Curriculum
for
Jewish Religious
Schools . . . . .
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 SCHOOLS BY RAY M. COOK $1.50
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Lesson Schedules for all Classes
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 Tozer 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.
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. AZIMEL EISENBERG, DR. JACOB SOLUD, DR. EMMANUEL GAMORAN, AND DR. ABRAHAM FRANZBLOU FOR THEIR CONSTRUCTIVE SUGGESTIONS AND CRITICISMS. I ALSO WANT TO EXPRESS MY THANKS TO MR. CHESTER G. BENDEN 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. SPERO

REVISIONS TO 1947
BY MILLRED W. KREIMER

REVISIONS FROM 1947
BY OSCAR J. HARTE
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, THEREFORE, 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, SINCERITY, 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 IMPRESSIBLEABLE BOYS AND GIRLS. TO CREATE ANY OTHER THAN GOOD AND VALUABLE IMPRESSIONS WOULD BE SACRILEGE.

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 DEPREDATE 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 CURRICULUMS 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 SUBJECT MATTER. 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 BUILT 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 unnecessarily means that the lesson loses its warmth and is not properly understood.

Another appropriate suggestion and warning in this connection is the admo- tion 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 achieved 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 study, 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—

send him home. To do so is a confession of 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

students, their background, and their mental processes. Especial attention

ex. 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 intelli-
geently. Questions should not be syle-stepped, and answers should not be bluff.

Superintendent as Guide:

Teachers should at all times consult with the superintendent if undecide-
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 indi-

gual 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 suggest-
ed must be taken in normal stride. Do not rely on the last few weeks as an oc-

casion 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 copy of this curriculum. Reference to this

schedule will then indicate whether proper progress is being made.

Record Books:

The record books which have been placed in the hands of the teacher have

three values. First, they provide 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 redistributed by him at the co-

mencement 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 conclu-
sion. 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 school.

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 CHOICE, 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. WHATSOEVER 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. IN 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 DUCK 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 YOUR PARENTS." 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 EMERGENCY.

COMMUNICATION 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 ACQUIRED THE NOTION THAT HE MUST ALWAYS BE PATTEN 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 THE 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 UPWARD INTEREST AND INDUSTRY. THESE THINGS ARE TAKEN FOR GRANTED, SO TO SPEAK, BY LEARNERS.

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

TEACHER'S MEMORANDUM:
SUGGESTIONS FOR LESSON PLANS

I. The teacher's aim. (A specific statement of the responses of knowledge, attitude, feeling, action, conduct, or skill which the teacher intends to secure.)

II. 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

1. Former ideas and activities which serve as an introduction to the new topic.

Procedure

1. Questions, conversation, or review of former activities to help the pupils recall or reorganize previous ideas or experiences which are necessary as a background 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. 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 materials, 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. Means by which the teacher proposes to text 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 ones employed in class. The use of the ideas may be shown in the execution of some constructive work or in some social activities.
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 Honer 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 story-telling, 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 dramatic activity. 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 Cameron (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:
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SPECIAL READINGS FOR HOLIDAYS

FIRST DAY ROSH HASHONAH
GENESIS 2
NUMBERS 28:1-6
GENESIS 22
NUMBERS 28:1-6
DEUTERONOMY 32
LEVITICUS 16
NUMBERS 29:7-11
LEVITICUS 18
LEVITICUS 23:33-44
LEVITICUS 22:26-23:44
NUMBERS 29:12-16
GENESIS 1:1-10
DEUTERONOMY 34
DEUTERONOMY 34
GENESIS 1:1-2:3
NUMBERS 7:1-17
NUMBERS 7:38-84
EXODUS 12:37-42
13:3-10
LEVITICUS 22:26-23:44
1 KINGS 23: (OR 4) AND
NUMBERS 28:16-25
2:10-25
EXODUS 14:30-15:21
ISAIAH 11:1-6 AND 9:12
DEUTERONOMY 15:19-16:17
ISAIAH 10:32, 12:6
NUMBERS 28:19-25
EXODUS 19:1-8; 20:1-18
BOOK OF RUTH; ISAIAH
62:1-12
DEUTERONOMY 15:19-26:17
HADAKKUK 3:1-19
NUMBERS 28:28-31

SECOND DAY ROH HASHONAH

SHABBOS SHUVAH
YOM KIPPUR (MORNING)
YOM KIPPUR (AFTERNOON)
FIRST DAY SUCCOT
SECOND DAY SUCCOT

SHEMINTI ATZERES:
SIMCHAS TORAH
FIRST DAY CHANUKAH
EIGHTH DAY CHANUKAH
FIRST DAY PASSOVER
SECOND DAY PASSOVER
SEVENTH DAY PASSOVER
EIGHTH DAY PASSOVER
FIRST DAY SHAVUOTH
SECOND DAY SHAVUOTH
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.
   B. Debates and debating societies.
   C. Dramatic societies.
   D. Choirs, glee clubs, orchestras.
   E. Art clubs for expressional work.
   F. Current events clubs.
   G. History club, Bible club, etc.

3. Activities with a school service motive.
   A. Participation in student's organization.
   B. Presenting plays in assembly.
   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.

Adopted from "Organization, Supervision, and Administration of the Jewish Religious School" by Abraham H. Franzblau.
EXTRA CURRICULAR

ACTIVITIES

1. Extra-class activities for the purpose of having a "good time".
   - Picnics and outings,
   - Entertainments,
   - Festival and holiday celebrations,
   - Social clubs,
   - Athletic activities,
   - Dances and parties,
   - Jewish Scout organizations,
   - Recreational reading

2. Special interest groups.
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   - Debates and debating societies,
   - Dramatic societies,
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   - Art clubs for expression work,
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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.** Akhnaton, A Land 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'nton, The

## Ages 8 to 10:

1. **"Aunt Naomi"** Jewish Fairy Tales and Legends
2. **Bialik, Chaim N.** Far Over the Sea
3. **Braverman, Libbie L.** Children of the Emek
4. **Breakfast of the Birds and Other Stories**
5. **Calisch, Edith L.** Grandfather's Big Book
6. **Calisch, Edith L.** The Jewish Fairy Book
7. **Canfield, W. W.** The Sign Above the Door
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. **Waide, 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 Dugel
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.
   B. DEBATES AND DEBATING SOCIETIES.
   C. DRAMATIC SOCIETIES.
   D. CHOIRS, GLEE CLUBS, ORCHESTRAS.
   E. ART CLUBS FOR EXPRESSIONAL WORK.
   F. CURRENT EVENTS CLUBS.
   G. HISTORY CLUB, BIBLE CLUB, ETC.

3. ACTIVITIES WITH A SCHOOL SERVICE MOTIVE.
   A. PARTICIPATION IN STUDENT'S ORGANIZATION.
   B. PRESENTING PLAYS IN ASSEMBLY.
   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.

ADOPTED FROM "ORGANIZATION, SUPERVISION, AND ADMINISTRATION OF THE JEWISH RELIGIOUS SCHOOL"

ABRAHAM N. FRANZBLAU
# 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. **Sampfer, Jessie E.**
   - Around the Year in Rhymes for the Jewish Child
8. **Weilerstein, Sadie R.**
   - Adventures of K'Tonton, The

## AGES 8 TO 10:

1. **"Aunt Naomi"**
2. **Bialik, Chaim N.**
3. **Braverman, Libbie L.**
4. **Breakfast of the Birds and Other Stories**
5. **Calisch, Edith L.**
6. **Calisch, Edith L.**
7. **Canfield, W. W.**
8. **Cooper, S. W.**
9. **Cronebach, A.**
10. **Ehrlich, C. E.**
11. **Field, Claude H.**
12. **Gaer, Joseph**
13. **Gaer, Joseph**
14. **Ish-Kishor, Sulamith**
15. **Landman, Isaac**
16. **Levinger, Elma E.**
17. **Levinger, Elma E.**
18. **Levinger, Elma E.**
19. **Lurie, Rose G.**
20. **Myers, J.**
21. **Reizenstein, J.**
22. **Wade, M. H.**
23. **Zeigis, Dorothy F.**

## AGES 10 TO 12:

1. **Aguilar, Grace**
2. **Burstein, Abraham**
3. **Church, A. J.**
4. **Gonovitz, Michael**
5. **Fein, Harry H.**
6. **Fleg, E.**
7. **Fleg, E.**
8. **Frank, Helena**
9. **Gabriel, G. W.**
10. **Gaer, Joseph**
11. **Gordon, S.**
12. **Gordon, S.**
13. **Harris, E. A.**

- **The Vale of Cedars**
- **Jewish Child's Garden of Verses**
- **The Hammer**
- **Dorothy and David Explore Jewish Life**
- **Gems of Hebrew Verse**
- **The Life of Moses**
- **The Life of Solomon**
- **Yiddish Tales**
- **The Seven-Branch Candelabrum**
- **The Unconquered**
- **The Sons of the Covenant**
- **God's Remnants**
- **Game of Doeg**
12. Gaer, Joseph........How the Great Religions Began
13. Gewurz, Elias........Beautiful Thoughts of Ancient Hebrew
15. Gorfinkle, Dr. J........Savings of the Jewish Fathers
16. Graetz, Heinrich........History of the Jews, The
17. Isaac, Abraham S........Step by Step
18. Isaac, Abraham S........Stories from the Rabbis
20. Kohut, Rebekah.............My Portion
21. Learst, Rufus..............Book of Jewish Humor, The
22. Lessing, G. E..............Nathan the Wise
23. Levinson, Elma E...........Pilgrims in Palestine and Other Stories
24. Wasserman, Paul...........Jews Come to America, The
25. Meikle, David L.............Miracle Men
26. Peters, Madison C........Wit and Wisdom of the Talmud
27. Rosenau, William.........Jewish Ceremonial Institutions and Customs
28. Nosan, B. W..............Jewish Women Through the Ages
29. Nosan, B. W..............Oneg Shabbat's Book
30. Rothgerber, K..............Ship of Hope, The
31. Saphire, Saul..............Caliph of Cordova
32. Saleski, Gdale.............Famous Musicians of a Wandering Race
33. Schauss, Hayyim...........Jewish Festivals
34. Schwartz, Leo W...........Golden Treasury of Jewish Literature
35. Schwartz, Leo W...........Jewish Caravan, The
36. Walter, H.................Moses Mendelssohn
37. Wasserman, M..............Jobah Tour
38. Wolfenstein, Martha........Idyls of the Gass

17 And Up

1. Antin, M.............The Promised Land
2. Eisenstein, J.B........Creative Judaism
3. Eliot, George..........Daniel Deronda
4. Koutin, L..............A Lithuanian Village
5. Lewisohn, L.............The Last Days of Shylock
6. Lewisohn, L.............This People
7. Lewisohn, L.............Rebirth
8. Marcus, J. K.............The Jew in the Medieval World
9. Schwartz, Leo...........The Jewish Caravan
10. Schwartz, Leo...........A Golden Treasury of Jewish Literature
11. Zangwill, I..............Ghetto Tragedies
12. Zangwill, I..............Ghetto Comedies
13. Zangwill, I..............King of the Hymnors

For Additional Books, Consult:

The Jewish Child in Bookland, by Fanny Goldstein

Published by Jewish Book Council of America, 145 East 32nd Street,
New York City 16, New York.

5708-1948
JEWISH LITERARY

FOR TEACHER

A. CUSTOMS AND CEREMONIES—RELIGION

1. Abrams, Israel. ........................................ FESTIVAL STUDIES
2. Bookstaber, Philip. ................................. JUDAISM AND THE AMERICAN MIND
3. Cohen, Beryl D. ....................................... INTRODUCTION TO JUDAISM
4. Edidin, Ben. ............................................. JEWISH CUSTOMS AND CEREMONIES
5. Edidin, Ben. ............................................. JEWISH HOLIDAYS AND FESTIVALS
6. Edidin, Ben. ............................................. PROJECTS ABOUT RELIGIOUS IDEAS AND CUSTOMS
7. Eisenstein, Ira. ....................................... WHAT RELIGION MEANS TO US
8. Feuer and Glazer ..................................... THE JEW AND HIS RELIGION
9. Friedlander, M. ....................................... JEWISH RELIGION
10. Gold, Rose ........................................... PRIMARY MATERIAL FOR HOLIDAYS
11. Greenstone, Julius .................................... THE JEWISH RELIGION
12. Honig, Leo ............................................. KINDERGARTEN MANUAL
13. Idelsohn, A. L. ......................................... THE CEREMONIES OF JUDAISM
14. Jung, Leo ............................................... JUDAISM IN A CHANGING WORLD
15. Joseph, Morris ....................................... JUDAISM AS CREED AND LIFE
16. Kaplan, Mordecai ..................................... THE MEANING OF GOD IN MODERN JEWISH RELIGION
17. Levinger, Elma ....................................... IN MANY LANDS
18. Rosenau, William ..................................... JEWISH CEREMONIAL INSTITUTES
19. Rosenweig, H., and E. ............................... NOW WE BEGIN
20. Schauss, M. ............................................. THE JEWISH FESTIVALS
21. Schwartz, Jacob ...................................... THE SYNAGOGUE IN MODERN JEWISH LIFE
22. Schwartz, Jacob ...................................... THE SYNAGOGUE IN THE PRESENT CRISIS
23. Soltew, Mordecai ..................................... THE JEWISH HOLIDAYS
24. Steinbach, A. H. ...................................... WHAT IS JUDAISM?
25. Enelow, H. G. .......................................... THE FAITH OF ISRAEL

B. BIBLE

1. Ballou, Robert O. ..................................... THE BIBLE OF THE WORLD
2. Buttonweister ......................................... THE PROPHETS OF ISRAEL
3. Cohen, Beryl D. ....................................... THE PROPHETS
4. Comins, Harry L. ..................................... THE JEWISH PROPHETS
5. Comins, Harry L. ..................................... TEACHING THE PROPHETS
6. Dummelow, J. H. ...................................... A COMMENTARY ON THE HOLY BIBLE
7. Eisenberg, Israel ...................................... THE SINGER AND THE SAGE
8. Fellman, Abraham J ................................... A COMPANION TO THE BIBLE
9. Freedman, Solomon ................................. THE BOOK OF PSALMS
10. Genung, John Franklin ........................... THE HEBREW LITERATURE OF WISDOM IN THE LIGHT OF TODAY
11. Goldberg and Benderly ............................ OUTLINE OF JEWISH KNOWLEDGE 1, 11
13. Hastings, J. ........................................... DICTIONARY OF THE BIBLE
15. Margolis, Max L. ..................................... HEBREW SCRIPTURES IN THE MAKING
16. Moulton, Richard G. ............................... SHORT HISTORY TO LIT. OF THE BIBLE
17. Wild, Laura H. ........................................ A LITERARY GUIDE TO THE BIBLE
C. JEWISH HISTORY

1. Baron, Salo. .................................. Social and Religious History of the Jews, (3 Volumes)
2. Cohen, Israel. .................................. Jewish Life in Modern Times
3. Dehaas, Jacob. ................................. History of Palestine
4. Dubnow, S. ..................................... Jewish History
5. Dubnow, S. ..................................... A History of the Jews in Russia and Poland
6. Eisenberg, Azriel ................................. "1492 Pictures"
7. Edidin, Ben. ................................. Rebuilding Palestine
8. Goldberg and Benderly. ........................ Outline of Jewish Knowledge
9. Goodman, Paul. .................................. History of the Jews
10. Graetz, Heinrich. .............................. History of the Jews
11. Green, Alan S. ................................. Modern Jewish History through Fiction
12. Katstein, Josef. ............................... History and Destiny of the Jews
13. Lowenthal, Marynka. .......................... The Jews of Germany
14. Marcus, J. R. .................................. The Jews in the Medieval World
15. Margolis and Marx. ............................ A History of the Jewish People
16. Minkin, Jacob S. ............................... The Romance of Hassidism
17. Ruppin, Arthur. ............................... The Jews in the Modern World
18. Roth, Ceci. ................................. A Bird's-Eye View of Jewish History
20. Sacher, Al L. .................................. Suffrage is the Badge
21. Valentini, Hugo. ............................... Anti-Semitism
22. Wiernik, Peter. ............................... History of the Jews in America
23. Zeligs, Dorothy. ............................... A History of Jewish Life in Modern Times
24. Zeligs, Dorothy. ............................... The Story of Modern Palestine

D. JEWISH LITERATURE

1. Adrach, Israel. ................................. A Short History of Jewish Literature
2. Fleg, Edmund. .................................. The Jewish Anthology
3. Frank, Helena. ................................. Yiddish Tales
4. Halm, M. ..................................... Hebrew Literature
5. Halm, B. ..................................... Post-Biblical Hebrew Literature
6. Landau, J. L. .................................. Short Lectures on Modern Hebrew Literature
7. Leftwich, Joseph. ............................. Yisroel
8. Melder, Montague. ............................. The Jew in the Literature of England
9. Rosack, A. .................................. The Story of Yiddish Literature
10. Schwartz, Leo W. .............................. The Jewish Caravan
11. Schwartz, Leo W. .............................. A Golden Treasury of Jewish Literature
12. Slouschz, N. .................................. The Renaissance of Hebrew Literature
13. Spiegel, Shalom. .............................. Hebrew Reborn
14. Waxman, Meyer. ............................... A History of Jewish Literature

E. JEWISH EDUCATION

1. Berkowitz, Henry. ............................. The New Education in Religion
2. Berkson, Isaac B. ............................. Theories of Americanization
3. Cohen, Samuel M. ............................. Jewish Child Guidance
4. Cohen, Samuel M. ............................. The Progressive Jewish School
5. Dinin, Samuel. .................................. Judaism in a Changing Civilization
6. Franzolau, Abraham N. ........................ The Curriculum of Jewish Education
7. Franzolau, Abraham N. ........................ Organization, Supervision, and Administration of the Jewish Religious School
8. Gamoran, Emanuel. ............................. Changing Conceptions in Jewish Education
9. Gamoran, Emanuel. ............................. Introductory Course in Education
10. Gamoran, Emanuel. ............................. Jewish Education in the United States
11. Gamoran, Emanuel. ............................. Methods of Teaching the Bible
12. Gamoran, Emanuel. ............................. Methods of Teaching Jewish History
XXII.

13. Gamoran, Emanuel Teacher Training for Jewish Schools
15. Kohn, Jacob Modern Problems of Jewish Parents
16. Langsdorf, Elsa H. The Child Study Course
17. Lieberman, Morris The Use of Fiction in Jewish Religious Education
18. Mallory, Julius B. Educational Psychology
19. Markovitz, Samuel H. Adjusting the Jewish Child to His World
21. Poppel, Jacob B. Classroom Organization and Management
22. The Jewish Teacher (Magazine)
23. Jewish Education (Magazine)

F. General Education
1. Bagley, W. C. Classroom Management
2. Bryant, How to Tell Stories to Children
3. Dewey, John Moral Principles in Education
4. Jersild, Arthur Child Psychology
5. Kilpatrick, William H. Foundations of Methods
6. Klapper, Principles of Teaching Practically Applied
7. Minor, Ruby A Short Introduction to the Literature of the Bible
8. Moulton, Richard G. Every Teacher's Problem
10. Thorne, Douglas A. Normal Youth and It's Everyday Problems

G. Jews in the Modern World
1. Ahad-Ham Selected Essays
2. Bialik, G. N. Essays in Speeches
3. Cohen, Ch. Jewish Life in Modern Times
4. Goldman, S. Crisis and Decision
5. Goldstein, Israel Towards an Easy Solution
6. Kaplan, H. Judaism in Transition
7. Leviner, L. Anti-Semitism in the United States
8. Lewisohn, L. The Answer
9. Sampier, J. C. Modern Palestine

H. Biography
1. Bein, Alex Theodor Herzl
2. Centwich, Norman Solomon Schechter
3. Finkelstein, L. Akiba Ben Joseph
4. Goldsch, Major Noah
5. Levin, S. Childhood in Exile
6. Levin, S. The Arena
7. Lief, A. V. Brancis
8. Posener, S. Adolph Grimieux

II. Jewish Fiction
1. Agnon, S. J. The Bribal Canopy
2. Asch, Sholom The Three Cities
3. Asch, Sholom Songs of the Valley
4. Asch, Sholom Salvation
5. Asch, Sholom Kiddush Ha'Shem
6. Asch, Sholom America
13. Gamoran, Emanuel ............Teacher Training for Jewish Schools
15. Kohn, Jacob .............Modern Problems of Jewish Parents
16. Langsdorf, Elsie F. ........The Child Study Course
17. Lieberman, Morris ..........The Use of Fiction in Jewish Religious Education
18. Maller, Julius U. ..........Educational Psychology
19. Markowitz, Samuel H. ....Adjusting the Jewish Child to His Work
22. The Jewish Teacher (Magazine)
23. Jewish Education (Magazine)

F. GENERAL EDUCATION
1. Bagley, V. C. .................Classroom Management
2. Bryan .................How to Tell Stories to Children
3. Dewey, John ...............Moral Principles in Education
5. Kilpatrick, William H. ....Foundations of Methods
6. Klapper .................Teaching of History
7. Minor, Ruby ..........Principles of Teaching Practically Applied
8. Moulton, Richard G. ......A Short Introduction to the Literature of the Bible
9. Stark, W. E. .................Every Teacher's Problem

G. JEWS IN THE MODERN WORLD
1. Ahad Ha'am ..................Selected Essays
2. Mathi, O. N. .................Essays in Speeches
3. Cohen, I ......................Jewish Life in Modern Times
4. Goldman, S. ..........Crisis and Decision
5. Goldstein, Israel ....Towards an Easy Solution
6. Kaplan, M .................Judaism in Transition
7. Levinger, L ..................Anti-Semitism in the United States
8. Lewinsohn, L ...............The Answer
9. Sanger, J. E. .................Modern Palestine

H. BIOGRAPHY
1. Ben, Alex ..................Theodore Herzl
2. Bentwich, Norman ..........Solomon Schechter
3. Finkelstein, L ..............Akiba Ben Joseph
4. Goldberg, I .................Major Noah
5. Levin, S .....................Childhood in Exile
6. Levin, S .....................The Arena
7. Lief, A ......................Brandeis
8. Fosener, S .................Adolph Crimieux

I. JEWISH FICTION
1. Agnon, S. J .................The Bridal Canopy
2. Asch, Sholom ...............The Three Cities
3. Asch, Sholom ..........Song of the Valley
4. Asch, Sholom ....Salvation,
5. Asch, Sholom ..............Kiddush Ha'Kodesh
6. Asch, Sholom ..........America
7. Asch, Sholom ..............The Mother
8. Baruch, Joseph L ..........Candles in the Night
| 9. | BIALIK, H. N. | AFTERTOWARDS |
| 10. | BROD, MAX | RUDIN, THE PRINCE OF THE JEWS |
| 11. | FEUCHTWANGER, L. | THE OPERNANS |
| 12. | FEUCHTWANGER, L. | JOSEPHUS |
| 13. | FEUCHTWANGER, L. | THE JEW OF ROME |
| 14. | FINEMAN, I. | HEAR, YE SONS |
| 15. | LEWISohn, L. | THE LAST DAYS OF SHYLOCK |
| 16. | LEWISohn, L. | THE ISLAND WITHIN |
| 17. | LEWISohn, L. | THE PEOPLE |
| 18. | LEWISohn, L. | THE TRUMPET OF JUBILEE |
| 19. | OPA TOSHU, J. | IN POLISH WOODS |
| 20. | PERETZ, I. L. | STORIES AND PICTURES |
| 21. | SACKLER, H. | FESTIVALS AT MERON |
| 22. | SINGER, I. J. | THE BROTHERS ASHKENAZI |
| 23. | SINGER, I. J. | THE RIVER BREAKS UP |
| 24. | SINGER, I. J. | EAST OF EDEN |
| 25. | SCHNEUR, S. | NOAH PANDRE |
| 26. | STEINBERG, MILTON | AS A DRIVEN LEAF |
| 27. | ZUNSER, MIRIAM | YESTERDAY |

For additional books of Jewish interest in English, dealing with the following general themes:

- **Bible**
- **Judaism**
- **History**
- **Literature and Poetry**
- **Palestine and Zionism**
- **Biography**

See the list compiled by **Phillip Goodman**, **Jewish Book Council of America**, 145 East 32nd Street, New York 16, New York.

5713-1953

**Teacher's Memorandum:**
## Cycle Two

**Grades - 4-5-6.**

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<th>Grade</th>
<th>History</th>
<th>Ceremonials</th>
<th>Jewish Communal Life</th>
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<td>4</td>
<td>Abraham to Babylonian Exile. Book: When the Jewish People Were Young.</td>
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<td>Jewish Community &amp; Its Institutions Correlated Reading.</td>
<td>Book: Conovitz</td>
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<tr>
<td>5</td>
<td>Return from Babylonian to Spanish Expulsion. Book: Soloff II</td>
<td></td>
<td>Jewish Community &amp; Its Institutions</td>
<td>Book: Conovitz</td>
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</tbody>
</table>

**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 subject 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 widen 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.

1. 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 dramatization of the lesson, shobabades, 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. Assignments in related Bible reading must be fitted into the historical lesson in Grade 1. Bible readings in Grades 5 and 9 are left to the discretion of the teacher.

Jewish Ceremonials:

Grades 4 and 5 have no distinct course in Ceremonials. Observance of holidays and observances in their calendar order should be practiced, following material being 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 E. Davis, is a comprehensive book and its form is both interesting and informative.

Whenever possible, the symbols discussed should be physically demonstrated to the class. For example, a Mexican should be brought to class and its contents illustrated. Give the most certain meaning of conveying a correct idea of the subject matter to the class.

Jewish Community 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 and educational, and the social and political 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 obligations 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 Hahnel 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:**

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GRADE 4

AGE LEVEL--9

<table>
<thead>
<tr>
<th>HISTORY</th>
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</thead>
<tbody>
<tr>
<td>ABRAHAM TO BABYLONIAN EXILE</td>
<td>JEWISH COMMUNITY AND IT'S INSTITUTIONS</td>
<td>CORRELATED READINGS</td>
</tr>
<tr>
<td>BOOK: SOLOFF (BOOK 1)</td>
<td>BOOK: CONOVITZ</td>
<td></td>
</tr>
</tbody>
</table>

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. "When the Jewish People Was Young" -- M. Soloff
3. Consult page for additional reference books.

STUDENT'S BOOKS:

1. When the Jewish People Was Young -- M. Soloff

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.

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 Society........................ Chapter 7
8. Jewish Education in U. S. H..................... Chapter 8
9. Immigration and Agriculture.................... Chapter 9

TEXT BOOK FOR TEACHER AND STUDENT:

"Dorothy and David Explore Jewish Life" -- Michael Conovitz
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FULL INFORMATION REGARDING THE SUBJECT OF JEWISH CEREMONIALS IS GIVEN ON PAGE 15 OF THE INTRODUCTION TO CYCLE II. IT IS HOPE THAT THE TEACHER WOULD ATTEMPT TO STIMULATE DESIRE IN THE CHILDREN TO OBSERVE THE HOLIDAYS AS THEY OCCUR DURING THE YEAR.

TEACHER'S MATERIAL:

SOUTHWESTERN DISTRICT HOLIDAY MATERIAL

[Table with columns and rows, possibly containing holiday information or activities.]
GRADE 5

AGE LEVEL - 10

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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 Grew Up"—M. Soloff
2. Teacher’s guide for above text book.
3. Consult pages for additional reference books in introduction.

STUDENT’S BOOKS:
1. "How the Jewish People Grew Up"—M. Soloff
2. Pupil’s workbook for above text book.

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.
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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.

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 will attempt to stimulate a desire in the children to observe the holidays as they occur during the year of studies.

TEACHER'S MATERIAL:

"Southwestern District Holiday Program's"

***
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 Lives Today,"—M. Soloff
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 occurred 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 J. 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 J. 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.
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