



The Yeshiva University

# OBSERVER

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## YU Attends General Assembly



Yeshiva students pose for a group picture at the General Assembly

By Miriam Shapiro

For the first time, Yeshiva University sent a delegation to partake in this year's United Jewish Communities General Assembly (GA) hosted by the Jewish Community Federation of Cleveland, Ohio. Thirty Yeshiva undergraduates, as well as 9 of the 11 presidential graduate fellows, represented YU at the three day conference. The GA is the premier event of United Jewish

Communities, the organization representing 155 Jewish federations and 400 independent communities across North America. The GA is the largest gathering of Jewish leadership and boasts representatives of communities in both America and Israel.

"It is important for the greater Jewish community to meet our students and understand the energy they bring to the conversation about the Jewish future," said YU President Richard M. Joel. "Likewise, our

students must understand and appreciate the commitment and contribution of the thousands of diverse leaders that make up the organized Jewish community."

The theme of this year's GA, "Imagine," underscores the potential of attendees as visionaries and innovators, creating and expanding initiatives and programs to ensure a strong future of Jewish compassion and continuity. Major forums, workshops and programs provide the tools needed to foster leadership and strengthen the Jewish community.

Yeshiva undergraduates and the presidential fellows began their experience with a pre-conference *shabbaton*, where they were joined by college students representing Hillels from several other universities. Students spent Shabbos engaged in discussions at sessions, which tackled imperative issues such as anti-Semitism, intermarriage and

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## Schottenstein Cultural Center To House New Offices

By Adrienne Eichen

Immediately following Thanksgiving break, the Beren Campus will be expanding its horizons beyond Third Avenue and onto the fourth floor of the Schottenstein Cultural Center. Renovations, which began during the summer, will offer the department of communications and public affairs, the department of student accounts, the department of student aids and the Max Stern Division of Communal Services (MSDCS) a permanent and efficient presence on the Beren Campus.

Jeffrey Rosengarten, associate vice president of administrative services, explained that the new offices will help each department "service the school more directly." The department

of communications and public affairs and MSDCS have until now, only held office space on the Wilf Campus. Both of these departments will have a full time staff member in the offices and additional members available depending on activities happening on campus. The department of student accounts and the department of student aids have been sharing an office in 215 Lexington Avenue on the Beren Campus. This space has been on loan from the office of admissions which has not had a full time staff in the past, but now needs the space to accommodate their work force. The relocation of the departments of student aid and student accounts to the Schottenstein Center fourth floor with a full time staff, Rosengarten explained, will pro-

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## Lieutenant Governor of Nova Scotia Addresses SCW

By Aviva Balk

The Honourable Myra Freeman, 30th Lieutenant Governor for Nova Scotia, Canada, addressed SCW students on November 8. She discussed her position and that of women in leadership and government roles. "I've always believed that as citizens of any country we must take our place and support causes to help others both in the Jewish community as well as in the broader community," she said. "I encourage you to think broadly and to think about the options available to you."

The lecture was the inaugural event of the Women in Public and International Affairs Lecture Series that the political science department has introduced to

the SCW community.

Freeman's appointment to the position of Lieutenant Governor in 2000 marked the first time a woman and a Jew had ever held the office. "I'm a traditional Jew and have no intention of giving up those traditions," she told the Canadian Jewish Times in May 2000. "I fully intend to maintain my Jewish practices. I certainly won't compromise my values."

But despite this, Freeman said she does not encounter anti-Semitism, nor does she feel any condescension as a woman. "People are respectful," she said, telling stories of citizens who were accommodating to circumstances that challenged her observance. "People like to know that you know who you are."

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"Simply Tzfat" in the streets of Tzfat



"Tzemach" performing at Battle of the Bands

## Who Says Jews Can't Rock?

By Tova Stulman

I was not in the mood to go to Battle of the Bands. I had just finished a long, grueling week of midterms, I had a long day in school and my bed was beckoning. But duty calls, so off I went to cover the event. The tickets said the show would start at 8:00 p.m., but of course, we Jews don't have the concept of Jewish time for nothing- the show began a lit-

tle after 8:30 p.m.

Harold Rosengarten and Uri Burger were the MCs for the night, and they kept up a running commentary throughout the show- well, somebody's gotta do it. Corny jokes aside, the guys did a good job of introducing the bands and making conversation to a restless crowd, which can't be easy, so kudos to them. The first band to perform was the "Josh Haller Experience," with none other than Josh Haller as

the lead singer, and an especially funky twist added by Avi Stienberg on the harmonica. They performed a couple of songs, but the crowd clearly favored their first one. Their blended harmonies and professional instrumentals were the perfect way to get the crowd jazzed up right from the get-go. "Overall," said Laura Hurewitz, a sophomore at Stern College, "it

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Esther Flaschner-Berko  
Editor-in-Chief

The past three weeks could hardly be called slow news weeks. News stations ran to cover the election, where President George W. Bush won a second term and Senator Tom Daschle received a stunning blow of defeat. Colin Powell resigned, and Condoleza Rice assumed his position. And of course, the infamous international debate emerged: Is he dead, or isn't he? Well, between rumored deaths, comas and "secondary infections," Yassir Arafat did die. His funeral was in Cairo, and his body was flown to Ramallah for burial.

In the multitude of reactions that followed Arafat's death, I was reminded of the fundamental Jewish tenet, "Binfol Oyvecha Al Tismach," translated as "when your enemy falls, don't rejoice." The liberal, open mindset we often embrace celebrates such a principal. Here Judaism respects all human souls, even those of hardened criminals and proven persecutors. To us, all life is invaluable, of worth far above vengeance and resentment.

But when confronted with the actualization of this tenet, I found myself somewhat troubled. I could say "when your enemy falls, don't rejoice" one thousand times and extol its brilliance, but did I really mean it? Why exactly shouldn't I be somewhat happy, or at least relieved at the news of Arafat's demise? When Nazis were hung in Nuremberg, when the Khmer Rouge fell, wasn't I satisfied with their defeat?

I became interested in public response to the death of Yassir Arafat, and began to explore the reactions. I read an editorial in Ha'aretz that spoke of Israeli reaction to Arafat's demise. Aside from the fringe celebrations, the country was silent, far more worried about the future than about the death of a man who had been quarantined in a run-down compound for the last two years. This was a far cry from the mixed respect inspired by leaders like King Hussein, who knelt at the feet of Israeli families whose children had been murdered by a crazed Jordanian soldier in 1997 and whose death prompted emotional condolences from Knesset members.

In The Wall Street Journal, an editorial spoke of the United Nation's response to Arafat's decease. Secretary General Kofi Annan called for the flags lowered to half mast in memoriam, as is typically done to commemorate the death of leaders of member states. Interesting, the editors pointed out, but what mem-

ber state did Arafat lead? Palestine only has observer status at the U.N., allowed to speak but barred from voting privileges. A far more fitting tribute was the renaming of the terrorist Al Aqsa Martyr's Brigade to the Arafat Martyr's Brigade.

Here in the American Jewish community, debate ensued over the proper reaction to the death of such an awful leader. While some condoned private elation, others stressed the need for uniform public response. One rabbi explained his position: the less people in this world who hold guns to children's heads, the better.

All this confusion, chaos and terror, and all for one decrepit old man. We know what havoc he wreaked on Israel, but even in terms of his own people, what had he done? Newspapers extolled him for bringing the Palestinian plight to international attention, but most current world leaders (aside from the ever-reliable French politicians) neglected to lament Arafat's death. Oslo arguably failed, the Palestinian cause is in shambles, and hundreds of people are dead at his command. As a result of Arafat's extreme consolidation of power and lack of true democracy, his successor is unsure and a source of tremendous tension to the Palestinian Authority. While the election date has been set, between Abbas, Qureia, Barghouti and Hamas, no one knows who the leader will be, and how much power he will effectively control.

In terms of the population, even in his demise Arafat managed to embezzle from his constituents. The PLO agreed to pay Arafat's widow Suha a compensation of \$22 million annually, and this while Palestinians go hungry in refugee camps. What exactly are they paying her for? For raising Arafat's daughter in the suites of French hotels?

It was then that I began to formulate an answer to my question about "Binfol Oyvecha Al Tismach." Perhaps, Judaism's caveat against rejoicing is not critical of celebrating the victory of good over evil. Rather, "when your enemy falls, don't rejoice," is about lamenting what could have been. Even in the triumph of the noble, one must take the time to mourn the way it came about, and that, in an ideal world, it didn't have to be like this.

Indeed, a look at the events on the ground during Arafat's funeral leaves little room for rejoicing. In Ramallah, children in black wielded swords and immortalized their hero. Miles away, in army bases across Israel, young soldiers were refused their leave days and forced to remain ready for duty in case an emergency erupted. With Arafat's death, it didn't seem that much had changed from when he was alive.



Rebecca Rosenberg  
Editor-in-Chief

Over the weekend, I sat with my roommate and some of her friends discussing our college experiences. My roommate had attended SCW while the other three women had graduated from different colleges around the country: NYU, UCLA and the University of Pennsylvania. One of the young women said, "I'm really disappointed that I don't know more about history. I just never had time to learn it."

The graduate of NYU piped in, "You're an accountant. What do you need to know history for?"

Unfortunately, it is this kind of anti-intellectual thinking that dominates American culture today. And, though many PhDs write lofty reports about the problems of American education, citing large classroom sizes, incompetent educators, lack of funds for supplies and laughably easy standards, I suspect a more fundamental culprit. Many European countries with more inadequate resources manage to produce well-educated and well-rounded students who consistently outperform Americans on standardized tests. What accounts for this discrepancy? I'm sure several factors contribute; however, overwhelmingly powerful influences are cultural and social values.

In the United States, as the NYU graduate pointed out, most students are not taught to value learning for the sake of knowledge, enjoyment or becoming more well-rounded human beings. They understand learning to be a means to an end: a degree and then a job. If you ask college professors what they consider a serious problem with their students, many would tell you that students just do what is necessary to get by, to get the passing grade. This is not an attitude developed by students, but one that originates with their parents. If many of my friends tell their parents that they want to take a music class or an art history course, the first question is, "Well, do you need it for your degree?"

Knowledge for the sake of knowledge is simply not valued in American society, possibly because people can't afford it anymore. Thanks to the Reagan administration and subsequent presidents, the cost of a college education from a state school has become too expensive to justify paying for an education to become a more well-rounded individual. Our country is based on the "American Dream," which revolves around the transformative power of money, not knowledge.

In this country, no fifteen-year-old says: I want to be a professor when I grow up. Instead he or she is more likely to say, "I want to be a lawyer, a doctor or the CEO of a company." Translation: "I want to make lots of money."

This value system leads us to the second most profound problem in higher education in America: Often college graduates don't know much. During the aforementioned discussion with my roommate and her friends, this issue came up. When the NYU graduate mentioned that she knew little about history, the other women present agreed that their knowledge was also lacking. As a history major, whose knowledge on basic historical information is sorely wanting, I was curious to see how my friends fared, so I asked, "When was World War I?" They couldn't answer this question correctly. Then I asked, "When was the French Revolution?" The best answer from these women: "I think it was in the 1700s." Well, I decided to widen my scope: "How many members in Congress?" Not one of us could answer this question off the top of our heads, though we all had learned it at some point in our lives.

Why? Because we do not care enough to remember. People remember what they learn when they think it is valuable to their lives. What do students of my generation know? Many can recount every episode of the sitcom "Friends" by heart, including dialogue. Some can name each of Jennifer Lopez's husbands. Today, students live in a culture where conversation rarely reinforces classical subjects studied in school. We talk about pop culture, an interesting blog on the Internet and our opinions. Yes, we all have many opinions. We have been brought up in an educational system that values feelings above knowledge. So we've been encouraged to have strong convictions on topics of which we're ignorant. We live in a society where, G-d forbid, teachers tell their students that their opinions are ill informed or - more directly - wrong.

Unfortunately, the reelection of George W. Bush doesn't help the matter. Not only has he proved himself an abysmal failure at education reform with the woefully under-funded and misguided No Child Left Behind, but he also represents the anti-intellectual right, which increasingly appeals to a frighteningly wider segment of the American population. We have inflicted upon ourselves a leader who invokes philosophical absolutes such as good and evil as the crux of his arguments. He has shown no intellectual curiosity, earning C's all through college, and even in his capacity as president he frequently mispronounces words, countries and the names of foreign leaders. Bush's reelection proves that Americans do not demand knowledge or intellect in a leader, so why would they value it in their students?

The Yeshiva University

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# EDITORIALS AND OPINIONS

## Two Out of Twelve?

As women of Yeshiva University, it was brought to our attention that YU's senior administration sorely lacks female members. We decided to research the subject, and were rather surprised with the information we discovered.

Yeshiva boasts seventeen graduate, undergraduate and affiliated institutions. Of these, a maximum of five schools - Rabbi Isaac Elchanan Theological Seminary, James Striar School of Judaic Studies, Isaac Breur College of Judaic Studies, Beit Midrash Program and Mazer Yeshiva Program - are considered religious institutions and therefore appropriately headed by Rabbis. Of the remaining 12 Yeshiva schools, a mere two are headed by women. Dean Karen Bacon leads Stern College for Women, and Rochelle Brand serves as principal of the Samuel H. Wang Yeshiva University High School for Girls. It is notable that these two are the only all-female institutions in Yeshiva's discipline.

We then compared Yeshiva to neighboring New York City institutions: Columbia University and New York University. Columbia too manages 17 graduate, undergraduate and affiliated institutions. It still fares only slightly better than Yeshiva, with five out of 17 schools headed by women. Interestingly, many of these schools are the "stereotypical" graduate careers associated with women, including nursing and social work.

We were far more impressed with New York University's hiring of women leaders. NYU directs 13 undergraduate and graduate institutions. Of these schools, a remarkable seven out of 13 have female deans, including the Graduate School of Arts and Science, the School of Public Service and the Tisch School of the Arts.

We are not accusing Yeshiva of an anti-women bias, especially considering that the majority of the current graduate fellows are female. Yeshiva can only be commended for fostering a new generation of stronger female leaders.

However, one cannot ignore the scarcity of female presence in the upper echelons of YU leadership. Perhaps the dearth is a function of smaller numbers of Orthodox women choosing to enter high level administrative academia. Whatever the cause, it deserves attention. As the Jewish university in service to humanity, Yeshiva should model the ultimate form of administration. And we are certain that more Karen Bacons and Rochelle Brands would bring Yeshiva far closer to that ideal.

The Observer welcomes all submissions. Letters to the editors do not reflect the opinions of Observer staff. We reserve the right to edit letters for length and content. Letters should be e-mailed to [observer@yu.edu](mailto:observer@yu.edu)

## POINT-COUNTERPOINT

### Should Yeshiva-Style Learning Be Instituted at SCW?

By Shoshana Fruchter

By Esther Genuth

Imagine hundreds of excited SCW students in a spacious *beit midrash* analyzing and debating Biblical and Talmudic texts. Does this sound familiar? Students at Yeshiva College must participate in the YP, BMP, IBC or JSS programs. These Judaic studies programs, tailored to the students' different interests and backgrounds, allow them to dedicate their mornings to Torah study through lectures and independent preparation. Why can't the women of SCW benefit from the same programming?

Currently, SCW students on CORE (all freshmen, sophomores and some juniors), juggle as many as seven courses a semester. Students take three Judaic studies classes, in addition to the regular college load of three or four secular studies classes. This dual curriculum is cumbersome and scheduling makes all the difference. If instead the college was restructured with CORE classes in the mornings, including preparatory *beit midrash* study-time, students would be able to concentrate better on their Judaic studies. The program would only work if all Judaic studies classes were given at the same time, otherwise, fitting required secular classes into the participants' schedules would be very difficult and a smaller group of women learning would not have as powerful an effect.

This scheduling would help women build and sharpen the skills imperative to Torah study and generate a serious learning environment for students at all levels. As is, some women don't take their Judaic studies classes seriously, and others save themselves from hard work and lower grades by taking courses well below their academic level. "Look, when I have to manage secular and Judaic studies classes, yes, sometimes I take the easy street," admitted a freshman.

The high concentration of dedicated, intelligent women at Stern College, unparalleled by any other observant Jewish women's institution, should be taken advantage of to create a strong Torah environment. Yeshiva University, as the foundation of Modern Orthodoxy in America, should implement this proposed programming for its undergraduate women. "The buzz of a *beit midrash* makes a profound impact on people's learning," noted sophomore Debora Anstandig. "The idea of all our learning together is something very powerful - not that it isn't powerful now - but the momentum of a whole room of women learning would be truly remarkable." If instituted, this new program and environment would also spark the community atmosphere sorely missing from Stern.

At the very least, this proposal should make Yeshiva concede to building a bigger *beit midrash* for the women of Stern College.

While a yeshiva-style learning program would be a great addition to Stern, it is impractical for the entire student body. The many benefits of a more structured Judaic studies program are obvious. However, different needs and concerns must be addressed with the fewest compromises possible.

The current system of study draws many students to SCW each year. Students value the ability to choose a schedule which accommodates their needs. Time restrictions would limit the many internship and job opportunities available to SCW students.

The implementation of a Yeshiva-style *beit midrash* program could also backfire by turning off prospective students and decreasing the student population. Many SCW women haven't studied in Israel, and even of those who have, many do not relate to the study hall learning setting. In addition, a lack of quality and availability of professors could result if teaching hours are reduced.

In comparison to a college course, students in a *beit midrash* program are often not tested on the material covered in class. This could decrease the motivation to understand the subject to the best of one's ability. "Under all circumstances should students in Judaic programs be forced to take classes for credit" stated YC senior Craig Weitzman. "Only then is there a true *Torah U'Madda* environment; it also adds a level of seriousness to the courses."

Instead of approaching the Judaic academic system from a view that distinctly divides men and women, it should be approached from the perspective of "the individual." Just as there are women who would prefer the YC *beit midrash* setting so too there are men who would prefer the SCW study mode. Perhaps a system in which men and women could choose between the current SCW style dual curriculum and the YC dual curriculum would best fit each student's interests and needs.



# A Message From Your Presidents



Molly Fink  
SCWSC President

Hello Everyone,  
I hope that midterm season is treating you well -being that it never ends! The teachers have brought something to my attention that needs to be addressed. It seems to be the latest trend to leave in the middle of class to talk on the phone, get a snack, etc. (I myself am a guilty party). This is disruptive to the classes and disrespectful to the teach-

ers. Students; take initiative and if you need to leave so be it, but the exits should be less frequent; teachers, YOU should address this issue in class.

On a completely different note ... I hope everyone had fun at Battle of the Bands, kudos to Ayal and his board uptown who set up the entire program. The Beren Campus has been active, as usual- one event that I would like to highlight was brought to

Stern College by the J.P. Dunner Society of Stern College for Women, specifically Professor Bryan Daves and Professor Joseph Luders. The event was the inauguration of the "Women in Public and International Affairs Lecture Series." The guest speaker Myra A. Freeman is the current Lieutenant Governor of Nova Scotia; she was a true inspiration and a sign of great speakers to come.

Ladies, keep your eyes and ears open for further events. Chanukah is just around the corner, and for all the exciting events check the Observer calendar and mark YOUR calendar. I want to wish everyone a happy and healthy Thanksgiving.

Have a good one,  
Molly



Aliza Abrams  
TAC President

As the summer came to a close I sat down and started thinking about my goals for this year as TAC president. I wrote about one of my goals in the first issue of the Observer, such as creating programs that every Stern student would want to attend- so far so good. Another goal of mine was to create an unforgettable Chanuka for everyone-

Mission Accomplished! TAC has been working tirelessly on planning activities for almost every night of Chanuka. Chanuka is a real family holiday, in my opinion even more so than Sukkos or Pesach. Chanuka is the holiday that every family celebrates regardless of their religious level.

Personally, I am what some may refer to as a "commuter student" or a "New Yorker" - just for the record though I usually sleep in the dorm on Sundays and Thursdays. In addition Parshat Vayeitzei (November 20-21) was the first time I was home since Rosh Hashana - so I know what it is to be away from home. Anyway I know that for all of us it is difficult to get to the family Chanuka parties because we have school over Chanuka, but even more so it's hard emotionally to be away from those family parties. I am sure for some it is a

relief though - how many times is your grandmother going to ask you, "So nuu you have a chosson yet?" We at TAC wanted to create a Chanuka experience like none other for you, and I hope that all of you attend everything, really enjoy, and remember this Chanuka forever.

On the first night of Chanuka the 25 of Kislev, Tuesday December 7, we will all light candles and sing Chanuka songs together in our respective dorms accompanied by the many talented Stern students who play musical instruments. Feel free to bring whatever instrument you play. Student services will be giving out donuts and TAC will be giving out a surprise gift.

Wednesday December 8 the second night of Chanuka, will blow your mind away, as we will be having Marc Salem a famous Jewish Mentalist whose show is

currently on Broadway. That will be in Le Bistro at 8:30 p.m.

Thursday December 9 the third night of Chanuka, is the Chanuka Concert on the Wilf Campus - This is something you don't want to miss. The fourth through sixth night of Chanuka is Shabbat Chanuka and Sunday, be sure to check out who is running the Shabbaton in school that week.

Monday December 13 the seventh night of Chanuka we have invited Rabbi Dr. Abraham J. Twerski. This is something you will not want to miss. There is a dinner which you must RSVP for beginning at 7:30 p.m. in Koch followed by the lecture. Keep an eye out for the invitations and be sure to RSVP. This program is being sponsored by TAC as well as the President's Circle.

Tuesday December 14 is the last night of Chanuka and we fig-

ured the best way to end Chanuka on a high would be with our annual Chanuka Chagigah. You may remember last year we had the Moshav Band and it was amazing. This year we will have Neshama Carlebach! The Chagigah starts at 8 p.m. in Koch, and we hope that it will be even greater than last year.

Sounds pretty good doesn't it? We hope you have the best time and walk away from Chanuka filled with the light of Chanuka. Speaking of light - don't forget to purchase your Chanuka Menorahs, Oil and Candles from TAC. We will be in the lobby of 245 Lexington during club hour on November 24 and December 1, as well as the Thursday the second and Tuesday the 7 before Chanuka from 1:15-1:45 p.m.. Happy Chanuka!

Sherene Nili  
SSSBSC President

Hi Everyone,  
Hope all is well and you all survived midterms. We have a lot going on this month at Sy Syms, with plenty of opportunities for you to get involved. We have an event planned by the Entrepreneurship Club coming up called the Marketplace. It will be a flea market type of setup where everyone can get

involved selling or trading just about anything. It will be a two day event during the evenings. You need an application to register, which will be available soon. The International Business Club has an event planned to visit the United Nations this month - signs will be up soon. The Marketing Club has begun putting together a newsletter that they hope to distribute about twice a month. If you would like to get involved in that project

email me. The Fashion Show still needs a lot of preparation. There are a few different ways to get involved: set design, clothes design or even makeup. If you would like more information email me. Student Council is working on a few things: we are hoping to host a joint speaker, Robert Shorr, Ph.D. with the Biology department. He is the director of business development at the Center for Biotechnology at SUNY Stony Brook. He has an

extensive background in both business and biotechnology. We have also put together finals "Survival Kits" available to the whole student body. They are kits filled with all kinds of entertaining things to make finals' time more enjoyable. A letter will be sent to your homes giving your parents the option of signing you up for one - they are lots of fun. Student Council on both campuses has begun working on the Sy Syms annual dinner if any

of you would like to get involved or have any suggestions please contact me. There are a lot of events coming up - read the signs so you don't miss out! As always if you have any questions, comments or ideas please don't hesitate to email me at [shdvni8@aol.com](mailto:shdvni8@aol.com) and we can work together.  
Sherene Nili

## Midtown Madness

By Shoshana Fruchter

"Stop!" she screamed. I did. I was about to jump into the street after my first time taking public transportation by myself. I was in sixth grade and she was middle-aged. We had nothing to do with one another, aside from getting off the same city bus. And she probably saved my life. Her word of caution reached far beyond that street corner. Her advice made me realize that all people, despite their many differences, have the same basic interests. We all want to get to the other side of the street safely. The presence of strangers can really change your life.

Three years ago, I decided to donate my hair to an organization that makes wigs for children with cancer. I got the haircut right

after a weekend in Great Neck and prepared to take the Long Island Rail Road to the city. Arriving on the platform, my friend Atara and I were surprised to see a clown waiting for our train. Deciding not to pass up a great opportunity like this to speak to a clown, we boarded the train behind the man and took seats across from him. Soon after, a pleasant conversation about clown-ship was underway. Louis the Clown used to be a teacher but found entertaining children more fulfilling. He loves to make people laugh and be happy. After being prompted by my friend, I asked Louis, "Wanna see something funny?" and proceeded to open my bag, take out my two long braids and put them up next to my face. "Look, I just got a haircut." Louis laughed and asked what I planned to do with

the braids. We explained the plan and he thought it was great.

One year later, Atara was working at Central Park and noticed the familiar clown. Walking up to him she asked, "You're Louis, right?" "Yes," he answered curiously, and then, when Atara began to remind him of how they had met, Louis remembered that train-ride and the context of our conversation. "Your friend donated her hair for sick children," he said. "I thought that was a great idea. Look," he turned around and pointed at his pony-tail, "I'm growing out my hair to donate it also." It's great to see how good things travel through New York.

Walking from Brookdale Hall to the uptown number 2 line, I stopped at the corner of Madison and 34th to wait for the light. The man waiting next to me, who

looked to be in his twenties, turned to me and asked, "Ma nishma?" Surprised, I answered the usual, "Hakol b'seder," still confused about how he knew I spoke Hebrew. Reading my confusion, he pointed at my sweatshirt and I explained that I had studied in Israel last year. As we walked together past Broadway, we discussed his Israeli background and his marriage to an American girl named Kim, who studied medicine at Sakler, in Tel-Aviv. Intrigued, I told him of my possible interest in studying medicine in Israel. Nachman promptly gave me his wife's phone number, noting that she had great connections there, so I'd have it in case I wanted more information about it. As I boarded the subway I laughed to myself and realized that you never know where your connections will come from.

Why don't we interact with the people around us more often? You might instinctively respond, "It's dangerous! Who knows what type of person you'll meet!" Clearly, I would not befriend a madman holding a gun, or even someone busy. But most people are good and many people traveling through New York are open to interacting with the strangers around them. At the very least you are guaranteed your own personal "only in New York" stories. If you would like to share your own Midtown Madness stories with Observer readers, send them to: [sfruchtr@yahoo.com](mailto:sfruchtr@yahoo.com).



# Toward A More Meaningful College Experience: A Modest Proposal

By Sarah Rindner

As I settle into my second year here at Stern College, I look forward to the opportunities that await me. At the same time, I have become increasingly bothered by what I perceive to be a serious weakness in many college classrooms. It is a problem that is not exclusive to Stern, if anything it is more widespread in larger universities; but it is something I believe that we, more than other institutions, have the ability to address in an effective manner. I am speaking about the ubiquitous college lecture, a phenomenon that is taken for granted as a staple of the American college experience, but upon scrutiny, may be found to represent much of what is wrong with that experience.

A lecture need not be characterized only by an oversized classroom entirely devoid of student participation. Rather, I would like to discuss the concept of the teacher-centered classroom in general, one that projects the professor as "knower" and the student as receptacle for this knowledge. This classroom may contain questions from students, but they will usually be informational queries or questions of clarification. Lecturers may also pose questions to students, but once again, they are generally questions that have definite answers, and are often questions designed to artificially stimulate student engagement. Assessment comes mainly in the form of examinations, where what is tested is the extent to which students have understood and retained the material imparted by their professors. The educational model I have just outlined is one with which most of us are familiar.

The primary advantage of this model is the sheer breadth of information the student retains. She has rehearsed the information numerous times—first in the form of readings, then when listening to the teacher elaborate, then while taking notes, then when studying for the examination, and finally when repeating the information on the examination. Come to think of it, many students in teacher-centered classrooms don't actually do the readings, and some don't even go to class. But even with this reality, if notes are available and tests are scheduled then the information will be retained.

Another advantage is that the content and amount of information covered is almost entirely in the hands of the teacher. Lesson plans can be prepared ahead of time and repeated year after year. A class that is slow to grasp may slow down the presentation somewhat, but the generally tight methodical structure of the teacher-centered model holds a certain appeal for both students and teacher.

However, what is appealing is not always ideal, and I believe the teacher-centered classroom both inhibits the intellectual growth of the student and presents a simplification of knowledge itself. I would like to contrast this model with another method of imparting knowledge, or more specifically, of fostering the students' acquisition

of knowledge. This alternative will be called the "student-centered" classroom, and while all teachers hopefully operate with their students' best interests in mind, I'd like to contend that this is not always accomplished in the optimum manner.

The basic premise of the student-centered classroom is that the best kind of student is an empowered one. All efforts are made to encourage and equip the student to think critically about the world around her, in an effort to cement in her a life-long connection to the world of ideas, and because this is felt to be the best way to do that world justice. The student-centered classroom recognizes the limitations of a single voice, even if it is that of one teacher presenting multiple perspectives, and counters that problem by encouraging the different students in the class to express their thoughts in an articulate and relevant manner. The student-centered classroom is necessarily text-based, because placing the material into the hands of the student is the only way to imbue her with a sense of intellectual agency. Readings thus become essential, and the agency accorded to the students needs also to extend to the choice of readings covered. The professor must be flexible in regard to where the course goes, because s/he respects the student enough to allow her to take part in directing her own education. The professor also recognizes that though not every student is going to become a scholar in a particular discipline, this in no way detracts from the rigor of its classroom environment. Careful readings *always* precede broad generalizations, both in deference to the complex nature of reality, and in order to provide the student with the room to construct her own theories and to make sense of her own environment. The amount of material covered in a student-centered classroom will usually be less than that of a teacher-centered one, but it is felt to be a worthy exchange for the development of sophistication in thought and excitement for learning that will pave the way for a lifetime of intellectual and spiritual growth.

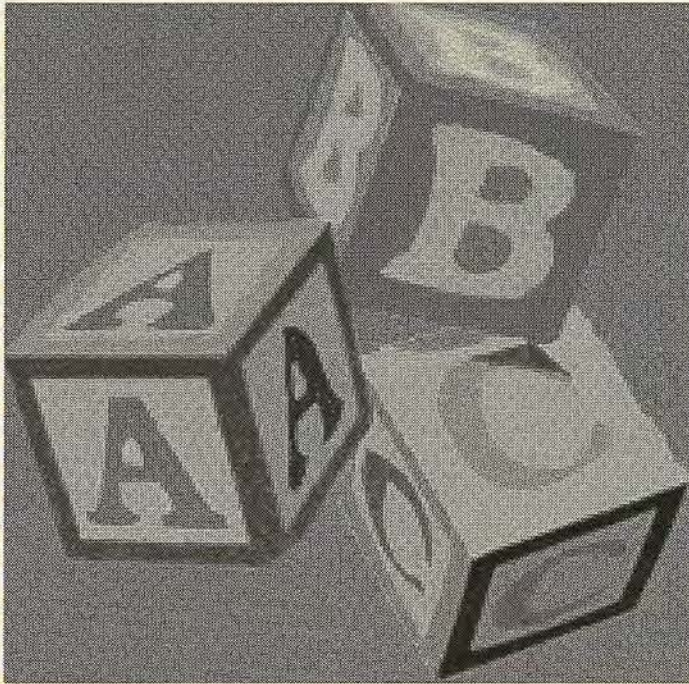
The model I have just outlined may sound unrealistic for reasons that I will try to elaborate, but I believe that these barriers are not as impossibly high as some may imagine.

One potential argument against an interactive classroom might be that it deflects attention from things one simply "needs to know." Indeed, the chronology of the French Revolution cannot be arrived at by discussion alone. However, I see no reason why these facts cannot be written down in advance and handed out before

class. Any teacher who speaks for more than 10 minutes straight without interacting with students must seriously reflect whether s/he has said anything that could not have been written down.

Furthermore, considering the complex nature of the world we live in, oftentimes even the "facts" are not always as clear-cut as they may seem. Given this reality, students might be better served by being given the opportunity to actively analyze and filter the information they receive.

Another objection to the stu-



dent-centered classroom recognizes the simple fact that some classrooms are simply too large and too diverse to lend well to discussion. The size issue is an important one; with 40+ students, any class participation will have to be tightly controlled by the professor. However, this is where our situation is uniquely fortunate. There aren't many, and there don't need to be *any*, 40+ classes at Stern College because we are a small school with lots of choices.

That said, even organizing 20 voices into meaningful interaction can be a formidable challenge. There will always be students with different backgrounds in the subject being studied, and possibly even natural gradations in capability.

The goal then is to minimize differences in skill and aptitude, while isolating and emphasizing differences in opinion and perspective. True, in a post-modern age it is clear to many that even our opinions are not based on pure reason but are shaped tremendously by our cultural contexts—so this goal might technically be impossible. But if a class is small, text based, and every student has done the preparation thoroughly and capably, I think a common language can more or less be found. And with that common ground of preparation and foreknowledge, substantial differences can be respected and addressed.

And in response to the inevitable complaint that "some girls are just not smart enough to participate in a discussion—they will bring down the level for the rest of the class" (I've heard this from both teachers and students), I would like to suggest that if some women at Stern college have a tendency not to think too much dur-

ing class, this is a result of their not having been given the opportunity to do so. If expectations and standards are raised across the board, we can be confident that students' contributions will be raised accordingly.

Of course there is that phenomenon that most of us are probably familiar with (some more intimately than others)—that of students not doing the preparation. I think the problem here is partially a student one, but equally a faculty one. There are lots of things that occupy our time here at Stern, and doing infinite readings for a professor who will just restate a simplified version of them in class is not going to be at the top of most students' priorities. I'm not saying this is excusable, but it's certainly understandable.

The classroom needs to be an environment that adds to an essential unit of foreknowledge. The appropriate response of a teacher to a class that has not done the preparation should not be to summarize its content (often these summaries are over-simplifications; but even the good ones are inextricably colored by the professor's own opinions), but rather, to get up and leave. Fortunately, this situation can be avoided in a variety of ways.

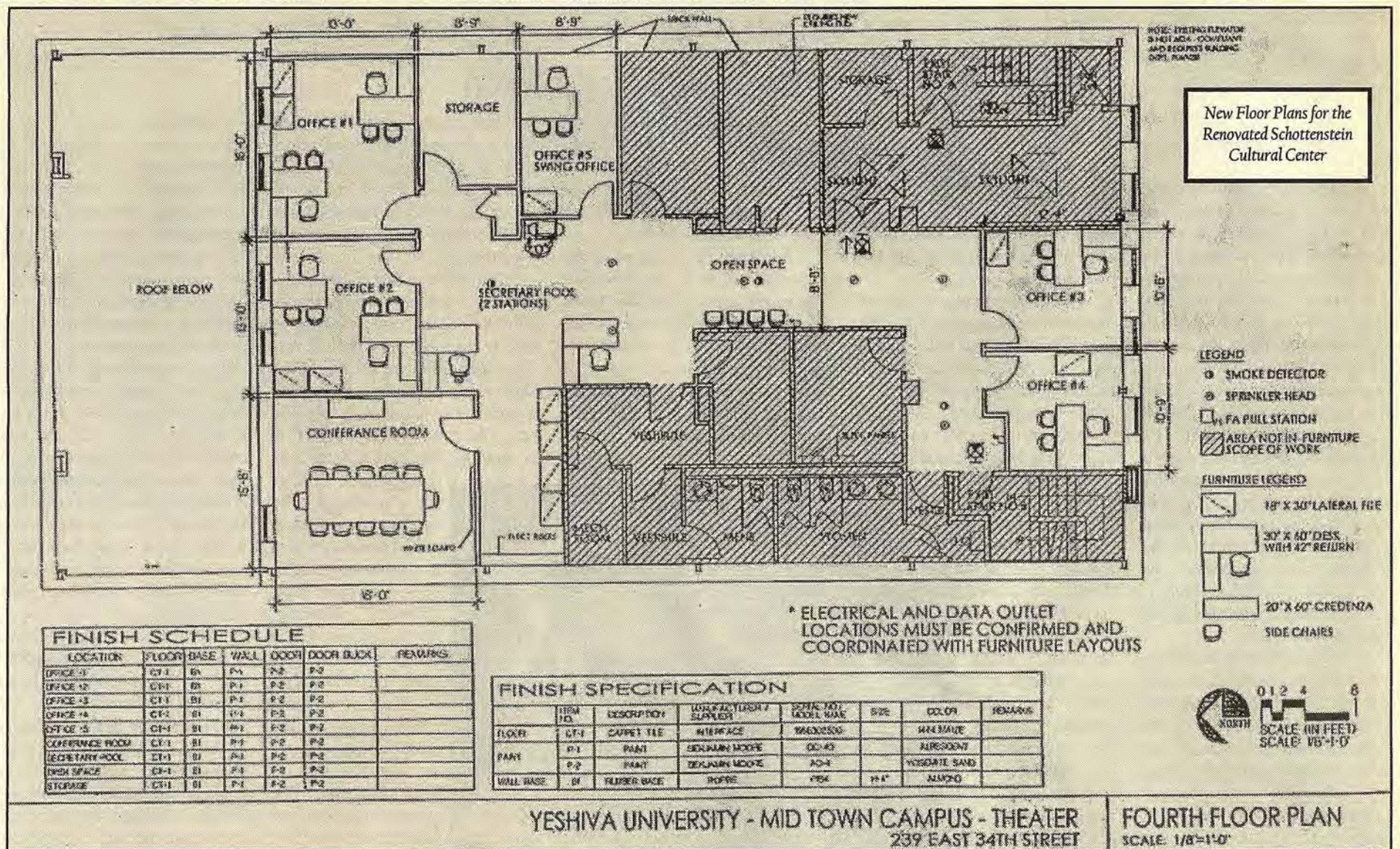
One absolute way to determine that students are prepared for class is to offer a short quiz at the beginning of each period on the material assigned (the method is famously utilized by Rabbi Mordechai Cohen in his Tanakh classes). Quizzes can almost invariably ensure that the entire class prepares the material in a careful and thorough manner. Many might shy away from the classroom atmosphere created by these daily quizzes however, preferring a less rigid form of assessment. An alternative might come in form of journal entries completed prior to class, which, as I have seen them assigned by Dr. Richard Nochimson, ask students to informally record their reactions to works read. Entries can be handwritten and have bad grammar, and are returned with remarks such as "very interesting" rather than with grades or numbers. The point here is to make sure students do the preparation—but there is also the benefit of giving them the opportunity to think critically in an uninhibited, organic manner. And it also allows the teacher to get a feeling for what students are interested in. Journal entries do not ensure the same level of meticulous reading that quizzes do; but they allow for creativity in thought that many might find worth the trade-off. A potential way to narrow the gap between these two options might be to provide students with focused questions that require careful reading to answer, along with a request that the student generate several of her own questions.

Ultimately though, if the student-centered classroom is deployed properly, students might find themselves needing less and less coercion to do the preparation necessary to participate in enjoyable class discussions. And some of the edge might be taken off of school in general. In a class where thinking independently is the emphasis, students may find themselves remembering information that they never consciously sat down and memorized. Tests then, if utilized at all, could take on an entirely different character. Rather than ask students to repeat material that they have heard beforehand, exams could better imitate real life, where people don't have all the answers beforehand, and need to think about things in creative innovative ways.

Although in real life, many decisions probably don't need to be made in two-hour intervals with no outside research, and as such, could probably better be contemplated in the forms of short papers that can be taken home and thought through carefully. I've always wondered why universities encourage the kind of hasty reasoning that displays itself on closed book examinations—shouldn't all professionals be expected to open a book if they are not sure about something? I suppose I should be somewhat realistic however, and even in the "ideal" classroom, tests can stay, as long as they are maximized as opportunities for further growth and edification.

I didn't write this, now rambling, article with the intent of laying down a list of "do's" and "don'ts" of the college classroom. There are far more qualified people capable of doing that (although I think we should always be critical of those who do). It just seems to me that we can all be doing more to get more out of our college experience. That anyone is willing to pay 28,000 dollars a year for an education that can be gotten for free on YUMesorah.com is absurd. And that they are allowed to do this is even more absurd. Teachers need to start demanding more of students—and as students we need to somehow show that we are up for the challenge. And the first step is to open up the conversation. The innovation of the "Town Hall" meetings and Brown Paper Bag Lunches with the president demonstrate an administration remarkably willing to listen, and my personal experience with professors at Stern has been that they are extremely open to hearing student suggestions. Of course, structures need to be created that will allow for real implementation of educational philosophy, beyond the conversational level. But more than that, I think that we as individuals need to clarify what we want out of college in the first place. If college is just about accumulating information and getting the right qualifications for the right job, then we may rest complacent. If however, we are asking for some sort of meaningful educational experience, one where we expect ideas to enrich and transform our lives, then we need to do more than just sit and listen.





# Schottenstein Cultural Center Renovations

continued from front page  
 vide their offices a "more efficient lay out and more privacy to students and their parents." The renovations will also provide "space to house the university counseling center." The fourth floor will be complete with a reception area, shared receptionist and "maybe one or two other administrative departments,"

according to Rosengarten. The third floor of the Schottenstein Center, which is still unfit to house university offices, will probably be completed over the summer of 2005. This floor, Rosengarten explained, "will range from centering student government offices to housing student activities." Although the third floor is not yet finished,

there already exists an infrastructure. During fourth floor renovations the third floor was supplied with phone systems, internet and air conditioning. Another aspect of the Schottenstein offices is the effect it will have on student traffic on the Beren Campus. Rosengarten predicts "a natural progression" of student presence in the Center

as University activity increases in the building. "I think our experience on college campuses shows us," Rosengarten explained, "that as there are reasons for students to be on different areas of the campus, those buildings will become more popular. Students used to only go to Schottenstein for a lecture or a show...so long as there are rea-

sons to go to the building, students will go." SCW senior and student council president Molly Fink is excited for the new offices. "I think it's a great opportunity that's going to benefit the students," she said. "It makes this more of a campus and it's allowing for much greater opportunities; Money well spent."

## DEAR TIK

*Because Even We Perfect People Need Advice*

Dear Tik,  
 For some strange reason our roommate does not want to hang out with us or set us up with her older brother; we thought if we became her sibling, by marrying her older brother, she would hang out with us more. What other measures can we take? She claims to like us but she leaves first thing in the morning even if she doesn't have classes and comes back late at night (if at all). We really want her to give us attention! She really truly is the best roommate in the entire world — we only wish that she felt the same way about us. If you could please offer some suggestions about how to get closer to her, and build up the relationship we would really appreciate it. p.s. - we think that this column will really help other SCW girls, and on behalf of our peers, thank you.  
 Please help us Tik!!  
 Sincerely,  
 Got Roommate?

Dear Got Roommate?  
 Firstly, take a moment to realize how lucky you are. Your problem involves the difficulty of liking, as opposed to disliking, the people you have to live with in close quarters during extreme stress and flu season. You poor babies.  
 That said, on to your problem. There are two possibilities. The first one is that your roommate doesn't like you, in which case, she's not worth your time and not as cool as you think. Your desire to spend time with her probably has more to do with your own insecurities than anything else. In general if you're asking "why doesn't this person seem to like me" more than you're asking yourself "do I really like this person" something's wrong.  
 Of course, you might want to say neither question is fair, we should all just love each other without asking questions. Still, to deny the selfish and subjective nature of friendship,

which actually does make it impossible for everyone to just get along, is a little immature and we are anything but immature. I mean, have you seen the new caf? Very sophisticated. Basically, if she's completely not interested, don't waste your time.  
 But I can't imagine that's the case. You're brilliant enough to have written to me; you must be incredible people. So option two: your roommate does like you.  
 I'm sure she values your friendship but for some reason she's not around as much as you would like. Before you take this too personally, remember there are millions of reasons for why people act the way they do; maybe she has a lot of work, maybe she's a spy for the FBI (hey, you never know). Maybe you're spending more time together than you think.  
 Here's an experiment you could try: (remember this is not something that has undergone

extensive research or been performed with a control group to see if it really works but try it anyway) pretend for a week that this time thing isn't an issue. Yes, in a way I am telling you to practice denial but hear me out, sometimes we let something get under our skin and it starts to color all our experiences; separating ourselves from the problem can help clarify things. During this experiment instead of thinking about the time you guys aren't together look closely at the time you are spending together. Is it fun, comfortable, relaxed? Do you still feel slighted? If the answer to both questions is "yes" then it's time to talk. (Hey, what's an advice column without telling you to talk it out?)  
 As for this inevitable conversation, don't make it a guilt trip. Spending time with you is a pleasure, not a chore, so represent it that way. Just tell her how you feel and then set a time for bonding. Remember, people

should show love to one another and not just say it, so if she bails out after you put in the effort, let her know she hurt you. Dropping the term "reprioritize" might not be a bad idea. Just don't completely forget the yuppie egoist in you: the girl gets chances but in the end you deserve friends who make you feel happy.  
 Like most things in life it's all about balancing your needs and wants with hers. There are a lot of different types of relationships that people can have and the three of you will have to discover the expectations and responsibilities that will define yours. Probably everyone will end up compromising; in fact, it's a good sign if everybody does.  
 Tik  
 P.S. Good luck with the brother.



# It is Never Too Early to Start Thinking About Vacation Plans

By Melodie Balarsky

It's cold outside and everyone just completed a whirlwind of midterms, but picture what you are going to be doing over summer vacation. From research laboratories across the United States to outreach programs in the Ukraine, there are a myriad of activities to help you maximize your vacation time. Some SCW students participated in interesting programs last summer, and may give you some good ideas to start investigating.

Shevie Moskowitz, for instance, a pre-med biology major, worked in a nephrology laboratory at the University of Colorado Health Sciences Center this past summer conducting research relating to the kidneys. Moskowitz researched the role of alterations in renal lipid metabolism, lipid composition in pathogenesis (the development of a disease), progression of diet-induced obesity, diabetic kidney disease, and sterol regulatory element binding proteins. "Not only did working in a lab afford me the opportunity to learn many new, cutting-edge laboratory techniques, but it also enabled me to learn first-hand how med-

ical research is conducted," comments Moskowitz. Moskowitz advises students interested in medicine or medical research that working in a lab will not only help them learn lab techniques but will also increase their chances of publishing articles in major scientific journals. Moskowitz hopes to continue researching at the Rappaport Institute of the Technion-Haifa in the summer of 2005.

SCW senior Rebecca Stone participated in Yeshiva and University Students for the Revival of Soviet Jewry (YUSSR) program during *Pesach* and *Sukkot* 2004. With only one other YUSSR volunteer, Stone stayed in Brest, Bella Ruz for a week helping develop learning programs for Jews living in the former Soviet Union and gave them a taste of *Pesach* and the meaning of religious freedom. "It was really difficult to observe the poor living conditions," states Stone. "However, it was so fulfilling to see all the Judaism that the children and adults gained from our outreach programs." When Stone went the second time, during *Sukkot*, she was placed in Vitebsk, Bella Ruz, a much larger Jewish community which actually had a functioning shul. "The second

time was a much easier adjustment, because the Jewish community was more knowledgeable and it was easier for them to apply Judaism to their everyday lives," explains Stone. Stone decided to participate in the program because she enjoys traveling and creating educational programs. "Surrounding myself with others who were eager to learn about Judaism strengthened my beliefs," commented Stone.

This past summer, nine YU undergraduates, including SCW junior Tova Cohen, participated in an outreach program in Atlanta, Georgia through the Max Stern Division of Communal Services. The students went with plans to strengthen and invigorate the Jewish community. The volunteers began their day by learning *Hilchot Aveilut*, the Jewish laws of mourning, under the guidance of *Beit Din* member Rabbi Yonah Reese. In the afternoons the volunteers learned different topics in Jewish studies with 11-19 year olds. Additionally, the students created programs including an *oneg* on Shabbat and a Thursday night bonfire. "The Atlanta community was extremely welcoming and eager to learn," states Cohen. "Working and learning

with the same people enabled everyone to establish great friendships and gain a lot of knowledge from each other."

Yad B'Yad, an organization run by the Orthodox Union, helps mainstream people in the special needs community and provides an opportunity for high school students to interact with the special needs community as peers, while college age students are the counselors on this unique program. The program runs for approximately four weeks and has three different tours that one can choose- east coast, west coast, and Israel. In the summer of 2003 Aliza Abrams, current TAC president, was a counselor on Yad B'Yad on the east coast. The tour traveled from New York to Boston to Montreal to Rochester, then onto Cleveland and Upstate New York. The program had ten advisors for fifteen Yachad members and twenty-five high school students. Abrams, who plans on working in administration and with older children, says that the program gave her the "opportunity to work with high school students who were pure *gomlei chesed* and help them make the most of their summer program."

Not everyone wants to be far

from home during the summer, and for those people there are opportunities to work in internships closer to home. Reeni Freedbauer, an SCW senior majoring in early childhood education, worked this summer as a counselor for fifteen five year olds at Camp Regesh in Suffern, NY. Freedbauer was responsible for coordinating and planning educational activities in a camp setting, ensuring that the campers' personal needs were met and that they were on time to activities, and persuading children to participate in activities and try new things. She also was responsible for teaching her campers to meditate between themselves and take turns with each other. Freedbauer says that her internship "granted me the opportunity to affirm that I have made the right career choice. I greeted each day with excitement, anticipating the challenges that I would be presented with."

Regardless of where your summer or any vacation time takes you, whether it is bringing Judaism to less affiliated Jews, researching a field you love, or working in a day camp, there are endless opportunities for students to seek.

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## Vic Schwartz: A Profile

By Adrienne Eichen

Within the first few days of the year 2005 Yeshiva University will introduce a revamped campus mental health program titled The Counseling Center. The Counseling Center will be under the direction of Victor Schwartz, MD. Schwartz, who has been the Chief Psychiatrist and Medical Director of the University Counseling Center at New York University since 1991, also has a history of working with Yeshiva on various mental health projects in the past. "I've been in touch with the Department of Student Affairs, Dr. Nulman, Dean Nissel, Dean Braun during the past ten years," explained Schwartz.

Schwartz, a YC graduate himself, has worked in positions of psychiatry and mental health for more than 24 years. "I've always been interested in the human mind and the way people feel, think, and why they act the way they act," explained Schwartz. "I like helping people sort that stuff out". He has spent the past 14 years as medical director and co-director of New York University's mental health services and intends to keep a loose affiliation with NYU.

When Schwartz was a student in YC, he recalls only one member of the psychology department available to meet with students regarding mental and psychological issues. However, Schwartz explains that the past 10 to 15 years have shown an increase in students entering colleges nationwide with already present psychological problems. "Students today," he explained, "look to their colleges to provide a broad array of

services." In reference to YU, for which Schwartz emphasizes his "positive regard," he explains "there is a slightly higher percentage of students not from the metropolitan area...they look toward the school as a home." This, in conjunction with college ordinarily being a vulnerable period of time in which many difficulties begin to manifest themselves, calls for a superior mental health program than that which has been available on campuses in the past.

In its early stages, Schwartz explained, the center will help clarify the roles of counselors and social workers who are currently available to students. As it evolves however, Schwartz hopes the program will expand to work with training programs, graduate schools and local hospitals. The goal of the center, Schwartz explained, "is to create a single office to help organize and coordinate the mental health services offered to students. The new program will allow counselors to work with students on site and enable more issues to be handled in-house as opposed to referring students to outside clinics or hospitals."

Dr. Efram Nulman, senior university dean of students, served on the mental health advisory council which put forth the proposal for the center. "My number one expectation," Nulman explained "is that students will find the center a comfortable place to bring...problems, and that they will feel comfortable talking to the counselors about these problems." He emphasized that while the counseling center will be reporting to the department of student affairs, individuals and specific

scenarios will be kept confidential. "I want students to feel this is a place they can...trust people," Nulman said.

In addition to the various services the center will offer, Nulman hopes that the presence of a permanent office on each campus will show students that YU as an institution cares about them. He explained that the physical, educational and psychological wellbeing of its students. Nulman voiced immense gratitude toward the University for implementing and supporting the center. "Without presidential support," he said, "The center could not have happened." Schwartz agrees about the University's dedication to its students. "The new administration has a strong commitment for strengthening the community and student life on campus," he said. "They all really want to be involved and hear what the students and schools need."

As the plans for the counseling center are in the process of being finalized, fervor about the program is increasing. Schwartz's presence, one which Nulman calls "the best in the business" is immensely anticipated university-wide by both faculty and students. "College is probably one of the most stressful times in a student's life," SCW senior and TAC president Aliza Abrams said. "Many students are far from home or don't have a place to let off steam outside of school. To have a place on campus where students can go and be heard and helped is a great idea and essential for a college campus."

## Jews Choose Their Battles

continued from front page

was a stellar performance."

The next band to perform was "Jeremy Gaisin and the Midnite Remedy". Gaisin possessed impressive vocals, and YC's Eitan Rosenberg, a loyal fan, compared them to the Wallflowers. Another YU student, Ari Weisfogel, said, "They work really well together. They have a great rhythm and know how to get the attention of the crowd."

Introduced as the "seven-headed baby," Az B'Yachad was the next band to perform, and perform they did. With an impressive combination of guitar playing by Donni Schwartz, base playing by Chaim Danzig of Blue Fringe, and the strong vocals of lead singer Chai Shai Gutovich, who also busted some energetic moves, the crowd embraced their incredible energy.

Shoshana Baum, a student from Brooklyn College who attended the competition, commented, "he's [Gutovich] like a cross between Michael Jackson and Mordechai Ben-David." For someone who started playing music four years ago, as Gutovich says, he sure knows how to work a crowd.

Emek Davar gave an incredible performance, with a lot of heart, and earned wonderful reviews. Their invigorating performance brought people running back in from the lobby.

"Tzemach," the final band of the night to perform, was a showcase of striking talent, from the stirring vocals of their lead singer, Yair Barzilai, to the unique appearance of the electric

violin. Finally, "Simply Tzfat," the special musical guest, ended the show, giving a great performance as usual. It was a beautiful culmination of an impressive array of musical talent, and perhaps previewed what could one day be a world-renowned band that got its start at YU.

The audience, all in all, enjoyed each and every performance, and gave generally rave reviews. Gadi Dotz, a sophomore at YU, praised the competition by saying, "I love hearing upstart bands perform- they have a lot of potential." Dotz's friend, Michael Fruchter, who attends Queensboro College, called it "a better social scene than the YU-Stern cruise." Apparently, that cruise is so legendary that even non-YU students know about its infamy. Together, in a prophetic twist, Dotz and Fruchter both agreed that "Emek Davar was awesome- the highlight of the night."

The panel of judges included many famous names, such as Nachum Siegel, from JM in the Am, Yitzy Spinner, who took the "Miami Boys Choir" by storm, and Ari Cukier, from the musical group "Lev Tahor." Many judges were YU alumni, and the band that won last year, "Emes," judged for the winning band this year. After a drum roll, the results of the competition were announced, with the following runners-up and winners: in third place, "Az B'Yachad," in second place, "Jeremy Gaisin's Midnite Remedy," and the official winner of the 2004 Battle of the Bands, to perform in the YU Chanukah Concert is "Emek Davar."

## Yeshiva Sends Delegation to GA

continued from front page

Israeli politics, concerns that occupy many young-adult Jewish minds. YU students also participated in a *Melaveh Malka*, (post-Shabbos meal) together with local high school students, held at one of the synagogues in the Cleveland area.

On Sunday, November 14, YU students joined the greater GA for the 3 day conference. There they were able to choose from a multitude of sessions, focusing on topics such as "Community Engagement- The Power of Volunteers," "If You Could Build Your Own Community from Scratch," "Understanding Islam and Modern Times," "An Intergenerational Leadership Dialogue" and others. Students dispersed throughout the sessions and met with esteemed personalities in the greater Jewish community, and in the YU community as well, like newly appointed Chairman of the Board of Trustees Morry Weiss. Weiss specifically

expressed to YU students the significance of their role in the Jewish community, and stressed the importance of inter-collegiate activities.

In addition, YU ran an exhibit booth throughout the entire conference, amidst other exhibits, that featured general and specific information about YU, and offered the other participants at the conference the chance to get a glimpse of the various nuances and specialties of the university. The exhibit, organized by YU's Department of Communications and Public Affairs, was under the execution of Hedy Shulman (director, media relations), as well as the Yeshiva presidential fellows. In addition, YU director of Max Stern Division of Communal Services Rabbi David Israel participated as a representative of the administration.

In reflecting on her experience at the conference, SCW senior and President of the Israel Club Hindy Poupko said, "YU's presence at the GA sent a message not only to the students

who participated, but to the greater Jewish community that we are engaged and interested in the future of the Jewish people." Presidential Fellow Rachel Cyrulnik offered her perspective on the significance of YU's attendance at the Conference. "I think that our presence gave us the opportunity to be exposed to the nondenominational Jewish world," she said, "as well as impressing upon them our interest and involvement in the greater Jewish community."

At the end of each day, YU students gathered for debriefing sessions, where they were able to share their individual thoughts and experiences and engage each other on their newly acquired knowledge and perspective. "At our debriefing sessions it seemed that we all agreed," commented Poupko. "We had been exposed to issues that we do not necessarily deal with on a day to day level as Yeshiva students."

While collectively the tight group might have shared some of the same experiences, different students left the GA with diverse

ideas and messages resonating in their minds. "I thought that the GA was enlightening in the sense that although I was somewhat aware of the gaps between different sects of Judaism, I never concretely realized that so much of American Jewry believes Judaism to be based highly on cultural and social factors," explained SCW senior Talia Kook.

Cyrulnik found that this experience had more practical implications. "Personally, the experience awarded me the chance to make connections for my career," she explained, "and allowed me to receive advice as well as inspiration from other Orthodox Jews in working in federation and Jewish communal activity."

On the other hand, Poupko had a slightly different experience, and left reflecting on a unique, yet significant kind of impression. "For the first time I was not thinking like a modern orthodox, yeshiva student but as a Jew," she said.

However, at the end of the day, the main message was clear.

YU's presence alone was the greatest accomplishment of this mission and for the members of its delegation.

"I think it was so important for YU to be a part of the GA to show that we, as representatives of the orthodox community are interested in bridging gaps and taking an active role in the Jewish community at large," expressed Kook. "We were able to give and to show who and what we represent, but also to learn, and understand what else is out there beyond our *arbah amot* [four corners]."

SCW junior Rachel Jacobson conveyed a similar notion. "I think that it was tremendously rewarding for Yeshiva University students to be exposed to the larger, global Jewish world," she said. "It can foster growth and awareness on campus and be a very positive influence on the Yeshiva University community."



# Salman Rushdie: An Address on Freedom of Speech



Salman Rushdie Speaks to Yeshiva Students

By Malky Rosenthal

On November 10 Salman Rushdie addressed the YU community regarding the issue of freedom of speech. The lecture took place in Lamport Auditorium, amid tight security, and with a crowded audience. In attendance were students and faculty members from YC and SCW. The lecture, which was also open to the public, was sponsored by the YC Book Project and the Rabbi Arthur Schneier Center for International Affairs.

Rushdie is most well known for his book "The Satanic Verses", published in 1988. The book caused a tremendous stir in the Muslim world and Ayatollah Khomeini, the leader of Iran, issued a fatwa against Rushdie. The fatwa was a religious edict that granted the right to any Muslim to kill Rushdie. The Ayatollah claimed that the way Rushdie portrayed Allah was sacrilegious, and Rushdie was therefore a heretic deserving of death. Rushdie mentioned the issue of the fatwa briefly in his new work. "To ascribe human

qualities to G-d is to diminish Him," explained Rushdie. "This is the main difference between the Muslim view of G-d and the Judeo-Christian view of G-d."

At Yeshiva, Rushdie used his own experience to address the struggle for freedom of speech that the world has faced for centuries, beginning with the European Enlightenment and extending until today. He related this problem to the Muslim world, arguing that many are afraid to speak out for what they believe in out of fear of the repercussions. Despite the criticism

and kill him. Pending the film's release in Great Britain, Rushdie had to decide whether or not to protest its appearance in the country. Rushdie chose to argue in favor of free speech and not have the movie censored. By doing so, the movie lost any power it may have had over British/Muslim residents. "Every voice should speak," said Rushdie, "and only then can we distinguish the shouters from the valued speakers."

The lecture was organized by The YC Book Project, which provides the freshmen of YC each year with a book in an effort to instill a greater sense of tolerance in the YU community and develop a broader sense of intellectual community. In previous years the Book Project has included works from Martin Luther King Jr., Mahatma Gandhi, and Tim O'Brien. This year's book is "East, West," by Rushdie.

Writers often tend to belittle their ability to speak. "Writers don't always make good speakers, but Rushdie was in fact a great speaker, both interesting and entertaining," commented Aliza Abrams (SCW '05), President of TAC.

Following the lecture was a book signing with Rushdie. Many people waited on the long line for Rushdie to sign various books he has written. "As a literature major, meeting a renowned literary and political persona like Rushdie was a very meaningful experience," said Sorah Shapiro (SCW '05). "Literature is one of the most important forms of communication, and meeting a master of that discipline, was truly rewarding."

"Every voice should speak, and only then can we distinguish the shouters from the valued speakers"

over Rushdie's "Satanic Verses", many Muslims wrote to him in secrecy extolling their praise to him for being the first to speak out about what is true.

"The question of free speech begins when someone says something you absolutely loathe," argued Rushdie. "It is then that you discover if you believe in free speech or not." Rushdie recounted a personal incident about a movie that was produced in Pakistan. The plot involved characters who had to find Rushdie

## Reporter Mirrors Braun

continued from page 11 able to talk. These meetings have evolved over the last few years. "We've changed the way we set the meetings up with students," says Hait. "One thing that has changed is trying to make the meetings more flexible with students' schedules."

Hait encourages students to stop by and not be discouraged if her office door is closed. "If my door is closed it is not usually that I am not there," she said. "It is because I am privately counseling someone."

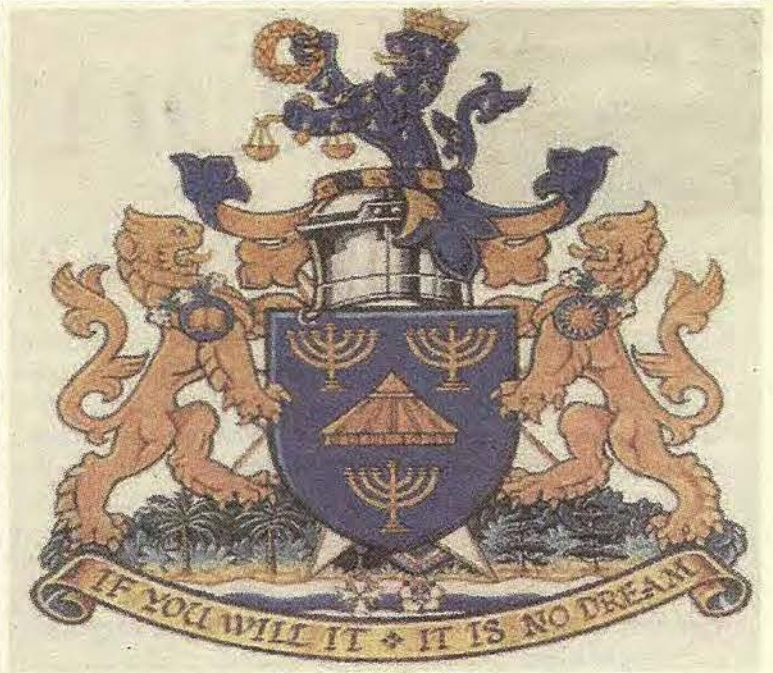
Hait also works closely with the Shabbat Enhancement committee and the clubs which host shabbatonim on scheduled

Shabbatot. She helps the committee with ideas on how to improve the weekend and makes sure that snacks are ordered accordingly. For a big shabbaton, like the Stern-Yachad Rayim shabbaton, Hait starts working weeks in advance giving pointers to the students in charge of the weekend. For instance, she tells them to speak to women who live on lower floors of the dorms about lending their rooms to women who live on higher floors so that the Yachad members will more easily be able to take the stairs.

According to Braun, they are "always looking to create new ideas." Hait explains one of the best ways to create new ideas is

to meet students and "bounce ideas about new products and ventures." This applies all across the board. The kumsitz (gathering with music and food), sponsored by the Office of Residence Life, resulted from a conversation about activities students enjoy.

The work Braun and Hait do is as part of a whole team of administrators and faculty members at Yeshiva University. Braun works with the academic deans all the time trying to make the college experience more beneficial for students. The University also sends staff members to conferences and brings in specialists to speak at meetings because, as Braun explains, "continued education is very critical."



Freeman's Coat of Arms

## Nova Scotian Legislator Addresses SCW

continued from front page

Freeman's coat of arms, displayed to her right, declared her open pride for her religion. The motif, which she designed herself, includes three menorahs, lions of Judah and a tent to represent the Jewish home as a central element of Judaism.

Prior to her appointment, Freeman taught grades four, five and six and participated in numerous boards in Nova Scotia, in areas such as education, hospitals and the theatre. When Canadian Prime Minister Jean Chrétien called and asked her to assume the position, Freeman was eager to accept.

"We have a responsibility to our secular community, because our great country...has afforded us a home and the opportunity to achieve," she explained.

From a religious perspective, Freeman referenced the Shema prayer. "We are commanded to love Hashem with all our hearts, soul and might," she quoted, explaining "might" as community service.

"Life is about balancing," she said. "You can [pursue] your profession and still not sacrifice your family time or your commitment to your faith. I've discovered that by remaining true to these values, I'm comfortable approaching community work."

To do this, Freeman kashered (to make kosher) the government house kitchen and is careful to not disturb her observance of Shabbat and holidays, even if her participation wouldn't involve actual transgressions.

The Lieutenant Governor presented a certificate on behalf of the province of Nova Scotia to SCW in "recognition of your university as the first Jewish liberal arts college for women on the occasion of your fiftieth anniversary." As Herbert Dobrinsky, vice president for university affairs, accepted the award on behalf of the school, he remarked, "Indeed, you are a role model worthy of emulation of our students and Jewish women the world over."

Though the venue in the

Levy Lobby in 215 Lexington Ave. was small and intimate, every seat was taken and students were impressed by the personable nature of the speech. "She spoke to us as Jewish women and really brought it down to us," commented Lisa Donath, SCW 05. SCW Student Council President Molly Fink echoed Donath's positive reaction. "She was empowering and really refreshing," Fink remarked. "I think everyone was really inspired. I hope this is the beginning of a wonderful series of events."

Freeman made a point of circulating and personally meeting the audience before and after her speech.

Professor Bryan Daves pointed out that the Lieutenant Governor's presence at Yeshiva would not have been possible without the efforts of Herbert Dobrinsky, a personal friend of Freeman from Halifax. Dobrinsky and Freeman's husband Larry, who offered his own words of advice as well, were present.

Professor Bryan Daves and Professor Joseph Luders, the David and Ruth Gottesman Chair of the department of political science, anticipate five to seven more lectures for this year and intend to continue the program for years to come. The next event will tentatively feature recent SCW graduates who are now on Capitol Hill or in other areas of national or international affairs. "The goal is to have a broad spectrum both in what kinds of careers [the women have] and where in their careers they are now," Luders explained.

"As young women, you are informed, articulate, active and accomplished," Freeman stressed. "Women have always been concerned about the welfare of others. [They] are now not only the nucleus of the family, but they are also the nucleus of our local, regional and global community. These are your very best years. The world awaits you and you await the world."

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# On Our Campus:

## Next Door to Controversy: Stern's Mysterious Neighbor

By Tova Stulman

By now, nearly everyone has heard of the novel that took the New York Times Bestseller List by storm: "The Da Vinci Code." Written by Dan Brown, the story is that rare combination of mystery, suspense, romance and intrigue that is incredibly readable. It has been a long time since a book has caused such controversy, perhaps no issue raising more ire and concern than that of the depiction of Opus Dei, an offshoot of the Catholic Church, regarded as a cult by some.

Founded by Josémaria Escriva, the Opus Dei headquarters are located in the heart of New York City, at 243 Lexington. Sound familiar, anyone? That's right, the now infamous location mentioned in the mega-hit book is right next door-connected, actually - to our very own school building. Girls have reported hearing faint chanting late at night, but otherwise, it remains a mysterious locale, much like the factory in Charlie and the Chocolate Factory-remember that famous line from the movie? "No one ever comes in, and no one ever goes out." Obviously, we can rule out oompa loompas churning out confectionery goods in the hallways, but what exactly does go on in there?

There are several classifications of members, sort of an Opus Dei hierarchy. Numerary priests' responsibilities include saying Mass, hearing confessions and giving spiritual guidance and encouragement to Opus Dei members. Numerary members generally all live in Opus Dei buildings and commit their entire salaries to the organization. These priests remain celibate,

unlike supernumerary members, who are permitted to marry and raise families. Apart from this distinction, the responsibilities of supernumerary members are mostly the same as numerary members. Meanwhile, numerary assistants (all of them women) remain celibate and are responsible for the care and cleaning of all the Opus Dei residences.

The organization has

called Brown's

novel

"ridiculous."

Perhaps one

of the reasons

that they

are miffed is

because the

mad, albino

monk named

Silas, a grim

reaper type

figure, who

goes around

murdering

characters,

is an Opus

Dei member

and claims to

be fulfilling

his religious

mission through

these actions.

But if Opus Dei,

as their official

website says, is

solely dedicat-

ed to infusing

spirituality in

everyday life,

why has it been

excoriated by

numerous people?

Opus Dei is

looked upon

suspiciously

for many reasons,

like the disturbing

fact that the

organization

discourages

members from

sharing their

involvement

in Opus Dei

with friends

and family

members. Perhaps

the first practice

of Opus Dei

members to

raise eyebrows

is the ritual

of flagellation,

or self-whip-

ping and the

wearing of the

cil-

ice, a thigh

bracelet spiked

with sharp

needles which

serves as a

constant reminder

that the body

does not over-

rule the soul,

and that physical

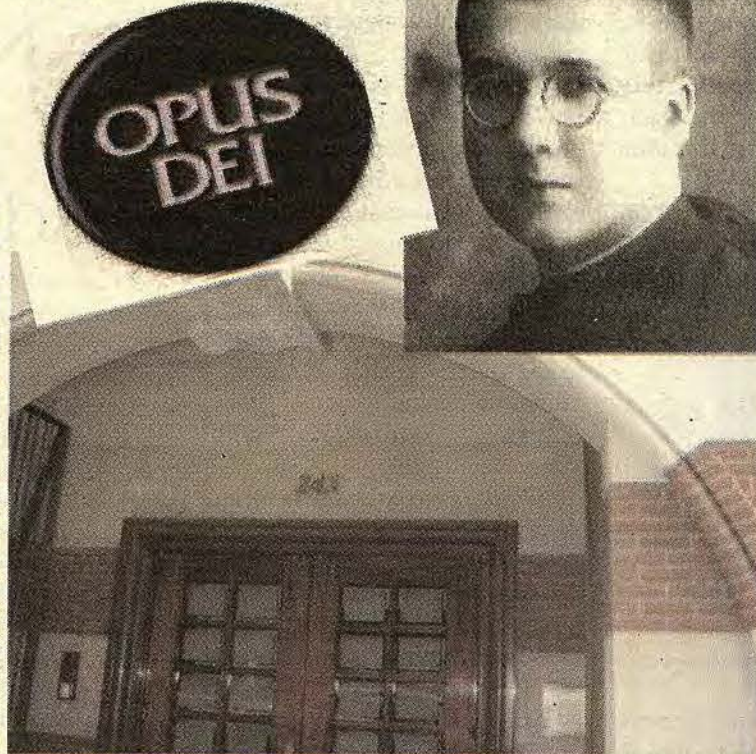
desire must be

stifled. Opus

Dei officials say

that it is merely

one way of



Clockwise from top left: The Opus Dei emblem, cult founder Josémaria Escriva, and Opus Dei headquarters at 243 Lexington

Catholic Church has long had traditions of abstinence and daily self-punishment in order to "better their spirits," yet most of these have fallen out of practice. The fact that Opus Dei members still engage in such alarming acts is odd, to say the least.

One of the reasons it has gained a cult-like status is that Opus Dei has aggressive recruiting policies, setting up camp near universities to target naive students into joining. It is ironic

how they have just recently opened up a multi-million dollar complex right next door to a plethora of college students who all happen to be Jewish. That is not to say that we are not susceptible, but so far, no reported attempts at conversion have been made.

Once members are inducted

into the group, attempts to leave are met with disdain- members who try to get out are made to feel that they are damned and scorning the will of G-d. Letters and phone calls to Opus Dei members are carefully monitored, making it hard for family and friends to get an accurate sense of what is going on with their loved ones.

Dianne DiNicola started the Opus Dei Awareness Network, a group that seeks to educate parents and people worldwide about the aggressive

recruitment policies of its officials, after her daughter was recruited and became a faithful member. Recruiters find out what types of activities potential members like to do, and then make a point of organizing those activities to get them to let their guard down. "For instance," says DiNicola, "if someone likes skiing, the Opus Dei recruiters will invite him or her up to a house in Vermont, and over that trip, will start to inculcate them with

Opus Dei mantra." Luckily, family intervention got her daughter out, but not every story has such happy endings. The Opus Dei Awareness Network's offices are based in Pittsfield, Massachusetts, but "we have contact with people all over the world," says DiNicola.

Since Opus Dei has been given a designation as a "personal prelature" by Pope John Paul II, meaning it only answers to the authority in Rome, it has been able to go about its business without fear of rebuke by local officials and bishops. Brown, when asked about his portrayal of the group, remarked, "I worked very hard to create a fair and balanced depiction of Opus Dei. While Opus Dei is a very positive force in the lives of many people, for others, the affiliation has been a profoundly negative experience." He goes on to say that he has based his descriptions of the group on many books written about it, and from interviews with past and current members.

No matter how accurate Brown may be in several of his main points, he has definitely irked Opus Dei officials, who claim that they are purely an organization dedicated to achieving a higher spiritual level in the face of a secular world. Opus Dei says that Brown has taken rumors about the organization and given it a vicious spin, thus perpetuating the vilification of this mysterious "secret society." Frankly, because of the secretiveness of the Opus Dei organization, there is virtually no way to accurately gauge what is truth and what is not- past members are biased, and rumors and books like "The Da Vinci Code" are basically only speculation.

## Writing Center, Online Tutoring

By Rebecca Rosenberg

SCW will offer an innovative new course this Spring, through the collaboration of the English and Education departments, which will afford students the opportunity to tutor for credit.

"The idea is that students will not only learn about how to teach writing but that they will be using the teaching of writing to learn about teaching in general," explained Jay Ladin, SCW English professor and director of the Writing Center.

The course will accept a maximum of five students who will attend a seminar involving education theory every week or so, taught by Professor Liz Lazaroff of the Education department. For the hands-on component of the course, Ladin will work with students individually

to train them as writing tutors for the Writing Center. This will involve role-playing in which Joy Surler-Tirpak, who oversees the Writing Center on a daily basis, will pretend to be the student while the tutor-in-training applies the skills she's learned to their mock session. Ladin will observe from afar and then work with the tutor by discussing the strengths and weaknesses of the mock session. Once the tutor-in-training has acquired the necessary skills as assessed by Ladin, she will be required to spend one to two hours a week independently tutoring students in the Writing Center.

The education department hopes this course will have an appeal to students who are interested in teaching on a high school to college level, especially since the education department is primarily geared toward students

interested in teaching on an elementary to junior high level. "If you're an English major and are interested in teaching at the high school level then this is a way to get some teaching experience," explained Surler-Tirpak.

This course is not only for students interested in pursuing careers in education. "This is useful for people who are...interested in teaching as a process," clarified Ladin. "Most people at some point in their lives teach. In fact, that is built into the Jewish tradition. And that's the idea of the Writing Center tutoring. It takes people who think of themselves as students and who are able to use their perspective as students to teach."

One limitation of the course is that students interested in working for the Writing Center could normally take a test and then undergo a much easier

training process under Surler-Tirpak to become a paid tutor within three weeks. Though these students would not have the advantage of the seminar and the more in-depth training, they would be paid ten dollars an hour for their work in the Writing Center while those enrolled in the course could not be paid until the semester ends. This also poses a problem for tutors of the Writing Center who are interested in taking this course - many would not want to forego the obvious monetary advantage of being a paid tutor.

However, Ladin believes the educational advantages of the course will attract interested students, despite the absence of a paycheck. "This is a more enriched forum of training because it has the educational component and students can receive academic credit," he

explained.

This is just one of the many efforts made by the Writing Center to expand its presence on campus. "We're always looking for new ways to make the Writing Center part of life at Stern," said Ladin. "We look for new ways to bring students in and new ways to bring faculty in."

As a side note, the Writing Center started offering tutoring via the internet last year. Students can send a paper up to ten pages long to the Writing Center Monday through Wednesday and the Center will try to return it within 24 hours. For those papers submitted on Thursday or Friday, students can expect them back the following Monday or Tuesday. Online tutoring is available at [yu.edu/Stern/Writingcenter](http://yu.edu/Stern/Writingcenter).



# SCW Happenings



## The Anne Scheiber Endowment

By Orlee Levin

Anne Scheiber very strongly believed that no woman should be prevented from the best education available to her, nor should she be stopped from fulfilling her dream of becoming a medical doctor because of financial need. As a result, when Scheiber died in 1995 she endowed Yeshiva University with \$22 million dollars, which continues to grow, to ensure that all women of high scholastic standing pursuing health fields are afforded the opportunity to attend SCW, and that all graduates of SCW are given the opportunity to attend Albert Einstein College of Medicine.

When Scheiber retired from her government job in 1943, she was receiving a monthly pension of \$83 and had a mere \$5,000 in savings. She lived a simple life, alone, in a one bedroom apartment in New York City. But Scheiber had quietly invested her money wisely in the stock market and upon her death on January 9, 1995, she had accrued a portfolio valued at \$22 million, which she chiefly bequeathed to Yeshiva University.

One of the most unique aspects of Scheiber's endowment was that she had never donated any money to Yeshiva University prior to her death. "When the executor of Anne Scheiber's will called Dr. Norman Lamm, currently the chancellor of Yeshiva University, who in 1995 was the President of Yeshiva University, Lamm declined to take the call," says SCW Dean Karen Bacon. "He had never heard of Anne Scheiber."

Anne Scheiber was born on October 1, 1893 in Brooklyn, New

York, as one of ten children. Her father died when she was a young girl leaving her mother to support the family. Scheiber, while working days as a bookkeeper, earned her high school diploma at night. She then pursued a law degree and found employment as a tax auditor. Throughout her 23 year career Scheiber received glowing performance reviews from her employers, but she was persistently passed over for promotions, a phenomenon which she ascribed to being a Jewish woman.

Scheiber's will stipulates that "preference shall be given to female students attending either the Albert Einstein College of Medicine or Stern College for Women... first preference shall be given to those needy female students having the highest academic average; secondly to female students attending Stern College for Women who have indicated an intention to study medicine or to enter the field of the physical and natural sciences and who have further indicated their desire to assist in the development of humanity and alleviate pain and suffering."

The administration delineates the exact meaning of her will. "On the undergraduate level the will was translated to be applicable to students who have high scholastic standing, are in financial need and are pursuing a

degree in the health fields," says Bacon. One question that arose with the stipulation of women pursuing careers in the health field was what if a woman who has previously received the scholarship decides to pursue a career



outside the field of health? Bacon is quick to explain this. "At the undergraduate level there is a lot more flexibility to fund students' education with the scholarship," she said. "It is very common for undergraduates to change their career path several times. It is conceivable that an education major who has a high academic standing and is in financial need could be receiving the 'scholarship.'"

The most unique aspect of the scholarship, explains Bacon, is what it does at the graduate level. Due to the stipulation in the will, the only graduate students who are eligible to receive the scholarship are SCW graduates who are pursuing a career in medicine at the Albert Einstein College of Medicine, since the money is required to stay within

Yeshiva University.

Bacon explains that "the way 'academic excellence' is interpreted at the graduate level is, any graduate from SCW who is accepted by the Albert Einstein College of Medicine, since

Einstein only accepts high academic standing students." Most graduates of SCW attending Einstein are granted the Anne Scheiber scholarship. Bacon remarks that "the way financial need is determined at the graduate level is by filling out a government issued form called a FAFSA but unlike at the undergraduate level, where the FAFSA determines a student's financial need based on the family's financial status, at the graduate level financial need is determined by the student's finances; thereby, placing most students in a position of financial need."

Bacon states that in the first year of the scholarship, academic year 2002 to 2003, there were three students who received full scholarships. In 2003 to 2004, four students received full scholarships, and this year, 2004 to 2005, six students are receiving full scholarships and one student is receiving a partial scholarship and well over fifty women will benefit from the fund in some way.

Most universities, in order to ensure that the funds from the

endowment last eternally, do not grant scholarships directly from the endowment money; rather the money that is granted is a percentage of the interest that the endowment earns. "At Yeshiva University we have a precedent of granting 5.5 percent of all endowments, regardless of how much interest the endowment incurs in a year," says Bacon. "So if there is a year that is especially successful and the endowment earns 10 percent then the extra money is put into the endowment for a year that is not necessarily as successful. This is also a protective measure against inflation." Bacon further explains that "the university has an independent, outside group that is responsible for handling the endowments, and they have been extremely successful at ensuring that the endowments grow."

The Scheiber endowment has aided Stern women in making their dreams of being medical doctors come true. With the Scheiber scholarship, students are now able to pursue a career in medicine without the worry of the large expenses associated with graduate school. Additionally, the scholarship appeals to many high school seniors weighing the advantages offered by various universities.

To date the Scheiber endowment is the largest single donation Yeshiva University has ever received. Thanks to Scheiber's generosity, commitment to Jewish women's education and belief that no student should be prevented from fulfilling her dream of pursuing a health related field because of financial disability, Stern women have been able to fulfill their dreams of becoming physicians.

## A Glance at Deans Braun and Hait

By Laya Pelzner

Every day hundreds of students enter the Office of the Registrar passing by a small room, its door swung wide open, usually teeming with a group of students. Zelda Braun, associate dean of students, usually wears an intriguing hat with a brightly colored flower or pin conveying her cheerful, outgoing personality. But new students might wonder what is it that she does exactly and why is her office filled with students? And why are there always students hanging out in the Assistant Dean of Students Beth Hait's office next to the elevators on the first floor of the 245 building?

Both Braun and Hait are committed to enhancing each

student's college experience in numerous ways, including coordinating the Metropolitan Experience, Shabbat Enhancement and Orientation. They welcome students into their offices to schmooze and vent, almost always leaving their doors wide open.

Braun, who began her job at SCW in 1986, is responsible for a myriad of activities that fall under the categories of administrative, clinical and supervisory. One aspect of her job is to oversee the committees and student leaders, and help them plan and coordinate events. Braun stresses that the idea is "to support student activities on campus." Ultimately, the students are the ones who make the final decisions, but Braun and Hait are there to guide the decisions and

help the leaders best serve the student body.

"There is a lot to support on campus," says Braun, "because there are so many different types of students. You never know what's in store." Braun is the driving force behind many of the student-oriented programs at Stern.

Each semester students look forward to the Metropolitan Experience, a unique opportunity for students chosen by lottery to participate in a variety of events unique to New York. Students join an SCW professor and sometimes his/her spouse in activities such as dining at an upscale restaurant, attending a hit Broadway show and painting pottery at Our Name is Mud, all subsidized by SCW. There is a student committee that suggests

the list of events, but Braun takes care of the details, including ordering the tickets and transportation to the events. In addition to her other responsibilities, Braun is the primary mentor for Office of Student Affairs presidential fellow Lisa Grundman, and she works closely with the Office of Residence Life. Braun's degree in social work comes in handy when counseling students.

Another major part of her job is planning orientation. Often students falsely assume that orientation is thrown together by a group of students in a few short weeks before the academic year begins. In actuality, Braun and Hait consider it "a full time job." During the spring semester they, along with an orientation committee, start working on orientation for the start of the next

school year. The task involves not only selecting a committee to work on orientation, but also deciding on activities, making reservations, figuring out transportation, putting together orientation handbooks and setting up information sessions and placement tests for incoming students. Additionally, all the activities have to be coordinated with the Wilf Campus. After all the arrangements for fall orientation are made, it is time to start working on spring orientation.

Hait explains that the bulk of what she does is counseling. She schedules meetings with first-time on campus students to check in on them and to encourage them to use the SCW community as a support system where faculty members are avail-

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## LADY MACS: An Introduction to SCW's Skirt-Wearing Basketball Players

By Sari Nussbaum

As the chill of November steadily seeps in, it's a sure sign that basketball season is rapidly approaching. Many SCW students are unaware that Stern College even has a basketball team. However, being a member of this team myself, I can assure you that the Yeshiva University "Lady Macs" not only exist, they are a force to be reckoned with.

Our team is comprised of 12 committed individuals who hail from all over the globe, including Seattle, Florida, Chicago, LA and even Australia. You'll see them around, in your classes, or more likely you'll see them in the various fitness centers on campus, or even at the local New York Sports Club. You'll be able to recognize them when you see bulging biceps and ridiculously good looking features. In fact, the Lady Macs have been practicing and training vigorously since

the very first week of school in an effort to prepare for their upcoming season.

This year, the season is starting out with a bang - with an exciting weekend tournament in Boston on November 20. The team will travel together to Boston, spend Shabbat with the Brookline community, and then compete on Saturday night and Sunday. This northeastern escapade will then bring the Lady Mac's season into full swing until the end of February. On average, our team has two games scheduled per week in addition to the regular intense practice sessions. Due to the lack of facilities in Stern, our team must travel considerable distances to practice and compete. Practices are held at Basketball City, located next to Chelsea Piers. Games are held either in Queens at Yeshiva University High School for Girls or at the opponents' college campuses, which can be up to a two hour bus ride away. Basically,

being on the basketball team requires players to devote up to four nights a week to either play or practice.

Not only do we have to forfeit our social lives, we also have to find the time to complete all our schoolwork, whether it's assignments, midterms or finals... now that, my friends, is what I call dedication. And so, in recognition of our remarkable dedication, the Lady Macs will be escaping the freezing New York weather during winter break for a tournament in sunny Palm Beach, Florida.

Our team will be captained this year by Lillian Almo and Jessica Epstein - both SCW seniors and fourth year team players. After last year's official consent from the NCAA to play in skirts, this year our team will boast six players who will wear skirts on the court - that makes up half our team. So, not only will the Lady Macs exhibit incredible skill on the court, they will definitely



From Left to Right: Lillian Almo, Sari Nussbaum, Jessica Epstein, and Jana

make a fashion statement as well.

As you can see, this season is expected to be filled with a lot of spirit and spunk, so you should all definitely make the effort to come out and watch a game. Unfortunately, there are not many games that take place in

Manhattan, but there will be one at Baruch College on December 1. So, don't forget to come out and support your team. Come to Baruch College on Wednesday night, December 1 at 7:30pm to support your LADY MACS.

## Dreams of a Healthier Lifestyle: New Fitness Center to Arrive on Campus

By Judy Alkoby

Imagine releasing the day's built-up tension by stretching and warming up the muscles in a yoga class. After the relaxing and meditating session, you rev up your energy and dance to the latest hip hop tunes. Finally, after a complete workout, you meet with a personal trainer to discuss your individual needs and develop a proper exercise regimen. What seems like a fantasy is about to become a dream come true, as Stern College prepares to open a sophisticated new fitness center.

Head of the athletics department, Dr. Jonathon Halpert, is very enthusiastic about the idea, and discussions of the logistics are currently underway. "There will be hip hop, aerobics and forms of exercise that the women want," said Halpert. He commented that existing treadmills and bikes are sometimes inadequate to the workout experience, and that the department recognizes there is a void in the current gyms. This new fitness center will attempt to achieve all aspects of a perfect gym, and satisfy the needs of the students.

The idea was initiated by student Chani Lewin, "There are a large percentage of girls who can't afford to sign up to a gym, or prefer not to shlep around to workout," she said. "This fitness center will use our facilities to the maximum." Lewin approached the department of athletics and presented the idea

of opening a new, comprehensive fitness center on campus. She envisions an array of professionally run exercise classes ranging from aerobics, total body conditioning, tai chi and more. In addition, nutritionists and personal trainers will be available to discuss appropriate exercise habits and food intake. Experts in fitness will occasionally give lectures that will enhance the understanding and appreciation of a healthy lifestyle.

The new fitness center is meant to fit the needs and requests of the students, and provide a more complete gym routine. Hopefully, the center will educate women about healthier lifestyles and promote a more positive body image. Lewin added that the center is not encouraging eating disorders and other similar unhealthy attitudes. On the contrary, it is being designed with the intentions of endorsing a proper routine under professional guidance and supervision.

Most importantly, the center will become a place to relax, have fun, and meet new people. Details of the gym, such as location and fee, are still under speculation but are expected to be convenient for the students at a minimal cost. Currently, Lewin is conducting a survey to get a better sense of how many students are interested in the fitness center and what classes they would enjoy. Everyone is strongly encouraged to email opinions to Chani Lewin at [cus@webmail.co.za](mailto:cus@webmail.co.za).

## Intramurals Galore

By Judy Alkoby

Colorful signs throughout the hallways mark the beginning of the new intramurals season. Currently, Stern College boasts intramural soccer and basketball teams, with the possibility of a softball team in the spring. All games are managed by professional referees, who encourage participation and help the games run more efficiently. Director of the athletics department, Dr. Jonathon Halpert, added that the referees "upgrade the quality of the game."

The intramural teams provide students with an athletic outlet and instill feelings of teamwork and healthy competition. They also provide an opportunity for students to develop their skills, without the pressure and commitment of being on a varsity team. Both the soccer team and the basketball team received unanimous positive responses. "It's the small things when put together that help build up the athletic department," Halpert added.

Leah Angerman initiated the soccer team and is optimistic about the interest displayed by many students. The first meet

had a relatively low turnout due to midterms, but many students anticipate attending future soccer meets. Angerman originally thought of the idea of intramural soccer since soccer has always been a passion of hers. "Before I became religious, I used to play soccer all the time on the weekends. Now, I miss playing soccer, and wanted to find a *tznius* way to play where other girls can also participate," explained Angerman. "It is a great way to have a break from studying, and run around, workout and meet other people. We just want to have fun." No experience is necessary to attend, but commitment is always preferred. The soccer team meets on Wednesday nights, and all students are strongly encouraged to participate.

The basketball intramural team successfully launched its first games of the season. Student Sara Azran remarked that she joined the team since she couldn't play for the varsity team. Sara said, "Basketball is my life, and the intramural team gives me a chance to play." Many students have had some past experience with basketball, and the intramural team gives them an opportunity to continue with

a sport that they love. Azran added she really feels the team spirit, and everyone has a "really good time." The basketball team even received uniforms, to set a more team-like atmosphere. Sara's only complaint is that the court size is too small. Even though the teams are already arranged, students are encouraged to participate, especially because not everyone can always attend every game.

Halpert added that the intramurals are not meant to take away from the varsity teams. The varsity teams can only accommodate a certain number of students, and the intramurals allow more students to be involved in athletics. "We are looking to build a stronger intramural program, and continue to strengthen the varsity teams," he said. Overall, the intramural teams seem to have a positive influence on the students. Many women take advantage of the wonderful opportunity to workout and indulge in the various aspects of competitive sports. The next time you feel the urge to kick a soccer ball or shoot some hoops, check out the intramural teams. You're guaranteed to have an enjoyable experience.

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Jubilee Lecture to Focus on Orthodox Jewish Families



Dr. Sylvia Barack-Fishman

"Challenges and Opportunities: Orthodox Families Confront a Changing World," the final lecture in a seven-part series commemorating the 50th anniversary of Stern College for Women of Yeshiva University, will be held on Sunday, Dec. 5 at 7:30 pm at Yeshiva University's Geraldine Schottenstein Cultural Center.

The lecture will be given by Sylvia Barack-Fishman, PhD, a 1964 SCW graduate and associate professor of contemporary Jewry and American Jewish sociology at Brandeis University. Fishman received a master's degree from New York University and a doctorate from Washington University. She is the recipient of several awards, including the 1994 National Jewish Book Award in the contemporary Jewish life category, and YU's Samuel Belkin Award for Distinguished Professional Achievement. She is the author of five books on American Jewish sociology.

Joel Announces Appointment of Senior Advisor on Israel Affairs

The appointment of Howard M. Weisband as Senior Advisor on Israel Affairs was announced by President Joel November 5, a YU position effective immediately.

Joel remarked that Weisband, in this new university position, "will aid YU leadership in envisioning and repositioning Yeshiva University in Israel." The appointment of a senior advisor for Israel Affairs strengthens one of the chief cornerstones of the president's vision for a renewed Yeshiva University—the centrality of Israel in YU affairs and programs.

Weisband will provide the leadership in Israel for developing joint ventures and partnerships with various Israeli institutions in law, education, science and social work. He will also help to increase awareness in Israel of YU's programs and commitment to the state and people of Israel, and he will build relationships with YU's more than 2,000 alumni living in Israel.

Weisband will act as the director of YU's Israel operations, including the supervision of all administrative personnel and the management of the Gruss Campus in Jerusalem. In addition, he will be an adjunct faculty member in areas of Jewish communal leadership.

Weisband brings to his new position at Yeshiva University more than 20 years of distinguished experience as director general of the UJA Federation's Canada Israel Office, vice president of international development of Bar Ilan University, and secretary general of the Jewish Agency for Israel.

Yeshiva University Offers Extraordinary Sunday Learning Opportunity for Men

An unprecedented initiative by Yeshiva University offers men of all ages, Jewish backgrounds and educational levels the opportunity to participate in traditional yeshiva learning with YU's most celebrated roshai yeshiva on Sunday mornings.



Rabbi Michael Rosensweig

"Yeshiva University is striving to serve our communities with initiatives aimed at strengthening Jewish life and learning—through Torah seminars, kollelim (advanced Torah study), and opening our doors to all those who wish to learn with our rabbinical students, rebbeim, and Torah scholars," said Yeshiva University President Richard M. Joel.

The Kollel Yom Rishon, designed to accommodate working people, is located at Yeshiva University's Wilf Campus in Washington Heights, home of the university's affiliated Rabbi Isaac Elchanan Theological Seminary (RIETS). The new initiative utilizes the beit midrash (study hall), where participants receive and review material to prepare for a shiur (lecture) that follows. Each week the shiur is given by one of RIETS' roshai yeshiva (professors of Talmud), including Rabbi Meir Goldwicht, Rabbi Yaakov Neuburger, Rabbi Michael Rosensweig, Rabbi Yonason Sacks, Rabbi Hershel Schachter, Rabbi Mayer Twersky and Rabbi Mordechai I. Willig.

The Kollel Yom Rishon takes place at Zysman Hall's Main Beit Midrash, 2540 Amsterdam Avenue (between 186th and 187th streets). Shacharit (morning prayer service) begins at 7:45 and 8:10 am in Morgenstern Hall (2525 Amsterdam Avenue). A light breakfast follows Shacharit outside the Main Beit Midrash. Learning commences at 9 am, the shiur at 9:40 am, concluding at 11 am.

No registration is required and there is no fee for participating. Free parking is provided in Parking Lot E, at Amsterdam Avenue opposite 183rd Street. For more information, contact [beitmidrash@yu.edu](mailto:beitmidrash@yu.edu) or call 212-960-5265. For program updates, future schedules, and audio recordings of each shiur, please visit [www.yu.edu/kollelyomrishon](http://www.yu.edu/kollelyomrishon)

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Morry J. Weiss, Chairman of Board of Trustees, Hosts Dinner for Stern Students from Cleveland

Stern College for Women students from the Cleveland area had the opportunity to have dinner Tuesday with Morry J. Weiss, chairman of the Board of Trustees, to discuss their experiences at Stern.



The dinner took place in the Ivy Center at the Jerome and Geraldine Schottenstein Residence Hall on the Beren Campus. Mr. Weiss, a Cleveland resident who is chairman of American Greetings Corp., asked the 11 students about such topics as their out of town experience, recruitment, and facilities improvements.

Standing l-r: Romema Fireman, Emily Gross, and Morry Weiss. Seated l-r: Chaya Melton, Leora Galian, Ketti Kanfer, Sarah Stern, Talia Weiss, Meira Fireman, Sarah Schabes, and Batsheva Cohen.

YU Dedicates Wilf Campus



Joseph Wilf and family members joined President Richard M. Joel, Chairman of the Board of Trustees Morry Weiss, and Chancellor Norman Lamm at a ribbon-cutting ceremony dedicating the Wilf Campus.

Yeshiva University formally dedicated the Wilf Campus during an annual reception for its boards of trustees on November 16, 2004.

Joseph Wilf and family members, all YU Benefactors who have supported the university for many years, cut a ceremonial ribbon in front of the Wilf Campus monument.

"It is a privilege to have the Wilf name associated with YU and what it represents," Wilf said during the reception. "The university is a model of excellence in fulfilling

the leadership of the Jewish community."

The event also marked Mr. Wilf's 80th birthday, which board members celebrated by presenting him with a card signed by the YU community.

In 2002, the Wilf family of Hillside, NJ, made a munificent gift to YU, chiefly to underwrite major enhancements to its main campus in the Washington Heights section of Manhattan. In gratitude for the family's generosity, the campus was named the Wilf Campus of Yeshiva University.

Over the next few years, the Wilf gift will provide for beautification and enhancement of the seven city blocks of the uptown campus. The gift also continues the family's support of the Wilf Distinguished Undergraduate Scholarship Fund at YU that underwrites the education of undergraduate students at the highest level of academic achievement.

YU Sponsors Conference for Teens

Yeshiva high school students from around the United States gathered October 31 to November 2 at a retreat center in the Poconos for "One Nation Under God," a leadership development conference sponsored by Eimatai, an initiative of Yeshiva University. This project is designed to help teens balance their dual identities.

"We want to challenge high school students to consider their place in relation to America, its politics, culture, and social issues," said Judy Goldgrab, coordinator of educational leadership projects at YU through its Max Stern Division of Communal Services.

At the conference, students explored how Jews approach American civic life, including issues such as voting for leaders, tzedakkah priorities and devoting time to Jewish and non-Jewish causes. In keeping with the November 2 national elections, one conference program involved students in a campaign to elect a "role-model American Jew," according to Goldgrab.

"Two advisors presented differing views on how best to balance American and Jewish identities, and at the end of the conference students voted for the candidate who best represented their personal perspective," she said.

Eimatai Yeshiva High School Leadership Conferences are an outgrowth of Torah Leadership Seminars, a popular YU program during the 1950s, '60s, and '70s that identified and developed future leaders from among Jewish teens at public high schools.

In 1999, a group of YU college students suggested a revised model of leadership development programming that would provide an open forum for student leaders to encounter complex communal issues and to empower students to realize their visions. Since then, Eimatai Leadership Conferences have tapped scores of student leaders.

Past conferences have focused on pertinent issues of the day, such as interaction with non-Orthodox Jews and learning about Jews from around the world. Conferences also aim to motivate students to create initiatives at their schools, synagogues and communities. Recent projects have included letter-writing campaigns and a student-led rally—attended by some 4,000 high school students—to support Israel.



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## Scientific and Halachic Controversy: Assisted Reproduction, Cloning and Stem Cell Research

By Jessica Feig

As citizens of the 21 century, the modern Jewish community often finds itself at the intersection of contemporary society and ancient traditions. At SCW, the synthesis of Judaic and secular subjects occurs daily. Therefore, it is not surprising that YU's motto is Torah U'maddah; students try to grapple with topics hard to conceptualize and make sense of scientific phenomena. Yeshiva offers networks and resources to help students pose these questions, get inquiries answered and engage in debate.

One event that offered such opportunities occurred on Sunday, October 24, 2004, at the YU Museum. "When Man Creates Man: Assisted Reproduction, Cloning, and Stem Cell Research through the Prism of Halacha and Ethics" marked the 5th of the Stern Jubilee Lecture Series. Dr. Zev Rosenwaks, Nancy N. Dubler and Rabbi Dr. J. David Bleich engaged in debate while Rabbi Dr. Edward I. Reichman, a YU alumnus, moderated the event.

Rosenwaks, director of the Center for Reproductive Medicine and Infertility at New York Weill Cornell Medical Center began with the verse in Genesis, "Be fruitful and multiply, fill the world and be able to control it." He described the importance of fertility as a means of *our own* survival. Hence, he fully supports any means of assisted reproduction. Rosenwaks showed a powerpoint presentation to help explain different methods of reproduction, namely In Vitro Fertilization (IVF) and Intracytoplasmic Sperm Injection (ICSI). He also spoke of the importance of Pre-genetic Determination (PGD) and stem

cell research. However, he often reminded the audience that science and Halacha must be separated from the stem cell research debate. Rosenwaks advised the audience to pressure Congress to get federal funding for stem cell research underway; otherwise, the U.S. will fall behind in scientific discovery.



Rosenwaks discusses the impossibility of human cloning

Although Rosenwaks espoused this prevalent view, some of the other panelists offered different viewpoints. Nancy Dubler, LLB and director of Bioethics at Montefiore Medical Center, presented the ethicist's perspective. She provided possible dilemmas concerning assisted reproduction since she believes that assisted reproduction makes eggs a commodity. Multiple gestations associated with assisted reproduction lead to the debate concerning selection: which fertilized eggs should be discarded, and which should be implanted on the uterine lining? Thus, if one is faced with infertility, there are alternate methods to having a child, such as adoption. In addition, problems with identity and society surround the cloning issue. She further criticized the lack of specific published data in the U.S. documenting the outcomes of stem cell research.

Throughout the evening Reichman, assistant professor in the Department of Emergency Medicine at Montefiore Medical Center, provided humor to the night's heated debates. He told of a scientist who challenged G-d by telling Him that he can, in fact, create man too, just by manipulating soil and blowing

breath through its nose. When G-d said, "Oh yeah, show me," the scientist began to take soil from the ground and mold it, as with the craftsmanship of a potter. G-d immediately responded, "Stop! You better use your own soil."

After the crowd settled down from the laughter, Bleich, professor of Jewish Law and Ethics at Cardozo School of Law and Rosh Yeshiva of the Rabbi Isaac Elchanan Theological Seminary, spoke of the religious perspective on assisted reproduction, mainly fertility as the man's mitzvah. He went even beyond the standard interpretation by quoting the Rambam, who supports the belief that man's actual mitzvah is the act of intercourse to produce life but not necessarily having the obligation to make life. Bleich explicitly stated that assisted reproduction is not divinely required. Halachic problems with assisted

reproduction arise from the fact that harm and genetic abnormalities can be a likely result, and there isn't consent from the fetus. He stressed, "Man should not knowingly create life that carries with it a burden."

A lively question-and-answer period followed the debate. When Dubler responded to one question by saying that infertility might be considered an occurrence and not a disease, Rosenwaks adamantly interceded by saying that if not as bad, it is worse than cancer. He told her, along with the audience, to imagine a society where there is no reproduction. According to Rosenwaks, even if IVF never gets federal funding, it will continue with the consistent support of private individuals. "Stem cell research is here to stay whether we like it or not," Rosenwaks predicted. "But in the next two to three years it will explode [in terms of the magnitude of work conducted] in the U.S."

"Stem cell research, along with assisted reproduction, is performed by scientists and physicians to serve society at large," he said. "After all, the most fundamental tenet of medicine is Do No Harm. The donor, receiver and future child's safety is always of equal concern and interest to the physician."

The three speakers all agreed that cloning organisms is by no means acceptable or supported by anyone, scientifically or *halachically* speaking. As Dubler put it, "There are good ideas, bad ideas and terrible ideas. Cloning is a terrible idea."

The evening was sponsored by Dr. Marcia Robbins-Wilf. She has provided consistent support to bring YU students outstanding lecturers with diverse backgrounds and perspectives.

## Feig's Fast Facts

By Jessica Feig

Do you know that vinegar is derived from the French phrase *vine e-gar* meaning sour wine? In fact, its discovery was accidental. It therefore became common to leave wine in barrels for months until it would attain the desired acidity of vinegar. It wasn't until the nineteenth century that the commercial production of vinegar took place. Louis Pasteur is credited with having done the research which led to its manufacture.

Two distinct biochemical reactions are responsible for the production of vinegar. In the first reaction, ethanol is produced from the fermentation of carbohydrates. The second reaction results from the action of bacteria upon the alcohol, which converts it to acetic acid.

Although vinegar might seem like a mere condiment, its versatility is fascinating. In ancient times, Babylonians used it as a preservative while Hannibal paved the road with it as his army crossed the Alps. Hippocrates delineated to the Greeks its therapeutic and medicinal qualities. Today, vinegar is used to treat rashes, insect bites and sunburns. Interestingly, vinegar was the common treatment for soldiers' wounds during WWI.

John Hopkins University is researching another possible benefit of vinegar. It has proven to be effective for the detection of cervical cancer. Vinegar's benefits should certainly be of interest to third world countries where pap smears aren't widely available.

To learn more, visit [www.versatilevinegar.org](http://www.versatilevinegar.org)

## Chemistry from Cuba: An Interview with Dr. Blau



SCW's Dr. Lea Blau

By Adinah Wieder

Dr. Blau, professor of Organic Chemistry at Stern College, recently had the privilege of attending the Fifth International Congress on Chemistry and Chemical Engineering. Along with a small group of educators representing the United States, Dr. Blau traveled to Cuba to attend and pres-

ent at the conference.

Delegates from across the globe gathered at the conference from October 18-22 in Havana, Cuba. The primary focus of the conference was to discuss in a diverse atmosphere the most recent industrial, scientific, and teaching advances in all fields of chemistry. One of the main ideas at the conference was the challenge of chemistry advances in developing countries.

Dr. Blau, in conjunction with Dean Bacon, has researched the growing trend of women pursuing fields in the area of science. Dr. Blau's conference presentation discussed the enrollment of students in the field of chemistry particularly in Yeshiva and Stern College. According to the data gathered by Dr. Blau and Dean Bacon, enrollment of female students in organic chemistry at Stern College has increased from 13 in 1987 to 32 in 2003. This is an increase of 146%. Yeshiva College has also seen an increase in enrollment of students in

organic chemistry. In 1987 enrollment was 37 students, which increased to 49 students in 2003, a 32% increase. The discipline of biochemistry has seen a 233% increase from 1987 to 2003. Dr. Blau believes that the number of students taking courses such as organic chemistry and biochemistry is indicative of the number of students that wish to pursue careers in science related fields.

In addition to lecturing at the conference, Dr. Blau had the opportunity to hear many lecturers present their research. Many of the speeches were delivered in Spanish and available simultaneously through headphones in English. With the multitude of lectures available, Dr. Blau mostly attended presentations on molecular biology and biochemistry.

Dr. Blau described her amazement at the advanced research presented by many of the Cuban scientists. "They are at the forefront of research with

laboratories that are not nearly as advanced as the ones here in America. They live on salaries of twenty five dollars a month and when a bulb goes out in an instrument in the laboratory it takes months to replace it." Dr. Blau felt this to be a very strong lesson to students. Cuba, despite monetary constraints and a lack of research equipment is at the vanguard of discovery. They have the will to succeed and despite what they lack, they manage to thrive. "They do excellent work," said Blau. "And they are very enthusiastic about what they do."

Dr. Blau describes Havana as "a beauty in ruins"; the poverty was visible. She explained, "You do not see hunger but there were absolutely no signs of wealth." On her visit to the University of Havana, Dr. Blau had the opportunity to speak with some of the college youth. Many were able to communicate freely in English, expressing no language barrier. They did not speak of Castro or

the current situation in Cuba, but did discuss their hopes and aspirations.

Dr. Blau also visited the university to attend a unique ceremony that honored Dr. Ernest Eliel. Eliel fled the Nazis, journeyed to Cuba and pursued a degree in Cuba. Dr. Eliel lectured on stereochemistry and was then presented with an honorary doctorate. Dr. Blau recalled that the ceremony was very moving. Seeing the American and Cuban flags side by side and hearing the sound of both anthems was stirring.

The conference proved to be highly stimulating and enjoyable for Dr. Blau. Being in Cuba and having the ability to view the conditions under which the researchers work increased her appreciation for their work. It should serve as an example to students here at Yeshiva University where the opportunities are endless: anything is possible, and it is up to the individual to make it happen.



# New York City Opera's "Cinderella": Almost Makes you Wish Fairy Godmothers Would Mind Their Own Business



Cinderella and her prince charming

By Dodi-Lee Hecht

It is never a good thing for an opera to have only one superb vocalist. It is even worse when the next best singer in the cast is most well known for her career on "Saturday Night Live." Unfortunately, that is exactly the case with respect to New York City Opera's production of Rodgers and Hammerstein's musical comedy, "Cinderella." It would seem that this production decided to emphasize the comedy instead of the music. The result is appalling and decidedly unfunny.

Of all of the main performers, only Sarah Uriarte Berry, who plays the title role, and

Christopher Sieber, who plays the prince, seem to recognize the fact that they are performing in an opera house. And, of the two, Berry alone is a consistent pleasure to listen to, throughout the opera. In fact, despite the possibility that her performance may have seemed particularly exceptional given the ensemble with which she performed, Berry's renditions of "In My Own Little Corner," in the first act, and "A Lovely Night," in the second act, are almost reasons to suffer through the rest of the show. Almost.

Sieber, unlike Berry, is not extraordinary. He is actually very ordinary. In the first act, his most impressive scene involves a well-orchestrated joke in the dialogue,

the length of which is about 20 seconds. However, by the second act, it does look as if his vocal chords have relaxed and his duet with Berry, "Ten Minutes Ago," is, actually, somewhat delightful. It's almost great. Almost. Still, for Prince Charming, Sieber is so forgettable one begins to wonder why all the girls in the kingdom are so smitten.

Yet, unmemorable is better than memorably painful. Some of the solos of the other cast members are so unpleasant on the ear that one might easily find oneself wishing that "Cinderella" was a pantomime.

Of the eight primary performers, three are most famous for non-musical performances. Ana Gasteyer, of "Saturday Night Live" fame, is the best of them without a doubt but she would not be so dreadfully missed if that was the price to pay for a cast of vocalists instead of humorists. Still, her rendition of "Stepsisters' Lament," with Lea DeLaria, is a pure joy to watch and does secure her place as the second most talented voice on the stage.

Both the King and the Queen are played by famous comedians, Dick Van Patten (one of the Mel Brooks gang) and Renee Taylor (who played Fran Drescher's mother on the TV show "The

Nanny"), respectively. From Taylor's acting credits alone it is easy to guess which of the primary performers has the worst voice. Her nasally New York accent might have been an interesting break in the high culture tone of the fairy tale if only she wouldn't have had to sing. Unfortunately, perhaps in an attempt to deafen the audience before the rest of the production plays out, Taylor has a solo half-way through the first act. When one recognizes that this fantasy kingdom is stuck with a funnyman for a king, an aging J.A.P. for a queen and a prince with all the charm of beige, one almost feels more sympathy for their subjects than for their audience. Almost.

To round out this group of misfits, there are an overly bitter fairy godmother, played (just barely) by Eartha Kitt, and a step-mother who no one could ever mistake for a mother. In fact, the possibility of this actor bearing any children is anatomically impossible. Still, for a drag queen, John "Lypsinka" Epperson is almost matronly as he towers over his two "daughters" and prances across the stage with exaggerated hand gestures. One often wonders how much in love Cinderella's father must have been to be so unaware of how miserable a life he was dooming

his child to live. Well, this production gives the blindness of love a whole new meaning.

As for Kitt's performance, the highlight of her stage time was most likely when she accidentally got her wand caught on Cinderella's gown and, consequently, almost completely changed the ending of the story.

To date there have been two films made of Rodgers and Hammerstein's classic, one in 1965 starring Lesley Ann Warren as Cinderella and one in 1997 starring Brandy. These are soon to be joined by the release to DVD of the 1957 rendition, which was filmed live from Broadway for CBS and starred Julie Andrews. When people gathered in their homes in 1957 to watch the live broadcast there was a strong feeling that what they were about to see would be almost as spectacular as being at the actual performance. Nearly fifty years later, an audience at Lincoln Center is forced to sigh with the realization that the most recent stage production of Cinderella is not at all as magnificent as any of the productions one can access from one's living room. Almost but, to echo the sentiment of a certain prince in regard to a certain glass slipper, when it comes to "Cinderella" only a perfect fit will do.

## New Restaurant Offers a Taste of Israel

By Reena Mittelman

If you're looking for an inexpensive, informal spot to eat out, Little Jerusalem Grill is the place to go. Conveniently located at 633 2 Ave. (between 34 and 35 streets), this restaurant and delicatessen features Israeli-style dishes in a Middle Eastern atmosphere. The Grill, which calls itself *Yerushalaim Ha'hetana* (Little Jerusalem) is a recent addition to the plethora of kosher Manhattan eateries. Although it opened only four months ago, it already offers catering, takeout and delivery services. Though the food is mediocre, the restaurant's excellent prices, wide menu variety, decent environment and popular location make it an attractive option.

From the moment you enter the restaurant, it's obvious that Little Jerusalem has tried hard to exude an Israeli atmosphere. The simple pink and maroon décor has a few nice touches, but just narrowly misses being too tacky. A giant plastic coconut tree greets customers at the door and paintings of scenes in Israel and traditional Israeli art cover the walls of the room. Jewish and Israeli music plays in the background, potted plants are situated throughout the room and the smell of falafel fills the air. The room, which is filled with 14 small black and white café-style tables,

seats 48 in all, and has only one small restroom. Despite the cramped space, the room looked relatively clean. Small decorative themes, such as matching doilies on the tables, lamps on the ceiling and a tiled pattern on the floor, lend interest to an otherwise inelegant room.

The service was very slow (there was only one waitress and it took 10 minutes for service) but the staff was extremely friendly and attentive, frequently checking back with customers to make sure that everything was satisfactory. Several dishes were served in pretty black and gold wicker baskets, the dishes and silverware were clean and simple and the chairs and the room temperature were comfortable.

The food was good, but certainly not anything to write home about. The eclectic, all day menu offers a choice for everyone serving French fries, deli burgers, salmon, falafel and pita, Moroccan cigars, chickpea salad, chicken wings, cholent, gefilte fish and apple noodle pudding. Prices are very reasonable, ranging from \$2.50 for roast potatoes to \$25.95 for lamb chops. Entrees are served with a choice of two side orders, such as potatoes, fries, salad, rice or beans. Prominent on the menu are the grilled foods, such as

shwarma, grilled chicken breast, shish kabob, steak, spare ribs and lamb chops, and deli (hot dogs, hot brisket, roast beef, etc.). One thing to note, however, is that the shish kabob (\$7.95), although a tasty meal, comes with a very



Shwarma at The Little Jerusalem Grill

small meat portion. Still, this is compensated by the accompaniment of a thick, warm pita sandwich filled with Israeli salad and tehini.

Don't worry if you're not a meat-lover. Although the restaurant's specialty is its grilled food. It serves many different kinds of kugels, fish, pasta and knishes. A variety of inexpensive vegetarian options are also available, such as veggie burgers (\$9.95, with fries and salad) and vegetarian pudding (\$5.50). The menu also includes a wide range of interesting salads such as babaganoush, Turkish

salad, macaroni salad and chicken salad.

Homemade soups and side orders round out the menu. I highly recommend the "homemade" matzo ball soup (\$4.50), which was flavorful and served steaming hot with a huge matzo ball. One thing to avoid is the appetizer falafel plate, which comes with 6 falafel balls and a tahini dip. At \$4, this dish is reasonably priced, but for a restaurant that prides itself on its Israeli menu, the oily, bland falafel is a big disappointment. An assortment of bakery cakes are available for dessert (\$4.50), but the one I tasted was dry and flavorless.

Little Jerusalem also advertises itself as a delicatessen, and the restaurant includes an entire section of cold cuts ranging in price from \$12.99 to \$15.99/lb. A specially priced Shabbat meal including fish, chopped liver, salads, soup, rotisserie chicken, cholent, deli, kugel, Shabbat candles and desserts is available for takeout or delivery. Customers are encouraged to call and make a reservation for this "Shabbos Special" as early in the week as possible.

Although it seems that Little Jerusalem Grill is still working

out several problems, it is perfect for a casual get-together with friends. Remember that portions are small so be prepared to order from multiple sections of the menu. Don't forget to inquire about the daily chef's special and the soup of the day, and be forewarned that items on the list may not always be available. No reservations are necessary, but due to the size of the room, I would recommend that large groups reserve a space in advance. The restaurant clearly has the energy and creativity to succeed, and with a little work, it can create its own unique identity.

Little Jerusalem Grill is looking to hire college students to work in the restaurant.

Little Jerusalem Grill is typically open Monday to Thursday 11 a.m.-11 p.m., and Friday 11 a.m. until about 3 p.m. However, it seems that hours are slightly flexible, so it would be a good idea to call beforehand to make sure of the day's hours. Neighborhood delivery is free with a minimum order of \$10. The restaurant accepts all major credit cards, and hospital employees and students with valid proper I.D. receive a 10% discount. For more information contact the restaurant at (212) 779 1411. Orders may also be faxed in to (212) 779 1666.



# UP AND COMING IN THE BIG APPLE

## December Dilemma: Jews, Television, and the Holiday Season

The Jewish Museum  
November 2 through January 2  
1109 Fifth Avenue  
Website: [www.thejewishmuseum.org](http://www.thejewishmuseum.org)

## Jewtopia

Westside Arts Theatre  
October 21 through February 27  
407 West 43rd Street  
Website: [www.jewtopiaplay.com](http://www.jewtopiaplay.com)

## Reel Jews Film Festival

92nd Street Y  
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35 West 67th Street  
Website: [www.92y.org](http://www.92y.org)

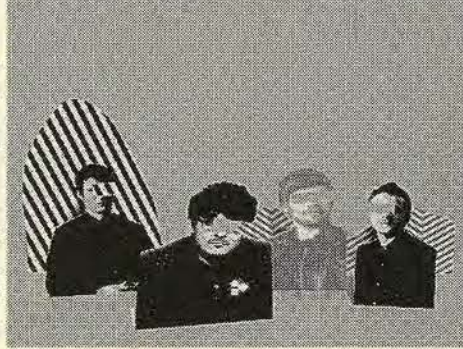
## Michael Wesely: Open Shutter

Museum of Modern Art  
Opens November 20  
11 West 53rd Street  
Website: [www.moma.org](http://www.moma.org)

## Dancing About Architecture: Back To The Futureheads

By Esther Lam

### THE FUTUREHEADS



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"Meantime," "First Day," and  
"Hounds of Love"

Remember the '80s? It was a time when scrunched ponytails graced the sides of our heads, when every Sunday we tuned in to "The Smurfs" and "The Care Bears," when music meant Michael Jackson's "Thriller" and "Billy Jean," when we assumed high school would be just like the movie "Ferris Bueller's Day Off" and "The Breakfast Club." The nostalgic era is so vivid in our minds it is almost as if it was yesterday that Mario and Luigi were jumping on turtles and dodging oversized bullets to rescue their kidnapped princess.

Perhaps the reason why we remember this time so well, besides for it spanning our early upbringing, is our culture's current return to the craze. Both music and fashion ooze with '80s culture as the long retired fads return. Many walk the streets supported by their high top Converse Chuck Taylors as they bob their heads to the '80s imitative tunes of "The Donnas," "No Doubt" and "The Ataris." H&M and Urban Outfitters are exploding with '80s paraphernalia that include rocker tees and Levi's style denim jackets.

The Futureheads, along with many other bands, are participants in the revival of the era. Their nostalgic British punk rock beats can be heard on their self-titled debut album.

Each of the four heavily

accented singers participate in the writing of The Futureheads' music, which is characterized by its eclectic mix of anxious and spasmodic pop rock melodies and choir-like harmonies. Think University of Pennsylvania's acappella group, Dischord, meets the British rock quartet, Franz Ferdinand. These seemingly dichotomous styles are most apparent on songs like "Le Garage" and "Alms," songs that progress from the band's multilayered chanting to a jumpier chaotic sound. The most annoying track, "Danger of the Water" sounds more like a 15 year reunion of a British elementary school choir than an energetic indie rock ensemble. The juxtaposition of these two styles seems cacophonous at first, but its potential is evident in the band's cover of '80s songstress Kate Bush's "Hounds of Love." Though the track is not their own creation, it portends The Futureheads' potential success in future albums.

The album, though somewhat chaotic, displays an impressive amount of wit and cleverness within the band's instrumental capabilities as well as in their lyrical aptitude. "First Day" tells of the difficult and often hypocritical experience of

one's first day on a job. The song begins with a polite welcome only to be followed by, "this is the job that people die for" and "like it or not, you have to do what they say." As the song develops the tempo increases and the harmonies become more complicated, enhancing the listener's nervousness and frustration, much like the progression of a first day at the office.

Like most other punk rock music, the album is filled with repetitions and brief songs. The redundant "A To B" sounds more like A to A and back to A again, and "First Day" is reminiscent of the Lamb Chop classic, "This Is The Song That Never Ends." But The Futureheads, as well as their genre's other productions, provide a fun dose of tunes for the impatient ear. Those that enjoy upbeat uncomplicated melodies will likely be snapping their fingers and bouncing to "The Futureheads." The music is downright fun and requires nothing more than an appreciation for rocky quick fixes.

On their first album, The Futureheads depict what I hope our current '80s revival can accomplish. While The Futureheads take us on a journey back to when leg warmers and shoulder pads were all the rage, their music remains infused with many aspects of originality. Let us hope that present day trends are not merely a regression to long ago, but rather a reinvention of them, as we attempt to modernize and breathe the new life into the ways of the '80s.

## Shul-Hopping With Shifra

### Ramath Orah: A Haven of Acceptance

By Shifra Bronstein

Ramath Orah, located in the Upper West Side, is a synagogue dedicated to serving Hashem through prayer, Chesed (acts of kindness) and a strong Zionist philosophy. Unique to this synagogue is its inclusive nature which completely accepts all types of Jews, whether religious or not, as well as all sects of Judaism. "Everyone is very non-judgmental, even though we are all different types of Jews - Sepharad, Ashkenaz, even some Chabad," says part-time administrator Harry Slepian. "We all come from different backgrounds, but everyone gets along. The congregants have different points of view, but there is no contention." This attitude allows the members of Ramath Orah to push past synagogue politics and devote their efforts to more important communal endeavors.

One particular example of the synagogue's involvement, and one of the manifestations of the

synagogue's Zionist philosophy, is Ramath Orah's participation in the Israel Emergency Solidarity Fund: Adopt a Family Program. This program matches families who have been victims of terror in Israel with synagogues in the United States. As part of this program, Ramath Orah has welcomed into its community the Shatsky family, which lost a teenage daughter, Keren, to a terrorist attack in February of 2002. During the course of this year, there will be a series of programs dedicated to the memory of this girl, and the congregation welcomes the greater New York community to join them.

Ramath Orah has also found ways to honor the memory of Keren through activities in the community. Kavod Zekeinim II, a program which matches teenage volunteers with senior members of the community, is dedicated to Keren. Kavod Zekeinim II is actually a single branch of one of the synagogue's Chesed programs, Kavod Zekeinim, which pairs participants with seniors.

This program seeks to form a bond between the generations, facilitated through phone calls, weekday or Shabbat visits, and other special events.

Beyond these programs, Ramath Orah serves the community and supports Israel in other ways. The synagogue has organized trips to St. Luke's Hospital on weekdays and Shabbos as part of their commitment to *Bikur Cholim* (visiting the sick). Volunteers of this program can also offer further aid to hospital occupants and their families, such as preparing food or running errands. In addition, Ramath Orah sends missions of congregants to visit victims of terror and their families in Israel as part of the One Family Fund, and helps to fund Israel's Hatzala (Jewish ambulance service).

Ramath Orah is well-known for its prominent guest speakers. Due to its proximity to Columbia University, the synagogue makes it a point to invite some of Columbia's most outstanding speakers to address the commu-

nity. Some recent speakers have been Natan Sharansky, the Zionist activist now serving as a Minister in Israel's K'nesset, Rabbi Michael Melchior, the chief rabbi of Norway and K'nesset member, and Congressman Mark Green. During the primaries of the presidential elections this year, Ramath Orah was privileged to hear from Senator John Kerry's brother, Cameron Kerry.

Another part of the inclusive nature of the synagogue is its attitude toward women. Ramath Orah believes that women, within *Halachic* parameters, should participate in the services. Therefore, while separate seating is still enforced, women deliver *divrei Torah* (sermons) as part of the services, and even have their own women's prayer group. Ramath Orah encourages all of its women members to participate to cultivate a sense of their bond to the services.

Ramath Orah wants everyone in the synagogue to feel connected to the services, and there-

fore the rabbi of Ramath Orah, Rabbi Friedman, conducts a "learner's service." The learner's service is open to all congregants, whether they have a strong or weak Judaic background. One of the main purposes of the learner's *minyan* is to encourage congregants to learn about the prayers and their history. The *minyan* is structured as an open discussion.

The attitude of inclusiveness and closeness, despite differences amongst the congregants, is part of what makes Ramath Orah exceptional. Such an open atmosphere is so important in today's society where Jews, as well as the rest of Americans, are being defined and judged based on their opinions and beliefs. This haven of openness should be a model for many other synagogues and institutions.

For more information about Ramath Orah or any of their programs, check out their website at [www.ramathorah.org](http://www.ramathorah.org) or contact their offices at (212) 222 2470.



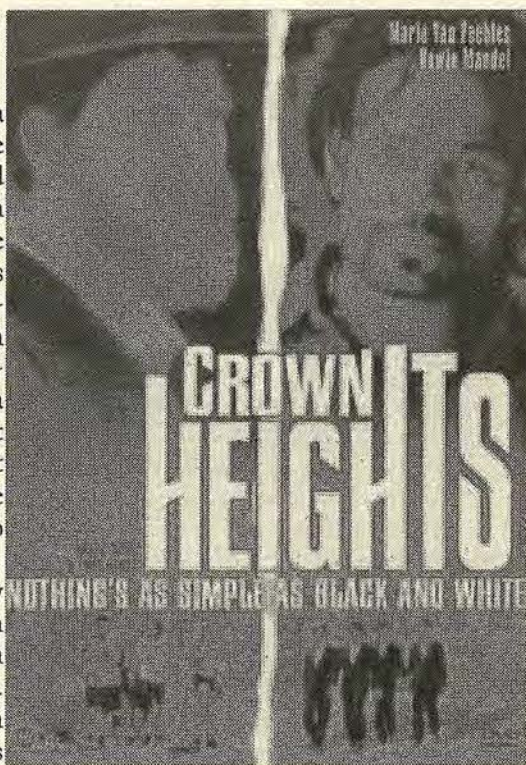
# Crown Heights: The Riots Revisited

By Tova Stulman

"Crown Heights," a Showtime film, tells the story of a Hasidic youth and an African-American youth brought together after the Crown Heights riots through the efforts of a popular Orthodox Rabbi and an African-American youth-outreach counselor. If only a similar effort had been put into making this movie, it might have been worth the effort and time it took to watch.

Yudi Simon (Jeremy Blackman) is a Jewish teenager who learns Torah and listens to rap on the side. T.J. Moses (Dequan Henderson) is an aimless African-American teenager who likes basketball, and also listens to rap on the side. While telling the story of the development of their multicultural friendship, the film exploits many exaggerated stereotypes. The absent black father, the nagging Jewish mother, the aggressive black youths—they're all there. The actors are robotic in their speech and motions; you get the idea that the yeshiva *bachurs* (male yeshiva students) would be much more at home in jeans and backward caps rather than the required, neatly pressed slacks and shirts topped off by black hats.

The whole purpose of this movie is to watch Simon and Moses unite through their shared love of rap music and freestyle, but watching Simon bust a move



if he's racing to get to the lesson of the movie, that our common humanity can transcend all cultural distrust. Yet, most of us taking out the movie know that this will be the lesson just from the description on the back of the DVD case, so there's really no rush. Somebody should have mentioned to Mandel that the point of this movie was more the successful portrayal of this lesson.

In contrast to Mandel's intensity, Mario van Peebles, who plays the African American outreach counselor, gives such a mellow performance it's almost as if he's drifting off to sleep and saying his lines as a second thought before completely nodding off.

was almost painful - I was not only embarrassed for him but for yeshiva *bachurs* everywhere. Every time Simon said something like "word up," I wanted to yell at him to use words like "oy," "vey" and "geshmak," like normal yeshiva boys.

Howie Mandel, of the sitcom "Bobby's World," was surprisingly at ease in his role as an Orthodox rabbi, a character given to such shtick as a license plate that reads TORAH and a brightly colored N.Y. yarmulke. Mandel gives an excessively earnest performance, almost to the point where he's begging us to like him 'cuz he's just so darn cute and likable. Well, he is cute and likable, but Mandel's delivery of his lines is so overzealous and eager that it makes it seem as

There are some funny moments in the movie, like when one of the African-American gangsta-wannabes says to Simon and his friends, in wonder, "I thought you guys were like the Amish." Or, when in response to a boy's question of why all the yeshiva boys dress the same, one bitingly responds, "So we don't kill each other over jackets and sneakers like you."

The best recommendation for this movie that I can muster up is that it's not the worst movie I've ever seen, but if that gets you running to Blockbuster, you are either extraordinarily bored or are a big "Bobby's World" fan, neither of which I would be too keen on admitting if I were you.

## BERRY-PICKING: POETRY AND PROSE BY SCW STUDENTS

*Random Musings*

By Chani Ozarowski

Midterms week arrives and the Stern subculture erupts into a fantasia of life. Strolling the once quiet halls of Brookdale, a buzz of activity fills the air. Recitations of circulatory systems and psychological theories whiz through the lounge, as the young evening just begins to come alive. The room slowly fills up with a long line of hungry students loading up on midnight munchies and energy food to keep them going. By 10:30, a crowd has formed, dressed in their sweatpants and t-shirts, 'comfily' perched on the couches surrounding the television. About 15 girls watch some old movie while their notes and textbooks lie untouched on their laps.

Upstairs, every floor has their token study partner group plopped on the carpet, slippered feet cozily tucked under their nightgowns, and flashcards sprawled across the floor. Occasionally, an RA passes by with a pack of cookies to keep everyone going and cheerful.

A few stressed out individuals head up to the Brookdale study room. Flipping on the fluorescent bulb above their desks in the already fully-lit room, they carefully arrange their combination of study companions: the spirals, loose leafs, textbooks, charts, cards and of course a bag of chips, some fruit, trail mix, a few chocolate bars and a tall mug of coffee, hot cocoa, or soda. (Okay, maybe not quite that much, but it certainly seems like a lot). They are set and ready to go.

Brains soak up and memorize details, becoming saturated with the data so students can successfully wring them out over their test papers. The hours pass, and one by one, girls drop like flies. By 2 am, two girls are left in the study room, feeling like the only ones left in the universe, alone with their sea of notes.

Three-thirty and the head of one lolls, eyes drooping and sleep starts to drool across the table. Ten minutes later, she awakens and gathers her things. Stepping outside the room, she encounters a late-night (or early-morning) pair of studiers. "Still at it, eh?" she asks. Exhausted, she hobbles to her room for a four-hour sleep, too drained for dreams, so she can do the whole thing again tomorrow. And the culture is high in Stern.

# YU and Stern relocating to Teaneck.

(Every Thursday night at the Lazy Bean Cafe. Starting Chanuka, December 9th. Open till 11.)

10% off with valid college ID.\*



George Washington Bridge to Route 4 West. Take Queen Anne Road exit and follow the signs toward Bergenfield. Make 1st left after the 2nd traffic light. Lazy Bean Cafe is on left 1404R Queen Anne Road. 201-837-BEAN. Convenient bus service available from P.A. and QWB bus stations \*Thursday from 7pm to 11pm only.



# FASHION

## Round-Toe Pumps Walk the Runways

By Julie Ast

Round-toe pumps have begun to replace pointy-toe shoes this season and Stern is taking notice. Featured on celebrities, in magazines and in major department stores, this trend is now inspiring the average college girl.

Bright colors, tweeds and jewels have revamped the basic pump, making a classic style trendy again. These pumps are replacing sandals on the red carpet for the winter as well. Misha Barton was seen wearing a gold pair at a Fox party in New York City in May.

Lauren Graham and Ashanti wore black satin heels at the Louis Vuitton United Cancer Front Gala this month in Los Angeles. For this next season, Vuitton has come out with a pump adorned with red and black

lace trimming, which can be seen in its latest ads.

Magazines are now featuring many round-toed shoes in their fashion sections. In Glamour's December issue the



Anthropologie \$228

article, "Your Prettiest Nights" features navy blue shoes with white designs by Yves Saint Laurent Rive Gauche. In the November issue of Vogue, an article entitled "Shameless Romantic" features two round-toe flats. One, a crochet design, is very simple and school-appropriate. The other, a deep blue with beads, has a fancier feel for a night on the town.

In some areas, the trend is taking hold more slowly. "I noticed that students at Boston University are still wearing their pointy-toe pumps," notes Rebecca Kerzer, a freshman at the university. "Maybe by next winter they will be in style here."



Anthropologie \$258

Perhaps Boston hasn't caught on, but the versatility of the style has boosted its popularity here at Stern. From velvet ballet slippers to suede fringed moccasin-inspired flats, the shoes are everywhere. "I have noticed round-toe pumps more in the stores



Sarah Melnick, Payless \$15

and on people's feet," says Stern freshman Jackelyn Volmer. "I think they are coming back in."

"I have one pair from Old Navy and two from Gazit [a store in Jerusalem]," says sophomore Rachel Shpaycher. "They're a lot more comfortable." Freshman Michelle Laufer got her "Joe-O" heels at Century 21 in downtown New York City for \$69. "These make me six feet tall but I still like them," she says.

"I bought these moccasins for fifteen dollars at payless," recalls Sarah Melnick, a sophomore at Sy Syms. "I bought them for comfort. They're so much better for you're feet."

In reality, however, that is a general misconception. Contrary to popular belief, the shape of the shoe does not affect its comfort. "Fit of shoe matters more than anything; toe rounded or pointed, it doesn't matter," said Dr. Larry Gornish a podiatrist from St. Louis, Missouri. "A pump is a pump. Many

people buy shoes for aesthetic reasons not utilitarian ones.

This creates the misconception that they [women's shoes] are always uncomfortable."



Marc Jacobs \$345

For those who feel uncomfortable in heels, there are flat styles sold in Anthropologie, J. Crew and Nordstrom. For those who prefer unique bargains, many flea markets carry ethnic type round-toe flats with interesting beadwork. A quick hop on the L train over to Williamsburg's Bedford Avenue will bring you to a land filled with Indian-inspired, hand-made round-toe mules.



Urban Outfitters \$98

To find this gotta-have style for an affordable price, try Zappos.com where one can find designer footwear for significantly reduced prices. Zappos also features free shipping and returns with a 110% price protection policy.

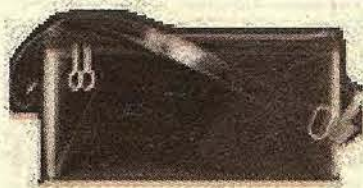
## Make-Up Must Haves



### STILA smudge pots

This unique gel eyeliner and shadow is an innovative and spunky alternative to traditional powder and liquid formulas. It can be applied with a liner brush for razor-sharp precision or smudge it with your fingers for more complete coverage. Once the gel sets, the soft modern finish won't crack or crease.

\$16.00



### Little Black Makeup Bag

For those MAC lovers out there, this little black makeup bag features a shoulder strap for your convenience. The zip-round opening reveals its own fitted vanity mirror. The interior has loops for anchoring brushes, pencils and lipsticks.

\$55.00



### Double-sided Brush

The all-you-need shadow, crease and liner brush. The larger brush is ideal for applying eye shadow or contour to the eye area. The smaller brush, used wet or dry, lines and defines eyes to complete the look.

\$32.00



### Lancome Juicy Tubes

Juicy tubes are still a favorite no matter what season. You might want to go a couple shades darker for the winter but these tints come on easy and add the perfect tint to any look. Now with ultra-cool tingle plus 1 sparkling, sheer Juicy Vernis Nail Gloss for candy-sweet color from lips to tips.

\$35.00



### Glitter Eye Liner

As MAC puts it, "Sparkle your eyes with a new colour every day!" As you move into winter, you want makeup that will shimmer even through those very early sunsets. Adding a little shimmer to your eye liner might be just the trick.

Try: Saucepot - clean purple with slight pink reflex glitter; Glamourgold - bold yellow-gold with full spectra glitter;

\$15.00

## NYC Sample Sales

G-III Apparel Group- Leather and Outerwear Sale

G-III has extended their leather and outerwear sale to December 24th. This sale features pants, skirts, jackets, and coats. G-III Apparel manufactures in leather, wool, cashmere and denim for Cole Haan, Bill Blass, Siena Studio, Nine West,

Kenneth Cole, Jones New York, J.L. Colebrook, Black Rivet, and Sean John. Find merchandise for both men and women. Try-ons are permitted. All sales are final.

Payment Type: Cash/VISA/MC/AMEX  
Event Begins: 11/18/2004  
Event Ends: 12/24/2004  
Event Times: Mon-Fri 11am-7pm

Location: 119 W. 40th St. (btwn. B'way & 6th Ave.) Ground Fl. (212) 403-0500

Makins Hats - Beautiful Hats for Men & Women

Makins Hats' opens up their factory for a sample sale featuring men's

and women's hand-blocked, leathers, velour fur felts, straws and more. Makins Hats is a high-end hat designer for both funky and conservative styles. This sale showcases men's and women's fall/winter 2004 collections as well as one of a kind pieces. Makins hats are sold in Neiman Marcus, Saks, and Nordstroms. Prices are wholesale

and below. Worn by celebrities including Madonna, Queen LaTifa, Snoop Dog, Tyrese, LL Cool J, Eddie Murphy and Nicholas Cage. Payment Type: Cash ONLY  
Event Begins: 11/1/2004  
Event Ends: 1/30/2004  
Event Times: Mon-Fri 10am-4pm  
Location: 212 W. 35th St. (btwn. 7th & 8th Aves.) 12th Fl.



## Natan Sharansky Addresses Yeshiva



Natan Sharansky

By Malky Rosenthal

As part of Yeshiva University's Bella and Harry Wexner Distinguished Speaker Series, Natan Sharansky appeared on November 8 at Congregation Kehilath Jeshurun in Manhattan's Upper East Side.

Sharansky, who is currently Minister of Jerusalem Affairs in the Israeli Knesset and head of the Yisrael Ba'Aliyah party, spoke of democracy and freedom in the world today. He is promoting his new book, "Tyranny, Terrorism and the Case for Democracy."

Rabbi Haskel Lookstein, Rabbi of Kehilath Jeshurun, eagerly welcomed the speaker. "Natan Sharansky," he remarked, "has demonstrated his commitment to the Jewish people not only from the cells of the Gulag, but from the government of the State of Israel."

Sharansky introduced his lecture by explaining his intention: "to answer some of the questions raised in the Soviet Union that are returning again now." Rhetorically, Sharansky asked the audience to consider if freedom is for everyone, whether freedom can exist in a dictatorship, and whether democracy can be imposed on another country. He argued that these questions are asked only by skeptics.

Discussing democracy,

Sharansky explained that those living in the Soviet Union attributed democracy to the West. Democracy doesn't exist in the Middle East outside of Israel, and one can conjecture that perhaps the Arabs don't believe in it.

Sharansky also spoke of sitting in jail in Siberia with other refuseniks and people of many different backgrounds. They all, "shared a common vision of a society where there is no fear," said Sharansky. "They wanted a place where you can talk to your government." He explained that freedom goes hand in hand with democracy and is a necessary tool for stability in this world. "Freedom is necessary for everyone," he said.

Arguing that dictatorships are harmful for society, Sharansky remarked, "You cannot trust a government that does not trust its own people." He maintained that a dictator sets up an enemy as a tool to control his own people, whether the enemy is inside or outside of the country. Stalin did this in Russia, and now Egypt has established Israel and the Jews as its enemy as a means to control its own people.

To impose democracy, it is necessary to use freedom as a weapon, Sharansky posited. "The Peace Process of the Middle East failed because from its very outset it neglected the basic human rights of the people." He went on to explain that Arafat needed Israel as its enemy to control his own people, but used the Palestinians' resources for his own needs.

Sharansky closed with a reminder to Jews that Israel is the only democracy in the Middle East, and that Israel does not compromise its ideals of human rights in its war on terrorism. "We must have the courage to speak and to defend," Sharansky said. "When we do this, not only are we defending ourselves, but we are defending the world."



## Teach for Israel: A New Approach to Zionist Education

By Sarah Matarasso

Teach for Israel, a new and exciting project of the YU Israel Club and the Max Stern Division for Communal Services, has launched the initial training sessions for its first group of students. Teach for Israel is designed to prepare and educate a select group of Yeshiva University students who will create and conduct informal programs for seniors in Yeshiva high schools on the subject of the State of Israel.

"Teach for Israel is a very unique program in the sense that it is the first program to address the need for an informal approach to Israel education," said Hindy Poupko, president of the Israel Club. The idea for the program, which was in the works for over a year, developed from a discussion that took place between YU President Richard Joel and Poupko.

Publicity for the program began on October 12, following the Israel Club's kickoff event, which featured guest speaker Malcolm Hoenlein, the executive vice chairman of the Conference of Presidents of Major American

Jewish Organizations. Flyers went up and applications were distributed at the event. There was an overwhelming response, but only a total of twenty YC and SCW students were actually accepted to the program.

The participants started a six-week period of training, which began with a very successful welcoming session on Tuesday evening, November 9. Topics for upcoming sessions vary from "Politics in Israel Today" to "Getting Through: How to Talk to High School Teenagers". At the conclusion of this initial training portion, the fellows will begin animating sessions in the different high schools. They will be sent out in small groups of four or five with presentations that cater to the needs of each school.

The program will start by targeting seniors in various Yeshiva high schools in the New York and New Jersey region. "We have hopes to expand the program beyond this region," remarked Poupko, who is co-chair of the program along with YC senior Menachem Menchel. The program aims to familiarize the students with current issues facing the State of Israel as well

as those facing American Jewry; to create a deeper understanding of the Jewish people's right to their homeland; and to excite and motivate students about Israel and Zionism. This is especially important at a time when there is increasing opposition to the existence of the State of Israel, as well as an unfortunate growth of anti-Semitism. By receiving this type of informal education, the youth benefiting from this program will hopefully gain the necessary tools to stand up in Israel's defense. "My goal for this program is that Teach for Israel will create a stronger and more educated generation of Israel supporters," explained Poupko.

Deborah Anstandig, a SCW sophomore and participant, described the program's draw. "I want to imbue high school students with the understanding that they are a link in the chain of Jewish history and that they shouldn't take Israel for granted," Anstandig remarked. She is grateful for this unique opportunity that will allow her to learn as much as she can about Israel, after which she will be able to share her passion for Israel with others.

## Rabbi Runs the Marathon for Israel

By Ilana Levin

The New York City Marathon is one of the few traditions that city natives feel is legitimate enough to shut down traffic. The 34th annual race took place on November 7 and had over 35,000 runners covering the 26.2 miles across the five boroughs. Beginning on Staten Island and ending at Central Park, the runners had the advantage of unseasonably warm weather. Representing different countries and assorted causes, participants joined to create a colorful blockade of the Verrazano Bridge. But one marathoner stood out; he called

his cause "One Race, One Rabbi, One Million Dollars."

Rabbi Eric Ertel, in a unique initiative to promote support for Israel, founded "Running for Israel," a non-profit organization supported by Aish HaTorah that collected donations to sponsor his run in the marathon. The program "began as an idea to help increase public awareness of the issues facing the State of Israel and the needs of the people who live there," according to the promotional material for Running for Israel.

"The intention of the program was to get involvement from both the religious and secular communities through the common denominator of support

for Israel," Ertel said in an interview a week after the marathon.

Running for Israel raised funds for four specific organizations that serve different needs within Israel: Hasbara Fellowships, a seminar that trains Jewish university students to respond to on-campus bias against Israel; HonestReporting, a watch group that counters negative media representations of Israel; Keren Y & Y, an organization that provides food relief for needy families; and One Family, an umbrella organization that assists the families of victims of terrorism.

Joined by ten other participants of the Running for Israel team and cheered on by specta-

tors, Ertel completed the marathon in four hours and 16 minutes and placed 12,571 out of 36,555 contestants.

In evaluating the program Running for Israel, Ertel said that "The program was a big success in bringing out Jewish pride and support for Israel." An estimated \$35,000 was raised, the majority of which was donated by secular Jews. "When the secular community is asked to support Israel in a non-intimidating way, they really respond," said Ertel.

Encouraged by the results of Running for Israel's efforts, Ertel promised to continue the program annually in the New York City Marathon. He said he is also "working to establish teams in



major marathons across the country and around the world to raise awareness and dollars." In that case, he's going to need a new slogan.