

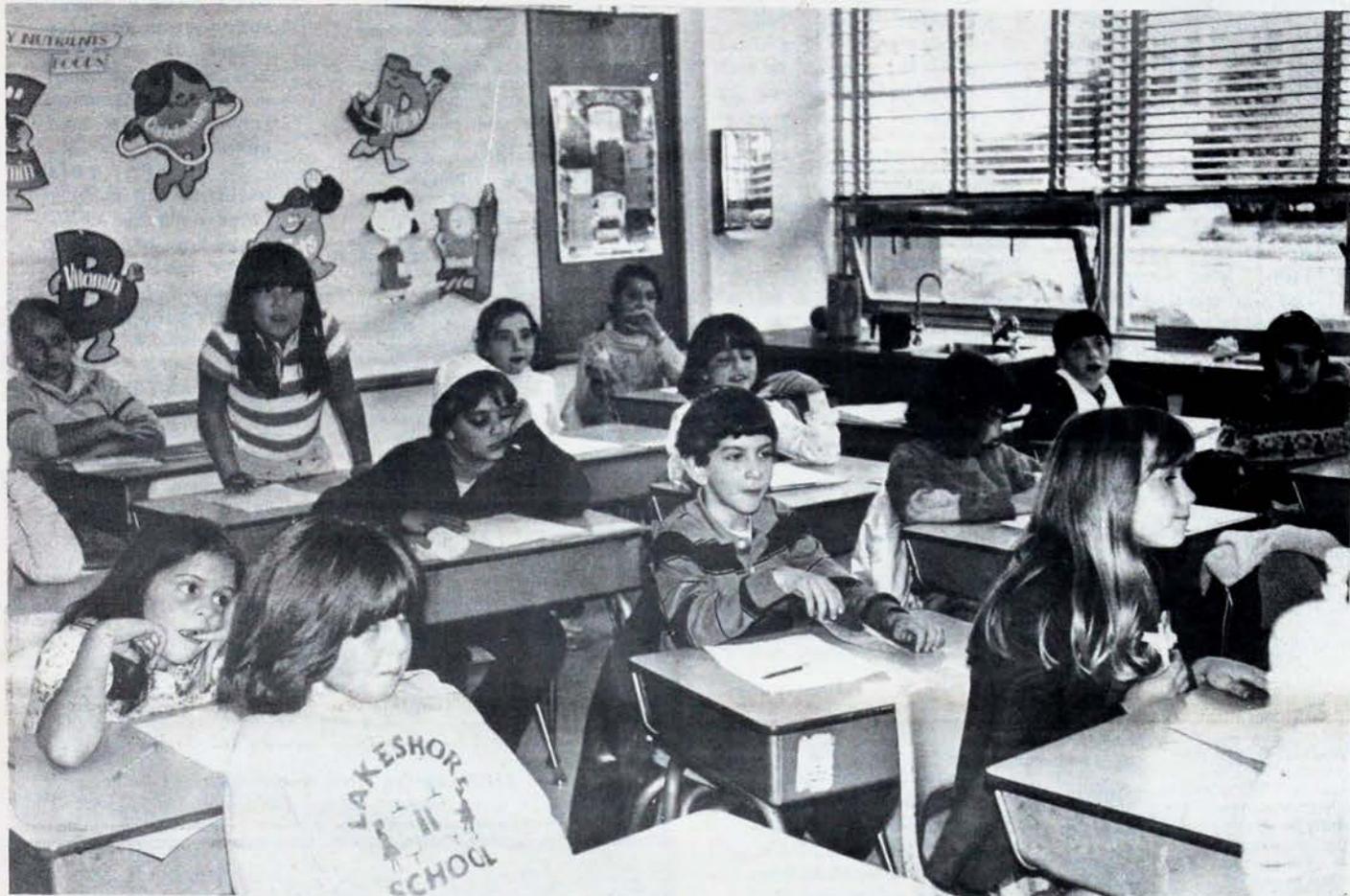
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THE ONLY ENGLISH-JEWISH SEMI-MONTHLY MAGAZINE IN R.I. AND SOUTHEAST MASS.

FOCUS: EDUCATION



STUDENTS AT PROVIDENCE HEBREW DAY SCHOOL.

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Ronnie Guttin adds that many of her friends in public schools do not have the funds to implement their ideas.

"I feel education is important to the general population. I see it as a necessity," she says.

— from "Ronni Guttin Talks About Teachers And Education Today." See story page 19.

Feinberg says that he does not find the educational system now all that different than when he went to school. What he believes has changed is society's perceptions of education.

"People confuse education with the educational system," he says. "They do not realize that education goes on in other places besides schools. The educational system is not responsible for all of society's ills."

— from "Ross Feinberg Looks Back On Twenty-Five Years As A Teacher." For story, see page 19.

"As a Solomon Schechter school we approach Jewish learning from the Conservative point of view. This means giving the children a strong grounding in tradition and Jewish text with a critical questioning approach. We want children to see Jewish life as meaningful and integrated into their entire lives. I feel a large component of that is enabling them to feel the joy and beauty of Jewish learning and tradition."

— from "Ada Beth Cutler, Principal: 'Children Learn Best When They Are Happy And Comfortable.'" For complete story, see page 20.

Although the BJE is committed to continuing to provide the best educational means possible, Carol Ingall admits that there are barriers to their goals. One problem, according to Carol, is that Jewish education is secondary to a child's general education. "The majority of children and their parents perceive Hebrew school as second to 'regular' school. The community pays lip service to Jewish education, but in some families Jewish education gets low priority."

Disinterest is also a problem. "We assume children and parents share the same goals of the schools and they don't. The children come from families where the concepts are foreign and there is little cooperation from within the home."

To combat this problem, the BJE is faced with the challenge of providing much more parent education and many more family-oriented programs. "Children won't learn if they think education is just for kids. To make children interested, we have to make adults interested also," Carol comments.

— from "Carol Ingall And The Bureau Of Jewish Education: Working To Make Children's Education A Family Affair." For further details, see page 18.

"... Education should result in a synthesis of an institution's goals," he says. "The feeling that Jewish heritage and general education complement each other and go hand-in-hand is really the foundation of the day school movement in general. Trying to bring that philosophy to bear upon the educational system is the challenge."

— from "Rabbi Sholom Strajcher, Dean: Working Toward The 'Ideal Synthesis' Of The Student." See page 21 for full details.

Carol Ingall And The Bureau Of Jewish Education: Working To Make Children's Education A Family Affair



CAROL INGALL

"We wanted to create a learning experience that was a little off the beaten track," she says. "Also, we wanted to fill the gap in the curriculums of the schools that we serve."

by Darlene Mikula

Sandwich-shaped activities, bottled backgrounds, and humanized heroes are all a part of the newest educational package introduced by the Bureau of Jewish Education of Rhode Island called "Take A Hero To Lunch." Designed as a voluntary, family-oriented, take-home "lunchbox," the assortment of learning aids will be made available to students next month.

Carol Ingall, Educational Services Coordinator at the BJE, explains the goals of this unique project: "We wanted to create a learning experience that was a little off the beaten track," she says. "Also, we wanted to fill the gap in the curriculums of the schools that we serve."

According to Carol, there is "not enough time" in the religious schools to teach everything they'd like to, and consequently the Jewish historical figures are getting "short-changed."

The other problem Carol and the BJE have had to combat is the answer to the question, "How do you get parents to reinforce what's going on in the schools?" Carol comments, "If 'education' is just related to 'school' you don't have half as much chance as you would if you got the child's home involved in the child's education."

During the spring and summer Carol met with the Bureau's curriculum committee to deal with these and other problems and to establish new goals. Lonna Picker, principal of Temple Torat Yisrael in Cranston; Rabbi Alvan Kaufner, principal of Temple Emanu-El; Ethan Adler, former principal of Tifereth Israel Hebrew School in New Bedford, Mass. and Carol all joined in trying to create a new educational tool that would be fun for the child, provide a valuable learning experience and would, at the same time, involve the child's parents.

"Take A Hero To Lunch" is the name of the program they came up with. The "lunchbox" consists of several sandwich-shaped activity and exercise cards and a gameboard all contained in a Tupperware box. Designed for fourth and fifth graders in religious schools, the box will be voluntarily brought home by the child for two weeks. The child and his family will then work on the contents, and when all activities have been completed, the child will return the lunchbox to school where it will then become available for another child to take home. Only one box per school will be available.

The first hero to be introduced through the lunch program will be Rashi, Rabbi Shlomo Itzhaki, a Biblical and Talmudic commentator and medieval scholar who lived during the time of the first crusades.

"We wanted to set Rashi in some sort of historical context," Carol says. "Children, if they study Rashi at all, don't really believe that he was a living, breathing person. To them, he is just some sort of print on a page."

Through the "Take A Hero To Lunch" program, the children will hopefully get a feeling of what Biblical exegesis is all about and will gain insights from reading Rashi that one wouldn't get without being exposed to his commentary.

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Carol explains, "To this day, the last word on a complicated Biblical passage is found in Rashi's commentaries. Through the use of his commentaries we learn to interpret the Bible."

Two of the exercises that children will be asked to complete will deal with decoding Rashi script and solving a puzzle concerning a problematic Biblical excerpt. The former will require the child to learn to crack Rashi's "code."

"One of our goals is to give the child experience in decoding Rashi script because it's a little different from ordinary Hebrew. We've also tried to set up the decoding exercise in such a way that the child won't even know he's learning something significant."

Other exercises attempt to place Rashi in a historical and geographical context. According to Carol, a primary source for learning about Rashi's time is through medieval manuscripts. Therefore, one ex-

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ercise is a color-by-number manuscript. "By painstakingly coloring the manuscript the child will get a feeling of what it was like to scribe a manuscript by hand," Carol explains.

Another exercise deals with Rashi's occupation. "Because he never taught for money, he had to find another way to make a living," Carol says. "He was a vintner and had his own vineyards." In line with this fact, children are asked to design the label for Rashi's wines. They are also asked to create a logo which includes a name they've thought up for the vineyards, the location of the vineyards, and the date of the vintage, both in English and in Hebrew. All the instructions and materials for this exercise come complete in a real wine bottle.

Another part of the lunchbox includes a matching game, like Concentration, where the object is to match a problematic or confusing Biblical verse with Rashi's explanation. For this activity, a family member must also play along with the child. "Our hidden agenda is that we want the children to involve their families in their education," says Carol. "Hopefully the child will also get a flavor of how Rashi's mind worked."

And by the time the child is through with all the activities in the lunchbox, Carol hopes that the student will have a better understanding of why Rashi was a hero. "We'd like to make other lunchboxes for other heroes if this one works," she adds.

Although the BJE is committed to continuing to provide the best educational means possible, Carol admits that there are barriers to their goals. One problem, according to Carol, is that Jewish education is secondary to a child's general education. "The majority of children and their parents perceive Hebrew school as

second to 'regular' school. The community pays lip service to Jewish education, but in some families Jewish education gets low priority."

Disinterest is also a problem. "We assume children and parents share the same goals of the schools and they don't. The children come from families where the concepts are foreign and there is little cooperation from within the home."

To combat this problem, the BJE is faced with the challenge of providing much more parent education and many more family-oriented programs. "Children won't learn if they think education is just for kids. To make children interested, we have to make adults interested also," Carol comments.

To help achieve this goal, a new local history activity book for parents and children (ages 8-14) is now available. The booklet, *Rhode Island Ruah*, focuses on local Jewish history and was written and designed by Wendy Garf-Lipp and Carol Ingall, and made possible by a gift from the Alperin-Hirsch family. Jewish institutions, synagogues and neighborhoods are all introduced through cryptograms, crossword and quotation puzzles, connect-the-dots, games and many more interesting activities.

"Local Jewish history also gets short-changed in our schools," Carol explains. "Rhode Island Ruah will get children and their parents acquainted with the various Jewish organizations in their community."

The booklet will be distributed in the future free of charge to various schools to accompany units on American Jewish History and/or Community Responsibility.

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"Take a hero to lunch." This newest learning tool, complete with sandwich-shaped activities and exercises to challenge the child, will be introduced into Jewish schools sometime next month.

Noted Soviet Mathematician Granted An Exit Visa

NEW YORK (JTA) — Prof. Grigory Freiman, who revealed details of discrimination against Jews in the Soviet mathematics establishment, has been given permission to emigrate with his family, the Greater New York Conference on Soviet Jewry reported last week.

Freiman first applied for an exit visa in 1980 and was refused without any reason. A respected mathematics professor at the University of Kalinin, Freiman was dismissed from his post following the publication of his "samizdat" essay charging that a group of prominent anti-Semitic mathematicians had effectively eliminated Soviet Jews from the field.

Freiman had come under intense pressure from the authorities recently. Last month he was summoned by the KGB in connection with the arrest of two Soviet Jewish mathematicians, Boris Kanevsky and Valery Senderov, who had accumulated statistics on anti-Semitism in Soviet academic institutions.

While Jews have made great contributions to Soviet mathematics in the past, Freiman, along with Kanevsky and Senderov, reported that Soviet universities administer exceptionally difficult admission exams to Jews and reject almost all Jewish applicants. Soviet authorities refuse to grant degrees for dissertations by Jews and editors of some Soviet mathematical journals will not publish research papers by Jews.

CJF Announces 1982 Smolar Award Winners

NEW YORK (JTA) — Michael Masch of the Philadelphia Jewish Expo, the staff of the Cleveland Jewish News and Martin Peretz, Editor of *New Republic*, are the winners of the 1982 Smolar Awards for Excellence in North American Jewish Journalism, conferred by the Council of Jewish Federations.

The CJF Smolar Award Committee, chaired by Marvin Holland of Rhode Island, chose the winners from a group of 13 finalists among over 100 entries.

Michael Masch received the Smolar Award in the Human Interest Category. "Their Mission: Converting Jews," Masch's award-winning article on cults, was judged by the Committee as outstanding in its original analysis and interpretation.

Ronni Guttin Talks About Teachers And Education Today

by Pamela Greenhalgh

Ronni Guttin, who teaches Hebrew at both the Solomon Schechter Day School and the Temple Torat Yisrael School, "fell into" her job. It hadn't always been a life-long dream to teach, although she had always enjoyed working with children.

"I studied nursing at first, but I was really bad," she says.

She earned her B.A. in philosophy from Rhode Island College, and then found herself teaching. "I didn't actively seek a job, it was offered to me."

It was only after she started teaching that she began to take education classes and workshops. "I'd been a camp counselor for several years, and that helped a lot," she says. "It taught me a lot about kids."

In the morning, Ronni teaches Hebrew language and customs to kindergarten students at the Solomon Schechter Day School in Providence. In the afternoons, she teaches beginning Hebrew to third graders at the Temple Torat Yisrael in Cranston.

At Solomon Schechter, Ronni shares teaching with another teacher, who handles reading, math and science lessons, while Ronni does the Hebrew classes. The mornings are very busy for both students and teachers.

The children arrive between 8:15 a.m. and 8:45 a.m., and have free play during that time. At 9 a.m., there is what Ronni calls "Meeting Time," about fifteen minutes when the day's plans are discussed. Ronni and her co-teacher Janet Miller alternate days, and on Ronni's days, topics such as the calendar, weather and show-and-tell are discussed in Hebrew.

After this, the children break up into groups, which change as regularly as do the skills taught and mastered by the children.

"We play down competitiveness as much as we can," Ronni says.

During this group work, while Janet is teaching math or reading skills, Ronni does specific tasks in Hebrew language or customs. After a snack, the lessons are reinforced with a song or value story. When recess is over, she then does a special activity with the children, which can be arts and crafts, games, role playing or even a short cooking activity.

Ronni feels that this time is very important for her students. She finds that hands-on activities like these make a lasting impression with the students.

"For Sukkoth, we built a small Sukkah in our classroom. Doing it ourselves made it very special, very personal," she says. "They would play in it during the days it was up. They remember the name and the concepts associated with it."

Ronni also says it was hard for some of her students to part with the decorations when the Sukkah was taken down. "We put them up around the classroom and are slowly taking them home."

After this period of activity, Ronni reads or tells them a story to quiet them down for lunch. After lunch, there's a twenty-minute "Quiet Time," after which they do art or science activities with Janet, or possibly a more lengthy cooking project.

Ronni finds her teaching exciting but demanding. "From September to June, teaching is my whole life." She relaxes by reading or traveling during summer vacations. She and her husband have been to Europe and Israel.

"I am not really a summer person. I hibernate then. My husband and I try to do one terrific thing each summer."

She also uses this time off to take courses towards her master's degree in school administration, and spends much of August preparing for school.

"It gets easier the longer you have been teaching," she says. "I find it's not necessary to make new plans each year, but to revise them, to take out what didn't work and improve what did."

Ronni finds that there is no one method of teaching that she can count on from one year to the next.

"It changes with each group of kids. This year, it's puppets. I can tell my class anything as long as I have a puppet on my hand. They love them."

The third graders she teaches at Temple Torat Yisrael are into board games. "It's great," she says. "They're learning without knowing they're learning." Ronni believes that Jewish education has made great advancements over

the years. Ronni attended Temple Beth Israel Hebrew School and found her own experiences with Jewish education to be negative and noncreative.

"It's different today. There are better trained teachers. Workshops and seminars are made available and affordable, and secular teaching methods are being used in the school," she explains. "I am working with people I can learn from. They all have something special to offer that I'd like to be able to do."

Ronni thinks that these better trained teachers are one of the biggest aids to education today. She finds that most teachers accept children as individuals with different skills and weaknesses.

"I am very optimistic about teachers," she says. "Creative teachers make creative kids."

She also believes that teachers today are doing a better job identifying and dealing with children with special needs.

"We admit that the learning disabled child exists, and we're helping them. Even in Hebrew schools, services are provided for these students."

The one area of Jewish education which Ronni questions is the teaching of Hebrew in afternoon school.

"I would change the objective, not the philosophy," she says. "I think the objective of learning Hebrew as a spoken language with only a couple of days training a week from grades three to eight is unrealistic. No one I know can speak Hebrew fluently with that kind of background."

Ronni would rather see the emphasis placed on reading and prayer knowledge of Hebrew instead. "Those are the two areas in which students use the language the most."

Ronni considers herself to be lucky to be teaching where educational cutbacks, as yet, are unknown. She sees the lack of funding to be a detriment to education and the country's future.

"Teachers need more than pencils and books to teach. Children learn in different ways. If all of their needs are not met, there will be a group of children who are not learning to their potential."

Ronni adds that many of her friends in public schools do not have the funds to implement their ideas.

"I feel education is important to the general population. I see it as a necessity," she says.

Ronni happily admits that she has few discipline problems in her classroom, but when she does, she prefers to keep it in the classroom for as long as possible.

"Discipline is more effective if it can be kept between the teacher and the student. Raising my voice is not the answer either. I found that out the hard way. I find it is better to lower my voice. Then, when it is necessary for me to speak sharply, it means something."

She welcomes parental involvement as long as their ideas and the school's are similar. "Otherwise, there are conflicts," she says. "It's terrific when parents take an interest in what their children are doing. Most kids want their parents to say, 'Gee, that's great!' and put the paper on the refrigerator."

She hasn't had any one moment that stands out in her mind as "the best" in her teaching career. "There have been a lot of terrific things."

There have also been a lot of very funny moments, too. "Kids say incredibly funny things. If adults said some of the things they do, it would be insulting, but from a child, it's honest and funny."

As a teacher there are a few things that Ronni sees as very important, things she would like to achieve with her students.

"I would like them to learn not to be unkind to others, that it is all right to say nothing, rather than to say something mean."

She also encourages her students to talk their problems over with their friends instead of always coming to her.

"If you give a child responsibility, he will learn what to do with that responsibility, and learn to do something good with it."

Ronni also feels that most children are very concerned about failure and that before academic success can come, the child must feel he or she can succeed.

"I hope to instill in my students a sense of self-confidence, that what they do is special and important, even if it is not the same as the others. Even if it is not academic."

Ross Feinberg Looks Back On Twenty-Five Years As A Teacher

by Pamela Greenhalgh

Ross Feinberg is a very busy educator. He teaches sixth grade at the Oak Haven School in Cranston, Jewish history at the Temple Sinai Sunday School and "survival reading skills" to retarded adults in an adult education program.

"It is very rewarding," he says of his work in special education. "They appreciate anything you do."

Besides all of this, he and a co-worker are developing a historically-oriented science program for gifted students. Although the program is labeled as one for the brightest children, Feinberg likes to think of it as a curriculum for all students.

"The best approach is one of hands-on experience with guidance," he says. "The brighter children need less guidance, the slower learners need more, but the methods used are the same."

Feinberg uses this hands-on approach a lot in his classroom. One project that he uses continually was started in his history classes at Temple Sinai. The students learn about archeology, and after lessons in the types of tools and methods used, they become archeologists.

"The class breaks up into groups and they make up a story. They describe land, people, animals and plants through pictures on a paper plate," he explains.

The plate is then cut into pieces and buried in the school yard. Another team must dig up the pieces, just as an archeologist would.

"Invariably, one of the pieces of the plate is buried forever," says Feinberg. "The kids must put the plate back together, and determine as much as they can about the land, plants, animals and how the people live from it."

Feinberg has also baked bread on an open fire to teach his students how people lived in the past. Bones have been buried, dug up and pieced together for a lesson in paleontology. For a kite contest, the children had to build their own kites from scratch. To learn more about the Middle Ages, they put on a medieval fair.

"Most of these projects are outgrowths of things I have done in the past. Again, the methods are the same. It's the materials that change," says Feinberg, who has been teaching for 25 years. "It gets easier as you get more experience. You learn to be more organized. You cut corners in a positive way. For instance, you learn to waste less motion and less talking. But this only comes with experience."

During his twenty-five years teaching, Feinberg has taught at almost every level from elementary to college.

"I've enjoyed all levels," he says, "but if I had to pick my least favorite, it would be junior high."

Feinberg feels the seventh and eighth grade students are in fact big sixth graders, not small high school students as the name junior high school student implies. He finds that teachers are more school and subject matter oriented at that level.

"What was important in elementary school, such as not leaning back in your chair or not chewing gum, is no longer important. Now it's if you have finished your work. The students are not given the structure they really want."

Since he feels students are looking for structure, he runs what he considers to be a very structured classroom. He calls himself a benevolent despot when it comes to discipline.

"Over the years, I have built up a reputation, so now I really handle discipline before it gets to my classroom," he says. "I believe in explaining the why-nots to children. Most of them listen. But if some of them do not, I take the bull by the horns and say 'No, you can't do that because I said not to.'"

Feinberg also believes in swift, reasonable punishment, and in order to bring this about in his classroom, he has worked out a system of rewards and demerits. For good behavior, children receive chips which are given monetary value; for bad behavior they lose them. At the end of each marking period, an "auction" is held. The more chips a student has, the more he can bid.

"Kids still come back and talk about it," he says, "so I know I must be doing something right."

It is these return visits from former students that Feinberg calls his "best moments in teaching."

"It is very special when students come back to see me and remember an activity

they had done," he says. "And it's always good to hear how a student, who gave you a hard time or struggled in your class, has improved."

Feinberg says that funny things happen every day in a classroom, and that he wished he could remember them all. "A humorless day has to be the longest day of all," he says. "I don't think a teacher without a sense of humor could survive. I know I couldn't."

Since he has been teaching, he has also developed a certain number of skills which he sets as objectives for his students.

"First, I expect them to know, or at least to learn by the end of the year, that there is a time and a place for everything," he says. "A joke is fine, but it doesn't go on all day. Neither does a crisis, work, misbehavior or a punishment."

Feinberg also feels that most of his students have the necessary reading, writing, and math skills to do sixth grade work. For those who need it, there are supplementary services. He sees his job as one to sharpen those skills and to teach certain structures which the students will need to know.

"How many times does a teacher say, 'Study for the test? How many kids know how to study for a test?'" he asks.

What he sets as objectives are to help the students learn how to study, to get work in on time and done to the best of their ability, to write down their assignments and to keep their papers organized.

"I tell them that they do not need to be a slave to organization," he says, "but that organization gives them more time to be creative. They're not spending time looking for things."

Feinberg uses many of these techniques when he teaches at Temple Sinai. He teaches fourth and fifth grade history there, but describes it as "a whole different ballgame."

"As students, they are not very different from my sixth graders, except they are there under more duress," he says. "And I am only with them for about thirty hours in one year. That is almost as much time as I am with my Oak Haven students in a week. How well can I get to know these kids?"

He has been teaching at the Temple for about ten years and tries not to have his students become too turned off to what they are being taught.

"I try to make it as interesting as possible. I don't want them to get turned off to their heritage. I want them to develop an appreciation for it," he says.

Feinberg says that he does not find the educational system now all that different than when he went to school. What he believes has changed is society's perceptions of education.

"People confuse education with the educational system," he says. "They do not realize that education goes on in other places besides schools. The educational system is not responsible for all of society's ills."

Feinberg gives the example of the parents who say their children are not reading. "The kids are reading in school, probably as much as they did in the past. They are not reading at home. They are watching T.V. or listening to the radio instead. Is that the educational system's fault?"

Feinberg also disagrees with the trend to drown students in terminology for reading, math and English. He does not feel it is necessary for a child to know the difference between a conjunction and an infinitive in English as long as he can write and express his opinions clearly.

"There is nothing like writing," he says, "to learn how to write. Sure, they'll make mistakes, but school is the time to make mistakes. There is someone there to help correct the errors." He believes the same is true for reading and math.

Feinberg describes himself as being "annoyed" with all of the budget cuts in education.

"People want education to do more and more, but they are not willing to give it the support it needs," he says. "For example, there is the hot lunch program. It is important, but perhaps some other agency could handle that. As more funds are cut, the students who are hurt the most are the most needy. The child who needs that hot lunch and the one who needs extra reading help are the ones to suffer."

Feinberg says that he could talk about education for days.

"I feel very strongly about education. I am very concerned about it," he says.

Solomon Schechter Day School

**Ada Beth Cutler, Principal:
"Children Learn Best When They
Are Happy And Comfortable"**

by Darlene Mikula

One might say Ada Beth Cutler has "grown-up" with the Solomon Schechter Day School in Providence. In 1978 when the school was founded, Ada Beth was in a sense *the* faculty, as she began teaching kindergarten, the only grade level that was open at the time. Since then the school has expanded to include grades kindergarten through fourth, and meanwhile Ada Beth has gradually risen to become the assistant director (to Rabbi Alvan Kaunfer, who has been the school's director since its founding), and last year she was appointed principal.

"Solomon Schechter Day School is a young school and I think for myself, as a principal, it has been immensely satisfying to see the growth and development of the school," Ada Beth says. **"It began really as a dream for a few people and has become a reality through the hard work of both lay people and professionals, and the support of the community."**

"Solomon Schechter Day School is a young school and I think for myself, as a principal, it has been immensely satisfying to see the growth and development of the school," Ada Beth says. "It began really as a dream for a few people and has become a reality through the hard work of both lay people and professionals, and the support of the community."

According to Ada Beth, SSDS has added a grade each year and will continue to do so until it reaches the eighth grade level. The school has also, during its growth and development, kept up with changing teaching techniques and learning tools.

One special offering at the SSDS is a computer studies program which, in addition to software, is being contracted for programming in Hebrew and Judaic studies. Third and fourth graders are learning to program the computer using LOGO, a computer language designed especially for young children.



ADA BETH CUTLER assists students David Bedrick and Debbie Feldstein in the use of the computer.



FIRST GRADERS relish their snacktime at Solomon Schechter Day School.

In reading, the SSDS has adopted the AIRS (Andover Individualized Reading System) program which, Ada Beth explains, "is a mastery approach to learning which covers all of the skills areas in language arts. Incorporated into the program is an individualized reading program for third grade and up which enables children to read children's literature at their own level."

In Jewish studies, according to Ada Beth, Rabbi Kaunfer has developed a unique program for teaching synectics and midrash to young children. "This program," Ada says, "has enabled children to develop creative thinking skills as well. The children are asked to think in metaphoric terms and to free their imaginations."

Asked about the threat of the computer taking over the role of the teacher in the classroom, Ada Beth confidently replies, "A computer can never take the place of a teacher. When we use software with the computer it's used either for a drill or for enrichment. The real creative use of computers is in teaching children to program

them. The possibilities are endless once they are able to program a computer."

Other learning tools currently implemented by the SSDS are SRA (Science Reading Associates) reading labs and SRA think labs. The latter are designed for gifted children, to be used as brain teasers. They include problems in logic and exercises to enrich and extend critical thinking skills. Also important to the education of SSDS students, according to Ada Beth, are field trips — visits to museums, plays, wildlife refuges, and libraries, to name just a few.

Ada Beth adds, "Last year third graders put together a slide and tape show to send to a kibbutz school in Israel to familiarize them with our school and our children. The children have written back and forth, with our students writing in Hebrew and their students writing in English. It's exciting for them to have direct contact with

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their peers in Israel."

In talking about her own participation in educational systems, Ada Beth reveals a very intensive yet wide-ranged background. Before working at SSDS, Ada Beth taught at public schools in New York City and was a teacher at a day school in Minneapolis. Her bachelor degree in General Studies was obtained at Barnard College in NYC and she completed her graduate studies at the City College of New York. In addition she received her Jewish Studies education at the Jewish Theological Seminary in New York and at Hebrew University in Jerusalem. Throughout her experiences in these diverse college and school systems, she has

been able to develop her own philosophy of education.

"I believe that children flourish in an atmosphere where they are respected and nurtured," she states. "I believe there should be firm limits set for children; also, teachers should have great expectations for their students."

In addition, Ada Beth states, "I think it's important that teachers respect each child's individual learning style and personality."

In keeping with her personal philosophy of education, Ada Beth says that the goal of the SSDS is "to provide Jewish children with the finest general education possible while at the same time providing a rich and meaningful Jewish education."

"As a Solomon Schechter school we approach Jewish learning from the Conservative point of view. This means giving the children a strong grounding in tradition and Jewish text with a critical questioning

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In addition, Ada Beth states, "I think it's important that teachers respect each child's individual learning style and personality."

approach. We want children to see Jewish life as meaningful and integrated into their entire lives. I feel a large component of that is enabling them to feel the joy and beauty of Jewish learning and tradition."

Ada Beth adds, "As a Jewish day school, one of the things which we value greatly here, and something many people comment on after visiting the school, is that there is an atmosphere of respect and love."

"I think children learn best when they are happy and comfortable, and I think we've been able to provide that for children here."



KINDERGARTENERS at Solomon Schechter Day School enjoy their playtime outside.

Providence Hebrew Day School

Rabbi Sholom Strajcher, Dean:

Working Toward The "Ideal Synthesis" Of The Student

by Darlene Mikula

"I became the Dean of Providence Hebrew Day School because I love education, I love Jewish education, I love kids," Rabbi Sholom Strajcher states, smiling the broad, friendly grin that is so characteristic of his being.

"My background in education is twofold. First, I've been fortunate enough to have had a very intensive Jewish education leading to Rabbinic ordination. Secondly, I've had a very fine General Studies education through a Master's degree as well as experience in education in general, both as a classroom teacher and a rabbi and then as a principal, which laid

"The goal of the Providence Hebrew Day School is to guide a child through the twelfth grade by providing for every phase of that child's educational, spiritual, physical and emotional development so that at the end of the process what you see is a student that is a total personality, who combines what I call the 'ideal synthesis' of everything that we cherish in our Jewish heritage with the best aspects of American democracy and culture."

the groundwork for my eventually becoming Dean of the day school."

It is only natural then, with his background, that Rabbi Strajcher would set the goal of PHDS after his own experiences.

"The goal of the Providence Hebrew Day School is to guide a child through the twelfth grade by providing for every phase of that child's educational, spiritual, physical and emotional development so that at the end of the process what you see is a student that is a total personality, who combines what I call the "ideal synthesis of everything that we cherish in our Jewish heritage with the best aspects of American democracy and culture."

The PHDS was founded in 1946 with its original building located at 151 Waterman St. The result of a day school movement started by Torah Umesorah, the PHDS now has an enrollment of 181 students.

"The school views itself and has always viewed itself as a community institution into which a cross-section of the entire community has come," comments Rabbi



MRS. MURPHY'S THIRD GRADERS at Providence Hebrew Day School recently created a sight/sound production. They wrote the story, drew and colored the pictures, and constructed the "T.V."

Strajcher.

"In the years of our existence, we've had some 700 graduates from all walks of life, from all segments of the Jewish community, who have gone on to become educated, well-equipped citizens. It really is an impressive thing to see what the accomplishments of the school have been, and still are."

Despite its healthy history, Rabbi Strajcher reports that there are still some problems currently facing the school. Probably the most important one of all is the fact that enrollment is decreasing. Rabbi Strajcher explains the reasons why.

"The school had a large number of Russian students and was involved in a special Russian program which no longer exists. We no longer have an influx of Russians mostly because of employment reasons. A large number of Russians have left the community entirely.

"In addition, a large number of non-Russian parents have moved out of the community either for employment opportunities elsewhere or because they were enrolled in graduate programs at local universities and have completed their studies. These were mainly Israelis."

To combat the problem, Rabbi Strajcher has been involved in active recruitment and "more importantly, in trying to sell the community as a whole to people who come to visit or to look at job opportunities," comments Rabbi Strajcher.

He stresses that the advantage of a day school is that "within one educational institution the parent has the opportunity of educating a total child in both general studies and Judaic studies. The child grows up feeling that it's all one education."

"Also the teacher-pupil ratio provides a very warm and close-knit environment

that creates a lot of positive feeling about learning in general, and Jewish learning in particular."

Other problems which Rabbi Strajcher recognizes both in general education and day school education is the challenge of "making sure the lines of communication between the parent and the school are always open — that the educational system always remains a very personalized system in which you have your finger on the pulse of the individual needs of the student."

"The school views itself and has always viewed itself as a community institution into which a cross-section of the entire community has come," comments Rabbi Strajcher.

In day schools in particular, Rabbi Strajcher states that, "One of the greatest problems that we confront is the fact that the school is also involved in religious education, and as a result, the need to communicate becomes that much more critical in such an environment.

"Additionally is the problem of getting highly qualified and trained personnel. I am thankful that our school has always been able to find such people."

One such person is Dr. Sharon Rallis, principal of General Studies at PHDS. Dr. Rallis is currently at work on a number of

educational developments which will meet the changing needs of the institution. One such program is called the "middle

"In the years of our existence, we've had some 700 graduates from all walks of life, from all segments of the Jewish community, who have gone on to become educated, well-equipped citizens. It really is an impressive thing to see what the accomplishments of the school have been, and still are."

school concept," which is geared towards sixth, seventh and eighth grade students. According to Dr. Rallis, "As the students reach middle school level, their range of abilities in the different subjects becomes such that we would have to offer a variety of different level courses. Being a small school, we cannot do that so we are developing a number of ways to deal with the problem by offering more flexibility, and also more emotional support."

Dr. Rallis also explains an enrichment program at the PHDS. "We have a lot of children in our school who are gifted and talented. We don't like to accelerate these students, but instead we try to provide in-depth enrichment activities. We try to pull as many students out of the classroom as often as possible as well as send a teacher into the classroom who does enrichment activities."

In addition to these developments, Rabbi Strajcher also says that the school has begun using a computer and is now acquiring the software for a special Judaic studies program. The school has also had the teachers work on their own creations of specialized materials in the areas of holidays, Talmudic Studies or the Hebrew language, in order to meet, according to Rabbi Strajcher, "the rigorous program of Judaic and Hebraic Studies," at the PHDS.

Rabbi Strajcher says the school also focuses on a team-teaching approach to education, as well as encouraging teachers to be specialists in one particular field. "Instead of one person teaching math, science, social studies and English, we have four people teaching one area in particular. I think teachers get more of the feeling of success this way," comments Rabbi Strajcher.

"Education should result in a synthesis of an institution's goals," he says. "The feeling that Jewish heritage and general education complement each other and go hand-in-hand is really the foundation of the day school movement in general. Trying to bring that philosophy to bear upon the educational system is the challenge."

Jewish Book Review

The Portage To San Cristobal Of A.H. by George Steiner, 170 pages, \$13.50, Simon and Schuster.

by Ira Wolfman

A radio message comes out of the depths of the Brazilian jungle: "Found. Praise be to Him. If I forget thee, O Jerusalem."

In a dozen world capitals, powerful men ponder the meaning of this message. In the jungle itself, a young man stands in a doorway and stares, open-mouthed:

— You. Is it really? *Shema*. In God's name. Look at you. Look at you now. You. The one out of hell.

Adolf Hitler has been discovered, alive.

That is the premise with which literary critic George Steiner begins his stark, startling novel, *The Portage to San Cristobal of A.H.* A team of five Israeli agents has worked its way across the swampy hell of

Brazil's interior to find the ex-Fuhrer and bring him back to Israel to stand trial for the abominations he has heaped upon history, the degradations he has foisted upon humanity.

But wait: is this miserable heap of flesh, this down-trodden feeble old man really the face of evil? He stinks; he stumbles; he is pitiable, not all-powerful and capable of destroying the world. Adolf Hitler, over 90, is now a very old, very frightened man.

What is to be done with this pathetic mass murderer, this incarnation of the devil? Execute him or put him on trial? Try the man or try the symbol he has become? What will world reaction be — in France? in Russia? in the U.S.? in Germany? And how will the small search party get him out of the country? What surprises will the treacherous jungle hold for them, and what will happen when they

are ready to leave for Israel?

Poses Abstract Questions

Steiner's book at first seems to be about these questions. But they are really the domain of action books and writers like Robert Ludlum, Leon Uris and James Michener. Steiner, a world-famous intellectual and critic, is after something more complex, more troubling, more abstract. He is after the answers to questions like: What is the nature of revenge? Is it satisfying? Where does evil come from? Who is responsible, and what is responsibility? Does even Adolf Hitler deserve laws, and civilization, and justice? These are questions for philosophers. They are to be pondered, not quickly answered. And they are the kind of questions Steiner raises in this understated, severe, remarkable book.

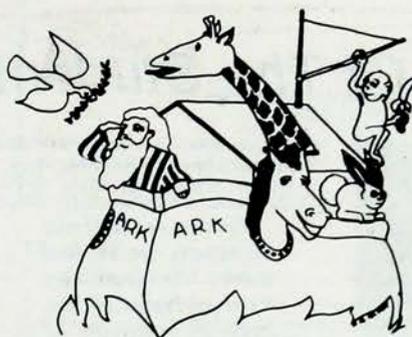
The reader is on his own in this book. Nothing is explained. You are thrust from one situation into another, left to figure out for yourself, where we are, who is speaking, what is happening, and why it is

important . . .

Justice and the Individual

What, finally, is this book about? It examines questions without taking many clear stands. What is Steiner's point of view? It is difficult to say. Except in the question of justice and the individual. There, he seems to conclude that human dignity and justice and rights are not negotiable; they must be absolute.

George Steiner has written a troubling book, one which examines some fundamental issues in a complex way. The plot idea is daring and exciting: What would the world do if Hitler were found alive? (The topic is timely, too — a super-market scandal sheet recently claimed Hitler was alive in Argentina, running the Falklands War strategy). What Steiner has made out of this exciting plot, however, is a complex voyage into the many hearts of darkness that exist in humanity. It is a voyage worth taking for those who can appreciate the ambiguous nature of human morality.



NOAH'S ARK

A magazine for Jewish children

Vol. V, No. 2

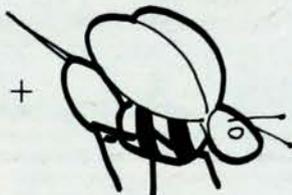
OCTOBER, 1982 / TISHREI-CHESHVAN, 5743

Shabbat Rebus

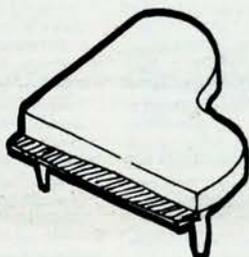
How can you go without sleep for six days and not be tired on Shabbat?



— TOO +



— B +



— INO

+

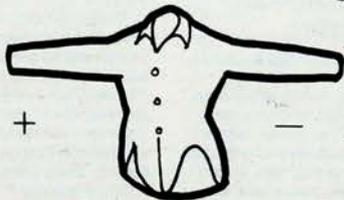


— E +



—

LHT +



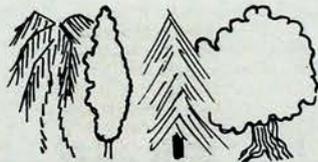
— SIR =

- Answer on page 2.

Tu B'Shvat Contest

To celebrate Tu B'Shvat next February, here's a contest that is sure to make you think. To enter, make a list of as many different kinds of trees as you can. Please make the list yourself, without help from family or friends!

Send your entry to NOAH'S ARK, 7726 Portal, Houston, Texas 77071. You must include your name, address, and age to win!



Contest winners will be announced in the February, 1983 issue of NOAH'S ARK. A prize will be sent to the best entry.

DEADLINE: November 10, 1982.

How To Have A Day Of Rest

"Remember the Sabbath day and keep it holy." That is the fourth commandment given to the Jewish people.

In 1982, when our lives are so busy, sometimes we forget to remember the Sabbath day and we find it hard to keep it holy. But God commanded us to celebrate the Sabbath for many good reasons.

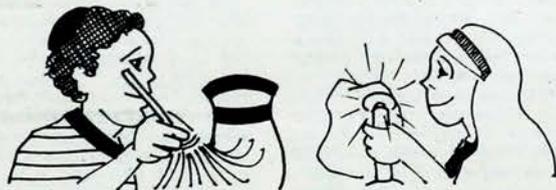
For one thing, the Sabbath law is for everyone. The Bible says that this commandment is for sons and daughters, servants, strangers, and even animals. In the days of the Bible, when slavery was common, the Jewish Sabbath was a day of rest for everyone.

Also, the Sabbath gives us a day we can count on - week after week - to rest from our usual work and worries. It is a time for us to learn about God and His laws as well as the history of the Jewish people.

To make the Sabbath easier for us to remember, we need to prepare for it before it arrives. You would not take a test without studying for it first; you would not play a part on stage without practicing first. So you can't look out your window, see the sun go down, and expect to feel in a Shabbat mood without preparing for it first.

Friday should be used to prepare for Shabbat. Do everything with the idea that you are getting ready for Shabbat. Work extra hard at school. If you have time, do your homework after school so it won't be on your mind during Shabbat.

Clean something Friday afternoon, such as your room or a drawer or your closet. You'll be surprised how putting something in order helps you feel good inside and relaxes you. Also, it helps you feel like a special guest is coming.



Change your clothes. Try to wear one thing that is either new or worn only on Shabbat. Remember, you are dressing to greet the "Sabbath Queen" and you want to look your very best.

Put aside some money for tzedakah. Think about where the charity is going and how it might be used. (See the "Tzedakah Box Craft Project" on page 2.)

As Shabbat arrives, think about how different this time is from the rest of the week. Here's one way to make sure we don't forget what a special time it is: don't say "hello" or "goodbye" on Shabbat. Say either "Gut Shabbos" which is Yiddish for Good Sabbath; or say "Shabbat Shalom", which is Hebrew for Sabbath peace.

Shabbat Shalom!

(Resource: Preparing for Shabbat by Richard Siegel, ATID Curricula Judaica, United Synagogue of America.)

A Dream Come True

Once there lived a poor religious man named Joseph. Joseph lived each day for the sake of Shabbat. He worked hard all week so his Shabbat rest would be sweeter. He ate thin soup and black bread each day for dinner, saving his money to buy special food for Shabbat.

Joseph had a rich yet selfish neighbor. One day the neighbor had a dream. In his dream, all of his wealth became Joseph's property. The neighbor woke, frightened by his dream. He stayed up the rest of the night, trying to think of a scheme to keep his money safe. Finally he thought of a plan!



The next morning, he sold all of his belongings. Then he bought the most precious jewel that could be found. He sewed the jewel in the lining of his turban. "Now my neighbor Joseph will never have my wealth!" he thought.



One day, as the rich man was crossing a bridge, a strong wind came and blew the turban off his head and into the stream. It floated downstream and finally sank to the bottom of the water! "I am no longer rich, but at least I can be sure that my dream will not come true. Joseph will never have all my money!"

Shabbat Tongue Twister



Sheila saw Shawn and Shari sing songs at shul on Shabbat.



After time passed, the lining of the turban loosened and the jewel fell out. A large fish thought it was food and swallowed it. Late one Friday afternoon, a fisherman caught the fish and carried it to market.

The fisherman asked everyone he saw to buy the fish. But it was almost Shabbat and everyone had already done their marketing early in the day. Finally the fisherman had an idea. "I will go to the home of Joseph!" he thought. "Joseph will buy anything offered to him on Friday so that he can honor the Shabbat."



The fisherman was right. Joseph bought the fish and began to prepare it for Shabbat. When he cut the fish open, the jewel fell out! As soon as Shabbat was over, Joseph sold the jewel and became a rich man.

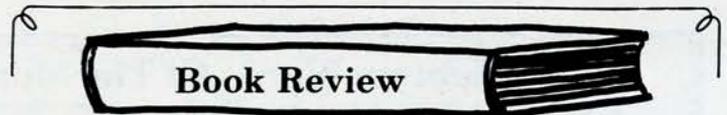
Years later, Joseph met an old white-haired man. (Some people said he was the prophet Elijah.) The man said to Joseph, "Whoever honors the Shabbat, the Shabbat will repay."

- Adapted from an ancient folktale by Debbie Israel Dubin
Illustrations by Nachman
Copyright 1982

Answer to Jumble

cast, prim, bake, doer

Their paradise (pair of dice) was taken from them!



Book Review

ALINA: A RUSSIAN GIRL COMES TO ISRAEL. By Mira Meir, translated from the Hebrew by Zeva Shapiro, photographs by Yael Rozen. Jewish Publication Society, 1982. Ages 7-10. \$7.95.

This is a true story about a 9 year old girl, Alina, who arrives with her parents from Russia to start a new life in Jerusalem. Alina must learn a new language and new customs. She must learn to make new friends and to eat new foods. Even the games in Israel are strange to her. Alina has a difficult time at first, but slowly learns how to be an Israeli child.

This book uses real pictures of Alina and helps the reader to understand just how Alina felt. It is also a very good story, told in an interesting way. **EXCELLENT.**



THE CASTLE ON HESTER STREET. By Linda Heller. Jewish Publication Society, 1982. Ages 5-8. \$8.95.

This is a funny picture book that tells the story of the journey of a girl's grandparents from Russia to New York in the early 1900's. The grandfather likes to tell "tall tales" about his first home in America - a castle on Hester Street. But the grandmother tells the story the way it really happened.

Even though the book is recommended for younger readers, readers of all ages will laugh at Grandpa's stories and enjoy this book. **RECOMMENDED.**

Do You Noah Joke?

One Shabbat, a cowboy went to synagogue. When he entered he saw that he and the rabbi were the only ones present. The rabbi asked the cowboy if he wanted him to go ahead and give a sermon. The cowboy said, "I'm not too smart, but if I went to feed my cattle and only one showed up, I'd feed him." So the rabbi began his sermon.

One hour passed, then two hours, then two-and-a-half hours. The rabbi finally finished and came down to ask the cowboy how he had liked the sermon. The cowboy answered slowly, "Well, I'm not very smart, but if I went to feed my cattle and only one showed up, I sure wouldn't feed him all the hay."

Is this a Shabbat candle or two people nose-to-nose?



Both!

- Idea by R.M.D., 11, Houston, Texas

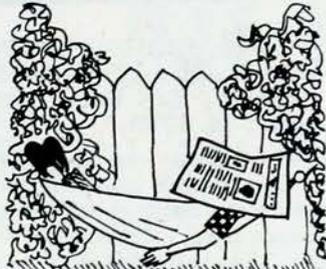
Answer to Word Find

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| B | C | F | R | I | E | N | D | S | E | M | A |
| A | H | R | U | X | H | S | U | D | D | I | K |
| C | A | N | D | L | E | S | T | I | C | K | S |
| H | L | E | D | G | K | R | E | Y | A | R | P |
| U | L | I | I | N | R | O | W | I | N | E | R |
| M | A | B | S | T | A | L | L | I | T | L | A |
| A | H | B | E | Z | R | T | L | B | O | X | Y |
| S | H | A | P | E | K | L | U | M | R | A | Y |
| H | A | R | B | D | O | O | H | E | A | T | L |
| G | H | E | S | A | O | P | S | W | H | E | I |
| N | O | S | P | K | B | C | O | V | E | R | M |
| I | T | T | U | A | I | X | A | L | E | R | A |
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Hebrew Words Of The Month - Things To Do On Shabbat



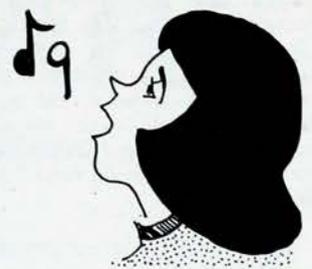
(leh eh chole) **לֶחֶם**
to eat



(lah noo ach) **לָנוּחַ**
to rest



(lih heet pah lail) **לְהִתְפַּלֵּל**
to pray



(lah sheer) **לְשִׁיר**
to sing

Shabbat Word Find

Listed below are 32 words dealing with Shabbat. They include things you do and things you see. Try to find and circle all of them. The words can go across or up and down - and some are even spelled backwards!

- | | | |
|---------------|---------|-----------------|
| ark (3 times) | cups | rest |
| book | eat | shul |
| box | family | siddur |
| candles | friends | sing |
| candlesticks | kepah | tallit |
| cantor | kiddush | Torah (2 times) |
| challah | pray | tzedakah |
| choir | prayer | wine |
| chumash | rabbi | yarmulke |
| cover | relax | |

B C F R I E N D S E M A
 A H R U X H S U D D I K
 C A N D L E S T I C K S
 H L E D G K R E Y A R P
 U L I I N R O W I N E R
 M A B S T A L L I T L A
 A H B E Z R T L B O X Y
 S H A P E K L U M R A Y
 H A R B D O O H E A T L
 G R E S A O P S W H E I
 N O S P K B C O V E R M
 I T T U A I X A L E R A
 S E M C H O I R K R A F

- Answer on page 4.

Anya's Sabbath

13 year old Anya Kogan, of Leningrad, Russia proudly shows the challahs she just baked for the Sabbath. Anya is one of the growing number of young Russian Jews who want to learn more about their Jewish heritage.



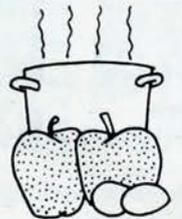
(Photo by Student Struggle for Soviet Jewry.)

Shabbat Noodle Kugel

This sweet noodle kugel is a great dish to serve with your Shabbat dinner. It's also delicious to eat with lunch the next day - either hot or cold. This recipe is easy to prepare, but be sure an adult is with you when you use the stove or oven!

What You Need:

- 8 oz. wide noodles
- 3 eggs
- ½ cup sugar
- 1½ teaspoons salt
- 1 cup raisins
- 2 small apples
- 1 tablespoon cinnamon
- 6 tablespoons soft parev margarine
- cinnamon-sugar mixture (mix 1 tablespoon sugar and 1 teaspoon cinnamon)



What You Do:

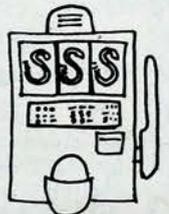
1. Cook the noodles in boiling water for about 10 minutes. Drain them with an adult's help.
2. While the noodles are cooking, peel and chop the apples.
3. Mix the noodles with all of the rest of the ingredients except the cinnamon-sugar mixture.
4. Grease an 8 inch by 8 inch baking dish.
5. Now pour the noodle mixture into the dish.
6. Make the cinnamon-sugar mixture and sprinkle it over the top.
7. Bake at 350° for 45 minutes to 1 hour, or until nicely browned.

Just-For-Fun Jumble

How were Adam and Eve prevented from gambling?

To find out, unscramble the words below:

- tacs
- ripm
- beak
- odor



Now unscramble the circled letters to find the answer to the riddle.

Their _____ was taken from them!

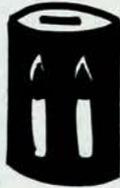
- Answer on page 4.

Tzedakah Box

Before Shabbat begins, we are supposed to give charity to people who do not have as much as we do. Many families put their money in a special tzedakah box just before lighting the Shabbat candles. Here is a tzedakah box you can make to use every Shabbat.

What You Need:

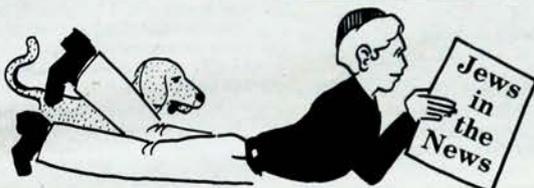
- a coffee can or powdered drink can or margarine tub with a plastic lid
- colored construction paper
- glue
- scissors



What You Do:

1. Glue construction paper around the can or tub.
2. Cut out Shabbat designs and glue them on the covered can.
3. Using the scissors, make a slit in the lid. (You may want a parent to do this part for you.)

Now that you have your own tzedakah box, try to use your own money for charity. You will find giving charity feels more special if you set aside a part of your allowance or money that you earn. You don't have to give a lot to fulfill the mitzvah of giving tzedakah - just give what you can!



Here Come The Judges!

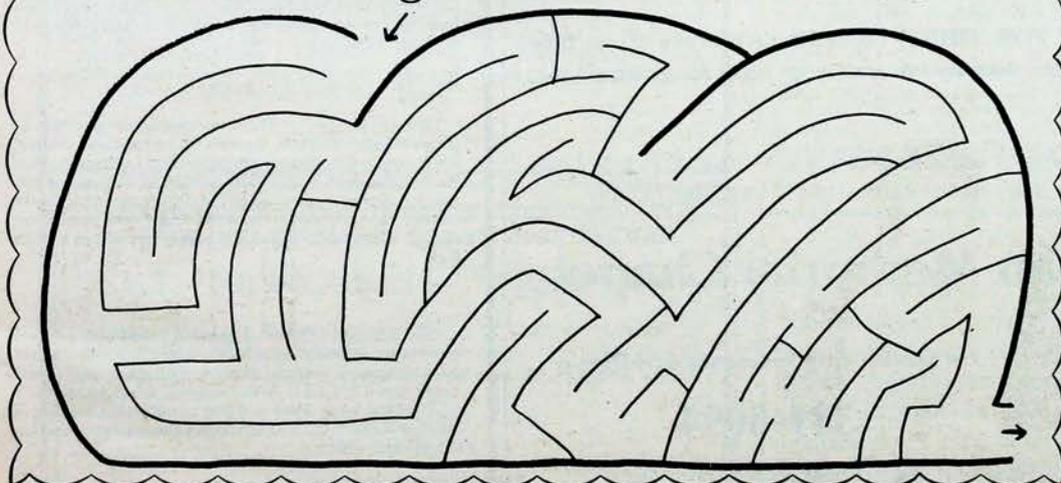
...New York - Betty Ellerin has been serving as the Chief Administrative Judge of New York City since January of this year. She is the first woman to ever hold this office. This is the highest position in New York's court system ever held by any woman.

...Texas - Ruby Kless Sondock was recently appointed to be one of the nine judges of the Texas Supreme Court. Besides being the first Jew to ever hold this office, she is also the first woman judge serving on this court.

Answer to Rebus

STOOL — TOO + BEE — B + PIANO — INO + TEN
— E + LIGHT — LHT + SHIRT — SIR = Sleep at night!

Twist Through This Shabbat Challah!



From the Mail Pouch



Dear Kanga:

I'm 9 years old. School gives me the creeps. I hate school. I like to build things. I want a girl pen pal.

- Mark Limtner

84 Royzal Dr., Apt. 319
Piscataway, New Jersey
08854

Dear Kanga:

I'm almost 12 and in 6th grade. I love horses and playing the violin. I would like a girl pen pal.

- Lisa Saliman

2701 S. Marion Dr.
Denver, Colorado
80210

Dear Kanga:

I'm in 5th grade. I like to swim, play baseball, and do art. Also, I like to play the cello and to trade stickers. I don't care if my pen pal is a boy or a girl.

- Leslie Borden

3443 Mansion Dr.
Bensalem, Pennsylvania
19020

Dear Kanga:

I'm 10 years old and in 4th grade. I like all sports, especially soccer. I'm interested in girls.

- Seth Zucker

1 Briarcliff Dr.
Scotch Plains, New Jersey
07076

Dear Readers:

Here are some readers who would like to hear from you! If you are 6-12 years old and want a pen pal, you may write to one of these names or write to: Kanga, c/o NOAH'S ARK, 7726 Portal, Houston, Texas 77071.

- KANGA

Dear Kanga:

I'm 10 years old and I have two sisters. I would like a girl or boy pen pal. My hobbies are horseback riding, playing the piano, and swimming. I also love animals.

- Heidi Perlman

13745 S.W. 83 Ave.
Miami, Florida
33158

Dear Kanga:

I'm 8 years old and I want a girl pen pal. My hobbies are collecting stickers, horseback riding, gymnastics, and art. I have one sister and one cat. I have four pen pals and I want another one.

- Jody Saltzman

129 Helen Street
Fanwood, New Jersey
07023

Why did the boy jump up and down on his letter to Kanga?



He heard that you have to stamp letters or the post office won't send them!

NOAH'S ARK
A Magazine for
Jewish Children



Obituaries

RALPH COSSOCK

NORTH PROVIDENCE — Ralph Cossock, 76, of 34 Bellevue Ave., died last Sunday at St. Anne's Hospital in Fall River, Mass., where he was taken after being stricken in a restaurant in that area. He was the husband of Mrs. Freeda Cossock.

For more than twenty years he owned Cossock Floor Covering Co., formerly located on Smith Street in Providence, until retiring ten years ago.

He was born in Providence, a son of the late Jacob and Ida (Rosenberg) Cossock. He lived in Providence most of his life until moving to North Providence twenty-nine years ago.

He was a member of the Touro Fraternal Association.

Besides his wife, he leaves two brothers, George Cossock of Tucson, Ariz., and Leonard Cossock of Long Island, N.Y.; and a sister, Bessie Cossock of Long Island, N.Y.

His funeral service was held on Tuesday at Mount Sinai Memorial Chapel, 825 Hope St., Providence. Burial was in Lincoln Park Cemetery, Warwick.

ROSE HELLMAN

PROVIDENCE — Mrs. Rose Hellman, who was in her 100th year, died Tuesday at the Jewish Home for the Aged, 99 Hillside Ave. She was the widow of David Hellman.

She was a member of Temple Beth-El and formerly a member of its Sisterhood, the Ladies Association of the Jewish Home for the Aged, Miriam Hospital Women's Association, and Congregation Shaare Zedek-Sons of Abraham and its Sisterhood.

She was born in New York City and had lived in Providence since 1892. Her parents were the late Samuel and Ernestine (Moll) Gunther.

Mrs. Hellman leaves a daughter, Mrs. Ruth Berger of Providence; a son, Leonard Hellman of Lauder Hills, Fla.; two grandchildren, and five great-grandchildren.

The funeral service was held at Mount Sinai Memorial Chapel, 825 Hope St., Providence. Burial was in Congregation Sons of Israel and David Cemetery.

DOROTHY L. KATZ

EAST PROVIDENCE — Dorothy L. Katz, 70, of Evergreen Apartments, Evergreen Drive, died last Friday at West Pasces Ferry Hospital, Atlanta, Ga.

She was born in Poland, the daughter of the late David and Sarah Myers, and lived in Providence for most of her life, before moving to East Providence a few years ago.

She was a member of Temple Beth-El. She leaves a son, David Katz of Marietta, Ga., and a daughter, Mrs. Carol Boyer, of Atlanta, Ga., and three grandchildren.

Funeral arrangements were made by the Max Sugarman Memorial Chapel, 458 Hope St., Providence. A graveside service was held Sunday at Lincoln Park Cemetery in Warwick.

SAMUEL KAUFMAN

PROVIDENCE — Samuel Kaufman, 85, of Bradford House, 100 Atwells Ave., died last Thursday at Miriam Hospital. He was the husband of Ruth (Gladstone) Reback-Kaufman.

He was born in New York City and lived most of his life in Providence. He was a graduate of the former Childs Business School in Providence, and was the merchandising manager and buyer for City Hall Hardware for thirty years, and purchasing agent for the former Coro Mfg. Co. for twenty-five years before retiring in 1964.

He was a past president and board member of the South Providence Free Loan Association, and a financial secretary of the Rhode Island Jewish Fraternal Association for thirty-five years. He was a member of the Doric Lodge 38, AF and AM, consistency of the Palestine Shrine, the United Commercial Travelers, the Bradford House Association and Temple Beth Shalom.

Besides his wife, he leaves a daughter, Mrs. Bernice Port of Cranston; a stepdaughter, Marcia Reback of Providence; two sons, Irving and Joseph Kaufman, both of Providence; three grandchildren, and four great-grandchildren.

Funeral services were held last Sunday at Mount Sinai Memorial Chapel, 825 Hope Street, Providence. Burial was in Lincoln Park Cemetery, Warwick.

15,000 People Attend Funeral Of Child Killed By Terrorists

ROME (JTA) — The funeral services held last week for two-year-old Stefano Tasche was an occasion of mourning and catharsis for the Jews of Rome. About 15,000 people, virtually the entire Jewish population of this city, marched in the funeral cortege. The release of emotions enabled a reconciliation of sorts between the Jewish community and Italian officialdom which it blamed for creating a climate in which violence against Jews was permissible.

The child was killed when unidentified terrorists attacked Jewish worshippers outside the main synagogue last week. Another 37 people, including women and

young children, were wounded in the hail of machinegun fire and grenade fragments. The stunning grief was accompanied by anger against Pope John Paul II, President Sandro Pertini and other officials who last month gave a warm reception to Palestine Liberation Organization chief Yasir Arafat.

That was seen by Italian Jews as the legitimization of a terrorist leader and arch-enemy of Israel and the Jewish people. Jews were also furious with the Italian media for what they considered unfair criticism of Israel's actions in Lebanon, bordering on anti-Semitism. The Rome Jewish community isolated itself and rejected all expressions of sympathy. "Words serve little purpose," declared Chief Rabbi Elio Toaff.

Alain de Rothschild Dead At 72

PARIS (JTA) — The death of Baron Alain de Rothschild, president of the Representative Council of French Major Jewish Organizations and former president of the French Jewish Consistory was announced here Monday by his family. Rothschild died of a heart attack Sunday in New York City at the age of 72.

A member of the famous banking firm, he served from 1954 till six months ago as president of the Paris Jewish Consistory and since 1967 as head of the French Consistory. He also headed the political representative organization of France's Jews, the CRIF since 1976.

He was an officer in the French Legion of Honor and had been awarded other military medals for his wartime service in the French Army.

Baron Alain was at various times the head of a number of interlocking Rothschild companies, including the Investment Society of the North, the Society of Petroleum Investors, the Company of the North and the Discount Bank of France.

Born in Paris, the son of Baron Robert de Rothschild, Baron Alain is survived by his wife, the former Mary Chauvin du Treuil; his brother, Elie; and three children, Eric, Beatrice and Robert.

CARD OF THANKS

At this time I would like to thank all of our dear friends for their graciousness and kindness before and since David's death. I shall always be grateful.

Ethel (Conis) Gordon

Mendes-France Dead At 75

PARIS (JTA) — Pierre Mendes-France, a former Prime Minister of France and a man who made a deep imprint on France's postwar era before Gen. Charles de Gaulle's rise to power, died Monday in his home in Paris at the age of 75.

Born into an old French Jewish family of Portuguese origin, Mendes-France always took an avid interest in Jewish affairs. Two months before his death, in the middle of Israel's siege of Beirut, he, together with the late Dr. Nahum Goldmann and Philip Klutznick, signed an appeal calling for Israel and the Palestine Liberation Organization to mutually recognize each other.

Mendes-France, who was in power for only seven months — June 1954 to January 1955 — is remembered in France as the man who ended his country's war in Indochina and granted Tunisia its independence. France's decolonization process, which he began, was completed later by President de Gaulle.

In Jewish affairs, he often drew fire from Israeli leaders and leaders of the Jewish establishment. He always preached Arab-Israeli understanding and was a warm supporter of the Camp David agreements.

He also advocated mutual Israeli-PLO recognition and the creation of an independent Palestinian state on the West Bank and Gaza. But he refused to be drawn into inter-party Zionist squabbles or to play an active role in Jewish affairs.

JNF Official Wounded In Rome Attack

JERUSALEM (JTA) — A Jewish National Fund official was one of the two Israelis who were among the wounded at the Rome synagogue terror attack last week, the JNF here has announced. Max Shamgar, 55, until recently served as JNF's emissary in Rome. He returned to Israel to take a position in the JNF's "Council of Teachers" and was visiting Rome briefly on a special JNF assignment when he was wounded. The other Israeli hurt in the attack was Prof. Jacob Sarmonetta, a Hebrew University don.

In a cable to Chief Rabbi Elio Toaff, JNF chairman Moshe Rivlin wrote, in part: "The Jewish National Fund in Israel, whose emissary and whose supporters were among those hurt, sends its wishes of encouragement and consolation to our brothers in Italy. We will work together to uproot the pestilence of anti-Semitism, to consolidate the State of Israel and to strengthen the Jewish people and preserve its existence and honor everywhere. . ."

TEL AVIV (JTA) — The army spokesman said that an Israeli soldier was killed, together with a Lebanese civilian, when a booby-trapped car exploded in the Lebanese town of Bahamdoun last Friday. The vehicle was set to explode near a local gas station at an IDF water supply point. On the eastern sector of the Lebanon front an Israeli soldier was slightly wounded by sniper fire east of the village of Kfar Kuk.

JERUSALEM (JTA) — Dozens of Palestinian refugees who visited Israel under special permission from the IDF refused to return to south Lebanon when their entrance permits expired and hid in Arab villages in Israel, Israel Radio reported last week. They said they would rather be jailed in Israel as illegal residents than return home to face Christian threats and violence.

TEL AVIV (JTA) — The army spokesman said that two IDF soldiers were slightly wounded last week by sniper fire near the Lebanese village of Kook on the eastern sector of the Lebanon front. The sniper fire was believed to have come from a Syrian army position. Israeli forces returned the fire.

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Special Interview:

The Pressure Of The Israeli Press

by Yitzhak Rabi

NEW YORK (JTA) — Israeli columnist and author Matti Golan believes that the Israeli press influenced two major decisions of the Israeli government in the last few months: not to invade Beirut while the PLO was still in the western sector of the city, and to establish a judicial commission of inquiry to investigate Israel's role, if any, in the massacre of Palestinian civilians by units of the Lebanese Christian Phalangists in west Beirut Sept. 16-18.

Golan, a political columnist for *Haaretz* and author of the best seller, *The Secret Conversations of Henry Kissinger*, contended in an interview with the Jewish Telegraphic Agency that due to constant pressure by the Israeli press in the first stages of the Lebanon war, the IDF declined to invade west Beirut and crush the PLO terrorists, a move the press said would have caused many Israeli casualties and further damage Israel's image abroad. But the role of the press and its impact on Israeli politics was sharply and clearly demonstrated by the decision of the government of Premier Menachem Begin to establish a commission of inquiry after first rejecting that idea. "The Israeli press increased the public notion that there was a possibility that something inappropriate was done by Israel regarding the massacre in Beirut, and this notion created the pressure that brought about the establishment of the commission," Golan said.

Says Israel Has A Free Press

Golan, who arrived in New York last week Tuesday to begin a two-week lecture tour and media interviews in the United States and Canada under the sponsorship of the American Zionist Federation, described the Israeli press as "an open, free press and a responsible one." He noted that there are always those who support the government — any government — charges that the media is irresponsible. "But this is not surprising," Golan said. "It is in the nature of governments to dislike criticism."

According to Golan, the Labor government in Israel disliked criticism as much as the Likud government. "The difference between the two is style," he observed. "The Begin government uses expressions in regard to the press such as 'blood libel' and 'a knife in the back,' which creates a hostile feeling toward the press. The Labor governments did not use this kind of language, although it also used to criticize the press."

Golan said that the Begin government tightened its control of Israel Radio and TV, which are under state authority, and

limited its freedom. This caused many journalists and broadcasters to resign, he noted.

But altogether, Golan said, considering Israel's unique situation, the country enjoys freedom of the press "more than any other country in the world." Israeli journalists have no problem writing about any topic they want and criticize whomever they deem a just target of criticism, including the Premier and his Ministers, Golan said.

He noted, however, that Israel faces security problems and there are certain limitations imposed by the military censorship, as well as self-imposed censorship many journalists assume voluntarily. Golan said that sometimes the press defies the military censorship in cases when the censor tries to blue-pencil an article for political rather than military security reasons.

"In that case a paper can ask the censor to reconsider his decision or to publish the information and risk a heavy fine," Golan said. "My newspaper did it a few times in the past."

But even military censorship in Israel is not now as tight as it used to be. "Until two or three years ago it was impossible to criticize the Chief of Staff," Golan said. "Today, the Chief of Staff and the actions of the IDF are topics for legitimate criticism," he observed. He claimed that *Haaretz* played a major role in this change.

Officials Alerted To Massacre

Golan pointed to the role of two military correspondents, Zeev Schiff of *Haaretz* and Ron Ben-Yishai of Israel TV, in alerting Israeli government officials that a massacre was taking place in Beirut before the world learned about it. On the morning of Friday, Sept. 17 Schiff told Communications Minister Mordechai Zipori that he heard that a massacre was in progress in west Beirut, as did Ben-Yishai who called Defense Minister Ariel Sharon at his home to tell him what was happening. Sharon reportedly answered that he already knew about it.

"Being an Israeli journalist, your involvement with events goes beyond mere reporting," Golan said. "You become part of the events whether you like it or not."

According to Golan, the Israeli press is a fighting press and fulfills its role as a watchdog of democracy. He said the press is not in any danger of losing its freedom under the Begin government nor any other government in the future "because democracy is imbedded in Israeli life and freedom of the press is in our blood."

Inter-Party Politics To Be Excluded From World Zionist Congress

JERUSALEM (JTA) — The 30th World Zionist Congress, opening here December 7, will be different from previous Congresses in one immediately noticeable respect: inter-party politics will be almost non-existent. There will be no smoke-filled rooms, no caucuses in the corridors, no marathon last night arguments and the white smoke at dawn on the last morning to announce that the new Zionist Executive has finally been put together.

All this, says Kalman Sultanic, chairman of the World Zionist Organization department organizing the Congress and chief planner of the Congress, will be avoided. It will perhaps mean less press coverage and less of a "supportive" interest in the Congress; but it will mean more time and energy to focus on the real issues that should preoccupy Zionists at their "parliament of the Jewish people" that convenes every four years.

The political horse-trading, Sultanic explains, will all have been done in advance. For instance, the parties have already resolved between themselves that Leon Dulzin of the Liberal Party wing of Likud will remain for another term as chairman of the WZO Executive, and Akiva Levinsky of Labor will remain as treasurer. By the time the Congress con-

venes, the other 16 posts on the WZO Executive will also have been allocated in informal inter-party consultations, Sultanic promises.

Even the political struggles within the parties over who gets what job will be over within three days: On Dec. 10 the new Executive will be elected, leaving a full week free for substantive discussion, such as education and aliyah.

But permeating every plenary and committee debate will be the awareness that, as Sultanic put it, the Jewish people in many parts of the diaspora are facing the worst period in decades in terms of anti-Semitism and kindred challenges.

The political arguments that daily tear apart Israel itself and interested Jews abroad are bound to surface at the Congress, too, Sultanic predicts. Addresses and question periods with top ministers and opposition figures will surely provoke lively debate among the 750 delegates and 200 observers from 34 countries.

As to the substantive issues facing the Congress, Sultanic says the two major headings under which debates and activities of the gathering will take place are: world Zionism, the Jewish State and the Jewish people; and a program of action for the next four years.

Sharon's Battle With Media, Army Reservists Erupts Again

TEL AVIV (JTA) — Defense Minister Ariel Sharon's running battle with the media and with groups of army reservists erupted anew Monday. The issues involved, though unrelated, have brought demands that he apologize to soldiers who say they were maligned by Sharon or his spokesmen.

The Defense Minister, accompanied by Chief of Staff Gen. Rafael Eitan, met with editors of leading newspapers Sunday to "set the record straight" about a crack reserve paratroop brigade which Sharon claimed was not called to action in Lebanon last summer because of low morale. The brigade was, in fact, called up twice for combat duties, as Eitan himself confirmed. Sharon acknowledged Sunday that it had performed with "courage and efficiency."

But he insisted that misgivings as to its

Israeli Intervention Helps Ease Tensions Between Druze And Christian Phalangists

JERUSALEM (JTA) — Tensions between Druze villagers and Christian Phalangists in Lebanon have been eased by the intervention of the Israeli army, the Cabinet was told by Defense Minister Ariel Sharon at its weekly session Sunday.

Cabinet Secretary Dan Meridor said later Israeli troops were stationed in the Druze settlements of Matta and Alei in the Lebanese mountains over the weekend and no new clashes between Druze and Phalangists have occurred. There had been sporadic fighting between them for the past few weeks.

According to Meridor, neither side was solely responsible for the violence inasmuch as both had initiated it at one time or another. Five Israeli Druze religious leaders went to Lebanon Sunday to investigate the plight of their fellow Druze there.

fighting capabilities were justified at the time because of "unbridled" media criticism of the war in Lebanon that may have affected morale. Press reaction to Sharon's attempted reconciliation was summed up in a *Maariv* headline Monday which said "Hard Feelings Continue."

The other issue stemmed from the announcement by Army Advocate General Dov Shefi last week that eight soldiers, including officers, will go on trial before a regional military court on charges of mistreating the Arab population on the West Bank and that two other officers would be relieved of their duties in the Hebron area.

The charges that the soldiers used violence against local Arabs were made by reserve officers who are members of the Peace Now movement at a press conference in Jerusalem last May.

A Defense Ministry spokesman accused Peace Now of political motives. But the charges were investigated nevertheless in what the army insists was routine procedure. The Peace Now reservists claim the court martial vindicates them and are demanding an apology from Sharon. The paratroopers are demanding the same.

Arrest . . .

(Continued from page 1)

which three people, the diplomat and two of his cousins, were seriously wounded and some 40 students at a nearby school injured by flying glass.

Police say documents hidden by the two men in a railway station locker also implicate them in an explosion in which two police bomb disposal experts were killed.

The documents also indicate that *Action Directe* might have been responsible for most other anti-Semitic attacks carried out in Paris in recent months. The organization's official leader, Jean-Marc Rouillon, assumed responsibility for some of these attacks in a recent interview with the leftwing daily, *Liberation*.

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TEL AVIV (JTA) — The cost of living index rose by 7.6 percent in September, the Central Bureau of Statistics announced last Friday. During the first nine months of 1982 the index rose by 50 percent. This was the annual rate promised by the Treasury at the end of last year, assuring the public that the Treasury's policies would bring the inflationary rate to "about 90 percent for the year, or well below 100 percent." Last month's increase indicates that inflation this year will total about 135 percent.

WASHINGTON (JTA) — President Reagan will decide this spring whether to recommend the Most Favored Nation (MFN) trade status for Rumania "not on Rumanian pledges but Rumanian performances on human rights issues" such as emigration, State Department spokesman John Hughes said.

He noted that when Congress was considering extension of MFN for Rumania last summer the Rumanian government promised to improve its emigration procedures and said it would discuss the issue with U.S. officials. Elliot Abrams, Assistant Secretary of State for Human Rights and Humanitarian Affairs, held discussions on emigration procedures in Bucharest Oct. 6-7.

Hughes said the talks "made real progress but reached no final accord, and MFN for Rumania for next year is not assured."

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