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Where Are Lander College Students From?

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By: Baruch Lane

The best route to a well paying job is through a good college education, or so the statistics claim. This fact drives thousands of young men and women to wade through endless piles of homework and tests in order to obtain that precious paper known as a degree. Instead of going straight to work or spending another few years "chilling" until they're ready to start their adult life, they brew copious amounts of coffee and stock up on pens, pencils, paper, and a laptop for a few grueling years in an institution of higher learning. The allure of material comfort is enough to convince most to pursue a college education as the surest means of maintaining a safe and desirable lifestyle.

The Jewish world, too, is faced with the undeniable reality that a college education is the surest guarantee against poverty and financial hardship. As the Orthodox Jewish community

grew exponentially in post-WWII America and the doors to institutions of higher learning, once barred to all but the most promising young Jews, were finally broken down, Jews began to flock in even greater numbers to the colleges that promised them salvation from harsh poverty and the low social status that existed in the pre-war European ghettos and villages.

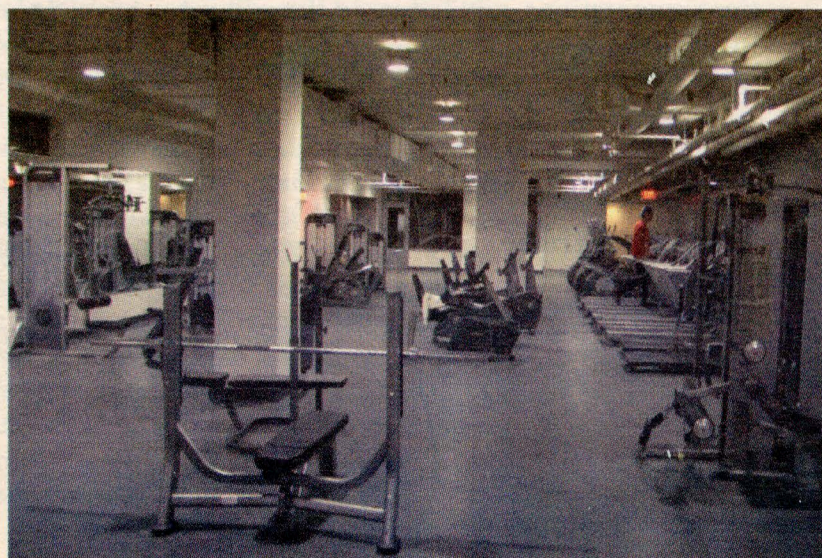
From a religious standpoint, the problem with attending a secular college is that it is, in fact, secular and devoid of any sources of spiritual nourishment. True, subjects like diversity, rationalism, and equal rights are preached, which are mostly in sync with our Jewish heritage. However, the degree of promiscuity and heresy found in most secular campuses can create a serious dilemma for a religious Jew. This being the case, the need for an alternative to secular colleges arose.

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The New Lander Fitness Center

By: Ezra Cowan

Out of the many reasons to attend Lander College, perhaps the most unexpected one is the Lander College Hamster Club. That's right - if you are into the physical fitness thing, or if you are just looking to drop those excess pounds from Monday night all-you-can-eat Dougie's, then this is the club to join. For those who still have not heard, the school has built a beautiful gym just for students in the basement of the Lander-Opal dorms.



This incredible fitness center is packed with nearly every machine you could need, from treadmills to ping pong tables (apparently ping-pong makes for a great cardio workout). Not a single muscle in the body will be left behind. The No Muscle Left Behind project, as well as the many other benefits afforded to Lander students by this fitness center, can be attributed to Professor Irv Bader, the mastermind behind the construction of the new gym

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A MESSAGE FROM THE EDITOR

INDIVIDUAL ACTIVISM

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Recent economic conditions have brought about significant changes in America. In an effort to cope with reduced income and dramatic losses in their investment portfolios, many individuals have had to make significant modifications to their lifestyles, and many corporations have been forced to make drastic reductions in their budgets, all in order to remain financially solvent. Layoffs, pay cuts, and significant investment losses have become far too familiar to many Americans.

Like many other institutions, Lander College has been forced to make difficult reductions to its budget this year. Stipends are no longer available for all those who once qualified. Expenses have most likely increased significantly from last year, and the school's investment portfolio has undoubtedly suffered losses over the past few months. Making matters worse, the current economic downturn is expected to continue into the foreseeable future, paving the way for a financially challenging year.

One successful financial strategy employed by individuals and corporations facing difficult times is cutting monthly expenses. Some reductions can be accomplished without making noticeable changes, while other reductions require significant and sometimes difficult changes. One reduction that falls into the former category is the cost of utilities. Simple actions like turning off the lights when leaving a room and using energy-efficient light bulbs can significantly reduce utility expenses without entailing serious hardship.

Many recent developments have illustrated the power of seemingly insignificant individual actions. The collective impact of the actions of individual borrowers played a significant role in the credit crisis, which in turn has played a key role in the recent economic downturn. Also, the political victories of November's elections could not have been achieved without the efforts of those citizens who voted. Perhaps the most tangible example of the power of individual activism is the recent decline in gas prices. Just as the collective efforts of Americans to modify their driving habits brought about a notable decline in gas prices, so too can the efforts of all Lander students residing in campus housing reduce the school's utility bills.

Despite the ease with which such positive results can be achieved, some individuals question the purpose and impact of such efforts. Regardless of the impact of these reductions, it seems highly disrespectful and irresponsible to waste money. The money saved by these efforts could be allocated for scholarships or stipends, among other causes, instead of being spent on needlessly high utility bills. If the simple action of flicking a switch could ease the financial burden of a fellow Jew, how could one not remember to do so when leaving a room?

This edition of the Lander Chronicle is the beginning of a new phase in the history of our school newspaper. I hope you enjoy this issue. Please feel free to send any comments, questions, suggestions, and letters to the editor to chronicle.letters@gmail.com. I look forward to hearing from you.

Regards,

Shalom Weberman

Editor-in-Chief

Dvar Torah

By: Moshe Stempel

The following dvar Torah was written by Lander student Moshe Stempel in response to a vaad delivered by the Lander College Mashgiach R' Moshe Bamberger. The schmooze was on the topic of having Yiras Shamayim (fear of Heaven). The vaad was based on the sefer Orchos Yotsher by Rabbi Chaim Kanievsky:

The Talmud at the end of Tractate Sanhedrin discusses many Torah scholars who were very wicked people despite their great wisdom in Torah. The purpose of those stories is to demonstrate that knowledge of Torah is no guarantee that a person will perform good deeds. Surely, however, knowledge of Torah can help a person do good deeds, as stories are cited throughout the Talmud about how Torah learning has motivated people to repent, become more pious, and perform good deeds.

How can we ensure that our learning of Torah will make us good people? The answer to this question can be found in the commentary of the Midrash Shmuel on a Mishnah in Pirkei Avot.

The Midrash Shmuel notes a contradiction between a Baraitah in Tractate Kiddushin and a famous Mishnah in Pirkei Avot. The Baraitah in Tractate Kiddushin states emphatically that Torah study takes precedence over performing good deeds since Torah study automatically leads a person to the performance of good deeds. On the other hand, a famous Mishnah in Pirkei Avot tells us that it is possible for a person to have great wisdom in Torah and at the same time not perform its dictates. In the words of the Mishnah, "If a person's Torah wisdom exceeds his good deeds, then his Torah wisdom will not endure." How can these two sources be reconciled?

The Midrash Shmuel offers a profound insight into the aforementioned Mishnah in Pirkei Avot that reconciles the apparent contradiction. The Midrash Shmuel notes that the Mishnah describes the individual not as someone who doesn't perform mitzvot alto-

gether, but rather as someone whose good deeds are merely "exceeded" by his Torah wisdom. In other words, he only performs those commandments of the Torah that appeal to his sense of reason. His deficiency is that he does not really believe in the Divine origin of the Torah. Such a person's Torah wisdom does not have any real value and "will not endure."

The proper attitude that one must have when he learns Torah is that he is learning the Torah that was transmitted directly by G-d at Mount Sinai, and therefore it is true; such a person will perform its dictates whether or not they appeal to his sense of reason. The Baraitah in Tractate Kiddushin is dealing with a person who learns Torah with this kind of attitude; such a person's Torah study must certainly lead him to perform good deeds.

This insight of the Midrash Shmuel sheds light on five other questions. First, Pirkei Avot begins with a detailed description of how our tradition was transmitted from Moshe Rabbeinu at Mount Sinai throughout the rest of the generations. Why are those details so important? Wouldn't it have made more sense to begin the tractate with the basic principles of Judaism? Next, the Talmud in the first Mishnah in Perik Chelek in Sanhedrin tells us that a person who denies the Divine origin of the Torah has no share in the next world. Why is this sin so serious? Third, the Talmud in Tractate Avodah Zarah tells us that one who learns Torah but doesn't perform mitzvot is comparable to a person who doesn't have a G-d. What is the connection between these two qualities? Fourth, in the famous story of Chanukah, the Greeks had no intention of exterminating the Jewish people. They merely wanted to destroy the sanctity of the Torah. What was the significance of this conflict? Lastly, the Talmud tells us in Tractate Kiddushin and in Tractate Chagigah that Elisha ben Avuya left the Jewish faith after he saw two disturbing incidents. In one incident he saw a young man die a tragic death as a result of following his father's command to perform the

mitzvah of sending away the mother bird before taking its young. In the other incident he saw the tongue of a great Torah scholar being dragged in the mouth of a dog or a pig. Elisha ben Avuya was convinced that such tragedies and atrocities could not take place if there was really a G-d in the world and therefore rejected his faith. Why did these incidents cause him to question G-d's existence? Based on the principle set forth by the Midrash Shmuel, the answers to these questions are simple.

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Job Hunting

By: Ari S. Weitz

The truth just got much harsher. Do you remember those good old days when you were younger in High School? For most, school was easy, snacks were abundant, and the future looked bright and exciting. Maybe it's just me, but when I think of that, I get a slight pain in my chest. That could be from high cholesterol due to my snacking, or more likely because my future has caught up with me.



How many people have had their dreams popped because of high gas prices, or a lack of finances? Well... today's not your lucky day, or by the looks of it, nor are the next few hundred. Today's economy is going downhill. The powerhouses of the business world are failing and leaving the smaller companies gasping for air in their dust. So where does that leave us--the college students that are preparing to enter that downtrodden business world? What will our degrees grant us, other than the ability to hang our diplomas on the refrigerator?

OK, so it's not as bad as that, although not much better. The unemployment rate is rising, and few jobs are being created. That, along with companies planning large layoffs, won't reduce competition for jobs. This article is about the economic crisis: what's going on, what's going to happen, how you--the job bound student--should be preparing yourself, and what you should be expecting for your future. So for those of us who just hear pieces of what's going on...what exactly is going on?!

In an interview with Professor Bigel, head of the business department at Lander College, he summarized the situation as such:

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It ain't what you think: it's worse

By: Kenneth S. Bigel, Ph.D.

It used to be the "group of eight"; now, it is the G20. The European Union is only one of twenty. America was represented at the G20 by a lame-duck president. The country's brilliant president elect was not present. Many feel he should have been. In the five or so months between which Herbert Hoover left office and Franklin Delano Roosevelt assumed office in March of 1932, neither man wished to tread on the other's territory. No important economic policy decisions were made. In this interim, the economy got a lot worse. G-d help us.

I cannot recall hearing anyone, including the president-elect, say during the presidential election campaign what the real problems are. However, let's stipulate that I am not a political pundit, so perhaps I missed it. I do recall hearing a lot about the needs to lower taxes and to spend money in order to get the economy going. Nobody said anything about the international nature of the crisis, and no one knows what our president and president-elect believe are the solutions to the situation. Perhaps I missed that as well. Anyway, that kind of stuff does not make for good political theater – or campaigns. Yes, the Democrats want to spend money, the Republicans want to lower taxes across the board, etc., etc. Our two-party political system, as it is now, fails to adequately address our present crisis.

So let's lay it on the line. We are in an international, not just a domestic, crisis of unprecedented magnitude. Things can still get worse; no, a lot worse. The world, and principally its major economic players, the United States, Japan, and China, has settled into a sort of status quo that is unsustainable. The short of it is that the USA has acquiesced to chronic trade deficits, with the ensuing negative effects on its workforce, while it also relies, in consequence, on foreign capital to fund its budget deficits. Trade and budget deficits are inextricably intertwined. We have been living beyond our means for a very long time, and have re-

duced our ability to produce.

"They" are also to blame. Japan for decades and, more recently, China have maintained a de facto policy that is the flip side of our own implicit economic management. The Asians have aggressively pushed exports at the expense of their domestic standards of living. In China today, the coastal regions and large cities are relatively prosperous, but the interior lives in shameful poverty. Its government worries that, if it cannot sustain the high levels of economic growth achieved in recent years, the risk of national consequential political instability will become unacceptable. Imagine what those words mean in a country with well over one billion inhabitants – and a large army. Do you remember Germany in the 1930s? Moreover, do we really want China to have political, if not economic, leverage over us in terms of their owning so much of our debt?

So, the solution is simple. We must reduce our deficits, and they must reduce exports and increase domestic wealth. We must become more productive once again. We must export to them; they must build up their infrastructure, and increase economic and political freedom. I do not agree with the many who say that our economy is now "technology-based." Humbug. Tell that to the many Wall Streeters who are out of work and whose positions are gone – quite possibly permanently. Let's not even get started on Detroit; there isn't enough space here.

Many economic analysts have enunciated these concerns. I just haven't heard it from our political leaders. Perhaps that is par for the course. It will be interesting to learn whom President elect Obama appoints as treasury secretary and chairman of the council of economic advisers. Time is a wastin'.

Clubs at Lander- JOIN NOW!

By: Josh Fox

This year, Lander boasts an eclectic variety of clubs that are geared to match the interests of all sorts of students. There is a specific time allotted for clubs to meet and plan activities every Thursday from 3-4 PM.

Some students choose to use this time for their own personal activities. When asked why he has not joined a club, one student answered, "I would just rather use that hour to do whatever I gotta do." This sentiment seems to be shared by many other students. What must be realized is that most clubs do not take up the full hour, and especially not every week. Some

clubs do not even have a meeting every week. Therefore, the cost is not significant to join a club. There certainly is no reason to refrain from at least trying out a club.

Why should one join a club? First, the club can be enjoyable, and it is important to have outlets to recharge. Also, it is important to be involved in extracurricular activities to demonstrate to employers and graduate schools one's well-rounded nature, and possibly leadership skills.

This year's clubs include the Biology Society, Psychology Club, Community Health Awareness

Initiative, Photoshop Club, Music Club, A Cappella Club and Jiu-Jitsu Club. Many of the clubs have already arranged activities for the entire school. The Biology Society arranged for Dor Yeshsharim to come to Lander College and conduct screening tests for genetic diseases. The Psychology Club recently organized a very successful event for the annual Child Abuse Awareness Day, featuring speakers and refreshments. CHAI (Community Health Awareness Initiative) focuses on physical health and spiritual health to promote an overall well-being. Some examples of CHAI initiatives that have been organized this year include a CPR-AED class

and student visits to a nearby elderly home, where students daaven and dine with the home's residents on Shabbos night.

The question now is which club to join? The author of this article does not want to display any biases, despite the fact that he is in charge of CHAI, so he will not express his opinion. The main point is that there is a club for every student at Lander.

For more information about clubs, including CHAI, speak to Jesse Slater.

MESSAGE FROM THE DEAN

NEW PROCEDURES FOR REGISTRATION



Dean Moshe Sokol

Typically, some of the most chaotic and stressful days of a college student's life are Fall and Spring registration. Students must select courses for the coming semester and solve any course conflicts and scheduling difficulties that may arise. They must also endure long lines, rushed advice from faculty and advisors, and negotiate problems with financial aid and tuition—all within the space of a few hours. There must be a better way.

Starting this semester, we will be experimenting with one. The aims of these new procedures are to ease registration-day angst, and also to ensure that students receive the time and advice they deserve, especially in a small college such as ours.

Over the years, I have found that students make all sorts of assumptions about the courses they must take in order to fulfill graduation requirements, and these assumptions are sometimes painfully wrong. Students also develop their own plans for when they will be taking certain courses, and those plans are sometimes impractical, or academically unsound. What occasionally happens is that students spend several years at LCM, think they are closing in on graduation, only to discover that they are missing crucial requirements, whether in the core, Judaic Studies or their major. This sometimes delays their graduation, generates considerable anguish, and boxes the student into an academic corner.

Wouldn't it make much more sense if students spent quality time with an advisor, well before registration day proper, reviewing their academic progress to date, considering carefully what they must still accomplish towards completion of the degree, developing a solid, well-thought-through plan for their remaining academic career at LCM? During that session, they could also review the next semester's course schedule, and in light of their medium and long-range plans, select the best

possible schedule for the semester coming.

In order to make sure this transpires, we have instituted a new campus requirement. Every semester each student must meet with a faculty advisor from his major well before registration day to plan his schedule and develop a sound academic plan for his studies at LCM. The Advisement and Counseling Service has designed three forms to facilitate the planning process each of which both the student and faculty advisor will review, fill out, and then sign. One form deals with LCM Core requirements, including Talmud/Judaic Studies, the second with major requirements, and the third with overall graduation requirements.

Students will be asked to list the courses they have taken, and with the faculty advisor's help, they will develop a plan for when they will take each remaining course, in the major and core. While these plans may change from semester to semester, depending upon new courses taken, and upon course availability and scheduling, this exercise will force students to plan ahead in an academically informed and responsible way. Since the student and advisor will both sign the forms, we can be confident that students have received solid professional advice, and that the advice was understood by the student. In order to strengthen this effort, all faculty advisors have already received a two-hour training seminar from the Office of Advisement and Counseling. Of course, if any unusual problems or issues come up, students or their faculty advisors may need to consult with the Office of the Dean. If a student has not yet selected a major, it may also be best if he met first with one of the deans.

Finally, at the same advisement meeting, students will review the upcoming semester's schedule with their faculty advisor, fill out and complete the registration form, and receive the advisor's signature at the end. This

will complete the academic portion of the registration process. At this point, students can meet with representatives of the financial aid and bursar's office, complete their financial arrangements, receive bursarial approval, and submit their signed registration forms to the registrar, well before registration day proper, thereby saving considerable time and long waits on line. It would be a good idea to make a copy of the forms for the student's own record, before submitting them to the registrar.

As a practical matter, henceforth course schedules will be distributed with the three advisement forms attached. As soon as you pick up your schedule and forms, consult the bulletin boards for a list of advisors in your major, and contact him/her to set up a meeting. You must also print a copy of your student record to bring to the meeting and type out a list of those courses you are currently taking. This is imperative, as it will enable the advisor to see what courses you have already taken, how you have done, and thereby customize a program that is in your best academic interests.

Note that no student will be permitted to register unless he presents signed copies of the three advisement forms to the registrar each semester.

It is crucial that we continue to improve the advisement services our students receive, and I am optimistic that this program will go a long way towards reaching the goals I have set. As with any new system, there may be kinks along the way that we will need to iron out, and I welcome your comments, suggestions and ideas for improving the process. Students deserve high quality academic advice, and it is the College's responsibility to provide that advice, to the best of our institutional abilities.

The Current Economic Crisis in the US -- a Few Comments

The following article was submitted by Lander student Moshe Stempel based on an email correspondence that he had with Dr. Eric Carlsen.

In an email sent to Dr. Carlsen, he was asked whether he concurred with the idea that the \$700 billion federal bailout appears to address the symptoms of the economic crisis, rather than the root of the problem. I also asked him to comment on whether the federal government was at fault for flooding the markets with liquidity and lowering the federal interest rate to 1% in the wake of September 11th. Finally, I asked him to comment on whether Congress was at fault for putting pressure on banks to let anyone take out a mortgage back in 2001. The following was Dr. Carlsen's response:



I do not claim to have the last word on what ails the US economy today; the picture continues to change daily. Nevertheless, I can identify some key features and causes of today's malaise. First of all, I do not attribute the current crisis to the Federal Reserve System, and its policy of relatively easy money for the period 2001 to 2004. It was responding to a recession (which actually started in 2000, thanks in no small part to the internet "bubble" that bloated the stock market, then dashed investor expectations, as it collapsed). Central banks are supposed to lower interest rates in a time of recession or stagnation. Such an action will not "cure" a recession by itself, but at least will not prolong the recession (unlike a tax increase imposed during a recession, which will only prolong the economic misery, as happened in 1990 to 1992). And, it should be pointed out that once the recession of 2000-2003 abated, the Fed once again prudently raised interest rates.

Nor do I simplistically assign the current crisis to "Wall Street greed." Acquisitiveness was recognized by Adam Smith some 232 years ago as the driving engine of a market economy. The free market imposes more subtle discipline on people's economic actions than a government can, usually with the result that the economy benefits by letting people make their own self-interested economic decisions. The so-called "golden parachutes" that so enrage politicians and the average man in the street are relatively insignificant, and cause relatively little real economic damage, compared to the mischief that can result when politicians attempt to twist the economy to suit their political ends.

A significant contributor to today's economic problems appears to have been the lending policies of banks and the "mortgage bankers of

last resort," Fannie Mae, and Freddie Mac. Normally banks lend money for home mortgages only to relatively creditworthy customers, those that have the ability to make regular mortgage payments. However, banks came under political pressure from certain political action groups to make loans to less than creditworthy customers. These political pressure groups believe that the American dream of home ownership should be extended to those who simply cannot afford to make mortgage payments. Under duress, the banks made such questionable loans, and were able to offload much of the bad mortgage paper onto the two FM's. At the same time, some very complex financial instruments were developed to make such mortgage paper more attractive to investors. Financial institutions all over the world bought such derivatives. What kept the derivatives viable was the steadily rising price of housing. But then the housing "bubble" burst in 2007. Many homeowners could not make their mortgage payments, and their homes were foreclosed on. Banks and other financial institutions holding such paper were forced to reduce the value of those assets to ever decreasing market values, such that their assets fell below the book value of their liabilities. Such a situation spells insolvency, and so major banks and other financial institutions failed.

The immediate problem appeared to be a lack of short term credit caused by the bank failures plus a perceived reluctance of the surviving banks to lend. The ability and willingness of banks to lend is what sustains economic growth. If loan availability contracts, so does the economy. So the government has undertaken to take over these loans in exchange for almost a trillion dollars, the goal being that of encouraging the banks to lend short-term. But by that time, investor confidence overall had fallen, as reflected by the more than 40% fall of the Dow Jones average since October 2007. And so, in fact, the demand by business for loans has also dropped, heralding a recession.

There may also be a vicious cycle at work presently. Normally, when a political party has been in power for eight years (Republicans), there is a strong tendency by voters to turn to the other party (Democrats). Such a tendency is exacerbated by the current economic crisis. However, the Democratic candidate, with the full support of his party, advocates a massive

increase in government spending, presumably to be paid for with a massive tax increase, denials to the contrary notwithstanding. Such an impending policy scares investors, who therefore bid down stock prices further. And as stock

prices drop, more voters will believe that economic conditions are so bad that only a change in administration can solve the nation's economic woes.

"I don't consider myself an expert economic forecaster. But I will say that conditions are currently as favorable for a miserable combination of heavy unemployment and high inflation as they were in the late 1970's."

And so poll numbers favoring democrats increase, driving stock prices down more, and in turn increasing the democratic polling margin still more. This vicious cycle may have bottomed out with the Dow Jones average at 8,000, but no one can be sure that this is a "floor," and that stock prices won't decline still more.

I don't consider myself an expert economic forecaster. But I will say that conditions are currently as favorable for a miserable combination of heavy unemployment and high inflation as they were in the late 1970's. Reduced consumer spending, the result of both increasing unemployment and the negative wealth effect of a depressed stock market will join with decreased business spending to prevent economic growth. At the same time, the political pressure on a new administration to spend more than it will take in from tax revenues, will dramatically increase the rate of inflation. The U.S. economy will eventually bounce back; but the recovery may take several years, owing to the fact that the impending recession is worldwide, and that the US is far more involved in international trade than it was 30 years ago. Improved regulation of banks and other financial institutions, while it might have been effective if imposed back in 2005, cannot do much to get us out of the economic mess we're currently in. Hopefully appropriate regulatory oversight will prevent such crises as we have now from reoccurring in the future.

Eric Carlsen, CPA, PhD, received his doctorate in Economics from Cornell University, and maintains the CPA designation in New York State. He has taught at Cornell University and Rutgers University. At Kean University (New Jersey), he was the founding chairman of the Accounting Department, and Coordinator of the M.S. in Accounting degree program there, having played the major role in its inception. He is currently the Accounting Program Coordinator at Lander College for Men, and doing research on applications of statistical sampling in auditing.

WHAT IS BEST FOR THE VELT?

By: Gabriel Aaronson

During club hour on October 31st, 2008, Dr. David Luchins, head of the Political Science Department of Touro College, delivered a speech at Lander College for Men on the implications of the 2008 Elections for the Jews. Drawn by Dr. Luchins' reputation as an excellent speaker, as well as by the promise of free snacks, LCM students converged on room 210 at 3:00 PM on Thursday, expecting Dr. Luchins to tell us which candidate was best for the Jews. What we did not expect, however, was for Dr. Luchins to recount the words of the Chofetz Chaim when some students from Russia asked him the question of which candidate in the Russian elections was best for the Jews. The Chofetz Chaim answered them with a parable: two men who were sitting in a boat, and the boat sprang a leak under one of them. Laughing, the one without the leak under his seat taunted the other saying "Look at you; you're going to get wet!" Is that the proper response? Surely not! This response demonstrated not only callousness of that individual, but also his short-sightedness; the man who taunted his friend failed to realize that the boat was going to sink, and that both men were in the same boat! Similarly, the Jews should not ignore the concerns of the United States at large and think only about what's best for the Jews, because a problem for the country is a problem for the Jews. "Don't ask me what's good for the yiddin (Jews)," the Chofetz Chaim concluded, "ask me what's good for the velt (world)."

And yet, Dr. Luchins lamented, many Jews continue to ask this misguided question. This unfortunate fact not only gives the impression to other Americans that Jews don't care what happens to America and its citizens, but also blinds us to the questions we should really be asking: Which candidate will best protect the civil liberties of the American people? Which candidate will best address the problems with the economy? Which candidate will stem the tide of immorality that has engulfed the nation? These questions bear directly upon the Jewish people, but there is a tendency to ignore such questions and focus only on supposedly "Jewish" issues, such as the candidates' foreign policy towards Israel.

"You can and ... must ask for far more for yourself, as long as you ask for everybody else first."

This is not to say that a candidate's foreign policy towards Israel is not an important matter at all; to be sure, it is probably one of the most important matters that a Jew must take into consideration when deciding whom to vote for. Nonetheless, it is not the only matter that merits consideration, especially considering that policy towards Israel is, in the words of Dr. Luchins, "a phony issue in this election— as it is in most elections." Aside from the fact that most Americans and all the members of Congress share a support for Israel that transcends party lines, the presidential candidates themselves propose essentially the same policy towards Israel. Dr. Luchins attested to the fact that the same concessions that Barack Obama's chief foreign advisor wants Israel to make to the Palestinians for moral reasons are the very same concessions that John McCain's chief foreign advisor wants Israel to make to the Palestinians for strategic reasons. Thus, policy towards Israel is a bi-partisan issue, and by using it as a tool to convince some people to vote for one candidate rather than the other, we cheapen it.

Perhaps the best way to end this summation of Dr. Luchins' speech is with a d'var Torah attributed to Rabbi Joseph Ber Soloveitchik; a d'var Torah that, in Dr. Luchins' opinion, contained the most important political lesson he imparted that day:

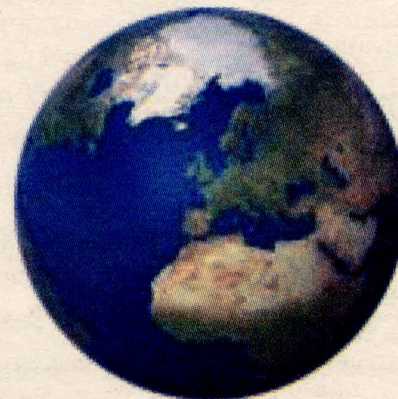
Rabbi Soloveitchik once analyzed the additions we make to Shmoneh Esrei (the prayer service) during the Days of Awe. Regarding the first addition, "Remember us for life, O King who desires in life," Rabbi Soloveitchik observed that it is a very broad request on behalf of all living things whose simplicity matches its breadth: simply grant us life.

Regarding the second addition, "Who is like you, Father of Mercy, who remembers his creations for life with mercy," Rabbi Soloveitchik pointed out that the facts that only Adam and Eve were "created" by G-d Himself, and that expansion of the substance of the request, life with mercy, correlates with the restriction of the subject of the request to humanity.

Regarding the third addition, "And inscribe all the members of your covenant for a good life," Rabbi Soloveitchik cited a dispute amongst commentators whether "the members of your covenant" include all monotheists, or whether they include Jews and righteous gentiles; in any event, it describes a more exclusive population than the first two additions and correspondingly asks for more on their behalf (not just life, but "good life").

Regarding the final addition, "In the book of life, blessing, peace, and prosperity write ... all of the Children of Israel," Rabbi Soloveitchik said that it clearly refers only to the Jews, and correspondingly includes a request for not only a "good life," but also "blessing, peace, prosperity, etc."

As Dr. Luchins told us, the underlying message of this d'var Torah is that you "can and ... must ask for far more for yourself, as long as you ask for everybody else first." Thus, it is perfectly fine—and in fact necessary—for a Jew to consider what is best for the Jews when he or she casts his or her vote in an election; however, that Jew must first consider what is best for the velt.



Alumnus Profile: David Manheim

David Manheim, originally from Atlanta, Georgia, attended high school at Yeshiva Atlanta and then studied in Israel at Yeshivat Derech Etz Chaim. Following his studies in Israel, Manheim attended Lander College for Men, graduating as an Honors Student in Spring 2007 with a major in Mathematics. After graduation, Manheim was hired by Credit Suisse.

How has the transition been from college to the workplace? Is your work schedule more or less difficult than Lander's schedule?

It's generally good. I'm no longer a starving college student, spending all my time doing homework, missing (read: skipping) class and learning. Now, I'm a productive member of society, supposedly. The schedule is more difficult, but it is less intense, most of the time. Occasionally there is a ton of work to do, but normally you just do what you need to, and end up staying until it is mostly done. If there is too much for you to do, then some of the tasks assigned to you get re-assigned to someone else, and if you have free time then you end up with more to do. From my experience, it is less intense simply because once you leave, you're done for the day, and don't have to think about work until the next day.

Is being openly Jewish in the workforce a help or a hindrance to your work life? How has it affected your coworkers' attitude towards you?

I think that on the balance, being Jewish makes things more difficult at work. For example, the hours I don't work on Fridays are very hard to make up, since I generally work long hours the rest of the week, too. On the other hand, no one

has made it more difficult that it needs to be, and people are generally very understanding. Coworkers and bosses both understand that the rules I follow are just that: rules. I work hard, but there are some times I can't work, so my schedule is a bit difficult, but otherwise I'm just like anyone else on the team. I just can't eat with everyone else when they go out.

Could you describe the job searching process?

First, put a resume together, then have someone else look at it. I promise, it's not done until you've revised it at least twice, then triple checked that there are no errors—really, no errors—because those will cost you your chance at an interview. I once saw a manager looking through resumes for a position, and he just threw some out because he saw something wrong on the resume. They just get way too many applications to interview everybody, so they use errors on a resume as a convenient way of choosing who will or won't get an interview. Next, practice interviewing a lot—really: a ton. You need to have rehearsed answers for any type of question that they will ask; Lander College's Career Services department is especially useful for this. Next, send out a dozen resumes per day to jobs that you are interested in, talk to people, ask friends of your family, talk to professors and career services, and get some interviews. Lastly, try to impress those you interview with. At that point, it's b'yedei shamayim.

What advice do you have for graduating students entering the workforce?

Ask people what specific job skills you should acquire for your chosen profession before

graduating. For an example that I am personally familiar with, if you are interested in finance or accounting then you should learn excel incredibly well, including v-lookup and pivot table functions. Put the specific skills on your resume, and be prepared to discuss them at interviews.

Is there anything that you wish someone would have told you before you entered the workforce?

Yes: take your time. You have very little free time once you are working, so don't rush through school, take all the classes you are interested in, and don't try to graduate too quickly. Make sure you have some free time, and go to all your sederim. You'll be happier having taken 5 classes a semester than having taken 6, so you should relax a bit and spend time learning, even if it means an extra semester. Actually, people did tell me that. I guess I wish I had listened.

How important is it to keep up with corporate culture and trends in the workplace?

It's important to be on good terms with the people you work with. Some of that is talking about sports, and some of it is making sure you don't come across as a jerk. Otherwise, it probably doesn't matter much.

How do you feel to be the only student to graduate with the Lander honor core? Be honest.

I'll be honest - there was no honor core until I was ready to graduate, so I didn't really need to complete it.

Continued On Page 10

Professor Ninness

Professor Richard Ninness Received his Bachelor of Arts from University of South Carolina with a major in History with a Minor in International Relations finishing in 3 and a half years, and then pursued a PHD in History at University of Pennsylvania. He was born in Pittsburgh, Pennsylvania, and now teaches Western History in Lander College for Men and Lander College for Women.

So, Professor, when did you start teaching at Touro? Did you have any teaching experience before then? Why did you decide to come to Touro?

I started teaching at Touro in Fall 2007. Prior to Touro, I received a teaching position in 1999 at the University of Pennsylvania, first as a Graduate Assistant and then as a Professor, thanks to an M.A. I had received while studying abroad in Germany. Then, from 2006-07, I was a visiting assistant professor at Marywood University; I applied for a permanent position there, but at the same time I received an offer from both Touro and a state university in Oklahoma. In the end, I decided to come to Touro because the courses I would be instructing here more closely matched my specialty and because I was excited to be part of Touro's bid to become a University.

Do you have a wife or children? I presume that since you teach full-time in New York City they must live nearby.

I have a wife and two sons. Actually, I live in Philadelphia and commute to New York.

You say that you got your PhD in history from University of Pennsylvania. What was your area of focus? What kind of historian do you consider yourself?

My area of Focus was relations between Protestants and Catholics in Germany during the Protestant Reformation. I consider myself a social historian, meaning that I like to look at the interplay between individual and class interests with ideas.

Continued On Page 10

Where Are Lander College Students From? *Continued From Page 1*

What attracts students to Landers? How are students from so many diverse backgrounds, ranging from strictly "black hat" to traditional, able to join together so harmoniously?

There are many positive aspects to Lander College, including its stellar teaching faculty, its excellent academic and Judaic programs, its small student/teacher ratio, and its diverse yet close-knit student body. Each of these aspects, to various degrees, attracts student from across the United States and beyond to Lander College for Men.

Dr. Moshe Sokol, Dean of Lander College, believes that the small student/teacher ratio plays a major role in attracting promising students to the institution. "Although Lander College has a lot to offer both religiously and academically, I believe that the primary reason that young men are attracted to Landers is the small size of classes and the degree of personal attention that is received by each student. In other colleges this is not commonly found."

He went on to acknowledge that the majority of the student body comes from Modern Orthodox backgrounds; these students were inspired by their experiences in Israel and wish to continue such experiences in a college setting. "However," he notes, "there is a significant minority that comes from more 'right-wing' backgrounds, and they just as much a part of Landers as the rest of the students."

The incredible diversity of the student body is indeed noteworthy, and practically represents a cross-section of American Orthodoxy. The percentage of

"every student in the college is here for one reason, to get a good education while maintaining a high level of spiritual commitment. We don't have any ideology or slogan, just serious college and serious learning."

students from the two largest feeder schools, the Davis Renov Stahler Yeshiva High School for Boys of Woodmere, NY, and the Jewish Educational Center of Elizabeth, NJ, only account for 18% of the student body. In all, almost sixty high schools are represented in the student body. At Lander, graduates from high schools like The Frisch School of Paramus, NJ, and the Moshe Aharon Yeshiva High School of South River, NJ, mingle with students from the yeshivot of Ger and Novominsk, both of Brooklyn, NY. According to Dr. Sokol, "there are no labels in Landers," and, "every student in the college is here for one reason, to get a good education while maintaining a high level of spiritual commitment. We don't have any ideology or slogan, just serious college and serious learning."

The great variety of religious backgrounds among the student body is coupled with the diversity of hometowns that the students come from. Just 17% of the students come from New York City. The rest come from all over the United States and even from abroad. However, New York State, inclusive of areas such as Long Island and Monsey, does constitute the largest percentage of students, totaling almost 40%. Another 18% come from New Jersey, with California and Maryland picking up third and fourth place, with 8% and 7% respectively. The other 27% of the students come from a variety of locales, including Phoenix, Miami, Atlanta, Chicago, Dallas, Montreal, Milwaukee, and Baltimore.

The range of academic pursuits is another notable fact about the college. The largest percentage of the student body is pursuing a degree in one of the four business majors offered at the college. Aside from the business contingent, a sizable minority of students are studying pre-med and psychology. To be precise, approximately 35% of students with declared majors are opting for business, 23% are psychology majors, and 20% are in the pre-med track. Other majors offered include pre-engineering, pre-law, physical therapy, and computer science.

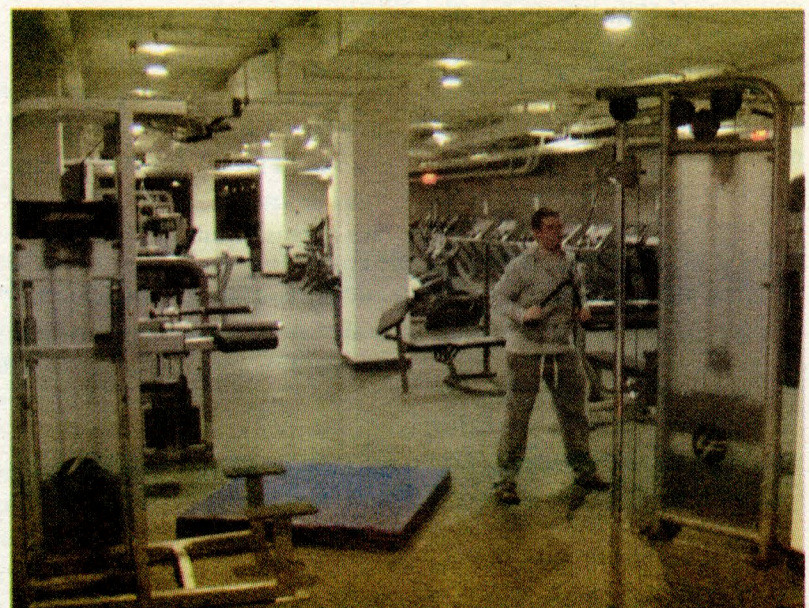
Clearly, the benefits that attract students to Lander College include the degree of personal attention received by each student and the degree of diversity and tolerance found in the student body. Additionally, the range of academic pursuits and the serious Judaic program all in an integrated and appropriate environment are also a great draw for bright Jewish young men.

New Fitness Center *Continued From Page 1*

Professor Bader deserves the thanks of everyone who benefits from the new facility; he has already earned the gratitude of the gym employees, who appreciate their salaried positions at the gym during these challenging economic conditions.

As many people know, exercise is great for your health. It causes your body to produce (additional) endorphins, thus improving your mood. Exercise allows you to relax your body and mind, helping you improve your learning ability and academic performance. The gym is open at your convenience, so come by and start sweating!

All those who already enjoy the facility know how pleasant it is to work out in a clean environment. When you use the machines, please be considerate and leave them in the condition that they were found. If you took some weights off the rack, please don't forget to return those weights in your excitement about your newly defined physique. On a final note, please make sure to sign in before beginning your workout, and to sign out after finishing your workout. These rules make the difficult lives of the gym employees, myself included, a bit easier.



Dvar Torah Continued From Page 3

First, the significance of Pirkei Avot beginning with a detailed description of the Torah's transmission from Mount Sinai is to emphasize that Torah study only has value if a person recognizes its Divine origin. Next, the gravity of the sin of denying the Divine origin of the Torah is that one thereby destroys the entire foundation of the Torah. Third, one who learns Torah but doesn't perform mitzvot is comparable to someone who doesn't have a G-d because, because if he really believed that the Torah he learned has a Divine origin, then he would have come to perform the mitzvot. Fourth, the Greeks tried so desperately to destroy the sanctity of the Torah because they knew that it was the kedushah (sanctity) of the Torah, which stemmed from its divine origin, that gave it its value. Lastly, Elisha ben Avuya made the mistake of believing that he had to understand everything. He refused to acknowledge that G-d's wisdom is too profound for a human mind to fathom. The Talmud in Tractate Chagigah presents an apparent difficulty to the insight of the

Midrash Shmuel: The Talmud tells us that Rabbeinu HaKadosh was punished for referring to Elisha ben Avuya as a "wicked person," when in fact Alisha had a share in the world to come. What was more disparaging about Rabbi's comment than the very Mishnah in Pirkei Avot? Furthermore, how could the Talmud in Chagigah indicate that Elisha ben Avuya had a share in Olam Hobah if the Mishnah in Sanhedrin indicates otherwise?

The answer to this question is that Elisha ben Avuya repented at the end of his life (Yerushalmi). Thus, he no longer fell in the category of the Mishnah in Avot of someone whose Torah wisdom exceeds his good deeds, and maintained his share in the world to come through accepting the Divine source of the Torah.

One final difficulty: If the value of Torah study is that it brings a person to the fulfillment of good deeds, what is the meaning of the Talmud's maxim of "expound and receive reward" in Tractate Sanhe-

drin, which means that a person receives reward for merely learning words of Torah? Why should a person be rewarded for studying the halachot of the rebellious son, the wayward city, and house tzara'as if these halachot can never be applied in practice? The answer to this question, given to me by Rabbi Shapiro in Bayswater, is that there are two purposes to Torah study. While the primary purpose of Torah study is that it should lead to the performance of good deeds, Torah study is also an end in itself. The Baraitah in Kiddushin only meant to indicate that Torah study is greater than performing good deeds, not that the entire purpose of Torah study is to lead one to do good.

With this D'var Torah in mind, we can ensure that our Torah study not only increases our knowledge of Torah, itself a worthwhile endeavor, not also leads us to perform good deeds in accordance with the will of G-d.

Alumnus Profile Continued From Page 8

How do you manage your time now that you work? What is the regular day schedule?

I get up around 6:00 (on a good day) and go to minyan. I leave for work between 7:15-7:45 so that I can get in by 8:15-8:45 and send out a couple of emails early. I eat breakfast at work, and then the day really starts. There is a mincha, and during the winter also a maariv at work. I work until 6:30 or 7:00 pm, and usually eat a sandwich at my desk. After work, I take the subway back and eat dinner quickly. If I'm back on time, then I'll make myself something; otherwise, I'll get a burger or schwarma or something and then head to night seder from 8:30-10, where I have a chevrusa at Landers every night. After that, I chill out for a bit at the house I'm renting with the other guys and then go to sleep by 1:30 am or so if possible.

How have politics influenced the work area?

They don't, really. No one talks about it so much, partially to avoid offending other people

and partially because there isn't the time or inclination to do so.

Do you have cubicle wars?

No, but sometimes we play catch when we are all at work later than usual—we used to have a Nerf ball, but it got lost, so now we throw around stress balls.

What is your exercise routine?

There's a gym at work, which is nice, and I go when I have a chance. I was going once or twice a week when I got to work early, but my days are pretty full now and I haven't really had a chance of late. I guess my daily routine mostly excludes exercise at this point.

In that case, how do you maintain your astounding physique?

Drinking. Scotch, mostly.

Professor Ninness Continued From Page 8

You know, many people in this school feel that Western History should not be part of the core curriculum. Why do you feel that History is important?

History is power- it allows an individual to think for himself and go beyond the party line. It also cultivates tolerance in society. People usually make the mistake of thinking that the point of history is to learn from the past. I, however, don't think that people learn from the past; more often, they end up misunderstanding and misusing the past.

Why did you pursue an academic career? Would you recommend others to follow in your footsteps?

Since I was a child, I was very creative, and as an adult, scholarship was a way that I could channel my creativity. I would only recommend pursuing a Ph.D. in History for someone who has a love for research and a need to be creative, which transcends poverty and the difficulties of writing a dissertation.

What kind of work does one of your courses usually entail? Do you consider them [your courses] difficult?

The requirements for my courses are two small writing projects, a debate presentation, and a final exam. I realize that you guys have a lot to do for Yeshiva and your work for your Major, but I also have

my standards. So, I try to balance your needs with my standards. This means taking my students by the hand and presenting these new historical vistas to them in an understandable and entertaining way, without sacrificing rigor.

I heard several things about something called the "World of Ninness." What exactly is this "World of Ninness," and what role does it play in your teaching?

It's important to remember that historical figures don't make history; historians make history. Because of this great power we have, when we come together as historians (which my students are when they come to my class) to construct history, we must keep our preconceived notions from interfering in an objective analysis of historical events. The "World of Ninness" is a plane of existence where we try to construct as accurate a narrative as possible.

What's your favorite article of clothing? Food? Hobby?

My leather vest and beret. I like grilled food. While I'm grilling, I like to smoke cigars, or a pipe. Also, I swim.

Anything else you'd like to say?

It's a pleasure to work with such excellent students.

Job Hunting *Continued From Page 3*

Ari S. Weitz: For those that are just joining the fire on Wall Street, what happened?

Professor Bigel: The economy is complicated and decades from now we'll have books on the explanation on what exactly happened and why it happened. We can't blame Alan Greenspan- or at least, not only him...

ASW: Who is Alan Greenspan?

Prof.B: Greenspan, an economist and chairman of the Federal Reserve Bank, kept interest rates low from January of 2001 to June of 2003. People blame him for the real-estate bubble. Low interest rates let people buy and pay for houses (or finance a house and pay for it). I think that low interest rates were in the background, but not the proximate cause for the situation. The cause is not low interest rates but two things: One - lenders who were too willing to make mortgage loans to people who shouldn't have received them. Further, they were too willing to make them because mortgages became securitized and passed along by disinterested parties.

ASW: Just to clarify what that means, can you explain how these mortgages were securitized?

Prof.B: They were packaged and sold as securities, thereby avoiding normal banking regulations [that have been in place for decades]. As a result, the bankers didn't inventory their loans, but sold them. And they didn't take responsibility for the repercussions of their lending. TWO- There's been recent evidence that politicians wielded a great deal of pressure on certain lending institutions to make loans that should not have been made...

As a result, we now have a banking crisis that is spilling over into the "real" economy. With all the coordinated efforts of the international community, it does not appear that we are headed into a depression, as in the 1930s, but we are likely to have several years of a deep recession, and a contraction of consumer spending.

(End of Interview)

Nick Corcodilos, of www.asktheheadhunter.com, an online source for people trying to get into the job market, says that at times like these,

"Put (your) head down, work hard, work smart, (and) learn to frame your work as a profit-producing enterprise. Anyone who is worried the economy is going to tank is dead meat already. Only people with powerful self-motivation will succeed if it tanks. Even if we pull out of this nose-dive, the same people will come out best. So why worry? Figure out a way to make money without

being employed by a company. Get ready to do it if necessary."

Along the same lines, he adds that you should ignore the news, if possible. It's depressing, and depressed people can't focus. He says that people shouldn't be waiting for the federal government (read: Congress and the President) to fix the economic problem. "All success and productivity sprout from the individual, under any circumstances."

Now for those of us looking for a job or trying to get one, here are some tips I picked up.

Right off the bat, as Professor Bigel said, "People will be looking for young ambitious individuals because they can pay you less than older experienced people. These jobs will be easier to find in this economy." However, as of late, employers have commented that more applicants for even the low paying jobs are highly qualified workers with years of experience who have been laid off because of the current state of the economy. The fact that they are applying for the same jobs that you and I will potentially be pursuing makes things harder, especially when they are offering to work for half their previous salaries.

Robert Lewis, a business consultant from IT Catalysts, Inc., advises that when someone is looking for a job, "they need to think of themselves as a product". Clearly, selling yourself well is critical to your success.

"Employers are looking for people with potential. They want people who are smart and hard working; most importantly, they're looking for someone with a personality that fits- they're likable and friendly. Someone who doesn't fall apart under pressure, who can be demanding but in a nice way, and who can take criticism."

-Professor Bigel

"They are looking for candidates who can show they're going to contribute to the bottom line... It's up to the candidate to do that. Employers don't ask. Candidates must be ready to show a "business plan for the job", showing how they will do the work profitably... Companies can't afford to hire people who don't "get" the profit equation. You don't work to get paid; you work to create profit for your employer. Or they won't hire you."

-Nick Corcodilos

On a side point, for people in the finance sector of the business world, you shouldn't be worried about finding a job in the present market. Professor Bigel commented that corporations are picking up the financiers that Wall Street would

have taken.

With regards to your resume, the few pages that encompass your entire being and worth, the most important issue is that students should be busy. Your resume should show that you are not only a great student, but also a professional. You should have more than just courses going on in college. Try to busy yourself with employment and extracurricular activities like volunteering.

"Business students should have analytic resumes- show you have a knack for business by displaying your projects ... don't say you're a cashier or clerk, say you worked at a supermarket and you rang up 150 sales a day at an average of \$50. This shows you think like a businessman/manager not a clerk..."

-Professor Bigel

How to prepare yourself in advance

Here are some tips from Robert Lewis that can help you out.

- Start building your resume while you're still in college through part-time jobs during the academic year, summer internships and volunteer work. "I'm a new college graduate with a good GPA," is a weaker message than, "I'm a professional with one year of experience and a college degree."

- Find companies that seem to have a "youth culture." Age discrimination is illegal, but that hasn't made it go away.

- Look for opportunities, not paychecks. Especially now, one of the few competitive advantages recent college graduates have is a willingness to work for less, in exchange for an opportunity to gain experience.

- Ask anyone you know who has conducted job interviews to give you a mock interview, and to give you honest feedback on how to handle questions better.

- Treat finding a job as a full-time job ... a full-time sales job.

For more information on how to make a good resume and how to prepare for an interview be sure to see www.asktheheadhunter.com and www.jobbound.com.

A Special thanks to: Robert Lewis at IT Catalysts, Nick Corcodilos from www.asktheheadhunter.com and Professor Bigel, our business professor.

Mazel Tov Section

SPRING 2009 SCHEDULE

April 7 - 19: Pesach Vacation

April 20: Shiur and Classes Resume

April 25: In Shabbos

May 23: Off Shabbos

May 24: Graduation

May 25: Memorial Day- No Classes or Finals

**May 27: Study Day. Gemorah Finals
10 a.m.-12 p.m.**

May 28: Erev Shavuot

May 29 - 30: Shavuot

June 1 - 4 : Final Exams

June 10: Start of Summer Session

June 25: Last Day of Shiur

July 13: End of Summer Session

Engagements

Daniel Rosenblatt to Nurit Gottlieb from Staten Island, NY.
Joel David to Esther Anton from Philadelphia, PA.
Yitzy Edelman to Chaya Goldenberg from North Miami Beach, FL.
Daniel Lichter to Tziviva Koenig from Kew Gardens Hills, NY.
Shmuel Besser to Danielle Weiss from Staten Island, NY.
Shlomi Rosenberg to Shauna Elmaleh from Toronto, ON.
Elan Segelman to Elisheva Davis from West Hempstead, NY.
Aharon Moshe Gutstein to Chaya Keefe from Chicago, IL.
Joshua Hopkovitz to Rachel Marshel from Brooklyn, NY.
Elie Pollak to Tali Rosenberg from Teaneck, NJ.
Avi Raskas to Ruthi Golovensitz from Jerusalem, Israel

Marriages

David Zigun to Estee Blumenthal from Detroit, MI.
Meir Nemetsky to Perla Barocas from Los Angeles, CA.
Eli Tabaria to Dana Friedman from Boca Raton, FL.
Danny Konigsburg to Esti Fruchter from Brooklyn, NY.
Yaacov Blancas to Sara Finol from Bnei Brak, Israel.
Binyamin Fuchs to Shiffy Fruchter from Brooklyn, NY.
Matis Goldring to Devorah Messing from Chicago, IL.
Benjamin Rubenstein to Annie Montal from Monsey, NY.
Yossie Samet to Penina Feuerstein from Livingston, NJ.
Aryeh Young to Kayli Gerson from West Hempstead, NY.
Boaz Meyersdorf to Eliana Judas from Teaneck, NJ.
Elchanan Milgraum to Rena Nussbaum from Fair Lawn, NJ.
Shlomo Pill to Tzivie Aron from Kew Gardens Hills, NY.
Ariel Kirsch to Avigail Chaya Ricklis from Elizabeth, NJ.
Ronen Dvash to Daniella Rubin from Teaneck, NJ.
Daniel Hochman to Shifra Bernstein from Woodmere, NY.

Births

David and Aviva Lowy on the birth of a son.
Elhanan and Eliana Abrams on the birth of a son.
Velvel and Shani Lichter on the birth of a son.
Evan and Devorah Schindler on the birth of a daughter.

Semichah

Jacob Berlove
Evan Schindler

Aliyah

Matthew Burg
Benjamin Hutt
David Yudkowitz



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