SCW Celebrates Shcharansky's Freedom

Dorm Counselor Conflict

Former Economic Advisor to Reagan Speaks Up

Inside This Issue:
New J.S.
Faculty . . p. 3
The Original SCW . . p. 7

Business Degree Passed

by Rachel Mandel

The Faculty Committee on Undergraduate Business Programs at Yeshiva University, chaired by Dr. Arthur Hyman, has passed a proposed curriculum for a bachelor of science in business, for Yeshiva and Stern College.

After a considerable amount of studying nationwide statistics spanning 30 years and student surveys, "the academic leadership of the institution came to the conclusion that 1) there is a student demand, 2) that it (business) is here to stay and 3) there are excellent prospects for philanthropic support," said Dr. Egon Bremer, executive vice-president of Yeshiva University.

"Business is an important undergraduate field in the United States, said Dr. Bremer. He explained that students who have the "ability, motivation and commitment" to yeshiva education should have the opportunity of both programs.

The administrative structure of the B.B.A. program will start out as a business department with a dean and a student advisor.

The proposed curriculum as agreed by the faculty committee will consist of 128 credits as are now required by both Yeshiva and Stern College. The business segment will consist of a core program of approximately 36 credits and an additional 15 credits in the major field, i.e., banking and finance, management and marketing.

Dr. Karen Bacon, dean of Stern College, said that the University is "in the process of applying to the State Education Department for permission to award the B.B.A. degree in business, based on the proposed curriculum submitted. The curriculum committee, headed by Professor Laurnit Haveri, will go over the proposals and furnish the final details to the program. Meanwhile, "We are looking to recruit new faculty members," said Dean Bacon. "Hopefully, one person in the State Education Department will come by the end of this semester. Dean Bacon expressed, and the program will then be implemented September, 1986.

Inside This Issue:
New J.S.
Faculty . . p. 3
The Original SCW . . p. 7
Editor's Desk

"We Have Waited Far Too Long"

by Sara Kosowsky

In every culture there is a byword—in every de-

scription there is a construction. Until recently I had

never fully understood that saying, but recently it

looked on as a whole meaning.

Only a few weeks ago, a nation looked on as a

horror as the space skulle exploded secondly after take-

off. Then, two weeks later a whole nation again

looked on at this time Anotoly Shcharansky was re-

leased from Soviet Russia. This time, the mood was
deﬁnite jubilation.

When I was in elementary school, I remember hear-
ing about the false arrest of a soviet refusenik. At

that time, I did not fully realize what that could mean.

Over the years, Anotoly become a symbol of all the

Soviet Princes of Conscience. I wrote many letters

did my whole school begging for his release.

Throughout high school and college, the story has

been the same—Anotoly Shcharansky was a byword

and could not be released. For the whole world, Shcharansky

became a symbol, but here at Stern College he was

more than that. Often Avital could be seen casual in the
cafeteria in between rallies and demonstrations

on behalf of her husband's behalf. Last week when

Anotoly was released, the television cameras showed

Anotoly and Avital reunited at long last. Avital was

smiling—something she rarely did here.

At the press conference/celebration, hun-
dreds of students and faculty expressed their joy at

the miracle they had witnessed. I used to not believe

that Mischeinu Anod Admor Bnei Avod. Since then, Admur

came to visit us, one overﬂows with happiness. On February

11, the second day of Adar I—1 changed my mind.

In every culture there is a byword. I under-

stand that now, but on the other hand, even this byword

is incomplete. Anotoly or Natan, as he is now being

called, may have gotten away, but there are still

thousands more who were not so fortunate. Anotoly

Shcharansky became a symbol to the world. Now that

he is out we must not forget the others.

As the Safarn song says:

We are leaving Mother Russia

We have waited far too long

We are leaving Mother Russia

When they come for us we'll be gone!

Observer Opinion

Trying To Make The Grade

The grading of midterms, or the lack thereof, is a

prominent issue which has been raised many times

in the past but, unfortunately, is yet to be acted upon.

Many teachers neglect to return midterm exams until

the end of a semester or until the ﬁnal is over. Some

teachers disregard the returning of midterms al-
together. Because of this a student who wishes to

PIN or withdraw from a course based on her midterm

g grade is put into a trying predicament since the period

to ﬁle for PIN and the last day to withdraw from a

course without a notation on record is only 2-5 weeks

after the end of midterms.

This delay poses another inconvenience. As ﬁnal

examinations approach, students want to know their

academic standing in each of their classes. Many

students use their midterm performances as guidelines

for ﬁnal exam preparation. Not knowing a midterm

grade can leave a student in question with regard to

studying for a ﬁnal. It is every student’s right to know

how he performed on an exam—not only for prepa-

ration for ﬁnals but for her own self-satisfaction as

well.

Perhaps a speciﬁc time limit after midterms should

be set for teachers to grade exams. A feasible time

limit of 2 weeks would give teachers ample time to

correct exams while satisfying the students’ needs to

know midterm grades. This time allotment would

also let a student know her standing in a class in time

for her to file for PIN or withdraw from a course

she should ﬁnd it necessary to do.

Considering that the ofﬁce of the Dean requires

that ﬁnal exams be graded within a mere 72 hours,

two weeks is not an unreasonable request. If teachers

are to manage to grade ﬁnal examinations in the short period

of three days, the lengthy time span used by many

instructors for the grading of midterms is inconce-

uousable.

Letters to the Editor

Sparks Fly

To the Editor:

In response to a letter to the editor regarding the TAC Chanuka

activities, I believe a few vital points must be clarified. The letter I am

referring to spoke of the Chilul Hashem that emerged from TAC’s

public display of lighting Chanuka candles. Although I do not claim to

be an expert, my understanding of the phrase Chilul Hashem is an action

which desecrates the holiness of G-d through any public profane action.

Assuming that this is a correct understand-

ing of this phrase, I believe that the public display of reaching out to

fellow Jews and allowing them the opportunity to partake in such an

emotionally stirring experience was the antithesis of a Chilul Hashem.

One element that seemed to annoy this particular individual was that

the girls involved in this most selfless act were pulling,/advertisements

off the street and “subjecting them to a sales pitch on Chanuka.” This state-

ment hurt the most, as it implied that the Jew would look upon another as a

stranger. One of the few references to Jews as strangers that I am aware

of is being a “stranger in a strange land.” Unfortunately, throughout

history, Jews have often found themselves in such a predicament. The

most serious effects of this situation are those Jews that have become ex-

tranged from their religion and the pride and sensibilities that go along

with it. These sensibilities involve a bond with both G-d and our fellow

Jews. With the loss of these sensi-


tives there is a development of the attitude of “subjecting” Jews to the

performance of Mitsvot. Part of

being an observant Jew is feeling a

responsibility towards your fellow

Jews. This involves providing others

with the opportunity and enjoyment

of actively demonstrating their religi-

ous commitment. Once these sparks

are lit within an individual, they can

then be transmitted to others. Only

after this is accomplished can the

Jews glow together as a nation and

enlighten the rest of the world.

Matté Lichter

SCW ’87

Indirect Missionary Work

To the Editor:

In the “Letters to the Editor” section of the January 3rd, 1986 issue

of The Observer, it was suggested to “believe those overburdened
closed by donating old clothes, as one possibility, to the Salvation

Army. It is imperative for one to realize that the Salvation Army does
do a certain amount of missionary work, as the name “Salvation” itself
implies. A Jew is prohibited from giving any tzedaka to an organization

which perpetrates and supports mis-

sionary work and is thus forbidden
to give the Salvation Army any

clothes filled with clothes.” Despite

the goodness of the intent.

While the giving of tzedaka is

not prohibited and may, however,

be wary of whom one gives.

Hillel Horewitz

YC ’87

continued on p. 9 col. 4
Rubin To Make Aliyah

by Annie Richter

Mrs. Rubin has left her position as administrative assistant of the Azrieli Graduate School to prepare to make Aliyah.

Mrs. Rubin began working at the Teacher's Institute for Women twenty-six years ago, until its closure in October, 1982. Her main duties consisted of working with women faculty and students on administrative as well as personal matters. She then went on to work in the Azrieli Graduate School, and decided to make Aliyah.

Mrs. Esther Rubin

Institute for Women an active role in assisting, with

The Ease of Plastic Money

by Jennifer Notis

Although the Jewish Museum is best known as New York's only museum that displays major exhibitions pertaining to Judaism, the Jewish Museum has emerged as an alternative choice for those who desire a crash course in Jewish culture. Currently, the major exhibit on display is "Ashkenaz: The German Jewish Heritage."

Many individuals and prestigious institutions have lent objects for the exhibit, which is sponsored by the Jewish National and University Library of The Hebrew University, which donated rare and interesting pieces which include documents, textiles, and other items. The exhibit is open from Tuesday to Sunday, from 10 a.m. to 5 p.m.

The Observer

Advertising Opportunities

by Esthi Zeffren

The Career Service of Yeshiva University has organized a forum on Careers in Advertising, which will be held on Tuesday, Feb. 25 at 8:00 p.m. at Ogilvy and Mather Advertising Agency. The forum will consist of three speakers, who are professionals in various aspects of advertising. They will provide facts about advertising information on job opportunities, guidelines and advice to those who are interested. Their information will be in the interest of the media, account work and the creative area of advertising. The purpose of the forum is to introduce students to the multifaceted world of advertising.

Another topic which will be discussed is The Association of Advertisers in Jewish Media. This organization has gained 140 members who work in fields such as journalism, advertising, radio, TV, graphic arts and publishing. The goal of the association is as Moshe Cohen explains, "to help people, especially about careers in communications. People can meet others in the same field. Networking is the way people in communications can move up in their jobs-they will see how to do it and who to know." Another important need the association tries to answer is in terms of the media. Cohen continues, "Media is a present force for the Jewish people. Therefore it is important that Jews in the media know of each other so that in case there is a need, they can join efforts."

Snap! No More Papp!

by Esthi Zeffren

A course in acting and directing, scheduled to be taught in the spring semester by Joseph Papp, renown Broadway producer, was cancelled before the spring semester actually began.

The office of Dr. Norman Lamm, president of Yeshiva University, who was very involved in inviting Papp to teach the course, simply explained, "When Papp realized that he would have to be in class for at least 50% of the scheduled class sessions, he decided to decline the teaching position at Stern."

Prior to Papp's cancellation, Assistant Dean Ethel Orlian was called to give her advice on the situation. As was explained to her by Dr. Lamm, if Papp were to be available to teach at all, he would only be present for two out of the six scheduled sessions. Dean Orlian, who felt that the new alternative would be "a waste for the students" as well as a disappointment for the school, advised against the proposal. "I just didn't think it would be fair to the girls who were interested in the course. Papp didn't mention to Dr. Lamm a possibility of teaching in Stern sometime in the future. He sounded sincere.

According to Professor Laurel Harvay, head of the English department in Stern, "As soon as Papp saw the hours and times for the sessions, he realized that he would not have enough time to devote to the course, unfortunately. Papp runs an empire, both commercially and in his public theater projects, which are of a nature that benefits the cultural condition of Manhattan. He was very enthusiastic about the course, but the reality of time was impractical for him."

Forensic Psych: A New Field

by Aviva Goldberg

Forensic Psychology is a relatively new field combining the study of both psychology and law. A professor of psychology from Harvard University named Hugo Munsterberg deals with many of the ideas that have evolved in this new profession. His classic work, On The Witness Stand, published in 1907, is now a standard reference work. It begins a process of involving psychology in the courts that remains largely dormant until the 1970's.

One of the schools that offer Forensic Psychology in the New York area is Brooklyn College and John Jay College of Criminal Justice. According to Professor Robert Perlman, "John Jay deals with more court cases and Brooklyn College does some case work, but focuses more on applying cognitive field. Furthermore, he indicated that, "Many students who enter Forensic Psychology get so caught up in the law aspect of it that they go to Law School. However, some people end up pursuing both fields."

The Brooklyn College Masters program in Forensic Psychology, which is relatively new, its concentration is meant to train professionals in many aspects of the Criminal Justice System. It is designed for students who have undergraduate degrees in psychology and for individuals already established in the legal field who are interested in expanding their knowledge in psychology, especially of group dynamics, i.e. the jury and decision making.

According to Dr. Marcel Perelman, professor of psychology at SWC, there are presently so plans in the Stern psychology department to offer a Forensic Psychology course. However, Dr. Perlman does discuss Forensic Psychology in his classes. He tries to give students a taste of what Forensic Psychology entails, by discussing topics such as evaluating juries and selecting witnesses.
New Faculty In J.S. Department

by Sandy Stein

Two new teachers have joined the Stein's Judic Studies department in Stern this semester. Rav Reuven Aberman and Rabbi Mordechai Breuer, both teachers at the Jewish College Women in Jerusalem, are now teaching classes in Hebrew and bring with them the new perspectives.

This addition is one example of the advancements made in Stern's Stein's Judic Studies department. According to Rabbi Ephraim Karanofsky, Vice-Chairman of the department, "Sh'me is now "better than ever before." Stern College is the largest school of its kind in both the large number of courses offered, and the experts teaching in their fields. The professors, in courses of Tanach, halakhah, Jewish history, and Jewish philosophy are particularly well qualified in their respective areas.

Rabbi Karanofsky commends this, but also looks to the future to strengthen what Stern already has. "We are always looking for capable faculty members to be added to the team." He also mentions, "We try to look at each area and see what we don't have or what we need most of." This would also mean bringing in experts in areas that do not overlap to provide diversity in the course offered, and bringing in visiting faculty members, such as the teachers from here within the semester.

These teachers provide diversity themselves. Rav Aberman, whose specialty is halakhah, teaches courses whose topics are "central in Jewish halakhah." In one of those courses, Topics in Holidays, Rav Aberman says that, "I am trying to teach the basic concepts of Yom Tov not only the practical halachot that are always taught.

Besides this new addition of teachers, the Stein's Judic Studies department is seeking to make progress in other areas as well. Another goal Rabbi Karanofsky has is the expansion of the Beit Midrash program, to have an opportunity for girls to prepare and present topics. This would enable the students' abilities to handle texts and widen the students' perceptions. More recently, the students have shown a dependence in learning Hebrew and this will sensitize and enable the student body to "learn more.

Stern is also offering students a larger variety of courses and subjects. It is very important for students to try new and different approaches and classes. Rabbi Breuer, therefore, taught as straight halakhah, in topics on unusual areas, or with halakhic aids. The aim is to give the students the maximal amount of choice. Many subjects are now being offered by topics, rather than by sefarim, such as Rabbi Moshe Solomon's classes, "Topics in Chamber Music and halakhah are also taught with various approaches. Students are encouraged to study with a master, using such classical commentaries as Rashi, Rambam, and the Eliezer with the literary method, such as "Poetry in the Bible." While learning the halakhic contexts of halakhah, students are now given the opportunity to study the methodology of halakhic texts, both according to Rabbi Karanofsky, is "very important—it's more than just what you learn, but how you learn it. Students in Jewish history and Jewish philosophy are given the opportunity to work with texts.

In all of his endeavors in Stern's Judic Studies department, Rabbi Karanofsky aims to fulfill his own motto—"As important as what we teach is the meaning, the most important is what she can learn after Stern.

by Wendy Zierler

Play along in a little game of figures for a minute, okay? Write down the number 30. Underline it and write 1000 below it. Place an "equals" sign to the right of the symbol. Now write an "x" colon in the 30 and 1000 colon with the 1000 and move it over to the 1000 and turn it into the 1000. Between the two, now perform the mathematical operation to arrive at X. Fast, fine, by all means to use a calculator. The answer: 1.875.

The significance of the answer: the percentage of students in the YC-SCW student body (approximate) who have, on the average, attended the same YC-SCW Chamber Music Recital in the past. Admittedly, a sorry figure. The truth of the matter is that up until this year, the recital had never received the publicity it deserved. With this year's printed flyer, it seems that the Recital is finally getting the proper attention.

The YC-SCW Chamber Recital is a production of the YC-SCW Music Performance and Interpretation courses. The purpose of the concert according to Dr. Howard Hochsteter, the musical director, is simple: "We're good at what we do, and we enjoy ourselves, then why shouldn't we share it with others?"

Dr. Hochsteter, one of the performers, get their first taste of concert performance when they enter the college music program. He works with each student individually to find music that best challenge and captivates on that student's abilities. Most of the students in the Chamber Music course are developing their style and technique in the classical music realm. Dr. Levy, an accomplished clarinetist and saxophonist, chooses classical pieces that can blend themselves to accompany by clarinet or saxophone. In the Chamber Music Recital, the students perform together and with each other. Very little has been written for clarinet and piano. However, Dr. Levy has been able to get around this fact by choosing works from Mozart, for example, written for violin and piano that can work for clarinet and piano as well. The students also play the soft-sounding piano that Mozart used to compose his works, but rather a more percussive instrument, the piano blends well with the percussive sound of the clarinet. The final Chamber Music Recital of this year featured selections from Bach and Schubert as well, that were composed originally for piano and flute, but have a similarly adaptable nature.

There are two YC-SCW pianists on the showbill for the first Chamber Music Recital of the year. A first-year YC-SCW concert performer, Sara Zeleski, and first-time concert pianist, Tova Sherwood. The YC-performers are pianist Avi Lazerson and Seth Lieberg, Howard Hochsteter, a clarinetist and David Bogur, a Trombonist.

The YC-SCW Music Performance and Interpretation course does not focus on classical music, however, YC has its own jazz music ensemble, as well. Jazz is the only truly American born art form, they say. The Chamber Music performances, therefore, afford the students and parents to experience true American culture. It is a much more interpretive musical form; whereas classical pieces are meant to be played note for note according to the composer. This way the composer won out the piece. Jazz performs a chance to develop their musicianship by changing the notes and create something that is unique.

According to Professor Gella Fishman, Instructor of Yiddish Studies at SCW, both students taking Yiddish and those students not taking Yiddish can benefit enormously from the course. Students taking Yiddish will have the opportunity to learn more about Yiddish culture and understand and appreciate what is being taught in class. The Yiddish course at SCW is a basic introduction to the world of Yiddish. Besides learning the language, students are exposed to Yiddish folklore, songs, music, plays, history, current events, and D'vri Torah. By teaching all of these aspects, Fishman wishes to convey to students the vitality of Yiddish culture, past and present.

Fishman firmly believes that students not taking Yiddish can also benefit. "The collection will make the Yiddish language available to students who don't have time for Yiddish but enjoy it. Students can sit down for a few minutes in the library to learn," says Fishman. "The point of our collection is that women pursuing other majors of study can heighten their learning by listening to the tapes. The tapes will make use of students majoring in Jewish studies.

New Yiddish Acquisitions

by Devorah Lichtstein

A Yiddish audio cassette collection has been donated to the Stein College Library by the Harry and Sada Singer Foundation for Yiddish Studies with the permission of Dean Karen Ruben. The collection is composed of 24 cassettes which are filled with Yiddish culture. The tapes also include folk songs, songs from the Holocaust and Ghetto, theatre tunes, and traditional melodies for Shabbos and Yom Tov.

Additional cassettes with D'vri Torah and Shavuos told by famous rabbis in Yiddish will be added to the collection in the future.

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Fishman feels that Yeshiva students can learn much about Jewish history from the tapes. Students can understand Yiddish theatre and music more fully from listening to the collection. Fishman also feels that Fishman's students are largely due to the fact that Yiddish, unlike other foreign languages at Stern, fulfills only an elective requirement. Furthermore, Yiddish must be taken for a full year for six credits. Fishman speaks warmly of her Yiddish class. "Students who take Yiddish are special," she says, "They are making an important commitment. Students seem to have mutual feelings towards their Yiddish professor. Mrs. Fishman is not only a dedicated teacher, but a unique and wonderful person as well. She was a huge hit. The women in the class were a huge hit. The women in the class were a huge hit. Mrs. Fishman is not only a dedicated teacher, but a unique and wonderful person as well. She was a huge hit. The women in the class were a huge hit. They were very happy and enjoyed the class. They were very happy and enjoyed the class. They were very happy and enjoyed the class. They were very happy and enjoyed the class. They were very happy and enjoyed the class. Mrs. Fishman feels that Yeshiva University students can learn much about Jewish history from the tapes. Students can understand Yiddish theatre and music more fully from listening to the collection.

President's Column

Fight Apathy
by Elana Goldscheider

"Welcome back, and all the best. This sign greeted all of us as we entered our dorms and received a Stern or Yeshiva notebook. This was an attempt from the student council to help make leaving vacation a little easier. Then on Feb. 13 there was a fabulous Rabbah and Mordechai Ben David concert helping to celebrate the Simchat of Adar. We then saw the revitalization of our clubs and classes with meetings being held, events being sponsored, lectures being held, food being sold, and a feeling once again of involvement by students. I feel we have got off to a good start, but not great. There is a feeling among the students that everything is coming to them. The instructor can't do that, but we still have to make it great, they have to keep their eyes open and see what's going on and give. Of course this is generalization and there are many women who do give and work over and above their share and to them we are very grateful. But it is speaking to those of you who do nothing, do not attend events, do not become active. Methodology of how to give of yourself to anyone else. Now I am sure you are thinking this can't be me—yes you're thinking I am not involved because there is nothing that interests you. Both of these statements are false. It can be you and there has to be something you are interested in. If it is music, art, YIDDIC, it could be if effort would be invested. There is a story told of the differences between the RABH and GEMINO. There are a group of people continued on p. 12 col. 1

February 19, 1986
Now Showing: Jewish Education On Stage

by Rona Rashbaum

"It's time for Navi. Open your books," directs the teacher of an ordinary Tanach class in the typical Jewish Day School in America. But for Joyce Klein, playing the director, the actor, and educator, this approach alone is often an ineffective pedagogic technique. "How can I take the average suburban New York kid and get him to understand history and Tanach? How can I make it accessible to him?" she asks. Ms. Klein answered this question in a two-hour Jewish Education Theatre Workshop held on February 8th, in the Orange Center.

Joyce Klein is the director of the Jewish Theatre for Young Audiences, which is "dedicated to making Jewish subjects accessible to children in the classroom before they come alive for the youngsters. The scenes, vignettes which depict the different feelings to the surface of the rabbis to family crises. The first of these sessions, entitled "Grief and Bereavement," will begin with a dramatic trigger scene written by Klein depicting the mourner's experience as well as the way the rabbi relates to him. "Drama brings your feelings to the surface and makes them easier to deal with," says Klein.

Most importantly for many of the Judaic Studies majors at the workshop, however, Klein's descriptions of drama in the classroom itself. In teaching the story of Yehoshua and Beri Ye'oriel entering into Jerusalem, she explained that her students that their "leader could not meet with you today. We have to get together and figure out what we should do tomorrow when we enter Eretz Ye'oriel." The students formed groups to determine their appropriate course of action, and Klein then became the teacher once again, discussing what Yehoshua and the Israelites actually did at that time. When a child asks, "What would I do if it were me," he is able to relate to the subject being taught and is therefore more eager to learn, explained Klein.

Furthermore, the students can participate directly in the acting themselves, creating and playing in skits based on assigned topics. "The easiest way to make kids do research is to do a play around it," Klein claims. Ms. Klein also remembers the information better, she maintains. A student of seven years old recently met Ms. Klein and commented, "I just thinking the day of the play was over when I was Rachev." To Ms. Klein's astonishment, the student went on to relate that story of Yehoshua in detail, as she remembered it from the play. The idea for this workshop began with Amy Gordon, President of the Stern College Dramatic Society, who asked Klein to come up with a way to reach the students, creating and playing in skits on assigned topics.

In addition, she explained, "The exercises, which included playing catch with an imaginary audience, which was then transformed into a bowling ball and a balloon, were designed to break down inhibitions. By you've done these, you'll do anything," joked Klein.

She then proceeded to recreate a scene of "Inside Out." Dividing the girls into smaller groups, she handed each group a card on which was described a level of history. The girls then created skits on their subjects, which they presented to the group as a whole. "Between the skits, Ms. Klein briefly discussed the specific level of giving and why it was higher on the ladder (and therefore a higher form of Teshakot) than the previous scene.

Through this recreation, Klein illustrated the effectiveness of teaching a concept through the medium of drama. She encouraged the students to use creativity in their teaching, trying "things the principals tell you can't be done, but really can." The goal of a teacher, she stressed, is to find a way to reach the students, and this cannot be done by simply reading and answering questions.

The students must be able to relate to the subject, and role-playing and creative discussions are often effective means of bridging the gap of centuries involved in teaching history or Tanach, for example. Leslie Baker, treasurer of the Judaic Studies Club, agreed: "I can definitely see how dramatizing Biblical stories, historical events, and the words of Chazal through drama enable the students to better relate to the subject in hand. There's a definite need for this type of creativity in Jewish education."

Dvora Gross, President of the Judaic Studies Club, also stressed the importance of using the techniques taught in the workshop, as she commented, "I really think this will make a difference in my teaching."

However, the large group of participants included students from different major fields as well. Some came because "It was just something interesting," while others came interested in learning creative techniques for youth groups such as NCSY and JPSY. Speaking for students interested in drama, Amy Gordon remarked, "There has been a direct conflict between Chazal and religious and chasidic. This workshop illustrates an effective method of synthesizing the two." In addition, she stated that "all theatre is a form of education."

Whatever type of outreach or education one is involved in, drama is an effective and creative tool through which to communicate a message. However, concluded Klein, one must be willing to be "more than just a sit-at-the-desk kind of teacher, and all Jewish teachers should be just that kind."
Dorm Ez View

Button Up Your Overcoat
by Mordechai and Sema Reich

As various members of our family deal with a flu bug that has estab-
lished squatters’ rights in our hav-

ed home, it is perhaps time to
share our viewpoint on the subject
of acute common coryza (colds) and
flu viruses.

One of us still retains the memory of his/her mother asking the age old
question, “Where did you catch your cold?” What kind of response can one
make in the face of such a prob-
ing question? “I caught it on 12th
Street and Fifth Avenue” just
doesn’t adequately address the mat-
ter at hand. “Well, you must have
cought your cold from someone, who
was it?” would be the next interroga-
tive. Now, we were brought up not
to tattle-tale. Would it do any good
to say that a best friend who had been
sneezing into our faces shared his
soda with us at lunchtime? Would
pointing a finger at anyone alleviate
the weather. These students obvi-
ously feel that “it is better to look
good than to feel good.” “Don’t you
guess that 90% of the body heat you
lose escapes via your uncovered
head? Don’t you know that when your
extravagance is warm (like
hands covered with gloves) you are
warmer overall. When you’re sud-
dered dressed in the cold, or you get wet
and rain on because you didn’t take
your umbrella, your resistance to in-
fec-tion is lowered and you become
a prime target for those viruses lurk-
ing out there. We won’t even talk
about the need to get sleep and feel
rested. Every room should declare
an early night once a week to catch
up on some rest. Did you know that
during final exams when students
were trip-waking like flies the dorm was
almost declared a disaster area by
Governor Cuomo? So, look stylish if you must, but
dress for the elements. Otherwise you
may wind up lying in bed sneezing a
cold, missing school, and watching
soap operas and marching on candy
your roommates have brought you.

Maybe, that’s not the best argument
dressing for the weather. We’re not
thinking straight with this fix that
has us in its grip. In case you’re won-
dering how we caught our cold—
besides the obvious, we were walking
along 12th Street and Fifth Avenue . . .

Dorm Controversy Continues

continued from p. 1 col. 5

There is a certain science to going through the same thing the students have,
so they might be of more assistance
than ourselves. She concluded by say-
ing that “Alumnae are more ma-
ners.” Mrs. Reichtig agreed that having
a percentage of alumnae on the staff
is advantageous for the students.

“They are older”, she said, “and
therefore they are able to administer
discipline, and have the benefit of
experience.”

Rabbi Miller, on the other hand, stressed that having a staff of senior
dorm counselors will not detract from the service given to the stu-
dents. He said that “the administra-
tion will be looking for a dorm coun-
selor who is mature and caring, who
is the proper kind of student, has the
proper personality and is willing to
give of her time.” “It makes no dif-
ference whether this girl is a senior
or alumna as long as she is qualified
and meets the criteria.” The “criteria,” he continued, “should not be
whether she is an alumna or a senior, it should be do we have a
good counselor?”

Dawn Penzer, a present alumna and
dorm counselor who last year as a
senior also held a dorm counselor
position, stated that as an alumna she
feels she is more effective in her job.
This year she explained, “Certain people from my floor and other floors
come to talk to me because they know
they will not see me in class. They
can get advice and help from me
but they can also avoid me—there
is distance involved.” “A fellow
senior,” she said, “Can be empathet-
ic and say ‘I know what you are
going through’ whereas an alumnus
can say ‘I can help you’.” She said
and other dorm counselors hope the ad-
ministration will strongly consider
the importance of alumnae dorm coun-
selors to Stern students when
deciding who will join their staff next year.

A senior also held a dorm counselor
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deciding who will join their staff next year.

This issue is still being discussed
and definite decisions have not been
made yet as to the future of alumnae
dorm in the dorm. Dr. Daniel Rothenberg,
Assistant Dean of Students, stressed the
fact that the University is com-
mited to the role of the dorm coun-
selors and feels they play a vital role.
He also stated that the administration
is interested in hearing what the
students feel. It is a case-by-case deci-
sion and they will have to present
arguments before the position is
released.

Kashrut Korner

Check Out That Special K

Mildewed—put on your Cabbage
Patch slippers and dig out your wal-
ket feast. I want chocolate milk and
Smurfberry Crunch. Can you go to
Delicious Dull? I’m starving!

Eliseo, I refuse to leave this
building after 4 a.m. In any case,
Smurfberry Crunch only has a K—
how do you know that it’s reliable?

The letter K on a product has a
history of people wondering about it,
but why? There are so many rabbits
give their hashgacha, it is hard to
know who is endorsing what. Symbols
such as the OU, the O-K, and the
Chof-ko are easily recognized
as being representative of specific or-
ganizations. The letter K, however,
is used as a sign of kashrut by many
different rabbits and for kashrut
organizations.

If you see a product with a K, the
best thing to do is to ask who gave it
the hashgacha. Each person has his own
opinion as to which kashrut is reli-
bable, so ask who put the K on the
Smurfberry Crunch—you may find
out that you eat other products under
the same supervision.

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Science Beat

Seeing The Light

by Sharon Herzfeld

Have you ever wanted to gaze into infinity, create gigantic soap bubbles, and play with colored lights? The chance to explore new dimensions can be found at a new exhibit entitled "Seeing the Light" at the IBM Gallery of Science and Art. This enticing "hands on" exhibition has recently arrived in New York from the Exploratorium in San Francisco where it was developed in 1969 by the physicist Dr. Frank Oppenheimer. The focus of the Exploratorium is human perception: everything one sees, hears and feels is interpreted by the body; this in turn determines one's understanding and knowledge of the surrounding physical world. The exhibit reaches into the depths of the mind and imagination, providing the visitor with fascinating scientific observations, applicable to everyday phenomena.

There are eighty-three representative exhibits chosen from the six hundred in California; they fall under several topics such as reflecting light, bending light, mixing waves, making color, casting shadows, inside the eye, seeing double and revealing illusions.

A short, entertaining film explaining the exhibits, introduces the visitor to the Exploratorium and features its creator, Dr. Frank Oppenheimer, who recently passed away. Dr. Oppenheimer says in the movie: "...the museum is like taking a walk through the woods, and he's right—children of all ages squeal in amazement and delight, as the dissection of a cow's eyeball opened to reveal the aqueous and vitreous humors and the lens, fascinated by the mechanism by which the eye functions.

Enter Professor Patrick's universe—a world based on illusions, where seeing double is a natural state of being. Several metallic 'star-wars'-like objects are suspended in space, turning shadows along the wall; rotating planetary objects, a globe and model airplanes. Then the observer takes a plastic frame "view-er" and placing it over his eyes (one lens is colorless plastic while the other is shaded dark gray), the shadows suddenly jump out—alive—real moving space objects that the visitor can almost touch. This illusion is based on the principle that plastic acts as a filter, reducing the amount of light that one eye receives.

The eye looking through the dark plastic sees a darker image than the other eye. Because the image is darker, the eye and brain never have enough time to process it—almost as though one eye is seeing slightly in the past and because of the delay, one eye sees the shadow where it was, while the other eye sees the shadow where it actually is. When the two eyes are slightly different images the brain combines these views to create a three-dimensional picture. One sad, ironic note: the illusion was named after Carl Pal, continued on p. 12, col. 2

by Alyssa Edelman

Down an unmarked corridor, in Stern College, an entire new realm of doors and hallways are open for Stern student's exploration. This structure is the original Stern College.

In March of 1954, Dr. Samuel Belkin, former president of Yeshiva University, announced that Mr. Max Stern had given the University a gift of $500,000 in order to establish a College for Women. Less than a month later, Yeshiva University acquired the Packard Junior College on the corner of 35th and Lexington where it would house the first women's College of Arts & Sciences under Jewish auspices.

The five-story edifice built in 1910 and occupied by the Packard Commercial School from 1911 until it became a Junior College in 1949, would provide students with a "background of knowledge to develop to the fullest an interest in science and humanities and at the same time provide a course of study in Jewish knowledge," according to Dr. Belkin.

While today's Stern College, still attached to the Old School Building (as it is called), has grown in physical stature by expanding into a larger building, it has also increased the number of students in attendance and created new programs of learning.

The Packard Building, however, remains an important link to the past and a vital key to the future of the burgeoning Stern College. Biology, chemistry, and physics laboratories, along with some Judaica classes and faculty offices, are still found in the newly white-washed hallways of the building. Koch Auditorium, the school's largest gathering place, as well as the kitchen, where food is prepared daily to serve students, teachers, and outsiders, is situated on the lower floors of the Old Building.

Even the library utilizes space in the Packard Building which contains a Periodical Room on the first floor. In addition, an Educational Resource Room was made available for women involved in the student teaching program at Stern.

While ongoing maintenance over the years, such as painting, replacing old windows, and installing new electricity and ventilation, has kept the Old Building in shape, there are plans to redesign some of its parts. These plans include expanding the library, constructing a theater, and creating better kitchen facilities, according to Mr. Jeffrey Socol, Supervisor of Buildings and Grounds.

The structure with its high ceilings also provides for expansion in between floors. Plans have been drawn up to construct a mezzanine floor which would contain a student lounge with vending machines. According to Mr. Blazer, head of Buildings and Grounds at Yeshiva University, construction will begin on the mezzanine "as soon as the new plan meets all the criteria involved." Of prime concern in this project are the needs of the students.
**Jewel of the 42nd St. Library**

by Naomi Sokolick

Tired of sitting in a crowded van waiting up to 2 hours just to use the library? A possible alternative has been discovered right on the Midtown “Campus.” No, the library has not expanded yet, but another library may have just what Stern students are looking for! The New York Public Library, located between 41st and 42nd Streets on Fifth Avenue, has a Judaica Section that has been in existence since 1897.

The Jewish Division of the library was established as a distinct collection with funding contributed by Jacob Schiff, Abraham S. Freiden, and other private donors. Today, the Jewish Division microfilms are available at the New York Public Library. The Division also cooperates in preservation programs with other institutions to complete chronologies of periodicals. Copies of the Jewish Division microfilms are available to other libraries, making these resources more widely accessible.

This library definitely has much to offer, but unfortunately not enough students are aware of its existence. The next time Stern’s or Y.C.’s library is insufficient for that project, students should consider trekking up to Y.C. just 10 blocks away. You will not regret it.

Do you know someone who will benefit from studying Jewish studies at Yeshiva University? This person can be male or female, beginner or advanced, as long as they are attending or have attended college and are motivated. There may be a place for them in Y.U.’s Shana program. Please contact Rabbi Barry Freuden in F4, or call (212) 960-5228 or (212) 601-3167 for further information.

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**Shuttle Anyone?**

by Chaya Stein

A shuttle service has been implemented to transport students to and from the Stern College library and Brooklyn Heights. The van’s first pick up is at 6:45 p.m. from the dorm; the last pick up is from the library, Mon.-Wed. at 12:30 a.m. Thurs. at 10:45 p.m., and Sun. at 10:45 p.m. The service was started as a measure of security to ensure that students be able to use the library and return safely to the dorm even during the later hours of the night and under adverse weather conditions.

Mr. Gregory Vescenal, the head of Security and Safety at Y.U., was instrumental in putting the service into effect as the most efficient way of maintaining security. Dr. Eben Nullman, the Associate Dean of Students, also feels that the van is more effective than having a security guard accompanying the students to the dorm. If something were to happen a block away, the security guard would not be able to respond in time. Says Nullman, “The University is currently looking at the shuttle and the security guard system.” Before we plunge into the excitement of the season, stop for a moment. Ponder the story of the clown. “Happiness is…”—what?

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**Need a place for Shabbos?**

Would you like to host someone for Shabbos?

Contact Rona in 6F for Home Hospitality

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It lists 10,000 kosher foods (if you dream there were that many)—with their calorie count, kosher certification, and carbohydrate content. From appetizer to desert, it’s all here.

There is nothing else like it. It’s a first—a one and only. 

by Tirzolah Sper

Forewords by Rabbi Moshe Heiman and Rabbi David Senter

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If weight loss and Rathburn concern you—this is the one and only book for you! **Kosher Calories**

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by Tirzolah Spear

Forewords by Rabbi Moshe Heiman and Rabbi David Senter

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The Women In the IDF

The Women In the IDF

by Donna Schatz

(WZPS)-Israel may be the only country in the world where women are drafted into their national defense forces. As soldiers of the Israel Defense Forces, women serve with the British in World War II, some parochuting into Nazi-occupied Europe. During the War of Independence, women drove convoys through Arab territory to besieged Jerusalem, many dying in the process. Women fought in the Military Service Law.

The Women In the IDF

Despite its extreme hardships, women turned to the frontlines not as combatants but as instructors. "We have always been trained for the battlefield," one woman told the reporter. "We have the same training as men."

However, since the heroic days of the 1940s, the role of the woman soldier has changed. No longer part of the country's fighting machine-a temporary expedient during the war—women have now become part of the new trend. A Second Generation of women, women of the Military Service Law, have become part of the tank crews, not as combatants but as instructors.

The Women In the IDF

In pre-state Israel, women were not generally accepted in the technological fields as electronics, engineering and engines are all new to them. But for those lower down in the ranks, Dotan is more optimistic. Although she is "relatively optimistic about the future," she states, "whenever she thinks of the hierarchy of the school, she feels discouraged."

The Women In the IDF

"I think when they reach my age, they will be as accepted as men," she says. "But for the moment, I feel discouraged."

The Women In the IDF

The Women In the IDF

Letters To The Editor

To the Editor:

Many times in a club or committee, one single person’s efforts are overlooked. The media won’t mention her name, the president won’t acknowledge her—in other words, the person whose work goes unnoticed. Well, not this time.

When I was elected president of SSI (Students’ Struggle for Soviet Jews), I was on my own, except for the help of one person—Donna Schatz. When I was sick during the week of the SSSI Shabbaton, Rysia helped me with posters and other things. And whenever I heard of news that she wasn’t sure I might have heard about, she’d come over right away to tell me about it. So at the end of the year, I naturally asked her to be co-president with me for the 1985-86 year. She accepted.

Unfortunately, nobody knew about it, despite my efforts to spread the word. “It’s a quiet revolution,” she explained. “In that we’re blinding the values of the Jewish community.”

So it was that SSI, with 686-6491, and other numbers, was born.

Today, despite the many difficulties, I know that SSSI will continue. The Van will walk from here to there.

Stacy Alvey
SCW ’87

Stop the Van

History Month

by Yael Bacon

March is Women’s History Month. SSI, with its recent recognition of this woman’s role in history at a special lecture to be delivered by Dr. Linda Kerber, long-time special-interest symbol in American Federal History, has recently turned the attention to women’s history. Kerber holds a Ph.D. in American History from Columbia University, and began her teaching career at Stern College. Her scholarly books include, "The Van: An Anthology," and "Women of the Republic: Intellectual and Ideological Revolution in America." In addition, Dr. Kerber has written articles for the popular press and has lectured internationally as well.

The Van will walk from here to there.

Stern College
March 1986

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Former Economic Advisor To Reagan Speaks

continued from p. 1 col. 5

investment and national productivity will drastically affect such alarming statistics, Dr. Feldstein remained confident that the deficit is currently under control.

One measure on the road to economic health was the passage of the Gramm-Rudman-Hollings bill. It forces the President and Congress to reach a comprehensive spending cut. "This will be less defense and domestic spending and a tax increase, but not on a drastic scale. Such an act will issue a low deficit, which will in turn promote future economic growth," Dr. Feldstein concluded that he is "relatively optimistic about our economic future."

Dr. Feldstein attended both Harvard College and Oxford University. He is currently a professor of economics at Harvard. Last spring, "Yeshiva University. His book, "The Long Road of Women’s Memory," published by Columbia. Dr. Kerber will speak at Stern College on March 3rd at 7:00 p.m., and the title of the lecture will be "The Van: An Anthology."
Get in on the action

Americans are action-oriented—we don't just sit back and wait for things to happen—we make them happen. You can make things happen in cancer control.

When you include the American Cancer Society in your will, when you give securities, when you participate in a pooled income fund or make the Society a beneficiary of life insurance or an annuity, you are part of the action—the action against cancer.

All of these plans provide tax advantages but there's more to them than that. They provide funds for research, public education and patient service and help improve the quality of life for cancer patients.

Call your local office of the American Cancer Society for complete information on the ways you can get in on the action...

The action against cancer

AMERICAN CANCER SOCIETY
Is Help On The Way?
by Elieb Greenstone and Naama Safra

A woman gasping for breath and clutching her chest, stumbled onto the steps of the 245 Lexngton Avenue Stern College facilities on December 18, 1985. The guard on duty, spying the woman, invited her in, and offered her a cup of water. Esther Koenigsberg, a Stern student, seeing the woman lying on the sofa, rushed to call the 911 Emergency Hotline. While Koenigsberg was dialing, the woman, apparently a bag lady, was left alone for several minutes.

Classes were being released, and students and teachers wandered by the scene, few stopping even to question what had happened or to offer help. Elyahu Teitz, a professor of computer at Stern and an accredited EMT, stopped momentarily to question the woman if she had asthma or bronchitis. Assured she did not, Teitz instructed some hovering students on what to do should the woman hyperventilate. He surveyed the area for an oxygen mask, or some other means of artificial respiratory equipment, but found an alarming lack of such supplies.

Debra Cohen, a biology major at Stern College, commented, "It's frightening that Stern does not provide, in the school building, standard equipment necessary to cope with a medical emergency. What if G-d forbid, it had been a Stern student in need of help?"

Meanwhile, Koenigsberg had contacted the Emergency Hotline; the officials there promised an ambulance was on the way. As the minutes flew, and the ambulance did not arrive, students and faculty alike offered to tax the woman to NYU Hospital. Dr. David Shatz, Stern professor of philosophy, even offered to drive her in his car. Those offers were refused by the administration, who claimed that the "do-gooders" would be held legally responsible should anything happen to the woman.

Attorney Alex Breiner from Bridgeport, Connecticut asserted that the administration might have overreacted. However, one should realize, Breiner is, that the woman might have sued the administration for not advising the students to react cautiously by simply calling police or welfare to care for her.

After 30 minutes the ambulance arrived. The police recognized this woman as an alcoholic from the streets, who often stumbles into "pocha" residences, gasping for assistance. The few students and faculty helping the woman dispersed as she was led into the ambulance. As one member of the administration left the scene, she remarked, "Thank G-d the woman is gone. We might have been held responsible had anything happened."

Dr. Joshua Bacon, professor of psychology at Stern, later commented on the seemingly weak response of the students to the helpless woman. "Ultimately, it comes to a question of basic aspects of human nature, although what drives it may be hard to pin down. The bottom line is that even we Jews react in a textbook fashion."

Mrs. Esther Zuroff, director of Student Services at SCW, asserted, "The philosophy, even in his car. These offers were rebuffed concept of informed consent on the part of the patient does not apply to emergency medical situations. Based upon that as well as the Good Samaritan Law, the fear of being sued because you want to help is very minimal if perhaps nonexistent."

"I personally believe it was very meritorious of our student body and our faculty to respond immediately with concern, sympathy and a desire to earnestly help."

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Observer - Commentator - Hamevasser
Shabbos March 7-8

All Purim material should be submitted to Br 10E by March 5th

All Letters to the Editor are welcome but must be typed and signed.

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Apathy
continued from p. 4 col. 5
who are seated at a banquet. In front of
these are all different types of food; all
look delicious and sensa
tional. This is what they have been
waiting for all their lives to be re
warded for all their deeds they did
in the world. They pick up their very
long forks and hold them by the ends
and begin to eat. The sitter cannot
get the fork into his mouth because
the fork is too long. The righteous
one picks up the fork and feeds the
person across from him.

This is a very important analogy
for our lives as students. Stern is not
ever a place to sit down and try
do everything for "me"—to feed
me so I can get pleasure, but it is a
place to help the person "across"
from you—not and the help you.
To be involved in school is helping
to feed others—involvement is not
done so that "you" are going to gain
something—i.e., have something
written on you—but rather you are
doing it to make our college years
more enjoyable. I would like to com
mend the women who are feeding
others who are starving from the
true pleasures. Those of you who
think you are trying to feed your
selves or pleasing your parents—not
only are you not helping others but
you yourselves are missing out!

Getting involved does not mean
necessarily running a club, planning
an event or going room in room
promoting. What it means is caring
about what is going on in our school,
attending, offering a few minutes to
help out, or just going over to some
one and saying you're doing a good
job.

The opposite of love is not hate—
it is apathy.

Let's try to wipe out the apathy
in Stern and in its place bring
"love

Improv
by Sharon Haley
If there's any truth to the cliché
"Laughter is the best medicine", there
are massive doses of it at the
"Improvisation." This club has a
scary appearance, which matters not
at all since the comedians are
good, your attention is focused on
the stage continuously. The Saturday
night was between 12:30am and
3:30am were entertained by eight
comedians, the first of whom was
Rob Williams. He was great, and
surprisingly, those who followed did
not pale in comparison. The "Im
prov", as it is commonly referred to,
is located at 44th St. and 8th Ave.
Sundays through Thursday, the shows
are at 9:00pm and 11:30pm, with a
minimum of $6 for drinks. On Sat
days the shows are at 9pm and 12pm,
with a minimum charge of $3, for
which you receive two drinks. (They
were kinder wines.) It's advisable
to reserve a table in advance. Laugh
ing is definitely great for the soul.

---

February 24, Monday
Temp. Grades From Fall Become Final (unless
previously changed by instructor); Last Day for
Eligible Students to Withdraw and Receive
Partial Tuition Refund; Last Day to Drop a
Course Without Notification on Record
March 21, Friday
Last Day to Apply for May CLEP Tests
March 24, Monday
Fast of Esther, No Classes After 1:00 p.m.
April 1-4, Tuesday-Friday
Period to File for F/F or P/N Grade
or Exclusion Option
April 9, Wednesday
Last Day to Withdraw From a Course
Registration Dates and Procedures for Fall to
be Announced

IBM Exhibition: Seeing the Light
continued from p. 7 col. 2

the colors according to their
wavelengths, forming a spectrum
which one can see as the rainbow
of colors which comprise white light.
A diffraction grating is etched with
hundreds of fine scratches per mil
limeter and when light waves pass
through the gaps between the
scratches, the waves bend or diffract.
The longer the wave, the greater it
bends as it flows through the gap.
When two different light waves of
the same wavelength meet, they
overlap and can add together or
partially cancel out each other. At cer
tain angles, light waves of a particu
lar wavelength will add together,
creating the bright colors and brill
iant hues.

Shadow dancing is celebrated in
every exhibit: one can play with
"appreciated shadows": cast col
ored shadows, or step into a world
of recollcctive shadows in which the
participant stands before a gray col
ored image mirror-like screen that
replays one's motion and shape in
technicolor video to another screen
which plays with one's shape and
shadow. This is achieved through a
bright light, (located beneath the
gray screen) which shines through
the wall and bounces back, except
in areas where one's body blocks the
light and creates a shadow. The cam
era then records the shape of the
shadow, colors it in wild colors un
known to life and stores it until it's
projected onto a second video screen.
Colored shadows can follow one
around in many dimensions and
wavelengths.

Soap film painting, another fea
ture of the exhibit, is magical fun
and a tricky technique to master. It
involves tugging on a rope that lifts
a wire frame from a trough of soap
bubbles mixture. When raised to glory
the moving colors fold into intricate
patterns, waves and designs. Life
sized soap bubbles which once filled
childhood fantasies can be created,
whipped up from large h01n loops
dipped into the potion. Once blown
suddenly bursting, they quiver and
are gone forever. The recipe given
is 2 1/2 cup liquid soap, one gallon
water, 1 tablespoon glycerine.

The art and science optical illu
sions present more wonders and
gags: "Far Out Comers" lets one
enjoy boxes floating (in motion )
in space; "sinking double" combines
two faces into one, and the distorted
room, almost taken from an amuse
ment park, is based on the principle
that when the eye envisions the steep
slope, it pretends the room has main
tained ordinary square shape and an
illusion is observed. Two friends can
also enjoy pretending to be the "che
sic cat"—straight out of "Alice in
Wonderland"—which is exactly how
one feels when upon leaving, one
realizes the dazzle of scientific ap
preciation and understanding.

"Seeing The Light"
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