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The Independent

The Official Undergraduate Newspaper of Touro College

Volume XX No. 1

APRIL 1991

Touro to Open Business School in Moscow

By Brian Goldberg

Touro college has set up a division of the Touro College International School of Business and Management in Moscow. This expands Touro's auspices and makes Touro an international entity. Touro already has an extension in Israel in addition to the various schools located in the United States.

Originally, Touro intended to open a school in Vilna and in other regions of the Soviet Union where sizeable Jewish communities exist. This plan, though, was cancelled due to the recent military outbreak in the Baltic States. The operation was then shifted to the larger cities in Russia, such as Moscow and Leningrad. After several visits to Russia and some intense negotiations with the various offices of the Russian government, Dr. Bernard Lander's dream has been realized.

This realization was not without its problems though. "They visited us three times in New York. Ultimately, by push and pull, we accomplished it," said Dr. Marvin Farbstein, the Vice President for Planning and International Programs.



L to R: Mr. L. Ganyan of Touro Board of Trustees; Amb. Thomas Pickering—United States Representative to the U.N.; Pres. Bernard Lander; Mr. Albert Reichman—Chairman of the International Board of Governors of the Touro Business College of Moscow; Soviet Amb. to the U.N. Yuri Varontsov, on February 7, 1991.

Most of the problems encountered during the implementation phases of the operation were logistical ones, such as accommodations for religious appli-

cants. The Moscow branch will follow the Touro College calendar, and will close on the Sabbath and Jewish holidays. Its cafeteria will be "strictly

kosher," Lander is quoted as saying. A low-key fund-raising attempt is under way in the United States with a \$1 million goal to support the financing necessary for such an undertaking.

According to Dr. Lander, "The opening of Touro College in Moscow brings not only a degree-granting American business program to the Soviet Union, but also provides the opportunity for Soviet Jews to study their heritage and history for the first time in over seventy years with the official sanction of the Soviet authorities. It enables an ancient people to recreate what was historically the greatest European center of Jewish life."

The program involves an intense three year study program, of which the first semester is 640 hours of English as a Second Language. After completion of the program, students will receive a baccalaureate degree. Classes will begin in April 1991. The program is open to graduates of Soviet universities. Courses include: Economics, Marketing, Mangement; Accounting, Business Law, Computer Science, Finance, and Banking.

Executive Offices Relocate

By Dara Cowen

The executive branch of Touro College, containing the offices of President Lander, Vice President of Planning and Administration Marvin Farbstein and Vice President for Development Eliyahu Hartman, recently moved from the main campus building on 844 Avenue of the Americas to new quarters on the 51st floor of the Empire State Building. There are several reasons for the move, the main one being that there is a severe shortage of office space at the main campus building. In addition, the new offices are more suitable for entertaining the frequent dignitaries that come to visit. So, two purposes are served by the move. Some desperately needed office space has been vacated, and the President and the two executive Vice Presidents have gotten new and improved offices. When Ruth Schneider,



Dr. Bernard Lander

the executive assistant to President Lander was asked what she thought of the new office, she smiled sweetly and

said "The view is great, the office is beautiful and we're all very happy here."

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The Independent

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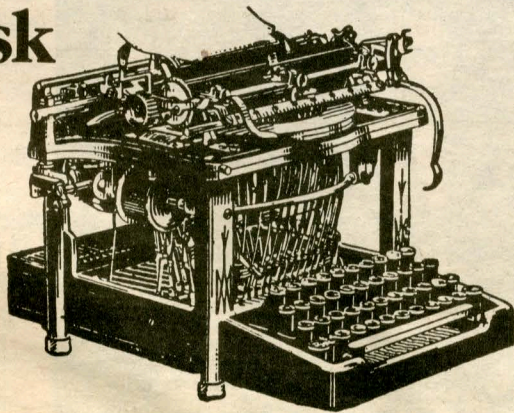
Brian Goldberg

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From the Desk of the Editor

By Betty Hyman



Well, here it is, the first issue of *The Independent* in over two years. It's a bit on the thin side, but there is a good reason for this. *The Independent* is severely understaffed. Take a look at the advertisement for *The Independent* on page 3 to see which positions are available, and apply! The college newspaper is one of the most important vehicles that students have to voice their concerns and bring to light issues that matter to them. Therefore, as many students as possible should try to take part in it.

An issue that seems to be troubling students lately is the image problem that they think Touro has. Lack of extracurricular activities and facilities, and difficulties with various administrative offices are the most frequently listed reasons for this. While some of these complaints will be taken care of as Touro matures, others will not without your input.

Touro has had more extracurricular activities this year due to the efforts of a strong student government. For example, student government has initiated bi-weekly "football in the park." They have also organized many other extracurricular activities, including shabbatonim, a ski trip and trips to plays, to name a few. They are always open to suggestions for other activities, so if you have any ideas, please see your class representative about them.

As for lack to facilities and problems with administrative offices, these are two problems that will have to be worked on. Future issues of *The Independent* will focus on various aspects of both these problems.

The last thing that I would like to talk about is something that troubles me and also troubles some other students that I have been talking to. It is the amount of student apathy at Touro. Students appear unwilling to invest the time needed to participate in various student organizations and in the many student activities that exist at Touro. Without student input and participation, activities must be cancelled. Even more disturbing though, is the general attitude that any club or organization formed is doomed to fail, whether because of lack of effort, organization or participation by fellow students. Yet it is the very students who perpetuate this attitude that cause these things to fail. They are the ones who, convinced that such and such a club will fail, Don't bother to join to get involved, leading to the downfall of the club. Touro, being the small school that it is, provides students with the unique opportunity of starting almost any club or organization that they want, and getting it approved. Yet students appear to lack the confidence to assume leadership roles needed to do this. Touro is full of bright, creative people (yes, I mean you), whose input is wanted and badly needed. Join a club, write for the *Literary* magazine, work on the yearbook, or if something bothers you, start a petition. Just get involved! Students have to understand that one of the most important assets that a school can have is an active student body. This more than anything, will build up Touro's image.

D'var Torah

By Rabbi Antin

Life is a challenge! This is true for all of mankind, but it is especially true for the Jew. The great quest of mankind is to seek a balance between indulging the body and nurturing the spirit. Indeed, in the course of history many different paths have been offered to address this basic human need. However, the Jew was shown at Sinai how to deal with himself as both a physical and spiritual being. By following Jewish law, the Jew is able to live as a holy person, a person who actualizes holiness in everyday life.

How can holiness be embodied just by following a set of rules and rituals? How many of us view the halachic lifestyle as just that, a constitution to be upheld, observed and obeyed? Unfortunately, that is what many of us have been taught. Fortunately, that is not the whole picture. The fulfillment of Torah requires an emotional and psychological commitment. The centerpiece of our worship services, the Shemoneh Esreh, begins with "Our G-d and G-d of our fathers". This phrase explains how we must approach G-d. We receive our instruction and near instinctive acceptance of Jewish identity on what our fathers have taught us. Yet, what single factor takes Judaism from being only two-dimensional to a living dynamic faith? As the Shemoneh Esreh opens "... Our G-d ...", the G-d we have found after we have learned or have been taught. When we learn Torah for example, what are we doing? Is our goal in Torah study to gather together Torah facts, or to attempt to enter into the mind set of complete rest from the week, or to taste of the world to come? In short, do we look beyond the surface to find the spirituality that lies within Halacha?

Looking beyond the surface is not easy. One must work at developing a spiritual sensitivity. The world around us seems devoid of holiness. Our pride, arrogance, anger, avarice, and other bad qualities hold us back from fully realizing our potential. Developing faith and trust in G-d, recognizing and feeling the absolute truth of His being is hard. However, by studying Torah and observing the mitzvot with the right diligence, a Torah sensitivity can be developed.



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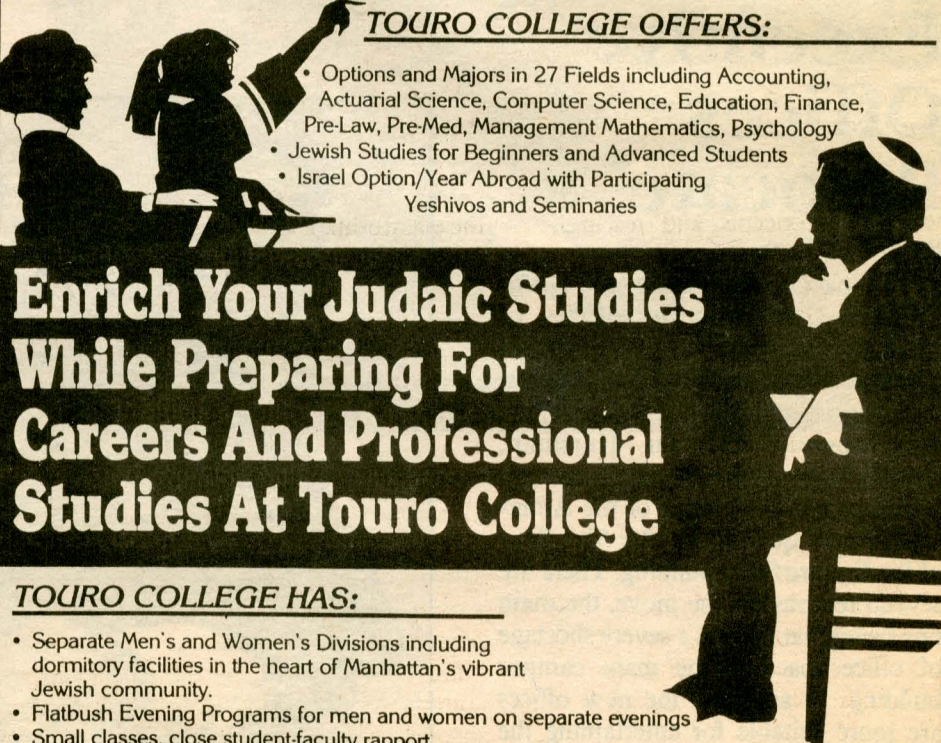
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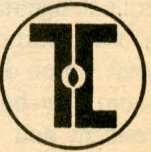
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Skills For Success In The Job Market

A Message From The Dean of Students



Dean Robert Goldschmidt

What learning experiences and what competencies contribute most to success in the job market? How does a college education affect job performance and upward movement on the career ladder? How should you plan your curriculum of courses and your activities outside the classroom to maximize your chances for employment and to enhance your possibilities for future promotion? These questions were addressed in a study conducted by the College Placement Council Foundation. The findings were based on survey data collected from college graduates over two decades, who have had eight to ten years work experience.

Not surprisingly, the factual content of the major, concepts and research methods related to ones major were cited as significant in getting a first job. Familiarity with the appropriate facts and concepts ranked highest in importance in technical fields, especially accounting, computer science and engineering. Thus, it is advisable to take as many challenging courses as you can in your major and make sure that you do well in those courses.

In choosing your major consider the realities of the labor market, your long range career goals, and your own interests. Selecting a "good" major in a field which you totally dislike is a poor choice.

More interestingly, the data showed that job performance, promotion and career growth are dependent on a set of skills and personal traits that are not occupation specific. The respondents singled out the following as essential

for success: 1) interpersonal skills (the ability to get along, understand, influence others); 2) administrative skills (leadership and decision making); 3) analytical abilities (Logical reasoning and problem-solving); and 4) communication skills (report writing, the ability to convey ideas and persuade others). Attitudes related to good job performance included assertiveness (self-confidence, the ability to work independently and take initiatives), work habits (discipline, organization, promptness), a sense of responsibility, and moral qualities such as integrity and tolerance.

When queried further, the participants in the survey noted that many of these attributes were acquired outside the classroom. Extracurricular activities (student government, newspaper, clubs, yearbook, sports, community service) were effective in developing interpersonal and administrative skills; part-time employment experiences and summer jobs instilled ambition and independence (assertive qualities) and taught good working habits. The by-products of the college milieu—living in the dormitory, competing with others, dealing with bureaucracy—were named as factors contributing to personal growth, maturity and discipline. On the other hand, analytical and communication skills were attributed specifically to classroom learning.

When asked to recommend specific courses for inclusion in every person's curriculum, the respondents mentioned English courses most frequently. All graduates, even those working in technical fields, stressed the importance

Humanities Requirement

By Natalie Siegel

At almost any college that one attends there are requirements. These requirements cover all aspects of education, ranging from music to biology. Touro has two requirements; like most Jewish colleges, it has a Judaic studies requirement; it also has a Humanities requirement. Over the years this Humanities requirement has been the topic of much heated discussion.

Dr. Popkin, the head of the English department, is also responsible for making sure that all students fulfill their Humanities requirement. When asked to justify this requirement, Dr. Popkin replied; "There are things that everyone should know, such as when the Trojan war was and what Shakespeare wrote." He feels that the Humanities requirement helps students interact and grow as individuals. "Once you get into a major, people can't understand each other, they can only understand people in their field. Humanities gives people common knowledge, things to talk about that everybody knows."

Robin Seed, a promising junior majoring in psychology with an education concentration, feels that the Humanities requirement is very beneficial. She says that "without the Humanities requirement I would never have taken any History or Literature courses. I'm glad that I was forced to because I really learned a lot."

However, some students feel that the Humanities requirement—twelve credits of literature and twelve credits of history—is both overwhelming and restricting. As one student put it, "If

you're a biology major, you have to take 54 Biology credits, 24 humanities credits and 24 Judaic studies credits. That adds up to one hundred and two credits, leaving you with eighteen elective credits. Six elective classes in four years of college just isn't fair."

Other students don't mind the heavy requirement load but want it to be expanded to include courses other than history and literature. They want some of the Humanities courses to be combined to leave room for other courses. "Why can't Greek and Roman History be combined with the literature course to leave room for an art or political science class?" asks one student. "Why aren't art or music considered part of humanities?" wonders another.

Dr. Popkin feels that "Students don't like requirements. Whatever is required, students won't want to take it only because it is required. If we required students to eat lunch and we provided a free lunch, students would refuse to eat it."

The whole issue of the humanities requirement is further complicated by the fact that men who are taking intensive talmud are excused from all humanities classes, except for one year of Jewish History. Women are not offered any similar choice. Dr. Luchins, Associate Dean of Students for the Women's Division, says of this that "it's a farce that men get out of Humanities because of Intensive Talmud." He feels that confusing the Humanities requirement with the Judaic studies requirement only exacerbates the problem.

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of being able to write and speak well, to present ideas clearly and concisely. Other disciplines cited included psychology (for understanding people), management and mathematics.

Three conclusions emerge from this study. First, every student's program should comprise a good liberal arts component, particularly courses which emphasize communication skills (written and oral). In my view, this also includes foreign languages. Second, extra-curricular activities, volunteer

work, and part-time jobs should be pursued not merely because they look good on a resume, but mainly because they represent significant learning opportunities enabling you to enhance vital skills not taught in the classroom. Third, the college experience in general is conducive to the development of important career traits. In the long run, success in the job market is not determined by classroom learning alone.

Making The Grade

For Your Peak Performing "What If" You Worry

By Robert J. Kriegel

Worrying is the negative national pastime. Everybody does it and very few find it is a very positive experience. You don't think clearly or perform well when you worry. Your main focus is the worry, the fear of, "What might happen if . . ." which overwhelms you, makes you feel depressed, reduces your energy, and prevents you from getting your work done.

College students are big worriers. That worry leads to stress and college students are very big on stress. In fact, the Nuprin Pain Report, the first national study on pain in America, documented that more people 18-24 are

likely to suffer stress and pain than any adult age group.

Most of what we worry about is out of our control. You can't control other people's responses, a grade a prof will give us, whether someone will agree with us, what they think of us, the weather, traffic, roommates, money, how we look, grades, the future. The more we worry about things we can't control, the worse everything gets.

Remember this rule of thumb: You can't control other people or external situations. But you can control how well you prepare for and respond to them. In other words, you can control your information, attitudes, and actions.

Worrying is made up of two words:

what if. "What if . . . they . . . say no, . . . I don't get the money, . . . the professor assigns, . . . the traffic . . ." The key to beating the worries is to change the what if's to, "if . . . then's." "If they say no . . . then I will, . . ." Always change the worry to anticipation. Concentrating your energy on what you can change, rather than dwelling on things you can't control increases your confidence and prepares you for any situation.

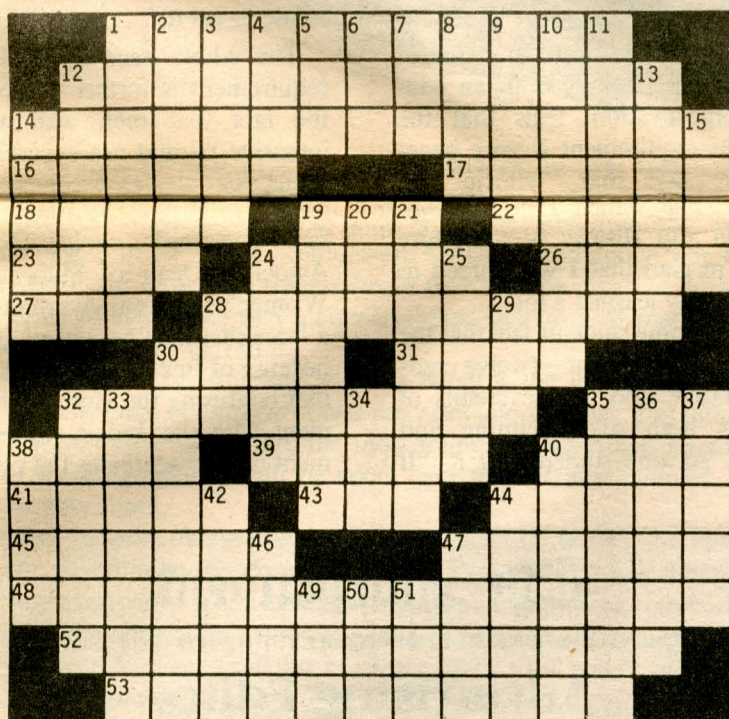
This strategy was used by President John F. Kennedy. Before his press conferences Kennedy and his aides anticipated any possible question or situation that might arise and developed answers for them. Whether a reporter asked

about the Viet Nam War, the economy or civil rights, Kennedy was prepared.

Likewise, in a job interview, instead of worrying whether or not the potential employer will ask about your grades, anticipate that he or she will. Then mentally list wins, accomplishments and qualifications that your course grades might not reflect.

Get into the habit of anticipating prior to any pressure situation, whether it's an exam, an interview, a date or a tennis serve. Make a "worry list" then change each worry (what if) to an anticipation (if . . . then). Leaving your worries behind by focusing on what you can control enables you to concentrate your energy and perform at peak levels.

COLLEGIATE CROSSWORD




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ACROSS

- 1 Where one might study Andy Warhol's works (3 wds.)
- 12 Enrollment into college
- 14 "Calculus Made Simple," e.g. (2 wds.)
- 16 Evaluate
- 17 Extremely small
- 18 Follows a recipe direction
- 19 Belonging to Mr. Pacino
- 22 Of land measure
- 23 Meets a poker bet
- 24 — Gay (WW II plane)
- 26 Capri, e.g.
- 27 Belonging to Mayor Koch
- 28 Irritate or embitter
- 30 Train for a boxing match
- 31 — and the Belmonts
- 32 Processions
- 35 Diet supplement (abbr.)
- 38 Scottish historian and philosopher
- 39 College in Greenville, Pa.
- 41 The Venerable —
- 41 "...not with — but a whimper."
- 43 Return on investment (abbr.)
- 44 Pondered
- 45 Belonging to Mr. Starr
- 47 Part of the classics (2 wds.)
- 48 Possible place to study abroad (2 wds.)
- 52 Small school in Canton, Ohio (2 wds.)
- 53 Orson Welles film classic (2 wds.)
- 19 Political disorder
- 20 — cit. (footnote abbreviation)
- 21 Traveled on a Flexible Flyer
- 24 Glorify
- 25 Prospero's servant in "The Tempest"
- 28 Well-known government agency
- 29 American league team (abbr.)
- 30 Fictional hypnotist
- 32 Style exemplified by Picasso
- 33 "She's —..." (from "Flashdance")
- 34 Be unwell
- 35 Visible trace
- 36 Think
- 37 Woman's undergarment
- 38 Commit —-kiri
- 40 — burner
- 42 "...for if I — away..."
- 44 Actress Gibbs
- 46 African antelope
- 47 Well-known TV band-leader
- 49 Pince— (eyeglass type)
- 50 1968 film, "— Station Zebra"
- 51 1965 film, "— Ryan's Express"

DOWN

- 1 Those who are duped
- 2 "Do unto —..."
- 3 Fourth estate
- 4 Goals
- 5 Well-known record label
- 6 Well-known king
- 7 151 to Caesar
- 8 Prefix meaning milk
- 9 Confused (2 wds.)
- 10 — husky
- 11 Most immediate
- 12 Like a sailboat
- 13 Cash register key (2 wds.)
- 14 En — (as a whole)
- 15 Auto racing son of Richard Petty



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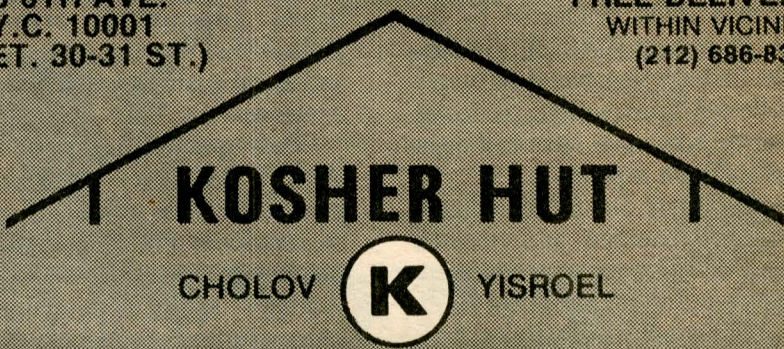
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