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ט"ו סיון תשע"ג

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Issue 17

**Dvar Torah** - by Rabbi Yisroel Y. Niman, Rosh HaYeshiva

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Most of us are very confident that our fear of Hashem and commitment to mitzvos will protect us from any negative

influences that we might be exposed to by our secular environment and friends, and all the more so from individuals who are involved in ludicrous behaviors.

After examining Klal Yisroel's behavior in this week's Parsha, we realize that we should not be so complacent and confident that we will withstand such influences.

The Erev Rav (mixed multitude), Egyptians who had joined Klal Yisroel as they were leaving Mitzrayim, began voicing numerous complaints regarding their menu in the desert. They complained about the lack of meat (which was patently false), the lack of "free" fish (which meant free from mitzvos), and about the manna (which tasted like any delicious food item they wanted except for the 5 vegetables which were not

good for nursing mothers). This in turn caused and "inspired" the rest of Klal Yisroel to join them in their complaints to Moshe.

Rav Yehuda Leib Chasman, in his sefer *Ohr Yahel*, compares this to adults who, upon passing by children sitting on the floor complaining about their boredom with their toys, join them on the floor and also complain.

Why should any member of Klal Yisroel who had personally been an eyewitness to the miracles in Mitzrayim and by the Yam Suf, received the Torah at Har Sinai, and was a recipient of the miraculous manna served with water from Miriam's well, be motivated to join the Erev Rav, who were far from the elite of the Jewish community?

We see that even great people (who are known as the Dor Deah - Generation of Wisdom) can be affected by the subtle but strong influence of their peers and neighbors, the Erev Rav. The tendency to "join the crowd" and do what everyone else is doing is a powerful and decisive factor, at times more so than intellect and saichel, in determining one's behavior. We need to always be on guard from the pernicious influence of those with whom we associate, while at the same time strengthen ourselves through the learning of Torah.

**Dvar Halacha – Hilchos Aveilus** - by Yitzchok Elefant, 10<sup>th</sup> Grade

The תשלומין סימן ק"ח in שולחן ערוך - saying an extra שמונה עשרה to make up for one missed from the previous תפילה. In order to be able to say a תשלומין, it must be that one missed the previous תפילה either because of אונס or one accidentally made a mistake and missed the previous תפילה. One must say the שמונה עשרה for the current תפילה first because that's the one that one

has a חיוב to say now. Then the second שמונה עשרה is for the תשלומין. If one has the wrong intention and has in mind that the שמונה עשרה be his first תשלומין, then he must repeat the שמונה עשרה of תשלומין. If one realized in the middle of saying their תשלומין that he made a mistake in his first שמונה עשרה and, for example, didn't say טל, he only needs to repeat the first שמונה עשרה.

## The Weekly Quiz

**Q:** There are 13 *pesukim* in the *Torah* that don't have a *yud* or a *vav*. Twelve of them can be found by the *niseyim*, where is the last one?

Answers or ideas for future questions may be submitted in writing to the Spotlight office or emailed to [Quiz@ytcteam.org](mailto:Quiz@ytcteam.org)

The first correct answer submitted will be announced in the next Spotlight. You need not be a student to participate. *Hatzlochah!*

## Student - Faculty Basketball Game – by Dr. Alan Brown

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It wasn't supposed to end like that. Although the weather forecasts had all predicted rain, the dark clouds magically disappeared, and the sun came out, permitting the long-awaited festivities to begin. The Toras Chaim faculty frenetically prepared to confront the students, younger and more energetic adversaries who had practically spent their lives on the basketball court. Each faculty member had his own idiosyncratic approach to getting ready for the confrontation. Dr. Brown **latibulated** on the far edge of the court, mentally reviewing every self-help mantra he had ever listened to. Mr. Schwartz nonchalantly took a few shots with the students and then declared himself ready. Rabbi Winter casually strolled out a couple of minutes before the game was to start and did absolutely nothing, for preparation was not necessary for a man of his formidable basketball skills.

The students also readied themselves for the showdown. They were well aware that they had been presented with the unique opportunity to exact their revenge against their instructors for one too many quizzes, tests, and essays. For one too many hours spent slowly being consumed by boredom in

classrooms that were always a bit too cold or too hot. It was payback time, and they were ready to give it their best shot.

The first half of the game unfolded exactly as one might have expected with the audacity of youth soundly vanquishing the complacency of wisdom. Alexander Bennett temporarily forgot that he was a mere twelfth grade student and momentarily metamorphosed into the Michael Jordan of the 80's. Ezequiel Hallak made his parents' homeland of Argentina proud with his consummate shooting and tenacious defense. When Yehuda Silverman, after putting down his scholarly texts and donning the uniform of the athlete, made a three point shot, Dr. Brown thought he could see the handwriting on the wall. With students such as Michael Revivo insouciantly defying the sadistic sun by moving down the court as if he were leisurely swimming laps at the local JCC, it seemed that the game was over even before it had ever really begun.

If one happened to cursorily glance over at the faculty team, what first came to mind was a geriatric ward. A cacophonous symphony of moans, groans, and gasps steadily emanated from that side of the court. Knees creaked,

backs spasmed, and Dr. Brown's laborious breathing could be heard from as far away as Aventura mall. At halftime, the students were ahead by a considerable margin, and it appeared that a *fait accompli* was on our hands. As Uri Goldberg and Moshe Ackerman entertained the crowd with their pseudo-professional commentating, the aged, straining faculty unexpectedly made a miraculous comeback. Rabbi Winter reached inside his bag of tricks and suddenly the faculty started to strike back. Rabbi Winter did things with the ball that made one gasp with his incredible behind-the-back passes and fade-away jumpers. Rabbi Dreyfuss' shots started to fall, and Rabbi Ruck began strategizing as if he were Sun Tzu redacting a first draft of *The Art of War*. When the final whistle blew, Dr. Brown collapsed onto the court in exhausted exultation as everyone went to enjoy some delectable ice cream. The teachers had triumphed. Although students walked away with their heads down, their thoughts turned to next year's game as they silently vowed that victory in 2014 would not prove to be so elusive.

## Teacher Gets Top Technology Award - by Akiva Nemetsky, 12<sup>th</sup> Grade

Dr. Burke to all here at YTC he is our beloved Physics and Calculus teacher. Dr. Burke has been a member of the YTC faculty for eight years, and his contributions to the Yeshiva's secular studies department cannot be overstated. His sense of humor coupled with his loquaciousness allow him to run his classroom in a way that can only be described as convivial yet challenging. He inculcates an admiration for learning within each of his students irrespective of the subject at hand. Recently, his innovative, enthusiastic attitude towards teaching has been awarded. Last Thursday, Dr. Burke received an award for being the teacher to incorporate the most technology in his curriculum in all of Dade County! I had the opportunity to interview him about this monumental occasion.

**Me:** What was the first thing that went through your mind when you were told that you were selected to receive such a prestigious award?

**Dr. Burke:** I was in disbelief. I could not believe it. Of course I am constantly trying to improve the class through the incorporation of technology, but I never thought I would win an award for it.

**Me:** Why do you integrate such a wealth of technology into your lesson plan?

**Dr. Burke:** It is an excellent tool. Students love it. It takes learning, which can sometimes be misconstrued as boring, and twists it into an activity that can be both fun and enjoyable.

**Me:** In what ways do you use technology in the classroom?

**Dr. Burke:** We use a video projector attached to a computer that projects on the screen. I use a program called "Gizmos" which has activities that test both science and math skills.

**Me:** How do you plan on improving your lesson plan with technology in the future?

**Dr. Burke:** The same way I have been using it so far. Why fix something that's not broken?

It is clear to all that this very exciting recognition of Dr. Burke's passion for educating was well deserved. Dr. Burke is a mentor, and one can only hope his aptitude continues to be acknowledged in the future.