

## YESHIVA TORAS CHAIM TORAS EMES

## KLURMAN ELEMENTARY SCHOOL

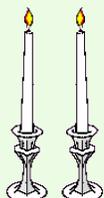
JANUARY 31, 2014

פרשת תרומה

ראש חודש

CANDLE LIGHTING

5:46 pm



## STAR STUDENTS

Aryeh Abramson – T.S.  
 Daniel Bagdadi – T.S.  
 Yehuda Bloom – T.S.  
 Zachy Breier – T.S.  
 Koby Fruhman – T.S. & S.S.  
 Avrohom Goldenberg – T.S.  
 Benjy Heller – T.S.  
 Akiva Jeger – S.S.  
 Leo Kanter – S.S.  
 Simcha Shaffren – S.S.  
 Zevi Siegel – T.S.  
 Dovid Strassfeld – S.S.  
 Nochi Zeines – T.S.

Ava Leah Amar – T.S.  
 Batya Cohen – T.S.  
 Avigayil Feld – T.S.  
 Rivka Goldenberg – S.S.  
 Bryna Groffman – T.S.  
 Ahuva Grossman – T.S. – 1G  
 Ahuva Grossman – T.S. – 3G  
 Hadassa Harrel – T.S.  
 Abby Heller – S.S.  
 Sophie Jacobs – S.S.  
 Tehila Klecky – S.S.  
 Rina Esther Pollock – S.S.  
 Goldie Schneck – S.S.  
 Ella Siev – S.S.  
 Avigayil Silverstone – S.S.

NO SCHOOL

FRIDAY

FEBRUARY 7

RABBI YOSSE

HEBER

TEACHERS'

INSTITUTE

## TEAM PLAYERS

Nossie Bergida  
 Ephraim Berkowitz  
 Adam Dennis  
 Avrohom Goldenberg  
 Levi Haimov  
 Netanel Hendel  
 Zusha Licht  
 Shea Rosenberg  
 Avrohom Mordechai Sharfman  
 Zevi Siegel

Sapir Attia  
 Shirel Bendahan  
 Pnina Bergida  
 Shifra Braunshweiger  
 Elly Feldman  
 Rochi Gassner  
 Esther Malki Goodman  
 Avital Gutfreund  
 Tessie Koot  
 Denise Mann  
 Dassi Mergui  
 Rivka Sapirman  
 Shayna Segelman  
 Nechama Taillard  
 Aliza Turner  
 Esti Weinberger

# Mazel Tov מזל טוב

## YEDIOS HATORAH BONUS POINTS!

All students who correctly answer these questions by Monday, February 3 will receive bonus points on the next tests! 5 points per question.

- 1) Who was Yaakov Avinu's father's mother's brother?
- 2) Who was Lot's uncle's grandson's grandson?
- 3) What's the third to last Parsha in Sefer Shmos?

Answers should be written down with your name and grade and placed into the box marked Yedios HaTorah in the office. Some questions might have more than one answer. Any correct answer is acceptable. You may ask anyone to help you find an answer.

Good Luck, and remember to keep studying for the next test!!

To Rabbi and Mrs. Elchonon Goldenberg and family on the engagement of their son, our alumnus, Asher to Sarah Stone of Staten Island, New York.



To Rabbi and Mrs. Shlomo Schwartz and family on the engagement of their daughter, our alumna & former assistant, Sorah to Rafi Adler of Edison, New Jersey.

To Rabbi and Mrs. Gedalya Glatt

and family on the birth of a granddaughter, born to their daughter, our alumna, Adina and Yitzi Mittel.



## PESACH CANDY SALE



The Pesach Candy Sale is now in progress! All orders should be turned in to the office by the deadline on Thursday, February 20. Please remember to return the top two pages of the order form in the envelope with the money collected. Check that all orders and tallies are correct, your child's name and grade is written clearly and that the amount collected corresponds with your order. Keep the bottom page in a safe place at home so you will know who to deliver the candy to when it arrives.

## רפואה שלמה

Mina Yehudis bas Mesouda

Dovid Tzvi Aharon ben Alte Rochel

Raytz bas Sarah

Michla Rivka bas Chana

## PARSHA QUIZ

Which item in the *Mishkan* has 3 half measurements in it?



## LOST AND FOUND

Please check for your lost items in our overflowing lost

and found boxes in the office. To minimize lost items in the future, please make sure to clearly label everything you send to school with your **child's name**. Since many sweatshirts look alike, please check the outerwear that your child brings home from school to make sure it **doesn't have another child's name on it**.



## GENERAL MILLS BOXTOPS FOR EDUCATION

Please collect Boxtops and bring them to school before the February 20 deadline.



Boxtops can be found on all types of products and the more we collect, the more we are able to do for our school. The Boxtops for Education program is ongoing, so please keep collecting and we can continue to benefit throughout the year.

## KIDS FOR KOSHER FOOD BANK

The Food Bank depends on

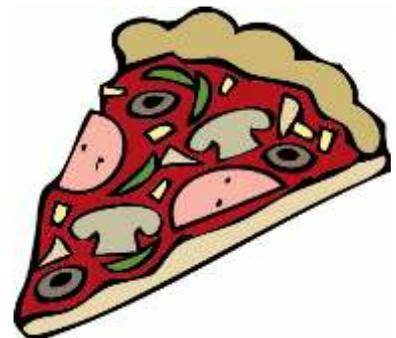
**everyone's participation to help combat hunger in our community—one meal, one person at a time.** Keep in mind that all the food must be either OU, Chaf-K, O-K, or Star-K certified, making it suitable for any family. Thank you for your continued help. Please bring your donations to **the boys' office**. *Yasher Koach!*



## NEW PIZZA CYCLE

Order forms for our new Pizza cycle were

sent home today with your child(ren). Please be sure to return your order, with payment, by Wednesday, February 5. The new cycle begins on Friday, February 3 and runs through Friday, April 25. Please send \$1.00 with your child if you want him/her to purchase potato chips, seltzer or water.





*Erev Shabbos Parashas Terumah Rosh Chodesh Adar I 5774*

Dear Parents,

**Roshei HaYeshiva**

Rabbi Binyomin Luban  
Rabbi Yisroel Y. Niman  
Rabbi Mordechai Palgon

**Founding Rosh HaYeshiva**

Rabbi Bentzion Chait

**Principal**

Rabbi Kalman Baumann

**Secular Studies Principal**

Dr. Deborah Lerer

**Assistant Principal**

Rabbi Noam Grossman

**President**

Dr. Allan I. Jacob

**President**

Dr. Jonathan Rubin

**Vice President**

Rabbi Moshe Lehrfield

The week of *Parashas Teruma* and the introduction to the *Mishkan* – a sanctified place uniquely suited for approaching and serving *Hashem*, affords the opportunity to make our annual appeal. This is not an appeal for money, or even for volunteers. The appeal is for some thoughtful introspection about the issue of appropriate decorum in *shul* and proper *Chinuch* for *Tefilla*, for *davening*. We are blessed with many *Batei Knessios* – synagogues and *Batei Midrashos* – *yeshivos* and *kollelim*, our mini sanctuaries during our *Galus* **existence. We don't have the *Mishkan* or *Beis HaMikdash***, but let us ask ourselves how well we are handling our opportunities, our special places to serve *Hashem*.

**We've presented ideas on this topic before, and some of them** bear repeating.

*Davening* with proper *Kavana* is a major challenge for many adults and children. Equally significant is the lack of awareness of the *Mitzva* of *Mora Mikdash*. What is *Mora Mikdash*, you ask? Exactly! The *Torah* tells us (*Vayikra 19:30*) ...*Umikdoshee Tirau...* **The *Sforno***, along with most *Rishonim* says this *Mitzva* of guarding the sanctity of the *Mikdash* refers not only to the *Beis Hamikdash*, but to any place of *Torah*, *Tefilla* and *Avoda*. Our awareness of and care for the inherent sanctity of our *shuls* and *shtieblach* is sorely lacking. There are clear *Halachos* concerning permitted and forbidden activities within the confines of a *Beis Knesses*, and this is even not during the time of *Tefilla*.

Tackling the enormous challenge of talking during *davening* that is tragically commonplace in many *shuls* in our community and **around the world appears to be a 'mission impossible'** – but anyone who minimizes the devastating impact that talking has, would do well to read the words of Rabbi Yonasan Eibeschitz in *Yaaros Devash* **as he places blame for the destruction of Prague's** synagogues, whose beauty was unparalleled anywhere in the world, on the sin of talking during *davening*.

continued

Even more compelling, is the special *Mi Shebairach* of the *Tosfos Yom Tov* in reaction to the cataclysmic events of 1648-49 in Eastern Europe.

I would like to further focus on the *Chinuch* (educational and training) aspect of *davening*, and more specifically when it is appropriate and when it is not appropriate to take children to *shul*. Too many parents look at the world as black or white. Some things and places are unacceptable, to be avoided completely. Other situations are okay, and therefore no **restrictions or limitations need be placed on their children's involvement**. *Shul* going, especially on *Shabbos*, falls into the second category, that of okay activities. Going to *shul* is **a spiritually positive experience, so let's all go! But what are your goals and objectives in taking children?** Can a three year old learn anything about the sanctity of *Beis Knesses*, or are we training him to view the *shul* as an exciting and intriguing playground? What are we teaching a young child when we bring him to a house of prayer – **but he's completely unable to pray?** It is not *chinuch* to simply have a child in *shul* – he must learn the proper way to behave in *shul*. When a child is brought at too young an age – we are teaching the exact opposite of what we intend!

What about elementary aged children – they can read, so therefore they can *daven*. **But let's** ask ourselves some questions. The few minutes that the child can (hopefully) remain focused, are a tiny fraction of the time spent in *shul*. **What happens the rest of the time? It's play time –** and the playground is the *Mikdash Me'at*! What happens as the child grows older – have we trained him or her that the *shul* is a sanctified place requiring awe and reverence because it is *Hashem's* house – or have we initiated yet another recruit of adult shulgoers to not show respect to the shul, and helped a new generation of talkers and interrupters to emerge from **our ranks? Our children don't need to be in shul** before the age of 9 or 10 in order to feel comfortable in a synagogue – that is simply not a challenge for them, given the *frum* environment they are growing up in.

There are times that the mother is feeling exhausted and overwhelmed, and her husband **feels it his obligation to take the children off the mother's hands. That is indeed a laudable** attitude, and emergencies do happen, but bringing children to *shul* for babysitting purposes constitutes a very negative *chinuch*. Perhaps a more appropriate solution to this problem, which many of our parents employ, is to go to a *Netz* (sunrise) *Minyan*, get home early and take care of the children at home. The wife is helped, the children nurtured, and the *mispallelim* including the husband, can really *daven*.

You may ask – the *shuls* provide babysitting and activities *Shabbos* morning – it must be children are being encouraged to come to shul! Be careful not to confuse the attempt to find **safe and wholesome activities to fill our children's Shabbos Day**, with proper *Chinuch* in *davening*. Think through what you want your child to feel and do about *Davening to Hashem when he or she is 18 years old, and then examine whether the way you're exposing your child to Tefilla and Shul* is enhancing that goal, or *Chas V'Sholom*, subverting it.

Perhaps you are eating the *Shabbos Seuda* in *shul*, or are invited out to join a family from *shul*, and the entire family therefore needs to come to *shul* anyway. Arriving at the very end, for a few minutes of *davening*, under your careful supervision, is certainly preferable to an extended amount of unstructured time around the *shul*. *Davening* at home, quietly with *Ima*, before stepping out, can be a much more meaningful and constructive approach to developing good *davening* habits.

Very chillingly, and frighteningly, we need to add another dimension to the potential **negatives of 'hanging around' shul**, this one being downright earth shattering. It has become apparent in the larger *frum* community, that some individuals who have attempted to molest **children, R'L, have found the shul on Shabbos morning** to be a most fertile setting for their unspeakable behaviors. **One convicted predator said of his methods, "I'm a Nishmas pedophile." "At the beginning of davening there are lots of adults coming into shul and the hall is crowded, but come Nishmas, everyone is focused on their davening. That's followed by Barechu and Shema, where they're really concentrating, and then Shemoneh Esreh when they're all rooted in their places. I had from Nishmas to the end of Shemoneh Esreh to do whatever I wanted."** (source - *Mishpacha Magazine issue 491 Jan. 1, 2014 p.42*) Not one of us can allow our children to be unsupervised during such a time. We are not only fighting for **our children's spiritual growth** – but their emotional and psychological health as well. It is with great pain, that this warning must be included in our discussion of ensuring an appropriate *shul* experience for our children.

Many of our children struggle with *davening* in school. Ask your child if he or she is having **difficulty. If the answer is yes, first examine your family's davening practices.** If your child has no issue with *davening* at home, ask your child what the problem is in school and contact us, so we can try to figure out where the challenge is coming from and work together to find a solution. It is so not common for a child to do well with *davening* in one venue and to struggle in another.

May *Hashem* enlighten us to provide the best possible *Chinuch* to our children, in all areas of life. May our efforts to show greater *Kavod* to our **Mikdeshai Me'at**, help us to merit the rebuilding of the *Beis HaMikdash, Bimheira*.

Have a *Kedusha*-filled *Shabbos*,



Rabbi Kalman Baumann

Principal

**P.S. A magnificent book entitled "Let's Go to Shul" published by Feldheim, 2008, is an excellent source for children and families to learn how one conducts him or herself properly in a *Beis Knesses* and is a great way to generate *Shabbos* table discussions.**

# chosen words

## Personal Growth

### The 48 Essential Qualities for Learning

*If you want to acquire Torah, all you have to do is study. Right? Surprisingly, Pirkei Avos tells us that study is just one of 48 qualities necessary to successfully acquire Torah to truly make it yours.*

Among the others named in the Mishnah are joy, modesty, slowness to anger, a good heart, and closeness with peers. According to Rav Chaim Volozhiner, you attain Torah in direct proportion to your efforts in developing these traits. Without them, Torah can't be fully grasped.

#### Essential Quality #5: Acceptance

At the foundation of Torah learning is love and fear of Hashem. Without those traits, learning is just an intellectual exercise. But what happens when troubles arise in our lives? If we're infuriated by these difficulties and lose faith in Hashem, the foundation of our learning weakens.

Pirkei Avos identifies "Kabolas Yissurim", acceptance of suffering, as one of the prerequisites for acquiring Torah. This isn't as difficult as it seems when we come to realize that suffering is actually a key that unlocks brachah. In Shemos, the Torah tells us that although Jews enslaved in Egypt suffered bitterly, "the more the

B'nei Yisroel suffered in Egypt, the more they multiplied." Levi emerged as the smallest tribe, because its members were not forced to

#### Effective Prayer

### Would You Put Hashem On Hold?

*Part of a Series on Preparing for Prayer*

Everyone has a friend like this. He calls, and two minutes into the conversation, his call-waiting beeps.

You're on hold. Then, his son needs

#### Torah Tools for Personal Growth

##### Inspiration

▼  
Ideas

▼

##### Excellence

▼

##### Success

labor. Since they had no share in the suffering, they had no share in the brachah.

Sometimes the brachah is obvious, as in the pain of childbirth, the sacrifices of raising a family or starting a business. Sometimes it is

*continued on back*

## Better Relationships

### Good Eyes

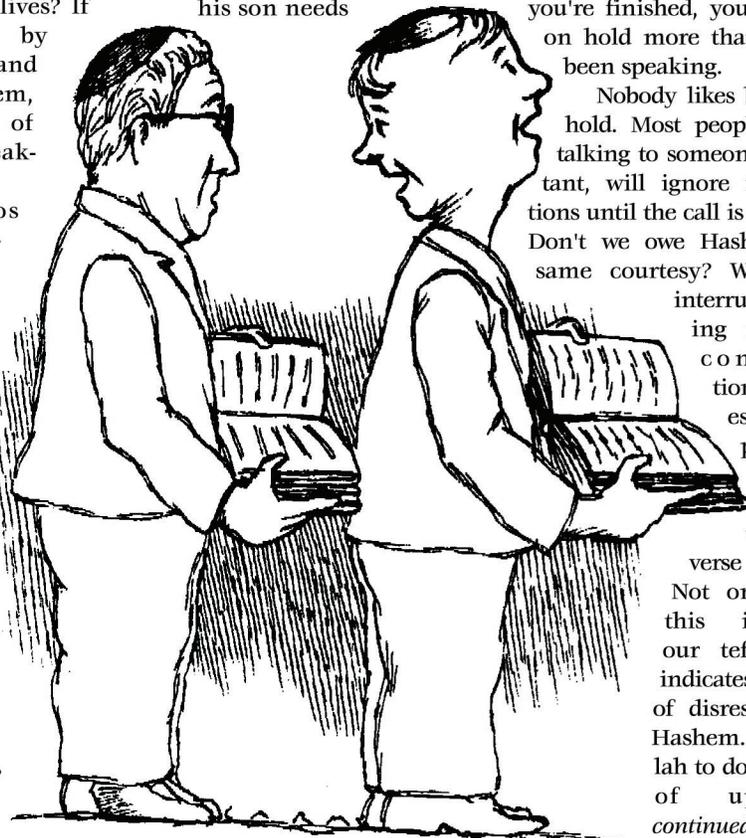
*Part of a Series on Loshon Hora-Free Living*

Dovid Hamelech tells us that one who wants long life must guard his tongue from evil. The verse in Tehillim also contains another phrase, "liros tov," to see good. It seems too obvious to mention: Who wants long life in order to see bad? But Dovid Hamelech isn't just adding words—he's handing us the key that unlocks our ability to guard our tongues.

That is, to see good in others. A person who looks at the world through an ayin tov has no trouble guarding his tongue. Someone with a critical eye must fight to muzzle his negative judgments, but someone with a good eye sees the good, and therefore thinks and speaks the good.

Anyone can improve his own "eyesight" and grab hold of this key to proper speech. Just rethink the negative thought as it arises. Look for something good in the situations that come your way. Unless it's a situation you can improve or correct, your critical judgment serves no purpose but to set up a loshon hora time-bomb in your mind. Instead, disarm the bomb with a positive take on the situation, and enjoy the blessings promised by Dovid Hamelech—a long life of seeing the good in the world.

—CCHF



something REALLY IMPORTANT. You're on hold again. Another call-waiting. Someone's at the door. By the time you're finished, you've been on hold more than you've been speaking. Nobody likes being on hold. Most people, when talking to someone important, will ignore interruptions until the call is finished. Don't we owe Hashem this same courtesy? When we interrupt davening for side conversations, we are essentially putting the Master of the Universe on hold!

Not only does this interrupt our tefillah, it indicates a level of disrespect for Hashem. For tefillah to do its work of uplifting

*continued on back*



Published for **Toras Emes Academy of Miami** by the **Chofetz Chaim Heritage Foundation**

In honor of my Aishes Chayil  
Riva Leah (Robin)  
With love,  
Yosef (Joe) Andisman

# I Think I Can

Third in a Series on Anger

Remember the children's story of the little red caboose? The train huffed and puffed its way up a steep mountain, repeating the phrase, "I think I can, I think I can." And so it reached the top. Belief in your ability to reach a goal is perhaps the single most important factor in success, and this holds true especially in the difficult task of conquering the trait of anger.

Even a person with a volatile nature can aspire to self-control. Step one in the process is to know that you can learn to interpret and respond to events in a way that doesn't set off anger. These are skills that, with

time and perseverance, will come as naturally as a tantrum might have come previously. Step two is to ask for Hashem's help.

**"Belief in your ability to reach a goal is perhaps the single most important factor in success."**

And step three is to realize that you have controlled anger in the past. You don't scream at a six-month old baby when he breaks something valuable. You just accept the loss and find a safer place for your belongings. Nor are you likely to scream at your teacher, even if you feel wronged, because there's a level of respect that normally prevents such behavior. So you see that if you have to stay in control, you can.

Once you know you can,

all you have to do is keep trying. Keep practicing the strategies that deflate temper, put things into perspective and help you stay centered and calm. The more you practice, the easier it becomes. It all starts with believing it can be done.

**Shabbos Table Discussion:**

Have you ever found yourself faced with a seemingly impossible task that you managed to tackle successfully? How did you motivate yourself to succeed?

*Adapted from "Anger, the Inner Teacher," with permission from the author, Rabbi Zelig Pliskin*

## Hashem on Hold

*continued from front*

us and connecting us to Hashem, we have to give it nothing less than our all.

**Shabbos Table Discussion:**

Think of concrete ways to avoid talking in shul and help others around you stop as well.

*Adapted from "Candlelight," by Avi Shulman, with permission from Mesorah Publications*

## 48 Qualities

*continued from front*

hidden. But if you cling to the knowledge that the brachah is there, then even in times of trouble, you can build your love of Hashem and His Torah. And that is what acceptance is.

*Adapted from "Facing Adversity With Faith," by M.L. Cramer, with permission from Feldheim Publishers*

## Dedications

לע"נ

שרה בת ר' מנחם מענדל ע"ה

Mrs. Sara Fogel a"h

גלבי"ע כ"ט שבט תשנ"ט

ת.נ.צ.ב.ה.

*We gratefully acknowledge our generous sponsors for making this publication possible.*

# From G-d's Hands

The tzaddik Rabbi Zusia ate just one meal a day, at 4 p.m. He would look heavenward and say, "G-d, Zusia is hungry," and his shammas would emerge with his meal.

After 30 years of service, the shammas decided to show Rabbi Zusia that he, too, had a hand in providing the food. He planned that the next day, when the tzaddik asked for food, the shammas would not respond.

That evening, a wealthy Jew came into town and, entering the inn, carelessly knocked Rabbi Zusia into the mud. When he discovered who his victim was, he was full of remorse and was advised to bring Rabbi Zusia his next day's meal, and then ask forgiveness.

The next day, the shammas expectantly watched for Rabbi Zusia's reaction when, at 4 o'clock, no food appeared. Just then, the wealthy man emerged bearing a banquet. G-d provided, as always, through whatever vehicle He chose.

**Shabbos Table Discussion:**

What does Rabbi Zusia's story have to do with our own day-to-day needs?

*Adapted from "I Shall Not Want," by Rabbi Ezriel Tauber, with permission from Shalhevet Publications*

Index Reference .516



**Chosen Words is a biweekly publication of the Chofetz Chaim Heritage Foundation**

*HaRav Shmuel Kamenetsky, shlita, Chairman Rabbinical Board*

*Rav Naftoli Jaeger, shlita, Rabbinical Editorial Supervisor*

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**✉ We welcome your comments!**

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# SAVE THE DATE!

**CHOFETZ CHAIM  
HERITAGE FOUNDATION**

## 8th Annual Dinner

**Sunday, March 2<sup>nd</sup>**

Museum of Jewish Heritage

46 Battery Park Place

To place an ad and for reservations,  
please call **845 352 3505 EXT 113**

You are invited to the

# YESHIVA TORAS CHAIM TORAS EMES ROHR MIDDLE SCHOOL



## Open House

A student-driven event for all RMS parents  
and prospective students and parents

**SUNDAY, FEB. 2 10:00 - 12:00**



*See Learning come to life at Educational Expo*

Come spend an informative & fun morning at Rohr Middle School and  
see how we **“Ignite the GREATNESS within Every Student!”**



Get a  
glimpse of  
a Rebbe in  
action



see our lamed  
tes malachos  
program  
come alive



Visit  
our art  
program



See our  
future  
media  
center



Explore our  
exciting  
curriculum



Speak with  
current  
talmidim



See the Bais  
Hamikdosh  
model built by  
our talmidim



Hear from  
a panel of  
student  
leaders



Watch our  
leadership  
program  
come to life



Delicious  
refreshments



Ask administrators, Rebbeim, teachers  
and students all your questions!



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Take the  
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challenge

*See our students take the lead!*

