN?



Photo by L. Billauer

Organized freshmen convocations were among the greatest accomplishments of this year's orientation chairmen, Alice Lautman, Sandy Listernick, and Karen Mirsky. At the opening session Tuesday night, October 7, students entered the auditorium and immediately found seats with name cards attached. Speeches were kept short and aimed at special problems encountered by freshmen in adjusting to life on Stern's campus, the city of New York. The usual orientation folder distributed at the opening meeting was supplemented this year by additional folders on tourist attractions and a freshman directory.

TRADITION

Chaos — a condition of utter disorder and confusion, e.g., Stern College registration. Annually, almost traditionally, *The Observer* voices its criticisms of registration day. This year, let us break with this tradition of mere criticism, by adding to it some constructive advice, with the hope that Stern College will in turn break with its tradition of chaotic registration days. On one hand, the registration aides really deserve much praise for a job well done. Yet, despite their efforts registration was, as usual, a chaotic turmoil.

Firstly, registering freshmen before seniors is a ridiculous policy. Without a doubt, upperclassmen should have priority so they are not closed out of courses by incoming underclassmen. Also, the decision to let freshmen indicate their choice of courses and then have the office present them with a schedule was excellent. Unfortunately, the freshmen did not realize that they were expected to take the courses they pre-registered for over the summer.

Secondly, the half hour allotted to each section was certainly not sufficient. We suggest that in the future, more time be allocated to each class to complete registration. This will eliminate long lines and needless waiting, which caused much of the chaos.

Thirdly, the system of pre-registration for upperclassmen must be reinstated. Those who were lucky received the schedule of courses in the mail a week before registration; those who were not, never received it. By pre-registering, students will have the time needed to plan an intelligible schedule instead of having to make all the decisions, under pressure, on registration day.

Lastly, although the staff was quite efficient, and the innovation of "runners" excellent, a larger staff at the final stage of reg-

istration could have eliminated long lines of impatient registrants.

In conclusion, registration does not have to be the trauma that it traditionally is!

AEBICHD?

The Observer would like to commend Dean Mirsky upon the realization of greatly needed innovations in the Judaic studies program. In a former area of deficiency, this breakthrough marks a refinement in program implementation and course content.

With the simplification of four comprehensive Hebrew levels to the present three divisions (Elementary, Intermediate, and High), ambiguity in freshman placement is significantly reduced. The variation and flexibility of course offerings shows foresight in the provision for individual needs within each level as well.

Nevertheless, we feel that the present format reveals certain glaring errors. Does the single course designation of Hebrew 5, 6, "Intermediate Grammar and Composition" for levels Junior B, Sophomore B and Freshman I, imply that no progress is expected on the B level from Sophomore to Junior year? Does the combination of Freshman E with Junior A in Hebrew 03.1, "Elementary Grammar and Composition" presuppose that after three years a student has gained no further comprehension than an incoming student on the elementary level? Again, coordination of Freshman I, H and Sophomore A, B in Philo 73, "Introduction to Jewish Law," forewarns conflict. A freshman with a thorough yeshiva background certainly is on a more advanced level than a second year student who turns to Jewish law with a weak foundation.

A prediction of success cannot be made until the individuals of each class have proven or disproven congruity by the results of class sessions. We look forward to increased sensitivity by teachers and administrators in reviewing carefully the new system before next semester and revising it where necessary.

Prince George to '74

By MERYLE CHERRICK

"They don't honestly expect us to concentrate in class with all that noise from the building next door, do they?" asks a freshman.

"I can't believe the new building is finally underway. The racket they're making is the most reassuring noise I've ever heard," a senior exclaims.

Groundbreaking for the new classroom building took place only six months ago, and already there are 201 students who can take it for granted.

Perhaps those who joined the struggle to make the building a reality are initially inclined to condemn this lack of appreciation. This cannot be our only response. How much has been achieved over the past three years that we now take for granted? Does anyone ever imagine what life at the Prince George Hotel was like? Or does anyone stop to remember the times when everyone had to sign in at the dorm at 7:30 and again at 10:30? Recall the days of limited cuts when absences were restricted to the number of hours the class met per week. Then, there were the days before the pass-no credit option when students ignored excellent courses because the teacher was reputed to be a hard marker.

Perhaps we all take a lot for granted. We often forget the original problem, but the solution becomes an accepted part of student life. Each innovation thus achieved brings the college to a higher degree of excellence.

The constant influx of new students who ask not "What have you done?" but "What are you doing now?" makes it impossible to be content with past achievements.

Better facilities and liberalized regulations can reduce the sense of confinement, both physical and intellectual, that students often complained of in the past. But eliminating negative aspects of college life is not enough. Positive action must also be taken.

Students can never achieve a sense of intellectual liberty as long as they receive exact letter grades for almost all courses. "Better to memorize the lecture notes verbatim and get an A than to try some independent thinking and risk getting a C" the saying goes. The impracticality of a system based on the premise that certain responses are definitely correct while others are entirely wrong was widely discussed last year by students and administrators. *The Observer* reported modifications of the four point system already in effect at other universities, and the faculty invited Mr. John A. Valentine of the College Entrance Examination Board to speak about innovations in marking systems. But the issue was laid to rest for the summer. We must immediately revive interest in finding an accurate means of measuring a student's accomplishments.

At present, requirements in areas other than Hebrew or Judaic studies are too specific. The student must take a survey of English literature rather than an American lit course; she must take Western civilization rather than American history; and Philo 5-6, rather than any other general philosophy course. Besides allowing the student no choice in these areas, this policy also increases the chances of closed courses at registration. Just as requirements in Jewish history or philosophy are now stated in terms of number of semesters rather than specific courses so should the requirements in all other departments allow a choice of courses.

Stern women have always complained of a lack of courses in their specific areas of interest. New classes are not always the solution because there are seldom enough students with identical interests to warrant them. Courses like the new Chemistry 30 program can be a perfect answer. In this case, students receive three credits for completing an independent research project and reporting on their progress at regular conferences with an instructor. Any department, even non-majors such as art or music, could sponsor such a course provided at least one student and one professor express interest in a mutually rewarding experience.

Seminar courses with long reading lists or individual study projects cannot be successful unless students have access to excellent library facilities. It has been said before, but apparently warrants repetition, that the Central University Library at 184th and Amsterdam is not in the least centrally located. Until the new building is completed, there is no room at Stern for additional books, but there is room for a duplicate set of cards for every book in the central library. Students could find out which books are available, place their request in the library by 10:00 a.m. and have their books brought to them by 3:00 p.m.

Revisions in the grading system, greater choice in prescribed courses, opportunities for independent study, and improved library facilities must have the support of both students and faculty in the coming year. By the fall of 1970, as the new building nears completion and a new freshman class enters, we must be able to present them with a truly important welcoming gift — the ability to take for granted not only excellent physical facilities but also a superior intellectual environment.

The Observer

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Class of '73 Arrives

(Continued from Page 1, Col. 5) Informative interchange between new students and counselors. Individual orientation kits preparing freshmen for activities to come were distributed and duties of the Big Sisters were clarified.

Drama filtered through social as well as academic activities of the week. An evening theater party, as well as an orientation Shabbat skit evoked acclaim. However, registration procedures caused eruptive complaints. Although pre-registration forms were completed by freshmen early in the summer, a large number felt that they were ill-prepared to plan the final draft of their programs at that time.

Individuals voiced opinions that

the pre-registration forms lacked explicit clarification of course requirements. The seriousness of this procedure was not understood by all freshmen. While the intention of the administration was to regard the pre-chosen schedules as basically permanent, many students felt that the forms merely gave registrars an approximate idea of the number of course sections needed.

As a climax, the week's events concluded in Washington Heights. Leaders directed freshmen through a tour of Yeshiva College where a social followed. Sunday evening led freshmen oriented in every aspect of Stern life with the exception of attending classes.

Traditions Renewed

By HOLLY QUINT

[Ed. Note: Holly Quint is a Stern junior spending the year at Hebrew University. She will contribute regularly to The Observer in her column on Israeli life.]

The air-conditioned Egged bus rolled over paved roads winding through the mountains. Signs in Hebrew, Arabic, and French pointed the way. A boy in dungarees and a t-shirt turned on the radio and familiar rock and roll music blasted throughout the bus.

Outside, a young boy, barefoot, with a white kefia covering his head, herded his flock of bleating sheep. On foot, he led them through the fields, carefully following markings of stones and sticks.

The contrast between the ancient and the modern, between our

text the holy city, so it is necessary for the modern state to protect its recently captured territory.

Once thousands of Jewish pilgrims journeyed to Jerusalem to celebrate the *shalosh regalim* at the Temple. Today, thousands of Jews fill Jerusalem's streets for the Sukkot holiday. Sukkot are built on balconies and vendors sell *lulavim* in Mea Shearim and Machanei Yehuda. Crowds gather at yeshivot to celebrate Simchat Beit Hasho'eva and dance near the kotel on Simchat Torah.

The land of Israel is ancient. The state is simply a modernization of the ancient, a religious, military and economic rebirth. She maintains the same glory, the same position in the world and faces the same problems and wars. Israel has not, over thousands of years, changed her face.

Rings and Things

ENGAGEMENTS

Becki Fromm '70 to Marc D. Goldstein.
Judi Wilder '69 to Benjie Wernick.
Rochelle Sanders '72 to Zev Seifler.
Lila Magnus '68 to Eugene Korn.
Dvora Weinrib '70 to Rabbi Shalom Kider.
Judy Kosovsky '69 to Alan Kuperman (Kuper).
Barbara Ger '70 to Billy Gino Gornamky.
Becki Schottenstein '69 to David Epstein.
Barba Kaplan '71 to Joel Waxman.
Bernie Blumberg '70 to Eliezer Rokach.
Yetta Sax '72 to Ralph Norden.
Rannanah Swirsky '72 to Jack Katz.
Karen Plotkin '70 to Chaim Molsh Bergstein.
Joyce Feinstein '70 to Michael Miller.
Terry Wachtel '71 to Jack Liebowitz.
Debbie Fruchter '71 to Norman Bortram.
Sally Rottenstreich '71 to David Frankel.
Nancy Fink '71 to Kenny Hain.
Sally Schachter '69 to Jeffrey Newman.
Barbara Schreiber '69 to Melvin Freedman.
Sandy Stern '72 to Abe Gutfreund.

MARRIAGES

Toby Brandt '69 to Mel Gottlieb.
Regina Soch '69 to Bruce Bittinger.
Tilia Bendel '71 to Howie Schuman.
Eileen Shuster '71 to Jack Shapiro.
Sharon Greenberg '72 to Jack Schreiber.
Rita Schikman '70 to Josh Zdanowitz.
Rebbie Schreiber '69 to Raphael Groner.
Cynthia Eisler '71 to Billy Tabasky.
Naomi Rabenstein '69 to Reuven Miller.
Rochel Sperling '67 to David Graubard.
Nechie Wernick '70 to Shaya Klitnick.
Pearl Keller '70 to Harry Brown.
Merrill Silverstein '70 to Jack Spivak.
Naomi Olkon '69 to Lennie Davidman.
Linda Douglas '69 to Kenny Perlberg.
Linda Weiss '70 to Stanley Weisbrod.
Claire Low '72 to Fred Deutch.
Linda Lipschitz '70 to Henry Shlismansky.
Reggie Mayers '71 to Michael Koenig.
Phyllis Reinhart '70 to Arthur Rosen.
Rochel Clement '70 to Herbie Krantman.
Dvora Abrams '68 to Benji Ganner.
Sandy Pine '69 to Max Thurn.
Becky Ullman '68 to Menachem Weltsengrad.
Ravna Farahya '70 to Shmuel Katzen.
Sandra Wender '70 to Mark Friedman.
Linda Lewis '67 to Simcha Grosbard.
Gita Wakschlag '71 to Meir Valenski.

Looking Ahead

by MINDY KURLAND

[Ed. Note: The following is an excerpt from a speech Miss Kurland delivered during Orientation Week. She feels that the ideas it expressed are meaningful for the entire student body.]

Like the sun and the stars and the man which G-d created at the beginning all of you, too, are in a sense new creatures this week as you take your place on a new stage of your lives — that of your Stern College experience.

Needless to say, however, your beginnings will be a little more difficult than those of Adam and Eve, since neither Stern College for Women, or the world in which we live, is a Garden of Eden. In our mundane world, as our sages tell us, "Kol hatcholot Kashote" all beginnings are difficult — but once we are able to overcome these obstacles — the road of life is much smoother. Within the next few weeks you will be faced with the everyday problems of your new Stern College world from academic

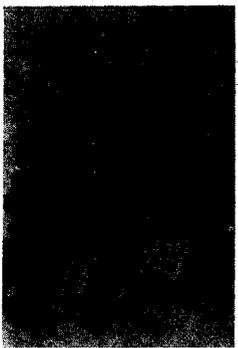
adjustments to the communal life of the Stern dormitory.

I cannot be unrealistic, and assure you that you won't have any problems at Stern. Problems are, after all a part of life. Moreover, it is precisely because of this that Student Council is such a vital organization. We must act as your collective voice in expressing, discussing and resolving your problems. The Stern College which all of us demand for the future does not exist to its fullest potential.

The future of our school depends a great deal on what you do today and what you want yourselves to be tomorrow. We need all of you. So, when it comes to participating let your voices be heard. Yes, all beginnings are difficult; Stern College is still a young school with many problems. A sense of togetherness is a tool necessary for the progress of an adult institution. Then we can bring to our school the achieved spiritual and intellectual light of an Eden.

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K. Kaiser

group of university students and the barefoot shepherd, was obvious. But, unlike this minor incident, the old and new of Israel are not always two distinct entities. In most areas of Israeli life the present is simply an overlapping, a continuation, or a re-establishment of a five thousand year old tradition.

The produce of the land is the same as described in the Tanach: "erezt chitah u'seorah v'gefen ute' eina v'rimon, eretz zeit shemen u'divash." The fruits and grains are cultivated on the same hills, and often use the same terraces built by the early Israelites. These are the fields and vineyards from which the *miraglim* took fruit to prove to b'nei Yisroel that the land promised them by G-d was fertile and productive.

The mountains surrounding Jerusalem are strategically valuable to the State of Israel today, as they were in the days of King David. Keeping Jerusalem in the center of high mountains was and is of primary military importance. Therefore, as it was necessary for the earlier commonwealth to capture and retain these hills to pro-

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NEW ADMINISTRATIVE APPOINTMENTS ANNOUNCED

Lichtenstein, Shimoff Join Student Service Twersky Regulates Registration During "Longest Day" Battles

By CYNDI REISS

Though Stern College is small in size, the needs of its students equal those of any school. To "service the needs of the total student," is the job of the Office of Student Services. The vacancy left by the departure of Mrs. Esther Rotenberg has been filled by Mrs. Tovah Lichtenstein, Acting Director, and Mrs. Shirley Shimoff, Assistant to the Director. Students already know Mrs. Lichtenstein as a teacher, religious counselor and friend. They warmly welcome Mrs. Shimoff into the University family.

Viewing her new position, Mrs. Lichtenstein commented: "The job is one of servicing the student. It is hard to delineate exactly what it will entail." Basically she added that the Office of Student Services deals with professional and vocational guidance, dormitory, student activities, and through the six week Orientation sessions it seeks to build lines of communication on a more relaxed and personal level. This Orientation program is not designed as a regular course; rather it is a means of helping all students toward a better adjustment to college life. Beyond these basic areas there is room for growth and development within this office.

Mrs. Shimoff sees her job at Stern as "an open door and a listening heart." She commented about the immediate warmth she felt here and on the dedication to the school among the students, "It is almost as if Stern were a cause to which the girls give selflessly." She sees the Office of Student Services, "serving the student where she's at."

Mrs. Shimoff will be working mainly with the freshmen. "But this will only be one of my concerns," she added. The seniors are Mrs. Lichtenstein's pet project. "I want to deal with senioritis. I extend an invitation to all the seniors to come in, but I feel they are responsible enough to come in without being pushed. The service is here but I won't chase them," she said. Mrs. Lichtenstein

added, "I have no expertise in grad schools and GRE's but I'm more than willing to bring in experts; I do prefer expertise in the ability to sort out confusion and help formulate questions."

Both Mrs. Lichtenstein and Mrs. Shimoff feel that besides formal appointments they wish to establish a more informal line of communication.

"Beginning next week we are initiating an 'Anything Goes' session," said Mrs. Lichtenstein. "Girls will bring their lunch and they're welcome to come and talk about anything from religion to

Discussing the freshmen, Mrs. Shimoff stated that this is a crucial year for them and she will try to see as many as possible by working four "full" days a week.

Juniors and sophomores are not being neglected, but as Mrs. Lichtenstein said, "I have known these girls since their freshman year and I assume they know by now that the door that was open to them as freshmen is open now. And I would hope that 'when the shoe hurts' they will come."

Although Mrs. Shimoff is new to Stern her connection with the school goes back for sometime. Her husband did his graduate work in Yeshiva and her children graduated from the University's undergraduate divisions. Our new Asst. to the Director majored in education, doing her undergraduate and graduate work in adult education at Southern Connecticut College. She has taught in both the New York and New Jersey school systems. When the vacancy developed in the Office of Student Services, representatives of the student body met to discuss criteria for a new director. Commenting on her appointment, Mrs. Shimoff said, "I seemed to fulfill most of the criteria, but only time will tell if I fill the bill."

Exhausted but satisfied after Monday's enrollment session, Rabbi Norman Twersky reflected on fall registration at Stern.

The new Assistant Register feels that pre-programming and the use of audio-visual aids to explain registration procedures helped avoid confusion at freshmen registration. Rabbi Twersky hopes that the 200 incoming students also gained some idea of the responsibility faced by a college student in planning her program.

Rabbi Twersky, an educational administrator since 1951, is a "freshman" on the YU staff. He replaces Rabbi Yaakov Zev, who has joined the administration of Hebrew University. Rabbi Twersky received his B.A. in religious education from Erna Michael College and is now working towards his doctorate at Bernard Revel Graduate School.

Commenting on the new Hebrew levels and courses, Rabbi Twersky said that when the initial confusion clears, students will appreciate the changes as a step forward in providing more variety in Judaic and Hebrew studies.

Rabbi Twersky had his first contact with students as he attempted to solve registration conflicts. Hop-



Rabbi Norman Twersky

ing to remain open to the sensitivities of the students but also taking a no-nonsense attitude, he kept things moving steadily toward the end of that "longest day."

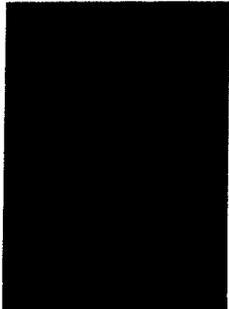


Photo by L. Billauer
Mrs. S. Shimoff and
Mrs. T. Lichtenstein

miniskirts. It's open to all classes. I will have luncheon on Tuesdays at 11:30."

"My day will be Thursday at 11:30," added Mrs. Shimoff, "and if it is as successful as we hope we will eventually invite faculty to participate and in this way open more lines of communication between the students and faculty."

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