

- (e) If it can be arranged, a Sofer should come to the school to demonstrate the actual writing of Tephillin.
- (f) The teacher should write various letters on the blackboard in the way in which they are written in the Tephillin etc, and the pupils should copy these letters making use of their quill pens and their pieces of parchment, (if they press too hard, they may break their quill pens!) Point out that certain letters have crowns (Tagin) and draw examples of these letters with their Tagin on the blackboard,
- (g) Show Parshiot (which have been removed from Old Tephillin) to the pupils. Point out to them that no letter may touch another (i.e. no joined up writing) Explain that the Parshiot must be written in the order that they appear in the Torah - not only must the Parshiot be written in order, but every verse, every word and even every letter must be written in order. Even if one letter is written out of order the Tephillin are not Kosher.
- (h) Show the filmstrip "How Tephillin are made" part 2 frames 1-13 using the suggested narration to explain the frames.
- (2) Batim
- (a) Show the above filmstrip part 1 frames 1-31 using the suggested narration to explain the frames (The teacher could possibly arrange to show both parts of this film in the same lesson to avoid having to set up the apparatus etc more than once)
- (b) If available, show the pupils samples of skin used for Batim and the forms used for making the Batim of Shel Yad and Shel Rosh.
- (c) Show the pupils samples of the hairs of the calf which are used to wind around the Parshiot, the sinews used to sew up the Tephillin and a sample of the blackening used to blacken the Tephillin.
- (3) Construction of the Tephillin.
- (a) Probably the best way to understand the construction of the Tephillin is to "dissect" a pair of Tephillin. If sufficient old Tephillin are available the pupils should be handed Tephillin to dissect. (Possibly a supply of old Tephillin can be obtained from the local Synagogues). The teacher should point out the following facts during the "dissection" of the Tephillin:-
- (b) The pupils should observe the knots on the Shel Yad and Shel Rosh. Ask them what Hebrew letters the shape of the knots convey to them.
- (c) Supply the pupils with calipers (or rulers) and allow them to check the squareness of the Bayit and the base. Point out the niches on both sides of the "overlap" (Ma'avarta) indicate the end of the base (Titura) and the beginning of the overlap.
- (d) Indicate the 4 compartments on the Shel Rosh and allow the pupils to feel the divisions between the compartments with their nails. The teacher should point out that there must be a definite division between the compartments - marks are not sufficient.

ESHET CHAYIL COURSE.

Books and Materials required.

- (1) Chumash.
 - (2) The Holy Scriptures (the English Translation of the Bible) brought out by the Jewish Publication Society of America.
- The above books must be brought to lessons when required.
- (3) The latest edition of "Kashrus News" published by the Kashrus Information Bureau, 97 Leaside Crescent, London. N.W. 11 OJL.
 - (4) A carton of Snowcrest ice cream.
 - (5) A packet of Bournville biscuits (full to distribute to the pupils)
 - (6) Some packets or tins of supervised soups (e.g. Bloom's, Osem etc)
 - (7) A selection of bottles or labels of supervised wines and liquours
 - (8) A Shechita knife, and stones used for sharpening it (white stone, black stone and green stone)
 - (9) List of Kosher butchers licensed by the Liverpool Shechita Board.
 - (10) Sufficient graph paper to give several sheets to each pupil
 - (11) If possible, one should arrange when reaching the appropriate part of the course to take the girls to a supermarket.
 - (12) Large sheets of coloured manilla card—at least one sheet is required per pupil.

Kosher animals, birds and fish

The Torah permits us to eat certain animals, birds and fish, and forbids us to eat others. For animals and fish, the Torah give us certain distinguishing signs for them to be Kosher. In the case of birds, however, the Torah does not give us distinguishing signs. Instead it gives us a list of non-Kosher birds.

The pupil should now turn in their English Bibles to the Biblical sources regarding Kosher and non-Kosher animals, birds and fish (Since these passages are difficult, the pupils should turn straight to their English translation).

A. Animals. Leviticus xi 2-8; Deuteronomy xiv 4-8

From these sources the pupils will see that the distinguishing signs for animals are those which both chew the cud and have a cloven hoof. The pupils should now prepare a table with four columns i.e. animals with both these signs, animals which just chew the cud, animals which just have a cloven hoof, animals with neither of these signs.