

# מב"מ Maimonides School

# תכל דמב"מ

תשרי-כסלו תש"ע • Fall 2009

## OPERATING PLAN IDENTIFIES SIX AREAS FOR KEY INITIATIVES

Maimonides School launched its 73rd year Sept. 8 with an enrollment of close to 600, an array of new staff members, and a series of goals embodied in the school's fourth Annual Operating Plan.

The school's top administrators have identified six areas of emphasis for key initiatives during the year: improving all channels of communication, enhancing religious self-awareness, addressing critical social issues, understanding individual student needs, strengthening curriculum and program review, and improving staff evaluation.

These priorities are explained in the Annual Operating Plan, which has been distributed to members of the school family. The plan was developed by the school's administrative leadership team, including not only principals of the Upper, Middle and Elementary Schools but also the *rosh yeshiva*, learning center director, executive director and the new director of curriculum and instruction.

The primary goal in examining channels of communication is "to foster productive, healthy dialogue between our teachers and parents in order to maximize student growth and learning," accord-

ing to the operating plan. The upgrades also include weekly email communications to parents and improvements to the Maimonides website.

In the religious dimension, "our ambitious goal is no less than to create a thoughtful Jew—one who tries always to do what is right rather than what is convenient or satisfying." The plan adds that "our criteria for 'right' or 'appropriate' are derived, of course, from our traditional halachic sources."

Special year-long efforts in the Elementary and Middle School are targeted to "sustain a positive social culture that supports all children." The programs foster a cooperative classroom environment, build positive relationships and address students' interpersonal problems.

The plan also outlines the beginning of "a multi-year process of improving each teacher's ability to understand individual student needs, and to broaden each teacher's repertoire to meet those needs." The effort is underway in kindergarten and first and second grades, with Judaic and general studies teachers collaborating with learning specialists.

Another initiative is a review of the entire mathematics program at the school, including recommendations from a visiting team of experts. The evaluation criteria are being developed by a new curriculum review committee that includes parents, teachers and school administrators. The plan also calls for a new oversight committee to examine supervision and evaluation processes for teachers and administrators. 🐾

## CO-PRESIDENTS AN EXPERIENCED TEAM

Donald Adler and Leora Sanieoff, 2009-2010 Maimonides School Student Council co-presidents, have represented the Class of 2010 in the student government since sophomore year. "We work off each other. We know each other's weaknesses and strengths," Leora laughed. Added Donald, "If we see a challenge in front of us, we know who takes care of what."

This year's team is emphasizing more than a catalogue of student projects, and events and aspirations. Leora and Donald

also are focusing on leadership development and involvement, through building a more structured and efficient Student Council.

During weekly meetings with grade representatives, "we give them guidance, but we want them to show initiative and come up with their own ideas about how their grades can become better," said Leora. "We met the day before school and gave each representative a binder that included a general guide to event planning, and contact information."

As a result of their student government experience, "we learned that it is really important to be organized," Donald testified. "We're making a program for grade representatives. At our weekly meetings we are going to have assignments—what do you want to have accomplished by

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Leora Sanieoff and Donald Adler



# GRADE 6 LIMUDEI KODESH COURSE BUILDS RELATIONSHIPS

Maimonides School sixth graders have begun a new *limudei kodesh* course that exclusively focuses on *Mitzvot Bein Adam L'Chaveiro*, commandments about interpersonal behavior between people.

The course is taught by Rabbi Avi Bossewitch, Middle School director, and Na'amit Nagel, social studies teacher. The course was developed by the Taryag Legacy Foundation which is currently producing an encyclopedia of the 613 mitzvot.

"This is the most user-friendly *limudei kodesh* material for teachers," Rabbi Bossewitch said. The textbook provides an introduction, source and summary of each mitzvah examined. Another section presents an appreciation of each mitzvah, through insights, commentaries and other stories from rabbinic

sources. Each mitzvah unit also includes in-depth treatment as well as illustrated pertinent stories.

The sixth-grade curriculum explores 14 commandments, ranging from responding when someone is in physical or emotional danger to prohibiting gossip, from returning lost property to prohibiting harboring ill will. The list also includes honoring parents, judging with righteousness, giving others the benefit of the doubt, and prohibiting theft, or placing an obstacle before an unsuspecting person.

The curriculum includes sources and parameters, case studies and practical applications. *Aggadic* material illustrates each mitzvah, along with parables and other passages from rabbinic texts.

"It's a rich multifaceted approach that transmits timeless *Torah* values with

direct application to how students relate to their classmates, teachers, parents and anyone else," Rabbi Bossewitch said. "We're really continuing to build upon the outstanding work of the *Middot* Program from the Elementary School."

Each of the three grades of the Maimonides Middle School focuses on a theme that defines the year's expectations and is incorporated into the curriculum. The sixth grade theme is interpersonal relationships, *Bein Adam L'Chaveiro*. The seventh grade theme is relationship with God, *Bein Adam L'makom*. The eighth grade theme is intra-personal relationship, *Bein Adam L'atzmo*.

Rabbi Bossewitch explained, "Developmentally, pre-adolescents are in the midst of forging their identities and

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## "YOU HAVE CHOSEN US AND SANCTIFIED US"

**By Rabbi David Shapiro, Rosh Yeshiva**

Throughout our *tefillot* during the month of Tishri we asserted repeatedly; "*ata vechartanu mikol ha-amim ... vekidashtanu be-mitzvotcha*" ("You have chosen us from among all nations ... and You have sanctified us through Your *mitzvot*"). Similarly, in the Kiddush that we recited each night of Yom Tov we affirmed: "*ki vanu vacharta ve-otanu kidashta mikol ha-amim*" ("You have chosen us and sanctified us above all peoples").

Many of us sang, as we danced on Simchat Torah, "*Baruch Hu Elokeinu she-bera'anu l'chvodo, ve-hivdilanu min ha-to'im*" ("Blessed is He, our God, Who created us for His glory, and distinguished us from those who stray [err]"). Each morning we recite *birchat ha-Torah*: "*asher bachar banu mikol ha-amim*" ("Who has chosen us from all nations").

These liturgical formulations express our determination as a people to retain our cultural uniqueness, to assert our pride at not succumbing to the lures of other cultures whose moral values are antithetical to ours.

During the 1960s, the Rav, *zt"l*, addressed the conventions of Mizrahi, the central organization of the Religious Zionist movement. His Yiddish lectures were translated into Hebrew and then into English. *The Rav Speaks: Five Addresses by Rabbi Joseph B. Soloveitchik on Israel, History and the Jewish People* appeared in 1982 and was reissued in 2002.

In Section 4 of Lecture 2 (pp. 70-80) the Rav interprets a statement that Avraham made to *Bnei Cheit* when he was negotiating the purchase of a burial plot for Sarah. On Shabbat, Nov. 14, we shall read in *Parshat Chayei Sarah (Bereishit 23:4)*: "*geir ve-toshav anochi imachem*" ("I am an alien and a resident [a sojourner and a citizen] among you").

I quote from page 74 of *The Rav Speaks*: "Certainly I am a resident; I am one of you. I engage in business as you do, I speak your language, I take full part in your social-economic institutions ... I work with you in the laboratories ... I develop the country ... But at the same time I am also a stranger ... a foreigner. I belong to a particular world, one that is completely foreign to you. It is a world in

which I am at one with the Creator. It is a world populated by characters unknown to you, with a tradition that you do not understand, with spiritual values that seem so impractical in your eyes ..."

Are we succeeding as a community to maintain the delicate balance required by this dichotomy? We, who subscribe to the Rav's philosophical/educational view of Judaism, are critical of those who have emphasized disproportionately the separateness demanded by the term "*geir*." But have we allowed the "*toshav*" dimension to eclipse our cultural distinctiveness? How different is our daily life style from that of our co-workers and neighbors? Have we become so engulfed by the values of American society, that we have lost sight of our own?

Let us rededicate ourselves as a community to our precious relationship with the *Ribbono shel Olam*, and strive to meet hourly the noble standards He has set for us. 🐾

**Rabbi Shapiro holds the Rabbi Yitzhak Twersky Chair in Talmud and Jewish Thought at Maimonides School.**

# AN ALUMNA'S TRIBUTE TO A MAIMONIDES SCHOOL MATRIARCH

By Dr. Elona (Meiselman) Lazaroff '56  
(Reprinted from *The Jewish Press*)

My mother, Shulamith Soloveitchik Meiselman, passed away in July at age 96 in Shaarei Tzedek Hospital in Jerusalem. She was the daughter of Rabbi Moshe Soloveitchik and Rebbetzin Peshah Feinstein Soloveitchik and the sister of Rabbi Joseph B. Soloveitchik and Rav Aaron Soloveitchik.

Fleeing communist oppression, her family escaped from Khaslavich, Russia to Warsaw. My mother was a visionary who foresaw the impact of anti-Semitism in Europe. As an adolescent, and a feminist before her time, she became a leader and the only young woman in a Zionist youth party dominated by men. She and her colleagues worked to promote the idea that Jews could only be safe and flourish in the Jewish homeland.

When she came to New York in 1930 she continued her Zionist activities through the auspices of the Jewish National Fund and was granted a scholarship to go to Palestine. There she befriended Golda Meir and Zalman Shazar.

Back in New York, she worked in a factory to pay her tuition at New York University. Upon her graduation, she entered Radcliffe College in Boston for graduate work in history. There she met and married my father, Dr. Harry Meiselman. She lived in Boston till her mid-eighties, except for a period in New York during World War II when my father was stationed in Hawaii.

Returning to Boston after the war, she refocused her energies on Jewish education. She worked with her famous brother, known as the Rav, in his role as the architect of the Maimonides day school. It was the first Hebrew day school in New England, a co-educational school where boys and girls would learn secular and religious studies to make their contributions as learned religious Jews in the modern world.

My mother shared the vision of her renowned brother and passionately worked to make the vision a reality. She was the first president of the Ladies Auxiliary, the PTA, and a very vocal member of the Education Committee who fought for a more progressive approach to education.

A woman with a strong voice, she worked tirelessly to create other day schools in the Northeast through Torah Umesorah. She was offered the national presidency of the organization, but she declined because it would conflict with her children's needs. As a principal of a small Hebrew day school, she was there for children struggling with psychological and learning issues.

Wanting to transmit and be a model for her family tradition, she worked to promote the values of Jewish tradition in our texts and in our relationships with others. Participation in both worlds would only strengthen their Jewish identity.

*Hachnasat orchim* was important to her. She invited many graduate students who attended the Young Israel of Brookline to eat a Shabbat lunch in our home. After her death, many of them at the World Congress of Jewish Studies came over to me and shared with me their vivid memories of her as guests in our home. She loved children and was a nurturer to her children and grandchildren.

In her eighties, my mother published a book, *The Soloveitchik Saga: A Daughter's Memoir*, that chronicled the history of the renowned Soloveitchik family. In it she described the marriage of my grandmother and grandfather and the differences in the traditions of the Feinstein and Soloveitchik families. My grandmother, a Talmudic scholar who was conversant in Russian literature, impacted my grandfather's attitude toward secular education.

Mother, you were a vessel that ignited many sparks and enriched and changed the lives of those you touched and those you did not know. Now your soul has returned to God, who granted us the privilege of your passionate presence for what seems like a short while. 🐾

## *Mazal tov to...*

- Rabbi Elly '86** and Yocheved **Krimsky** on the birth of their son, Yaakov Yedidyah.
- Rabbi Shmuel '88** and Sheri **Feld** on the birth of their son, Zachariah Mechael.
- Rabbi Scott '88** and Aliza **Kahn** on the birth of a daughter, Batsheva.
- Nomi (Pearlman) '89** and Michael **Burstein** on the birth of twin daughters, Elisheva Meira and Yael Batya.
- Dr. Ruby Gelman '89** and Shimon Shkury on the birth of their son, Ariel Moshe.
- Rena (Katz) '90** and Richard **Berger** on the birth of their daughter, Ariellah Chava.
- Lisa (Kahn) '93** and David **Kriegel** on the birth of twins, Nili and Jack.
- Mor (Reis) '93** and Howard **Shapiro** on the birth of their son, Eli.
- Dr. Jed '95** and Brendy **Siev** on the birth of their son, Asher.
- Eli Geller '96** and Ashley Marx on the birth of their daughter, Avital Dina.
- Jonathan '96** and Shira **Spielman** on the birth of a daughter, Yakira Sarah Chana.
- Gabriel Kahn '96** on his marriage to Amy Margulies.
- Rabbi Jeffrey '96** and Ilana **Weiss** on the birth of their daughter, Naama Chana.
- Dr. Natan '97** and Nava **Krohn** on the birth of their son, Ezra.
- Avi '97** and Daniella **Robinson** on the birth of their daughter, Chaya Shandel.
- Toby '98** and Chaya **Kram** on the birth of their daughter, Molly Rose.
- Joanna (Siev) '98** and Jonathan **Rogers** on the birth of their daughter, Talia Esther.
- Chava (Hartman) '99** and Rami **Gamss** on the birth of their son, Michael.
- Philip '99** and Arielle **Moskowitz** on the birth of their daughter, Shayna Rivka.
- Meira Weinstein '99** on her engagement to Josh Flaster.
- Michael '00** and Deanna **Dalezman** on the birth of their daughter, Lily Rayna.
- Joshua Bellin '01** on his engagement to Kayla Liebman.
- Jessica Salzberg '01** on her engagement to Noah Steinberg.
- Adam Aghion '02** on his marriage to Abigail Baer.
- Gila Betesh '02** on her marriage to Rafi Maresky.
- Daniel '02** and Allison **Hirsh** on the birth of their daughter, Miriam Devorah. Grandmother is **Riselle (Glass) Hirsh '74**.
- Beni '02** and Chani **Krohn** on the birth of their son, Moshe Meir.
- Esther (Vishniavsky) '02** and Daniel **Millman** on the birth of their daughter, Sarah.
- Aryeh Pliskin '02** on his marriage to Chana Miriam Brenner.
- Ann Rose Chefitz '03** on her engagement to Max Greenberg
- Samuel '03** and Leora **Packer** on the birth of their son, Yosef Nissim.

## *Condolences to*

- Mona Freed Weinberger '69** on the loss of her beloved father, Manual Freed, z"l.
- Miriam (Abromson) Ladell '69** on the loss of her beloved son, Donny, z"l.
- Shara (Zuckerman) Shetrit '91** on the loss of her beloved father, Prof. Alan Zuckerman, z"l.

# THE RETURN OF *BE'UR HATEFILLAH*: *V'AHAVTA* AND *V'YADATA*

Rabbi Avinoam Durani and his 10th grade *Be'ur HaTefillah* class were dissecting one of the first prayers of the day in the life of a Jew, acknowledging the restoration of the soul. That Hebrew word—*neshama*—connotes a unique quality, “a common ground with humanity,” the teacher declared. Prayer is an experience that “ensures we will be able to develop this high level of human functioning.”

The much-heralded class taught by Rabbi Isaiah Wohlgemuth, z”l, to more than a generation of Maimonides high school students has been reinvigorated after a lengthy hiatus. Long-term support will come from the endowment fund established in memory of Rabbi Wohlgemuth; the initial funding was provided by part of the Peerless Excellence grant from Combined Jewish Philanthropies of Greater Boston.

Rabbi Wohlgemuth retired in 1997 and discontinued the *Be'ur HaTefillah* class several years before that. Rabbi Durani

has studied Rabbi Wohlgemuth’s class notes and other materials. “I respect his method and style very much,” he said.

Rabbi Durani launched the revived program in the second semester of 2008-2009, when “we started with *Modeh Ani*.” Each Upper School grade convenes for one period a week. Each is immersed in the weekday *shacharit*, with different destinations. The teacher hopes that seniors’ experience will include *tefillot* for Shabbat and *chagim*.

“Students in our generation don’t have the spiritual background that they had during Rabbi Wohlgemuth’s time,” he pointed out. “Today is a different reality. The values of *tefillah* are in confrontation with the values of the Internet, cell phones, instant messaging, common popular communication ... And yet, as much as the students are engaged with technology, they feel the thirst for something higher. This thirst is an eternal part of our existence.”

Rabbi Joseph Soloveitchik, zt”l, founder of Maimonides School, made a similar point in a talk to parents some 38 years ago. Judaism, he said, “has a great message for modern man who has gone astray and is lost in the labyrinth of his own technological victories and scientific achievements. We believe that the modern, successful, sophisticated, cynical and skeptical Jew, knowingly or unknowingly, is yearning for God...”

Therefore, “We are starting with the text of the *tefillah*, but the emphasis is to close the gap between the students’ emotional interest and the written text,” Rabbi Durani said. “*Tefillah* is one of the most important barriers to the intensive, flashy modern style of life. We strive to make the emotional aspect central.” The emotional experience—*v’ahavta*—is as much a part of the curriculum as the intellectual experience—*v’yadata*, Rabbi Durani said.

How is this working out so far? “The students express their deepest thoughts and feelings in this class,” Rabbi Durani replied. “I can see beautiful contrasts in their personalities.” He explained: “Maybe a person who has a problem with the dress code will ask the most sensitive question about davening. The quietest student in the class, who seems indifferent to the material we are learning, is engaged in an intense way, a way I haven’t seen in other classes.”

*Beur HaTefillah*, the teacher said, is “helping them discover a different side of their personalities. I can see the awareness, and I can sense the potential of this awareness.” Now the challenge is “if they are able to bring it to the shul, to hold a siddur and daven in an idealistic way.”

*Contributions to the Be'ur HaTefillah endowment in memory of Rabbi Wohlgemuth may be made in care of the Maimonides School Development Office, 34 Philbrick Road, Brookline, MA 02445. Gifts of \$250 or more will be recognized with a set of four compact discs containing some of Rabbi Wohlgemuth’s lectures during a 1988 Be'ur HaTefillah adult education course.* 🐾



Rabbi Avinoam Durani shares a moment of joy with his Grade 11 *Be'ur Hatefillah* class.

## COURSE SUPPORTS RELIGIOUS GOAL

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carving their place in the world, so we have decided to focus on three areas that, together, shape one’s identity, in a *Halachic* way. By learning how to properly interact with humanity, how

to meaningfully strive for holiness in one’s life and how to continually grow through self-improvement, our students can proudly live as descendants of *Avraham Avinu* and *Sarah Imenu* and pass the *Mesorah* on to the next generation.” 🐾



Sukkot 5770 featured a schoolwide walk around the campus perimeter, followed by dancing outside the Brener Building. (Photos by Rabbi Zalmen Stein)

## 2009-10 STUDENT COUNCIL

*Continued from p. 1*

December? How we can make that happen? For the Chanukah banquet, each grade is going to be a different committee—centerpieces, murals, entertainment—and then we're all going to bring it together."

"Everyone always asks, 'What do you have that's new?' Of course we want to do new things, too. But at the same time, we want to take what we have and improve it," Leora commented. For example, the weekly Upper School sessions on halacha present "a good opportunity for our school to get closer, to

unify. These are 30 minutes for our whole school to be together, so why not use it?" Indeed, the opening session was moved from the shul to the gymnasium. "Everybody sat on floor in a circle and the whole school was singing together," Donald recounted.

"We have a really good and new-found relationship with the Chesed Committee," Donald noted. "They have an event on Sukkot for the Friendship Circle (a regional program involving children with special needs). We're helping them get the word out and planning the booths." Leora added, "It made sense to

us. They do events. We do events. Why don't we combine?"

Leora also said the co-presidents are looking into ways to integrate Middle School students in some Upper School activities. "When eighth graders come to high school, they're lost. We want to keep some sort of relationship with them," she said. "We're thinking about the processes we want, especially to spend time with 11th and 12th graders."

"We have many new events that are already in the works, but we'd rather not mention them all, in case not every one can happen," Donald added. "We are so excited for the year ahead of us." 🐾

## HUSBAND AND WIFE SCHOLARS FROM ISRAEL JOIN FACULTY

What could be more complementary than a Tanach instructor with an advanced degree in physiology and a teacher of Jewish thought whose doctoral thesis examines the journey from science to faith? “We influence each other,” laughed Dr. Miriam Schechter, who arrived from Israel with her husband, Rabbi Asher Schechter, to join the Maimonides *limudei kodesh* faculty this academic year.

Mrs. Schechter earned an undergraduate degree in education, with a concentration in science and Jewish studies. Her master’s degree is in physiology and her doctorate in public health, both earned at Hebrew University. For the past several years she has been teaching not only science but also Tanach at the middle school, high school and college levels, as well as statistics to graduate students.

Rabbi Schechter’s Ph.D. thesis, which he has submitted for approval, focuses on his grandfather, Joseph Schechter, who

was part of the group of philosophers in the 1920s and 30s known as the Vienna Circle. After the Anschluss in 1938 he immigrated to what was then Palestine. “He was a famous educator. He wrote about 500 papers and books, in German and English, but mainly in Hebrew,” Rabbi Schechter said. I have his archive, his letters. In my research, I discovered his dialogue with David ben Gurion.”

Rabbi Schechter explained that his grandfather explored the relationship between science and faith. “He said that the inner spirit of the person is the main religious point of view that we can depend on in our modern lives. So everything has to be meaningful and relevant, in our education and in our spirit. I try to do that here... to try to teach the Tanach and Talmud through the relevancy point of view.” Students, he said, are responding well.

Rabbi Schechter is teaching Tanach, Talmud and Jewish thought (in Hebrew) in the Upper School. Mrs. Schechter is



Dr. Miriam and Rabbi Asher Schechter

teaching Tanach to students in Grades 7 and 8.

The Schechters met when he was a student at Yeshiva Mercaz Harav in Jerusalem and she was living in the neighborhood. “One of my friends—married to one of his friends—told me we should meet,” Dr. Schechter related. They have seven children, six of whom are enrolled at Maimonides and the other in preschool.

Rabbi Schechter, who once took part in a two-week American Jewish Committee mission to the U.S. led by Dr. Steven Bayme ‘67, sees this country and Israel as “the two global centers of the Jewish People.” He and his wife both knew Asher’s grandfather and remember asking why he didn’t immigrate to the U.S. “He wanted to be with the Zionists to create a new country,” Rabbi Schechter explained.

The Schechters decided to apply for positions at Maimonides because “we wanted to know: what does it mean to be a Jewish community in the Diaspora?” Mrs. Schechter said. “What does it mean to be a Jew every place in the world? This is an occasion for us to see—and to bring our experience from Eretz Yisrael to here. It’s a kind of dialogue: to learn and to give something.”

“It is a unique experience for us, culturally and religiously, and we think it is very important to our kids,” her husband added. “In Israel we live in a small community. This will open their minds and hearts to other Jewish existence.” 🐾

## GRADE 6 CLASS HONES STUDY SKILLS

The Tool Shed. The Detective Agency. Motivation Mountain.

These are not terms usually identified with education. But for Maimonides School sixth graders, they are part of what administrators see as the key to establishing a solid foundation in study skills.

“One of the fundamental educational qualities of middle school is to build foundational skills that students can carry for life,” said Rabbi Avi Bossewitch, Middle School director. “On the flip side, students who have organizational challenges can create obstacles that can snowball into all kinds of frustration.”

That is why the Middle School division has launched its first grade-wide comprehensive course that addresses these issues. The students are using a colorful, original soft-cover text called “The Middle School Student’s Guide to Ruling the World (through Work Management and Organizational Skills).”

The colorful, kid-friendly text covers topics ranging from binders, planners, and note-taking to enhancing study space and computer opportunities. And it introduces the sixth graders to places like the Tool Shed, the Homework Detective Agency and Motivation Mountain.

When the current Middle School format was established a year ago at Maimonides, “we identified immediately that organization and study skills are really vital to help students navigate through school and to thrive,” said Rabbi Bossewitch. “We piloted this within the seventh grade advisory program last year, and we found that it really belongs in the classroom as a stand-alone course.”

Now Maxene Lorroway, head of the Middle School study zone, is meeting with sixth graders for one period a week to concentrate on study skills. Also involved is English teacher Jessica Kram of the student support staff. 🐾

## BOARD WELCOMES THREE NEW MEMBERS

Sam Wald '92, Faun Zarge and Risa Gewurz have been elected to the Maimonides School Board of Directors.

Mr. Wald, who serves on the Board's Investment Committee and will join the Finance Committee, is a portfolio manager for Fidelity Investments, where he has worked for 13 years. He earned a bachelor of science degree in finance, magna cum laude, from Yeshiva University in 1996. Sam and his wife Tami reside in Newton with their three sons, Benjamin '20, Michael and Daniel. Sam also is a vice president of Congregation Beth El-Atereth Israel in Newton.

Mrs. Zarge, a work-life trainer, speaker and coach who specializes in helping working parents and women, received her BA in psychology from the University of Connecticut and her MA in counseling psychology from Boston College. She has been an active volunteer for the Recruitment Committee since 2006, and is serving as its chair. She also served for two years as co-chair of the Membership Committee at Beth El-Atereth Israel in Newton.

Mrs. Zarge and her husband Jonathan are Newton residents and the parents of Livia '18, Jeremy '20 and Ilan.

Mrs. Gewurz, beginning her second year as co-chair of Maimonides PTA, is from Halifax, NS. She studied art history at Barnard College and received her MA in art administration from NYU. Her professional resume includes art collections manager at The Jewish Museum in New York and with the American Jewish Historical Society in Boston.

Mrs. Gewurz has been involved in the school for the last six years, first as a room parent, then as an organizer of the Family Learning program, as a member of the recruitment committee and, most recently, as VP and now co-chair of the PTA. She and her husband Zev live in Brookline and have four children, Ariana '17, Danya '19, Judah '21 and Raanan.

"Each of these individuals bring special skills and qualifications, and each has worked hard on behalf of the school," said Jeffrey Swartz, Board chair. 🐾

## SCHOOL MOURNS CHARLES WEINSTEIN, Z"l

The Maimonides School Family mourns the recent passing of Charles Weinstein, z"l, who served the school in a variety of volunteer leadership capacities for five decades.

Mr. Weinstein joined the school's Board of Directors in 1955, when Maimonides School occupied two inner city sites. A few years later, he was named to the committee charged with finding a location for a permanent campus. After the school purchased the Fletcher estate on Philbrick Road in Brookline, Mr. Weinstein became a member of the volunteer group that managed the design and construction of what is today Saval Campus.

During the ensuing years, he served as a school vice president and established the Friends of Maimonides, which was active for decades as a men's club and fundraising arm for the school. He continued to attend and participate in Board meetings as recently as June. He and his wife Tobey, z"l, had four children, including Reuben '71 and Judith '74. In 2006 Mr. Weinstein accepted a Lifetime Achievement Award from the school at its annual Gala.

Mr. Weinstein often spoke of his loyal attendance at the *Motza'ei Shabbat shiurim* by Rabbi Dr. Joseph Soloveitchik, zt"l, held at Maimonides School in Boston as well as later in Brookline. Mr. Weinstein possessed numerous tape recordings of lectures by the Rav, and during a panel discussion at the school last winter he spoke of listening to them every day while commuting. He founded that business, Trans American Spinning Mills, in 1946. The company manufactures engineered, non-woven blankets. "Every day I drive with the Rav to and from New Bedford," he laughed. 🐾



Charles Weinstein, second from right, with other volunteer leaders visiting the construction site of Maimonides School's new Brookline campus in 1961.



**Rabbi Dr. Joseph B. Soloveitchik,** זצ"ל  
Founder

**Rabbi M.J. Cohn,** זצ"ל  
Principal Emeritus

**Rabbi David Shapiro**  
Rosh Yeshiva

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Chair, Board of Directors

**Abraham Levovitz,** זצ"ל  
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Director of Admissions

### MIDDLE & UPPER SCHOOL

**Rabbi Yair Altschuler**  
Principal

**Ken Weinstein**  
Principal, General Studies

**Rabbi Avi Bossewitch**  
Middle School Director

### ELEMENTARY SCHOOL

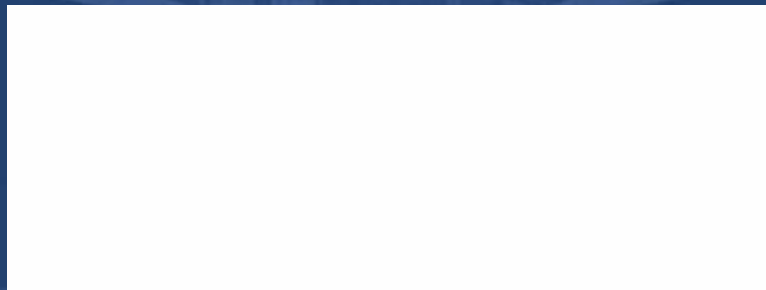
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Principal

**Reena Slovin**  
Assistant Principal

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**Comments, questions, and suggestions should be addressed to:**

Maimonides School  
34 Philbrick Road  
Brookline, MA 02445  
(617) 232-4452 x405  
info@maimonides.org



## NEWS & NOTES

**Jerry Benjamin**, Maimonides School executive director in the late 1970s and early 1980s, is the new president of the Milwaukee Jewish Federation. In 1976 Mr. Benjamin was one of two founders of CAJE, the Coalition for Alternatives in Jewish Education. He has been active in the federation since moving to Milwaukee in 1981, where he helped found Lake Park Synagogue and became its first president.

Plans are under way for a concert to honor to memory of **Mrs. Elana Nouriel, z"l**, who passed away on Oct. 11. Mrs. Nouriel established and nurtured instrumental music instruction in the After-School Program, and founded and conducted the Elementary School orchestra. She is survived by her husband Daniel and children Shira Simcha '03, Ben '05, Leora '10 and Yoni '12. Mrs. Nouriel "had a phenomenal impact on the lives of hundreds of students," said Rabbi Stuart Klammer, former Elementary School principal, who worked with Mrs. Nouriel to begin music lessons more than a decade ago. Mrs. Nouriel "brought music to Maimonides," said Dr. Deborah Mehl, director of the After-School Program. "She started from scratch. She built an orchestra, taught many of our children to play instruments, and organized recitals. She gave hours and hours of her time to the school with passion, commitment and hard work."

Two graduates have joined Maimonides School's non-academic professional staff.

**Elka Tovah (Menkes) Davidoff '88** is the new executive assistant, bringing a wide range of experience in office management, conference organization, and customer service. She and her husband Solomon, an adjunct professor at local colleges, are active in the growing Jewish community in Malden. **Dina (Pittel) Adelsky '02** is the school's development associate. She earned undergraduate and graduate degrees at the University of Michigan. Dina and her husband Sol, a medical student, spent a year in Odessa, Ukraine, as Joint Distribution Committee International Fellows. Dina also taught *Tanach* and worked in the admissions office at Frankel Jewish Academy in West Bloomfield, MI.

Three Middle School administrators attended a recent conference at Yeshiva University on a new program that addresses social issues with the intent to reduce bullying, teasing and exclusion. Rabbi Avi Bossewitch, director, Mrs. Stephanie Samuels, Grade 6 dean, and Ms. Ashley Marx, social worker, learned about "**Belief in the Rights And Values of Everyone**" (**BRAVE**), which will be studied in Grade 6 later this school year (seventh and eighth graders, will have the ideas incorporated into their Tzelem curriculum). Rabbi Bossewitch said the program pays special attention to the role of bystanders who witness bullying or teasing. "The ultimate goal is to create a community in which the vast majority of students view it as their responsibility to act in an empathic way and reduce the incidence of teasing and bullying."

A retired IDF general who helped lead the heroic 1976 raid to liberate hostages in Entebbe, Uganda told Maimonides Upper School students last month that if diplomacy and economic sanctions fail, Israel should launch a pre-emptive military strike against Iran's nuclear facilities. The alternative, said **Effi Eitam**, could be "the ultimate surrender of the free world to evil." Gen. Eitam, a member of the Knesset from the National Union Party and a *ba'al teshuva*, visited Maimonides as an emissary of the prime minister of Israel, through a Jewish National Fund speaking tour. A pre-emptive attack, he said, would constitute self-defense.