Committee Studies Requirements, Hears Student Petition

The last pre-Passover meeting of the Jewish Studies Review Committee was held April 8th. The discussion centered around a curriculum designed to meet the innovative 1-12 course load requirement for incoming students. A program of Jewish Studies was submitted by a committee member for consideration. The program was based on the responsibility of Stern to provide its students with: 1) the necessary tools for handling fundamental texts, 2) the skills necessary for critical analysis of material and individual pursuit of studies, and 3) a familiarity with basic textual sources. The program suggested the following core courses:

- A & B level
  - Chumash 20 credits
  - Babli 17 credits
  - Yevamot 12 credits
  - Sotah 11 credits
  - Ketubot 11 credits
  - Nedarim 10 credits
  - Gittin 10 credits
  - Gubbo 10 credits
  - Total: 100 credits

- A level
  - Chumash 20 credits
  - Babli 17 credits
  - Yevamot 12 credits
  - Sotah 11 credits
  - Ketubot 11 credits
  - Nedarim 10 credits
  - Gittin 10 credits
  - Gubbo 10 credits
  - Total: 100 credits

- B level
  - Chumash 20 credits
  - Babli 17 credits
  - Sotah 11 credits
  - Ketubot 11 credits
  - Nedarim 10 credits
  - Gittin 10 credits
  - Gubbo 10 credits
  - Total: 100 credits

This "very tentative" proposal stipulated that all credits be transferred to BA credits and that Jewish Studies major be reinstated at Stern. An alternate program requiring 77 credits in Jewish Studies during the four-year period was also presented.

- A & B level
  - Chumash 20 credits
  - Babli 17 credits
  - Sotah 11 credits
  - Ketubot 11 credits
  - Nedarim 10 credits
  - Gittin 10 credits
  - Gubbo 10 credits
  - Total: 82 credits

- A level
  - Chumash 20 credits
  - Babli 17 credits
  - Sotah 11 credits
  - Ketubot 11 credits
  - Nedarim 10 credits
  - Gittin 10 credits
  - Gubbo 10 credits
  - Total: 82 credits

- B level
  - Chumash 20 credits
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  - Sotah 11 credits
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  - Total: 82 credits

The remainder of the necessary credits would be filled in by electives. The last half hour of the meeting failed to produce any merger between the two proposed programs. Before the committee discontinued, Miss Minding Kurland presented a student petition signed by 288 Stern students.

- We, the undersigned, firmly believe that the primary objectives of Stern College is to produce religiously educated Jewish women. We are of the opinion that the area of Torah Studies is too large and unwieldy to be mastered by the average student, therefore the early emphasis of the Stern College curriculum must be on the fulfillment of these objectives.

Monday night, April 13: The annually open meeting of students and faculty featuring addresses by Rav Meir Soloveitchik, Rabbi Shlomo Rabin and Rabbi Israel Miller, as well as marking an address on Dr. Samuel Selig at an honorary dinner (Continued on Page 5, Col. 4).
CARPE DIEM

If there is one area in which Stern College students exhibit strength and consistency, it is their commitment to extracurricular activities. Whether through workshops, guest lecturers, or extracurricular activities and lecture series held here, at our own school,晚报新, or elsewhere, the students always show up. The programs of Stern are varied, so the development of entirely new syllabi for all courses must not be considered a simple task. Moreover, the desire to be innovative, to challenge the status quo, is a fundamental aspect of the school's ethos. It is through these programs that the students are able to explore new ideas, engage with different perspectives, and develop critical thinking skills.

YU: Has Bright Future or 'Song of Innocence'?

Ed Note: The Observer presents excerpts from an article written by Richard Yaffe for the London Jewish Chronicle, in connection with Yeshiva's celebration of the 35th anniversary of its Amsterdam campus.

The establishment of a "Senior Program" at Stern College in the late 1960s was a major milestone in the university's history. This marked the first time that the school began to offer courses specifically for seniors, thereby allowing them to prepare for their future careers or deepening their understanding of the subjects they had been studying. The program was designed to be flexible and adaptable, allowing students to tailor their coursework to their individual needs and interests. It was a testament to the school's commitment to providing a comprehensive and personalized education.

Yeshiva: Another 85 Years

Meryl E. Chernick

The Torah in the Secular world, at one time, was perhaps an accurate expression of what Yeshiva University represented. The celebration honored the 85th anniversary of the founding of the university with a special ceremony attended by a large group of scholars who had participated in the events leading to the establishment of the university. The ceremony was held in the main auditorium of the campus, where the main hall was decorated with a large banner bearing the words "85 Years of Excellence." The audience included many distinguished scholars and leaders of the Jewish community, who shared their reflections on the history of the university and its impact on the world of Jewish education.

The question remained, however, as to which aspect of the celebration would become the most important and the most memorable. With the recent changes in the charter, the school has moved towards a more secular form, and the future looks uncertain. It is not clear whether the university will continue to thrive or whether it will face challenges in the coming years.

Letters to the Editor

To the Editor:

Although I am a graduate of being pictured, subjective and partial, I am inclined to the perspective of the Editor's Article, and to all those involved in the production of THE OBSERVER.

The IMPROBABILITY OF BEING KILLED

Which I, as a student at Stern College, find particularly relevant.

Life is uncertain, and so is our ability to predict the future. We can only hope for the best and strive to make the most of what we have. It is through the lens of this uncertainty, and our ability to adapt to change, that we can find meaning in our lives and achieve our goals.

Maritime

To its surprise, more than 200 students poured out of the dis- ciplinary to accept the challenge and make a sea-going gift. Based on the payment of "seash" 100th St. and Park Ave., a curious crowd looked on.

A large number of Yeshiva students and faculty, especially to the Hebrew University boys and girls.

The future looks bright for Yeshiva University, and it will have a significant impact on the future of Jewish education in the United States and around the world.
There it's clear, America is the University over the years. Dr. Belkin has paid a high possible for Yeshiva. To Dr. Belkin. He has taken on the financial, and has paid a high for Yeshiva. To Dr. Belkin. He has taken on the financial and emotional relationship between the “Switchboard” and the Jewish “modern” world. There are even those who advocate the theory that the “Switchboard” is the Final Solution to the Jewish Problems.

If an analogy is drawn between the Switchboard and the octopus, it may be more readily understood. The octopus without eight arms is considered a marvel of nature (How much more so is the acknowledged marvel of with 10 flexible and rubbery tentacles, each appendage reaching in twenty different directions, simultaneously!)

The procedure is as follows: at your end, you dial, push, or use your finger. Ready... aim... shoot! MT 6-5860. The in-constant and audacious human sign

No Grounds for Resistance

We compel every student to take a full program of Jewish studies. With the benefits of the regulation of Talmudic classes from nine until three! What if Harvard intended the regulation that all math or chemistry majors study Latin and Greek from nine until three! All we need is a fresh kid, and there are an abundance of fresh kids, to try to make trouble for the Yeshiva, and we will have no grounds for resistance.

As long as Dr. Belkin is president, I am certain that the character of this institution will not be changed so much as how great the pressure. However, let Dr. Belkin forgive me, I remember a yiddish saying: "All men are moral Secularists. A man is therefore a Secularist," I am concerned with who will succeed Dr. Belkin -- "not even anachronism?" With Dr. Belkin as president, I would shoot for the stars, with his successor, I would not even start for the moon.

No institution should be identified with the individual, even Moshe Rabbanim could not remain forever as the leader of the Jewish nation. Moses died, and the people of Israel will live forever.

In obtaining the facts we cannot rely on human beings. Even Rabbi Alkalai and Bahan Gamaliel both appeared in court and testified that they were carefully examined, for perhaps they were known to be a mistake in observation. I am supposed to take the assurance of an attorney, and I suppose to my Yeshiva and nothing will change! I will not take his statement.

And I am more afraid for Stern College than for Yeshiva. There is no place, no university, that I have met with such a tremendous and overwhelming support from students, faculty, and administration.
National Ecology Day Set to Emphasize Pollution Hazards

April 22 will be National Ecology Day on college campuses throughout the country. Since Yeshiva University, established on that date, an Environmental Seminar is held at its Graduate College of Medicine on April 8.

The day will be dedicated to a discussion of all aspects of environment pollution. Topics such as overpopulation, the problems of water, and the economies of waste will be analyzed by Eliezer professors and other authorities.

Professors, and a vice president of the Columbia Edison co-participated in a panel discussion to present practical solutions to ecological problems. In particular, emphasis is placed on the development of water power and thermal energy to enhance fuel fetishists.

Students at the event expressed the need to revamp society into one oriented towards ecology, in which overproduction would be cut back to avoid the excessive demand for new products.

An excellent description of the damage that has happened to the environment is included in an excerpt from Don Marquis’ “The Life and Times of April Fool.”

“America was once a paradise of meadows and forests, but it is dying because of the greed and money lust of a thousand little kings who allowed the farmer to sell all to him and would not be satisfied. And the climate and the rainfall from prosperity and it won’t be long now, it won’t be long till every is a desert from the Alaskan to the Amazon.

Pollution is a natural disaster, the desert spreading, the open desert is drying up. One day the Mississippi will be a lost land of flats and swamps.

Emphasis on public transportation to avoid pollution and congestion.

Education Department Bridges the Gap

In an effort to improve communication between students and faculty, the Teacher Preparation Program of the Education Department is planning to invite student participation in departmental meetings.

In order that this proposal may be considered, the number of students, it has been decided to schedule a one-hour meeting this week for the purpose of selecting two student representatives from the Education department.

The meeting was originally attended to focus on the question, "Why Has It Never Been a Reality?" This will be the primary purpose of the evening.

Attention! An announced meeting was required of all freshmen and sophomores in the department, while juniors and seniors were invited to join the discussion. In view of the change in the nature of the agenda, all students in the department are urged to attend even if they are unable to remain for the entire meeting. The attendance of juniors and seniors will enable the lower classmen to learn the upperclassmen’s position on the problem.

The next meeting of the day will be announced shortly. It is probable that it will be scheduled for the evening following Pasover.

Weisel, Hilberg, and Baur: View Holocaust Questions; Avoid Value Judgements

World-renowned historians and sociologists attended the joint seminar of the Institute of Contemporary History of Yeshiva University April 17-18 at the Carnegie Endowment Center.

On Sunday, April 12, several six-hour seminar discussions were held on various topics. Prof. Yo- nathan Baur of the Institute of Contemporary History chaired the seminar. Questionnaires had been sent out on the topics and problems to be discussed by the participants.

Among the noted Holocaust authorities and writers present at the seminar were Randolph Rabin, Dr. Philip Berman, the only non-Jewish speaker, and Prof. Leo Berman of the Stern College.

Also present were Philip Khazan and Elie Wiesel.

One of the highlights of the six-hour discussion centered around a report prepared by Elie Wiesel. Rabi Borochov, the editor of the report, said that he believes that the Holocaust was a key event in shaping the minds of the world, particularly in Europe.

He said that the report cannot be judged by a single intellectual authority, but rather by the aggregate of all the evidence. He also pointed out that, in order to understand the Holocaust, one must consider the thought of personal guilt, shame, and shamelessness.

One must think that as Holocaust is an event of history, it is not a subject that can be avoided.

Prof. Baur felt that this was the first time that there has ever been such a direct confrontation of opinions regarding the Holocaust. He also felt that we are becoming to overlook the chronology of the situation, which can be dangerous. He added that it is important to understand that we must place ourselves in the exact environment of the Jews at that time, in order to make valid judgments.

The final dilemma of the 1970 Spring Semester at Stern College commenced with the posting of the final schedule under the supports of the building holding up the office. Underlying the arrangement of the schedule is the tiny; David in which there is no place to take the final. The bureaucracy intends to renovate the old building at the beginning of June, while it is uncertain as to whether the new building will be available for occupied use at that time. Due to this situation certain courses offer "Final work" through the completion of the construction instead of final examinations.

The Experimental Psychology Class has perfect conditions in which to test the hypothesis that it would not be possible to teach the class of college co-eds attempting to get a first-class education on a subway, which would be impossible for persevering students. The hypothesis, which should be tested is whether the frustration of the students is real or whether the students realize that the two are the same. The subway is boring, and there is little chance that either situation is going to be rectified.

Perhaps, also, the Complex Variables Class could use their imagination in a number of ways to reiterate a combined field work program with the Eskimos and the Indians of Yeshiva University. The Class is to proceed on a trip which can be done with the Eskimos and the Indians.

If space cannot be provided, then the Physics Class will have to provide the displacement principles and will not need to take a taxi. There is no room if space is not provided, nobody may be able to take a taxi.

Where can 600 girls go to take exams? The campus is too far to travel for a 5000 exam. If tests could be secured at Pur- tain Hall, it would be an unreasonable solution. It is a 10 minute ride by subway, and the surroundings are pleasant. But the problem is in the creation if the new building was available in which to place tests. It would be a nice place to place the graduating seniors who fought to make the building a reality.