SCSC Inaugurates Officers, Aishel Honors New Members At Installation Assembly

On Monday, May 11, the annual Student Council Reception and installation took place in Koch Auditorium. Following a buffet style dinner, Paula Feldman, outgoing vice president of the Student Council, introduced the first speaker of the evening, Rabbi Joshua Sperling.

Recognizing the emotionally stressed times and the heightened involvement of Stern students in many causes, Rabbi Sperling attended the opening of attendance to institutions both related and unrelated to Stern, lauding the girls for their ability to "be vocal when they have to be vocal and graceful when they have to be graceful"—as proven by both past and present experiences. These are the "emergent" times when Tishah Rabbah as necessary for maintaining Torah. Stern students have the ability to act in the face of the demands of the situation with heartening results, he said.

Aishel Inauguration

Judy Puder, Stern Alumna and president of Aishel, the Scholastic Service Honor Society at Stern, then announced the names of newly elected members. The present members include: President, Joyce Feinblatt; Barbara Gure; and Malka Khristov. The new members are: Sandra Listerick, Linda Stern, Susan Hillelman, and Martha Marks. Five of all four members have been commended for their outstanding academic achievements and service to the school.

Mrs. Jessica Greenbank conducted the induction ceremony, officially installed the new members, and presented the membership card to the new members. The membership card is a symbol of the"Aishel" members' dedication to the Scholastic Service Honor Society.

Financial Burdens Forbear

Yeshiva University will be forced to cut back on its financial aid during the coming year to offset a deficit of $40 million. Rabbi Jacob Lentz, vice president for business affairs, explained that increased income and reduced spending are the only solutions to the problem ofppardroom during the coming year.

Several faculty members praised the current system and opposition to the reduction of attendance, saying that forced attendance was no answer to the problem. A better solution, they suggested, would be to improve the courses and decrease the number of requirements.

If a student is not prepared to accept the responsibility to attend classes after her freshman year, some programs of unlimited cuts may be acceptable, reaching for another 10 months is questionable value.

Faculty Votes Limited Cuts for Sophs Attendance-Grade Correlation Noted

The faculty voted to reallocate limited cuts for sophomores at its meeting on Monday, May 25.

The present system, granting unlimited cuts to sophomores, juniors, and seniors, was instituted in the spring of 1968, with the provision being made for its evaluation after three semesters. At Monday's meeting, faculty members discussed the problems of sophomores, juniors, and seniors. Those opposing unlimited cuts contended that there was a significant grade difference between those students who attended class regularly, and those who frequently missed lectures and study periods.

The sophomore year was judged as the one in which limited cuts should be reallocated on the basis that seniors, juniors, and seniors take many required courses, and carry very few electives. The statistic showed that least attendance occurred in required courses.

Several faculty members praised the current system and opposed the reduction of attendance, saying that forced attendance was no answer to the problem. A better solution, they suggested, would be to improve the courses and decrease the number of requirements.

If a student is not prepared to accept the responsibility to attend classes after her freshman year, some programs of unlimited cuts may be acceptable, reaching for another 10 months is questionable value.

Professors Condemn U.N. Silence; School Bus Attack Victims Mourned

Protestors Condemn U.N. Silence; School Bus Attack Victims Mourned

BY RACHEL BECK

A rally at Stern provided a community-wide protest on Monday, May 5, against the attacks on Puerto Rican students by Arab terrorists on an Israeli school bus. The May 23 attacks resulted in the deaths of eight children and four adults, residents of the Lebanese border.

Faculty members Rabbi Raphael Weisinger, Dr. Alan Pollack, Dr. Shlomo Rabinovitch, and Mrs. Tovah Lichtenstein addressed the assembly, decrying the terrorist actions of the United Nations for its failure to protest the incident. President's pressure was recommended to convince the U.S. to demand that the U.N. act to condemn the actions of the terrorists.

Over half of the Stern student body turned out to 4th St. and later to Stern, where they were joined by students from Yeshiva College and several local Jewish high schools and members of various "Students for Peace in the Middle East." The massive memorial service and demonstration drew the participation and support of Yeshiva students, the U.N. as well, as student leaders.

United States Senator Charles E. Goodell and a telegram stating that he joined with the demonstrators, "...in mourning the deaths of fourteen Israeli children, a few American students and... the American students who were killed in the school bus attack in Jerusalem."

Mr. Levine said that each branch of the University contributed to the deficit, and each was responsible for examining its own budget and deciding where cuts could be made.

Regarding budget cuts at Stern, Dean David Mintz said he could give no definite answer as to whether the vacancies left by outgoing professors will be filled, or whether funds would be available for additions to the religious studies faculty.

November 1, 1970

The Observer

THE OFFICIAL NEWSPAPER OF STERN COLLEGE FOR WOMEN

Volume XIII - No. 1

Friday, May 29, 1970

JS Report Sent to President

The establishment of a division of Jewish Studies is among the recommendations listed in the final report of the Jewish Studies Review Committee sent to YU president Samuel Belkin last week.

The report also calls for a minimum requirement of 12 credits in Jewish and Hebrew studies major, and the establishment of a fifth year program leading to a second degree.

Three possible plans for the distribution of the 12 credits are among the report. All sections of the report were read and published by Rabbi Daniel, complete text of the proposal is on page 4.
KUT BACK

Through the Student-Faculty Committee, students were active participants in the decision to grant unlimited cuts to upperclassmen and liberalize the attendance regulations for freshmen. Without student participation, the faculty this week withdrew the privilege of unlimited cuts from the sophomore class.

The unlimited cuts issue is a perfect illustration of the Student-Faculty Committee's logic. Last year, it was an important force in shaping school policy because it took upon itself the right to make decisions. This year, the committee has become nothing more than a debate society.

We urge Student Council to choose new representatives for the coming year, electing one from each of the Greek fraternities and sororities. This would not only renew the Student-Faculty Committee, but also give the student with a broad basis a chance to be heard.

To the Editor:

I feel that the student body has a right to express its opinions, even if they are not in agreement with those of the administration. I believe that the Student-Faculty Committee is doing a good job, and I support its actions.

Dr. Shlomo Karnes

CUT BACK

The Unlimited Cuts Issue

Through the Student-Faculty Committee, students were active participants in the decision to grant unlimited cuts to upperclassmen and liberalize the attendance regulations for freshmen. Without student participation, the faculty this week withdrew the privilege of unlimited cuts from the sophomore class.

The unlimited cuts issue is a perfect illustration of the Student-Faculty Committee’s logic. Last year, it was an important force in shaping school policy because it took upon itself the right to make decisions. This year, the committee has become nothing more than a debate society.

We urge Student Council to choose new representatives for the coming year, electing one from each of the Greek fraternities and sororities. This would not only renew the Student-Faculty Committee, but also give the student with a broad basis a chance to be heard.

Letters to the Editor

To the Editor:

I feel that the student body has a right to express its opinions, even if they are not in agreement with those of the administration. I believe that the Student-Faculty Committee is doing a good job, and I support its actions.

Dr. Shlomo Karnes
For Future Consideration

BY CHAMI CHINN

L'hinenah Hashem Bi'yerushalayim, Stern. We fervently request that this phrase yearly, some of us say it daily. all of us say it at least once a month. It reminds us of our history, our values, and our commitment to our homeland.

Let us examine the concept of Yeshiva education in America. Where is the Yeshiva? Is it not a spiritual location on a New York map, but a spiritual landmark of American Jewry? We must make sure that our new building houses a new and better type of Yeshiva. It must not be an imitation of the old Yeshiva, but a unique institution whose distinct purpose is to educate our youth in the spirit of Jewish values and traditions.

There are many causes one can choose to work for. That choice is based on values and priorities. What is the moral and just cause? Where is the spiritual and just cause? If not in the Torah And who has pledged to uphold and spread the Torah's values, if not our generation?

Stern College was proud of its history. There was war then; there was war now. Yeshiva University was only 600; next year there will be 1500. There was war then; it is even weaker now. There was war then; there is more war now. There was death then; there is more death now.

There was spiritual decline then; there is even greater spiritual decline now. Torah was weak then; it is even weaker now. In past years, the destruction of the Temple was a reflection of the destruction of our homeland. Now, Yeshiva University is working to reverse the direction of Jewish education in America.

The reason that I have dwelled so long on this idea for unity and mutual respect is that we cannot forget that buildings can be built by anyone, but only one Yeshiva is a true Yeshiva. The coming year should have closer coordination and work hand in hand (not to be taken literally) to expedite common goals.

The coming year promises to be busy and hopefully rewarding. We must dedicate next year to its materialization. We must improve the library services, the student body and the administrative office. We must improve the Early-Retirement Faculty Committee must get the utmost concern.

Kurland Evaluates Past Year; Pessimism For Present Noticed

BY MINDY KURLAND

It is difficult to evaluate or analyze any year or period of time that has been so crucial and controversial as this past year has been. Indeed, this year has been a year of intense turmoil within Stern College as well as throughout the world. The world that surrounded us today is not the same world that we faced a year ago and certainly it was not the world that I graduated in. Stern College is not only a non-sectarian liberal arts college but also a community.

Last year there were only 550 young women seeking admission to Stern College; this year there are over 1000; next year there will be more. I pray that next year's freshmen class will have the same dedication to Torah and education at Stern College as this year's class had. The coming year promises to be busy and hopefully rewarding. We must dedicate next year to its materialization. We must improve the library services, the student body and the administrative office. We must improve the Early-Retirement Faculty Committee must get the utmost concern.

The coming year promises to be busy and hopefully rewarding. We must dedicate next year to its materialization. We must improve the library services, the student body and the administrative office. We must improve the Early-Retirement Faculty Committee must get the utmost concern.
The Jewish Studies Review Committee has conducted an intensive evaluation of Jewish studies at Stern College, as charged in its appointment, with a view toward a clarification of the program to meet present and future needs. Having completed its deliberations, following a study of the proposal of its several subcommittees, the committee presents its recommendations.

Goals
Stern College views its primary objective as the education of students with "a rich background in Jewish literature, history, and culture, together with an education in the liberal arts and sciences. The Committee believes that to attain this objective it is necessary to afford every student the fullest opportunity for a thorough, in-depth study of Jewish thought and literature in accordance with her educational background and capacity.

The student must be subjected to the challenge of a demanding academic discipline in Jewish studies even as she is induced with the moral and spiritual ideals of Judaism. In a Jewish study discipline it is essential that the student acquire a familiarity with and a mastery of basic Biblical, classical, and contemporary sources, with emphasis upon textual analysis and development of the ability to utilize original sources. It is the firm conviction of the Committee that these goals are to be achieved, the present curriculum must be expanded and improved, qualified and committed teachers must be appointed, and sufficient time must be allotted for Jewish and Hebrew studies. It therefore submits the following proposals.

Admission of Students
The present admission policy should be maintained. However, the following procedure is proposed as a means of increasing the caliber of students enrolled in the college.

a) Applicants should be interviewed. Where possible, out of town applicants should be interviewed by an admissions officer on a one-on-one basis.

b) A head for the division of Jewish religious guidance and services, a rabbi, should be appointed in consultation with the Jewish religious guidance and services, and the administration of the college. The division should be responsible for standards of religious observance, religious guidance and services, and cultural activities.

Implementation of these recommendations will lead to the establishment of a reorganized, restructured program of studies.

Jewish Studies Review Committee
Dr. Gordon Appel, Chairman
Dr. Bernard Bodin
Rabbi David Bleich
Miss Ilsebaum Chies
Mr. David Dorf
Mr. Morris Gorden
Mr. Max Grunwald
Mr. Rabbi Horowitz
Miss H. J. Lerner
Miss Nitschke
Miss Nitschke
Mr. David Rabinowitz
Miss Chaya Spatz

Jewish Studies Review Committee May 9, 1970

J.S. Committee Evaluates Curriculum
72 Credits Required; Newcomers Affected

The present program is a Preparatory year (YP) program designed to culminate in Hebrew literature and knowledge and to prepare them for a thorough intermediate level in Hebrew. Each student shall be required to take 12 credits per semester for the first two years in an augmented course in Hebrew language and literature.

Hebrew - 4 hours per week Bible - 4 hours per week Jewish law - 3 hours per week Jewish concepts - 2 hours per week

All students shall be subject to established course requirements in accordance with the following guidelines:

I. Basic program
a) A minimum of 6 credits shall be required in each of the following areas, for a total of 20 credits.
   1. Chiasm and Nahal
   2. Halacha, Rabbinical literature
   3. Fundamental Jewish concepts
   4. Hebrew language and literature
   5. Jewish history
b) A minimum of 6 credits shall be required in each of the following areas, for a total of 18 credits.
   1. Chiasm and Nahal
   2. Halacha, Rabbinical literature
   3. Fundamental Jewish concepts
   4. Hebrew language and literature
   5. Jewish history

II. Intermediate level (Yeshiva high school or Yeshiva elementary)
A) Basic Program
   a) 75-82 hours of Jewish studies
   b) 30-36 hours of Hebrew achievement
   c) middle third of general exam, with minimal grade on each section of exam.

B) Advanced level (Yeshiva high school)
   a) Pass or better in all exams, with minimal grade on each section of exam.

C) Advanced level (Yeshiva high school)
   a) Pass or better in all exams, with minimal grade on each section of exam.

III. Primary level
   a) No significant Jewish background
   b) Below 50 or no achievement
   c) Bottom third of exam.

Students on the Primary level shall be placed in one of three sections on the basis of their relative skill and knowledge of the subject matter to facilitate learning as well as the progression or adjustment of the student on an individual basis.

Primary level students should be programmed for a more intensive course of study so as to enable them to reach the freshman intermediate level after the second year. Thus, a basic, broad-base level shall be achieved by all students upon graduation. It is similarly expected that many students entering on the intermediate level will, after the first or second year, proceed to the Advance level.

Curriculum and Schedule of Courses
All students must meet minimum course requirements for a total of 72 credits in Jewish and Hebrew studies, fundamental concepts and laws, and Jewish philosophy.

1. In order for a student to be accepted, he must demonstrate an ability to meet the above standards.
2. A head for the division of Jewish religious guidance and services, a rabbi, should be appointed in consultation with the Jewish religious guidance and services, and the administration of the college. The division should be responsible for standards of religious observance, religious guidance and services, and cultural activities.

Conclusion
In deliberating upon the question of restructuring Jewish studies we as to how to obtain optimum results from the program as set forth, and in a manner best suited for Stern College, the Committee carefully weighted the following considerations:

i) The need for a dynamic presence for Jewish studies under an academic atmosphere that would afford a sufficient measure of understanding and the capacity to program to operate effectively.
ii) The program is proposed restructured to integrate a major with emphasis on understanding and the capacity to program to operate effectively.
iii) The program is proposed restructured to integrate a major with emphasis on understanding and the capacity to program to operate effectively.

The recognition that the student represents a total personality, that her philosophy and outlook upon life should be one that is unified and not fragmented, and that as possible she be spared the pressures of divergent and competing disciplines.

Proposal of the defunct character of Stern College as a school with a unified faculty and an educational program designed to transmit a knowledge of the intellectual heritage of man and the moral and spiritual values of our Jewish tradition.

The Committee therefore recommends:
1. That there be constituted a division of Jewish studies within Stern College.
2. A head for the division shall be appointed in consultation with the Dean, the Jewish studies faculty, the students, and the general college schedule with the general college schedule to allow for flexibility of programming for both students and faculty.
3. The basic program outlined above will enable every student to attain a creditable level of achievement and therefore to afford the opportunity to enhance her knowledge in areas of her special need and interest.
4. It is expected that the success of the program will depend upon two additional factors, namely, a sufficient number of sequential, closely available courses, and the high quality of the courses offered.
5. All present students and forthcoming students shall be evaluated as to subject matter and degree and designed to permit transfer of course credit in Jewish and Hebrew studies, that it be built around a basic, required program of studies at Stern College, and that it make provision for the program to be extended over a five-year period.
6. The program, especially in Hebrew and Bible, shall be scheduled for the morning hours (preferably 9:00 a.m. to 12:00 noon) to afford all students the advantage of the program without conflict and to permit proper placement and movement from one level to another.
7. The program is proposed restructured to integrate a major with emphasis on understanding and the capacity to program to operate effectively.
8. The program is proposed restructured to integrate a major with emphasis on understanding and the capacity to program to operate effectively.
9. The program is proposed restructured to integrate a major with emphasis on understanding and the capacity to program to operate effectively.
10. The program is proposed restructured to integrate a major with emphasis on understanding and the capacity to program to operate effectively.

The recognition that the student represents a total personality, that her philosophy and outlook upon life should be one that is unified and not fragmented, and that as possible she be spared the pressures of divergent and competing disciplines.

Proposal of the defunct character of Stern College as a school with a unified faculty and an educational program designed to transmit a knowledge of the intellectual heritage of man and the moral and spiritual values of our Jewish tradition.

The Committee therefore recommends:
1. That there be constituted a division of Jewish studies within Stern College.
2. A head for the division shall be appointed in consultation with the Dean, the Jewish studies faculty, the students, and the general college schedule with the general college schedule to allow for flexibility of programming for both students and faculty.
3. The basic program outlined above will enable every student to attain a creditable level of achievement and therefore to afford the opportunity to enhance her knowledge in areas of her special need and interest.
4. It is expected that the success of the program will depend upon two additional factors, namely, a sufficient number of sequential, closely available courses, and the high quality of the courses offered.
5. All present students and forthcoming students shall be evaluated as to subject matter and degree and designed to permit transfer of course credit in Jewish and Hebrew studies, that it be built around a basic, required program of studies at Stern College, and that it make provision for the program to be extended over a five-year period.
6. The program, especially in Hebrew and Bible, shall be scheduled for the morning hours (preferably 9:00 a.m. to 12:00 noon) to afford all students the advantage of the program without conflict and to permit proper placement and movement from one level to another.
7. The program is proposed restructured to integrate a major with emphasis on understanding and the capacity to program to operate effectively.
8. The program is proposed restructured to integrate a major with emphasis on understanding and the capacity to program to operate effectively.
9. The program is proposed restructured to integrate a major with emphasis on understanding and the capacity to program to operate effectively.
10. The program is proposed restructured to integrate a major with emphasis on understanding and the capacity to program to operate effectively.
 Somebody Gooed Phil Ochs' Newest Album—His Greatest Hits!

The violent strumming of piano keys prepares you for the lush, romantic song from Bourbon Street. A few seconds later, the thud of a bass guitar drags in and you know you've got something different.

The late singer and songwriter Phil Ochs has released an album which he offers as his greatest hits. I think it may be his greatest mistake. I don't know where he found his greatest success. He knew, however, that he had found something out. Phil, the man, was a Jewish摆歌人 who never could stay out of trouble. Despite everything, you cannot help but feel sorry for him, as I'm sure you feel for him.

Ochs does not know where to start. This album, but the cover is as good a place as any. Years ago, I'll bet he was looking at the Bunny cover. Where "Marching Any More," and others, that there are no more songs, "I'm on the road" and "Have you ever been to Arizona?" do.

I commend both the students of Stern College and the faculty who are so proud of this god. I commend the students of Stern College and the faculty who are so proud of this god. The recent studies of the students of Stern College and the faculty who are so proud of this god.

The most important factor in the lives of the students of Stern College is the value of education. The students of Stern College and the faculty who are so proud of this god. I commend the students of Stern College and the faculty who are so proud of this god.

The recent studies of the students of Stern College and the faculty who are so proud of this god. I commend the students of Stern College and the faculty who are so proud of this god. The students of Stern College and the faculty who are so proud of this god.

Shelly Winters with four of the "boys."

Ross Explains Blacks' Demands; Panther Anti-Semitism Denied

Sidney Ross, a young female leader of the Black Panther Party spoke Wednesday, May 27, 1970, at Stern College about the interior position of the Black man in American Society. She began her lecture by discussing the Dred Scott Decision of 1857, where Justice Taney claimed that the Negro had no individual rights. At the time, the Negro was legally classified as 1/3 of a human being.

Her second point was that the Black community is a colonized community. By "colonized" she meant that the Blacks in America are exploited by the white community for mental labor.

Afterwards she cited the goal of the Black Panthers to rehabilitate the community, which means 1)

egalitarianism in law 2) equality in jobs 3) better housing 4) health clinics and 5) deferment from military service. After an information period, questions were asked about anti-Semitism and the stand of the Black Panthers. The reply was that Panthers are not anti-Semite but dislikes any white supremacists who exploit their people. Whether the expatriates are Colored or Jewish. The Zionist position of the Panthers is that Israel was established with the blessings of the Western power structure and not by the acceptance of the Arab peoples thus making Israel a foreign power in the Middle East.

It was followed by a long vocal debate but apparently no one's opinion was changed.

"Open Till 7 P.M. Special Attention for Social Functions Large or Small—Over 100 Seats ESTHER'S KOSHER DAIRY RESTAURANT 166 MADISON AVENUE (Near 33rd St.) N.Y.C. — Telephone MU 3-2790 Esther Himmel and Reliable Management of Wall Serves Esther & Claude Orenstein Fully Air Conditioned — Shabbos Closed For Stern College Girls Only 10% Off on all Meals Over $1.00"

Food served by Aaron Schlesinger

FRUITS — VEGETABLES — GROCERY — DELICATESSEN

176 MADISON AVENUE (Between 36th & 37th) New York, N.Y. 10016 (212) 249-4372

We Cash Checks from Stern Students
By GORDON WATSON

An¯knowledge and the fear of beat-
given toonomical technicians."

"The technicians were to take-off."

"The technicians are less modest quite a remarkable feat. sians began to persecute the Jews,

"For first two students 11:30

"I've lost the next election." Mr.

"The movement everything they had and could give. Still, it was only a matter of time till the Russians began to persecute the Jews,

"The case against Jewish immigration to the United States is not non-existent. It accuses "Jixon of being defeatist."

"He talked to the Jews that even though they champion humanization campaigns, non-Jews also feel the same way. Now the United States has only a few weeks left to make its decision."

"For example, Jewish youth were forced to stop and let themselves be beaten over the head. They were also hitting Jews over the head."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"And the top button missing from his dark blue suit jacket. He talked almost

The "engineers" or "technicians" who had been defeated, not because of the war, but because of the movement."

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-

"I've told thousands of voters by taking this stand and almost sure we'll lose the next election," Mr. Nixon said."

"You know, he's probably right."

"The movement is now the anti-Vietnam War movement. Many leaders have taken over the role of the anti-Vietnam War movement."

"The war is sensible and necessary in theory (to fight communism), in prac-
Living Life Up In 1970—On a Very Low Budget

BY JOYCE ROSEBAUM "PETRIE IN GORDON"

To live cheaply in Israel, there are two basic rules to follow. In the first place, get an International Student Card and learn to shop at the super-markets for your reductions everywhere, for transportation, for movies and for shopping. Secondly, learn to live like an Israeli, eat Israeli. Everything that is new to a Westerner, e.g., food, is reasonably priced and therefore, will be cheap for you who are living on American funds. Once you follow these rules just about everything is easy.

Traveling — The most delightful method of inter-city travel is traveling by boat, it costs nothing and you get a chance to meet the people. Please realize that in Israel this is an accepted thing and there is no danger - traveling in Israel is not like hitchhiking in U.S. If you do travel, one of the countries of the country that you should know is that soldiers always have priority, for on their salaries, they can't afford to take taxis. If you don't want to travel, take the train. Weekly from Jerusalem to Haifa, it is cheaper and nearer the train. Show your Student Card for discounts.

Getting Around

To travel within a city itself the best money is spent in this way you see more and get to really know the city. Remember, Israeli cities are much smaller and easier to get around in by foot than American cities. If you have a distance to go and can't walk, take the bus — they cost about four cents in American money. To make it even cheaper, you can buy discount list. Passes which you can get at an even cheaper discount with your student card. Never travel in the city; it is considered rude by the locals.

Food — It is important to realize in buying food that Israeli eating habits differ from ours and the price ranges vary according to their tastes. Therefore, learn to eat like an Israeli and you can eat extremely well and very cheaply.

The best foods to buy are fresh foods such as fruits and vegetables. These are cheaper in the cities — if you bargain as you should — but be sure to only buy those foods packed by a known firm. Never trust the Arabs. Other foods to buy are cheeses, fish, bread and chicken, all of which are easy to obtain in abundance and are usually reasonably or cheaply priced. Israeli canned foods (e.g., tama) and American cost of meat.

Organizations — The best and cheapest place to stay, if you are only going for a few days is with friends or relatives. Israelis are always willing to have you stay with them especially Americans. If you don't know anybody, the best place is a youth hostel. Warning: beware of youth hostels in the Negr (nahrg) - they are never without any washing and bedding rooms. It is a good idea to reserve in advance if you can, as these hostels are often filled.

Cosmetics — Here, as with food, it is important to realize that anything necessary for Israeli life will be reasonably priced. Thus things such as soap, toothpaste, shampoo, etc. are cheap as long as you buy Israeli brands.

American brands and makeup are extremely expensive.

Gifts — The best place to buy gifts e.g., jewelry, silver, etc. is not always in the side streets. Often it is worth it to buy in bigger stores to insure you get value for your money. The shuk is the best place to get interesting and unusual gifts cheaply — but always remember to bargain to at least the quoted price and even less, if you are dealing with an Arab. Some of the better shops are shoes, parfum and ladies' clothes, and Zafira objects.

In general, it is not hard to live cheaply as long as you have a Student Card and learn to live like an Israeli.

East Side, West Side; All Around The Town

BY BETTY COHEN

For a pleasant shopping trip, try the Garment District in Manhattan (nominal fee). If you haven't seen it yet, take a ferry to the Statue of Liberty. If you want to be even more extra, take the Staten Island Ferry before they change the name.

AMUSEMENTS: You're planning on staying a while? Why not try some of the interesting and unusual activities in the area.

CONCERTS: Central Park; Four concerts each week and on Sundays, near 2nd St. They are free, and definitely worth while. Watch the listings in the Times for coming events. In addition to those in Central Park, free concerts are also sponsored in libraries (Donald), as well as the Library of Congress (Porgies) and in the Central Park Lemonade Center, and at the Jewish Theological Seminary for details.

PLAYS: The Public Theater on Lafayette Street near the Village has sponsored experimental plays, gratis, throughout the summer. Get on their mailing list and you'll be sure to enjoy some unusual entertainment. In addition, take advantage of Sunday and Wednesday matinees on Broadway. For those less thrifty, a ride to Stratford, Connecticut, for the Shakespeare Festival will prove to be an enjoyable experience. You must get tickets beforehand, so send money in two weeks in advance.

East Side, West Side; All Around The Town

BY BETTY COHEN

For a pleasant shopping trip, try the Garment District in Manhattan (nominal fee). If you haven't seen it yet, take a ferry to the Statue of Liberty. If you want to be even more extra, take the Staten Island Ferry before they change the name.

AMUSEMENTS: You're planning on staying a while? Why not try some of the interesting and unusual activities in the area.

CONCERTS: Central Park; Four concerts each week and on Sundays, near 2nd St. They are free, and definitely worth while. Watch the listings in the Times for coming events. In addition to those in Central Park, free concerts are also sponsored in libraries (Donald), as well as the Library of Congress (Porgies) and in the Central Park Lemonade Center, and at the Jewish Theological Seminary for details.

PLAYS: The Public Theater on Lafayette Street near the Village has sponsored experimental plays, gratis, throughout the summer. Get on their mailing list and you'll be sure to enjoy some unusual entertainment. In addition, take advantage of Sunday and Wednesday matinees on Broadway. For those less thrifty, a ride to Stratford, Connecticut, for the Shakespeare Festival will prove to be an enjoyable experience. You must get tickets beforehand, so send money in two weeks in advance.

NEWS:

Camelot Glatt Kosher Restaurant

207 West 38th St., between 7th and 8th Ave.

(Hot in the Near Madison Square Garden)

Telephone 247-4228. Z

The first and only Glatt cafeteria style restaurant in New York City. No waiting, no lines, and no tip. Delicious home made Hungarian food prepared on the premises. The best soups and even rib steak a la carte.

Camelot is open for lunch and dinner: Monday through Thursday 10:30 am to 2:30 pm, Tuesdays 10:30 am to 2:00 pm, and Sundays from noon to 9:00 pm.

Songs of Youth by "THE ALUMI"

available at your local record store or or

Thru Alice Levine - 7E 889-4345

D.生活中
By ROCHELLE MANN

An evening of Yiddish Poetry, the last in a series of lectures sponsored by the Speech Arts Forum, drew a large crowd, as these verses were familiar to the audience, and my speaking voice was the voice of a storyteller, a poet. Numerous poems were read by the poet-organizer of the Yiddish Poetry Forum, and Dr. Henry Wolkoff, a well-known translator and writer, spoke about the problems of Yiddish Poetry. He described the development of Yiddish Literature in the 19th century, the rise of Yiddish literature as a separate literary form, and the works of major Yiddish poets such as Menahem Mendel Riklin and Yehuda Amichai.

The audience was impressed by the depth and breadth of Yiddish poetry. From the ancient songs of the Jewish people to the modern poetry of Yiddish, the audience was captivated by the beauty and power of Yiddish literature. The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature.

The evening ended with a reading of a poem by Yehuda Amichai, a well-known poet, who spoke about the beauty of Yiddish poetry and the importance of preserving this rich cultural heritage. The audience was moved by the passion and dedication of the Yiddish Poetry Forum and the poet-organizer, who work tirelessly to preserve and promote Yiddish poetry.

The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature. The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature.

In February 1970, as the Soviet government began to recognize the inevitability of the End of the Soviet Union, the poet Yehuda Amichai wrote a poem about the beauty of Yiddish poetry and the importance of preserving this rich cultural heritage. The audience was moved by the passion and dedication of the Yiddish Poetry Forum and the poet-organizer, who work tirelessly to preserve and promote Yiddish poetry.

The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature. The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature.

In February 1970, as the Soviet government began to recognize the inevitability of the End of the Soviet Union, the poet Yehuda Amichai wrote a poem about the beauty of Yiddish poetry and the importance of preserving this rich cultural heritage. The audience was moved by the passion and dedication of the Yiddish Poetry Forum and the poet-organizer, who work tirelessly to preserve and promote Yiddish poetry.

The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature. The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature.

In February 1970, as the Soviet government began to recognize the inevitability of the End of the Soviet Union, the poet Yehuda Amichai wrote a poem about the beauty of Yiddish poetry and the importance of preserving this rich cultural heritage. The audience was moved by the passion and dedication of the Yiddish Poetry Forum and the poet-organizer, who work tirelessly to preserve and promote Yiddish poetry.

The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature. The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature.

In February 1970, as the Soviet government began to recognize the inevitability of the End of the Soviet Union, the poet Yehuda Amichai wrote a poem about the beauty of Yiddish poetry and the importance of preserving this rich cultural heritage. The audience was moved by the passion and dedication of the Yiddish Poetry Forum and the poet-organizer, who work tirelessly to preserve and promote Yiddish poetry.

The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature. The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature.

In February 1970, as the Soviet government began to recognize the inevitability of the End of the Soviet Union, the poet Yehuda Amichai wrote a poem about the beauty of Yiddish poetry and the importance of preserving this rich cultural heritage. The audience was moved by the passion and dedication of the Yiddish Poetry Forum and the poet-organizer, who work tirelessly to preserve and promote Yiddish poetry.

The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature. The audience was also impressed by the way in which Yiddish poetry reflects the experiences and emotions of Jewish people throughout history. The audience was filled with a sense of pride and joy in the richness and diversity of Yiddish literature.