Curriculum for Jewish Religious Schools .....

INTRODUCTION BY
DR. SOLOMON B. FREEHOF

SOUTHWESTERN DISTRICT
OF PENNSYLVANIA
JEWISH RELIGIOUS
SCHOOLS COMMITTEE
4905 FIFTH AVENUE
PITTSBURGH, PENNSYLVANIA

SOUTHWESTERN DISTRICT OF PENNSYLVANIA
JEWISH RELIGIOUS SCHOOLS COMMITTEE
4905 FIFTH AVENUE - MAYFLOWER 1-6566 - PITTSBURGH 13, PA.

MRS. S. I. LASNER
CHAIRMAN
514 MOREWOOD AVENUE

"Thou shalt teach them diligently unto thy children."

OSCAR I. HARTER
SUPERVISOR

MEMORANDUM

FROM: OSCAR I. HARTER, SUPERVISOR

TO: SCHOOL CHAIRMAN AND SUPERINTENDENTS

SUBJECT: TEXT BOOKS

AT THE CLOSE OF THE SCHOOL YEAR IN JUNE, I ENQUIRED OF THE BOOK PUBLISHERS WITH REGARDS TO NEW AND MORE ATTRACTIVE TEXT BOOKS—BOOKS THAT WOULD HAVE MATERIAL CONTENT AND TEACHABLE. THE ANSWER RECEIVED WAS IN THE NEGATIVE AND HENCE THERE CANNOT BE ANY SUGGESTIONS AT THIS TIME IN THE WAY OF RADICAL CHANGES IN THE CURRICULUM.

I DID FIND TWO BOOKS THAT CAN BE HELPFUL IN THE LOWER GRADES:

"BIBLE STORIES FOR LITTLE CHILDREN" BY BETTY R. HOLLENDER $2.50
"SING FOR FUN". A COLLECTION OF ORIGINAL SONGS FOR THE PRIMARY GRADES OF THE JEWISH RELIGIOUS SCHOOL BY RAY M. COOK $1.50

INDEX

INTRODUCTION

BY DR. SOLOMON B. FREEHOF

THE PROBLEM OF JEWISH EDUCATION IN AMERICA IS COMPLEX AND DIFFICULT. IT INVOLVES, FIRST OF ALL, A PROBLEM OF PHILOSOPHY. WHAT ARE THE PRINCIPLES, WHAT ARE THE FUNDAMENTAL INTENTIONS OF OUR EDUCATION IN THE CHANGING WORLD? SECOND, IT IS A QUESTION OF CURRICULUM. WHICH SUBJECTS SHALL WE TEACH SO AS TO CARRY OUT THE INTENTIONS OF OUR EDUCATIONAL PHILOSOPHY? THIRD, THERE IS THE PROBLEM OF TEXTBOOKS. WE MUST WRITE AND PUBLISH BOOKS WHICH WILL BE THE PROPER VEHICLES FOR EDUCATION AND WILL INTERPRET THE CURRICULUM TO THE MODERN AMERICAN JEWISH CHILD. FOURTH, THERE IS THE PROBLEM OF A FACULTY. WHERE CAN WE FIND, OR HOW SHALL WE TRAIN TEACHERS WHO WILL HAVE NOT ONLY THE TECHNICAL KNOWLEDGE OF PROFESSIONAL EDUCATORS, BUT SUFFICIENT ACQUAINTANCE WITH THE ACTUAL MATERIAL WHICH WE DESIRE TO TEACH? ALL OF THESE PROBLEMS ARE SERIOUS ONES AND HAVE BEEN DEALT WITH TO AN INCREASING DEGREE OF SUCCESS BY MANY ORGANIZATIONS, NATIONAL AND LOCAL, ENGAGED IN THE GREAT ENTERPRISE OF JEWISH EDUCATION IN AMERICA.

THERE IS, HOWEVER, A FIFTH PROBLEM WHICH IS NOT GENERALLY DISCUSSED AND WHICH IS A VITAL ONE, NAMELY, THE PROBLEM OF GEOGRAPHY. OUR SYSTEM OF EDUCATION MUST BE SO ORGANIZED AS TO COPE WITH THE GEOGRAPHICAL FACT THAT JEWS ARE NOT ONLY CONCENTRATED IN LARGE MASSES IN THE GREAT CITIES BUT ARE ALSO SCATTERED IN SMALL GROUPS IN SMALL TOWNS ALL OVER THE UNITED STATES. HOW CAN THESE SCATTERED GROUPS BE REACHED? WHAT OPPORTUNITY CAN BE PROVIDED TO THEM AND TO THEIR CHILDREN FOR THE JEWISH EDUCATION FOR WHICH THEY OFTEN LONG MORE ARDENTLY THAN JEWS IN THE GREAT CITIES?

THIS PROBLEM IS NOT A NEW ONE. MANY SERIOUS ATTEMPTS HAVE BEEN MADE TO COPE WITH IT. SOCIETIES HAVE BEEN ESTABLISHED TO TEACH BY CORRESPONDENCE. CERTAIN NATIONAL ORGANIZATIONS HAVE MADE ATTEMPTS TO SEND TRAVELING TEACHERS AROUND. BUT THE PROBLEM IS SO VAST THAT IT WOULD TAKE ENORMOUS FUNDS AND A GIGANTIC ORGANIZATION TO PROVIDE TRAVELING TEACHERS TO COVER THE ENTIRE FIELD.

THE SOUTHWESTERN DISTRICT RELIGIOUS SCHOOLS COMMITTEE IS THE MOST PRACTICAL SOLUTION OF THE PROBLEM SO FAR PROPOSED. BY UNITING THE ENTHUSIASM OF THE COUNCIL OF JEWISH WOMEN, UNDER WHOSE AUSPICES THE DISTRICT WAS FOUNDED, AND THE ENTHUSIASM OF THE SISTERHOOD OF RODEF SHALOM TEMPLE, AND BY DIRECTING THIS EMOTIONAL AND MENTAL CURRENT INTO THE CHANNEL OF JEWISH EDUCATION, ORGANIZING OVER A SCORE OF SCHOOLS AROUND THE PITTSBURGH DISTRICT INTO ONE GROUP, THIS METHOD IS SMALL ENOUGH IN SCOPE TO BE MANAGEABLE AND LARGE ENOUGH IN ACHIEVEMENT TO BE ENCOURAGING. THE SOUTHWESTERN DISTRICT MAY BE LOOKED UPON AS THE EXAMPLE WHICH EVENTUALLY THE ENTIRE COUNTRY WILL FOLLOW. SOME DAY GREAT CONGREGATIONS IN NEW YORK AND CHICAGO AND SAN FRANCISCO AND ST. LOUIS WILL, IN COLLABORATION WITH THE COUNCIL OF JEWISH WOMEN, ESTABLISH SIMILAR DISTRICTS IN THE NEIGHBORHOODS AROUND THEIR RESPECTIVE CITIES. IF THESE NEW DISTRICTS WILL ACHIEVE WHAT OUR SOUTHWESTERN DISTRICT HAS ALREADY ACHIEVED, THE GEOGRAPHICAL PROBLEM OF JEWISH EDUCATION IN AMERICA WILL BE LARGELY SOLVED.

PREFACE

WHAT ARE THE DEFINITIONS AND ULTIMATE AIMS OF THE JEWISH EDUCATION? BEFORE CONSIDERING THE AIMS OF JEWISH EDUCATION, THE TERM "JUDAISM" SHOULD BE DISCUSSED. ARE JEWS A NATION OR A RELIGION? THERE ARE THOSE WHO CLAIM THAT THE JEWS ARE A NATION; OTHERS DEFINE JUDAISM AS A RELIGIOUS BROTHERHOOD; THEN THERE ARE THE MILLIONS OF BEWILDERED JEWS WHO HAVE NO PHILOSOPHY OF JUDAISM. THE MORE POPULAR DEFINITION PREVALENT AMONG EDUCATORS IS THAT THE JEWS IN AMERICA ARE A RELIGIOUS CULTURAL NATIONALITY. WHILE THERE EXIST COPIOUS AND VARIED OPINIONS, MOST EDUCATORS AGREE THAT JUDAISM IS A WAY OF LIFE AND THAT WAY OF LIFE FOR THE GROWTH AND DEVELOPMENT OF EACH INDIVIDUAL WHICH WILL ULTIMATELY LEAD TO THE PRESERVATION OF THE JEWISH HERITAGE.

FUNDAMENTALLY, THE ULTIMATE AIMS OF JEWISH EDUCATION ARE NOT DIFFERENT FROM THOSE OF GENERAL EDUCATION. BOTH EMPHASIZE DEVELOPMENT AND SHAPING OF CHARACTER, GIVING KNOWLEDGE, ADJUSTMENT OF THE INDIVIDUAL TO FIT INTO SOCIETY, AND DEVELOPMENT OF PROPER ATTITUDES. THE PROBLEMS OF JEWISH EDUCATION, HOWEVER, ARE MORE ACUTE IN THE QUESTIONS OF ENVIRONMENT, TIME LIMIT, AT THE SAME TIME INVOLVING ECONOMIC AND SOCIAL PROBLEMS.

THE EMPHASIS OF JEWISH EDUCATION IS UPON THE DEVELOPMENT OF CHARACTER; HENCE RELIGIOUS TRAINING IS MOST ESSENTIAL. THE EMINENT JEWISH HISTORIAN, SIMON DUBNOW, CLEARLY DEFINES THE AIM OF JEWISH EDUCATION: "MEN MUST BEWARE OF LOOKING UPON RELIGION AS AN IDEAL TO BE YEARNED FOR, IT SHOULD BE AN IDEAL TO BE DIRECTLY APPLIED DAY BY DAY, TO PRACTICAL CONTINGENCIES". AS WE SEE IT, JEWISH EDUCATION HAS A TASK OF BRINGING UP THE JEWISH YOUTH AND ENABLING THEM TO PARTICIPATE INTELLIGENTLY IN PRESENT DAY JEWISH LIFE. BY PERPETUATING JEWISH SOCIETY, THE INDIVIDUAL ALSO FINDS PERSONAL HAPPINESS AND SELF-REALIZATION.

THESE AIMS CAN BE ACHIEVED BY CALLING FORTH THE STRENGTH AND LIGHT INHERENT IN THE SOUL OF THE JEWISH PEOPLE; BY INCULCATING IN THE JEWISH CHILD DURING HIS IMPRESSIONABLE YEARS THE LOVE FOR HIS PEOPLE AND HIS HERITAGE; BY DEVELOPING IN THE CHILD THE VIRTUES OF TRUE JEWISHNESS AND RIGHTEOUSNESS, GOOD TASTE, AND A SENSE OF VALUES.

CAN THE JEWISH RELIGIOUS SUNDAY SCHOOL MEET THESE REQUIREMENTS? THE CONSENSUS IS THAT THE SUNDAY SCHOOL WITH ITS LIMITED FACILITIES, WITH ITS TWO HOUR WEEKLY SCHEDULE, IS INADEQUATE. MORE TIME IS NEEDED TO ACHIEVE THE ABOVE-MENTIONED AIMS THROUGH INSTRUCTION. THE SOUTHWESTERN DISTRICT OF PENNSYLVANIA JEWISH RELIGIOUS SCHOOLS, AWARE OF THESE FACTS, IS DOING ITS UTMOST TO MEET THE NEEDS AND PROBLEMS FACING JEWISH EDUCATION. THIS CURRICULUM WAS THEREFORE PREPARED IN A VERY FORMAL MANNER, ALLOWING VERY LITTLE TIME FOR EXPERIMENTAL PROJECTS. IT HAS DONE SO BECAUSE THE AVERAGE SCHOOL HAS NEITHER THE FINANCES NOR THE TIME TO EXPERIMENT.

WE HAVE CHARTED OUT A COURSE OF ACTION WHICH IS OFFERED TO JEWISH YOUTH OF ALL COMPLEXIONS: ORTHODOX, CONSERVATIVE AND REFORM. THE PRESENT FORM OF THE CURRICULUM IS NO LONGER IN THE EXPERIMENTAL STAGE. IF CERTAIN SUBJECTS HAVE NOT BEEN OUTLINED TO THE SATISFACTION OF THE SUPERVISOR, IT IS DUE TO THE FACT THAT THE JEWISH BOOK MARKET, ESPECIALLY THE JUVENILE, IS STILL WANTING MANY ADEQUATE TEXTBOOKS. GREAT EMPHASIS HAS BEEN LAID UPON THE TEACHING OF HISTORY--IT CORRELATES THE PRESENT AND THE PAST, IT AROUSES IN THE CHILD THE PRIDE OF ITS SOURCE AND HERITAGE, AND IT STIMULATES THE STUDENT TO SOLVE PRESENT-DAY PROBLEMS IN THE LIGHT OF PAST EXPERIENCES. IT IS HOPED THAT THIS CURRICULUM, WHICH INCLUDES THE OUTLINE OF OUR LONG AND EVENTFUL HISTORY, RICH AND COLORFUL FESTIVALS AND SACRED LITERATURE, WILL PROVIDE EXCELLENT TRAINING FOR CHARACTER BUILDING.

AT THIS OPPORTUNITY, I WISH TO EXPRESS PERSONAL THANKS TO DR. SOLOMON B. FREEHOF, DR. AZRIEL EISENBERG, DR. JACOB GOLUD, DR. EMANUEL GAMORAN, AND DR. ABRAHAM FRANZDLAU FOR THEIR CONSTRUCTIVE SUGGESTIONS AND CRITICISMS. I ALSO WANT TO EXPRESS MY THANKS TO MR. CHESTER G. BANDMAN WHO AIDED ME IN CORRECTING THE COPY FOR THIS CURRICULUM AND TO MISS HELEN FINKEL FOR HER VALUABLE SUGGESTIONS.

IN CLOSING, I OFFER MY SINCERE THANKS TO THE TEACHERS WHO ARE VOLUNTEERING THEIR SERVICES IN PROMOTING JEWISH EDUCATION. THEY CAN JUSTLY FEEL THAT THEY ARE PARTICIPANTS IN A GREAT UNDERTAKING. THE SOUTHWESTERN DISTRICT IS DEEPLY INDEBTED TO THESE YOUNG MEN AND WOMEN FOR THEIR WILLINGNESS TO FURTHER THE CAUSE OF JEWISH EDUCATION IN OUR RELIGION.

SAUL S. SPIRO

REVISIONS TO 1947
BY MILDRED W. KREIMER

REVISIONS FROM 1947
BY OSCAR I. HARTER

INSTRUCTIONS TO TEACHERS

THE FIRST IMPORTANT THOUGHT FOR US TO CONSIDER IN THIS WORK IS THAT WE ARE NOT, EXCEPT IN RARE INSTANCES, REGULARLY TRAINED PROFESSIONAL TEACHERS. IT FOLLOWS, THERE FORE THAT OUR TASK IN PRESENTING OUR SUBJECT MATTER IS GENERALLY MORE DIFFICULT THAN THAT OF THE REGULARLY TRAINED TEACHER. FOR WE MUST REMAIN CONSCIOUS OF THE MECHANICS OF TEACHING DURING OUR ENTIRE LESSON, INSTEAD OF HAVING THOSE MECHANICS SO FAMILIAR AND SO MUCH A PART OF US THAT THEY BECOME HABIT. ERRORS IN TECHNIQUE WILL NECESSARILY RESULT. WE CAN AND MUST DETERMINE, HOWEVER, THAT FOR THE SAKE OF THIS GREAT WORK IN WHICH WE ARE PARTICIPATING, THOSE ERRORS WILL BE KEPT AT A MINIMUM. ABOVE ALL, WE MUST DETERMINE TO OFFSET WHATEVER MECHANICAL SHORTCOMINGS WE POSSESS, DUE TO LACK OF PROFESSIONAL TRAINING, BY PREPARATION, ENTHUSIASM, SINCERENESS, AND DEVOTION TO OUR WORK.

THE FOLLOWING INSTRUCTIONS ARE SUBMITTED NOT AS A COMPLETE CODE FOR RELIGIOUS SCHOOL TEACHERS, BUT RATHER AS SUGGESTIONS WHICH WE FEEL ARE NECESSARY TO A GROUP SUCH AS OURS. THEY EMBODY FOR THE MOST PART CAUTIONS AGAINST COMMON ERRORS THAT WE HAVE DISCOVERED ARE NOT TO OCCUR. THEY SHOULD BE READ AND REREAD UNTIL THEY ARE ENTIRELY GRASPED.

THE RESPONSIBILITY OF THE TEACHER:

AS TEACHERS AND SUPERINTENDENTS, WE MUST REALIZE TO THE FULL THE RESPONSIBILITY THAT IS OURS. WE HAVE ENTRUSTED TO US IMPRESSIONABLE BOYS AND GIRLS. TO CREATE ANY OTHER THAN GOOD AND VALUABLE IMPRESSIONS WOULD BE SACRIGEGE.

WE MUST REMEMBER TOO, THAT FOR THE MOST PART, THE SOLE FORMAL EDUCATION OF THESE BOYS AND GIRLS, JEWISHLY SPEAKING, IS THAT WHICH THEY WILL RECEIVE AT OUR HANDS. THEY HAVE NO OTHER SOURCE. WE MUST MAKE EVERY HOUR, EVERY SESSION, MEANINGFUL AND PRODUCTIVE.

WE ARE NOT INTERESTED IN ANY PARTICULAR SHADE OF JUDAISM. WE MUST NOT OFFEND OR DEPRECATE ANY CULT. WE ARE TRAINING OUR CHILDREN AS JEWS,--SINCERE, CONSCIENTIOUS, SELF-RESPECTING, HONORABLE JEWS.

THE STUDY OF THE CURRICULUM:

BEFORE YOU BEGIN YOUR YEAR'S WORK IN THE CLASSROOM YOU SHOULD CAREFULLY STUDY THE SEVERAL CURRICULA WHICH YOUR CLASS IS TO COVER, AND YOU SHOULD READ AND DIGEST THE TEXTBOOKS ASSIGNED. THIS WILL AFFORD YOU SOME PERSPECTIVE OF THE ENTIRE YEAR'S SUBJECTMATTER. IN ADDITION, YOU SHOULD DISCUSS WITH YOUR SUPERINTENDENT THE MAKE-UP OF THE ENTIRE OUTLINE OF WORK, SO THAT YOU MAY PERCEIVE THE PLACE OF YOUR PERSPECTIVE GROUP IN THAT WHOLE.

WE MUST CARRY OUT OUR RESPONSIBILITIES BY FAITHFULLY PREPARING FOR EACH LESSON. AS CURSORY READING OF THE SUBJECT MATTER IS NOT PREPARATION. WE MUST DO MORE THAN KEEP ONE STEP AHEAD OF THE CLASS. MORE THAN ONE BOOK SHOULD BE CONSULTED. ALL THE IMPLICATIONS OF THE SUBJECT MATTER SHOULD BE LOOKED INTO. THE LESSON SHOULD BE ENTIRELY BOOKS ON THE SUBJECT MATTERS YOU ARE TEACHING. THESE SHOULD BE CONSULTED. MANY OF THEM MAY BE BORROWED BY YOU OR YOUR STUDENTS.

ATTENDANCE OF TEACHERS:

TEACHERS SHOULD ATTEND CLASSES REGULARLY AND MUST BE PUNCTUAL IN THEIR ATTENDANCE. TEACHERS AND SUPERINTENDENTS SHOULD BE ON HAND AT SCHOOL READY TO BEGIN WORK AT LEAST TEN MINUTES BEFORE THE SESSIONS ARE SCHEDULED TO BEGIN. IF THE ABSENCE OF A TEACHER BECOMES NECESSARY, THE SUPERINTENDENT SHOULD BE NOTIFIED IN AMPLE TIME SO THAT SUBSTITUTES MAY BE PROCURED. TO FAIL IN THIS RESPECT, TO NEGLECT TO CALL, OR TO CALL AT THE LAST MOMENT, IS TO BE DERELICT IN YOUR DUTIES AND UNFAIR TO YOUR CLASSES.

CLASS PROCEDURE:

WE SHOULD DEVELOP A CLOSE RELATIONSHIP TO OUR PARTICULAR CLASSES. THIS IS NECESSARY BOTH FOR THE DISCIPLINE OF THE SCHOOL AND FOR THE MORE FAMILIAR APPROACH IT PROVIDES TO THE STUDENTS WE HAVE. THIS SUGGESTION MEANS AT LEAST THAT EACH TEACHER IS SEATED WITH HIS OWN CLASS DURING THE ASSEMBLY AND MINGLES AS FAR AS POSSIBLE WITH THAT CLASS PRIOR TO SCHOOL HOURS.

SUBJECT MATTER SHOULD BE PRESENTED VIVIDLY. WE ARE TEACHING THE LIVING STORY WITH ALL ITS IMPLICATIONS OF A LIVING PEOPLE. THE SUBJECT DEMANDS ENTHUSIASM. PRESENT YOUR MATERIAL DRAMATICALLY AND PICTURESQUELY. MAKE YOUR CHILDREN FEEL THE STORY AND LIVE IT.

IN EXPLAINING OUR FESTIVALS, OUR CEREMONIES, OR KINDRED SUBJECT, AND IN TELLING STORIES WE MUST BE PARTICULARLY AWARE OF THE FOLLOWING SUGGESTION.

WE MUST BE CAREFUL TO REMEMBER THAT WE HAVE IN OUR HANDS AN IMMATURE GROUP. PERHAPS THE MOST COMMON FAULT OR TECHNIQUE IS TO SPEAK OVER THE HEADS OF THESE CHILDREN. NEW WORDS SHOULD BE USED, TO BE SURE, BUT LET US NOT SPEAK TO FOURTH GRADERS IN THE IDIOM OF COLLEGE SENIORS. TO DO SO NECESSARILY MEANS THAT THE LESSON LOSES ITS WARMTH AND IS NOT PROPERLY UNDERSTOOD.

ANOTHER APPROPRIATE SUGGESTION AND WARNING IN THIS CONNECTION IS THE ADMONITION THAT THE TEACHER MUST BE CAREFUL TO PRONOUNCE CORRECTLY NAMES AND TERMS. IN MANY INSTANCES THE CORRECT PRONUNCIATION WILL BE FOUND IN AN APPENDIX OR GLOSSARY TO THE TEXT USED. IN OTHER CASES, THE TEACHER MUST CHECK THE WORD IN A DICTIONARY, CONSULT THE SUPERINTENDENT, OR SEEK SOME OTHER AUTHORITY. THIS SUGGESTION IS IMPORTANT. TO FAIL TO FOLLOW IT IS TO BREED UNCERTAINTY, MISUNDERSTANDING AND IGNORANCE.

ALTHOUGH NO HARD AND FAST RULE CAN BE SET DOWN, THE BEST POSTURE, THE ONE THAT COMMANDS A MAXIMUM OF RESPECT AND ATTENTION, IS TO STAND DURING THE PRESENTATIONS OF THE LESSONS. IT GOES WITHOUT SAYING THAT TEACHERS AND SUPERINTENDENTS NEITHER CHEW GUM NOR SMOKE DURING PROGRESS OF THE SCHOOL.

WE MUST REMAIN AWARE OF THE TEMPERATURE AND ILLUMINATION OF THE ROOM. FOR GREATER RESULTS CAN BE ACHEIVED IN A WELL-VENTILATED AND WELL-ILLUMINATED ROOM THAN IN A POORER TYPE. IT IS THE TEACHER'S AND SUPERINTENDENT'S DUTY TO ATTEND TO THESE TWO PHYSICAL ASPECTS OF THE CLASSROOM. CHILDREN SHOULD REMOVE THEIR OVERSHOES, OVERCOATS, ETC.

CHANGING PROGRAM WHEN NECESSARY:

THE PROGRAM SHOULD BE VARIED WHEN IT IS EVIDENT THAT ATTENTION OF THE CLASS IS WANING. A FEW MINUTES OF GROUP SINGING, DRAMATIZATION OF AN HISTORICAL INCIDENT IN THE COURSE OF STUDEY, INJECTION OF CURRENT EVENTS INTO THE PROGRAM, AND SIMILAR DEVIATIONS FROM THE REGULAR CURRICULUM, NOT ONLY ARE OF GREAT VALUE IN THEMSELVES, BUT ALSO SERVE TO STIMULATE THE CLASS IN THE BALANCE OF ITS PROGRAM.

TEACHER AND STUDENT:

UNDER NO CONDITIONS SHOULD A TEACHER OR SUPERINTENDENT STRIKE A CHILD OR SEND HIM HOME. TO DO SO IS A CONFESSION OF ABJECT DEFEAT. IT MEANS THAT WE ARE NOT CAPABLE OF REACHING THE CHILD, OR UNDERSTANDING HIM.

EACH CHILD MUST BE TREATED AS AN INDIVIDUAL. IT IS RARE THAT TWO CHILDREN CAN BE APPROACHED IN PRECISELY THE SAME WAY. WE MUST ATTEMPT TO UNDERSTAND OUR STUDENTS, THEIR BACKGROUND, AND THEIR MENTAL PROCESSES. ESPECIAL ATTENTION SHOULD BE GIVEN TO THE BACKWARD CHILD AND TO THE SHY CHILD.

ALL QUESTIONS SINCERELY PUT BY THE CHILDREN SHOULD BE ANSWERED. IF THE ANSWER IS NOT WITHIN THE SCOPE OF OUR IMMEDIATE KNOWLEDGE, WE SHOULD INVESTIGATE AND DELVE FURTHER INTO THE SUBJECT SO THAT WE MAY ANSWER THE QUESTION INTELLIGENTLY. QUESTIONS SHOULD NOT BE SIDE-STEPPED, AND ANSWERS SHOULD NOT BE BLUFFED.

SUPERINTENDENT AS GUIDE:

TEACHERS SHOULD AT ALL TIMES CONSULT WITH THE SUPERINTENDENT IF UNDECIDED AS TO A COURSE OF ACTION OR EVEN AS TO FACT. THE OFFICE, TOO, AND THE SUPERVISOR STAND READY AT ALL TIMES TO ASSIST IN MEETING PROBLEMS AND TREATING INDIVIDUAL CASES. DO NOT HESITATE TO CALL ON THE SUPERINTENDENT OR SUPERVISOR.

WE MUST BE CAREFUL THAT ALL THE MATERIAL ASSIGNED TO A CLASS FOR THE YEAR IS TREATED. THIS WILL REQUIRE PLANNING AND FORESIGHT. ALL THE SUBJECTS SUGGESTED MUST BE TAKEN IN NORMAL STRIDE. DO NOT RELY ON THE LAST FEW WEEKS AS AN OCCASION FOR TEACHING LESSONS THAT SHOULD HAVE BEEN COVERED EARLIER IN THE YEAR.

EACH TEACHER SHOULD ORGANIZE HIS MATERIAL IN ACCORDANCE WITH THE SCHEDULE OF WORK AS PLANNED. THIS SCHEDULE WILL BE FOUND IN THE ROLL BOOKS OF TEACHERS, AND IN THE APPENDIX OF THE MASTER COPIES OF THIS CURRICULUM. REFERENCE TO THIS SCHEDULE WILL THEN INDICATE WHETHER PROPER PROGRESS IS BEING MADE.

RECORD BOOKS:

THE RECORD BOOKS WHICH HAVEBEEN PLACED IN THE HANDS OF THE TEACHER HAVE THREE VALUES. FIRST, THEY PROVEIDE FOR THE TEACHER A RECORD OF ATTENDANCE AND ACTIVITY OF THE INDIVIDUAL MEMBERS OF THE CLASS. SECOND, THEY PROVIDE FOR THE TEACHER A CONCRETE GUIDE OF WEEKLY PROGRESS OF THE CLASS. FINALLY, THEY ENABLE THE SUPERINTENDENT, OR SUPERVISOR, OR SUBSTITUTE TEACHER, WHEN ONE IS REQUIRED, TO ASCERTAIN AT A GLANCE THE WORK COVERED AND THE ATTENDANCE AND ACTIVITY OF THE STUDENTS.

THESE RECORDS SHOULD BE KEPT FAITHFULLY. THE BOOK SHOULD BE LEFT WITH THE SUPERINTENDENT AT THE CLOSE OF EACH SESSION AND RE*DISTRIBUTED BY HIM AT THE CO*MMENCEMENT OF THE NEXT SESSION.

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USEFUL HINTS TO TEACHERS:

START RIGHT: TO START IN RIGHT IS TO GO A LONG WAY TOWARD A SUCCESSFUL CONCLUSION. CHILDREN ARE QUICK TO "SIZE UP" THE NEW TEACHER. IF A TEACHER KNOWS WHAT HE IS ABOUT TO DO FROM THE VERY START--WITHOUT-DELAY--THE PUPILS WILL KNOW THAT HE "MEANS BUSINESS" AND WILL WASTE NO TIME IN SETTLING DOWN TO WORK THEMSELVES. TEACHERS WILL DO WELL TO ARRANGE ALL THEIR MATERIAL BEFORE THEIR RESPECTIVE SCHOOLS.

ROUTINIZE MECHANICAL MATTERS: IT IS GENERALLY AGREED THAT THE PURELY MECHANICAL

MATTERS OF TEACHING AND SCHOOL "HOUSEKEEPING SHOULD BE REDUCED AS EARLY AS POSSIBLE TO ROUTINE PROCEDURES THAT WILL INSURE SYSTEM AND ORDER. PUPILS MAY BE DELEGATED TO HELP IN SOME OF THE ROUTINE TASKS. AS IN ALL HABIT FORMATION, IT IS DESIRABLE THAT A SATISFACTORY PROCEDURE BE THOUGHT OUT AHEAD OF TIME, TALKED OVER WITH THE PUPILS, AND PRACTICED UNTIL THE NEEDED ROUTINE HAS BEEN ESTABLISHED ON A BASIS OF FAIRLY UNVARYING HABIT.

ASSIGN DEFINITE SEATS TO PUPILS:

IT IS DESIRABLE TO ASSIGN DEFINITE SEATS TO PUPILS. SOME TEACHERS ARE WILLING TO PERMIT PUPILS TO MAKE THEIR OWN CHOICES BUT REQUIRE THEM TO ADHERE TO THE CHOICE ONCE IT HAS BEEN MADE.

MAKE THE FIRST LESSON COUNT:

THE FIRST LESSON OF THE NEW TERM SHOULD CONTRIBUTE DEFINITELY TO THE TERM'S WORK; HENCE, NO TIME SHOULD BE LOST IN GETTING STARTED. WHATEVER THE TEACHER DESIRES TO DO, THE FIRST DAY'S WORK SHOULD BE CAREFULLY PLANNED. THE LEARNERS ARE LIKELY TO JUDGE BOTH THE TEACHER AND THE COURSE BY THE FIRST SAMPLE.

PUPILS LIKE GOOD ORDER:

BE ASSURED THAT PUPILS LIKE GOOD ORDER ONCE THEY KNOW WHAT IT MEANS. BY CONTRAST, THEY DISLIKE DISORDER AND CONFUSION. STUDENTS CONSIDER AS ONE OF THE MOST DESIRABLE QUALIFICATIONS OF A TEACHER THE ABILITY TO CONTROL THE CLASS. IT IS NOT TRUE, AS SOME WOULD HAVE US THINK, THAT PUPILS ARE UNHAPPY IN SCHOOL WHERE SYSTEM AND ORDER PREVAIL. TEACHERS MAY USE ONE OF THE MANY SCHEMES FOR THE PARTICIPATION OF THE LEARNERS IN THE GOVERNMENT OF THE SCHOOL, BUT BACK OF AND THROUGH THEM ALL IS THE TEACHER'S MORAL AND LEGAL RESPONSIBILITY FOR INSURING ORDER.

AVOID THREATS:

MANY A TEACHER STARTS ON THE ROAD TO FAILURE WHEN HE MAKES THREATS THAT HE CANNOT OR WILL NOT CARRY OUT. PUPILS SOON LEARN THAT THIS TEACHER'S THREATS MEAN NOTHING, AND SO PAY NO ATTENTION TO THEM. DO NOT SAY TO A PUPIL, "IF YOU ARE LATE AGAIN, I'LL SEND FOR YOU PARENT," UNLESS YOU ARE IN A POSITION NOT ONLY TO SEND FOR THEM, BUT ACTUALLY GET THE PARENTS TO COME TO THE SCHOOL.

VIEW DISCIPLINARY PROBLEMS OBJECTIVELY:

REGARD UNSOCIAL ACTS OF THE PUPILS AS OPPORTUNITIES FOR REAL TEACHING—AS A CHALLENGE TO YOUR SKILL AND INSIGHT. THIS WILL HELP YOU AMAZINGLY IN PRESERVING AN OBJECTIVE ATTITUDE. TEACHERS SHOULD EXHIBIT SELF-CONTROL IN ALL KINDS OF EMERGENCIES.

COMMENDATION MORE EFFECTIVE THAN PUNISHMENT:

WE LEARN BETTER TO REFRAIN FROM WRONG-DOINGS BY BEING COMMENDED FOR RIGHT-DOING, AND FOR NOT ENGAGING IN UNDESIRABLE CONDUCT, THAN BY BEING PUNISHED FOR MISBEHAVIOUR. IT WOULD BE UNFORTUNATE, HOWEVER, IF A LEARNER GAINED THE NOTION THAT HE MUST ALWAYS BE PATTED ON THE BACK FOR DOING THE RIGHT THING.

BE REASONABLE IN YOUR DEMANDS CONCERNING CONDUCT:

DON'T INSIST UPON STANDARDS OF CONDUCT FOR WHICH THERE IS NO JUSTIFICATION.

THE BUSY PUPIL SELDOM GETS INTO MISCHIEF;

THERE IS CONSIDERABLE TRUTH IN THE STATEMENT THAT "SATAN FINDS SOME EVIL FOR IDLE HANDS TO DO." WELL-EMPLOYED PUPILS DO NOT GET INTO MISCHIEF OFTEN. A WELL-ORDERED PROGRAM OF ACTIVITIES IS A POWERFUL PREVENTATIVE OF DISORDER.

THE "FASHION" OF GOOD ORDER:

FROM THE POINT OF VIEW OF DISCIPLINE, THE MOST SUCCESSFUL TEACHERS ARE THOSE WHO SUCCEED IN DEVELOPING AMONG THEIR PUPILS WHAT MAY BE CALLED A "FASHION" OF GOOD INTEREST AND INDUSTRY. THESE THINGS ARE TAKEN FOR GRANTED, SO TO SPEAK, BY LEARNERS

(ADOPTED FROM "CLASSROOM MANAGEMENT" BY W. C. BAGLEY. CONSULT THIS BOOK FOR FURTHER REFERENCE.

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TEACHER'S MEMORANDUM:

SUGGESTIONS FOR LESSON PLANS

I. THE TOPIC.

II. THE TEACHER'S AIM. (A SPECIFIC STATEMENT OF THE RESPONSES OF KNOWLEDGE, ATTITUDE FEELING, ACTION, CONDUCT, OR SKILL WHICH THE TEACHER INTENDS TO SECURE.)

III. BRIEF ANALYSIS OF THE TOPIC, SHOWING THE PRINCIPAL THINGS WHICH MUST BE KNOWN OR DONE. IN ORDER THAT THE TEACHER'S AIMS MAY BE ACCOMPLISHED. ONLY THE MOST IMPORTANT POINTS SHOULD BE GIVEN, AND THESE SHOULD BE ARRANGED IN LOGICAL ORDER WHEN SUCH AN ORDER EXISTS.

IV. PROCEDURE, AND THE PSYCHOLOGICAL ARRANGEMENT OF THE SUBJECT-MATTER TO BE TAUGHT.

SUBJECT MATTER	PROCEDURE
1. FORMER IDEAS AND ACTIVITIES WHICH SERVE AS AN INTRODUCTION TO THE NEW TOPIC.	1. QUESTIONS, CONVERSATION, OR REVIEW OF FORMER ACTIVITIES TO HELP THE PUPILS RECALL OR REORGANIZE PREVIOUS IDEAS OR EXPERIENCES WHICH ARE NECESSARY AS A BASIS FOR THE NEW KNOWLEDGE AND WHICH PAVE THE WAY FOR ITS INTRODUCTION. THIS PRELIMINARY EXERCISE SHOULD LEAD THE CLASS TO DESIRE THE NEW WORK AND TO APPRECIATE ITS VALUE, AND OUT OF IT SHOULD COME THE AIM AS STATED BY THE PUPILS.
2. ORGANIZATION OF THE KNOWLEDGE OR EXPERIENCES WHICH CONSTITUTE THE SUBJECT-MATTER OF THE TOPIC. THE MATERIAL SHOULD BE ARRANGED IN DETAIL IN TOPICAL FORM, AND IN THE ORDER IN WHICH IT WILL PROBABLY BE TAKEN UP; I. E., IN PSYCHOLOGICAL ORDER RATHER THAN IN LOGICAL ORDER. THE BOOKS TO BE USED SHOULD BE NAMED AND THE PAGES GIVEN.	2. THE TEACHER'S PROCEDURE IN CAUSING THE CLASS TO GAIN OR ORGANIZE THE NEW KNOWLEDGE OR EXPERIENCE THE NEW ACTIVITY. IT SHOULD INCLUDE THE PIVOTAL QUESTIONS WHICH INTRODUCE THE MAIN TOPICS AS INDICATED UNDER SUBJECT-MATTER 2. IT SHOULD SHOW WHAT ILLUSTRATIONS, ILLUSTRATIVE MATERIAL AND MOTOR ACTIVITIES THE TEACHER WILL EMPLOY. IT SHOULD INDICATE, ALSO, THE PLACE AND NATURE OF THE SUMMARIES, REVIEW DRILLS, AND ASSIGNMENTS WHICH OCCUR DURING THE DEVELOPMENT OF THE TOPIC.
3. STATEMENT OF THE RESULTS WHICH THE TEACHER EXPECTS IN THE CLASS AS A CONSEQUENCE OF THE TREATMENT OF THE NEW TOPIC. (SEE UNDER "THE TEACHER'S AIM," ABOVE.)	3. MEANS BY WHICH THE TEACHER PROPOSES TO TEST THE ACCOMPLISHMENT OF THE AIM. QUESTIONS MAY BE ASKED OR TOPICS ASSIGNED WHICH INVOLVE THE USE OF THE NEW KNOWLEDGE IN SOME OTHER RELATION THAN THE ONE EMPLOYED IN CLASS. THE USE OF THE IDEAS MAY BE SHOWN IN THE EXECUTION OF SOME CONSTRUCTIVE WORK OR IN SOME SOCIAL ACTIVITIES.

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TEACHING JEWISH HISTORY

I. AIM.

A. THE FOLLOWING ARE A SERIES OF AIMS IN THE TEACHING OF JEWISH HISTORY.

1. TO DEVELOP JEWISH CONSCIOUSNESS.
2. TO EXPLAIN THE JEWISH PRESENT IN THE LIGHT OF THE PAST.
3. TO GIVE A PICTURE OF THE LIFE OF THE JEWS THROUGHOUT THE AGES.
4. TO TELL THE STORY OF JEWISH ACHIEVEMENTS.
5. TO CONVEY TO THE STUDENTS AN IDEA OF THE MAJOR PROBLEMS AND MOVEMENTS IN JEWISH HISTORY.
6. TO CONVEY TO THE STUDENTS AN IDEA OF THE GRADUAL DEVELOPMENT OF THE JEWISH PEOPLE AND OF JUDAISM.
7. TO DEVELOP A DESIRE FOR READING JEWISH HISTORY AND RELATED MATERIAL.
8. DR. LEO HONOR FORMULATES THE AIM OF TEACHING JEWISH HISTORY AS THE ATTEMPT TO FOSTER AND DEVELOP THE JEWISH CONSCIOUSNESS OF THE PUPIL ALONG THREE DIRECTIONS:
   A). FIRST, TO GIVE HIM THE NECESSARY ABILITY TO INTERPRET CONTEMPORARY JEWISH LIFE IN TERMS OF THE HISTORIC CONSCIOUSNESS OF THE JEWISH PEOPLE.
   B). SECOND, TO DEVELOP WITHIN HIM A PROPER EMOTIONAL ATTITUDE TOWARDS THE IDEALS, HOPES AND STRUGGLES OF HIS PEOPLE.
   C). THIRD, TO MAKE HIM AWARE THAT THE IDEALS OF THE JEWISH PEOPLE, AND ITS ATTEMPT TO PRESERVE ITS OWN DISTINCTIVE CHARACTER, ARE COMPATIBLE WITH AMERICAN IDEALS, AND WITH THE CHARACTER OF AMERICAN LIFE.

II. VIEW POINTS--JEWISH HISTORY MAY BE TAUGHT FROM SEVERAL POINTS OF VIEW:

A. POLITICAL
B. SOCIAL
C. ECONOMIC
D. RELIGIOUS
E. LITERARY

III. EARLY GRADES

A. IN TEACHING JEWISH HISTORY IN THE PRIMARY GRADES THE MOST EFFECTIVE METHOD IS <u>STORY-TELLING</u>, NOT READING.

B. IN TELLING STORIES OF JEWISH HISTORY, DO NOT EXPECT THE YOUNGER CHILDREN TO REMEMBER FACTS. BE SATISFIED IF YOU CAN CREATE A FAVORABLE EMOTIONAL ATTITUDE.

C. THE IMPORTANT ELEMENTS OF A GOOD STORY ARE TO:

1. MAKE AN OUTLINE GIVING THE SUCCESSION OF EVENTS IN THE STORY.
2. SELECT ONE INCIDENT WHICH YOU THINK WILL AROUSE THE INTEREST OF AUDIENCE. PLACE THAT INCIDENT IN THE EARLY PART OF THE STORY.
3. THINK OVER CAREFULLY THE LANGUAGE YOU MIGHT USE IN TELLING THOSE PARTS OF THE STORY WHICH OFFER PARTICULAR DIFFICULTY.
4. INDICATE WHEN THE CLIMAX COMES IN YOUR STORY.
5. PLAN TO BRING YOUR STORY TO A CLOSE SOON AFTER THE CLIMAX HAS BEEN REACHED.

D. ANOTHER IMPORTANT FACTOR IN MAKING JEWISH HISTORY REAL IS <u>DRAMATIC ACTIVITY</u>. LET YOUR CHILDREN ACT OUT THE STORY YOU TELL THEM.

E. IN TEACHING HISTORY TO EARLY GRADES, MAKE USE OF PICTURES, MAPS AND HANDWORK.

IV. TEACHING HISTORY FROM TEXT-BOOKS.

A. INTRODUCE A NEW BOOK TO YOUR CHILDREN. CALL THEIR ATTENTION TO:

1. NAME OF BOOK.
2. AUTHOR.
3. ILLUSTRATIONS.
4. INDEX.
5. REFERENCES OR GLOSSARY, ETC.

B. ASSIGNMENT OF LESSON TO THE CLASS:

1. THE PUPILS READ THE PAGES ASSIGNED AND THE TEACHERS QUESTION THEM IN

CLASS.

2. THE PUPILS ANALYZE THE LESSON AT HOME AND BRING IN A WRITTEN OUTLINE WHICH IS DISCUSSED BY THE ENTIRE CLASS, AFTER WHICH A "CLASS OUTLINE" IS FORMULATED.
3. THE PUPILS ARE TAUGHT IN CLASS THROUGH GUIDANCE BY THE TEACHER HOW TO STUDY AND PREPARE A NEW LESSON.
4. THE PUPILS READ AT HOME AND THE CLASS PERIOD IS PARTLY GIVEN OVER TO A DISCUSSION WHICH IS SUPPLEMENTARY IN NATURE.
5. THE TEACHER MUST INSIST THAT EVERY STUDENT HAVE A "WORKBOOK".

V. LESSON PLANS--IN PREPARING A LESSON PLAN THE TEACHER SHOULD CONSIDER THE FOLLOWING QUESTIONS:

A. WHAT IS THE TEACHER'S AIM IN THE PARTICULAR LESSON UNDER DISCUSSION?
B. WHAT IS THE PUPIL'S AIM?
C. WHAT ARE THE ESSENTIALS OF THE TEXT OR CONTENT TO BE INCLUDED IN THIS PARTICULAR LESSON?
D. WHAT PROCEDURE HAS THE GROUP OUTLINED FOR THE DEVELOPMENT OF THE LESSON? (POINT OF CONTACT, KEY QUESTIONS, ETC.)
E. DOES THE LESSON OFFER AN OPPORTUNITY FOR RELATION TO MODERN JEWISH LIFE?
F. ARE THERE ANY SPECIAL SUGGESTIONS OR DEVICES WORTHY OF NOTE?

VI. COLLATERAL READING IN JEWISH HISTORY--DRAW UP A SMALL LIST OF BOOKS SUITABLE FOR COLLATERAL READING IN JEWISH HISTORY. IN CONSTRUCTING THIS LIST SEE WHETHER YOU CAN FIND SOME TITLES FOR THE FOLLOWING SUBJECTS:

A. SOURCE BOOKS FOR JEWISH HISTORY.
B. BOOKS DEALING WITH A CERTAIN PERIOD IN JEWISH HISTORY.
C. JEWISH BIOGRAPHY.
D. JEWISH FICTION.
E. JEWISH POETRY.
F. SPECIAL TOPICS RELATED TO JEWISH HISTORY.
G. MAGAZINES CONTAINING ARTICLES RELATED TO JEWISH HISTORY.
H. AROUSE AN INTEREST IN JEWISH HISTORY. DEVELOP A DESIRE FOR THE HABIT OF HISTORICAL READING. DEVELOP A CRITICAL ATTITUDE TOWARDS FACTS PRESENTED BY WRITERS OF JEWISH HISTORY.

VII. BOOK REPORTS--DIVIDE YOUR CLASS INTO SEVERAL GROUPS AND LET EACH GROUP REPORT ONE OF THE BOOKS ASSIGNED TO THEM. A LIST OF BOOKS WILL BE FOUND IN THE S.W.D. CURRICULUM.

BIBLIOGRAPHY:

THIS MATERIAL WAS ADAPTED FROM:

1. THE TEACHING OF JEWISH HISTORY--DR. EMANUEL GAMERON
(TEACHERS ARE URGED TO SECURE THIS BOOK AS IT IS ONE OF THE MOST HELPFUL SYLLABUS PUBLISHED ON THIS SUBJECT.)
2. TEACHING OF HISTORY BY HENRY JOHNSON
3. TEACHING OF HISTORY BY PAUL KLAPPER
4. MANUAL FOR TEACHING BIBLICAL HISTORY BY EUGENE KOHN

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TEACHER'S MEMORANDUM:

1955-1956

CALENDAR

SUNDAY	SEPTEMBER	11, 1955	REGISTRATION	ELUL	14, 5715
SUNDAY	"	18	NO SCHOOL ROSH HASHANA	TISHRI	2, 5716
SUNDAY	"	25	2ND SCHOOL SESSION	"	9
MONDAY	"	26	YOM KIPPUR	"	10
SATURDAY	OCTOBER	1	1ST DAY SUCCOT	"	15
SUNDAY	"	2	3RD SCHOOL SESSION	"	16
SUNDAY	"	9	SIMCHAT TORAH 4TH SCHOOL SESSION	"	23
SUNDAY	"	16	5TH SCHOOL SESSION	"	30
SUNDAY	"	23	6TH SCHOOL SESSION	CHESHVAN	7
SUNDAY	"	30	7TH SCHOOL SESSION	"	14
SUNDAY	NOVEMBER	6	8TH SCHOOL SESSION TEACHER'S INSTITUTE	"	21
FRIDAY	"	11	ARMISTICE DAY	"	26
SUNDAY	"	13	9TH SCHOOL SESSION	"	28
SUNDAY	"	20	10TH SCHOOL SESSION	KISLEV	5
FRIDAY	"	25	THANKSGIVING	"	9
SUNDAY	"	27	11TH SCHOOL SESSION	"	12
SUNDAY	DECEMBER	4	12TH SCHOOL SESSION	"	19
SATURDAY	"	10	1ST DAY CHANUKAH	"	25
SUNDAY	"	11	13TH SCHOOL SESSION	"	26
SATURDAY	"	17	LAST DAY CHANUKAH	TEVETH	2
SUNDAY	"	18	14TH SCHOOL SESSION	"	3
SUNDAY	"	25	15TH SCHOOL SESSION	"	10
SUNDAY	JANUARY	1, 1956	MID-YEAR VACATION	"	17
SUNDAY	"	8	16TH SCHOOL SESSION	"	24
SUNDAY	"	15	17TH SCHOOL SESSION	SHEVAT	2

SUNDAY	JANUARY	22, 1956	18TH SCHOOL SESSION	SHEVAT	9
SATURDAY	"	28	TU B'SHVAT	"	15
SUNDAY	"	29	19TH SCHOOL SESSION	"	16
SUNDAY	FEBRUARY	5	20TH SCHOOL SESSION	"	23
SUNDAY	"	12	LINCOLN'S BIRTHDAY 21ST SCHOOL SESSION	"	30
SUNDAY	"	19	22ND SCHOOL SESSION	ADAR	7
WEDNESDAY	"	22	WASHINGTON'S BIRTHDAY	"	10
SUNDAY	"	26	PURIM 23RD SCHOOL SESSION	"	14
SUNDAY	MARCH	4	24TH SCHOOL SESSION	"	21
SUNDAY	"	11	25TH SCHOOL SESSION	"	28
SUNDAY	"	18	26TH SCHOOL SESSION	NISAN	6
SUNDAY	"	25	27TH SCHOOL SESSION	"	13
TUESDAY	"	27	1ST DAY PESACH	"	15
SUNDAY	APRIL	1	28TH SCHOOL SESSION	"	20
TUESDAY	"	3	LAST DAY PESACH	"	22
SUNDAY	"	8	29TH SCHOOL SESSION	"	27
SUNDAY	"	15	30TH SCHOOL SESSION	IYAR	4
MONDAY	"	16	ISRAEL INDEPENDENCE DAY	"	5
SUNDAY	"	22	31ST SCHOOL SESSION	"	11
SUNDAY	"	29	LAG B'OMER 32ND SCHOOL SESSION	"	18
SUNDAY	MAY	6	33RD SCHOOL SESSION MOTHER'S DAY	"	25
SUNDAY	"	13	34TH SCHOOL SESSION	SIVAN	3
WEDNESDAY	"	16	SHAVUOTH	"	6
SUNDAY	"	20	CONFIRMATION DAY 35TH SCHOOL SESSION	"	10
SUNDAY	"	27	CLOSING EXERCISES	"	17

SCRIPTURAL READINGS FOR THE SABBATH

TORAH		HAFTARAH
BERESHIS		
(A) GENESIS	I, 1—II, 3	ISAIAH XLII, 5-12
(B)	II, 4-25 OR	PSALM CIV OR
	III, 1-24	JOB XXXVIII
(C)	IV, 1-16	PSALM CXXXIX
NOAH		
(A) GENESIS	VI, 9—VII, 7	ISAIAH LIV, 1-10
(B)	VIII OR IX	JEREMIAH XXXI, 23-36
(C)	XI, 1-9	ZEPHANIAH III, 8-20
LECH LECHO		
(A) GENESIS	XII, 1-9	ISAIAH XL, 27—XLI, 10
(B)	XIII OR XIV	ISAIAH LI, 1-16 OR
		PSALM CXI
(C)	XV	PSALM CV, 1-15
VAYERO		
(A) GENESIS	XVIII, 1-19	II KINGS IV, 8-37
(B)	XVIII, 20-33	EZEKIEL XVIII
(C)	XXI OR XXII	MICAH VI, 1-8
CHAYE SORCH		
(A) GENESIS	XXIII	I KINGS I, 5-36
(B)	XXIV, 1-33	PSALM XLV
(C)	XXIV, 34-67	PROVERBS XXXI, 10-31
TOLEDOS		
(A) GENESIS	XXV, 19-34	MALACHI I, 1-11
(B)	XXVI, 12-33	I KINGS V, 15-26
(C)	XXVII, 1-29	PROVERBS IV, 1-23
VAYETZE		
(A) GENESIS	XXVII, 10-22	HOSEA XI, 7—XII, 11
(B)	XXIX, 2-20	JEREMIAH XXXI, 1-17
(C)	XXXI, 36-49	PSALM XXVII
VAYISHLACH		
(A) GENESIS	XXXII, 4-33	HOSEA XII, 13—XIV, 3
(B)	XXXIII	PSALM VII
(C)	XXXV, 1-20	JEREMIAH X, 1-16
VAYESHEV		
(A) GENESIS	XXXVII, 1-11	I KINGS III, 5-15
(B)	XXXVII, 12-36	AMOS II, 6—III, 8
(C)	XL	PSALM XXXIV

SCRIPTURAL READINGS
FOR THE SABBATH
(CONTINUED PAGE 2)

	TORAH	HAFTARAH
MIKETZ		
(A) GENESIS	XLI, 1-14	I KINGS III, 15-28
(B)	XLI, 14-38	DANIEL II, 1-23
(C)	XLII, 1-21	ISAIAH XIX, 11-25
VAYIGASH		
(A) GENESIS	XLIV, 18-XLV, 9	EZEKIEL XXXVII, 15-28
(B)	XLV, 9-28	PSALM LXXII
(C)	XLVII, 1-12	PSALM LXXI
VAYECHI		
(A) GENESIS	XLVII, 28-XLVIII, 20	I KINGS I, 41-53, II, 1-4
(B)	XLIX, 1-28	I CHRONICLES XXVII, 1-10
(C)	XLIX, 29-L, 26	JOB V
SHMOS		
(A) EXODUS	I, 1-22	ISAIAH XXVII, 6-8, 12-XXVII, 6
(B)	II OR III, 1-15	ISAIAH VI OR I SAMUEL III
(C)	IV, 1-18 OR V	JEREMIAH I, 1-12 OR I KINGS XII, 1-19
VOERO		
(A) EXODUS	VI, 2-13	EZEKIEL XXVII, 25-XXIX, 16
(B)	VII, 14-26	ISAIAH XLII, 5-17
(C)	IX, 13-35	EZEKIEL XXXI, 1-12
BO		
(A) EXODUS	X, 1-23	JEREMIAH XLVI, 13-27
(B)	XII, 1-11	ESRA VI, 16-22
(C)	XIII, 3-16	PSALM CV, 14-45
BESHALACH		
(A) EXODUS	XIII, 17-XIV, 15	JUDGES IV, 1-15
(B)	XV	JUDGES V, 1-21
(C)	XVI, 1-18	PSALM LXXVIII, 1-28
YISRO		
(A) EXODUS	XVIII	ISAIAH VI
(B)	XIX	ISAIAH XLIII, 1-12
(C)	XX	PSALM XIX
MISHPOTIM		
(A) EXODUS	XXI, 1-13	JEREMAIH XXXIV, 1-22 XXXIII, 25-26
(B)	XXII, 20-XXIII, 9	AMOS V, 6-24
(C)	XXIV	JEREMIAH XVI, 19-, XVII, 8
TERUMO		
(A) EXODUS	XXV, 1-22	I KINGS V, 26; VI, 13
(B)	XXV, 23-40	I CHRONICLES XXII, 1-13
(C)	XXVII, 1-19	I KINGS VIII, 23-43

SPECIAL READINGS FOR HOLIDAYS

First Day Rosh Hashonah	Genesis 2 Numbers 29: 1 – 6	I Samuel 1:1 – 2:10
Second Day Rosh Hashonah	Genesis 22 Numbers 28; 1 – 6	Jeremiah 21:2 – 20
Shabbos Shuvah	Deuteronomy 32	Hosea 14
Yom Kippur (Morning)	Leviticus 16 Numbers 29: 7 – 11	Isaiah 57:14 – 58:14
Yom Kippur (Afternoon)	Leviticus: 18	Jonah
First Day Succoth	Leviticus 23:33-44	Isaiah 32:33;34
Second Day Succoth	Leviticus 22; 26-23;44 Numbers 29:12 – 16	I Kings 8:2 – 21
Shemini Atzeres:	Genesis 1-1-10 Deuteronomy 34	Joshua 1:1-17
Simchas Torah	Deuteronomy 34 Genesis 1:1-2:3	Joshuah 1
First Day Chanukah	Numbers 7:1-17	
Eighth Day Chanukah	Numbers 7:38-84	
First Day Passover	Exodus 12:37-42 13:3-10	Isaiah 43:1-15
Second Day Passover	Leviticus 22:26-23:44 Numbers 28:16-25	II Kings 23: (or 4) and 2:10-25
Seventh Day Passover	Exodus 14:30-15:21	Isaiah 11:1-6and 9:12
Eighth Day Passover	Deuteronomy 15:19:16:17 Numbers 28:19 – 25	Isaiah 10:32, 12:6
First day Shavuoth	Exodus 19:1 – 8; 20:1-18	Book of Ruth; Isaiah 62:1 – 12
Second Day Shavuoth	Deuteronomy 15:19-26:17 Numbers 28:26-31	Hadakkuk 3:1 – 19

EXTRA CURRICULAR ACTIVITIES

1. EXTRA-CLASS ACTIVITIES FOR THE PURPOSE OF HAVING A "GOOD TIME".
   A. PICNICS AND OUTINGS.
   B. ENTERTAINMENTS.
   C. FESTIVAL AND HOLIDAY CELEBRATIONS.
   D. SOCIAL CLUBS.
   E. ATHLETIC ACTIVITIES.
   F. DANCES AND PARTIES.
   G. JEWISH SCOUT ORGANIZATIONS.
   H. RECREATIONAL READING
2. SPECIAL INTEREST GROUPS.
   A. LITERARY SOCIETIES.
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   F. CURRENT EVENTS CLUBS.
   G. HISTORY CLUB, BIBLE CLUB, ETC.
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   A. PARTICIPATION IN STUDENT'S ORGANIZATION.
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   C. SINGING (CHOIR) AT SERVICES.
   D. DEBATING (TEAM) WITH OTHER SCHOOLS.
   E. RUNNING THE SCHOOL PAPER.
   F. RUNNING A BAZAAR TO RAISE MONEY TO SUPPLY EQUIPMENT, ETC.
   G. CONDUCTING AN EXHIBIT.
   H. MONITORIAL SQUAD TO PRESERVE DISCIPLINE.
4. ACTIVITIES WITH A SOCIAL SERVICE MOTIVE.
   A. RAISE MONEY FOR SOCIAL SERVICE PROJECTS.
   B. HAVE A BIRTHDAY SECRETARY TO SEND CARDS TO CLASSMATES.
   C. DECORATE AND BEAUTIFY SCHOOL ROOMS.

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JEWISH LIBRARY FOR YOUTH

AGES 6 TO 8:

1. BIBLE PICTURE STORY BOOKS: JOSEPH, DAVID, DANIEL, RUTH AND NAOMI
2. ALTMAN, ADDIE R ..... JEWISH CHILD'S BIBLE STORIES
3. FOX, ETHEL ..... BIBLE PRIMER FOR TINY TOTS
4. FRIDAY NIGHT STORIES
5. KING, M. ..... AMNON, A LAD OF PALESTINE
6. LEVINGER, E. E. ..... GREAT JEWS SINCE BIBLE TIMES
7. SAMPTER, JESSIE E. ..... AROUND THE YEAR IN RHYMES FOR THE JEWISH CHILD
8. WEILERSTEIN, SADIE R. ..... ADVENTURES OF K'TONTON, THE

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1. "AUNT NAOMI" ..... JEWISH FAIRY TALES AND LEGENDS
2. BIALIK, CHAIM N. ..... FAR OVER THE SEA
3. BRAVERMAN, LIBBIE L. ..... CHILDREN OF THE EMEK
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5. CALISCH, EDITH L. ..... GRANDFATHER'S BIG BOOK
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8. COOPER, S. W. ..... THINK AND THANK
9. CRONBACH, A. ..... PEACE STORIES FOR JEWISH CHILDREN
10. EHRLICH, C. E. ..... THE BOY WHO FITS IN
11. FIELD, CLAUDE H. ..... JEWISH LEGENDS OF THE MIDDLE AGES
12. GAER, JOSEPH ..... THE BURNING BUSH
13. GAER, JOSEPH ..... THE MAGIC FLIGHT
14. ISH-KISHOR, SULAMITH ..... HEAVEN ON THE SEA AND OTHER STORIES
15. LANDMAN, ISAAC ..... STORIES OF THE PROPHETS
16. LEVINGER, ELMA E. ..... PLAYMATES IN EGYPT
17. LEVINGER, ELMA E. ..... WITH THE JEWISH CHILD IN HOME AND SYNAGOGUE
18. LEVINGER, ELMA E. ..... WONDER TALES OF THE BIBLE
19. LURIE, ROSE G. ..... THE GREAT MARCH (BOOK I)
20. MYERS, J. ..... THE JEWISH STORY BOOK
21. REIZENSTEIN, J. ..... RABINIC WISDOM
22. WADE, M. H. ..... OUR LITTLE JEWISH COUSINS
23. ZELIGS, DOROTHY F. ..... A CHILD'S HISTORY OF THE HEBREW PEOPLE

AGES 10 TO 12

1. AQUILAR, GRACE ..... THE VALE OF CEDARS
2. BURSTEIN, ABRAHAM ..... JEWISH CHILD'S GARDEN OF VERSES
3. CHURCH, A. J. ..... THE HAMMER
4. CONOVITZ, MICHAEL ..... DOROTHY AND DAVID EXPLORE JEWISH LIFE
5. FEIN, HARRY H. ..... GEMS OF HEBREW VERSE
6. FLEG, E. ..... THE LIFE OF MOSES
7. FLEG, E. ..... THE LIFE OF SOLOMON
8. FRANK, HELENA ..... YIDDISH TALES
9. GABRIEL, G. W. ..... THE SEVEN-BRANCHED CANDLESTICK
10. GAER, JOSEPH ..... THE UNCONQUERED
11. GORDON, S. ..... THE SONS OF THE COVENANT
12. GORDON, S. ..... GOD'S REMNANTS
13. HARRIS, E. A. ..... GAME OF DOEG

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9. CRONBACH, A. ..... PEACE STORIES FOR JEWISH CHILDREN
10. EHRLICH, C. E. ..... THE BOY WHO FITS IN
11. FIELD, CLAUDE H. ..... JEWISH LEGENDS OF THE MIDDLE AGES
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1. BEIN, ALEX.....THEODORE HERZL
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26. STEINBERG, MILTON ..... AS A DRIVEN LEAF
27. ZUNSER, MIRIAM ..... YESTERDAY

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BIOGRAPHY

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5713-1953

TEACHER'S MEMORANDUM:

CYCLE TWO

GRADES - 4 - 5 - 6.

GRADE	HISTORY	CEREMONIALS	JEWISH COMMUNAL LIFE	BIBLE
4	ABRAHAM TO BABYLONIAN EXILE. BOOK: WHEN THE JEWISH PEOPLE WAS YOUNG.		JEWISH COMMUNITY & ITS INSTITUTIONS BOOK: CONOVITZ	CORRELATED READING.
5	RETURN FROM BABYLON TO SPANISH EXPULSION. BOOK: SOLOFF II		JEWISH COMMUNITY & ITS INSTITUTIONS BOOK: CONOVITZ	
6	16TH CENTURY TO MODERN TIMES. BOOK: SOLOFF III	OUR HOLIDAYS & FESTIVALS AT HOME & IN SYNAGOGUE BOOK: EDIDIN		

INTRODUCTION TO CYCLE TWO:

HISTORY:

THE SECOND CYCLE, EMBRACING THE NEXT THREE YEARS OF STUDY, PRESENTS JEWISH HISTORY AS A SERIES OF VIVID AND DRAMATIC EPISODES FROM THE LIFE OF THE JEWISH PEOPLE. WHILE THE PRIMARY OBJECT IN CYCLE I IS THE PRESENTATION OF JEWISH HEROES, THE SECOND CYCLE PORTRAYS THE STORY OF THE JEWISH PEOPLE FROM ITS INCEPTION DOWN TO THE PRESENT DAY IN A CONTINUOUS NARRATIVE IN WHICH THE DRAMATIC ELEMENT IS GREATLY STRESSED.

SOME PORTION OF THE HISTORY MAY HAVE ALREADY BEEN TAKEN UP BY THE STUDENTS IN CYCLE I, BUT FROM A DIFFERENT VIEWPOINT--THAT OF EMPHASIS ON THE CHARACTERS WHO FIGURE IN JEWISH HISTORY. IN BOTH THE FIRST AND SECOND CYCLES MANY DETAILS ARE OMITTED. IT IS UNDESIRABLE TO CROWD THE YOUNG STUDENT'S MIND WITH DETAILS UNLESS THEY BEAR DIRECTLY ON THE LARGER ASPECTS OF THE PICTURE WHICH THE TEACHER WISHES TO PORTRAY. THE STUDENTS SHOULD BE TAUGHT ONLY THAT WHICH THEY CAN EASILY DIGEST. IN GENERAL, THE IDEAS SUGGESTED IN THE CURRICULA SHOULD CONSTITUTE THE LESSON.

IF, FOR ANY REASON, THE STUDENTS HAVE NO TEXT BOOKS IN THEIR HANDS, THE TEACHER'S RESPONSIBILITY IS MUCH GREATER. HE MUST PRESENT THE LESSON HIMSELF. IN SUCH CASES THE STUDENTS SHOULD BE URGED TO PREPARE THEIR LESSON FROM SOME OTHER TEXT BOOKS TO WHICH THEY HAVE ACCESS. THE BIBLE REFERENCES SUGGESTED BY SOLOFF AT THE END OF EACH CHAPTER CAN BE READ BY THE STUDENTS.

THE TEACHER SHOULD FOLLOW CAREFULLY THE SUGGESTIONS OF MR. SOLOFF INDICATED AT THE END OF EACH CHAPTER, UNDER THE TITLE OF "SOMETHING TO THINK ABOUT" AND "ADDITIONAL READING." RELATED READING WILL ENRICH THE STUDENT'S BACKGROUND AND DEVELOP THE GOOD HABIT OF READING FOR PLEASURE. THE TEACHER SHOULD MAKE GOOD USE OF THE "TEACHER'S GUIDE" WHICH EACH TEXT HAS, AND ALSO ENCOURAGE THE USE OF "PUPIL'S WORKBOOKS."

IN THE SECOND CYCLE, STUDENTS MAY DRAMATIZE SUITABLE INCIDENTS FOR SELF-EXPRESSION. IMAGINATIVE COMPOSITION WORK, SUCH AS THE WRITING OF CHRONICLES AND THE PERSONIFICATION OF OBJECTS AND PLACES CAN ALSO BE INTRODUCED.

IN VIEW OF THE ADMIRABLE IN WHICH THE TEXT IS DIVIDED, IT IS UNNECESSARY TO FURTHER DIVIDE THE MATERIAL. ONE CHAPTER OF THE TEXT SHOULD BE TAUGHT EACH WEEK. NEEDLES TO SAY, ADDED TIME MAY BE DEVOTED TO ANY CHAPTER WHICH DEMANDS IT.

[illegible] TION.

EXAMINE THE WORKBOOK.

2. HE SHOULD PREPARE A LESSON PLAN TO BE USED AS A GUIDE IN TEACHING. (USE THE TEACHER'S GUIDE AS AN AID.)

3. HE SHOULD PRESENT HIS STORY WITHOUT CONSULTING HIS BOOK.

4. PROJECTS AND HANDWORK SUGGESTED AT THE END OF EACH CHAPTER SHOULD BE FOLLOWED.

5. SUCH PICTURES AS PERTAIN TO THE LESSON SHOULD BE PLACED IN FULL VIEW OF THE ENTIRE CLASS. REFER TO THEM AS THE STORY IS RELATED.

6. HE SHOULD TRY DRAMITAZATION OF THE LESSON, SHOBADES, ETC.

7. HE SHOULD USE REFERENCE BOOKS—AND ENCOURAGE HIS STUDENTS TO DO THE SAME.

8. HE SHOULD NOT NEGLECT THE BIBLE READING AS REFERRED TO AT THE END OF EACH LESSON.

BIBLE READING:

THERE WILL BE NO SEPARATE COURSE IN BIBLE IN CYCLE II. ASSIGNEMENTS IN RELATED BIBLE READING MUST BE FITTED INTO THE HISTORICAL LESSON IN GRADE 4. BIBLE READINGS IN GRADES 5 AND 6 ARE LEFT TO THE DISCRETION OF THE TEACHER.

JEWISH CEREMONIALS:

GRADES 4 AND 5 HAVE NO DISTINCT COURSE IN CEREMONIALS. OBSERVANCE OF SABBATH AND HOLIDAYS IN THEIR CALENDAR ORDER SHOULD BE PRACTICED, FOLLOWING MATERIAL ISSUED PERIODICALLY UNDER THE TITLE OF "SOUTHWESTERN DISTRICT HOLIDAY PROGRAMS."

THE SCOPE OF THE WORK FOR GRADE 6 IS THE PRACTICE OF HOLIDAYS AND FESTIVALS AT HOME AND IN THE SYNAGOGUE. THE WORK ASSIGNED IN THE CURRICULUM MUST BE TAUGHT THOROUGHLY AND SYSTEMATICALLY THROUGHOUT THE SCHOOL YEAR. THE TEXT BOOK, "JEWISH HOLIDAYS AND FESTIVALS" BY BEN EDIDIN, IS A COMPREHENSIVE BOOK AND ITS FORM IS BOTH INTERESTING AND INFORMATIVE.

WHEREVER POSSIBLE, THE SYMBOLS DISCUSSED SHOULD BE PHYSICALLY DEMONSTRATED TO THE CLASS. FOR EXAMPLE, A MEZUZAH SHOULD BE BROUGHT TO CLASS AND ITS CONTENTS ILLUSTRATED. THIS IS THE MOST CERTAIN MEANS OF CONVEYING A CORRECT IDEA OF THE SUBJECT MATTER TO THE CLASS.

JEWISH COMMUNAL LIFE:

THE STUDY OF THE JEWISH COMMUNITY AND ITS INSTITUTIONS IS DESIGNED FOR GRADES 4 AND 5. THE AIM IS TO TEACH THE JEWISH CHILD TO UNDERSTAND HOW THE PHILANTHROPIES, THE CULTURAL, THE EDUCATIONAL, AND THE CORRECTIONAL NEEDS OF THE JEWISH COMMUNITY ARE MET THROUGH VARIOUS INSTITUTIONS. THIS COURSE, WHEN PROPERLY TAUGHT, WILL NOT ONLY GIVE THE STUDENT ABUNDANT SOURCES OF INFORMATION, BUT WILL HELP HIM GROW UP A PART OF THE COMMUNITY AND BECOME CONSCIOUS OF THE OBLIGATION FACING HIM.

THE CLASS TEXT IS "DOROTHY AND DAVID EXPLORE JEWISH LIFE," BY MICHAEL CONOVITZ. THE TEXT COMBINES TWO IMPORTANT FACTORS, STORY INTEREST AND STIMULATING QUESTIONS FOR DISCUSSION, WHICH WILL EFFECT A DESIRABLE OUTCOME.

WHEREVER POSSIBLE, TEACHERS SHOULD TAKE THEIR CLASSES AND EXPLORE THE INSTITUTIONS EXISTING IN THEIR OWN COMMUNITY OR IN THE VICINITY.

GAMES AND SONGS:

THE UNION HYMNAL AND THE "SOUTHWESTERN DISTRICT SONGSTER" SHOULD BE USED WEEKLY. SUGGESTIONS FOR GAMES AND SONGS CAN BE FOUND IN THE "SOUTHWESTERN DISTRICT HOLIDAY PROGRAMS."

CURRENT EVENTS:

ONE CAN HARDLY OVEREMPHASIZE THE IMPORTANCE OF TEACHING CURRENT EVENTS. IN KEEPING THE CHILDREN ABREAST OF WHAT IS HAPPENING IN THE JEWISH WORLD, WORLD OVER, AN INFORMATIVE, INTERESTING, WEEKLY MAGAZINE, IS AVAILABLE. IT IS ACCOMPANIED BY TEACHING AIDS AND SUGGESTIONS, (UPON REQUEST), AND MAY BE ORDERED THROUGH THE SOUTHWESTERN DISTRICT OFFICE.

IN GRADES FIVE AND SIX, ONE COPY SHOULD BE ORDERED FOR THE TEACHER AND ONE FOR EACH PUPIL.

TEACHER'S MEMORANDUM:

GRADE 4

AGE LEVEL--9

HISTORY	JEWISH COMMUNAL LIFE	BIBLE
ABRAHAM TO BABYLONIAN EXILE. BOOK: SOLOFF (BOOK I)	JEWISH COMMUNITY AND IT'S INSTITUTIONS. BOOK: CONOVITZ	CORRELATED READINGS

HISTORY:

ONE CHAPTER OF THE TEXT SHOULD BE TAUGHT EACH WEEK. ADDED TIME MAY BE DEVOTED TO ANY CHAPTER WHICH DEMANDS IT. READ CAREFULLY INTRODUCTION TO CYCLE I ON PAGE 14 AND FOLLOW INSTRUCTIONS:

TEACHER'S BOOKS:

1. "WHEN THE JEWISH PEOPLE WAS YOUNG" -- M. SOLOFF
2. TEACHER'S GUIDE FOR ABOVE TEXT BOOKS.
3. CONSULT PAGE FOR ADDITIONAL REFERENCE BOOKS.

STUDENT'S BOOKS:

1. WHEN THE JEWISH PEOPLE WAS YOUNG--M. SOLOFF
2. PUPIL'S WORKBOOK FOR ABOVE TEXT BOOK.

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BIBLE:

FOLLOW THE INSTRUCTIONS GIVEN IN THE INTRODUCTION TO CYCLE II ON PAGE 15. REFERENCE BOOKS FOR BIBLE STUDY WILL BE FOUND IN INTRODUCTION OF THIS CURRICULA.

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JEWISH COMMUNAL LIFE:

ONE CHAPTER OF THE TEXT SHOULD BE TAUGHT OVER A PERIOD OF TWO WEEKS, DEVOTING ONE SESSION FOR STUDYING THE MATERIAL AND THE FOLLOWING WEEK DISCUSSING ITS CONTENT. THE SUGGESTIONS AND PROJECTS GIVEN AT THE END OF EACH CHAPTER SHOULD BE CONSIDERED AS AN INTEGRAL PART OF THE STUDY.

OUTLINE:

1. INTRODUCING SUBJECT MATTER TO CLASS.....CHAPTER 1
2. VISITING A JEWISH DAY NURSERY.....CHAPTER 2
3. VISITING THE JUVENILE COURT.....CHAPTER 3
4. THE JEWISH COMMUNITY CENTER.....CHAPTER 4
5. THE JEWISH HOSPITAL.....CHAPTER 5
6. SOCIETIES FOR HELPING OF THE BLIND.....CHAPTER 6
7. HEBREW FREE LOAN SOCITEY.....CHAPTER 7
8. JEWISH EDUCATION IN U. S. A.....CHAPTER 8
9. IMMIGRATION AND AGRICULTURE.....CHAPTER 9

TEXT BOOK FOR TEACHER AND STUDENT:

"DOROTHY AND DAVID EXPLORE JEWISH LIFE"--MICHAEL CONOVITZ

WEEKLY LESSON SCHEDULE FOR GRADE 4 YEAR 1955-1956

DATE	HISTORY		COMMUNAL LIFE		BIBLE CEREMONIALS		CURRENT EVENTS
1955-1956	LESSON	TIME	LESSON	TIME	HOLIDAY NAME	TIME	TIME
SEPT. 11	REGISTRATION AND		INTRODUCTION	TO	YEAR'S WORK		
			2ND DAY				
18	NO SCHOOL	30	ROSH HASHANA		ROSH HASHANA	35	
25	1	MIN-			YOM KIPPUR	35	10
OCT. 2	2	UTES	INTRODUCE			35	10
9	3	ALL-	JEWISH		S. TORAH	35	30TH ANNIVERSARY OF JEWS IN
16	4	OWED	AGENCIES				AMERICA 10
23	REVIEW	FOR	1	25			SELECT LEADERS 35
30	5	EACH	1				OF PAST AND
NOV. 6	6	LES-	TEACHER'S INSTITUTE		ARMISTICE DAY	25	PRESENT WHO
13	REVIEW	SON	REVIEW				HAVE HELPED
20	7		2	25	THANKSGIVING	25	TO MAKE 10
27	8		2				AMERICAN 10
DEC. 4	REVIEW				CHANUKAH	25	JEWISH HISTORY
11	CHANUKAH PROGRAM						GIVE BRIEF
18	9		3	25			BIOGRAPHIES
25	10		3	20			15
JAN. 1	NO SCHOOL		MID-YEAR VACATION				
8	REVIEW		REVIEW	25			10
15	11		4	25			10
22	12		4	25	CHAMISHO O'	10	10
29	REVIEW		5	25			10
FEB. 5	13		5	20	LINCOLN'S B.	10	10
12	14		6	25			10
19	15		6	25	WASHINGTON'S B.	10	
26	PURIM PROGRAM			20	PURIM	35	
MARCH 4	16		REVIEW				10
11	REVIEW		7	25			10
18	17		7	25			10
25	PASSOVER PROGRAM				PASSOVER	35	
APRIL 1	18		REVIEW	20			10
8	19		REVIEW	20			
15	REVIEW		8	20	ISRAEL INDEPENDENCE	15	
22	20			20			25
29	21		8	25	LAG B'OMER	15	10
MAY 6	22		9	20			
13	REVIEW	MOTHER'S DAY PROGRAM			MOTHER'S DAY		
20	TEST		9	20	SHAVUOTH	15	
27	CLOSING EXERCISES						

CEREMONIALS:

FULL INFORMATION REGARDING THE SUBJECT OF JEWISH CEREMONIALS IS GIVEN ON PAGE 15 OF THE INTRODUCTION TO CYCLE II. IT IS HOPED THAT THE TEACHER WOULD ATTEMPT TO STIMULATE A DESIRE IN THE CHILDREN TO OBSERVE THE HOLIDAYS AS THEY OCCUR DURING THE YEAR.

TEACHER'S MATERIAL:

"SOUTHWESTERN DISTRICT HOLIDAY MATERIAL"

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GRADE 5

AGE LEVEL - 10

HISTORY	JEWISH COMMUNAL LIFE	CEREMONIALS
RETURN FROM BABYLON SPANISH EXPULSION BOOK: SOLOFF(BOOK I)	JEWISH COMMUNITY AND ITS INSTITUTIONS BOOK: CONOVITZ	BOOK: SOUTHWESTERN DISTRICT PAMPHLETS

HISTORY:

ONE CHAPTER OF THE TEXT SHOULD BE TAUGHT EACH WEEK. ADDED TIME MAY BE DEVOTED TO ANY CHAPTER WHICH DEMANDS IT. READ CAREFULLY INTRODUCTION TO CYCLE II ON PAGE 14 AND FOLLOW INSTRUCTIONS.

TEACHER'S BOOKS:

1. "HOW THE JEWISH PEOPLE GREW UP"--M. SOLOFF
2. TEACHER'S GUIDE FOR ABOVE TEXT BOOK.
3. CONSULT PAGES FOR ADDITIONAL REFERENCE BOOKS IN INTRODUCTION.

STUDENTS BOOKS:

1. "HOW THE JEWISH PEOPLE GREW UP"--M. SOLOFF
2. PUPIL'S WORKBOOK FOR ABOVE TEXT BOOK.

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JEWISH COMMUNAL LIFE:

TWO WEEKS SHOULD BE DEVOTED TO ONE CHAPTER OF THE TEXT, ONE SESSION BEING USED FOR STUDYING THE MATERIAL AND FOLLOWING WEEK FOR DISCUSSING ITS CONTENT. THE SUGGESTIONS AND PROJECTS GIVEN AT THE END OF EACH CHAPTER CARRY CONSIDERABLE WEIGHT AND SHOULD BE CONSIDERED AN INTEGRAL PART OF THE STUDY.

OUTLINE:

1. JEWISH TRADE SCHOOLS .....CHAPTER 10
2. JEWISH ORPHAN ASYLUM.....CHAPTER 11
3. JEWISH SOCIAL SERVICE ..... CHAPTER 12
4. JEWISH HOME FOR THE AGED ..... CHAPTER 13
5. YOUNG MEN'S HEBREW ASSOCIATION ..... CHAPTER 14
6. THE CONFIRMATION SERVICE ..... CHAPTER 15
7. THE SYNAGOGUE ..... CHAPTER 16
8. TAKING PART IN A CHARITY CAMPAIGN ..... CHAPTER 17
9. CONCLUSION

TEXT BOOK FOR TEACHERS AND STUDENTS:

"DOROTHY AND DAVID EXPLORE JEWISH LIFE"--MICHAEL CONOVITZ

CURRENT EVENTS:

ONE CAN HARDLY OVER-EMPHASIZE THE IMPORTANCE OF TEACHING CURRENT EVENTS.

WEEKLY LESSON SCHEDULE FOR GRADE 5 YEAR 1955-1956

DATE	HISTORY		COMMUNAL LIFE		CEREMONIALS		CURRENT EVENTS
1955-1956	LESSON	TIME	LESSON	TIME	HOLIDAY NAMES	TIME	TIME
SEPT. 11	REGISTRATION AND INTRODUCTION TO YEAR'S WORK						
18	NO SCHOOL	30	2ND DAY ROSH HASHANA		ROSH HASHANA	35	
25	1	MIN-	REVIEW		ROSH HASHANA	25	
OCT. 2	2	UTES	LAST		YOM KIPPUR	25	
9	3	ALL-	COURSE		SUCCOTH	25	30 1ST ANNIVERSARY
16	4	OWED			S. TORAH	25	OF JEWS
23	5	FOR	10	35			IN AMERICA
30	6	EACH	10	25			SELECT
NOV. 6	7	LES-	TEACHER'S INSTITUTE ARMISTICE DAY			25	LEADERS
13	8	SON	11	35			PAST AND
20	9		11		THANKSGIVING	25	PRESENT
27	10		REVIEW	35		25	WHO
DEC. 4	TEST		PREPARATION FOR CHANUKAH PROGRAM				HAVE
11	CHANUKAH PROGRAM						HELPED
18	11		12				MAKE AMERICAN
25	12		12				JEWISH HISTORY
JAN. 1	NO SCHOOL		MID-YEAR VACATION				GIVE BRIEF
8	REVIEW		REVIEW	25			BIOGRAPHIES
15	13		13	25		20	10
22	REVIEW		13	25	CHAMISHO O'	20	
29	14		REVIEW	25			10
FEB. 5	15		14	15	LINCOLN'S B.	20	
12	16		14	25	WASHINGTON'S B.	20	
19	17		PREPARATION FOR PURIM PROGRAM				
26	PURIM PROGRAM				PURIM	25	10
MARCH 4	REVIEW		REVIEW				20
11	18		15	25			
18	19		15	25			20
25	PASSOVER PROGRAM				PASSOVER	35	
APRIL 1	REVIEW		16				
8	20		16	25			10
15	21		17	25	ISRAEL INDEPENDENCE		10
22	22		17	25			10
29	23		17		LAG B'OMER		
MAY 6	24		REVIEW		SHAVUOTH		
13	MOTHER'S DAY PROGRAM				MOTHER'S DAY		
20	TEST		TEST				
27	CLOSING EXERCISES						

IN KEEPING THE CHILDREN ABREAST OF WHAT IS HAPPENING IN THE JEWISH WORLD, WORLD OVER, AN INFORMATIVE, INTERESTING, WEEKLY MAGAZINE, IS AVAILABLE. IT IS ACCOMPANIED BY TEACHING AIDS AND SUGGESTIONS, (UPON REQUEST), AND MAY BE ORDERED THROUGH THE SOUTHWESTERN DISTRICT OFFICE.

IN THIS GRADE ONE COPY SHOULD BE ORDERED FOR THE TEACHER AND ONE FOR EACH PUPIL.

STUDENTS SHOULD BE ENCOURAGED TO READ THE DAILY NEWSPAPERS AND TO REPORT ITEMS OF JEWISH INTEREST IN CLASS. CLASS DISCUSSION SHOULD BE FREE AND FRANK.

A SCRAPBOOK OF CUTTINGS, PICTURES, ETC., OF JEWISH INTEREST CAN BE MADE A PROJECT FOR THE YEAR.

C E R E M O N I A L S:

FULL INFORMATION REGARDING THE SUBJECT OF JEWISH CEREMONIALS IS GIVEN ON PAGE 15 OF THE INTRODUCTION TO CYCLE II. IT IS HOPED THAT THE TEACHER WILL ATTEMPT TO STIMULATE A DESIRE IN THE CHILDREN TO OBSERVE THE HOLIDAYS AS THEY OCCUR DURING THE YEAR OF STUDIES.

T E A C H E R'S M A T E R I A L:

"SOUTHWESTERN DISTRICT HOLIDAY PROGRAM'S"

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GRADE - 6

AGE LEVEL--11

HISTORY	CEREMONIALS	CURRENT EVENTS
16TH CENTURY TO MODERN TIMES BOOK: SOLOFF (BOOK III)	HOLIDAYS & FESTIVALS AT HOME AND IN SYNAGOGUE BOOK: EDIDIN	JEWISH CURRENT NEWS WORLD OVER

HISTORY:

ONE CHAPTER OF THE TEXT SHOULD BE TAUGHT EACH WEEK. ADDED TIME MAY BE DEVOTED TO ANY CHAPTER WHICH DEMANDS IT. READ CAREFULLY INTRODUCTION TO CYCLE 11 ON PAGE 14 AND FOLLOW INSTRUCTIONS.

TEACHER'S BOOKS:

1. "HOW THE JEWISH PEOPLE LIVES TODAY."--M. SOLOFF
2. TEACHER'S GUIDE FOR ABOVE TEXT.
3. CONSULT PAGES FOR ADDITIONAL REFERENCE BOOKS IN INTRODUCTION.

JEWISH CEREMONIALS:

THE SCOPE OF WORK FOR GRADE 6 REPRESENTS A DISTINCT COURSE IN JEWISH HOLIDAYS AND FESTIVALS. WHEREAS IN THE PRECEDING GRADES THE SUBJECT WAS TAUGHT AS THE HOLIDAYS OCCURED IN THE JEWISH CALENDAR, IN GRADE 6 IT IS TO BE TREATED AS SEPARATE-COURSE WORK AND SHOULD BE TAUGHT THOROUGHLY AND SYSTEMATICALLY, WITH SPECIAL EMPHASIS ON THE HISTORICAL BACKGROUND.

THE TEXT BOOK, "JEWISH HOLIDAYS AND FESTIVALS," BY BEN M. EDIDIN, CONTAINS FOURTEEN CHAPTERS. TWO SESSIONS OR MORE SHOULD BE DEVOTED TO EACH CHAPTER. IN THE "WEEKLY SCHEDULE" EACH LESSON WOULD AMOUNT TO HALF A CHAPTER IN THE TEXT BOOK. THIS SUBJECT SHOULD BE TAUGHT CONSISTENTLY THROUGHOUT THE SCHOOL YEAR.

TEACHER'S AND STUDENT'S BOOK:
"JEWISH HOLIDAYS AND FESTIVALS," BY BEN M. EDIDIN.

CURRENT EVENTS:

ONE CAN HARDLY OVEREMPHASIZE THE IMPORTANCE OF TEACHING CURRENT EVENTS. IN KEEPING THE CHILDREN ABREAST OF WHAT IS HAPPENING IN THE JEWISH WORLD, WORLD OVER, AN INFORMATIVE, INTERESTING, WEEKLY MAGAZINE, IS AVAILABLE. IT IS ACCOMPANIED BY TEACHING AIDS AND SUGGESTIONS, (UPON REQUEST), AND MAY BE ORDERED THROUGH THE SOUTHWESTERN DISTRICT OFFICE. IN THIS GRADE ONE COPY SHOULD BE ORDERED FOR THE TEACHER AND ONE FOR EACH PUPIL. STUDENTS SHOULD BE ENCOURAGED TO READ THE DAILY NEWSPAPERS AND TO REPORT ITEMS OF JEWISH INTEREST IN CLASS. CLASS DISCUSSION SHOULD BE FREE AND FRANK. A SCRAPBOOK OF CUTTINGS, PICTURES, ETC., OF JEWISH INTEREST CAN BE MADE A PROJECT FOR THE YEAR.

KLY LESSON SCHEDULE FOR GRADE 6 YEAR 1955-1956

DATE		HISTORY		CEREMONIALS		CURRENT EVENTS	HOLIDAY REMINDER	
1955-1956		LESSON	TIME	LESSON	TIME		TIME NAME	DATE
SEPT.	11	REGISTRATION AND INTRODUCTION TO YEAR'S WORK						
	18	NO SCHOOL		2ND DAY ROSH HASHANA			ROSH HASHANA	17
	25	1	30	1	35		YOM KIPPUR	26
OCT.	2	2	35	4	30		SUCCOTH	1
	9	3	35	4	30	30IST	S. TORAH	9
	16	4	35	5	30	ANNIVERSARY OF JEWS		
	23	REVIEW	35	5	30	IN AMERICA		
	30	5	35	2	30	SELECT LEADERS		
NOV.	6	6	35	TEACHER'S INSTITUTE 2	30	PAST AND	ARMISTICE D.	11
	13	7	35	3		PRESENT		
	20	REVIEW	35	14	30	WHO HAVE	THANKSGIVING	24
	27	8	35	13	30	HELPED MAKE		
DEC.	4	9	35	6	30	AMERICAN	CHANUKAH	10
	11	CHANUKAH PROGRAM				JEWISH HISTORY	LAST DAY CHANUKAH	17
	18	REVIEW	35	6	30	GIVE BRIEF		
	25	10	35	13	30	BIOGRAPHIES		
JAN.	1	NO SCHOOL	MID-YEAR VACATION					
	8	11	35	13	30			
	15	12	35	7	30	ALSO		
	22	REVIEW	35	7	30	ALERT		
	29	13	35	14	30	PUPILS	CHAMISO O.	28
FEB.	5	14	35	12	30	TO IMPORTANT		
	12	REVIEW	35	12	30	EVENTS OF	LINCOLN'S B.	12
	19	15	35	8	30	THE DAY	WASHINGTON'S B.	22
	26	PURIM PROGRAM					PURIM	26
MARCH	4	16	35	8	30			
	11	REVIEW	35	8	30			
	18	17	35	9	30			
	25	PASSOVER PROGRAM					1ST DAY PESACH	27
APRIL	1	18	35	9	30		LAST DAY PESACH	3
	8	REVIEW		9	30			
	15	19		10			ISRAEL INDEPENDENCE	16
	22	20	35	11				
	29	20	35	11			LAG B' OMER	29
MAY	6	21	35	REVIEW	30			
	13	TEST	35	MOTHER'S DAY PROGRAM			MOTHER'S DAY	13
	20	CONCLUDE PREPARE	ALL	CLASSWORK			SHAVUOTH	16
	27	CLOSING EXERCISES						