

SIDUR COURSE.

Books and Materials required.

- (1) Singer's Prayer Book-must be brought to every lesson by the pupils.
- (2) A larger Siddur (than the Singer's Prayer Book) e.g. Baer's Avodat Yisrael, Siddur of the Vilna Gaon etc.
- (3) Set of Machzorim.
- (4) The teacher should duplicate in a random order a list of prayers occurring in the S.P.B.
- (5) Tape-recording of the first and third paragraphs of the Shema sung with its notes.
- (6) Tape-recordings of the Hymn of Glory, Kel Adon, Lecha Dodi.

A. Topography of the Siddur.

- (a) The ideal way to learn the topography of the Siddur is by constantly using the Siddur, i.e. by regularly going to the Synagogue, using the Siddur to say Birchat Hamazon, night prayers, etc. The teacher should therefore use every opportunity during this course to encourage the pupils to attend Synagogue Services, recite Birchat Hamazon, night prayers etc. The boys can also be encouraged to attend a Youth Service and when they are over the age of Barmitzva conduct services and do laining.
- (b) In teaching the topography of the Siddur, the Teacher should point out that the Services in the Siddur are printed in order of frequency, i.e. Daily Services occur before Shabbat services which in turn occur before Yom-Tov services etc. Hence the pupils should be able to open a Siddur at approximately the correct place. As an exercise the teacher should select a number of services in the Siddur and give them to the pupils in an incorrect order. The pupils must then put these services into the order that they will appear in the Siddur without consulting their Siddurim.
- (c) Ask the pupils if they can tell you a prayer which does not occur in the S.P.B. This is a good opportunity to show the pupils a more complete Siddur which includes prayers such as Hatarat Nedarim, Selichot, the Book of Psalms etc and point out and illustrate to the pupils that basically all Siddurim follow the same order.
- (d) At the top of each page in the S.P.B. the title of the service appears. Teach the pupils to recognise these Hebrew titles. As an exercise the pupils should open the Siddur at random, glance at the Hebrew title and then tell the teacher at which service the Siddur was opened.

Sample page from a Siddur course for year 1.
(from "Teach Them Torah")

The pupils should then understand how Jacob spent these fourteen years studying Torah.

This exercise will, thus produce a diary of part of Jacob's and Joseph's lives.

An important lesson regarding the Honouring of Parents can be learned from the last lines of the Rashi and this can be pointed out to the pupils.

(ii). Increasing familiarity with the Chumash.

(a) "Tens" in the Chumash.

(i) "With ten sayings the world was created". In the first chapter of Genesis "And G-d said" occurs nine times. The first verse of the chapter "In the beginning..." is regarded as the tenth saying. The pupils should go through this chapter listing out the verses in which each of these ten sayings occur and what resulted from each of these sayings.

(ii). Ten plagues were brought by G-d on Pharaoh and the Egyptians. The pupils should go through the relevant chapters in the Book of Exodus listing the plagues, their exact reference and whether Moses or Aaron performed the action to start off the respective plagues. The teacher can explain to the pupils why Aaron performed the action to start off certain plagues, and not Moses.

(iii). "And they have tried me ten times" The Children of Israel tried G-d ten times (i.e. grumbling etc as soon as anything went wrong). The pupils should go through the following chapters of Torah to see how many of these ten times they are able to find:-
Exodus xiv.-xvii, xxxii,
Numbers xi -xiii

(b) Small and big letters in the Torah.

Scattered around the Torah, one will find several letters which are smaller or bigger than the rest of the letters. Usually we do not know the reason for this. (The big Vav in Leviticus xi.42 is the middle letter of the Torah)
As a homework exercise, tell the pupils to find as many small and big letters in the Torah as they can. A prize can be given to the pupil finding the largest number.

18. Box of Rabbinically supervised Shemura Matzot with the words "For Sedarim Year....." printed on the box.
19. Colour filmstrip entitled "The making and baking of "Hand"Matzos" with "accompanying narration" and "Student introduction and review sheet produced in co-operation with Torah Umesorah's Department of Education, (complete series copyrighted by Avi Shulman)
20. Sample of hand-baked Matzot.
21. Try and arrange visit to see hand- baked and machine-baked Matzot being prepared.
22. Quantity of Maror (e.g. lettuce)that must be eaten on the Seder nights.
23. Duralux glass of capacity $3\frac{1}{4}$ ozs of water (about 90 mls)
24. Measuring cylinder of about 200 mls.
25. Apples, nuts, spices, wine together with a nut cracker, grater etc, for making of Charoset.
26. Seder plate, or failing this Pictures of Seder plates.
27. A model Seder should be arranged for the pupils and all the materials required at an actual Seder will be required for this model Seder.
28. Horn of a ram which still contains the bone.
29. The bone which has been removed from the horn of a ram.
30. Shofer.

Introduction.

This course will consist of three parts (i) Sukkot, (ii) Pesach, (iii) Rosh Hashanah. In all parts of this course, the practical aspects of these subjects will be stressed.

(i) Sukkot.

- A. The laws regarding the construction of the Sukkah, and the Arba'ah Minim are very complicated. In addition these things are only available around Sukkot time. For this reason the practical aspects of Sukkot will only be considered in a simplified form around the period of Sukkot.

JEWISH HISTORY COURSE.Books and Materials required.

(1) The following reference books may be found useful to the teacher for preparation of details of the course.

- (a) "Highlights of Jewish History", by Mordecai H. LeVittes and published by the Hebrew Publishing Company, New York U.S.A.
- (b) "Outlines of Jewish History." by Lady Magnus and published by Vallentine Mitchell, London.
- (c) The booklets on "Leading Figures in Jewish History" published by Jewish Religious Educational Publications, Woburn House, Upper Woburn Place, London. W. C. I.

A. Introduction

This course is a continuation of the Course begun in previous years. It is important in a course of this kind that outline notes are dictated by the teacher to the Pupils on the subject matter. The course given in the fourth year will extend from the end of the Gaonic period to the rise of the Chassidic dynasties.

It is important that teachers complete the entire course within the year

B. Headings of topics to be covered.

1. Decline of Babylonian Jewry and westward migration.
2. Early European settlements—France, Spain, Germany, England.
3. Rabenu Gershom—ban on polygamy and consent of both parties to obtain a divorce.
4. Rashi— Tosafists—Rabbenu Tam.
5. Jews shown tolerance in Europe—followed by oppression— Special restrictions placed on Jews —edicts against Jews.
6. Jews compelled to resort to money lending
7. Jews of Spain — flourishing centre of Jewish learning— Solomon ibn Gabirol— Abraham ibn Ezra— Judah Halevi and his poetry — Kuzari
8. Moses Maimonides —his life — commentary on the Mishneh — Articles of Faith— the Mishneh Torah — Guide for the Perplexed.
9. The Crusades— resultant prosecution of the Jews— martyrdom—the blood libel.
10. Rabbi Meir of Rothenburg—the apostate Nicholas Donim—the burning of the Talmud—Rabbi Meir's imprisonment.
11. The Jews of England— Community in London— York, Lincoln, Norwich, Oxford— Jews as bankers and financiers— the Star Chamber
12. Persecution of Jews in England—massacre at York— the "badge of shame" the Dominicans— expulsion of Jews from England.

Sample page from a Jewish History course for year 4.
(from "Teach Them Torah")

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1st September 1972

Rabbi Dr. Chaim Simons, B.Sc. Ph.D.
Director of Jewish Education,
King David High School,
Childwall Road,
Liverpool 15.

Dear Dr. Simons,

The Chief Rabbi has shown me your book "Teach them Torah", which you have just produced. Permit me to say how very impressed I was by the concept, design and detail. I think it is extremely helpful and could well serve as a guide to all those active in the field of Jewish Education.

I would be extremely obliged if I might receive a copy from you as I should like to read it through again more carefully.

Yours sincerely,

Moshe Davis

Moshe Davis

משה דאביס

KING DAVID HIGH SCHOOL

HEADMASTER'S REPORT, 1972-73

In Religious Studies Rabbi Simons introduced entirely new syllabuses which have, in the main, proved very successful. They will be further adapted in the light of experience. He has also devised examination syllabuses in Scripture Knowledge, suitable for Jewish pupils, which have been accepted by the "O"-level and C.S.E. examining boards.

Extract from Headmaster's Report which appeared in Reports of King David Foundation in 1973.

and the ethical lessons to be learned from them as given in Course 24C Part (i). Chapter 18 is the beginning of the Sidra of Yitro and the following points should be given particular attention by the teacher.

- (i) Conversion to Judaism - a Ger Tzedek
- (ii) The composition of and procedure used by a Beth Din in civil actions.

Course 24C - Set (i) Mishnah - Megillah

The pupils should learn the translation of the text of the entire Masechet and the teacher should give them the explanation according to Rabbi Ovadiah of Bertinoro. The various terms and concepts contained in this Masechet should be considered and discussed in greater depth.

Gemara:- Berachot 26a (Chapter 4) - 27a (Tefillat HaMinchah ad HaErev).

The pupils should learn to understand the Gemara and also be able to fit in the words. (This section of the Gemara is also included in the third and fourth year courses in order to encourage these pupils to find "Chavrusos" with the older pupils and revise this Gemara together).

Set (iii)

- Part (i) - Rashi - no change
- Part (ii) Mishnah - no change
- Part (iii) Dekke and add in its place -

(iii) Jewish Ethics

(a) The teacher should first briefly revise the topics covered under Jewish Ethics in the first year's course.

(b) In a similar manner the teacher should then explain and discuss the following topics with the pupils:-

- Kiddush HaShem and Chillul HaShem
- Mesirat Nefesh
- Bal Tashchit
- Nekama V'netira
- Hospitality to way farers
- Visiting the sick
- Accompanying the dead to the grave
- Comforting mourners
- Making peace between man and his fellow.

Particular emphasis should be placed on how to bring the above into the pupils' daily lives and to accomplish this the teacher should invent situations which illustrate the above topics.

Set (v) Part (i) - Rashi

Most of the pupils in this set will not yet have mastered the reading in Rashi Script and the teacher should begin this part of the course by thoroughly revising the reading of this script. The pupils should then learn extracts from Rashi on Exodus Chapter 17 verses 8-16 and

WELL OVER THE FAST

At this time of the year, we continually see New Year cards and greetings with the words "Happy New Year and well over the Fast". We are so used to seeing these words that we do not give them a second thought. But what in fact are the words "Well over the Fast" meant to convey.

Surely we do not want to say that we wish to be well over Yom Kippur? (i.e. we wish it were already the day after Yom Kippur!) The Mishnah in Ta'anit (chap 4, Mishnah 8) states "There were no happier days for Israel than 15th Ab and Yom Kippur". Obviously then, we do not want such a happy day to be well behind us.

The suggestion that this greeting means that we should not get ill as a result of fasting on Yom Kippur is also untenable since if there is any possibility of danger by a person's fasting, then he is forbidden to fast. What then do the words "Well over the Fast" mean. We put forward the following two suggestions.

- 1) The word 'fast' refers to Tzom Gedaliah (which occurs the day after Rosh Hashanah), and not Yom Kippur. The Fast of Gedaliah is one of the four fasts connected with the Fall of Jerusalem, and concerning these fasts the prophet Zachariah (chap. 8 Verse 19) says. "The fast of the fourth month and the fast of the fifth and the fast of the seventh and the fast of the tenth shall be to the House of Judah joy and gladness". This means that in the Messianic days these fasts will become days of happiness. Therefore we look forward to the Messianic era when Tzom Gedaliah will become a day of joy and gladness and we will hence be well over the Fast of Gedaliah.
- 2) The expression should be "Well over the Past" instead of "Fast". We begin the service for the first night of Rosh Hashanah with the Pizman, entitled Ahot Ketanah. Each verse ends with the words "May the (old) year and its misfortunes now cease together". The last verse however ends with the words "May the New Year greeting and its blessings now commence together". We can now understand our New Year greeting to mean the following. "Happy New Year" - may blessings now commence with the New Year. "Well over the Past" - Let us be well over the past year with all its misfortunes.

A HAPPY NEW YEAR AND
WELL OVER THE (FAST OF GEDALIAH
(PAST



JERUSALEM QUIZ

- 1) From the letters of the word JERUSALEM make the name of a King of Israel.
- 2) Give two names for the famous wall in Jerusalem.
- 3) Name a Yeshivah in Jerusalem.
- 4) Is Jerusalem the city of (a) Silver, (b) Gold, (c) Bronze (d) Platinum?
- 5) How many gates are there in the wall around Jerusalem?
- 6) Who is buried on Mount Zion?
- 7) What is the name of Israel's Parliament?
- 8) What is Yad Vashem?
- 9) Name a new district built in Jerusalem since 1967.
- 10) Where is the famous Jewish cemetery in Jerusalem?

Simon Hesselberg, Daniel Harris, Mark Kingston, (Year 1.)

ANSWERS TO QUIZ:

- 1) Saul
- 2) Walling, Western.
- 3) You have about a hundred to choose from
- 4) Gold
- 5) 7 (and one which is closed)
- 6) King David
- 7) Knesset
- 8) The memorial building to the 6,000,000 Jews.
- 9) Look in this magazine for the answer.
- 10) Mount of Olives

RIDDLE.

Where in Jerusalem is the United States?

Answer: In the middle Jer USA lem.

