



The Yeshiva University

# OBSERVER

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## Writing Center Expands Due to Increased Demand

By Adina Erdfarb

Due to its increasing popularity with the student body, the Writing Center at SCW is in the process of expanding. A mere few years ago, it was one of Stern College's best kept secrets. The average student did not even know about its remote tenth floor location, let alone visit it on a regular basis. But nowadays, the word is out about the Stern College Writing Center, and it is encountering ever-growing popularity. Today, the Writing Center is identifiable as one of Stern's most valued and valuable, albeit understaffed, on-campus resources.

Located on the tenth floor of the 245 Lexington building in Room 1018, the Writing Center offers students free one-on-one tutoring for any and all types of writing. The Writing Center's tutors employ a non-directive approach, offering help to students of all skill levels. Established in 1986 by English professor Richard Nochimson, the Writing Center is led by its director, English professor Joy Ladin, and its assistant director Andrea Efthymiou.

For years, students shied away from the Writing Center due to two common misconceptions re-

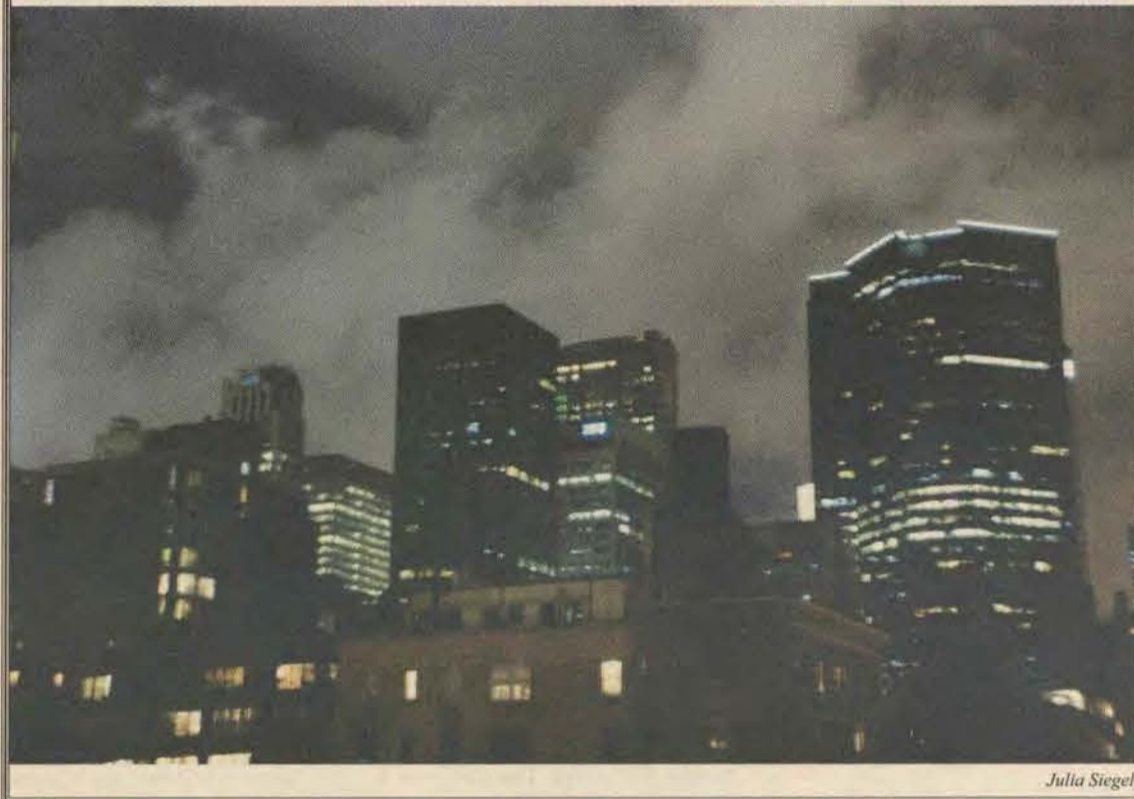
centage of the on-campus student body that uses the Writing Center. According to Efthymiou, this figure has been steadily increasing, from 15% of the Beren campus student body in Fall 2007 to 20% in Spring 2010.

But with this rising popularity, students are finding it increasingly difficult to secure an appointment at the Writing Center. The online schedule, posted two weeks in advance, fills up almost instantly, making it challenging to get an appointment.

Scheduling issues have been slightly alleviated this semester, as the Writing Center's online reservation system introduced a waitlist feature at the beginning of this year. The waitlist marks an upgrade in the online scheduling platform, instantly alerting students of cancellations or other new openings in the schedule.

"I started using the Writing Center more frequently this semester, and I really think that I am improving as a writer because of it," says Elana Stavsky (SCW '11). "But because of its popularity, it's very difficult to make an appointment there. Still, the waitlist has been

## Recent Snowstorms Blanket the City in Snow



Julia Siegel

## Combined Nursing Program with NYU Finalized

By Tamara Frieden

A combined nursing program with NYU has officially been finalized for students attending Stern College for Women. Nursing is a profession that is ever growing in popularity among the women of SCW, and while a combined nursing program exists with Johns Hopkins, students were looking for a school within the New York area, says Dean Orlian, Associate Dean of SCW. "NYU has a very reputable College of Nursing," says Orlian. "Since we have a program with NYU's Steinhardt School in math or science education, we thought they'd be a very good school with which to further the relationship and with whom to institute another combined program."

President Joel made the initial contact with NYU President John Sexton in July, expressing interest in a potential joint program. Ultimately Dean Orlian, along with the Dr. Monique C. Katz Dean of SCW, Dean Bacon, were then put in touch with Amy Knowles, Assistant Dean of Student Affairs and Admissions at the NYU College of Nursing, and Barbara Krainovich-Miller, Assistant Dean of Academic Initiatives at NYU College of Nursing. Knowles and Krainovich-Miller have acted as liaisons collaborating with the Stern deans to work out the logistics and technicalities of the program. The NYU program

was modeled after the existing Johns Hopkins arrangement.

The combined nursing program will work in the following way. Students who spend a year in Israel will spend 5 semesters at Stern, leaving in January of their senior year. Those who do not complete a year of study in Israel must spend seven semesters on campus, also leaving in January of their senior year. Eligible students will then go to NYU to attend the accelerated 15-month program, starting in spring, going through the summer and finishing the following spring. They will earn a B.A. from Stern at the conclusion of the first semester at NYU and a BSN from NYU at the conclusion of the program.

Students in the joint program will have a shaped major that will include around 25 credits from courses like Human Anatomy, Human Physiology, Nutrition, Developmental Psychology, Statistics, and others. Six to nine more credits must also be selected from

courses like Genetics, Biology of Women's Health, Personality, and Medical Ethics. For a more detailed and complete distribution, contact Mr. Jeff Mollin, pre-Nursing Advisor, or an Academic Advisor.

Students must take at least 84 credits in residence at Stern College and will have to complete at least 119 undergraduate credits before enrolling in NYU, as compared to the 128 credits that are necessary for graduation. The rest of the credits for the B.A. degree will be counted from those taken at NYU.

Students who started Stern in Fall 2010 are eligible for the program as long as they are currently enrolled in Principles of Biology and either Essentials of Chemistry or General Chemistry. While other nursing programs may require a full year of Chemistry, NYU only requires a semester's worth. "It is best to commit to this program

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Julia Siegel

garding its purpose. While more advanced students viewed it as a remediation center that they simply did not need, inexperienced students felt that even the Writing Center could not help them improve as writers. These misunderstandings have been slowly dissipating, however, as more students are using the Writing Center than ever before.

The increased popularity is highlighted by the center's utilization rate, which measures the per-

extremely helpful, sending out emails whenever a new slot opens up."

Although the waitlist has definitely enhanced the reservation process, many students still remain underserved or not served at all. Unable to sufficiently meet demand, the Writing Center even tried to change its appointment policy earlier in the semester. At the end of November, Efthymiou sent out sstud announcing that

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## OP-ED

## A Parting Word

Estie Neff, former Editor-in-Chief

This year's blizzard took the East Coast by storm. Flights were cancelled, highways were impassable, and people were literally trapped inside their homes. At Stern College for Women (SCW), students holed up in the dorms and crowded into the caf stores at night rather than risk trekking to the main cafeterias for dinner. Around the school, the entire city was virtually inactive; even the subways shut down.

A couple of weeks later, it was a different story. People were able to get flights safely back home, the roads were no longer dangerous, and the sidewalk existed. The sun was out and students talked about what a beautiful day it was. Finals were coming to a close and vacation was around the corner. The city was back to its usual crowded bustle.

People almost forgot that, a few days earlier, they had wondered whether the snow would ever disappear.

It's scary how we can go from one extreme to another without blinking an eye. It's like when you have a cold, you can't imagine being healthy. Then, when you get better, you can't imagine feeling sick.

Reliving a moment is rare, if not

impossible. The natural progression of time does not let us hold on to any single experience for long.

There are several experiences in my life I would relive if I could: great family trips, times spent with friends, seminary, my sister's wedding and, most recently, my experience as editor-in-chief of *The Observer*. Because of the nature of my schedule this semester, it is not feasible for me to continue as editor. Though it made me crazy at times, it was a good learning experience and even fun, so I'm going to miss it.

But it's no good to dwell in the past. We have to learn from the past and live in the moment.

I cannot move forward without thanking the newspaper staff who helped me produce such an amazing publication. Tamara and Rachel, thanks for getting News in even when it was not convenient. Suzanne and Simi, thanks for giving Features a flavor of its own. Devorah, Sari, Helen and Ahuva, thanks for reinventing your sections with original and interesting ideas. Meira, thanks for inventing your section. Aimee, thanks for giving *The Observer* an edge. Ilana, thanks for giving *The Observer* a passion.

There would be no money for the paper without Gila and Chana running ads and business, and there would be no readers of the paper without Julia's beautiful photos. Thanks, Hannah and Sasha, for your website expertise, and Ann for being a layout guru - and a really patient one at that!

Thanks Rivkah for being a powerhouse of ideas, always positive, always organized, and more than competent in everything you do, including becoming editor-in-chief. A special thanks to all the teachers, Rabbis, administrators, and role models for your amazing guidance, advice and support. Last but certainly not least, thanks to the entire SCW student body for being such responsive and loyal readers.

When SCW students graduate early in January, it is hard for them to leave but they look forward to new opportunities. Going forward, I will miss being editor of the newspaper and will move on, but I will try not to forget what I learned from the experience. My parting wish for each student is that as you transition from one stage of life to the next, you also keep the lessons you have learned and apply them, achieving much growth and success.

## Checks and Balances: Tips and Chizuk for the New Semester

Rabbi Elchanan Adler, Rosh Yeshiva RIETS

The college years can, at times, be characterized by inner turbulence, spawned by an idealism to plumb the depths of knowledge and attain mastery of all that falls within the purview of one's natural curiosity. This quest is often accompanied by an openness to new, possibly controversial, ideas and a willingness to "push the envelope" in the hope of transcending barriers. At its best, the creative tension can serve as an impetus for self-actualization and personal growth. At its worst, it can leave one with a gnawing sense of emptiness and an insatiable void.

For an Orthodox Yeshiva/Day School graduate, the college experience poses a distinct set of challenges. On the one hand, the academic spirit which is emblematic of a University beckons one to test limits and exercise personal autonomy. On the other hand, the Torah emphasizes restraint and deems certain ideas beyond the pale of serious inquiry. Indeed, the respective premises of "Yeshiva" and "University" are seemingly mutually exclusive. The former views religious values as axiomatic and embraces the notion of censorship; the latter considers everything as fodder for questioning and hails personal autonomy as a supreme value. When played out, manifestations of these underlying

issues surface, exposing fault lines and flashes of conflict.

Even at a premier Torah Institution like Yeshiva University, the undergraduate experience can be fraught with tension. From the dogmatic to the pragmatic, conflicts arise and the ride is not always altogether smooth.

What perspectives and strategies might we arm ourselves with in the face of such possible tensions? Several observations are in order:

- Recognize that the sources of conflict are the stuff of life itself, which is never all black or all white, but is invariably dotted with shades of grey. Contradictions abound, compromises are sought, and sacrifices are made. Despite the dialectic, or perhaps because of it, the YU undergraduate experience offers enormous potential for religious, spiritual and personal growth.

- Recognize the challenges for what they are, rather than wishing them away. The "laboratory for life" invites risks which we ignore at our own peril.

- Confront the challenges from a position of strength. We are heirs to a rich, illustrious *mesorah* which has served us extremely well over the millennia. Even when the "answer" is not at our fingertips, there is no need to resort to apologetic

ics for the sake of accommodating political correctness.

- Maintain a healthy dose of humility. The ability to successfully navigate the sea of grey rests heavily on the degree of one's personal integrity, *yirat shamayim*, and, ultimately, *siyata dishmaya*.

- The journey is sometimes a personal one. Each of us encounters unique issues and challenges; approaches and strategies may differ between individuals.

- Work to preserve a campus *avira* (environment) that pulsates with *kedusha* and *hatzne'ah lechet*. Securing sacred space - one which is true to the letter and spirit of the halacha - is perhaps the best guarantee that the interface with *madda* will enhance, rather than hinder or undermine, religious and spiritual growth.

- Seek counsel from others. Our community is blessed with many wonderful role models who, in both formal and informal ways, demonstrate an uncompromising allegiance to Torah while remaining open to the world around them. Knowledge alone is incapable of providing the inspiration that comes from exposure to living personalities who personify Torah values through and through.

May this semester be one of spiritual growth, academic success, and personal fulfillment.

The Yeshiva University

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NEWS

**Sexual Abuse Broached in Joint Sociology/Pre-Law Event**

Rachel Schultz

On December 14, 2010, Leora Joseph spoke at Stern College for Women on the topic of "Sexual Abuse, The Clergy Scandal and The Law: A Prosecutor's Perspective." As the chief of the Child Protection Unit in the Suffolk County District Attorneys office in Boston, Joseph addressed the overall topic of child sexual abuse, specifically amongst the Catholic clergy, while also focusing on how the Jewish community should effectively approach these issues.

The event was held in Yagoda Commons and was jointly organized by the Sociology Club and the Pre-Law Society. Largely inactive for several years, the Sociology Club has been recently reinstated by SCW Senior Rachel Stern, who set out to organize events that spread awareness of social issues facing society. Due to the intrinsic relevance of Joseph's topic to the law profession and the large number of pre-law Stern students, the Sociology Club decided to reach out to the Pre-Law Society to collaborate on this event.

The first half of Joseph's speech pertained to the challenges involved in convicting criminals of child sexual assault. As a prosecutor, Joseph reviews 1,200 child sexual abuse cases per year and helps to determine which of these cases will go to trial. She relayed several interesting factors that categorize most child sexual assault cases. Firstly, the sexual offender tends to be an individual familiar with and close to the child. For example, a high school basketball coach or even possibly a family member is more likely to abuse a child than a complete stranger. This complicates the situation and adds to the complexity of the rapist-victim dynamic in that an emotional attachment exists, preventing the victim from disobeying or rebelling against the rapist.

Additionally, concrete evidence in these sexual assault cases is hard to retrieve. Children often fear testifying against their abusers because they feel guilty or responsible for the fact that they have been raped. This phenomenon leads to what is known legally as "delayed disclosure." Victims may remain quiet at the time of an assault and decide years later to testify against the individual who abused them in the past. This reality poses a problem because at this point the victim may have forgotten crucial details that would facilitate a successful prosecution. Furthermore, the legal issue of the "statue of limitations" comes into play. Prosecutors must consider the fairness of convicting someone of a rape crime committed over thirty years ago.

Joseph specifically focused on the "clergy abuse scandal," which refers to the Catholic Church's denial of the sexual abuse of children by priests. Consciously deciding to cover up for their clergymen, the Church transferred these immoral priests from parish to parish while requiring them to seek therapy. The scandal broke out in 2002 in Boston with the discovery of documentation of the Church's actions. Such events were shocking, because clergymen are viewed as morally upright individuals and serve as religious and spiritual leaders.

Relating these troubling issues to the Jewish community, Joseph stressed to the audience the importance of being educated and informed on these matters. The Jewish community cannot remain naïve and assume that the issue of child sexual assault does not exist within our midst. Emphasizing the need to learn from the clergy abuse scandal, Joseph urged students to ponder how a religious institution should effectively address sexual assault crimes. The Jewish community must discuss the issue in order to effectively develop an appropriate response.

As President of the Sociology Club, Stern was thrilled with the overwhelming student turnout at the event. Speaking highly of Joseph, Stern was impressed by the prosecutor's decision to tackle a sensitive yet extremely important topic. Stern believes in the necessity of being aware and informed on such crucial issues that exist within the Jewish community and society at large. "We are a community and we have to stick together," said Stern. "And in order to do that we need to talk about these issues and raise awareness. As soon as we raise awareness and take action about it, we can improve the situation."

The concept of awareness leading to positive action was reiterated by SCW Senior Basya Klyman, co-President of the Pre-Law Society, who believes that "by bringing a speaker who has personal experience and an ability to connect us to the issue we will foster awareness." Additionally, Klyman emphasized the benefits of hearing from professional women such as Joseph. "Having a woman like Leora Joseph tell us about her experience and present herself as a model to us, as women, is inspiring for all striving females lawyers," Klyman commented. "At this point in our careers, the more exposure we get to lawyers, and the more we can learn from and about their experience will assist us in preparing for our futures."

**Writing Center Expands Due to Increased Demand**

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students would be limited to one appointment per week rather than two.

Yet this policy change was quickly rescinded after students contacted Dean Karen Bacon, expressing that their needs were not being met with only one appointment per week. At that time, Dr. Ladin and Ms. Efthymiou met with Dean Bacon, indicating that the Writing Center would need more resources, in terms of both physical space and staffing, in order to meet student demand.

Such requests to expand the center have been voiced by students as well, and these complaints have yielded some results. In the fall semester, the room adjacent to the Writing Center, Room 1019, was reserved for Writing Center use. In addition, the Writing Center received new furniture over reading week. Round wooden tables and rolling chairs have replaced the square, orange tables and blue chairs which, ac-

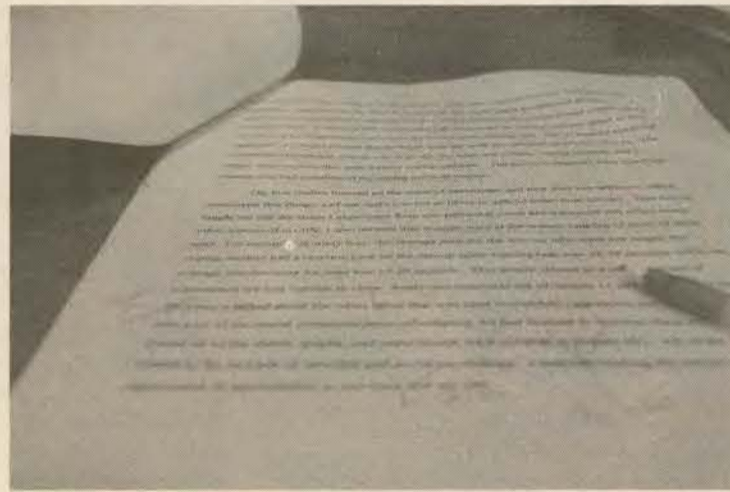
ording to Efthymiou, had been in the Writing Center since its inception 25 years ago.

There have also been requests to expand the Writing Center's staffing model beyond its current 18-member tutoring staff, which is comprised of fifteen undergraduate tutors and two faculty tutors, in addition to Efthymiou. The Writing Center is looking to hire additional

exams. Skier, who tutored at the Writing Center as undergraduate and served as a Presidential Fellow in the Office of the Dean last year, currently works for Yeshiva University as a Communication Associate and as an Honors Program Coordinator at Stern College for Women. She is also pursuing an MFA in fiction writing at Sarah Lawrence College.

The Writing Center's increased popularity has certainly not gone unnoticed by the administration, but whether the Writing Center will be granting additional resources remains to be seen. Nonetheless, it is clear that the Writing Center is encountering unprecedented popularity and utilization among the student body, and will need to expand in some manner in order to meet this growing demand.

Julia Siegel



tutors, including graduate tutors, to meet student demand, and is also pursuing the possibility of hiring an administrative assistant to help with clerical tasks.

The administration has already made some concessions on this matter, authorizing the hiring of Perel Skier (SCW '09) to provide supplementary tutoring hours during reading week and final

"I believe the demand of the Writing Center at Stern is testament to the dedication and hard work of the tutors," says Efthymiou, "combined with the students increased understanding that the Writing Center is a place of collaborative learning that supports students - of all skill levels - with their individual thinking and writing process."

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ASAP," remarks Mr. Mollin, "so as to ensure that all the necessary classes are completed before applying to NYU." He notes that admission to NYU is not guaranteed and is still dependent on the student receiving good grades in the courses, as well as a well-rounded resume.

When asked whether Stern will ever institute a nursing degree in their curriculum, Dean Orlian responded, "We're a liberal arts college-while nursing is a health profession that demands a different structure and set of requirements. That's a whole different enterprise." The professional courses that have clinical components will be done at NYU.

Overall, students seem to be very excited about the onset of the new program. "We currently have a

joint nursing program with Johns Hopkins University in Baltimore that has attracted several Stern College students in recent years," says Mr. Mollin. "However, NYU is consistently one of the most popular schools with our pre-nursing students and usually at least five Stern students end up enrolling at NYU each year."

Besides the combined programs for nursing, there are several other combined programs in the health field at Stern College including occupational therapy with Columbia University, Physical Therapy with UMDNJ and New York Medical College, and Physician Assistant with Mercy College.

"We always attempt to accommodate students' interests," says Dean Orlian, "and take action to help move them forward in their academic and professional goals."

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## NEWS

## Recent Graduates Return to the Beit Midrash

Renee Kestenbaum

This spring, the student-initiated Tanakh Learning Program (TLP) will return for a second year to the Eisenberg Beit Midrash at Stern College for women. Five women, recent January graduates, will spend two days each week learning Tanakh *lishma* (for its own sake) in the Beit Midrash, honing their research and teaching skills and giving back to the Stern community.

University staff praises the fact that TLP is a student initiative. Dean Zelda Braun noted that the women have figured out how to utilize the campus to continue learning after graduation, and Rabbi Ephraim Kanarfogel expressed his gratification that the students chose to continue their education at SCW beyond their requirement. He added that TLP is "a wonderful testament to [these students] dedication to Torah study and its ideals."

The program is not funded by the university, but costs are low. The self-motivated members schedule their own activities and learning sessions, and reside in student housing; last year, the Office of Student Affairs arranged beds in the Schottenstein and 36<sup>th</sup> Street Residence Halls for the

women, and is once again able to extend the courtesy.

TLP was initiated last fall by a small group of seniors in their final semester. Faced with fast-approaching responsibilities of life after college, they wanted to capitalize on one last chance to reach deeper into Tanakh learning.

"We had enjoyed and appreciated our Stern education," said Penina Weber, one of last year's eight members, "[and wanted] the opportunity to approach an unknown text of our choice, delve into it with fresh eyes, explore and analyze new territory, or even learn familiar texts in a very different way." Some women, like Weber, were pursuing careers in education, and would benefit professionally from TLP.

Graduating midyear without plans for an apartment or job, however, greatly influenced Weber's decision to join. "[TLP] was an ideal alternative!"

The administration guided the fine-tuning of the initial idea. Weber expressed gratitude to Rabbi Kanarfogel, Dean Braun, and the staff at the Registrar, Housing, and Student Accounts offices for their help in developing TLP and negotiating logistics.

TLP was a "noted and appreciated" presence in the Beit Midrash on the two days they met per week, Weber said. The participants kept two *chavruta* (learning partner) periods each morning for *bekiut* (survey) and *b'iyun* (in-depth) learning of a *sefer* (Jewish book) or *seforim* of their choice, and one *chabura* (workshop) led by a different participant each day. Preparing these *chaburot* helped concretize their research and teaching skills. In addition, they learned in *chaburot* with Mrs. Yael Leibowitz and *Mashgiach Ruchani* Rabbi Dovid Cohen, and they audited SCW Judaic classes taught by Rabbi Kanarfogel, Dr. Michelle Levine, Rabbi Dr. M. Cohen, among others. They were also treated to guest lectures such as Rabbi Menachem Leibtag, Rabbi Dr. Hayyim Angel, and Mrs. Deena Rabinovich.

Weber recalled the support she felt from the faculty. "It was wonderful knowing that the teachers respected our desire to learn and wanted to help us continue to develop; our conversations were different than they had been as undergrads."

"[An administrative] condition for creating the program was that us TLP members would utilize our

knowledge, skills and time to assist others," said Weber, "and we were thrilled to comply."

Last year, TLP members were on hand to learn *b'chavruta* with students in the Beit Midrash, or to help them locate *seforim*. They also prepared learning sessions for the spring Torah Learning Network event. "It was gratifying and empowering to utilize our learning for a greater good," Weber remarked. She also hoped her voluntary pursuit of Torah learning would demonstrate to students that learning is so enjoyable it can be pursued even after completing one's formal education.

"TLP was refreshing, stimulating, and humbling," she said. "We all thought we knew so much, but also knew how much more there is to know! Each day held new potential for discovery of uncharted waters, and deeper relationships with our fellow members, teachers, our traditional texts, and ultimately, HKB" (HG-d)."

"We were hopeful that if we set a worthy precedent, [running TLP again] could be considered," she said.

Keep an eye out for this year's TLP women on the seventh floor.

## Highlights of the Student Life Committee Meeting

Rivkah Rogawski

The December 17<sup>th</sup> meeting of the Student Life Committee (SLC) touched on many issues relevant to daily campus life, including cafeteria options and hours, proposed changes to the shuttle service, and the expansion of the writing center. Although the meeting, which took place on *Asara B'Tevet* (the 10<sup>th</sup> of Tevet), had a lower attendance rate than the inaugural SLC meeting, it continued the admirable trend set by co-chairs Ilana Gadish and Nava Unterman in efficiently and effectively dealing with concerns raised by the student body.

At the previous meeting, Bruce Jacobs, Director of YU Dining Services, had suggested that the Kushner Cafeteria in Stanton Hall serve only meat foods, while the Le Bistro cafeteria in 215 Lexington would continue to serve dairy foods. However, one concern raised in the interim was that students who ate at Kushner for lunch would then be *fleishig* for the whole day, thus running into the age-old Jewish fear of being permanently *fleishig*. Therefore, Food Services is looking into other options to reorganize the cafeteria

structure. Dena Kapetansky, SLC liaison for food services, did note that more options had recently been added to the cafeteria, including rice cakes, sprinkles for the soft serve ice cream, and feta cheese in the Le Bistro food bar.

In terms of new concerns raised students, Unterman noted that many had asked for revised cafeteria hours. More specifically, students staying on campus over the weekend had requested that Kushner open at 11 AM on Sundays, rather than at 12:30. Additionally, many had requested that Kushner remain open until 3:15 during the school week, rather than closing at 3, so that students whose classes end at 3 would be able to purchase dairy foods immediately after class. Jacobs explained that in order to make either of these requests happen, staffing would have to be rearranged and the school would incur more overtime charges. However, Jacobs will be looking for a way to make these requests feasible.

One of the main discussions focused around having an internet sign up for the intercampus shuttle

service. This would enable shuttle sign up to take place all day long, and also lock students out of signing up for more than one shuttle. Currently, YU's mainframe computer programmers who would be able to write a special program for an internet sign-up are occupied in other projects regarding the financial and technological structure of the school. One interim suggestion was to create a Google app that would enable students to sign up through the computer, but this will not be available until decisions are made as to how the sign up will function. Will students text to sign up, or will they have to be near a computer? Hopefully, these concerns will be resolved and a new and improved shuttle service will be available as soon as possible.

Interestingly, the top request that the SLC received from students was for a printer to be placed in Brookdale Residence Hall so that students would not have to travel to the school building at night in order to print documents. According to Dean Braun, there used to be a printer in Brookdale;

however, it was removed because it was not feasible to have a printer in a building so far away from IT services. The printer broke often, and students were sometimes able to print without paying for the printer services. In order to make a printer available in Brookdale, the SLC would have to be willing to recruit students to take responsibility for supplies and repairs.

In other news, Ms. Edith Lubetsky, head of Library Services, announced that the library is purchasing new swivel chairs to replace many of the broken chairs in the Stanton Hall main library. Additionally, new furniture for the Beren Writing center will be delivered in the near future, enabling the expansion of the Writing Center to encompass both 1018 and 1019.

The next meeting of the Student Life Committee will take place on February 11, 2011. The committee can be reached at [beren.studentlife@yu.edu](mailto:beren.studentlife@yu.edu), and all students should address concerns and requests to that address.

Welcome  
back to  
sunny New  
York.  
Have a  
great  
Semester!  
~The  
Observer  
Staff



## FEATURES

## Finding a Summer Internship

101

Observer Staff

The undergraduate college experience is a process of growth and exploration, of finding the right niche in society that will capitalize on your unique talents. While part of this process is certainly facilitated in the classroom, it is also important to seek extracurricular experiences that can guide you in deciding what to do after you graduate. The long, three-month college summer break is the perfect time to pursue an internship experience that will give you specific skills unobtainable in a classroom setting.

While this might sound great, you might find that actually obtaining a summer internship can be difficult and stressful. Getting good grades is simple and straightforward- do the homework, study for the tests, and don't egregiously insult your teacher. But finding a summer internship requires identifying your skills and strengths, finding potential employers and presenting yourself professionally to said employers.

The first step to thinking about a summer internship is to make a list of skills and experiences that you want to gain. If you are interested in a specific career- for example, occupational therapy- but unsure that it is for you, the summer is a good time to explore that. For example, one student spent the summer of 2010 shadowing a physician's assistant (PA) in her hometown. Previously unsure that being a PA would be right for her, she found the experience stimulating and is now considering PA school more seriously.

You might also want to spend your summer internship developing or exercising a professional skill that you can't get in a classroom setting. For science majors, a summer internship is a great time to develop technical laboratory skills that a semester-long lab course will not provide. An English major might want to be exposed to English literature research, something that few undergraduates encounter in the classroom.

The next step is to get a professional resume made. A resume, also known as a curriculum vitae (CV), is a document that lists your essential statistics, like major and GPA, as well as specific experiences and academic honors you have received. You can start your resume by making a list of all of the activities and awards you have received- ask your family and friends for help brainstorming. It is crucial to put everything on your resume! Remember that you want to impress your potential employer with how unique you are. Once you have a basic list, get specific in listing tasks and skills that you used for each activity. When you have your list, make an appoint-

ment with the Career Development Center (CDC) for help turning your list into a professional resume.

The CDC can also be a fabulous resource in searching for an internship. Once you have a resume, you can sign up for their online CareerLink website, which allows employers to list available internships and positions. Also ask the CDC representative you meet for ideas and leads in your hunt, as the CDC is often contacted by prospective employers.

If you don't mind being in the New York area, consider asking your professors if they have summer research positions available. Many professors spend the summer working on their research projects and can use a student assistant. In fact, Dr. Harvey Babich, head of the Biology Department, explains that "in the past few years, YU has directed specific funds to the science professors to hire summer students." He adds that "a student has a better chance of working with a professor if she has taken a course with the professor," but it never hurts to try asking a professor you don't know personally. For students who work at Stern, the university will usually provide housing.

If you are interested in the health sciences, you might want to apply to specific programs at universities and biomedical institutions. Most universities host such programs, and while many of the deadlines have passed already, some are still open. For example, the NIH Summer Internship Program in Biomedical Research has a deadline of March 1<sup>st</sup>. It enables 1200 interns to work in NIH labs; the applications are submitted to a central pool, and then reviewed by scientists who then select an intern to work in their lab. The application is available at [www.training.nih.gov/programs/sip](http://www.training.nih.gov/programs/sip). In a similar vein, NYU's RUSK center of Rehabilitation Medicine offers internships in a broad variety of health fields, including occupational therapy and physical therapy. The deadline is February 15<sup>th</sup>.

If there is no specific program for the type of research that you want to do, do an online search to find somebody in your field. Then, bite the bullet and email them with a cover letter, attaching your resume and introducing yourself and your professional interests. In composing an introductory email, it is crucial to remain professional and respectful, opening with "dear x" and ending with "sincerely yours". Also, remember that the first two lines of your email are your chance to impress the person- try to be as flattering and specific as possible. A good opening line is "I read your recent paper/book/article"- as long as you did, of course.

By Suzanne Mazel

January first, the first day of the New Year in the Gregorian calendar, brings to mind a lot of different things; New Year's parties, the ball in Times Square dropping, and revelers singing Auld Lang Syne. However, for some people, New Year's also brings with it the promise of self-improvement- namely, New Year's resolutions.

Resolutions are generally goals that a person sets for themselves in order to facilitate improvement. For example, someone may resolve to work harder to get better grades, work out more often, or diet. In fact, resolutions can be about anything- a recent television episode of "The Office" even featured a character who made a resolution to learn how to do cartwheels.

But do the women of Stern College make resolutions?

Laura Mintzer (SCW '11) does set New Year's goals for herself such as "living a healthier lifestyle" but is quick to point out that she does not limit herself to goals formed around January first. "I frequently set new goals for myself at various points throughout the year," said Mintzer, "But the majority are around January 1<sup>st</sup>."

Talking about the difficulties of resolutions, Talia Kaufman (SCW '11) mentioned that "its fighting your temptations" that is usually so hard.

Mintzer agreed, saying "there are some resolutions I wish I could break," however she refrains from breaking whatever resolutions she might have made because it will help her do "what is right and what is best for myself."

Some students stay away from resolutions because of knowledge of their limits. Commenting on her abstention from resolutions, Selma

## Resolutions and SCW

Sutton (SCW '11), explained that "I am not going to follow through with it."

Abby Phillips (SCW '11) would rather not set one resolution for herself. "My goals change throughout the year and setting such a stringent goal does not re-

on others and is hoping to actualize that goal by joining a program run by the American Jewish World Service, an organization similar to the Peace Corps.

"I want to proactively fulfill my resolution, to get out there and do something with my life," said

Epstein. For something on such a large scale, "it is the first time I am following through [with something] that would have a huge impact on my life."

For some students, January 1<sup>st</sup> is a New Year's devoid of meaning, unlike the Jewish New

Year, Rosh Hashana. For example, Amanda Douek (SCW '11) said that she does not make New Year's resolutions. "I feel like New Year's resolutions are always about losing weight, and I find those hard to keep," she explains. However, although she does not make resolutions around the secular new year, Douek said that she does make resolutions for herself around the time of the Jewish new year, Rosh Hashana.

"My New Year's starts on a different day," said Douek.

Esti Feder (SCW '11) agrees with Douek. Feder makes Rosh Hashana resolutions, such as having more concentration in a particular prayer. For Feder, Rosh Hashana is the day for "self improvement or introspection. You hope to improve from year to year and that is what I am trying to do."

Sarit Ben David (SCW '12) very clearly summed up her feelings: "New Year's isn't meaningful to me." Similarly, Naomi Rosenberg (SCW '11) does not make resolu-

See RESOLUTIONS page 8



ally work and then I feel bad for failing myself."

Although some students may make resolutions, the majority of the students spoken do not feel any attraction towards self improvement around December 31 or January 1.

"New Years is just another day," said Esti Augenbaum (SCW '11). "If I have something I need to work on I can pick any day, I don't need to pick January 1."

Dani Lent (SCW '11) agrees, saying "I don't think resolutions need or should be localized to a certain day."

Another student, Lea Epstein (SCW '11) offered a different spin on when she makes resolutions.

"Resolutions come so naturally when you're at a crossroads," said Epstein, "to have one day when you are all of a sudden supposed to think about everything you should be doing just does not happen." Rather, Epstein feels that "only in extreme moments do you make resolutions." Recently she made a resolution to focus more

In finding a summer internship, it is important not to underestimate the power of connections and relatives. Students can be hesitant to call upon their connections, thinking that they want to get positions on their "own merit". This is both a naive and professionally dangerous mindset- everybody has to start somewhere, and there is nothing embarrassing in using your family. If you have an uncle, aunt, or family friend in a field that you are interested in, ask them if they can help you find a job. At the very least, they can probably provide effective advice as to how they got started on their career path.

It is important to think outside of the box and be creative in searching for a job. Try apply-

ing to museums- the Metropolitan Museum of Art offers unpaid internships in a variety of departments. Think specifically of Jewish museums, which might have a vested interest in hiring Jewish students. For example, this past summer, a student from Touro College interested in pursuing a career in history interned at the Simon Wiesenthal Center in Los Angeles.

Another interesting place to look for an internship is in a publication related to your field of interest. For example, The American Chemical Society's main publication, Chemical and Engineering News, offers summer internships for students interested in science writing; the deadline for application is February 22<sup>nd</sup>.

Some applications or employers might require letters of recommendation. Do not feel

uncomfortable about asking your professors for such letters, and ask them early. Provide the professor with an up to date resume and deadlines for recommendation letters. In the age of word processors, it should be no problem for a professor to generate as many letters as you require, as long as you let them know beforehand.

Sometimes it can seem as if finding an internship is a job in itself. A student who puts in minimal effort will probably not succeed; those who really try eventually find something. So be proactive and go after it.



## SPORTS

## Upcoming Home Game Schedule

"The most important thing about winning is believing that you can win no matter who you are playing."

- Lawrence Dalaglio

"Your past is not your potential. In any hour you can choose to liberate the future."




- Marilyn Ferguson

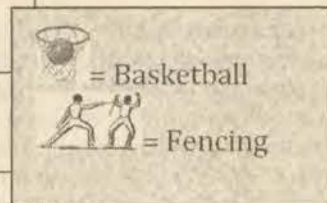
"The spirit, the will to win, and the will to excel are the things that endure. These qualities are so much more important than the events that occur."

- Vince Lombardi

"Desire is the key to motivation, but it's determination and commitment to an unrelenting pursuit of your goal - a commitment to excellence - that will enable you to attain the success you seek."

- Mario Andretti

Sunday	Monday	Tuesday	Wednesday	Thursday
		January 25	26	27  - 8:00
30	31	February 1  - 8:00	2	3
6  MIT Invitational	7  - 8:00	8	9	10
13	14	15	16  - 7:30 [In the Stern gym!]	17
20	21	22	23	24



\*For more details and game recaps, visit yumacs.com.

## Stern Fencing and the Road to Success

Kayla Ross

When I first came to Stern in August, I knew I wanted to participate in sports. My sister, an alumna of Stern College, suggested that I try out for the fencing team. Deciding to follow her advice, I went to tryouts.

I, like everyone else at the fencing tryouts, made the team. The fencing tryouts at Stern are mainly a test of an athlete's commitment to the team rather than her athletic performance; with a promise of commitment, willingness to learn, and determination to improve the coach can transform any Stern student into a fencer, regardless of her previous experience. Following the coaches' introduction to fencing, I decided to fence using the epee, a sword used in a jabbing motion.

After the first few two-hour fencing practices, I realized that the first hour of practice is designated to warming up, which consists of running, jumping, stretching, and footwork - growing accustomed to the correct fencing stance so the stance would feel natural while fencing. The subsequent hour is spent fencing with other students.

Having had no previous fencing experience, the coach instructed me to spend the first few practices poking the wall to get a feel for my new weapon. When the epee finally felt comfortable in my hands, I was allowed to have a bout, or a battle to five points, with my fellow teammates. Since the wall had never managed to beat me, I had much confidence in my fencing

and expected to be able to compete with my teammates. After my first bout, however, I realized that I had much to learn. Nevertheless, my teammates assured me that they too had been in my position when they first started and that I would improve over time. All it would take is - as your teachers and coaches have been telling you your entire life - practice.

As the biweekly practices continued, I became close friends with my new teammates as we all worked to improve and achieve our individual goals. I began to look forward to each practice. Practice became my relaxing time, the time I use to clear my head of all classroom related topics. And I really believe that, with my coach's guidance, I am making tremendous progress with my epee.

A few weeks ago, the fencing team attended the NIWFA Invitational fencing-tournament. At this particular meet, each fencer was given a number and would fence for an individual score instead of a combined team score. Though this was not my first meet, I had yet to win an official bout. At the NIWFA Invitational, however, I was determined to give my best performance - and I did. Though I began fencing just a few months ago, with my coach's instruction and teammates' assistance, I returned from the NIWFA Invitational having won my first match.

Being on the fencing team has given me great opportunities at Stern. I have made great friends,

and expected to be able to compete with my teammates. After my first bout, however, I realized that I had much to learn. Nevertheless, my teammates assured me that they too had been in my position when they first started and that I would improve over time. All it would take is - as your teachers and coaches have been telling you your entire life - practice.

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## Anu Ratzim V'haym Ratzim - The Creation of Basketball

In 1891, Dr. Luther Gulick, head of the physical education program at the YMCA Training Center in Springfield, Massachusetts, charged James Naismith with the task of creating a safe game that could occupy a bunch of rowdy students and could be played indoors, due to the harsh New England weather. Naismith pored over the rulebooks of several sports, including soccer, baseball, rugby, and hockey to find a combination that would be intense and captivating, yet relatively safe.

Naismith recognized that a smaller ball, such as a baseball and hockey puck, could be thrown - or hit - much faster than a larger ball, increasing danger of injury. For that matter, any ball thrown with unrestrained power, especially in an enclosed court, could prove to be too hazardous. With this idea in mind, Naismith designed a game in which players had to throw a soccer ball in a parabola in order to score. Behold, the creation of basketball.

When Naismith first established basketball - almost called "Naismith Ball" - there was still no concept of dribbling. Naismith, having combined already existing sports, instructed his students at the YMCA to pass the ball to each other in pursuit of throwing the ball into a hoop. Naismith managed to combine running, fun, intensity, and safety into an indoor sport.

traveled to places I have never been, and learned new skills. I enjoy every practice and welcome the physical exercise and mental

What began as an exasperated administrator's quest for a safe indoor sport became the new American craze. Within a few years, Naismith's game was being played on the intercollegiate level. Even more impressive, by the 1936 Berlin Olympics, basketball had become an official Olympic sport.

Naismith's rulebook, which appeared in his school's *Physical Education* journal, was noticed by a fellow Massachusetts physical education teacher at Smith College, Senda Berenson.

Berenson, a Lithuanian-born Jewish immigrant, had not been a very active child. By her twenty-second birthday, she was forced to give up piano due to back problems. Refusing to surrender her lifestyle to physical pains, Berenson decided to join a gymnastics class to exercise and strengthen her back. Fighting through tears, Berenson did not enjoy exercising; she simply refused to capitulate to her pain.

As time passed, Berenson noticed a significant relationship between her declining backaches and increased physical exercise. So impressed by the correlation, Berenson decided to become a physical education teacher at Smith College in order to introduce athletics into the lives of many women. Berenson hoped to attract not only the athletes but also the rest of the Smith College student body.

After reading Naismith's bas-

relaxation. My friends often ask whether I am a good fencer. I always reply, "Not yet, but with the help and

ketball rulebook, Berenson decided to introduce the new sport to women's athletics. She modified the rules to make the game more accessible to the majority of women by dividing the court into three distinct sections. Each player was assigned to a section and was forbidden from moving into the other two, effectively reducing the physical activity involved in the game.

Though women's athletics was a growing phenomenon in the beginning of the 20<sup>th</sup> Century, until the feminist movement became more prominent, women's athletics did not truly launch. Nevertheless, Berenson managed to successfully organize the first women's basketball game in 1893, just two years after Naismith wrote the rulebook. Since women's athletics is today culturally accepted, women have resumed playing basketball according to the same rulebook as the men, with only slight variations.

Credited as the founder of women's basketball, Senda Berenson became the first woman inductee of the Basketball Hall of Fame in 1985. She is also a member of the Women's Basketball Hall of Fame and the International Jewish Hall of Fame. Due to the determination of Berenson and others like her, the dream to make exercise more prevalent among women has, fortunately, become a reality.

support of my teammates and coaches, I hope to be a great fencer one day."



## ARTS AND CULTURE

## Avast, Stern College! Thar' be Pirates in Schottenstein Cultural Center!

## A Review of SCDS's Pirates of Penzance

Rivkah Rogawski

This past reading week, for a few short hours each night, Schottenstein Cultural Center was transformed into a dangerous island infested with devilish pirates, buffoonish policemen, and swooning young maidens. This magical illusion was courtesy of Stern College Dramatics Society (SCDS), who, in case you missed their comprehensive ad campaign, staged Gilbert and Sullivan's *Pirates of Penzance* on December 19-21. Under the masterful direction of Director Tiferet Weiss and Assistant Director/Stage Manager Emily Cohen, SCDS's production showcased a charming ensemble cast who seemed to be thoroughly enjoying themselves as they danced and sang their way through Gilbert and Sullivan's rollicking comic opera.

*Pirates of Penzance*, written in 1879, brilliantly satirizes Victorian Britain through the antics of its motley cast. The show opens with the protagonist, Frederic (Lauren Tessler), preparing to leave the *Pirates of Penzance*, a band of nefarious pirates to whom he has been apprenticed for the past fourteen years. Frederic informs them that upon the completion of his indentures he plans to spend the rest of his life exterminating pirates. His hapless nursemaid Ruth (Deenie Diamond Wasserman) begs him to take her with him, assuring Frederic, who has never seen any other woman, that she is a fine specimen of female beauty.

However, just then, a bevy of comely young maidens appears, and Frederic rejects Ruth, pleading with the ladies to overlook his past and accept him. The girls, who are

all sisters, refuse his overtures; but a seventh sister, Mabel (Chaya Kessler) appears and falls instantly in love with Frederic. Just then, the pirates return and capture the sisters. Hilarity ensues as they are rescued by their father, the Modern Major General (Karen Steinberger), and as Frederic subsequently attempts to lead the pirates to justice.

Frederic is assisted in his military anti-pirate endeavors by the Policemen (Leora Lewis, Simi Lampert, and Tikki Yudin), lead by Chana Gila Ovitz-Levy as the Police Sergeant. A parody of British military ineptitude, the Policemen are ultimately only able to capture the pirates through calling upon the authority of Queen Victoria; the pirates, loyal citizens, are then forced to yield to their Queen. Wearing thick black moustaches, curly wigs, and striped helmets, Ovitz-Levy and her policemen charmed the audience by performing complex choreographic feats, never losing their panache even as they lost their helmets.

As the main romantic leads, Kessler and Tessler were convincingly infatuated, gazing into each other's eyes at every available moment. Although Tessler's singing voice was feminine, she more than

made up for it with her gallant mannerisms. Paired with Kessler's high, pure voice and sweet visage, the two made for a wonderfully melodramatic couple.

One of the highlights of the production was Dena Shayne as the leering Pirate King. Gyrate and

in the Modern Major General, an over-educated British military official completely incapable of ruling the tropical island that he is supposed to govern. Karen Steinberger, in a short coat and bushy moustache, made a beautifully bumbling general. In her main

musical number, "A Modern Major General", she impressively recited a laundry list of the General's intellectual achievements while crawling about on the auditorium banisters.

The success of SCDS's *Pirates* was due in part to its strong ensemble cast. Mabel's six blushing sisters were played by Rebecca Grazi, Metuka Hechtman, Tzippi King, Zeeva Levine, Sarah Siegal, and Penina Stiefel. The

sisters sighed and fluttered about the stage in maidenly white dresses while casting covert glances at the Pirates. The grimacing objects of their affection were led by Meira Zack as First Mate Samuel and played by Marissa Newman, Emunah Danziger, Shlomit Friedman, Tova Lahasky, Leah Gutstein, and Dina Horowitz. It is a credit to the actresses that, although acting as a unit, each pirate developed a unique identity. For example, Lahasky was never found without a rum bottle while Gutstein scowled at the audience from beneath a

white wig.

*Pirates* was masterfully choreographed by Ayala "Yali" Raichlin. With the exception of the Policemen's dances, the dance sequences were cohesive but unstructured. Rather than executing stiff dance patterns, the characters fluidly and rhythmically moved about the stage as they sang. Their singing was enhanced by the live pianist, Kostanza Chernikov, whom SCDS hired to play the score. The first time in recent memory that SCDS has used live music, Chernikov was integrated into the set, seated before the stage amidst a nautical setting.

The set, designed by Liat Tretin as her senior project, consisted of a beautifully painted island backdrop that transitioned seamlessly into the Major General's manor through the usage of folding panels. Under Wardrobe Supervisor Sali Blum and Wardrobe Assistant Aliza Slepian, the cast were realistically outfitted in costumes that beautifully complimented Tretin's set. Props Master Hannah Rozenblatt provided the finishing touches with creative props, including such details as real burning candles held by the Sisters while they sang "Oh, Dry the Glistening Tear".

In the tradition of a Shakespearean comedy, *Pirates of Penzance* ends in a septuple wedding as the Sisters and the Pirates are united in holy matrimony. As they performed the finale, the audience greeted the actors with resounding applause, a sound that perfectly reflected the sheer fun that *Pirates* spread to those who watched it.



The cast after the show

Hannah Rosenblatt

somersaulting her way across the stage, Shayne built a comedic rapport with the audience that heightened her slapstick antics. One of the best moments in the finale was when Shayne, smeared with lipstick, emerged from the wings with a giggling sister on each arm. Similarly, Deenie Wasserman, SCDS president and veteran actress, self-consciously highlighted Ruth's sly machinations with well placed winks and smirks, making Ruth a decrepit foil for the blushing young sisters.

The crux of the play's satire lies

## I Know You Must Feel, Roy Lichtenstein

Yael Roberts

"I'd always wanted to know the difference between a mark that was art and one that wasn't," said Roy Lichtenstein. An exhibition of Lichtenstein's black and white drawings now at the Pierpont Morgan Museum does just that, exploring the boundary between art and pop culture. Inspired by postcards, comic books and advertisements, Lichtenstein portrayed the modern world with large black lines and small dots of ink. He conceived and created these drawings during the heyday of the Pop Art Movement from 1961-1968.

Lichtenstein's drawings are simple, yet they say much about his perception of an oversimplified modern world. Lichtenstein does not include brand names on his shoes, guns, or airplanes. Instead, his images become generic illustrations of the modern perception of history and society.

In fact, Lichtenstein seems to

poke fun at classical and traditional art. For example, he draws the often glorified, elaborate temple of Athena, a Greek goddess, in a simplified, almost comic book way. Similarly, in *I Know How You Must Feel, Brad!*, though Lichtenstein utilizes the conventional format of Renaissance portraits, with the sitter connecting with the viewer, the sitter in his portrait leans her heavily manicured nails out onto the window sill, an almost pleading look in her eyes for understanding. As with all of his works, *I Know How You Must Feel, Brad!* was inspired by something Lichtenstein saw or read in pop culture. In this case, he borrowed the line "I know how you must feel, Brad" from a comic strip, and reimagined what the women in the comic strip looked like.

Although the title contains the word "feel," at first glance, the figure in the work seems to have very

little feeling in her depiction- even the pleading look in the sitter's eyes is somewhat hollow and vapid. Rather than overemphasizing emotion and feeling in his work, Lichtenstein favors use of abrupt lines and dots to convey deeper message. In *Crying Girl*, for example, he draws a girl with emotionless eyes who has tears streaming down her cheeks- the viewer is left to puzzle out whether the addition of the tears generates sincere emotion, or if the tears simply create an illusion of feeling, mocking conventional sentiment. Perhaps instead of questioning the difference between art and commercialism, through his art, Lichtenstein is actually questioning the role of emotion in art and the role of art in realistically portraying the real, modern world.

The exhibit also features part of a room that Lichtenstein transformed into a large cartoon draw-

ing in 1967 in Aspen, Colorado. He created doors out of black tape with the words "NOK NOK" and "SLAM" emblazoned across them. In this piece, he transforms a three dimensional space into a two dimensional space. Is this considered art as opposed to the classical method of transforming a two dimensional space into a three dimensional reality? Indeed, Lichtenstein makes the visitor question the reality of images on paper. How real can they be? What is art? What should we use as sources for inspiration? What, if any, is the role of feeling in art?

However, it is important to recognize that Lichtenstein did feel, and did have passion. He admitted this himself, saying that "Comic books are, to a large extent, a mechanical representation of a romantic situation. I think there's a lot of this in my work. It seems to be mechanical, therefore, anti-art,

because art is supposed to be feeling. But of course, the passionless style is my passion."

Even the black and white drawings on display at the Morgan Library and Museum, which contrast greatly with his later brightly colored paintings, contain a message and symbolism. Although the comic like drawings Lichtenstein created appear to be devoid of emotion on the surface, feeling slips into his art and into the tears, thoughts, and the minds of the characters of modern society he attempts to portray.

*Roy Lichtenstein: The Black-and-White Drawings, 1961-1968* will show through January 2, 2011 at The Morgan Library & Museum, 225 Madison Avenue at 36th Street. Admission is \$10 for students and \$15 for adults.



## ARTS AND CULTURE

## Smoke: A Chic and Jazzy Night Out

Sophie Felder

It doesn't take a jazz aficionado to appreciate good music, and at Smoke, a classy jazz bar on the Upper East Side, pleasant music abounds. The venue, located at 2751 Broadway, features an intimate space with low lighting consisting mostly of candles—excepting, of course, the stage in the corner that is bright with spotlights and crowded with instruments.

On a recent Thursday in November, the group performing was the Brawner Brothers, a six man group that somehow managed to stuff all of their musical gear around the baby grand piano on the already-cramped stage. But the squeeze isn't at all claustrophobic; on the contrary, it contributes to the ambiance. Since Smoke also features a thunderous sound system, the close-knit environment also allows you to feel the vibrations of the blaring beat in your seat—small as they may be. Do expect to shout directly in your friend's ear if you would like to be heard at all.

However, it might be better not to talk at all, since the Brawner Brothers is a funk and soul band worth listening to. Think big horn sounds combined with a sullen bass player in a bucket hat (who smiled merely once throughout the performance, which of course only added to his charm) and a crazy keyboard player whose fingers skipped over the keys while his shoulders kept rhythm and his lips kept a tight hold on the microphone. Though the Brawner Brothers was a one-time booking, their excellent show is representative of the upscale musical entertainment provided at Smoke. Regular performances include a late-night blend of jazz and hip-hop by local performers.

Smoke is generally a dinner venue, and performances are scheduled on the assumption that patrons will purchase a meal with the show. However, I called ahead to ask if we could just order drinks and the management was very accommodating. Prices, including the drink minimums and cover charg-

es, change depending on the scheduled show, so the best bet is to check Smoke's online calendar before you go.

The service at Smoke is quick, and unsurprisingly, the waitresses are eager to replenish your drink. The frequent refill service can be a little disruptive at times, especially if you go to Smoke for music and not to talk about which drink refill you want, but the attentive wait staff certainly compliments the intimate vibe of the venue.

Upcoming performances at Smoke include a Gregory Porter, an urban soul jazz artist, and a 16-piece jazz orchestra directed by Bill Mobley. Smoke has an informative website, so look up the schedule in advance at [www.smoke-jazz.com](http://www.smoke-jazz.com), call ahead to reserve a spot, and expect to have a funky night out.



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## Resolutions and SCW

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tions but supposes that "if I wanted to change or work on anything I would start around Rosh Hashana, if anything."

Still, for those who have made resolutions already, or want to start, a recent Wall Street Journal blog article (Shellenberger, Dec. 29, 2010) suggests that instead of focusing on the negative, focus on the positive. For example, instead of no longer eating cake, maybe one should focus on eating

more vegetables. Using a positive and proactive approach to change to a healthy plan allows one to avoid feeling stressed or restricted by a resolutions.

In another example, if gossiping or *lashon hara* (negative speech) is a struggle that one wishes to overcome, it might be helpful to resolve to speak positively during specific hours of the day. This can spill over into the rest of the day until gradually the initial goal is achieved.



## ARTS AND CULTURE

### Little India Up the Block: A Review of Shalom Bombay

Estie Neff

Shalom Bombay is a haven of warmth and flavor in Midtown Manhattan this winter, when New Yorkers fear that their noses will be perpetually numb from icy winds and

their tongues will burn from coffees gulped too fast in a desperate attempt to warm up.

Hopefully, tongues will not burn at Shalom Bombay, the only kosher meat Indian restaurant in Midtown to date, located on Lexington Avenue between 39<sup>th</sup> and 40<sup>th</sup> Streets. However, they will need to cool down after tasting the mild and not-so-mild spices in the dishes that Shalom Bombay's tandoori chefs prepare in clay cylindrical ovens called a "tandoors," which are specific to Asian and Middle Eastern cuisine.

Shalom Bombay is managed and supervised by Refael G., who has been in the restaurant business since the age of 18. The restaurant originated in Teaneck, NJ before opening in the city as well. Mr. G. notes that the idea for a kosher Indian eatery came about "because it doesn't exist." Indeed, Indian food that is meat and under a Glatt Kosher *hechsher* (kosher supervision) is a rare find. Interestingly, Shalom Bombay attracts Jewish clientele as well as a number of non-Jewish diners, including some Hindu couples - a tribute to its culinary success, since most Hindus do not eat meat due to their religious beliefs.

A meal at Shalom Bombay opens with "papri", or Indian crackers, small pieces of dough deep-fried just enough for a crispy exterior and chewy interior and arranged with boiled potatoes and chickpeas, covered in layers of *pareve* sour cream and tamarind chutney sauce, and spiced with chili. This cold sweet and sour dish, called Papri Chaat, is considered a fast-food that is served from travelling food vendor stalls in India. In Shalom Bombay, it comes to the table on the house as a mild appetizer and prepares customers for the spicy and exotic dishes to come.

Those craving spiciness should order the Vegetable Pakoras, assorted deep-fried vegetable fritters whose doughy coverings cannot mask the intense flavor from

chili powder and garam masala - a basic blend of ground spices common in Indian foods whose name, "garam," denotes strong flavor. Have water nearby, for these are truly the hottest appetizers on the menu.

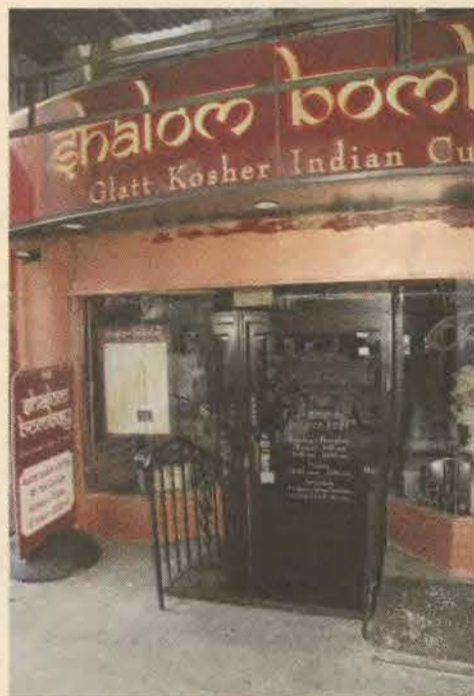
Hottest in flavor, that is - not in temperature. All conversation stops and every eye turns at

the sound of a sizzling hot plate with the Mixed Beef Platter - an assortment of chicken, beef and lamb on a bed of sautéed onions and peppers - as it is brought to the table.

The delectable main dishes include choices of chicken, beef and lamb. For example, a small metal bowl is filled to the brim with Chicken Korma, a light orange, thick chicken stew with chunks of moist chicken that gets its savory flavor from a combination of cumin, ginger, turmeric, ground coriander and chili powder. Korma is a classic Indian dish that can be traced back to the 16<sup>th</sup> century; the word "korma" means "braise," since it is prepared by braising meat or vegetables with water, stock and, in this case, *pareve* cream. Main dishes come with naan, Indian bread that is flat, fluffy and triangular, which can be a meal unto itself. Don't feel guilty when using the naan to swipe up the last morsels of sauce - everyone else is doing it too.

Shalom Bombay also offers vegetarian choices that put an original spin on tofu. Try the Tofu Mushroom Matar, featuring tofu cooked with green peas and mushroom in a blend of Indian spices or the Tofu Spinach in a stew of spinach, mild spices and olive oil.

Desserts cater to those who really want the authentic Indian experience - an experience that Mr. G. hopes to give every Shalom Bombay customer, noting that his staff takes two hours every afternoon just to cook and prepare the dinner



Julia Siegel

### Exhibit Offers Glimpse into the Lives of Polish Jews in the Interwar Period

Yael Roberts

"16 mm Postcards: Home Movies of American Jewish Visitors to 1930s Poland" is comprised mostly of large TV screens flickering with black and white figures. The exhibition, recently at the Yeshiva University Museum (YUM), is a collaborative effort between YUM and the YIVO Institute for Jewish Research that highlights films taken by Jewish Americans returning to their Polish homeland. These Jews had emigrated from Poland, but as travel became cheaper and film began to catch on as a phenomenon, they returned to Poland with low cost home video cameras. Using rolls of film capable of holding only moments of footage, these amateur filmmakers attempted to capture their past.

foods so that they resemble Indian cuisine as closely as possible.

Though the options on the dessert menu sound formidable - Moong Dal Sheera, mashed lentils cooked with sugar and nuts, and Carrot Pudding, chopped carrots cooked with sugar and nuts - they are all pleasantly sweet and unusually textured. The Rice Pudding is recommended for diners who don't want to push their Indian horizons too far, but will attempt a small culinary foray into the culture. For customers who are happy with American tastes, Shalom Bombay offers the requisite Exploding Chocolate Cake and Runny Chip Cake, as well as sorbets, ice creams and gelatos.

The prices at Shalom Bombay are fairly reasonable, with most appetizers, breads and desserts between \$6.00 and \$8.00. The specialty dishes become more expensive, with standard prices for chicken dishes at \$17.95, beef at \$19.95 and lamb at \$24.95, and more variable prices for tandoori specialties between \$11.95 and \$21.95. Vegetarian dishes range from \$10.95 to \$13.95.

While the atmosphere in Shalom Bombay is enjoyable overall, it can get a bit cramped and noisy as the night wears on, so don't bring kids along for dinner if they will get restless and want to run around. The waiters and waitresses are friendly and attentive, and the most are of Indian ethnicity, keeping the ambience inside the restaurant as Indian as it can possibly be.

Shalom Bombay is open Sunday to Thursday from noon to 3 p.m. and 5 p.m. to 11 p.m., Friday from noon to 3 p.m., and one hour after Shabbos in the winter. For students and staff at Stern College for Women and Yeshiva University, they offer 15 percent off of dinner and a buffet lunch for \$9.95. They also prepare takeout lunchboxes in meat and vegetarian variations.

The purpose of these films was to give Americans a glimpse into the life of the Polish, and show the economic and political hardships that Polish Jews faced from the mid 1920s through the late 1930s. The films were shown back in America, often as fundraisers for the Jews back in Poland. To Americans, Poland was a foreign place, filled with synagogues, cemeteries, town squares, and marketplaces very different from the contemporary American urban environment.

Zachary Levine, curator of the exhibition, explains that "I wanted the visitors to feel as if they were travelling beside the filmmaker". To this end, the exhibition leads the visitor on the personal journeys taken by the filmmakers. Using maps, timelines, and a display of the cameras the filmmakers most likely used, the exhibition successfully evokes the complex relationship these immigrants had with their former homes.

These "moving postcards" are portraits of a bygone era, showing not only the travels of the visitors but also distinguishing between who the immigrants were and who they have become. "A deliciously sweet feeling envelopes you when you make a trip home... even the sour, the bitter aspects of your youth are concocted into a sweet dish. Every little place for another the worst, the ugliest, is dear to you, because it is connected to your youth", said Z. Tygel, Editor of *Der Farband*. The films are per-

meated with the feelings of longing and separation the visitors had towards their previous homes.

One filmmaker, Sydney Herbst, was delegated to visit Sedziszow, his hometown, to make a film to fundraise money for needy Jews. A display case nearby holds a photograph of him before he emigrated to America that is eerily reminiscent of the black and white faces on the screens. It is as if Sydney has been transformed, emerging from behind the screen, into the old country of Poland, into the modern American world to become an observer with a camera. It is through his eyes, through his modern lens into his past, that we view his hometown and heritage.

The last film, *Tishevits Revisited* is the only film with sound. The original film was made in 1937 when Phillip Utter returned to visit his hometown. Later, in 1982, two of Phillip's Polish neighbors watched the film, commenting on people they recognize or remember. Their voices are the only voices in the exhibition room, the sounds of the present reflecting on the past. Their voices echo the thoughts of the many visitors to the exhibition as they view the films and realize what life must have been like for their ancestors and predecessors. Levine comments that "The voices of these two women makes this experience much more personal. We don't know who a lot of these people are. When we have women

See POLAND page 11

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Yeshiva University



ARTS AND CULTURE

**Holy Rollers: A Classic Coming-of-Age Tale in Modern Levush**

Devorah Isenberg

*Holy Rollers*, a 2010 film by First Independent Pictures, is by no means the first movie to depict the American Chassidic community. Some, like *The Chosen*, the 1981 film based on Chaim Potok's best-selling novel, became classics for the universal themes extracted from the otherwise unfamiliar lives of the characters. Others, like the 2005 independent film *When Do We Eat*, use the unique rituals of the Ultra-Orthodox for laughs. However, while *Holy Rollers* remains surprisingly faithful to the actual life of a Chassidic young man, the affecting coming-of-age tale is wrapped in a mediocre crime thriller plot.

Sam Gold (Jesse Eisenberg) is a teenager growing up in a Chassidic community in 1990's Brooklyn. When a sleazy but friendly neighbor, Yosef Zimmerman (Justin Bartha) offers access to the outside world along with a little cash, Sam agrees to accompany Yosef on what he soon realizes is a drug smuggling trip. Girls, alcohol, drugs and violence follow in short order.

Even as he follows a fairly predictable trajectory of sin, Eisenberg's portrayal of Sam retains a naiveté and earnest solemnity that keeps him appealing. When he approaches Rachel (Ari Graynor), the Israeli drug boss' girlfriend, he does so in an awkward, sweet way that is reminiscent of his only previous interaction with a girl, his single arranged date. Throughout the movie, the attention to the detail of Chassidic culture is admirable; the most conspicuous inaccuracies are on Jesse Eisenberg's face and head, in the noticeably smooth chin, buoyantly curly hair, and comically oversized fedora that he wears constantly, even when lying in bed.

Over the course of the film, Sam undergoes an internal transformation mirrored in his external transformation. In a quiet but defiant moment, he snips off his side curls and exchanges his fedora for a knit ski cap. The change in his appearance boosts his self-confidence, and he subsequently speaks up in a tense meeting with drug suppliers, learns to drive a car, and heads to the street to recruit naive young men (and one woman!) to serve as drug mules in the next trip. But it is a testament to Eisenberg's subtle acting and Kevin Asch's careful directing that Sam's pain over leaving the safe comforts of his home and familial expectations is neither under- or over-estimated. When a Chassidic kid asks the casually-dressed Sam

if he is Jewish, Sam silently rolls up his sleeve and allows the youth to place *tefillin* (ritual prayer objects) on his arm and head, mumbling the blessing to himself. But he does not return to his parents' way of life, even as his double life starts seeming less exciting and more dangerous.

The film ends with drug-sniffing dogs barking at a group of frightened young Chassidim who think they are importing "medicine for rich people". Onscreen text describes the jail sentences of Sam, Yosef, and the other ringleaders of the drug smuggling network. But the real heart of the film was never the drug heist but rather the very personal struggle of one young man torn between two equally unsatisfying worlds. Although the film fills in gaps in the real-life story with a final, tacked-on scene of Sam bonding with his father in a bleak prison courtyard, the audience is left with unresolved questions about the characters. How does Sam's family react to his incarceration? What does he do with his hard-won knowledge of the world outside Boro Park? It's a non-ending strongly reminiscent of Jesse Eisenberg's more famous movie of the year, *The Social Network*. In that film, the onscreen text filled in the gaps in the real-life story while Eisenberg's character, Facebook creator Mark Zuckerberg, sat waiting for a response to a Facebook friend request.

On the surface, *Holy Rollers* could easily have been a didactic tale of what happens to those who "go off the *derech*," or abandon their community. In a matter of months, a boy seeking "non-kosher" excitement is caught up in a web of corruption and violence, and ends in jail. And yet, the movie does not feel like a lecture. The community that Sam abandons is portrayed accurately, in all its oppressive judgment and genuine caring. The audience can sympathize with both Sam's desire to break out and the high that he gets, not from the Ecstasy itself,

**Around NYC**

Have some extra time between classes? Looking for a change in routine? Check out our recommendations for fun activities this month!

**Sunday, February 13, 2011, 3:00PM**  
*Swan Lake*  
 New York City Ballet  
 70 West 63rd Street, New York, NY 10023 212-870-7766  
 Visit [www.nycballet.com](http://www.nycballet.com) or call the number above for student rush tickets.

**Thursday, February 24, 2011, 8:00PM**  
*Shoshanat Teiman: The Lily of Yemen- Remembering Shoshana Damari*  
 92<sup>nd</sup> Street Y  
 1395 Lexington Avenue New York, NY 10128 212.415.5500  
 Visit [www.92y.org](http://www.92y.org) to purchase tickets

**Ongoing through Sunday, May 1, 2011**  
*Zero to 10 - First Decades/New Centuries:*  
*Highlights from the Collections at the Center for Jewish History*  
 Yeshiva University Museum at the Center for Jewish History  
 15 West 16<sup>th</sup> Street, New York, NY 10011. (212)-294-8330.  
 Visit [www.yumuseum.org](http://www.yumuseum.org) for Museum hours.  
 Note: Students with valid ID enter for free.

**Ongoing through May 30, 2011**  
*The Butterfly Conservatory: Tropical Butterflies Alive in Winter*  
 American Museum of Natural History  
 Central Park West at 79th Street, New York, NY, 10024-5192. (212) 769-5100  
 Visit [www.amnh.org](http://www.amnh.org) for ticket information

but in the power he feels in smuggling it. The fast-paced, grittily realistic feel of the movie, in the tradition of many other independent films, helps bring some much needed realism to what otherwise might seem like a cautionary fable, a hard-to-believe rumor.

The parallels between *Holy Rollers* and *The Chosen* are undeniable, although the latter had no Ecstasy, Amsterdam nightclubs, or drug-sniffing dogs. Studying psychology at Columbia, as the Chassidic protagonist in *The Chosen* wants to

do, seems like a tame rebellion in comparison with Sam Gold's drastic actions. But both young men are engaged in the same deeply human, deeply relatable search for personal identity and morality despite an authoritarian community. In fact, Jesse Eisenberg in his Chassidic regalia and side curls even physically resembles the protagonist in the 1981 film. *Holy Rollers* is, in a sense, *The Chosen* retold for a fast-paced generation. The drunken girlfriend, the hazy scenes in nightclubs, and

the seedy drug dealers and thugs are all just window-dressing to the classic story. The ending of *The Chosen*, with the quiet reconciliation between father and son, is echoed in *Holy Rollers*. However, the crime thriller aspects of the story prevent that relationship from being fully developed. It would almost be preferable if *Holy Rollers*, like *The Chosen*, was not burdened with a dramatic tale of international intrigue, and could focus on the story it tells best: the coming-of-age tale.





## SCIENCE AND HEALTH

### A New Force Enters the Balance on Campus

Avigail Soloveichik

Physics aficionados at Stern now have a home for their interests with the formation of the new SCW Physics Club. Yeshiva College has had a physics club for at least fifteen years, and now Stern College will have one of its own. Although Stern students were always welcome at physics events uptown, the new club will enable students to encourage interest in physics on the Beren campus and to more effectively share with fellow Stern students their passion for physics.

There have been several attempts to start a physics club in recent years, but the physics program was not yet strong enough to garner enough interest and support. Dr. Lea Santos, an Assistant Professor of physics who has played an instrumental role in starting the new club, explains that "The fact that the physics department is growing certainly has a lot to do with the interest in having [the club] now. There are more students taking physics classes and doing research in physics than ever before, which naturally boosts the desire to know more about the subject and the will to share their knowledge with others."

A group of like-minded students and faculty members prompted the initiation of the club. In spring 2010, Dr. Emil Prodan, Assistant Professor of Physics, discussed the idea with several students and colleagues, causing Professor Kira Adaricheva of the Math Department to suggest that the annual math competition should incorporate physics problems. In fall 2010, chemistry club co-president Avigail Soloveichik, inspired by certain ideas for the chemistry club that tended more towards physics than chemistry, suggested to Dr. Anatoly Frenkel, Chair of the Stern College Physics Department, that Stern start a physics club. This galvanized Dr. Santos to collect the 25 student signatures that are necessary for starting a club and to draft a mission for approval by the Student Council.

The club thus began as a joint effort between faculty and students. Once the idea got started, however, "the students really took control of the project", says Dr. Santos. Many students, with majors ranging from physics and engineering to biology, expressed interest in the club. These students, explains Dr. Santos, "have clearly enjoyed physics and now feel the urge to keep in touch with the subject and learn more". In particular, adds Dr. Santos, the hard work and eagerness of physics students Aviva Gubin, Dassi Shulman, and Chana Cooper were essential to "turning theory into practice".

On November 18th, eight stu-

dents interested in joining the board attended the first official club meeting to discuss responsibilities and ideas for events. Event suggestions included a paper airplane contest, joint events with the math club, field trips to local laboratories, physics demonstrations at a local school, and exciting physics movies. Those in attendance were clearly motivated and excited, with frequent laughter punctuating the discussions. When asked why she attended the meeting, Stern student Ann Levenson answered, "I came because I like physics and want to be involved."

The club hopes to increase interest and awareness in physics and engineering. Dr. Santos asserts that "the physics club should be a fun space where students curious about sciences can get together to share their interests, questions, experiences and to make new friends." The club presidents, Aviva Gubin and Dassi Shulman, shared this sentiment. They also added that, just as students of other majors have clubs for their subjects, physics students should have a venue outside the classroom for exploring the topics that they enjoy. "Everyone else has a club to chill in and do stuff that interests them," commented Gubin. "So should I."

The club is in the beginning stages but is making fast progress. Members are currently working on a budget to be approved by Student Council. Students and faculty hope to have the club up and running in the spring. Some goals for the future include applying for grants from the American Physical Society (APS), organize poster competitions, and send students to the APS March meeting. For both now and the future, though, the general objective, as Gubin states, is "to have loads of physics-related fun."

The process of starting the physics club involved observation and adaptation from other clubs, especially regarding board member responsibilities and budget planning. For example, Soloveichik shared her knowledge of how a club runs from her work on the chemistry club. However, the Physics Club will definitely have a personality of its own. This fact was evident at the first board meeting, when one student offered to serve as a club mascot and another cleverly suggested using the door of the physics study room as the club bulletin board.

The club welcomes all students who wish to get involved, and relishes event suggestions. "Think of something you would like to know," says Dr. Santos, "such as how a plane can fly or how a star is born, or what the theory of relativ-

### Panel for Pink: A Discussion about Breast Cancer

Meirah Shedlo

On December 6, 2010, the Yeshiva University Student Medical Ethics Society and Center for the Jewish Future, in conjunction with Sharsheret and the Foundation for International Medical Relief for Children (FIMRC), sponsored an informative panel to increase awareness about breast cancer and its implications for Jewish women. The panelists included Ms. Myriam Kops, who shared her personal encounter with breast cancer; Dr. Freya Schnabel, Director of Breast Surgery at the NYU Langone Medical Center; and Ms. Sabrina Esbitt, a doctoral candidate at the Ferkauf Graduate School of Psychology.

Each speaker discussed the topic of breast cancer awareness from a different angle, providing a complete picture of the disease and its effects. Ms. Myriam Kops discussed her personal story of her family's battles with cancer. After considering her family history, she chose to be tested for the BRCA gene mutation, which significantly increases a woman's lifetime risk of developing breast cancer. She then decided to undergo risk-reducing surgery to decrease the chance of her one day developing the disease. By sharing her personal experience and advice with other young Jewish women confronted with the same decision, Ms. Kops now acts as a 'link' for Sharsheret, the Hebrew word for 'chain' and the name of an organization supporting Jewish women with breast cancer.

Dr. Freya Schnabel, a Director of Breast Surgery, approached the discussion from a medical and scientific viewpoint. She discussed statistics regarding the likelihood of developing the disease, stressing that all women, even those without family history or other high-risk factors, are at risk for developing

it, or how a CD player works and bring it to the physics club. Your question is likely to motivate a new event." Interested students can brainstorm, recommend speakers, design the club website, send emails, or organize logistic and details. There are many opportunities and the excitement is running high. One thing is certain, though; a new force to contend with is entering the balance at Stern College.

Avigail Soloveichik is majoring in Chemistry and English Literature and is very excited about the physics club. She encourages all students to get involved. To learn more about how you can help, please contact Aviva Gubin at [agu-bin@yu.edu](mailto:agu-bin@yu.edu) or Dassi Shulman at [hmsulman@yu.edu](mailto:hmsulman@yu.edu).

breast cancer; it is thus important for them to conduct regular breast self-examinations and to receive annual mammograms starting at age forty. She also debunked several commonly-believed myths



about breast cancer, explaining that products such as hair dye and deodorant do not increase one's chance of developing the disease. Dr. Schnabel emphasized that although there is not much a person can do to prevent cancer entirely, it is important to make healthy lifestyle choices, such as maintaining a healthy diet and exercise regimen.

Ms. Sabrina Esbitt, the final panelist, discussed the emotional effect of the diagnosis on both patient and family. Noting that it is normal for both patients and their families to be scared and depressed, she drew attention to the many resources available at hospitals and other organizations, such as support groups, that can help. Ms. Esbitt asserted that it is cru-

cial for the breast cancer patient to be involved in meaningful spiritual and creative activities, which should empower her to view her sickness in perspective and connect to something greater than herself.

Students who attended the panel appreciated the importance of the evening. Stern College for Women (SCW) student Malka Nusbaum mentioned that, as a biology major hoping to enter the medical profession, the panel increased her understanding of breast cancer and its implications. "Going to a program like this broadened my horizons", she stated emphatically. "The panel was successful in raising awareness that, as young women, we must act by making healthy lifestyle choices,"

Student Medical Ethics Society Co-President Jennie Kraut remarked. "It was really fantastic to partner with the Sharsheret and FIMRC clubs and create an event by women for women to enhance the students' knowledge of breast cancer on our campus... The fact that this event was made exclusively for females provided a safe forum for the students of Beren campus to ask uninhibited questions on a very important topic. The event drew about 40 students this year and because of the nature of the topic covered at this event, we hope that this event will be run annually at Stern College."

For more information on breast cancer awareness, please visit the Sharsheret and Susan G. Komen for the Cure websites.

### Exhibit Offers Glimpse into the Lives of Polish Jews in the Interwar Period

POLAND from page 9

who can identify these faces, it adds to our experience of these pieces as texts".

The small room has been designed to emphasize the films and the simple décor allows the figures to almost move off the screen. In one film, the Polish Jews pose as if for a picture, and slowly walk towards the camera. Up close, the hardships and joy they have experienced are apparent in their eyes, the wrinkles on their face, their torn clothing. As the visitor leaves the exhibit, these haunting images recede from behind the glass doors as portraits of a bygone life.

The exhibition attempts to change our perception of these people and their lives. Levine explains that "The travelers had

an idea of what Poland looked like, but their expectations were challenged and broadened. The assumption is made that most visitors have an idea of what Poland was like between the 1<sup>st</sup> and 2<sup>nd</sup> world wars. When you visit to any place, expectations are challenged if not shattered. And these films illustrate that; they present a haunting look of a world that has been lost."

The exhibition opened in August and closed on January 2, 2011. The YU museum is open everyday except Saturday. Admission is free for Yeshiva University students and on Mondays, Wednesdays, and Fridays for the general public. To view the original films visit <http://www.cjh.org/16mmPostcards/>



# SCIENCE AND HEALTH

## The Truth about Microwave Safety

Rachel Daniels

As Stern College students living in university housing, food preparation resources are often limited. Most women, therefore, rely on Stern's two cafeterias, the Schottenstein store, and the kosher establishments conveniently located near the Beren Campus for their sustenance. Due to restrictions in time and housing regulation, most students' culinary efforts usually begin and end with a microwave. However, microwaves, a modern invention of convenience, are one of today's most highly-debated health and safety issues.

The Harvard Health Publication assures readers that although dramatic warnings and urgent e-mails about the negative effects of microwaves should not be taken too seriously, they do contain some truth. On the other hand, the Global Healing Center, an organization which promotes organic living, claims that microwave cooking and reheating are detrimental to people's health. The article even goes so far as to refer to microwaves as "radiation ovens". This flood of often contradictory information is confusing for consumers. What are they supposed to believe? Some people have succumbed to neurosis and have banned microwaves from their homes, while others would

starve without their most reliable kitchen appliance.

In order to fully grasp the health effects of microwave cooking, it is important to understand what a microwave is. Microwaves are a type of electromagnetic wave, energy-transmitting waves that move through space and are propagated by perpendicular electric and magnetic fields. There is a spectrum of different types of waves with different frequencies- a measure of how many waves move past a point each second- with the higher frequencies corresponding to higher-energy waves. Other examples of electromagnetic radiation include gamma rays, x-rays, and infrared light. Microwaves are on the lower-energy end of the electromagnetic spectrum.

Microwaves that are released into microwave ovens are absorbed by the water, fat, and sugar molecules found in food. Unlike conventional ovens, microwave ovens are able to heat up food evenly

because the waves penetrate these molecules throughout the food, causing them to move quickly and increasing their temperature. An



Microwave: friend or foe?

wave containers and allow harmful chemicals to leak into our food?

According to the Food and Drug Administration (FDA), the amount of radiation that microwaves release is far below any amount that would be considered harmful. The FDA claims to strictly regulate microwave production to prevent any microwaves on the US market from having significant amounts of dangerous radiation. Furthermore, these levels of radiation are measured at close distance from the microwave, approximately two inches away, so when one stands even slightly farther away, the amount of possible radiation decreases significantly. Most people instinctively stand away from the microwave door while it is heating food, which is the safest choice. Radiation risk is therefore not a viable argument against the use of microwave ovens.

Harvard Medical School's *Family Health Guide* claims that the FDA also protects Americans from the potential of dangerous chemicals

interesting and useful fact about microwaves is that they do not penetrate glass or plastic, only food. However, these waves do not conduct heat the way the infrared waves produced by an oven do, so food heated by microwaves can become soggy rather than crisp.

From this basic understanding, two health concerns emerge. Do the radio waves emit dangerous radioactive particles? Are the radio waves able to melt the micro-

leaking into their food. The manufacturing of plastics is regulated as well, and containers are tested at different temperatures to ensure that these harmful components will not enter consumers' food. That being said, only those containers or bags that have been labeled microwave safe have been tested further for use in microwaves, so there is a chance that unmarked containers are not safe for microwave use. If consumers trust the FDA and the labels on the containers, they can avoid the chemical concern by carefully reading labels and being discerning about which containers to use in the microwave.

Most sources agree that consumers should take caution when using microwaves, but there is no need for undergraduates to do away with their microwaves. The following are a few precautions to remember: Keep at a distance when the microwave is on. Do not turn on the microwave unless its door is firmly closed. Only use containers that are clearly marked microwave safe, and do not microwave food in plastic or grocery store bags. By following these few rules, students can microwave their late-night Eden Wok meals or pop bags of popcorn without worrying about negative health effects.

### Flu Prevention and You

Melanie Sklaire

Influenza, more commonly known as the flu, is caused by a virus that infects the nose, throat, and lungs, causing high fever, aches, runny nose, and other unpleasant symptoms. The virus can travel through the air, so it usually spreads from one person to the next when an infected person coughs or sneezes and another person breathes in that infected air. In addition, when people touch a surface - - or person - that is contaminated with flu germs and then touch their eyes, nose, or mouth, they infect themselves with the flu virus. The flu is a seriously contagious disease that can lead to hospitalization and, in extreme cases, death.

One of the first steps toward preventing the flu is awareness of its risk. Last year's H1N1 scare demonstrated that when people realize that the virus is very widespread in their area, then they will be extra careful to follow public health guidelines to avoid contracting it. This is why today's technology-centered society benefits from Google Flu Trends, which keeps an online, up-to-date tracker of where the flu has spread worldwide and enables users to track flu activity in their particular city.

According to the U.S. government's Centers for Disease Control and Prevention (CDC), the most effective protection is for every person above the age of six months to receive the seasonal flu vaccine annually. It is imperative that people receive the vaccine each year, since there are many different types of influenza

viruses whose structures can change over time. The body only has antibodies to fight the specific influenza forms for which it has been vaccinated, so each year, the flu vaccine is formulated to immunize against the three viruses that are the most prevalent that year. This year's vaccine protects against the H1N1 swine flu virus as well as two other influenza viruses.

Hygiene and good health habits are also extremely important aspects of flu prevention. "Very frequent hand-washing is something that we talk about time and time again and is an effective way to reduce transmission of disease," says Dr. Richard Besser, director of the Centers for Disease Control and Prevention. In addition to washing hands often, the CDC recommends covering one's mouth while coughing and sneezing and avoiding touching one's eyes, mouth, and nose with dirty hands.

It is especially important for students living in dormitories, where tight living quarters and shared facilities enable bacteria and viruses to spread easily, to recognize how harmful the influenza virus can be. There is, however, much that people can do to prevent it from spreading. By becoming vaccinated and using the proper hygiene, students should be able to prevent themselves from getting the flu so that they can focus not on their flu-related aches and pains, but on their studies.

### PUZZLE CORNER

#### CRYPTO-LANDMARKS

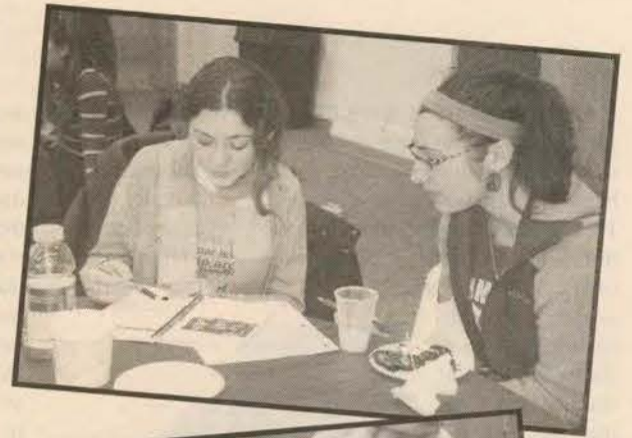
**Directions:** What follows is a cipher. Each letter stands for one and only one letter, the same letter throughout the paragraph. The landmark being described can be seen in the picture at right.

CDWBFC NPTPC JRBEXBK

SRNP T JEVUO TKX T ZTEA THTM AFVD JFVVOXTEC, PZC CDWBFC NPTPC JRBEXBKY BN VKC VA PZC DVNP ATDVRN ETXDTFON VA KCH MVFO UBPM. NBKUC PZC XCNPFURPBVK VA PZC PHBK PVHCFN, BP ZTN JCK PZC PTEECNP JRBEXBKY BK PZC UBPM. HTEOBKY JTUO PV JFVVOXTEC TP KBYZP, BP BN WVNNBJEC PV NCC PZC PVV VA PZC JRBEXBKY EBP RW BK EBYZPN VA XBAACFKP UVEVFN. PZC CDWBFC NPTPC JRBEXBKY BN ZVDC PV FVNT'N WBQQT TKX WTNPT, T OVNZCF CTPCFM AFCIRCKPCX JM NPCFK NPRXCKPN. BP TENV TKKRTTEEM ZVNP PZC PBYZPN NTEC, HZCFC NPCFK HVDCK TFC TJEC PV JRM NPVUOBKYN AVF JTFYTBK WFBUCN. HZBEC HTEOBKY AFVD WCKK NPTPBVK PV NPCFK, NPRXCKPN HZV WTNN PZC CDWBFC NPTPC JRBEXBKY TFC TUUVNPCX JM LCKXVFN AFVD PZC KCH MVFO NOMFBXC TKX PZC CDWBFC NPTPC JRBEXBKY VJNCFLTPVFM HZV TFC PFMBKY PV NCEE PBUOCPN. PZC CDWBFC NPTPC JRBEXBKY BN T YFCTP WETUC AVF TKM NPCFK NPRXCKP PV LBNBP.

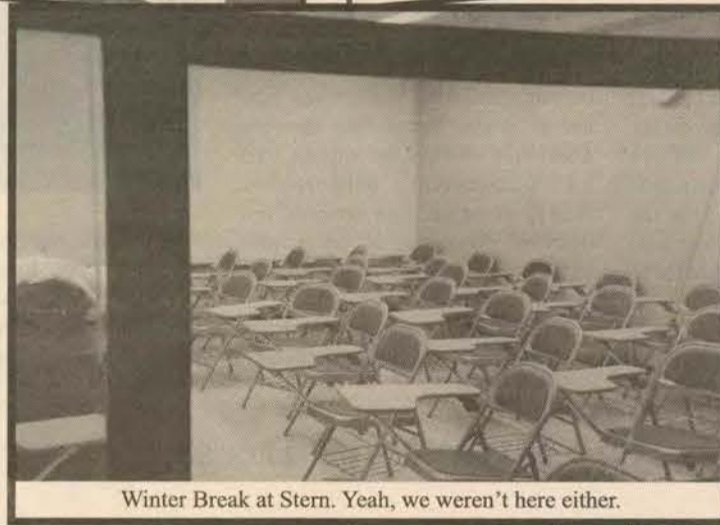


# STUDENT SNAPSHOTS



## WIN A \$5 GIFT CERTIFICATE TO STARBUCKS!

The first 5 students to solve this week's puzzle corner get a \$5 coffee gift certificate. Email solutions ASAP to [rtrogawski@gmail.com](mailto:rtrogawski@gmail.com)



Winter Break at Stern. Yeah, we weren't here either.



In the picture at left, there is a shorter grey building. Do you know what it was originally built as? See page 14 for the answer.



## STYLE

## Welcome to the Sheitel Show

Aimee Rubenstein

Single students at Stern College for Women (SCW) have a dilemma that has gone unrecognized, and it has a lot to do with getting hitched. This season, fashion moguls have dubbed bare-headed women as unstylish, but in Jewish circles the subject of hair-coverings is more about the distinction between being married and being single. Stern students discuss covering their hair as often as they were discussing their SAT scores in their senior years of high school. Those returning from seminary can often feel bombarded with the question of whether they will want to cover their hair- when they are married. Students make many assumptions if an unknown peer keeps her hat on when she walks into the classroom, and they are not always *halachic*. Is she newly married? Is she stylish and uninhibited? Is she testing the public's eye? Those who are not married yet do not want to be labeled as "married girls".

Even though SCW is a place where the student body should

feel comfortable and secure in their decisions and style choices, it is impossible to ensure a utopian university. Moriah Green is a first-year sophomore student known for her colorful hats, but she hesitates before wearing her favorite cran-

berry-raspberry knitted to class. "When you wear a hat in the Jewish world, and in [this] school specifically, it's easy to assume that you are married, as opposed to wearing a hat in the secular world when people will assume that you are styl-

ish, keeping warm, or just having a bad hair day," Green explains. Like her peers, she doesn't want to be stamped with the wrong label lest it hinder her dating chances. Therefore, during the winter, with its plummeting temperatures, Green, along with an array of unmarried students, is confronted with a choice between winter hats and a "marriage" label.

Married students, too, struggle to differentiate between those who

cover their hair for religious reasons or for winter warmth. Newlywed Noelle Forde-Feigenbaum is a senior at SCW, and is seen around school, and usually noticeable wearing different hats. She chooses to wear hats, following the *halacha* to specifically cover her *rosh*, as opposed to wearing a *sheitel*. Her fashionable choices include a straw fedora, black cotton fedora, and beaded beret because "they're both warm and normal looking," she says. Additionally, Forde-Feigenbaum, even as a mar-

ried woman, agrees that students' marital status becomes fuzzy in the winter. When she sees an unfamiliar student walking around in hats, she explains, "I generally assume [students are trying to be] stylish or staying warm. I noticed that a lot of unmarried girls in Stern wear winter hats inside, so now I always look for a ring, before assuming anything." It seems that you can't wear a hat without filling out a marital status form and taping it to your back.

Instinctually, single ladies assume that hat-wearers are married women. However, these students admit to analyzing clothing and social groups if the hat's purpose is questionable. When a student is seen wearing modest attire and the newlywed glow, everyone simply decides she must be married. But what about the student who simply wants to wear her newest winter hat to class? If she's beaming because she's had a good day, does that really mean she's officially dubbed as a married student? The dilemma continues as the winter winds blow and the student body celebrates more *simchas*.

Even more so, the married students who wear wigs - *sheitels* or "falls" - would presumably be less distinguishable among the stu-

dents who get their hair blown-out on Fifth Avenue during the week; however, many students are familiar with and able to distinguish the wig from the wearer. Forde-Feigenbaum states, "When I wear an 'actual hat,' people usually realize that I am wearing it to cover my head," which identifies



## The Little Navy Dress

Aliyah Guttman

It seems that the color black and the Little Black Dress (LBD) are a staple of every woman's closet. Who doesn't love wearing black? Wearing black can imply an array of attitudes to the world- edgy, feminine, cozy, sad, or even sexy. Then why is it that since the fifties, we have heard a new phrase each season that seems to fight our universal love of the color: "\_\_\_\_\_ is the new black"? In fall 2009, red was the famed "new black." This past spring/summer, lavender and army green were the big colors of the season. This winter season, navy is the "new black."

Granted, navy is not *that* different than black. However, once you slip into any article of navy clothing, you'll see quite a difference. Elegant, long navy dresses already appeared at this year's Emmy Awards, worn by celebrities like "30 Rock"'s Jane Krakowski in Escada, "Glee"'s Lea Michele in Oscar de la Renta, and "Modern Family"'s Julie Bowen in J. Mendel, just to name a few. Navy hues have been walking down the wedding aisle also. The color is flattering to fair, olive and dark skin tones. It is the perfect color, concealing flaws while accentuating assets.

The navy trend is spreading to more affordable stores too. For example, Gap has a great navy metallic striped dolman sweater for \$54.50. Old Navy has a cute tie-front wrap dress in "Goodnight Nora" for just \$29.50. In the higher price range, Anthropologie has



todayparent.com

some gorgeous navy dresses like their Japonica Dress for \$168.00, or the Stilled Night Dress that retails for \$128.00.

So if you are bored of your Little Black Dress, go out and get a midnight blue dress to add some spice to your wardrobe. The effect will be similar to the feeling when you know someone has something dif-

ferent about them, but you can't quite put your finger on it. Those who do notice the color difference will appreciate your trendy taste.

Additionally, what is great about the navy trend is that you can indulge in a piece or two without worrying that the color will be out of style in three months. Since blue is a neutral color, it can move easily into the next season and can be paired with almost any other color. Some people even pair navy with its predecessor, black. Depending on the shade, the piece, and which friend you ask, the contrast can be refreshingly different.

Every season brings a "new black" with it. In the spring of 1983, famed designer Gianfranco Ferré was quoted in the *Los Angeles Times* as saying, "Gray is the new black." The 2001 film "Josie and the Pussycats" constantly pokes fun at our society's instability in choosing color favorites with song lyrics like "Pink is the new red," and "Orange is the new pink." Whatever the next fashion trends may be, brace yourself for the ever-changing color palette. For now, though, navy is the new black and we love our Little Navy Dress (LND)!



http://georgettebauerdorf.com/

The Vanderbilt Hotel was built in 1912 by Alfred Vanderbilt, grandson of railroad magnate Cornelius Vanderbilt and heir to his family's fortune. Designed by architects Warren and Wetmore, the hotel was originally intended for permanent residents who, like himself, did not want to be bothered with the general care that comes with living in one's own house. The building served as a hotel from 1913 until 1965 when it was converted into apartments. It was around this time that the facade took quite a beating, but in recent years has been partially restored. If you're still not sure which building this is, look above Duane Reade next time you're at the corner of 34th and Park.



## OPINIONS

### Patriotism is So Last Year

Sasha Bogursky

In September of 1814, Francis Scott Key, moved by the sight of the American flag waving victoriously over Fort McHenry, wrote the poem we know of today as the national anthem. Key's inspiring description of the stars and stripes maintained its meaning throughout our great nation's history. As the banner of the world's first revolution, which fought for the ideals of the Enlightenment, the American flag was, and still is, a symbol of hope and liberty for people of all nationalities.

It should come as no surprise when Cody Alicea, a 13 year old boy from Denair, California, proudly positioned an American flag on the back of the bicycle he rode to school everyday. This display was Cody's way of honoring his grandfather and other veterans alike. What seemed to be an innocent demonstration of patriotism soon spiraled into controversy when Cody's school administration forbade him from flying the flag because other students found it offensive. The Superintendent of the Denair School District spoke to the press saying he did not want to incite "racial tension" and that Cody was asked to not bring his flag to school for his own safety. The idea that flying an American flag in America would cause "racial tension" between students is ludicrous. Race should not play any role in this issue. As outrageous as this may seem, Cody Alicea was asked to not display an American flag, in the United States of America.

Although the superintendent ultimately retracted his statement and allowed Cody to display his flag, this occurred only after over 300 veterans rallied to defend his right to wave the flag, and more importantly, to defend the message that the flag embodies. While there may be many countries that follow democratic practices, such as the right to vote, I believe that these systems do not create a people dedicated to their liberty. For a people to be willing to give of themselves to defend their communal values, people need a sense of national purpose. In America, we have an entire Bill of Rights, but it is the message and mission of this great nation that sets us apart. That mission is the protection of the right of the individual to pursue his own particular vision of happiness with the greatest amount of freedom possible. One's birth is never one's biography in the US; it is just the starting point. Americans have spent more than two centuries pursuing and defending this vision, both here and abroad.

However, there are some who wish to downplay this idea of American exceptionalism. Michael Kinsley, a political commentator, wrote that American exception-

alism is "the theory that Americans are better than everybody else." When asked his thoughts on American exceptionalism, President Obama responded, "I believe in American exceptionalism, just as I suspect that the Brits believe in British exceptionalism and the Greeks believe in Greek exceptionalism." So, in other words, everyone is special and if everyone is special, then no one really is. And why is it that within our own country, we cannot celebrate our own culture, practice our own values and display our nation's symbol without being tagged as xenophobic? As occurred in the case of Cody Alicea, some people would like to purge all views of exceptionalism to the extent that no American identity can be celebrated at all.

This trend is particularly evident in Europe, where people have become so obsessed with being "multikulti," that they have completely lost their European identities. Having been downplaying their national identities for decades, France and Switzerland have started to take drastic and potentially anti-democratic actions such as banning burkas and minarets in a rushed attempt to restore unity and reestablish national identity.

In Oklahoma, a state constitutional amendment was recently passed banning Sharia law from being considered when making a ruling in court. A reasonable intention of the drafters of this law would have been to suggest that American law and justice should not be based on foreign judicial systems. Instead, what emerged was a xenophobic and one-dimensional law which could be construed as seeking to restrict the religious liberties of Islamic individuals in America. Although a federal judge has issued an injunction against this amendment, over 70% of voters approved the measure, known as State Question 755. Such measures constitute extreme responses to the national malaise that discounts our uniqueness as American citizens. This could ultimately be solved by reinvigorating a nationalism common to all, including showing respect to our shared cultural symbols, such as the American flag.

The flag is a symbol of this nation's mission and the idea that it shouldn't be displayed because of some sort of shame in expressing our American pride weakens the national sense of what it really means to be American. As Senator-elect Marco Rubio recently said, "It's sometimes easy to forget how special America really is. But I was raised by exiles...by people who clearly understand how different America is from the rest of the world." Senator-elect Rubio has defined the true meaning of American exceptionalism. America's

Rita Carla Bron

Six weeks is a long time, especially when the paper's due date is six weeks away. College students, like many people, seemingly cannot resist putting off today's work until tomorrow. In the overcrowded Stern library, procrastination reigns supreme, as frazzled, stressed students sporting yesterday's clothing for the third day in a row tensely count down to the first final of the semester. Yet, once the following semester commences, no one seems to remember the anxious, gnawing feeling at the pit of one's stomach all throughout finals or the ever-present headache and sweaty palms, and the procrastination cycle begins again.

Procrastination stems from a misunderstanding of both the time needed for a project's completion and the time remaining until completion, the illusion that assignments will somehow always get turned in on time, and not budgeting in the time for unexpected time-demanding events.

In "Procrastination and Obedience", Nobel Laureate George A. Akerlof further describes the human condition of procrastination as an incorrect cost-benefit analysis of a given task. Akerlof argues that people place an inordinate amount of importance on the most outstanding information, and give less weight to unremarkable facts, even if they are more important and substantial.

Suppose you are looking for a kosher dining experience in New

### Starting Tomorrow

York. You do your research on a highly reputable online restaurant rating site and select Reuven's Italian Bistro after observing that 200 out of 225 bistro-goers gave Reuven's five out of five stars for food, price, and service.

You meet up with your friend later and mention to her your plans to eat at Reuven's. "Really," she exclaims, horrified at the suggestion, "I went there last night. I had the worst pasta and the slowest service of my life. And they don't even give free refills." After this last bit of information it is very unlikely that you will in fact follow through on your dining plans. Statistically, your friend's comment would only add one extra count to the twenty-five individuals who did not give Reuven's a top rating. However, because this point of information is given to you personally, by someone you know, and over a longer period of time (a whole three minute conversation), you are likely to disregard the 200 excellent ratings in light of this one less-than-stellar account.

Procrastination follows the same pattern. Yes, the exam requires fifteen hours of study time and is three weeks away. Nonetheless, new and more pertinent information, such as tonight's hockey game, takes precedence and shifts your decision making towards the opposite direction. You imagine that there will be time later to finish your work. You imagine that as always, you will finish on time.

And as always, a little procrastination never hurt anyone.

Yet there are dire consequences to procrastination! Besides the heightened stress, unhealthy all-nighters, and the burdensome, looming thought of unfinished work, procrastination can cause life-altering changes for the worse.

Although we might think that procrastination only affects the world of papers and projects, and not our long term goals and aspirations, Akerlof believes that procrastination, caused by a lack of self discipline, prevents people from stopping substance abuse and from saving financially for retirement. He suggests that as with school projects, when it comes to dieting, saving money, deadlines in the workforce, and even substance abuse individuals take on the "I will start tomorrow" approach. Whenever a deadline exists, tomorrow inevitably becomes today and the individual is required to face the task. Unfortunately, as in the case of substance abuse, some situations that seem to have no deadline ultimately do have a deadline- but by then action is no longer possible.

Ending procrastination, if that is even achievable, requires the resolution to start today. However, the idea of starting fresh today, at the beginning of the semester, somehow still does not seem so realistic when it comes to studying for finals.

### On Transition and Composition

Chana Cooper and Tzipora Shwartz

With the proliferation of digital forums available for personal expression, from blogs to Facebook posts, an opinions section in a printed paper may seem archaic. Why write your thoughts down in accordance with certain formatting rules and subject them to the editing process if you could just write a Facebook note to share your ideas and be done with it?

Certainly the immediacy of

uniqueness stems from its protection of individual liberties and the emphasis put on life, liberty and the pursuit of happiness. You do not have to give up your heritage in order to be American; America does not ask of its citizens to give up their culture, or their language. However, people need more than civil rights to stand up for their country. They need a reason as to why they sacrifice their lives, why they should stand up to vote, and all of the other things asked of American citizens. Through invigorating our sense of American exceptionalism, we can eliminate the need for measures such as the Oklahoma ruling. Let's make sure it never goes out a style, for boys and girls to fly their flags.

sharing your words with the internet world merely seconds after you have formulated them provides a certain amount of satisfaction that the more arduous newspaper process cannot offer. Less work is required in an informal digital medium, and no editor will point out pesky grammatical errors. However, less thought, deliberation and sophistication are required as well. By writing an opinions article that will be edited and printed, you are forced to develop a point intelligently and in an informative, coherent fashion. The final product is far more polished and thus is more likely to convey its message effectively.

As the new Opinions editors for the Observer, we anticipate hearing your views on issues both local and global and publishing them in the opinions sections. We wish to include both articles on matters that the YU community is intimately familiar with as well as those that bring attention to issues the Observer audience may be aware of only peripherally. The section is a forum open to all who wish to express their ideas, whether they be mainstream or unconventional. We do not shy away from controversy, though we do not provide

a supporting platform for sensationalism either. Opinions should be presented in a clear, balanced manner, with examples and arguments to support any claims. We aim to inform, challenge and provoke thought. We hope that your Observer experience does not end when you've turned the last page of the paper but that the articles serve as catalysts for discussion and debate long after.

No matter what your major is or what career path you are looking forward to pursuing, writing for the newspaper is a relevant and wonderful way to become an active part of Stern College. The opinions section is about allowing your ideas to grow and flourish in as lateral a way as possible, and developing and flexing your writing skills in the process.

We hope that whenever you have a great idea, you choose to share the inspiration with the YU community and publish it in a forum that inspires conversation and response. The paper is open to anyone, and we look forward to reading your submissions. We are excited to work with you, and eagerly anticipate your involvement with the Opinions sections of our school's paper.



# OPINIONS

## Signposts and Silverware

Avigail Soloveichik

Two years ago, in the midst of a career-path crisis, I took every career and personality test that the Career Development Center had to offer. A few days later, the results were in, and my top career match was: a forest ranger. A rather random choice, but well, I do have a lot of random interests. Maybe that is one reason I have such difficulty figuring out which career I want to pursue.

This indecision over my future has followed me all throughout college. After starting out as a pre-med Biology major, I switched to being a pre-med English major. Last year, I added a second major in Chemistry and, at the end of last year, I left the pre-med path, at least for the present.

Although it has been quite a journey, I believe that, at this point in my life, not knowing exactly what I want to do is not such a terrible thing.

Yes, sometimes not knowing is stressful. I occasionally feel left behind when my classmates are applying to graduate school, confident in their future plans, while I remain uncertain.

But there are also tremendous benefits to being confused. One perk is that you get to confuse other people, which is always a lot of fun. In the beginning of my college career, I never knew what to write as my major when filling out course evaluation sheets at the end of each semester. I usually wrote English or Chemistry, but, once that got boring, I started putting down more inventive majors like Astronomy and Agronomy.

In all seriousness, though, a major benefit of being confused is the rich experience you gain as a result of exposure to many different fields. I have met farmer aspirants and a violin designer, discovered articles on steam heaters and space exploration ethics, and read books on physicists and poetry and West Point. I also know that I am not alone in my career-path confusion and that many successful careers had less-than-decisive beginnings.

Robert Oppenheimer, a famous physicist, headed the Manhattan Project during WWII. In some ways, Oppenheimer was the classic brilliant physics student. As an undergraduate at Harvard, Oppenheimer remarked to a friend on one particularly hot day, "What intolerable heat. I have been spending all afternoon lying on my bed reading Jeans' *Dynamical Theory of Gases*. What else can one do in weather like this?" Despite his proclivity to chemistry and physics, however, in his freshman year of college Oppenheimer considered becoming a painter, a poet, a classicist, or an architect. He once said, "The notion that I was traveling down a clear track would be wrong."

Roald Hoffmann is another wonderful example. He is a professor of chemistry at Cornell University and shared the Nobel Prize in Chemistry in 1981. Hoffmann started out as pre-med in college, but he really wanted to study art history. "I had the courage to tell my parents I didn't want to be a doctor," he said, "but I didn't have the courage to tell them I didn't want to be a scientist." Hoffmann learned to love chemistry, and today he is not only a chemist but also a poet and a playwright, and he started a program called "Entertaining Science" to integrate science and the arts.

A. R. Ammons is a poet who is well-known for using scientific references in his work. He served in the Navy during WWII, majored in a science in college, worked as a principal in an elementary school, and managed a glassware factory for a while before becoming a professional poet at age 38.

Chrissi Cicerelle, who attended West Point from 1998-2002, realized during her last year of college that she really wants to become a hair and makeup artist. After serving in the army for several years, Cicerelle is now happily pursuing a career in cosmetology.

The examples go on and on. The lesson to take from these individuals is that you never know what will happen. You might take a class and fall in love with the subject matter, or

perhaps world events will lead you in a certain direction. You might discover, as Roald Hoffmann did, that by learning more about a subject you find that you truly enjoy it. It is also very possible that you will end up doing multiple things that incorporate many of your different interests.

You are particularly lucky, because you are living in an age where indecisiveness has become a norm. This past August, the New York Times published an article titled "What is it about 20-Somethings?" which discusses how young adults nowadays are taking longer to grow up, settle down, and make decisions.

Although it is okay not to know right away what you want to do, I am not advocating that you sit around and do nothing. Absolutely not! After all, as the ever-wise Yogi Berra said, "When you come to a fork in the road, take it." Take the opportunities that come to you! Choose something—see if you like it, see where it leads you. Certainly, if you have found the career path you want to pursue, do not hesitate to do so. If you know that you want to go to medical school, you do not need to try being a forest ranger for five years. The same is true if you know you want to be a forest ranger, or anything else, for that mat-

ter. Although the discovery of a desired career choice might come to some people later than others, that's okay; it will come to us late bloomers, too, eventually. And we will have a good time learning and living along the way.

*Avigail Soloveichik hails from Chicago, IL and Queens, NY and is majoring in Chemistry and English Literature. She believes that most things have a way of working out for the best, if you try hard enough and think optimistically.*

# WHAT'S THE HOCK?!

## YOU TELL US.

CHECK OUT THE SCHEDULE BELOW TO FIND OUT HOW YOU CAN WRITE FOR THE SCW OBSERVER.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
23 January	24	25 First Day of Classes	26	27	28
30	31	1 February Brainstorming Party	2	3	4
6	7	8 February Writer Deadline	9 Women's Training Event	10	11
13	14	15	16	17	18
20	21	22 Purim Article Deadline	23	24	25
27	28	1 March	2	3 Midterms	4 Midterms
6 Midterms	7 Midterms	8 Midterms	9 Midterms	10 Midterms	11
13	14 Midterms	15 Midterms	16 Midterms	17 Tu B'Shvat	18
20 Purim	21	22	23	24	25
27	28	29	30 April Writer Deadline	31	1 April
3	4	5	6	7	8
10	11	12	13	14	15 Pesach
17 Pesach	18 Pesach	19 Pesach	20 Pesach	21 Pesach	22 Pesach
24 Pesach	25 Pesach	26 Pesach	27 Pesach	28	29
1 May	2	3	4 May Writer Deadline	5	6
8	9	10 Yom Ha'Atzmaut	11 Reading Day	12 Reading Day	13 Reading Day
15 Reading Day	16 Reading Day	17 Reading Day	18 Finals	19 Finals	20 Finals
22 Finals	23 Finals	24 Finals	25 Finals	26 Graduation	

EMAIL SCWOBSERVER@GMAIL FOR MORE INFORMATION  
SECTIONS INCLUDE FEATURES, SPORTS, OPINIONS, ARTS AND CULTURE, SCIENCE, AND NEWS.