



FEBRUARY 13, 2014

# The COMMENTATOR

The Independent Student Newspaper of Yeshiva College, Syms School of Business, and Yeshiva University • www.yucommentator.org

Volume LXXVIII

Issue 5

## Provost Botman Vows Student, Faculty Involvement *Lessons from Past Presidency Inform New Vision*

By Gavriel Brown

Dr. Selma Botman, Yeshiva University's new provost and vice president, has vowed to bring students and faculty members together to strengthen the university amid historic budget cuts. "This university is too important to close," Dr. Botman said in an interview with *The Commentator*. "It needs to become sustainable and it needs to make decisions that are flawless because the reputation and the students and faculty are at stake."

In a letter sent to students and faculty on January 30, President Joel announced his selection of Dr. Botman after a relatively quick national search. Her appointment was unanimously approved by the Board of Trustees, acting on the recommendation of a 10-member search committee of faculty, students, administrators, and trustees. "I know that you will join me in

has taught courses in modern Middle Eastern history and she plans to teach a course at Stern College.

In her new role, Dr. Botman will oversee academic programs, research, personnel, and resources across the Yeshiva University system. She will also be charged with making tough financial decisions amid YU's financial crisis.

A native of Chelsea, Massachusetts, Botman was the first in her family to attend college. She reflected on her college experience, "My work in higher education is in part, biographical: I want students to have the same experience that elevated me. When I went to Brandies, there weren't student services—though there were a lot of student activities and a world class faculty," she said. "The university enterprise has grown enormously, and the resources haven't grown sufficiently."

The "old business plan," created after the GI bill that gave rise



warmly welcoming Dr. Botman to campus and supporting her as she joins our efforts to build a sustainable Yeshiva University," President Joel said.

Botman joins YU from University of Southern Maine, where she served as president, and nearby City University of New York, where she once served as executive vice chancellor for academic affairs, university provost, and professor of Middle Eastern history at the Graduate Center. She holds a degree in psychology from Brandeis University and philosophy from Oxford University, as well as a Master's in Middle Eastern studies and a PhD in history and Middle Eastern studies from Harvard University. Botman

to the modern amenity-heavy university, is "extremely costly," Botman argued. Information technology, financial aid, student support services—along with non academic costs associated with healthcare and pensions—represent new financial challenges for universities across the country.

"We need to look at what we do in the non-academic and academic areas and ask: what is core to the mission of this university?" She said. "We can't say that the programs we have offered are the programs we will offer from now until eternity."

see **Provost**, p. 6

## JOHNNY HALPERT, LEGENDARY MEN'S BASKETBALL COACH OF 42 YEARS, FIRED

By Commentator Staff

Amid financial turmoil, threats of furlough, and credit squeezes, another loss has hit the Yeshiva University community, this time at the heart of its athletic program.

On Friday, February 6th, Johnny Halpert, who has coached the Yeshiva Maccabees basketball team for over four decades, sent out an email to current and former players announcing that his contract would not be renewed for the 2014-2015 season.

In the email, Coach Halpert explained the circumstances surrounding his imminent departure, stating that the decision originated in a request from the President that he retire following the 2013-2014 season. Shortly after responding in November that he was unprepared to place a timetable on his retirement, Coach Halpert received a letter of termination, stating that while his services were "deeply appreciated," they were no longer wanted.

Although Halpert expressed his disappointment with the decision, he professed his "love and admiration for Yeshiva University, its administrators, faculty and students," thanking players, past and present,

for their support and friendship over the years.

Currently in his 42nd season at the helm of the men's basketball program, Halpert has achieved iconic status within Yeshiva University and beyond; he was the subject of an ESPN feature in 1997 and a New York Times article in 2002. Coach



Halpert is the longest tenured men's college basketball coach in New York City history, and the fourth-longest tenured coach in all of basketball at any level -- professional, collegiate, or otherwise. Halpert has led the Maccabees to 415 victories over the course of his illustrious career, which includes a 15 year

span (1987-88 to 2001-02) without a losing season. More recently, he coached the team to the Skyline Conference playoffs in 11 of the last 14 seasons.

As a tribute to his 40 years of service to the University's athletic program, YU honored Coach Halpert in May 2012 with a court-naming ceremony inside the Melvin Furst Gymnasium, the Maccabees' home court since 1985. In addition to an unveiling of his signature on the court's hardwood floor, the ceremony included the launch of the Coach Jonathan Halpert Scholarship Fund, an endowment which provides generous financial scholarships for children of YU alumni living in Israel who choose to study at the University. Halpert has received numerous awards during his coaching tenure, including Skyline Conference Coach of the Year (twice, in 1999-00 and 2009-10), the National Association of Basketball Coaches (NABC) "Guardians of the Game" honor in 2003-04, and The Metropolitan Basketball Writers Association (MBWA) "Good Guy Award" in 1997-98. Halpert also led YU to a pair of College Basketball Officials Association (CBOA) Sportsmanship Awards in 1979-80 and 1996-97.

Halpert received his BA and BHL (Bachelor of Hebrew Litera-

see **Coach**, p.4

***If there was any YU employee who earned the right to exit on his own terms, it was Coach Halpert***

David Kufeld YC '80 (Drafted to Portland Trail Blazers, 1980)

## YU Falls to Junk Bond Status *University Finances Hit New Low*

By Shuey Mirkin

On January 9, Moody's Investor Services once again downgraded Yeshiva's credit rating, down to B1 level from the previous Baa, placing Yeshiva in the "junk" category of investments.

According to the Moody's website, this downgrade "reflects the university's extremely narrow unrestricted liquidity, resulting in reliance on external credit facilities to support operations, and prolonged severe cash flow deficits leading to financial resource erosion." A B1 rating means the institution is speculative, with a high credit risk.

As of last summer, Yeshiva's rating was an A2 grade (upper-medium, low credit risk). In 2013, Yeshiva's deficit cashed in at \$146 million. In response, the university has continued salary freezes and austerity measures.

The wording of the report was decidedly grim. It cited Yeshiva's "lack of a clear strategy to regain financial equilibrium," and "the immediate need for an operating

and financial turnaround that is sustainable and transparent throughout Yeshiva's consolidated businesses."

The dismissal of the sexual abuse lawsuit was not published before the newest credit report was released, but the report did cite the events that occurred from the 1970s to 2001 as damaging to Yeshiva's reputation during a critical time. Bloomberg News quoted Howard Cure, municipal research director at Evercore Wealth Management, "You might be able to get enough donors to write some checks to fix this problem, but people don't like to back institutions that have problems -- they like to back winners. Yeshiva has a lot of problems."

Karen Kedem, a financial analyst at Moody's, says the money isn't even the biggest problem. "As it relates to the litigation, our main concerns are first and foremost on reputation and secondly on the amount of time and focus it takes from the concerted effort they are going to need to really come up with a turnaround plan for the university," she said. "The financial impact here is not the primary factor."

# The EDITORIAL

## What are We Going to Lose?

I was up for the night shift at a small homeless shelter housed in a synagogue and staffed by community members and outside volunteers. The men at the shelter fell far below the poverty line, most temporarily, others for ten or fifteen years: in and out of shelters, on and off welfare. These men were wearing coats once worn by YU students that were distributed on “midnight run,” the annual charity event on campus.

The men who slept amid the miniature chairs and primary colors of the nursery school had hit bottom. Most were reluctant to speak about the past; sleeping in a nursery school classroom is already an overwhelming loss of dignity, sharing the story of how they got there would be humiliating. However, some did want to talk.

**Gavriel Brown**  
*Editor-in-Chief*



I met a 21 year-old struggling to finish community college. He couldn't afford the rent, but he “couldn't afford to drop out of school,” so he slept in the street. Another man, in his sixties, began telling me his story. Mr. Hayes (name has been changed) suffered from chronic pain and

couldn't hold down a steady job. He was thankful that the social safety net caught him, but wished there was a better alternative.

Leaning on the leg of his cot sat a blue, scuffed up, frayed messenger bag. Presumably, its contents were the extent of his possessions. He picked it up and began digging around to find a pair of socks. As he searched, I noticed a familiar logo on the front of his bag—Yeshiva University. I was astonished. How did a YU bag end up in the hands of this homeless man?

“Oh that,” Mr. Hayes said as he broke out into a wide smile, “that's from my daughter.”

“She works at YU?”

“Yes she does. Best job she's ever had. I couldn't be more proud of my daughter.”

“Where does she work?”

“She works in the cafeteria. She's unionized, she's got good pay, sick days, vacation days. She ain't afraid to get fired for no reason. I sleep better because I know that Yeshiva and the union is making sure my grandkids don't end up like me.”

\*\*\*

Rubin “Chi Chi” Lopez, has worked at YU for 19 years. A spry 50 year-old Puerto Rican with a hardened face, Chi Chi has become a fixture for many students and even faculty members on campus.

“I started from down, and I've been working up, little by little,” he says, gesticulating to make up for the language barrier. “First McDonalds, then security, and now, for a long time, at YU. In food services, then housekeeping.”

Chi Chi has stayed for almost two decades because, like Mr. Hayes's daughter, he is protected by the 1199 Union. He receives healthcare, retirement, vacation, and job security. He earns a much higher wage than his friends who work at bodegas or area restaurants.

That changed a few weeks ago when Chi Chi faced an agonizing decision. Budget cuts forced YU to cut in every department, and housekeeping staff bore the brunt of the blow. Half of the maintenance staff and over two thirds of housekeeping staff have left after YU offered severance packages. Robert Vallespi, housekeeping manager, declined to comment on the changes.

“Everyone wants to leave,” Chi Chi said. “They cut back on people, but then don't hire more people, so then we have to work harder. That's not possible.” YU will likely contract-out its housekeeping needs to non-union companies in an effort to cut costs; Chi Chi's union job costs around

double the total cost of non-union work.

“I love the school. I love the students and the teachers and the rabbis. I will miss them telling me to ‘have a good shabbat’ and then I say ‘todah.’ I will miss them, but if I stay in YU, I will be working so hard that I couldn't see my wife and my children.”

YU will be making far-reaching cuts—from academics to house-keeping, from morning learning programs to secretarial staff. After years of cutting one, two, or three percent from budgets, some departments are now being asked to slash twenty percent of operating costs as the university prioritizes and strengthens the “core component: the undergraduate experience.” YU has begun offering across-the-board incentives for employees to leave voluntarily, before “involuntary” cuts hit later.

Chi Chi will have to go. Mr. Hayes's daughter may have to go as well. YU has no choice. But what are we losing?

As non-union labor, adjunct professors, and transitional—even temp workers—fill the gaps, students will suffer. They will lose the long-term relationships with staff and faculty that make this university special. The undergraduate education needs to be the priority, but haphazard cuts conducted “under the pressure of a gun,” as one administrator called them, will diminish whatever morale students (and staff and faculty) have left.

Worse, these cuts will no doubt lead to an inferior education. Students need long-term faculty to mentor projects or counsel student success. An adjunct may be able to fill in a history course, but will he or she understand the unique pressures of YU students? Will an adjunct hired for a semester really commit to supervising an honors thesis? Will a temp maintenance worker work beyond the punch-card to ensure that the sidewalks are plowed and classrooms clean?

“You are too busy learning to have to deal with peripheral issues,” YU's newly named provost, Dr. Selma Botman told *The Commentator*. She's right. For high-level learning to take place on this campus, essential services—food, facilities, IT—need to be supported. We can't research without WiFi. We can't study in dirty classrooms.

YU is attempting to invest in students, but those in daily contact with students are now being placed in precarious positions. Staff and non-tenured faculty don't know if their contracts will be renewed. Rabbis who don't have “chazaka” (similar to tenure) have begun looking elsewhere, knowing that layoffs loom. While President Joel and the Board attempt to organize a strategic plan to keep YU's credit rating afloat, deans and department chairs don't know what could come next. I am not alone in my fear that the President will use the guise of “strengthening the core component” to decimate what little is left of the undergraduate academic experience to placate the banks hounding at our door.

A cut of twenty percent among academic departments may convince creditors that YU is making the right steps, but YU is not a corporation, it's a university. Universities have long-term, committed faculty. They have staff who know the students' needs, who take pride in working here, and who place students first. Our relationship with warm, caring faculty and staff is the undergraduate academic experience. Take away our enduring professors or our long-standing custodial service workers, our advisors, or our cafeteria staff and you've ripped the heart and soul out of the college. And that's a price too high to pay.

**A CUT OF TWENTY PERCENT AMONG ACADEMIC DEPARTMENTS MAY CONVINCe CREDITORS THAT YU IS MAKING THE RIGHT STEPS, BUT YU IS NOT A CORPORATION, IT'S A UNIVERSITY.**

# The COMMENTATOR

**Gavriel Brown**  
*Editor-in-Chief*

**Gabriel Weinberg**  
*Managing Editor*

**Joseph Sommer**  
*Senior Editor*

**Shlomo Fischer**  
*Senior News Editor*

**Ben Kohane**  
*Junior News Editor*

**Joshua Hanau**  
*Senior Opinions Editor*

**Benji Richter**  
*Junior Opinions Editor*

**Arieh Levi**  
*Junior Features Editor*

**Josh Nagel**

**Natan Bienstock**

**Judah Schulman**

**David Goldrich**

**Daniel Atwood**

**Joshua Skootsky**

**Yechiel Schwab**  
*Staff Writers*

**Alan Avitan**  
*Comic Writer*

**Rivka Herzfeld**  
*Head Copy Editor*

**Jonathan Tavin**  
*Assistant Copy Editor*

**Aryeh Stiefel**  
*Webmaster*

**Ilan Regenbaum**  
*Chief Photographer*

**Jennifer Wiseman**  
*Junior Photographer*

*The Commentator is the official student newspaper of Yeshiva University. For 78 years, The Commentator has served students and administrators as a communicative conduit; a kinetic vehicle disseminating undergraduate social, religious, and academic beliefs across the student bodies; and a reliable reflection of Yeshiva student life to the broader Jewish and American communities. The Commentator staff claims students spanning the diverse spectrum of backgrounds and beliefs represented at Yeshiva. We are united by our passion for living the ideals of Torah u-Maddah, and commitment to journalistic excellence.*



500 W 185th Street  
New York, NY 10033  
Email: CommentatorChief@gmail.com  
Telephone: (646) 285-1381

# NEWS BRIEFS

BY COMMENTATOR STAFF

## PRESIDENTIAL FELLOWSHIP CUT

Yeshiva University's Presidential Fellowship in University and Community Leadership, initiated in the fall of 2004 to bring alumni into offices within Yeshiva University, has been suspended. "The Fellowship is an auxiliary program and at this time our focus must be on undergraduate programs that benefit a broad cross section of our student body during these formative years they spend with us," President Joel said in a statement. The program, which has attracted 150 graduates over a decade, places approximately twenty students in offices around the university.

Eli Shavalian, head resident adviser and co-chairman of the Student Life Committee told *The Commentator*, "I am disappointed that the Fellowship is cancelled because I think there are so many students in this university that have so much potential that could have been tapped into had they been able to do the Fellowship." SCWSC President Chana Posluns said she was "disappointed" and that "participating in the Presidential Fellowship was



something I had anticipated doing since my first year at Stern." She did admit that YU had "made the right decision." Given the difficult financial situation that Yeshiva University is faced with," she said, "the core curriculum and the student body as a whole--that is of paramount importance."

## RIETS RAISES, BACKS DOWN FROM REGISTRATION INCREASES

Six days before the beginning of registration for RIETS rabbinical students, Dean Rabbi Marc Penner told students that the cost to register would more than triple. "At the behest of the RIETS board we have been asked to raise registration fees in an attempt to preclude more serious measures that might impact on the quality of our educational program," he wrote in an email sent to students. "As always, our goal remains to enable every deserving student to continue his learning in RIETS." The dramatic cuts caused widespread anger. A letter circulated among students and sent to the administration stated, "the lack of advanced warning of such a dramatic increase to \$1000, is an unreasonable expectation of talmidim [students] that are already stretched to the limit." In response, RIETS back down from the fee raises.

## YU'S MOBILE APPS WIN AWARDS

Two of Yeshiva University's mobile applications have been recognized as winners in the Higher Education Marketing Report's 2013 Education Digital Marketing Awards. "Cardozo Life" won the gold award for Mobile Media and "This Is Yeshiva University" received the silver award for Mobile Media.

"Cardozo Life," reports on the school's activities, faculty and alumni, and includes interviews, articles, and insights about current issues and the latest legal topics. Users can scroll through stories, watch videos, and share information to connect to Cardozo. "This Is Yeshiva University" offers a concise, visual overview of the school. Users can tour YU's undergraduate and graduate schools, learn about the university's history, and the activities taking place on campus. From interactive campus maps to promotional videos and photo galleries, users can get acquainted with the school through this groundbreaking free publication.



## EINSTEIN RANKS HIGH FOR NIH FUNDING

Albert Einstein College of Medicine of Yeshiva University ranked among the top fifth of medical schools in securing research funding from the National Institutes of Health (NIH) in 2013. The rankings, provided by the Blue Ridge Institute for Medical Research, a non-profit organization based in North Carolina that compares research funding at medical schools using an open access NIH database, were published in the online newspaper BioScience. In 2013, Einstein received more than \$155 million in NIH funding, ranking 25th out of 139 United States medical schools that received NIH grants. Einstein had a particularly strong showing in the basic science categories. The rise to the 25th position represents an advance of seven positions since 2007, when Einstein ranked 32nd.

## 1 YU Maintenance and Facilities

A big thank you must go out to these guys who have kept our grounds walkable during our unusually snowy winter. Keep using that salt; it's working!

## 2 Coffee Bean & Tea Leaf

(Apparently only one store) possibly coming to Washington Heights. They've been "blown-away" by the number of requests and are "passing the information up the chain" (set off by a facebook post). Good work, social media junkies of Yeshiva.

## 3 Dunkin Donuts in the Heights

Coming soon to the corner of 185th and Audubon, DD will take the place of the beloved RA Restaurant; we are forever grateful.

## 4 Two Adars

"Double the pleasure, double the fun," is a prevalent opinion on the halakhic status of Adar Alef in a year when there are two months of Adar. We hope the Shpiel people are getting to work.

## 5 SLC and YSU saving off-campus students' package privileges

Kudos to the SLC and YSU for coming up big for the off-campus students by re-allowing them to receive packages at the YU Productions Office, which will save them from having to visit their superintendent to get their packages.

## 6 SLC does it again! This time, printing!

Printing just got infinitely simpler for all YU students - Have a YU Login and password? You're good to go! Upload, print, and then you get to experience "hot off the presses."

## 7 Recycling?

We're not really sure what to make of the "Proshred" truck parked outside of Furst Hall for the last two weeks. At least YU is recycling...



7 UP

7 DOWN

## 1 Chi Chi leaves YU

The famed cleaning man of Yeshiva University has taken leave for greener pastures and warmer climes in Florida. He is still available for special fly-ins to help clean the large dorms on Morg 2.

## 2 Snow

A request from *the Commentator* Board for a snow stoppage. Thank you.

## 3 Super Bowl XXXVIII

Best Defense vs. Best Offense? Really? That was a rough way to waste a night-seder.

## 4 Sochi Olympic Problems

We are really sorry for the Olympic athletes who make millions and are stuck in three person bedrooms smaller than rooms in Rubin Hall. But, come on, won't it make you feel like reliving the good ole' college hockey days? For those who don't make millions, we're sorry your vacation to Sochi has been rocked by the accommodations. #dontdrinkthewater

## 5 Coach Halpert will not return for a 43rd year

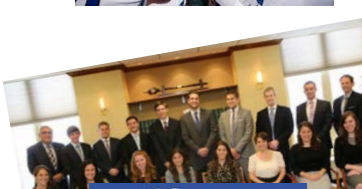
Legendary coach of the YU Maccabees was not signed for another year of coaching of the Macs. He shall be missed by both the players and the fans.

## 6 Presidential Fellowship's last year

We will miss the associates who followed around YU higher ups for the past ten years. Your work has been fun to watch and we're sorry for all of those whose life plans have been shattered by the news of this program's closure.

## 7 Midterms in February.

Not fair. We have barely gotten used to our revolving-door-teacher courses like EXQM and now we have midterms. We don't love the YU Core at moments like these.



**Coach, Continued**

ture) degrees from Yeshiva in 1966, an MA degree from New York University in 1967, and a PhD in Special Education from Yeshiva University's Ferkauf Graduate School of Humanities and Social Sciences in 1978. While at Yeshiva, Halpert was a member of YU's basketball team under legendary coach Red Sarachek from 1962 to 1966, captaining the team in his senior season. Since 1972, Halpert has coached over 300 student-athletes, including five father/son tandems. He recently published a book entitled *Are You Still Coaching?* chronicling his sto-

ried 41 year career at Yeshiva University.

Many alumni who participated in YU athletics voiced their discontent with the president's decision. Lior Hod, founder of Ellkay, LLC, who played under Coach Halpert from 1984-88, reached out to dozens of former players via email, attempting to rally support around their former coach. The campaign was met with an overwhelmingly positive response. "If there was any YU employee who earned the right to exit on his own terms, it was Coach Halpert, as he is not some incidental part-time staffer, but rather an insti-

tution in his own right," said David Kufeld, who played for Coach Halpert from 1978-80 and the only YU player ever drafted into the NBA (Portland Trail Blazers, 10th round, 1980).

"You will never find another person who gives as much as he does to his ballplayers, both past and present," wrote Robert Himber, who captained the team in 1991. Other players spoke of his honest character, his emphasis on sportsmanship, and his relentless commitment to imparting the values espoused by Yeshiva University.

Many concealed their indigna-

tion, if only momentarily, to thank the coach for his guidance. Dr. Allen Sapadin (1979-1983) described Coach Halpert's profound impact on three generations of YU basketball players: "Coach, your players' lives have been immeasurably enhanced by their experiences with you during their tenures on your teams. They learned to work diligently in preparation for the pursuit of winning on and off the basketball court, but there could be no winning if it was not achieved with Torah values and conduct. Your players admire you for your sincerity in mentoring them to become fine players, but more im-

portantly, fine people."

President Joel told *The Commentator*, "Dr. Halpert's caring commitment, as both mentor and coach, to his players and the YU community has made a difference for more than four decades. His legacy and lasting contribution to the University will be remembered each time our student athletes step onto the court that carries his name."

As to why Coach Halpert was not resigned, Yeshiva officials have declined to comment. Yeshiva will embark on a "nationwide" search for the next coach of the Macs.

**Paid Advertisement**

Aaron, Avrum 1988-1991	Bertram, Josh 1972-1974	Cumsky, Frank 1977-1979	Dube, Michael 1991-1994	2013-2014	Furst, Donnie 1991-1994	Captain	Grinshpun, Roman 1993-1994
Aaron, Daniel 1991-1994 Captain	Biron, Chen 2008-2012 Captain	Danan, Miko 1990-1994 Captain	Eaves, Joe 1981-1983; 1984-1986 Captain	Felder, Lou 1979-1980	Galeck, Mark 1991-1992	Gilboa, David 2008-2010	Gris, Samson 1979-1980
Abehsera, Moshe 1996-1997	Block, Noam 2006-2009	Davidoff, Eli 1983-1986	Eckmann, Yoni 2010-2014 Captain	Finkelstein, Barry 1988-1990	Garmai, Moshe 1997-1998	Gittleman, Bob 1974-1975 MGR	Gross, Carmi 1997-1998 MGR
Aberjel, Raphy 2009-2012	Bogdansky, Mark 1993-1994 MGR	Davis Daniel 1992-1995 MGR	Ehrman, David 1989-1991	Forman, Dovey 1996-1997	Gellman, Aryeh 1982-1984 MGR	Gleicher, David 1974-1975 Commentator Sports Editor	Haber, Jimmy 1972-1973
Alter, Sandy 1974-1975 MGR	Botwinick, Noah 2010-2012					Glicksman, Howard 1972-1973 MGR	Haim, Omer 2009-2012 Captain
Altholtz, Seth 1977-1978	Brandsdorfer, Joseph 1999-2000					Glustein, Zvi 2006-2009	Hakak, Ron 2008-2009
Appel, David 1982-1983	Braun, Effie 2001-2003 MGR					Golbert, Ben 2003-2006 Captain	Halpert, Rafi 2001-2005 Captain
Aranoff, Barry 1994-1996	Brickman, Josh 1980-1981					Gold, Norman 1974-1975 MGR	Halpert, Yehuda 1993-1997 Captain
Azose, Morris 1978-1979	Bronstein, Neil 1994-1998					Goldfeder, Chayim 1979-1980	Hami, Eli 2000-2003 Captain
Babo, Ohad 2008-2012	Brookhim, Simon 2007-2011					Goldfinger, Mendy 1972-1973	Harris, David 1986-1987
Bandler, Jonathan 1986-1988 MGR	Chefitz, Danny 1987-1989					Goldsheider, Hillel 1990-1991	Harris, Jeff 1983-1984; 1985-1986
Barak, Shmuel 2002-2003 MGR	Claster, Alex 2006-2010 Captain					Goldstein, Roy 2004-2006	Hartman, Danny 1977-1978
Bash, Gil 2009-2012 Captain	Cohen, Baruki 1990-1991					Gomberg, Alan 1976-1977 MGR	Hendeles, Eli 2005-2006
Batalion, David 1998-2002	Cohen, Dov 1972-1974 MGR					Gordon, Ross 2003-2004	Hendeles, Zev 1999-2002
Baum, Jeff 1986-1988	Cohen, David 1990-1993 Captain					Gordon, Zak 2007-2008	Herschman, Eric 1983-1984
Beda, Jack 2011-2012	Cohen, Joseph 1967-1971					Gottlieb, David 1987-1990 Captain	Hershman, Steven 1998-2001
Behar, Leon 1974-1975	Cohen, Joseph 2008-2009					Gottlieb, Josh 2003-2004	Heurizadeh, Sasha 2002-2003
Ben-Ami, Erez 1991-1993	Cohen, Matan 2004-2007					Graber, Ezra 1993-1994 MGR	Himber, Tzvi 1988-1991 Captain
Bensimon, Daniel 2002-2003	Cohen, Michael 1987-1989 MGR	Davis, Eric 1988-1991	Ehrman, Jonathan 1987-1989	Frankel, Samson 1993-1994 MGR	Genet, Josh, 2007-2009	Grad, Michael 1983-1985 MGR	Himmelfarb, Eli 2005-2006
Beren, David 1972-1975	Cohen, Natan 2000-2001	Davtian, Arman 2011-2012	Ephron, Moshe 2006-2007	Frenkel, Steven 1983-1986	Genuth, Sol 1975-1977 Captain	Green, Sheldon 1979-1980	Hirschberg, Mark 1977-1978
Berger, Alan 1988-1990	Cohen, Seth 1989-1992	Dayan, Joey 1988-1990 MGR	Faber, Albie 1972-1974 Captain	Furer, Donny 1986-1988	Gettenberg, Chaim 1978-1979	Greenberg, Alan 1980-1982	Hirt, Lance 1985-1987 Captain
Bernstein, Michael 2000-2002	Cooper, Avi 2003-2004	Dobin, Josh 1990-1993 Captain	Feld, Yisroel	Furer, Jonathan 2010-2012	Gev, Yossy 1998-2002		

**Dear Coach Johnny,**

Collectively and individually, we were terribly saddened to hear that YU has decided not to renew your contract for the upcoming season. We, your YU Maccabees players, managers, assistant coaches, fans and friends for the past 42 years, can personally attest to all that you have done for us and for YU. Your endless dedication to YU basketball and more importantly, to Yeshiva University and all that it stands for, are unparalleled.

How you masterfully used the art of the game to teach us Torah, midos and valuable life skills. You showed us how to engage with the world at large, but never to forget our core Jewish values that distinguish us and impact our every aspect of behavior. You inspired us not only to study Torah Umada, but to truly live it. Your humility, refinement and personal integrity endeared us to you, both on and off the court.

In addition to being a coach at Yeshiva, you were also among its biggest fans. You were the respected face of YU in so many arenas - in the world of sports, academia and Olam Hatorah. The entire YU family owes you a tremendous debt of gratitude for all that you have instilled in YU over the years.

With the utmost appreciation and admiration,

Your players, managers, assistant coaches, fans and friends

Paid Advertisement

Hod, Asaf 1998-2002	1976-1977	2006-2009 Captain	Offenbacher, Richard 2009-2011	MGR	Saada, Mark 1994-1995	2009-2011	Weinstock, Dov 1976-1979
Hod, Ayal 1985-1989 Captain	Kreinberg, David 1984-1985 MGR	Lolai, Daniel 2007-2008	Orlian, Moshe 1983-1986	Renna, Jeremy 1996-1997 MGR	Sklare, Josh 1979-1981	Sapadin, Alan 1979-1983 Captain	Weisman, Mark 1984-1985
Hod, Jordan 2013-2014	Krevsky, Sol 1981-1983	Lumerman, Jeff 1986-1989 MGR	Oz, Michael 1988-1989	Resnick, Binyamin 1991-1992	Sarraf, Yoel 2006-2008	Skolnick, Zev 1982-1983 MGR	Weiss, Mitchel 1978-1979
Hod, Lior 1984-1988 Captain	Kruger, Joel 1996-1999	Magilnick, Aryeh 2007-2010	Palefski, Nachum 1998-2000	Rhine, Greg 1988-1991 Captain	Savage, Eugene 1978-1979 MGR	Small, Sheldon 1977-1978	Weiss, Shaje 2012-2014
Hoenig, Mark 1974-1978 Captain	Kufeld, David 1976-1980 Captain	Malkin, Abe 2003-2005	Paul, Elan 2013-2014	Rhode, Louis 1978-1979	Schaulewicz, David 2005-2008 Captain	Sobel, Jay 1986-1988 MGR	Weiss, Zev 1986-1988
Hoffer, Benjamin 2002-2003	Kupferman, Steven 1993-1997 Captain	Mammon, Eli 2013-2014	Perl, Harold 1968-1972 Captain	Ribald, Ian 2003-2007 Captain	Scheinfeld, Josh 1976-1978	Somach, Daniel 2007-2011	Weissberg, Shlomo 2010-2014 Captain
Hoffman, Dovie 2009-2012 Captain	Kuttner, Ephraim 1990-1991	Mandel, David 1975-1976	Pilosoff, Shmuel 2001-2005 Captain	Rich, Joel 1972-1973 Captain	Schiffman, David 1990-1994 MGR	Stein, Lewis 1978-1979	Wenig, Bruce 1972-1976 Captain
Jacobson, Joel 1994-1998 Captain	Ladenheim, Mark 2007-2009	Mann, Morris 1972-1973	Pliner, Yishai 2002-2004	Richmond, Judah 1985-1987	Schiffman, Josh 2005-2006	Steiner, Josh 1990-1992 MGR	Wertheimer, Aaron 1981-1982
Jayinski, Jose 1991-1995	Landsman, Ira 1994-1997	Marcus, Izzy 1985-1987	Podhurst, Bob 1960-1964 Captain	Ritholtz, Benjy 2011-2014	Schlakman, Marty 1986-1988	Steinmetz, Elliot 1999-2002	Wiener, Dov 1998-2000
Jozef, Jerry 1973-1977 Captain	Lasker, Gabe 1996-1998	Markowitz, Ron 1994-1997 MGR	Podias, Steve 1989-1994 Assistant Coach	Rose, Ohr 1991-1993;1994-1995 Captain	Schlussel, Herb 1953-1957 Captain	Stepner, Saul 1991-1993	Wiener, Neil 1995-1996
Jozef, Yoni 2001-2003	Lazaros, David 1980-1981 MGR	Marmorstein, Bernard 1980-1981 MGR		Schmeltzer, David 2009-2012 Captain	Stern, David 1978-1980 MGR	Strauss, Samuel 2000-2002	Wiesenberg, Avi 1979-1980
Karesh, Avi 1997-2000	Lebowitz, Ira 1985-1987	Martinek, Steven 1997-1998;1999-2000		Schondorf, Robert 1980-1982 MGR	Tamir, Eddie 1982-1983	Teitelbaum, Jonathan 1996-1998	Wigler, Michael 1988-1989 MGR
Kashani, Mazyar 2010-2011	Leibovich, Martin 2008-2010	Maslowe, Adam 1979-1980		Schraga, Ira 1972-1975 Captain	Taragin, Michael 1983-1984	Teichman, Yudi 1986-1989 Captain	Wilzig, David 1972-1974 Captain
Katz, Jeff 1983-1984	Lerer, Paul 1975-1976	Mazor, Netanel 2001-2002		Schreier, Ben 1983-1984	Teichman, Yudi 1986-1989 Captain	Teitelbaum, Jonathan 1996-1998	Wizenfeld, Dani 2007-2009
Kelson, Moshe 2004-2005	Levine, Adam 2011-2012	Melul, Igal 1992-1993	Pollack, Michael 2004-2008 Captain	Rosen, Ami 1997-1998	Schuchalter, Alan 1974-1975	Thomas, Beryl 1982-1983;1984-1986	Wolk, Gavi 2004-2007
Kimmel, Shlomo 1990-1991	Levine, Gregg 1982-1983	Menorah, Shalom 1982-1983	Poloner, Stuart 1967-1971 Captain	Rosen, Phil 1974-1975	Schwartz, Ron 1982-1986 Captain	Thomas, Morris 1978-1979	Wolmark, Asher 1986-1988
Kinderlehrer, Aaron 1969-2014 Fan	Levine, Jan 1985-1989 Captain	Merlis, Paul 1972-1973;1974-1976	Posner, Mark 1996-1998 MGR	Rosenberg, Jacob 1993-1996	Schwartzbaum, Lenny 1975-1978	Tilson, Neil 1980-1983	Yaish, Ilan 1988-1989 MGR
Kirsch, Richard 1985-1986	Levner, Chuck 1972-1973 Captain	Merlis, Shuki 2005-2008 Captain	Potash, Eytan 2013-2014	Rosenberg, Shelby 2012-2014	Schwartzbaum, Tzvi 2004-2007 MGR	Tilson, Neil 1980-1983	Yarmaish, Maishe 1972-1973
Kirschblum, Joel 1978-1979 MGR	Levy, Alan 1992-1996 Captain	Meyer, Joseph 1998-2000	Pressman, Jeremy 2007-2011 Captain	Rosenblatt, Matt 1999-2002	Seidman, Judah 1978-1980 MGR	Vardi, Danny 2004-2006	Yudewitz, Uri 1998-1999
Klapper, Phillip 1978-1979	Levy, Danny 1986-1987	Misery, Adam 2002-2005	Rosenbloom, Michael 1980-1983 Captain	Rosenbloom, Robert 1974-1978 Captain	Seidman, Judah 1978-1980 MGR	Varon, Jack 1977-1981 Captain	Yulzary, Jack 1999-2002;2003-2004 Captain
Klein, Barry 1979-1981;1982-1983	Levy, Mark 1992-1993 MGR	Moskowitz, Yehuda 2004-2006	Rosenbloom, Robert 1974-1978 Captain	Rosenblum, Michael 1980-1983 Captain	Seidman, Judah 1978-1980 MGR	Vatavu, Harel 2003-2007 Captain	Yunger, Simon 2000-2003
Klein, Mathew 1990-1991	Lewis, Richard 2003-2007	Muehlgay, Howard 1987-1988	Rabin, Shane 1997-1999	Rosenthal, Yosef 2012-2013	Servi, Natan 2004-2005 MGR	Volkov, Udi 2009-2010	Zabib, Eli 1989-1990 MGR
Koffsky, Jay 1993-1996 MGR	Lifshitz, Arik 2000-2003	Musberg, Shai 2002-2003	Reichardt, Corey 1997-1998 MGR	Rosner, Jonathan 1989-1991 Captain	Shakhmurov, Alex 1995-1997;1998-2000	Wallach, Israel 1992-1994	Zadok, Yoni 1997-1999
Kolb, David 1991-1992 MGR	Livni, Isaac 1978-1980 MGR	Nachimovsky, Yoram 1977-1978	Reichel, Benjamin 1986-1988 Captain	Rotenberg, Jonathan 2002-2006 Captain	Sheff, Harvey 1978-1982 Captain	Walls, Eytan 1997-1998 MGR	Zaibart, Alon 1995-1998 Captain
Korngold, Jay 1982-1983 MGR	Lockspeiser, Alan 1972-1975 Captain	Nadritch, Mark 1996-1999 Captain	Reichel, Sam 1987-1989	Rothman, Elisha 1989-1992 Captain	Sicherman, Max 2002-2003	Weinreb, David 1987-1988	Zakaim, Michael 2005-2006 MGR
Kramer, Elliot 1986-1988	Lockspeiser, Ben	Neiss, David 1995-1996;1997-2000 Captain	Reinhart, Hank 1980-1982	Ruditzky, David 1994-1996	Silver, Ben 2011-2014	Weinstein, Netanel 2011-2014	Zier, Gary 1986-1987 MGR
Kramer, Jon		Neumann, Isaac 1992-1996	Reisbaum, Steve 1972-1975		Sina, Chen		

## STUDENTS AND FACULTY PARTICIPATION

In a break with her predecessor Dr. Morton Lowengrub, Dr. Botman urged student and faculty involvement in this decision making process. “Students are a critical source of information that can lead the university forward. You are on the ground. You are the consumers here. You will also be able to see the excruciating decisions that will have to be made.”

At the University of Maine, where Dr. Botman served as president, students were voting members of the board of trustees and faculty members were non-voting observers. Students sat on all committees, and took part in tenure and finance meetings. Both bodies were encouraged to play a part in all major decisions. “My hope is that meetings that we have or decision making groups that come together to make serious recommendations will include students and faculty,” Botman said.

Dr. Botman’s insistence on faculty and student participation in decision making diverges from the leadership style she employed during her turbulent stint as president of the University of Southern Maine (USM), a multi-campus public university serving approximately 10,000 undergraduate and graduate students around Portland. She was removed from her post after just four years of faculty clashes ended with a call for a vote of no confidence in April of 2012.

Votes of “no confidence” signify that faculty members feel a leader is no longer fit to serve in his or her position. The vote, a rare but increasingly common tactic in universities, is considered symbolic, as the chancellor or board of trustees ultimately decide what action to take. Her service to USM was buried deep within the Yeshiva University press release.

### FRAYED TRUST

The no confidence vote, cast in the first week of May 2012, was 194-88 in favor. In only three days, over half of all faculty at the university cast votes saying they didn’t have confidence in Botman, but because three-quarters of the faculty voted, the total votes fell short of the two-thirds threshold required to be considered the “will of the faculty.” Dr. Botman told *The Commentator* that the vote “demonstrated the anxiety of many things happening at the university.”

Senior faculty members, who were protected by tenure, circulated



Students Protesting Budget Cuts at the University of Southern Maine in 2009

a petition in April calling for the vote. A poll conducted by the Associated Faculties of the University of Maine System attached to the petition noted that more than three-quarters of full-time faculty either “somewhat” or “strongly” disagreed that top-level administrators were “providing competent leadership at USM.” Nearly eighty percent said they were “somewhat” or “strongly” dissatisfied with the way the university was managed.

In the publicly available list of grievances, faculty members griped about Botman’s demoralizing leadership that created an aura of negativity and a “climate of distrust” on campus. The petition questioned her ability to “continue to lead, manage, and promote this university.”

“The number of people who respond to those surveys are only part of the faculty,” Dr. Botman said. “There is no question that change is gut wrenching and that the status quo is attractive. But the status quo doesn’t pay the bills.”

Mark Lapping, professor and executive director at the Muskie School of Public Service, signed the petition calling for Botman’s resignation. “People are scared on this campus,” he told *The Free Press*, USM’s student newspaper, in 2012. “They have been intimidated.”

Professor Ronald Schmidt, who serves as a spokesperson for the faculty senate of USM, told *The Commentator*, “People did feel intimidated by proposals to shut down departments. But my sense is that made faculty more angry than frightened.”

### A SHRINKING BUDGET

Rapidly shrinking resources at USM prompted President Botman to make difficult decisions about the future of the university. “In October 2008, the world collapsed,” Dr. Botman said. “We had a decrease in state appropriation. We had a decrease in enrollment. Students began electing to take courses at community college because of cheaper tuitions. We had a lot of economic forces working against us.”

“She was the perfect president. She had goals. She was eloquent. She got along well with students,” Professor Eileen Eagan, a vocal supporter of Botman, told *The Commentator*. “Yes, she could have been more tactful, but I think what happened, between the economy and the changes, and because of these faculty agitators, the faculty got more nervous.”

Professor Schmidt agreed. “Early in her tenure there was a fair amount of excitement,” he said. “The early sense of enthusiasm was one of the reasons that nerves and tempers got more frayed when they did.”

“The key thing to know about in this story is that the economic situation in the university was terrible,” said Professor Eagan. “When she came in 2008 things didn’t look bad, but things turned out worse. I don’t think they told her how bad things were. After she got there she got stuck with a large deficit and had to make painful cuts and restructur-



University of Southern Maine President Selma Botman fields questions from reporters on July 5, 2012, after announcing she would be leaving her post as president of USM and taking a job in the University of Maine System chancellor’s office.

ing.”

In 2010, the Faculty Senate approved Botman’s highly publicized budget-cutting reorganization with the understanding that the faculty and deans within the colleges would share responsibility to organize themselves in departments and schools.

However, a second round of austerity measures in the form of rearranged academic structure were met with widespread resentment. “There was a lot of disagreement with the direction in which President Botman wanted to go,” Schmidt said. “She invited a lot of faculty participation, but despite the work that was being done, professors felt that they weren’t being listened to, that their work was being ignored.”

A year later, Botman announced far greater consolidation efforts, calling for departments with fewer than 12 full-time faculty members to consolidate with similar departments. According to the administration, the move would save over \$750,000. Members of the faculty senate, however, quickly raised red flags. “There are many faculty who feel that this is being imposed on the faculty without them being heard. And this is affecting their morale,” Jerry LaSala, chair of the physics department, told *The Free Press*.

“Most of the faculty didn’t want change,” Professor Eagan said. “Every time something was tried there was resistance.”

### A DIVIDED CAMPUS

According to Portland’s *Bangor Daily News*, President Botman’s approach left instructors overworked and did not free up money for additional classroom spending as she had promised in her inaugural address. Her promises to incorporate the faculty went unfulfilled.

As morale dropped, tensions on campus brewed. Members of the faculty interviewed by *The Commentator* all noted how students and faculty members split. “For various reasons, some understandable, some unreasonable, people protested,” Professor Eagan said. “It was like a civil war.”

The *Free Press* reported that outgoing Student Body President Chris Camire told the Faculty Senate he was “ashamed” by the petition effort and told those behind it they were “tearing this university apart.” He called the move to vote no confidence a “coup d’état.”

“It struck me as highly unfair that she got the blame for doing what needed to be done,” Professor Eagan said.

In 2012, rumors and accusations spread. A USM faculty member also told *The Commentator* that questionable hiring—including the hiring of a trustee for a vice president in charge of fundraising—prompted faculty to create new ethics policies. According to *Bangor Daily News*, in March of 2012, four of Botman’s administrative staff received raises of 18 percent to 22 percent—at a cost of \$242,000—while faculty salaries had been frozen amid three-year, \$5 million budget cuts. The raises were later rescinded. Bloggers have also accused Botman’s supporters of scrubbing her Wikipedia page of the no-confidence controversy.

After the vote of no confidence was announced, Botman defended her term as president, noting that the university had been plagued by budget constraints during the recession, which forced her administration to make difficult decisions. In a news conference after her resignation as president, Botman said she was leaving a university having accomplished a number of her goals. “It’s fiscally sound, it’s student focused, it has deepened its ties to the community, and it’s poised to take its next step.”

Under Dr. Botman’s tenure, USM balanced every budget, created new academic programs while consolidating other programs, sold buildings, and paid off debt. Despite major financial strain, the university did not close any departments. USM also continued to hire tenure track positions, offer merit increases, sabbaticals and “resources for research,” she said.

However, this April, USM President Theodora Kalikow said she

was forced to approve of \$4.4 million of cuts to help make the school “financially sustainable.” During President Botman’s tenure from 2008 to 2012, USM suffered a 6.2 percent decline in the student body, from 10,009 to 9,385 students.

### LESSONS LEARNED

“My overall sense is that President Botman’s short tenure was a combination of circumstances that would be bad under any leadership, but were then exacerbated by her vision of the future and her problematic leadership style,” Professor Schmidt said. “There were competing visions.”

Professor Lapping told *The Commentator* that Botman “kept pushing and pushing,” but that she was ultimately “not a good fit for USM.”

“Communication, communication, communication,” Dr. Botman said of the lessons she learned from her stint at USM. “I tried and I should have tried harder to communicate the seriousness of the problem,” she told *The Commentator*. “But the decisions we took were critical.”

Dr. Botman said that one of the takeaways from her initial meetings with YU’s faculty “is that faculty recognize the depth of the problem at Yeshiva College. At USM they did not believe the crisis existed.”

According to a press release by Yeshiva University, Dr. Botman will be “working together with faculty and the administration to strengthen teaching and student learning, foster scholarly research and creative projects, and build a collaborative culture across the University.” She will also be tasked with working “closely with the University Faculty Council.”

“I am still in the embryonic stage,” she insisted, but she was confident that “this faculty council is made up of thoughtful people who can make the decisions that will help this university advance,” she said.

## Judge Dismisses Sexual Abuse Case

### Statute of Limitations Bars Claims

By Commentator Staff

After months of deliberation, Manhattan Federal Judge John Koeltl ruled that the 34 former Yeshiva University High School students alleging decades of sexual abuse at their alma mater did not have a case against the university. The judge ruled that the students had not come forward early enough. In New York, victims of sexual abuse have until their twenty-third birthday to seek legal action.

“Statutes of limitations strike a balance between providing a reasonable time for victims to bring their claims while assuring that defendants have a fair opportunity to defend themselves before evidence is lost or memories fade,” Judge Koeltl wrote in a 52-page opinion explaining his ruling. “In this case, the statutes of limitations have expired decades ago, and no exceptions apply.”

The high-profile suit, filed in July, accused Yeshiva University of willfully ignoring and covering up the actions of three rabbis who sexually assaulted teenagers at YU’s high school for boys from the 1970s through 1989. An independent investigation conducted by the university last year acknowledged and expanded the scope of abuse, noting that crimes had occurred through 2001 and in schools beyond just the high school. The report offered no further details about where or when

abuse occurred.

“We are gratified that the federal court recognized the validity of our arguments in dismissing the case against Yeshiva University, which has been an incredibly trying process for all involved,” the university said in a statement.

Kevin Mulhearn, the plaintiff’s litigator, said that his clients “have been suffering for years” and that “they deserve justice, not this perversion of justice.” Mulhearn argued that the former students suffered in silence until a December 2012 story published by *The Forward* revealed widespread abuse.

Mulhearn attempted to circumvent the statute of limitations by arguing that school administrators covered up abuse and threatened students who attempted to bring the abuse to light.

“The plaintiffs were aware of their abuse at the time it occurred, and of the identity of their abusers and those who employed them,” Judge Koeltl wrote in a public statement. “Had the plaintiffs approached an attorney prior to their turning 21, they could have brought their claims.”

The YU statement noted, “Our thoughts and remorse remain with those affected and harmed, and the confidential counseling services of Yeshiva University remain available to them.”

Mulhearn and the 34 students will appeal the decision.

By Moshe Fink

Every year, *The Chronicle of Philanthropy* compiles a list of the top donations in America. Announced last month, the list included some familiar names – Facebook founder Mark Zuckerberg donated almost one billion dollars to a charity that focuses on community issues in his region. One donation, a \$160 million bequest by the late real estate heiress Mrs. Muriel Block to Yeshiva University’s Einstein College of Medicine, clocked in at number six nationwide.

In April of last year, Dr. Allen M. Spiegel, Dean of Albert Einstein College of medicine, announced the start of the school’s largest fundraising campaign in its 60-year history: “The Campaign to Transform Einstein,” a concentrated effort to raise \$500 million. In his announcement, Spiegel declared that the late Muriel Block had bequeathed a donation upwards of \$160 million. “Muriel’s bequest—the largest gift in the College of Medicine’s nearly 60-year history—will greatly augment Einstein’s capacity to advance its mission to improve human health,” said Spiegel. “The gift will support important areas of research and has become the centerpiece of Einstein’s ambitious \$500 million capital campaign.”

At the time of her death in 2010, Mrs. Block was considered to be one of Einstein’s most generous

## Donation to Einstein Ranks Sixth in all Gifts in 2013



For decades, Muriel L. Block was a supporter of medical research at Albert Einstein College of Medicine. Her name, along with that of her late husband, Harold Block, graces the entrance of Einstein’s research facility, the Michael F. Price Center for Genetic and Translational Medicine/Harold and Muriel Block Research Pavilion, which opened in 2008.

benefactors, donating almost \$22 million in 2003 towards the construction of a new research facility – then the second-largest donation the school had ever received. “I considered Muriel a friend and partner in my work as dean of Einstein,” said Spiegel. “From our many conversations over the years, it was very clear that she derived great personal satisfaction from her ability to make a difference in helping to improve the human condition. She clearly had the vision to do something that would have far-reaching consequences and had great confidence in Einstein as an institution. Her final gesture of extraordinary generosity will have a terrific impact on our work.”

The bestowment, given in the name of Mrs. Block and her late husband Harold Block, will “significantly advance the College of Medicine’s goal of improving human health.” The money will be used to build “a new educational center for experimental therapeutics to develop novel treatments for unmet medical needs, personalized medicine, and genome sequencing, giving investigators the ability to evaluate the causes of a wide range of known diseases.”

“Gifts from Muriel Block and our other dedicated supporters...accelerate the paths to discovery, and yield measurable improvements in people’s lives,” concluded Dr. Spiegel.

## SLC Negotiates Productions Policy

By Natan Bienstock

YU students returned from winter break to find signs posted around the cafeteria proclaiming that as of February 5, YU Productions Services would no longer be accepting packages for students in non-dormitory housing, and that any such packages

sent to them would be returned to sender. Many off-campus students were taken aback by the brazenness of the flier, and that they were only notified by these fliers in the caf a week before the changes were scheduled to take place. Productions though, responded by saying that they sent out an email to students who lived in off-campus housing announcing the changes. This email however, was only sent to students living in the official YU owned off-campus housing, so most students did not receive the email.

Additionally, Productions pointed out that the policy had always been to reject packages from students living in off-campus housing, and they had only been doing a favor for these students by accepting these packages. These students though, were abusing the privilege. Productions was receiving shipments from people’s wedding registries, as well as shipments of diapers and other baby supplies. These packages crowded the tiny mail room, making it difficult for its employees to move around. Productions is also un-

derstaffed, and was no longer able to shoulder the additional workload.

The students’ complaints about the brazenness of the fliers, and that they were not informed about the enforcement of the policy, were heard the Wilf Campus Student Life Committee. Eli Shavalian, President of the SLC, and Shalom Willner, Student Liaison to Productions, met with Productions Services to resolve the issue. Their first move was to propose that Productions hold off until the end of February on enforcing the policy of not accepting the packages from off-campus housing, which was accepted. They proposed new guidelines to solve both Productions’ issues of too many packages and understaffing, as well as the off-campus students’ complaints. Below are some of the new policies that will be implemented by Productions Services as a result of the meetings:

1. The shelf life of packages will be two weeks. After two weeks have passed, an unclaimed package will be returned to sender. The current policy for shelf life of packages is four weeks, which was deemed excessively long. Reducing the shelf life will lead to more room for packages in productions.

2. Any package larger than the

## Seforim Sale Up and Running



Sy Syms Assistant Professor Leonard Fuld (mustache) at the Seforim Sale with students in his “Managing a Growing Business” class, a new course designed to streamline the Sefarim Sale and introduce hands-on learning to business students.

size of a mini-fridge will be returned to sender. This policy solves the problem of off-campus students shipping their new furniture from their wedding registry and their baby supplies to productions, and should make more room for student packages. As Shavalian explained, “Productions services exists for students to ship supplies they need for school.”

3. Off-campus students will be allowed to send their packages to Productions Services as long as they

meet the previous two guidelines.

For packages larger than those specified by the new guidelines, students are advised to use the USPS Post Office or the UPS Store, both located on 181st Street.

These new guidelines (as well as stricter enforcement of no package receipt for alumni) should help solve the problems faced by both the off-campus students and Productions. The new guidelines should be in place by the end of February.



# YU Pulls "What I Be" Photography Project

## Censorship Backfires as Project Gains International Reputation

By: Ben Kohane

Californian photographer Steve Rosenfield began the "What I Be" social experiment in 2010 with just one volunteer. According to his website, he decided to "photograph [his] friend with her insecurity written somewhere on her face or hands." Four years and hundreds of portraits later, Rosenfield's online galleries have been filled with bold declarations of deep insecurities complemented by fearless, powerful stares. After successful programs at Columbia University, Princeton University, and other colleges around the country, several students from YU's art clubs contacted administrators with the proposal to host a "What I Be" exhibition here on campus, hoping to catalyze conversation and reflection on serious issues.

Stern senior Mati Engel, co-president of the YU Arts Club, was instrumental in arranging the original plans. Engel first discovered Rosenfield's project while visiting a friend at Princeton. After realizing his name sounded Jewish – Rosenfield is Jewish but does not practice and sees the project as focusing on "human values rather than Jewish values directly" – she "pitched the idea of shooting the "What I Be" project at YU. Co-president Dasha Sominski and I organized the whole campaign: we coordinated with the photographer, got eleven student clubs to co-sponsor, got 100 student signatures to be a part of the project, and met with Student Life countless times."

The project really picked up steam as other

students were brought into the fold. Avigayil Bachrach (SCW '15) was approached by Engel and the other Art Club co-president, senior Dasha Sominski, and added to the "group Facebook message for all the people brought on board," which constantly updated its members on the status of the fundraising effort, as multiple clubs and student councils pledged money to the campaign. Another student, junior Aaron Portman, also got involved after hearing about the undertaking and its need for a Wilf uptown campus representative. "The plan was to bring Steven [Rosenfield] here to specifically take pictures of YU students, both male and female," explains Portman. "We wanted to display the portraits somewhere, to help express our students' diversity and insecurities, to create a sense of community."

Though the objectives of the project were clear, arranging the logistical details proved to be a more challenging feat for the students. According to the Haaretz website, one of 12 media publications which have reported on the project and YU's ultimate response over the past few weeks, scheduling constraints and financial commitments all played into delaying the project. According to University Dean of Students Chaim Nissel, the university "never determined where the pictures would be posted or where on campus the shoot would take place...because the event never received final approval." Dean Nissel further explained that many of the delays were driven by balancing university supervision with self-expression. Though, "the organizers suggested that the program have oversight and that we would not permit certain themes, challenges arose when determining how we could host a program of "self-expression" if we were going to put any limits on that self-expression."

After reconsidering the values and the direction that the project would highlight, YU ultimately decided to withdraw support from the program. "As soon as we realized that there were too many variables and we could not allow it to move forward, we met directly with the student organizers and told them," Dean Nissel explained. Engel, Sominski, and the other students were encouraged to continue the project independent of YU. Though discouraged by the "unnecessary bureaucratic affairs that wasted our time," as Sominski put it in a recent Jerusalem Post interview, the students and Rosenfield simply altered the original plans, deciding to retitle the effort as "What I Be: Jews of NYC & Honorary Guests" and expanding the project to include both YU students and Jews from Crown Heights, a neighborhood in Brooklyn. Bachrach, "still wanting to be

a part of the project, reached out to help with whatever she could," whether it was "running one of the photography sessions" or actually getting photographed herself.

"Being photographed was awesome," Bachrach adds. The project "just became about being Jewish and allowing myself to be photographed about a vulnerability of mine...and the process behind it [speaking with Rosenfield before the shoot] made the experience great."

Rosenfield said he was "pretty frustrated when the project was pulled from Yeshiva. I felt that it was a way to really show the students that they're cared about and what they are interested in matters."

Students echoed Rosenfield's opinions. Portman was "disappointed when YU withdrew support." He continued, "This kind of thing, bolstering our diverse Jewish community by revealing insecurities which we are usually told to cover up, initiating an open dialogue on important issues and concerns, isn't something to shy away from." Bachrach concurred, noting that the photo shoot could have been an "amazing opportunity for Yeshiva students to unite in an open forum, to admit vulnerabilities and insecurities in a public way. I hope that this project illustration some of the suppression going on in Orthodox communities and is a wake-up call for discussion and change...through the power of working together."

Engel insists that even with all the media attention, the project did not intend to be controversial or contend with the institutional policies of YU. "The project was merely an initiative towards social changes within our religious communities, and that should not be taken at the expense of YU."

Instead of on the YU campus, the completed exhibit, a full gallery of New York Jews' striking portraits and shared secrets, is planned to debut at the arts space Mister Rogers, located in southern Crown Heights, on February 22nd. All YU students are invited and more information, including ticketing, is available on their public event page on Facebook. All the photos will be on display, paired with personal statements explaining each one. Additionally, Rosenfield plans on "traveling to schools and universities across the country" to continue the ongoing "What I Be" project. He is also in the process of putting together a coffee table book, complete with images and statements.



Comments (10)

BY Arts & Leisure  
THI Seven things to know about Asaf Avidan

Comments (10)

BY Arts & Leisure  
THI Seven things to know about Asaf Avidan



Home > Jewish World > Jewish World Features

NEWS - OPINION | BLOGS - JEWISH WORLD - BUSINESS - TRAVEL - CULTURE - WEEK

ISRAEL NEWS > Sochi 2014 | IDF service | John Kerry | Iran missiles | Gaza air strike | Syria

BREAKING NEWS 2:36 PM Fire collapses overpass in Cairo, kills policeman (AP)

By Debra Nussbaum Cohen | Jan. 29, 2014 | 1:51 AM | 3

Tweet







## The Whole Story

By Danny Shlian

Yeshiva University students recently had the unique opportunity to view the 2012 biopic *Hannah Arendt*, followed by a question and answer session with the director/screenwriter Margarethe von Trotta and screenwriter Pam Katz. The film tells the story of the titular German-American Jewish philosopher and her publication in 1963 of *Eichmann in Jerusalem*, which describes Adolf Eichmann's trial for war crimes committed over the course of the Holocaust. As described in the film, Arendt encountered blistering criticisms, often describing her as ill-informed and sensationalist, for the book's portrayal of the failures of Jewish leaders leading up to the Holocaust. Arendt is depicted heroically for defending her work in the face of immense public pressure to recant.

During the subsequent session with the filmmakers, Stern College student Miriam Rubin asked a critical question: Arendt's critics, though described in the film as philosophers, were portrayed as being unmotivated by genuine philosophical concerns, instead launching emotionally driven, illogical attacks against Arendt. But were there truly no other thinkers who objected to the philosopher's novel concept of the banality of evil? Were there no historians who sincerely took exception to Arendt's description of Holocaust-related events? And if there were, why were they not portrayed as intellectually serious as Arendt was? The filmmakers responded that indeed, there had been other, more substantive criticisms levied at Arendt, but they had taken the artistic license to depict only those conflicts which would illuminate the philosopher's inner turmoil after her book's publication.

Emerging from the event and reflecting on their response, I observed that von Trotta and Katz's defenses of their filmmaking choices rang rather hollow. *Hannah Arendt* is a historical-biographical picture, one which can ill afford to play loose with historical events in order to make a more satisfying artistic point. Particularly when the personal life of the author in question is so tied up with the real-world events surrounding it, it becomes necessary to tell the whole story, not one consisting of half-truths and artistically satisfying retellings. While the film itself was excellent, its historical incompleteness and one-sided approach proved to be very troubling.

The problems with *Hannah Arendt* are indicative of a larger issue which plagues too many areas of our world, YU being no exception; the disappearance of nuance and the lack of ability or willingness to be receptive to both sides of a story. The film's chief failure lay in its black-and-white depiction of an issue that possessed more than its fair share of gray areas. Similarly, our world tends to draw stark lines of contrast far more than it allows for multidimensional

ranges of ideas and opinions to take shape. We are far poorer for this polarization. Without a full understanding of the subtlety and depth of a different position, any claim is, by definition, more unidimensional and less compelling than it has the potential to be.

Another arena in which a lack of nuance manifests itself is satire. In praise of the medium, and in the spirit of nuance, it should be noted that satire is a remarkable way of highlighting important issues directly without constraints that may hamstring the effectiveness of other modes of communication. Additionally, good satire can be devastatingly funny. On the other hand, a weakness inherent in the genre is that in order to be incisive, satire comes down narrowly on one side of an issue. When readers click on an article in *The Quipster*, YU's student satirical online publication, they do so not to read a detailed description of Yeshiva's financial situation or a blow-by-blow account of the latest campus controversy, but a humorous article mocking, with varying degrees of gentleness, one of the sides of the issue du jour.

The same is true of *The Onion*, *The Colbert Report*, or any other satirical work. The genre has the potential to shape public opinion on any number of issues; we can only hope that readers and viewers of satirical media are discerning enough to do their own research and form intelligent, informed opinions of their own, taking in the full range of positions on a matter before defending one side over another. Satire has much to contribute to these understandings, but it may serve better as a springboard than as a landing strip.

Without going into specific details, I believe it is fair to assert that whenever a politically fraught issue becomes the subject of heavy discussion at Yeshiva, all parties involved could benefit from an increased attention to nuance and, at the very least, a recognition of the validity of a dissenting opinion. The student body at YU is truly outstanding in terms of erudition, knowledge, and passion, and these qualities clearly come to the forefront whenever issues of great communal or global import are the topics of conversation. Unfortunately, when involved in these conversations, I am often frustrated by the needless and harmful usage of polarized and generalized language. Furthermore, opposition, when acknowledged, is often portrayed as simplistic and dogmatic in its assertions, all too similar to the big-screen portrayal of *Hannah Arendt*'s critics. Very rarely do concepts of unanimity and universal agreement have a place in topics worthy of discussion.

Please, when we engage in the kinds of discussion that make our university unique, let us agree to leave "never" and "always" at the doorstep. Our conversation will only improve.



ב"ה



# BIKE ACROSS AMERICA

Join us this summer as we bike across the country to benefit children with special needs.

**MEN'S TRIP**

S. Diego to NYC

**WOMEN'S TRIP**

Seattle to S. Diego

Apply now at

**BIKE4FRIENDSHIP.COM**

For more info call 718-713-3071

**SPONSORS:**



**LOOKING FOR ANOTHER ADVENTURE?**

**HIKE** into the **GRAND CANYON** to benefit children with special needs.

**VISIT HIKE4FRIENDSHIP.ORG**



## TAMID Beckons, but Will Students Answer the Call?

By Ariel Mintz

Lehigh, Emory, Harvard: here I've listed three schools that are not immediately associated with fervent Zionism. However, that hasn't stopped students on each one of these campuses from establishing Israel Business Clubs that are, in many ways, more active than their counterpart at Yeshiva University. These three universities, along with eleven others across America, support a chapter of the TAMID Israel Investment Group, which connects college students with Israeli start-ups through investing and consulting projects, as well as through a summer internship program. On March 1st, the TAMID National Board will decide whether to approve a new TAMID chapter at Yeshiva. Amidst this decision, a larger question looms regarding the potential for the club's success at YU.



Many YU clubs have adapted to students' resistance to serious club involvement by minimizing event frequency and asking little in terms of commitments from their members. However, this has led to clubs that are little more than faces for the events they host. In contrast, TAMID chapters strive to create an active community of students who are interested in the dynamic world of Israeli start-ups and want to gain hands-on exposure to trailblazing Israeli ventures. To advance this mission, TAMID chapters call on prospective members to decide whether they want to be in or out, explained Dan Smith, co-chairman of the TAMID National Board. Smith strongly believes that TAMID has the potential to be a defining aspect of its members' college careers, provided that students are prepared to invest in their success as TAMID members. For this reason, TAMID will be an interesting gauge of Yeshiva students' interest in committing themselves to serious opportunities to excel outside of a classroom setting.

The phenomenon of students signing up for clubs, but not committing themselves to club functions, due to time constraints and scheduling conflicts, is well known. Most recently, Adam Moisa, president of the club Suits Optional, sent an email to his club's mailing list which was intended to weed out half hearted participants by requesting that only dedicated members respond. This email betrayed the difficulty that many Yeshiva students have allocating meaningful amounts of time to extracurricular activities. It also suggested the unfortunate fact that many Yeshiva students are currently missing out on the enriching experience of belonging to a club where they can develop their passions and apply their skills in the context of an issue or a cause that is important to them.

College is a time when we begin to channel the educational and experiential input that we absorbed during our childhood and teenage years into creative and valuable output. One of the ways college students initiate this process, is by joining clubs like TAMID that encourage their members to apply their skills in ways that add value to firms and solve problems for society around us. There are many avenues for Yeshiva students to pursue their interests and apply their theoretical knowledge and skills to exciting and impactful projects. My only hope is that they can set aside time to seize the opportunities that have been laid out before them.

## What Can We Learn From Our Professors?

By Josh Nagel

We aren't using our textbooks properly. Instead of reading, underlining, and memorizing them, we should rip them, tear out each page, until all that is left is a pile of shredded papers and an empty shell of a book cover. We are paying for college to learn from top-notch professors, not from a textbook we have to pay more money for. I shouldn't need a textbook if I have a professor.

To gain the most from my professors, I try to be a good student. I come to class on time, I participate in class, and I try to read the textbook chapters before the lecture. But despite my best efforts to engage with my education, I find that more and more I am bored and disappointed with my classes. If I can learn much of the information taught in class on my own from textbooks, why should I need or want to listen to a lecture? Class often seems to be a waste of my time.

Some of my professors are aware of this. Instead of teaching just what is in the textbooks, they will supplement the information with outside sources, showing videos and clarifying complicated material. (I am speaking from my own experiences as a psychology major, but I am sure this can apply to most lecture-style classes.) While these supplements make attending class somewhat worthwhile, I do not think it is enough. Instead of having lecture, the professor can email the class videos to watch on our own computers, write up some notes on the supplementary material, and respond to questions on the material via email (or even during office-hours or on the phone). In fact, there might not be a need for a specific professor and most learning could occur through online classes without losing much, educationally. While psychologists have shown that learning material through different mediums (such as listening to a lecture in addition to reading a textbook) improves memory and understanding, I can get that variation on my own through reading texts and watching videos. I do not need professors or a real life classroom for learning information.

I did not come to college to be spoon-fed information. I came to college to learn how to think; how to analyze information and come to logical conclusions, to critically assess and engage with the world. These goals may be lofty and abstract, but they can be practically applied in the classroom. Every college course should expect students to prepare all the assigned readings before coming to class. Professors can spend some time reviewing key concepts and clearing up any confusion, but a majority of the time should be spent developing critical thinking within that discipline. For example, science classroom discussions can revolve around breaking apart scientific articles and assessing whether the researcher's conclusions reflect the data. College graduates should know how to read academic journal articles. College should train us to question, critique, and be creative. It is those skills that will help us lead fulfilling lives. Just knowing facts is not enough.

This model is not perfect. It does not fit well with our current education system, since graduate schools and standardized tests require comprehensive knowledge of subjects. Colleges can't afford to trust their students to learn all of the information on their own. Additionally, even if we can change the system, the model might not appeal to everyone. Some people simply are not interested in spending time thinking and engaging in classroom discussions.

I do not profess to know what an ideal college class should look like. What I do know is that I feel like I am not gaining as much as I could be from my professors. How do you feel?

**IF I CAN LEARN MUCH OF THE INFORMATION TAUGHT IN CLASS ON MY OWN FROM TEXTBOOKS, WHY SHOULD I NEED OR WANT TO LISTEN TO A LECTURE? CLASS OFTEN SEEMS TO BE A WASTE OF MY TIME.**

### The Commentator

is always looking to expand its staff.  
Positions are available for **writers, copy-editors, photographers, graphic designers, and web designers.**  
If you are interested in joining, please contact us at [CommentatorChief@gmail.com](mailto:CommentatorChief@gmail.com)

Now Announcing:

CHRONOS

The History Journal of  
Yeshiva University

2013-2014

Send submissions and questions to:  
[YUChronos@gmail.com](mailto:YUChronos@gmail.com)

9-16 pages  
Submissions in Jewish History also  
accepted



*"I am not my conversations"*



*"I am not my loneliness"*



*"I am not my image"*



*"I am not my generation"*



*"I am not my household"*



*"I am not my fraternity"*

# The Project YU Censored



*"I am not my shield"*



*"I am not my Judaism"*



*"I am not my envy"*



*"I am not my judgments"*



*"I am not my strength"*



*"I am not my pride"*

*As a university based on Torah ideals, Yeshiva University supports and encourages the artistic exploration of diverse ideas by its students and offers robust programming in dramatics and the arts – all while keeping in line with our values. After close review and much discussion of this event with the student organizers, and taking the sensitivities of all of our students into consideration, we determined that a YU venue would not be able to showcase the project in its entirety.*

*Dean of Students Dr. Chaim Nissel*

קרן תקווה  
TIKVAH

## Tikvah Summer Fellowship on Jewish Thought and Citizenship

July 27, 2014-August 8, 2014



Stipend: \$1,000 Plus Expenses  
Application Deadline: March 1, 2014

The Tikvah Summer Fellowship offers participants the opportunity to study with some of the greatest teachers of Jewish texts and ideas in the world. Fellows will live for two weeks in New York City with an international cohort of young scholars—a mix of Israelis, Americans, and others.

### SEMINAR TOPICS INCLUDE:

#### Is Judaism a Religion?

**Leora Batnitzky**, Princeton University

#### Reason, Revelation, and Jewish Thought

**Moshe Halbertal**, Hebrew University and NYU

#### Jews, Power, and the Bible

**Micah Goodman**, Ein Prat Academy

#### The Rabbinic Mind and Divine Law

**Christine Hayes**, Yale University

#### Zionist Statesmanship

**Daniel Gordis**, Shalem College

#### Divine Justice and Human Creativity

**Dara Horn**, Distinguished Novelist

*Learn more and apply at*  
**tikvahfund.org**

### WHO SHOULD APPLY

Men and women 29 years of age or under who have completed one year of college or university studies and who are interested in both the richness of the Jewish intellectual tradition and the flourishing of the Jewish people and the Jewish state.

Contact us with questions: [info@tikvahfund.org](mailto:info@tikvahfund.org)

165 E 56th Street, 4th Floor  
New York, New York 10022

קרן תקווה  
TIKVAH  
[www.tikvahfund.org](http://www.tikvahfund.org)

Phone: (212) 796-1672  
Email: [info@tikvahfund.org](mailto:info@tikvahfund.org)

## Remembering Rabbi David Hartman

By Dan Atwood

Sometimes it takes some time after a great person's death to realize the impact that they made. As it is now one year since the passing of Rabbi Dr. David Hartman, I would like to reflect on his legacy, a legacy that is often overlooked in the Orthodox world, but has had a tremendous impact on the broader Jewish world and in my personal religious journey.

For those unfamiliar with his biography, Rabbi Dr. Hartman has his roots in the Yeshivish world, attending the Lakewood Yeshiva before coming to YU to study under Rabbi Joseph B. Soloveitchik, who ordained him as a rabbi. After pursuing a graduate degree in philosophy and serving as a rabbi in Montreal, he moved to Israel in 1971, where he opened the Shalom Hartman Institute (named after his late father), a pluralistic Jewish research and educational institution in Jerusalem. Throughout his lifespan, he published dozens of books and articles on topics including Maimonides (his academic area of expertise); Rabbi Soloveitchik, whom he revered as his teacher; his own Jewish philosophy; politics, and his personal religious journey. Countless rabbis and Jewish leaders of all denominations, leaders in their fields, have passed through Shalom Hartman Institute, including Rabbi Asher Lopatin (President of Yeshivat Chovevei Torah), Rabbi Rick Jacobs (President of the Union of Reform Judaism), prominent Jewish philosopher Moshe Halbertal, author Yossi Klein HaLevi, and Donniel Hartman, Hartman's son.

Hartman was a rationalist, like Maimonides, his primary academic area of interest. For Hartman, religion and theology had to be logical and pragmatic. Hartman, known for being quite candid and charismatic, was sharply critical of the eschewal of rationalism he witnessed in the Orthodox community, particularly by the Hasidim and students of Rabbi Avraham Yitzchak Kook, the late Israeli mystic whose philosophy dominates the Israeli Orthodox community. In these lines, Hartman did not adopt a theologically fundamentalist view on history, arguing that the State of Israel is not "the sprouting of our redemption." We are not prophets, and thus have no right to decide when we see G-d in history. He applied an ancient debate between Maimonides and Judah HaLevi over G-d's involvement in history to contemporary politics. Israel, Hartman argued, has to live in the real, pragmatic world, and not be tied down to Messianic predictions. Though these sentiments raise eyebrows in the Orthodox world (especially in Israel), the broader Jewish/Israeli society has found tremendous solace in the rational philosophy and politics of Hartman.

Other key components to Hartman's philosophy are pluralism and universalism. For Hartman, there is no one, objectively correct interpretation of Torah. In his writings, particularly *A Heart of Many Rooms*, he used a myriad of Rabbinic and Biblical sources to articulate his view that Judaism is and always has been tolerant of multiple perspectives. At Mount Sinai, G-d proclaimed, "I am your G-d"—(*elokecha*), in the singular—not "*elokechem*," in the plural. Each person standing there received a different perspective. Taking this to its most radical extreme, Hartman did not believe in Halacha as an authoritarian, coercive system. Each person, argued Hartman, has the right to understand and observe the Torah in a way that he or she sees fit. Each person should live the life that is best for him or her.

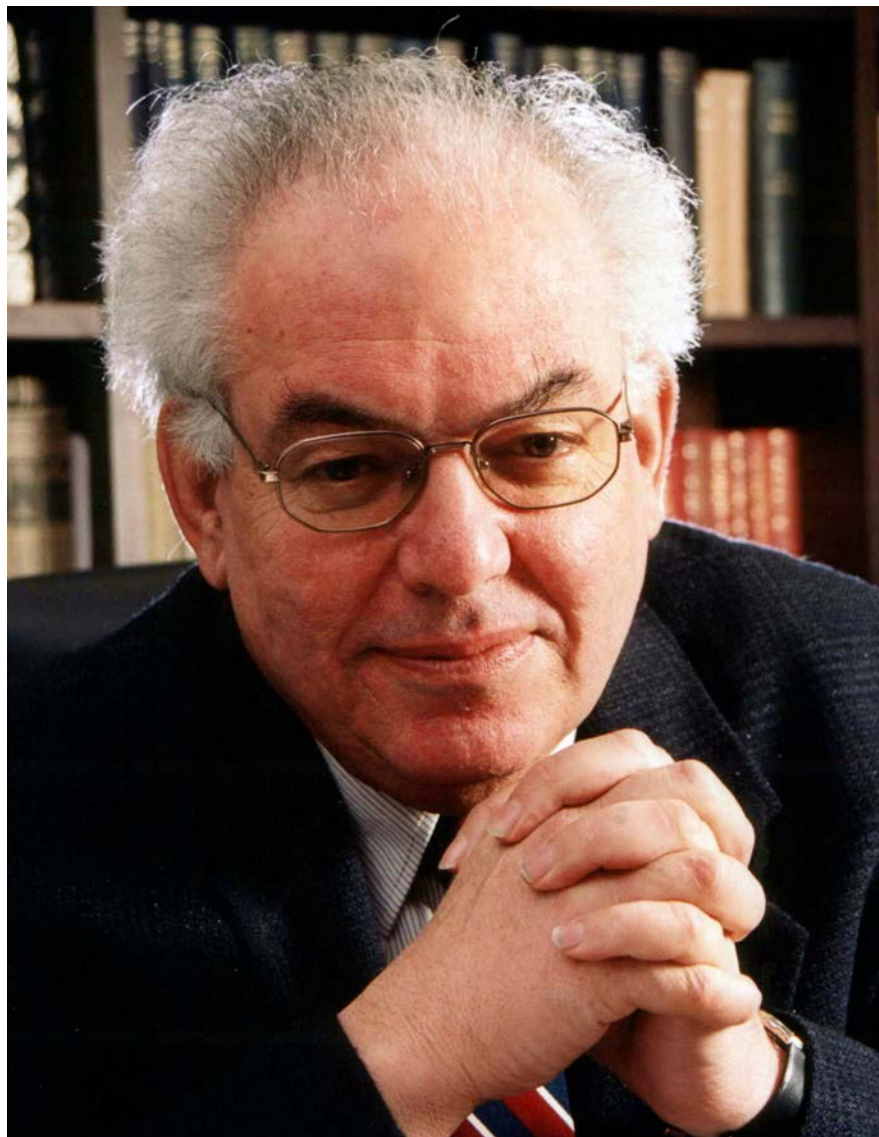
He was harshly critical of Rabbi Soloveitchik's "leap of faith" theology, epitomized by Abraham's blind acceptance of G-d's decree to kill Isaac. This term's becoming common parlance in the Orthodox community profoundly perturbed Hartman, as he thought that Avraham's surrender of his morality is not something to which we should aspire.

Instead, Hartman advocated for a Creation-Sinai theology. For Hartman, the G-d that created the World is the same G-d that gave the Jewish People the Torah. In this sense, every single person, Jewish or not, is thus involved in G-d's mis-

sion. According to Hartman, to claim that any one path of life contains the entire truth is to deny the G-d of Creation. "Jewish people are not ontologically any different than anyone else in the world," claimed Hartman.

In Hartman's philosophy, the Torah is, at its core, G-d's ethical message to the Jewish People. Abraham's greatest moment was not the Akeidah, but rather his pleading with G-d to save the sinners of Sodom. G-d chose Abraham because of Abraham's keen ethical sense.

It is because he revered the Halachik system so much that Hartman sought to maintain its integrity in a Modern world. Throughout the ages, the rabbis have reformed Halacha to respond to their historical circumstances. The prophets, Tanaim, Amoraim, Geonim, and Rishonim all interpreted the Torah in



novel ways. Why, Hartman argued, were people living in the 21<sup>st</sup> Century not entitled to do the same? Torah is not a dead scroll that we read and memorize, but a "living covenant" (the title of his *magnum opus* philosophical work) that Man is charged with constantly renewing. That being said, he was also adamant on the fact that Halacha is the best way to sense the presence of G-d in our everyday lives, the goal of ritual in Hartman's theology.

It should not be understated that for all of Hartman's critique of the contemporary Orthodox world, he was also very critical of the secular Jewish world. He thought that the secular Zionists were making a tremendous mistake in trying to create a Jewish society completely bereft of Torah values. By taking a more expansive view on Torah, Hartman made Torah accessible to more people. Thus, in Hartman's world, removing oneself from Torah is a total renouncement of the Jewish community and its historical consciousness.

It is thus no surprise that Hartman was an individualist. Though he remained observant of mainstream Halacha throughout his life (as far as we know), much of his philosophy went against the accepted opinions in the contemporary Orthodox world. His experience with the irrational, monolithic

Orthodox world he was raised in (from his perspective) left him disillusioned with Orthodoxy and unafraid to break with common conception. He did not believe in the Messiah as a literal figure rather as a striving for a better world, admittedly against the opinion of Maimonides. We're always waiting for the Messiah, but he never actually comes. As I mentioned, he did not view Halacha as an authoritarian system, not because he didn't care about Halacha but rather because he saw the Halacha as eternally living.

His response to conflicts between morality and Halacha—such as the command to destroy the women and children of Amalek or gender segregation in Tefillah—was to favor morality over Halacha (in the tradition of Abraham, who questioned G-d's morality with Sodom). He did not ask "what is Orthodox" but rather "what is right." It is thus also not surprising that his students have become known for unabashedly standing up for what they believe is right, such as his daughter Tova, founder of Shira Chadasha, the first partnership (egalitarian within Halacha) minyan.

Unfortunately, some in the Orthodox world have disowned Hartman. I think they may be making a mistake.

In my personal Jewish-identity journey, I have found much inspiration in Hartman. Hartman taught me (through his works, not personally) that Torah is not ossified and ancient, but rather alive and vibrant. In elementary school, I used to think that I was born a few hundred years too late to participate in the Halachik process. The most I can ever hope for is to memorize the work other people have done and summarize it in a book. This conception stuck with me until college, when I found Hartman. Hartman taught me that my peers and I still have the opportunity to become part of Torah.

As a child I used to fear that when I arrived in Heaven that if, by chance, Orthodox Judaism was not *the* correct path in life, I would be condemned to Hell. Hartman taught me that there is no one objectively correct path, and that my job is simply to better the world and serve G-d, whatever that may entail. Most of all, I used to not fully understand why the Torah is relevant in a Modern day. Why should an enlightened person take an irrational "leap of faith?" Why would I want to kill my son? Hartman taught me that the same man (Abraham) who tried to kill his son also risked his life to plead to G-d on the behalf of Sodomites.

As much inspiration as I took from Hartman, I also differ from him on a few aspects. I do not think it is tenable that Halacha be totally privy to societal whims. However, studying Hartman has given me a deep appreciation for my Judaism that I had not received previously.

This is why I find it a shame that I never heard of Hartman until a friend in YU introduced me to him. I think Orthodoxy would gain much from bringing him back to the Beit Midrash. Even if you as an Orthodox Jew find Hartman's views totally incompatible with your philosophy, that's fine. At the very least, he will challenge your conceptions and make you gain a deeper appreciation of your own beliefs. In fact, Hartman would probably want you to be bold enough to disagree with him.

Though one can challenge Hartman's views, one certainly cannot question his impact. The Conservative, Reform, "Post-Denominational," and some liberal Orthodox communities have embraced Hartman. Many tenants of liberal Orthodoxy and Post-Denominational Judaism (a new phenomenon) are almost direct outgrowths of Hartman's philosophy. Hartman's legacy has certainly brought countless more Jews towards Torah than away from it. I think the wider Orthodox world would benefit tremendously from studying the complexity that is Rabbi David Hartman.

## On Golan, Facebook Friends, and Leadership: An Interview with Danny Ayalon

*Yeshiva University appointed the Honorable Danny Ayalon as the Rennert Visiting Professor of Foreign Policy Studies at Yeshiva University for the spring 2014 semester. He will teach at Yeshiva College and Stern College for Women while delivering periodic public lectures and participating in events. Ayalon most recently served as Deputy Foreign Minister and a member of the Knesset for the Yisrael Beiteinu party. He also served as Israeli Ambassador to the United States from 2002 until 2006. Throughout his time in Washington, Ayalon cultivated a friendship with President George W. Bush and played a leading role in the "Road Map for Peace" negotiations.*

Gavriel Brown: What did you think of Scarlett Johansson's ad for the Israeli company SodaStream in the Super Bowl?

Danny Ayalon: It was very effective. She is a heroine for standing up to what she believes in.

GB: You have 30,000 followers on Twitter. What did you last tweet to them about?

DA: And I have 50,000 Facebook friends, if I can remind you. I told them about visiting Jewish high schools, which is a lot of what I do these days.

GB: In one sentence, can Israel be both Jewish and democratic?

DA: Absolutely. Nothing else. This is self-explanatory.

DA: I plan on doing night seder.

GB: In seven words or less, what is the course you are teaching at YC and Stern College about?

DA: Israel foreign policy in theory and practice. Seven on the first try.

GB: Have you noticed anything different about YU students?

DA: They are far more informed than most students I've met.

GB: What is a trait you most want to see in students?

DA: Inquisitiveness. This is a word in English?

GB: What one trait do you most want to see in a politician?



GB: You were on the executive board of the University of Ariel in the West Bank, one of the institutions at the center of a heated debate about academic boycotts protesting Israeli settlements. Are you concerned?

DA: Of course I am concerned! The war against Israel is no longer on the battlefield, it is in the political field and right now this has become a real threat to Israel and the Jewish people.

GB: Who are your heroes?

DA: I would say Moses, King David, David Ben Gurion, and Winston Churchill.

GB: Who are your favorite writers?

DA: How far back do I go? The Rambam [Maimonides], and this day in age, David Grossman.

GB: What is your most treasured object?

DA: My glasses. Without them I can't see.

GB: Thoughts about Golan Restaurant?

DA: Not bad, not bad. To tell you the truth, I prefer the chicken shawarma here to the turkey shawarma in Israel. Less fat and more tasty.

GB: You said that you enjoyed learning at Aish Hatorah in Jerusalem when you lived in Israel. Have you spent time in YU's Beit Midrash?

DA: Integrity...and leadership, so integriship to make that one word.

GB: You worked in the government, in Nefesh B'Nefesh, and many other organizations. Do you prefer the boardroom or the classroom?

DA: The classroom.

GB: Future plans?

DA: Returning to politics.

GB: What do you fear most?

DA: Sinat Chinam [baseless hatred] between Jews.

GB: When are you most at peace?

DA: Sitting in my garden in Hod Hasharon under my eucalyptus trees, like it says in Micha, "Every person will sit under his vine and under his fig tree, and no one will be afraid, for the God told them."

GB: What talent would you most want to have?

DA: To play the guitar. Never learned but I always wanted to learn.

GB: What do you consider your greatest achievement?

DA: It hasn't been accomplished yet.

GB: What motto do you live by?

DA: Do it well or don't do it at all.

## Dr. Selma Botman: The Challenges Ahead

*The Commentator:* What can the students expect from the Provost? What are your main goals?

Selma Botman: I think it's very important for students to communicate what gaps they see in the curriculum and whether or not the university may be able to fill those gaps. I think students are a very critical source of information that can lead the university forward. Students can expect me to listen and try hard to accommodate their needs. Students should also voice their opinion about student services—whether it be academic support or services that allow them to carry out their work: paying bills, financial aid, or back room operations; they have to work well.

When I think about student success, I think about it both in terms of the classroom and also what happens outside of the classroom. I have years of experience in the classroom as a teacher and student. In addition, I'd love to teach at Stern in the history department.

TC: What do you envision as the greatest challenge going forward?

Dr. Selma Botman: I think as a chief academic officer, the most important goal is to align the academic core with the business plan, to make sure we provide faculty the conditions in which they can teach and do research, make sure we provide the students with conditions for their success, and align those goals with the resources of the university.

TC: The press release pointed out that the provost works closely with the faculty council. I think the faculty here at Yeshiva has been extremely demoralized by years of cuts. How do you see your role in making the hard decisions during this financially trying time?

SB: Higher education in the US is in transition. Since WWII, we've created a business plan that no longer works—education keeps expanding without looking at areas that we may no longer need. As we move forward, the costs are escalating in terms of information technology, financial aid, alumni affairs—all of the things that we have built are very costly. At the same time, the costs of healthcare, pensions—many things that are not academic—have also risen.

TC: According to a recent U.S. News and World Report article on the American college system, the highest costs in universities are actually administrative. How do you feel about that?

SB: Universities prepare their students for life. There are student services, gym equipment, alumni affairs—the departments have grown in number and the enterprise has grown enormously. Small, private liberal arts colleges are really suffering.

TC: Yeshiva University had the largest increase in administrative services among all universities between 1996 and 2006 - a 350% increase. The faculty are concerned that these offices are making decisions for them. There is limited transparency at Yeshiva. Do you intend to really communicate and increase transparency?

SB: I don't want to suggest that it's just the administration making decisions on its own—I want to hear from the students and faculty. I'm confident that this administration wants to see the university help its students and faculty. And I know that the Faculty Council has already invited me to one of its meetings, and I'm looking forward to hearing from them.

At the University of Southern Maine, we encouraged all the students to participate and listen in on all the budgetary and financial meetings of the university.

TC: I doubt that would happen here. Is that just a public university phenomenon? Students sat in on all the board meetings?

TC: At every board meeting students would sit in. Students sat on the committees and had voting rights.

TC: Would you like to see that at YU?

SB: I don't know how the board works at YU. I don't know what the board really consists of.

TC: What needs to happen at Yeshiva to make the university 'lean and mean'?

SB: When I look at Yeshiva, I take away a few core principles. First of all, this university is so important. It needs to become sustainable and it needs to make decisions that are flawless because the reputation and the students and faculty are at stake. We also must look at what we do in the non-academic and academic areas, and ask what's core to the mission of this university. You said earlier that the university would be in a position of contraction due to its finances. Yet, I believe that you have to build at the same time. That means that instead of creating entirely new infrastructure, perhaps put an additional track into an existing program. What I'm suggesting is that there are creative ways to deal with the explosion of new knowledge. We can't just say the status quo programs are the only programs from now until eternity. Let's look at this intellectual explosion and ask how best to position our students and graduates.

TC: In my opinion, though, if you would ask students they would tell you that there's nowhere else to cut. There's no more room. Look at Biology and Computer Science - they're taking the same professors over and over. The



## I DON'T WANT TO SUGGEST THAT IT'S JUST THE ADMINISTRATION MAKING DECISIONS ON ITS OWN —I WANT TO HEAR FROM THE STUDENTS AND FACULTY.

academic program is so bare-bones.

SB: I need to dig into that. I'm in the embryonic stages of this, and I have a lot to learn about the university. Having meetings before July, before I begin, will allow me to hit the ground running. But honestly, at this point, I don't have all the answers because I don't have the information.

TC: Your tenure at University of Southern Maine was filled with quite some tension between you and the faculty. At Yeshiva, faculty members are becoming more vocal than ever before and demanding a place at the table. One of the main criticisms of your tenure at USM was that you alienated a number of faculty who ultimately called for a vote of no-confidence. What lessons did you learn from that experience and how do you plan to avoid your stay in Yeshiva playing out in a similar way?

SB: USM educates—to a large extent—the broad working population of Southern Maine. The university is critical for the economy. It's made up of hard-working faculty and students. When I arrived, I inherited significant debt. I put in place processes for budgetary review. We at USM owed the system office (of Maine) a significant debt. I arrived in July of 2008, shortly before the recession. The state started cutting appropriation to the higher education institutions. And then, on top of that, we had declining enrollment. More students elected to take their first two years at community colleges, due to state subsidies. We had many economic factors working against us.

The faculty offered me a redesign of the university, and I accepted it. I went to the faculty senate and the board of the university—both approved the plan, and it was off and running. The plan was to shrink the number of schools and colleges from six to three with the purpose of increased interdisciplinary work and a leaner budget. The provost wanted us to collapse the number of departments in order to save money.

However, the faculty said to both the Provost and me that they wanted to perform the second stage of the plan themselves. In the end, they were working without a contract (unionized contract), they hadn't had a raise in three years, they were doing all this meeting about reorganization—and they were frustrated. They held a vote of no-confidence and it failed.

The good news is that we paid back the debt three years early, we balanced the budget, we created new programs at a time in which we were cutting. We sold buildings, cut programs, and never sacrificed a single faculty member. We continued to provide the faculty with merit increases, as opposed to collective bargaining. We continued raises. We continued granting tenure and offering Sabbaticals, and continued to provide all the resources.

TC: However, over 90% of USM faculty surveyed said that they strongly disagreed with your leadership. Obviously, there was a cost to how you managed USM and you alienated a faculty who had been at USM for quite some time.

SB: There's no question that change is gut-wrenching. The status quo is attractive but it doesn't pay the bills. I'm proud that we provided the students and faculty with what they needed. We never closed a department and never even considered getting rid of tenure. This was a difficult point in my life, but the decisions we made were absolutely critical.

TC: You're going to have to make tough decisions again. How can you go about doing the things you want to do without alienating our faculty?

SB: That's a good question. One of the takeaways that I've had from meeting with the faculty here is that the faculty—unlike at USM—recognize the depth of the crisis here. In terms of a takeaway? Communication, communication, communication. I tried to communicate the seriousness of the problem at USM, but obviously I should have tried harder.

As an example, the faculty engaged an external group to delve into the university's resources. The group concluded that

there were hundreds of millions of dollars which the university had and asked why the faculty were not receiving raises with that money. What the group didn't communicate to the faculty was that these resources were not available for one-time operation—such as endowment income that's spoken for or retirement income that's spoken for. So the university may have looked like it had hundreds of millions of dollars on the books; however, they were not available. Additionally, you can't pay raises with one-time money, because how would you pay the faculty the next year! There was a distrust of the administration at the system level, and I think that it took place on the campuses as well.

TC: Whom do you need to have on board in order to make



these tough decisions at YU?

SB: We will work together with the Deans and the Faculty Council. Also, my hope is that important meetings and decision making groups that we will have will include students. I don't know if students are already involved, but I think it's very important for them to get involved. There are real leadership opportunities for students.

# squadup

www.squadup.com

## SIMPLE AND SOCIAL EVENT HOSTING

1. **Create** your perfect event with ticketing, multiple price tiers, and real-time message/picture sharing
2. **Customize** your event with custom invitations promo codes, co-hosting and more!
3. **Track** RSVP's, money collected and ticket sales from your own custom webpage

PERFECT FOR FORMALS, PREGAMES, TAILGATES, GROUP TRIPS & MORE



@SQUADUP

THE BOTTOM LINE IN HEALTH:

# Not All Grains Are Created Equal

By Judah Schulman

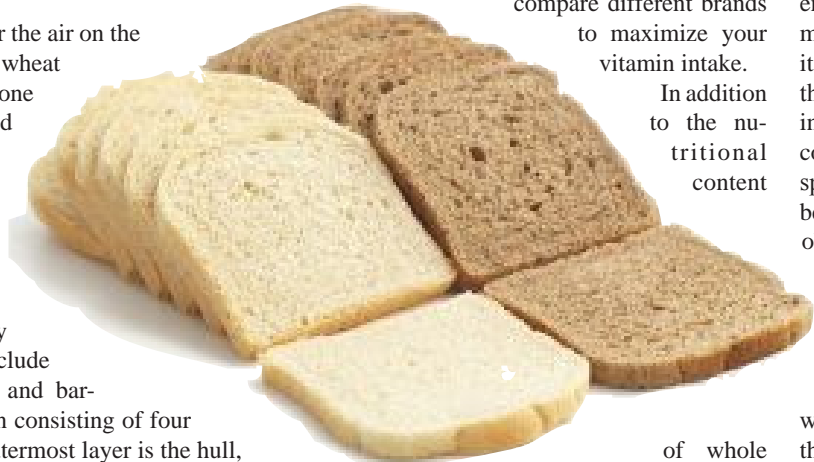
Did you ever wonder if you should be making your sandwich with white or whole wheat bread? Or whether you should be getting brown instead of white rice with your dish? Do you fear sacrificing your beloved white grains and cringe at the words “whole wheat?” Making the healthy choice can be both confusing and difficult for many, as they have consumed mostly white grains their entire lives, and do not enjoy the taste of whole-wheat grains on their palate. However, with a better understanding of the health benefits offered by whole-wheat grains, you may reconsider going straight for the lighter bread next time you go to have your morning toast or afternoon turkey sandwich.

In order to clear the air on the white vs. whole wheat bread decision one needs to understand what composes a grain. Biologically, a grain is the edible seed from a plant in the grass family. Commonly used grains include wheat, oats, corn and barley with each grain consisting of four main parts. The outermost layer is the hull, which is always removed before the grain is consumed. Underneath the hull is the bran, where most of the fiber as well as B-vitamins and oils are stored. Below the bran is the endosperm, which is made up of starches and proteins. The innermost layer of the grain is the germ, which contains the antioxidants vitamin E and B. Whole-grain products, as their name implies, use flour or meal ground from the whole grain, excluding the hull. Refined flours are stripped of the hull, bran, and germ through a heavy refining process that leaves only the endosperm to be ground into the final product. With an understanding of what a grain is composed of, you can begin to realize the health benefits of choosing whole wheat over refined grains.

When put toe-to-toe with whole wheat bread, white is a nutritional lightweight. One of the primary nutritional differences between the two products is the food’s fiber content. Dietary fiber has a number of healthy properties such as preventing constipation and lowering blood cholesterol. An additional benefit of fiber is its ability to provide a feeling of fullness, reduced consumption of food and noticeable weight loss. The refining process associated with making white flour separates the fiber-rich bran from the rest of the grain, so white flour typically contains less fiber than its whole-grain counterpart. For example, 1/2 cup of whole wheat flour contains six times more fiber than an equal serving of white flour. By choosing whole wheat grains, you can more easily satisfy the daily requirement for fiber of twenty-eight grams.

Whole-wheat flour provides another nutritional advantage over some white flours due to its vitamin content. Whole-wheat flour contains several vitamins, including folate, riboflavin and a number of B vitamins that assist the body’s metabolic processes and can

reduce chronic illnesses. Since the processing involved in making white flour destroys the grain’s bran and germ, some types of white flour contain lower levels of the vitamins stored in these layers. For example, a half-cup of whole-wheat flour contains three milligrams of niacin, while an equivalent portion of white flour contains only eight tenths of a milligram. To make up for this deficiency, some food manufacturers enrich their white flour with vitamins to replace the nutrients lost during processing. As a result, whole-grains often contain higher levels of vitamins than grains that are not enriched, but roughly compares to vitamin-enriched white grains. Check the nutrition label to determine if a bag of white grains has added vitamins, and compare different brands to maximize your vitamin intake.



In addition to the nutritional content of whole grains, they also have a significant impact on your alertness and attitude throughout the day. Any carbohydrate-containing food, like a grain, has some effect on your blood sugar. After you eat a meal, your body breaks the carbohydrates from your food into glucose, a simple sugar. This glucose then enters your bloodstream, so it can circulate throughout your body and provide fuel to your cells. The glycemic index, or GI, of a food serves as a measure of how quickly this process occurs. High-GI foods lead to rapid blood sugar spike, followed by energy crashes that leave you hungry and irritable shortly after eating. Low-GI foods absorb more slowly to prevent rapid increases in

blood sugar, so you are satisfied for longer after your meal. According to Harvard Medical School, bread made with one hundred percent whole-wheat flour has a GI of fifty-one, while bread made with white wheat flour has a GI of seventy-one. If you seek to regulate energy and attitude after a meal, choose foods made with whole-wheat grains.

With this foundational understanding of the difference between the two types of grain products, why do manufacturers continue to produce the nutritionally inferior white grains and why do consumers continue to purchase them at a higher volume than their whole-wheat counterparts? To begin, white flour gives you light, tasty bread, while whole wheat breads are denser and heartier. For many, this difference in texture and taste is enough evidence to make them opt for white grains. Furthermore, its baking properties are more predictable than that of whole-wheat flour, so it makes cooking common foods like pasta, pizza, cakes, and cookies simpler. From the manufacturers’ perspective, they continue to produce white flour because it has longer shelf life, and has been observed to be more popular by consumers.

You can make a few easy substitutions in your diet to reap the nutritional benefit of whole-wheat flour, without sacrificing the foods you love. When you bake at home, try using a mix of whole-wheat and white flours for cookies, muffins and cakes. At the grocery store, check your bread labels to select loaves made with one hundred percent whole wheat. This bread is made using exclusively whole-wheat flour, whereas those labeled “whole-wheat” usually contain a mix of whole wheat and white flours. In the pasta aisle, skip the white pasta and opt for noodles made from a mix of white and whole-wheat flour. Pasta made with one hundred percent whole-wheat can feel gummy after cooking. This is attributed to the pasta’s higher fiber content, so choosing pasta that is made of from a mix of whole-wheat and white flour boosts the nutritional content of your meal, without sacrificing texture.

Incorporating whole grains in your diet will yield great health benefits. For men and

## WHEN PUT TOE-TO-TOE WITH WHOLE WHEAT BREAD, WHITE BREAD IS A NUTRITIONAL LIGHTWEIGHT.

women ages nineteen to thirty, the U.S. Department of Agriculture recommends consuming six to eight ounces of grains per day. Furthermore, they recommend that at least half of these grains be whole-wheat grains. While you should not immediately go “cold turkey” and remove refined grains from your diet tomorrow, you should strive to reach this benchmark where half of the grains you eat on a daily basis come from whole wheat grains. Scientific research continues to support the key role of whole grains in reducing chronic illnesses and aiding in weight loss. So next time you go grocery shopping, or have a meal at a restaurant, consider your body’s health and choose the whole grains!

*A Note on the Author: the Bottom Line In Health seeks to provide simple fitness and nutrition tips for the Yeshivah University community. As a National Academy of Sports Medicine Certified Personal Trainer and Fitness and Nutrition Specialist, it is my goal to enhance the readers’ understanding of how to maintain a healthy standard of living while improving performance in and out of school and supporting an overall sense of well-being.*

GLYCEMIC INDEX CHART									
Low Glycemic (55 or Below)					High Glycemic (70 or Higher)				
SNACKS	G.I.	STARCH	G.I.	VEGETABLES	G.I.	FRUITS	G.I.	DAIRY	G.I.
Pizza	33	Bagel, Plain	33	Broccoli	10	Cherries	22	Yogurt, Plain	14
Chocolate Bar	49	White Rice	38	Pepper	10	Apple	38	Yogurt, Low Fat	14
Pound Cake	54	White Spaghetti	38	Lettuce	10	Orange	43	Whole Milk	30
Popcorn	55	Sweet Potato	44	Mushrooms	10	Grapes	46	Soy Milk	31
Energy Bar	58	White Bread	49	Onions	10	Kiwi	52	Skim Milk	32
Soda	72	Brown Rice	55	Green Peas	48	Banana	56	Chocolate Milk	35
Doughnut	76	Pancakes	67	Carrots	49	Pineapple	66	Yogurt, Fruit	36
Jelly Beans	80	Wheat Bread	80	Beets	64	Watermelon	72	Custard	43
Pretzels	83	Baked Potato	85	Onions	75	Dates	103	Ice Cream	60

Data.nutrition.com

# SPORTS



## MACCABEES: BASKETBALL

### Men's Basketball Has Three Players Score in Double Figures, but Maccabees Fall Short Against CCNY

By YU Macs

The Yeshiva men's basketball team was defeated by the City College of New York (CCNY) in a non conference game at the Max Stern Athletic Center.

The loss leaves the Maccabees at 6-12 this season, while CCNY improves to 6-14.

Yisrael Feld led the way for Yeshiva with 13 points and four assists, while Benjy Ritholtz had 12 points, five rebounds, five assists and four blocked shots. Yosef Rosenthal added 11 points off the bench.

CCNY was led by Guilherme Brodt with 15 points.

The game was close from start to finish, but Yeshiva led most of the way. The Maccabees led by as much as nine in the first half before leading 26-21 at halftime.

The game stayed close in the second half, but Yeshiva never lost the lead until 3:54 to go when CCNY momentarily took a 50-49 lead. Prior to that, the visiting Beavers tied the score twice, but the Maccabees answered both times.

After CCNY took a one point lead, Yeshiva spurted off a 4-0 run to go up 53-50 with 3:09 to go.

However, CCNY closed out the game on a 5-0 run to retake the lead and win the game.



Photo by Adena Stevens

### Twenty Lead Changes and Eleven Ties in Men's Basketball Game against Mt. St. Vincent

The game saw neither team lead by more than four until the end, had 20 lead changes, 11 ties, and just a combined 12 fouls called through the first thirty-nine plus minutes, but in the end Yeshiva men's basketball fell 55-50 in a critical Skyline Conference game at home against the College of Mount Saint Vincent (CMSV).

The loss leaves the Maccabees at 6-11 overall and 4-7 in Skyline Conference play, while CMSV is now 7-13 and 5-8 in Skyline Conference play. The loss to CMSV means the two teams split their season series as both teams vie for a spot in the Skyline playoffs at the end of the month.

The Maccabees were led by Shlomo Weissberg with a double-double of 14 points and 12 rebounds, while Benjy Ritholtz added 11 points, nine rebounds and two assists. Yoni Eckmann had eight points for Yeshiva.

CMSV was led by Brandon Serrano with 23 points, nine rebounds and three blocked shots.

The visiting Dolphins committed just six turnovers in the contest to 12 for the Maccabees, and it resulted in CMSV holding a 19-4 advantage on points off turnovers.

The game went down to the final minute. With the Dolphins up two, Yeshiva gained possession with twenty-nine seconds left and the shot clock off. But with only two fouls called on CMSV through the first nineteen plus minutes of the second half, the Dolphins committed three fouls on the floor preventing the Maccabees from taking a quality shot. Eventually Yeshiva attempted a shot with thirteen seconds left, but it fell short. The Maccabees also had only committed two fouls in the second half themselves, so Yeshiva committed a couple of fouls before double teaming a inbound pass which led to an easy Dolphins layup to essentially end the game.

Yeshiva connected on 24-of-56 shots for a 42.9 percent clip, while CMSV went 23-for-56 from the field for a 41.1 percent showing.



Photo by Nicole Sweet

### Feld Scores 28, Weissberg Has Double-Double, but Men's Basketball Falls Short at Old Westbury

Rookie sensation Yisrael Feld tied a career-high 28 points, including four three point field goals, along with six rebounds, but the Maccabees fell short as Yeshiva men's basketball was defeated by the College at Old Westbury 70-62.

The Maccabees are now 6-13 (4-8 Skyline), while Old Westbury improves to 12-8 (8-5 Skyline).

Feld scored 20 of his 28 points in the second half, including all four of his three pointers. Meanwhile Shlomo Weissberg had a double-double of 10 points and 12 rebounds. Benjy Ritholtz added nine points and six rebounds, while Yosef Rosenthal came off the bench and had eight points.

Old Westbury was led by Omari Trebuse with 17 points and five assists, while teammate Andrew Andries had a double-double of 11 points and 13 rebounds.

The host Panthers scored the first eight points of the game en route to leading the entire first half. Old Westbury led by as much as 10 in the opening stanza on three occasions. But

the Maccabees stayed with the hosts the entire time. Yeshiva pulled to within two points of the lead and was down 21-19 with 3:57 to go, before Old Westbury went into halftime with a 30-25 lead.

The Maccabees continued to fight and opened the second half with a 9-2 run to take their first and only lead of the game as Yeshiva led 34-32 with 15:09 to play. Feld scored seven points during the run, including his first two of four three pointers made in the half.

Old Westbury countered with a 9-2 run of its own to take a 41-36 lead with 10:11 to play. From there, the Panthers held the lead. Old Westbury led by as much as 11 in the latter stages of the second half and was up 60-49 with 3:29 to play en route to the win.

Yeshiva dominated the inside outscoring the home team 38-18 on points in the paint.

The Maccabees committed twice as many turnovers as Ye-



Photo by Adena Stevens

shiva committed 18 to just nine for Old Westbury. The Panthers held a 21-9 advantage on points off turnovers, including 15-4 in the first half.

# What Am I? Photography in a Changing World

By Shlomo Friedman

One need only look on Facebook to see that the world of photography is in disarray, if not utter anarchy. We are living in an era where there are no more pictures to take.

Prometheus, in the form of tech-giants such as Apple, Samsung, and Sony have bestowed upon the masses the gift of the gods, a sacrosanct object that can instantaneously capture and share any and every moment and place. Mankind, reveling in their newfound power, has taken it upon themselves to photograph everything, not once but multiple times. The effect of this process is that anything worth capturing has already been photographed and is available to be viewed instantly, via google images. Why take a picture of the New York City skyline or a sunset over the Palisades if there are innumerable better pictures already? How will your picture be different?

The photographer, thus confronted with the Ecclesiastian dilemma of there being nothing new under the sun, must now set out in search of new territories and techniques if she or he is to be deemed an "artist" in pursuit of depth and meaning.

There are three basic solutions to the photographer's dilemma. The first new school of photography is the surrealist school in which a scene, often a city or natural landscape, is photographed and edited in a certain way that over-saturates

lens. This new school aims to inject a synthetic nostalgia of the past into the present day image. We want to flee the dull, meaningless present in pursuit of a glorified, idealized, and known past. We want a return to the proverbial good ol' days, best recreated by overlaying a yellow filter, with a splash of over-exposure. This school's goal is to re-inhabit a flawed, yet comfortable and familiar past.

However, the problem with these two schools is their blatant artificiality; the images are photoshopped and manipulated. They do not try and capture the fleeting beauty of life. Instead they try to synthesize it in a "lab."

Yet, the third school is entirely different. This third—and more intriguing—school is best epitomized by the project What I Be (and Humans of New York as well). For those who live under a rock or don't have Facebook, What I Be is a project by photographer Steve Rosenfield where subjects artfully pose for the camera with their insecurities written on their skin. Each portrait is accompanied by the caption "I am not my \_\_\_\_\_", thus showing that the subject's struggle with their respective insecurity does not define their identity. A 500 word blurb, written by the subject, accompanies each portrait.

Humans of New York is a blog/Facebook page (and a book) by photographer Brandon Stanton who posts portraits of random New Yorkers alongside a short quotation or story given by the subject, in an attempt to provide a small glimpse into the lives of strangers.

## A PHOTOGRAPH RETAINS ITS POWER PRECISELY BECAUSE OF ITS RETICENCE, LEAVING THE VIEWER WITH ONLY HINTS.

of combining picture and text (Snapchat being its most basic form) downplays the significance of the photograph itself.

In What I Be in particular, the words displayed in the image and the words surrounding the image are the primary drivers of the message. They serve as a lens to view the image in a particular way. Without any words, the entire project is nothing special, just a bunch of people (conspicuously missing glasses) staring intently at the camera. This project needs the written word because the insecurities displayed in What I Be are internal problems that cannot be easily displayed through

an image. Classical photo-documentaries focused on issues that can be clearly expressed through photography alone, such as poverty. Yet, the subject matter of What I Be, namely the narrative of a human's complex and multi-faceted inner struggle, is difficult to capture even once on film, let alone for hundreds of different people. The pen, or black sharpie in this case, is necessary to help get the message across.

Yet, perhaps it is entirely wrong to categorize What I Be within photography at all. Photography is fundamentally a subjective, ambiguous art, leaving thoughts, emotions, and ideas intentionally unspoken and unwritten. A photograph retains its power precisely because of its reticence, leaving the viewer with only hints. However, there is no mystery or ambiguity in What I Be; the insecurity and struggle of each person is made abundantly clear through the written word. And that's exactly the point and the power of the project: to be upfront and honest about the inner demons that haunt us, yet to refuse to be defined by them. More than anything, What I Be is a profile of exceptional individuals

brave enough to seek out a forum for expressing their deepest fears. Their eyes ask us to embrace them for who they are. They ask us to be sensitive and understanding of their struggles, and more importantly, about the struggles of others that remain unwritten. Since, at the end of the day, aren't we all (even institutions) a bit insecure?

The human perspective of Earth and its inhabitants was forever changed in 1968, after seeing a picture taken on the moon of our half-illuminated planet, alone amongst the cold abyss of space. That one photograph redefined our perception of mankind, revealing both its majesty and frailty. That grainy snapshot demonstrates the power of images to change the way we look at the world. No words are used. None are needed. Images are perfect the way they are.



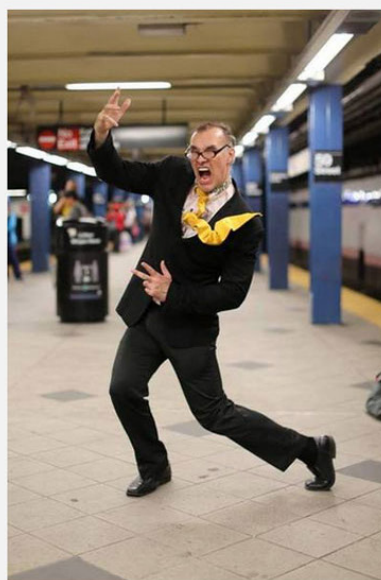
"Sometimes, when I'm going home to see her, I think: 'Nobody should be this happy on a Tuesday.'"



"I'm a little bit separated with wife right now."



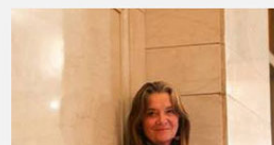
"What was the saddest moment of your life?"  
"When my grandmother died."  
"How were you most like her?"  
"She had a love aura."



"I'm petitioning the city. I want them to slap a plaque on me and call me public art."



"We go to four appointments every week, b mind. She's my blood."



color and equalizes highlights and shadows to give the photographs an other-worldly, fantasy-like look. As these pictures are easy to produce, most professionals have deemed them tacky and garish; woe unto any self-respecting photographer who would display such an awful image. The hallmark of this school is its adoption of cutting-edge technology to produce a photograph that looks perfect, almost utopian. Essentially, the images created by this school try to display what "ought" to be, how the world should look.

The second new school of photography, and perhaps the one that the reader is most familiar with, is the "instagram-vintage filter-throwback" school. You know what I'm talking about, those weird pictures that are artificially faded, discolored, and have the characteristic darkening of the corners photographers refer to as vignette, indicating a low-quality

Both projects are part of the third school, the Humanist-Photo-Essay movement, which seeks to create a larger picture out of mini-narratives of individuals, combining portraits of humans and the written word. The phoniness (à la Holden Caulfield) of the first two schools has been roundly rejected, supplanted by a desire for authenticity, meaning, and humanism. Yet, can these works truly be considered "photography"? Shouldn't a photograph stand by itself without needing words to explain its subject matter, like Dorothea Lange's ground-breaking work on the Great Depression? Aren't these projects photographically unorthodox, as they rely on words as a crutch to tell the story?

The simple answer is yes and no. This new movement

WWW.YUCOMMENTATOR.ORG

## Living Through Others or Learning from Them: Comparing Intellectual and Emotional Television

### DON DRAPER IS UNCOMPROMISINGLY COMPLEX AND THIS MAKES HIM SO DEEPLY INTERESTING, YET UN-LIKEABLE.

By Yechiel Schwab

Watching the Super Bowl on Sunday, in addition to laughing at the abysmal Denver offense, I found myself analyzing every advertisement through the lens of *Mad Men*, trying to imagine how Don Draper would have pitched each commercial. But “*Mad Men*’s” greater contribution is how it has redefined the way I view the programs between those commercials.

Watching TV is often very similar to watching sports: much like a sports game, you root for the characters, and for them to achieve their goals and find happiness. In the pilot of a TV show, you are introduced to these characters and begin to understand their personalities and future goals. You learn about their battles and what they must do to overcome their challenges. Whether good or bad, you attach yourself to those aspirations. By watching these characters, to whom you relate so deeply, achieve happiness, you too become happier. *Mad Men* doesn’t depict a battle or a struggle. Don Draper is not a man who is going to magically find happiness at the end of an episode, a season, or even the series. *Mad Men* depicts a cruelly real picture of a complicated world. The plot of the episodes simply shows us a glimpse of the characters’ personalities as they continue to live. There is no greater battle around which the show is centered or towards which they are moving. Instead of being focused on the characters’ search for happiness, which will supply the audience an easy outlet to vicariously achieve happiness, the show is instead dedicated to producing a great story.

*Mad Men*’s characters are defined by their nuance. There are no good guys or bad guys. The characters’ dialogue is deep and poetic. They do not banter aimlessly for our amuse-

ment, but instead debate their emotions and ideas, with each interaction displaying the character’s nature. Listening to Don Draper is an ethereal experience, and every sentence he utters is enlightening and profound. Don has discovered the meaning of this world, and has returned to inform us of his great discoveries. But despite everything he explains to us, we cannot understand him. *Mad Men* is a show dedicated to and full of complex characters, but Don takes this to a new level. After six seasons of discovery, and attempts to understand Don Draper, his true motivations remain elusive both to him and to us. He loves his family and his job, but he also loves alcohol, and self-destruction. Don Draper is uncompromisingly complex and this makes him so deeply interesting, yet un-likeable. But is likability a bad thing?

It is a central tenant of network TV to create likeable characters. The audience will become emotionally involved in these characters and will, therefore, continue watching the show, regardless of its quality. For proof, see *How I Met Your Mother*, a show which I haven’t found funny for the last six years, but still suffer through every week. I need to see Ted finally find happiness, because his happiness is my happiness. Network TV shows create characters who are so relatable, that we don’t simply see their emotions, we experience them ourselves. I can recall many times when, watching a TV show, a favorite character of mine is about to make a mistake, or do something embarrassing, and I had to look away. I couldn’t bring myself to watch the uncomfortable moment. Even though it is a TV character, it feels as if I am making that mistake, and I am being embarrassed. I can’t subject myself to this pain, so I look away.

Watching the series finales of *Scrubs* and *Chuck*, I was left with a profound sense of sadness and emptiness. We watched as these characters moved on from their jobs which had been the centers of the show, and said goodbye to their friends. I wasn’t sad to see these characters say goodbye to their friends, but to say goodbye to me. And to rub it in, they play heartbreaking music about leaving.

While most network shows create characters for you to live through, most cable shows creates characters you are supposed to judge, and to understand. This is a far better approach from a values and literary standpoint. The central characters of *It’s Always Sunny In Philadelphia* are terribly immoral people. But the show mocks their moral insensitivity, and tells us not to accept their actions, but rather to judge them, and laugh. On the other hand, *How I Met Your Mother* asks us to relate fully to each character’s actions and to support them. When Barney goes to strip clubs, or treats women

as objects on a weekly basis, we are instructed to accept these decisions as being morally correct, and characteristic of our good friend Barney, whom we trust and love. Despite the terrible worlds many cable shows depict, these are not the worlds they wish us to create. We are expected to understand the motivations of Don Draper, Walter White, and Charlie Kelly. But these characters are not our friends. There is a distance between us and them. Through the nature of the characters, the cinematography, and the score chosen by the director, we are separated from these characters, and are instead asked to judge and evaluate their actions, recognizing which have merit and which do not.

These characters, who are far more nuanced and complex, are extremely difficult to relate to because they are so profoundly real. These characters are far superior from a literary perspective, because they allow us to achieve a more subtle and full picture of the world and people around us.

But when all is said and done, a large component of TV is its enjoyment. Complex and artistic shows often add enjoyment, but there is no objectively superior way to enjoy a show; simply the subjective way you prefer. Personally, I enjoy both. Every show combines both elements in some sense, but most emphasize one and ignore the other. *Friday Night Lights* achieves a rare combination of both. The characters are not perfect, and they struggle to deal with their flaws. But there is also an intense relationship developed between the audience and the characters. The show is centered around football and invites us to enjoy the characters’ victories. But it also asks us to judge these victories. In the season one finale, after watching the team finally achieve happiness, we are shown a montage of the parade as we and the players celebrate. But “*We Are The Champions*” is not played triumphantly in the background. The somber “*Devil Town*” echoes through the scene, and we are asked to judge the true merits of this happiness, and the actions of the characters. In season four, a central character suffers a serious loss. During the episode we watch as he struggles to deal with this loss, and we are asked to understand and judge his reactions, which are not presumed to be correct. The episode ends with us not only understanding his struggle, but also feeling his immense pain. Every episode beautifully blends these two elements, of intellectual artistic achievement and emotional connection. Objectively, *Mad Men* is deeper, its writing prettier, and its characters more complex and interesting. But I am far happier watching my friends on *Friday Night Lights*.



## The LEGO Movie: Not Just for Kids

By Yechiel Schwab

Much like vintage style 70's clothing, children's movies became cool again at a certain point in high school. Once you reach a certain age, you are allowed to admit that you still enjoy "Lion King" and "Toy Story."

"Frozen," Disney's newest release has been extremely popular among college students, as anyone with Facebook has surely noticed (my timeline is just one of many, full of Buzzfeeds about the movie). The movie's beautiful ice-wonderland, accompanied by a soundtrack which was at times powerful, at others adorable, along with its progressive message, and sharp comedy, especially from the delightful Olaf, have made the movie a national phenomenon. But as much as I love "Frozen," watching Disney movies as an adult isn't quite as magical as it was when we were children.

Sitting in the theater, we are reminded that this is a children's movie, and although we still enjoy the cute humor, we aren't filled with the same glee and excitement we had when we first saw "Aladdin." The jokes inserted for adults (it seems unlikely any eight-year olds are catching the Arrested Development references), only reinforce this feeling of being an outsider, and the attached guilt. We are adults, and we have lost the innocence and true pleasure that we once had, and this stands between us and the pure enjoyment children experience watching these movies.

Watching "The Lego Movie," I truly felt like a kid again, specifically because it wasn't a children's movie. Much like its namesake, "The Lego Movie," allows its audience, no matter the age, to live in an amazing and carefree world, beautifully brought to life through 3-D and an amazing cast. When describing most Disney movies, the words "cute" and "adorable" come to mind. The humor in "The Lego Movie" is more aptly defined as "clever." At every turn, in every scene, the humor and the jokes are incredibly sharp. Don't let the animation deceive you: "The Lego Movie" is a comedy made for adults and children to enjoy equally.

In comedies, the plot often ruins the humor, and the second half of the movie gets side-tracked with plot explication and lesson-teaching. In Disney and Disney-Pixar films, the plot and message play a significant and rather moving role, though this comes at the expense of jokes. "The Lego Movie" treats its plot and message as secondary, and though its second half isn't quite as amazing and joke-filled as its first half, the directors Christopher Miller and Phil Lord recognize that the movie is a comedy, and its humor is far more important. The plot is interesting and the message touching, and though the logic of neither truly holds up at the end of the movie, that won't bother you.

Chris Pratt (Andy, the lovable fool from Parks and Recreation) voices Emmet, an ordinary guy who accidentally stumbles upon a special lego-piece, destining him to save the world. Emmet is a simple construction worker who follows instructions (this refers to the instructions that come with lego sets, detailing which piece to place where, an important theme in the movie), listens to the song "Everything is Awesome," and loves all of the rules enforced by the evil ruler President Business (voiced by Will Ferrell). President Business wants to eliminate all creativity attached to the Lego world, and the rebels (most characters in the movie; President Business fittingly has an army of robots) are trying to stop him. The cast is full of hilarious characters voiced by appropriately talented actors: Wyldstyle, the punk female main character voiced by Elizabeth Banks, an arrogant and slightly clueless Batman voiced by Will Arnett, a spoof of a mentor figure Vitruvius voiced by Morgan Freeman, "bad-cop" voiced by a heavily accented Liam Neeson, and a grumpy metal pirate voiced by Nick Offerman (Ron Swanson). There are also many smaller roles, which poke fun at "Star Wars," "Superman," "Harry Potter," and overpriced coffee, to name a few. In between, and sometimes part of, the constant humor, car chases and

space battles ensue.

Everything in the movie is portrayed as Lego pieces: cars, fire, bullets, ships, water, clouds, and even smoke, an amazing technological achievement, which helps solidify the full Lego experience. Although the 3-D darkens the film, as it always does, it allows the scenes to truly come to life, and reinforces the feeling that you are a kid playing Lego.

"The Lego Movie" doesn't have the amazing emotion of a great Disney-Pixar movie, or the great life lessons and fairytale magic of a Disney film. But the jokes are plentiful and clever, and the movie invites you to spend a guilt-free two hours in a world where its theme song is true: everything is awesome.









**DON'T LET THE ANIMATION DECEIVE YOU: "THE LEGO MOVIE" IS A COMEDY MADE FOR ADULTS AND CHILDREN TO ENJOY EQUALLY.**



Undergraduate Academic Calendar Spring 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
19 <b>January</b> <b>Orientation</b>	20 <b>MLK Day Orientation</b>	21 <b>First day of classes</b>	22	23	24
26	27	28	29	30	31
2 <b>February</b>	3	4 <b>Last day to add a course w/o permission</b>	5	6	7 <b>UTS (MYP/SBMP/IBC /JSS): Last day for program changes</b>
9	10	11	12	13	14
16	17	18	19 <b>Last day to finalize Fall 2013 incomplete grades</b>	20	21
23	24	25	26	27	28 <b>Last day to file for May 2014 degree</b>
2 <b>March</b>	3 <b>UTS (MYP/SBMP/IBC /JSS) Midterm Exams</b>	4 <b>SCW Midterm Exams UTS (MYP/SBMP/IBC /JSS) Midterm Exams</b>	5 <b>SCW Midterm Exams UTS (MYP/SBMP/IBC /JSS) Midterm Exams</b>	6 <b>SCW Midterm Exams UTS (MYP/SBMP/IBC /JSS) Midterm Exams</b>	7
9	10 <b>SCW Midterm Exams</b>	11 <b>SCW Midterm Exams</b>	12 <b>SCW Midterm Exams</b>	13 <b>Fast of Esther תענית אסתר UTS Classes Meet</b>	14
16 <b>Purim פורים</b>	17 <b>SCW Midterm Exams</b>	18 <b>SCW Midterm Exams</b>	19	20	21
23	24	25	26	27	28
30	31 <b>Period to file for P/N grade</b>	1 <b>April</b> <b>Period to file for P/N grade</b>	2 <b>Period to file for P/N grade</b>	3 <b>Period to file for P/N grade</b>	4 <b>Period to file for P/N grade</b>
6	7	8	9	10 <b>Last day to drop a course w/o permission &amp; w/o a "W"</b>	11 <b>Sunday Schedule</b>
13 <b>Bedikat Chametz בדיקת חמץ</b>	14 <b>Erev Pesach ערב פסח</b>	15 <b>Passover פסח</b>	16 <b>Passover פסח</b>	17 <b>Passover פסח</b>	18 <b>Passover פסח</b>
20 <b>Passover פסח</b>	21 <b>Passover פסח</b>	22 <b>Passover פסח</b>	23 <b>Travel Day</b>	24	25
27	28	29	30	1 <b>May</b>	2 <b>Last day to drop a course with permission &amp; with a "W"</b>
4	5 <b>UTS (SBMP/IBC /JSS) Final Exams</b>	6 <b>Independence Day יום העצמאות UTS Classes Meet</b>	7 <b>UTS (SBMP/IBC /JSS) Final Exams</b> <b>Last day MYP classes until June Zman</b> <b>Reading Day</b>	8 <b>UTS (MYP/SBMP/IBC /JSS) Final Exams</b> <b>Reading Day</b>	9 <b>Reading Day</b>
11 <b>Reading Day</b>	12 <b>Reading Day</b>	13 <b>Reading Day</b>	14 <b>Final Exams</b>	15 <b>Final Exams</b>	16 <b>Final Exams</b>
18 <b>Final Exams</b>	19 <b>Final Exams</b>	20 <b>Final Exams</b>	21 <b>Final Exams</b>	22 <b>Commencement</b>	23
25	26 <b>Memorial Day</b>	27 <b>June Zman Begins</b>	28	29	30

Key Legend:

	Special Events and Programs		Stern College for Women (SCW)		SCW and Syms School of Business		No Classes (unless indicated)
	All Schools (SCW, YC, Syms, UTS)		Yeshiva College (YC)		Undergraduate Torah Studies (UTS)		Calendar Holidays

# AN INCLUSIVE SUMMER EXPERIENCE LIKE NO OTHER!

## SPEND YOUR SUMMER WORKING WITH YACHAD

### National Jewish Council for Disabilities

- Staff one of our 17 different coed and gender specific programs
- Program dates to fit your schedule
- Form lasting relationships
- Federal work study available

**APPLY TO BE A STAFF MEMBER TODAY!**



Apply today online and for more information contact: [yachadsummer@ou.org](mailto:yachadsummer@ou.org) or [www.yachad.org/summerprograms](http://www.yachad.org/summerprograms)

*Yachad/NJCD is dedicated to enhancing the life opportunities of individuals with disabilities, ensuring their participation in the full spectrum of Jewish life.*



Yachad is an agency of the OU



YACHAD

