



hebrew
academy

Tuition for 1983-84

Tuition for 1983-84 will be \$1650 for children in the 1st through 6th grade, with a \$300 discount for a second and third child in the first through sixth grade, and \$750 for kindergarten.

Visit by Children from Greensboro Day School

On May 4 the second, third, and fourth graders from the Greensboro Day School visited the Academy. They were served a falafel lunch prepared by our children. After lunch Marvin Bienstock, accompanied by his guitar, sang with the children. The Charlotte children prepared a beautiful "Shalom from NCHA" banner with all the children's names which was presented along with "I Love Charlotte" stickers. Last November our students visited the Greensboro school and a number of students have been pals since that visit.

Lag B'Omer

Lag B'Omer was celebrated with other children from the community in the backyard of the home of Rabbi Yossi Groner, with a cookout, basketball and stories about the holiday.

Future Academy Students

This year three Academy parents had baby boys: Sue and Bob Brodsky (last December), Mary and Les Gordan (April), and Peggy and Elliott Gartner (May). We wish all three families Mazel Tov.

Abby Hoffman Visits School

Abby Hoffman, adult activities coordinator of the Jewish Community Center, delighted Hebrew Academy children with a poetry program. Encouraging the children to think "poetically," Abby inspired children to write lovely poems about spring.

Study of the Holocaust

Holocaust Remembrance Day (Yom Hashoa) was the stimulus for in-depth studies by the third, fourth and fifth graders of the history of anti-Semitism, the Zionist movement, and the reactions of western countries to the Holocaust. The following are samples of the children's writing in response to Yom Hashoa.

The Dream to be Free

It blinded him with freedom
That he didn't have.
He wouldn't move his bones
For he knew he would be killed from the gun shots.

— Ashley Widis - 3rd grade

The Holocaust Was...

The Holocaust was terrible,
The Holocaust was unbearable,
The Holocaust
Made people pay a high cost
For being different.

— Ruthie Abel - 3rd grade

Wishful Thinking

It's a shame to say,
We will get killed.
I wish I could live through it,
Run away.
Away from this dreadful thing,
The Holocaust.
As awful as it may sound,
We're living here underground.
The Holocaust.
They're after us,
They're going to kill us.
Because a madman had to have his way.
The Holocaust.

— Michelle Steiner - 3rd grade

"I doubt anyone will ever try this again because 'The Jews are one.'"

— Stuart Gordan - 4th grade

Thoughts From The Lubavitcher Rebbe

By Rabbi Yossi Groner

A Petition For G-d

Education is the right of every person, and indeed, in the United States and most other countries, it has become universal for all children. Education, it is conceded, is the means wherewith an individual—and the nation—progresses.

Because of its vital importance, education has not been left to parents. The state has very decisively taken the matters into its own hands and compels every child of educable age to go to school. The great public school system in the U.S. was set up to ensure that every child receive the best education the government can offer.

There is, however, one component of schooling—one very basic aspect—that the public school does not offer. In the public school, a child can find out anything he or she wants to know about science, mathematics, languages or social studies. But a child can not find out about G-d who created him. Not because the teacher is incapable. But because it is forbidden. The Creator of the world is not allowed in the classroom.

Not so long ago, this would not have mattered. Parents or grandparents were the source of faith and belief in G-d Who saw all and heard all, Who ordained what is good and what is bad, Who rewarded and punished. This belief was imbued in the home, reinforced in one's surroundings, and seen everywhere. And because of this belief, people acted with moral and ethical principles demanded by the Creator of all.

Times have changed, and the home is no longer the main source of information for children. Parents are unable or unwilling to teach their children about G-d. With this knowledge also denied to them in school, children are growing up wild and lawless. With nothing to dictate to them but their own ego, there is no reason why children should develop a moral conscience. Social mores are no match for the unbridled ego, no answer against "But I want to do this!"

We must act, and act swiftly. Not just for the sake of the thousands of Jewish children lost to their heritage through no fault of their own, but for the sake of all children. For the sake of the adults they will grow up to be. And for the sake of the society they will be the ones to mold. If we want a society comprised of productive citizens, we had better look to the proper education of the children. From the seed will grow the tree. We must inculcate them with an awareness of a higher Deity, with the message that the world has not been left unattended and that He who made it still rules.

Just as the school system has become the primary vehicle for education, so too can it become the vehicle for education about that which is most important of all, G-d.

A moment of silence. That is all. A moment at the beginning of the school day, in both parochial and public school, in which children will think about the Creator of the world, will reflect that there is a Supreme Being Who is interested in his or her actions.

Just a moment of silence at the beginning of the day. But what a difference it can make to that day. No longer will it be a day devoted only to the acquisition of knowledge, devoid of significant meaning. Now the student will realize that the knowledge he will learn, the skills he will acquire, are not ends in themselves, but tools wherewith to lead a full and productive life, to become a good citizen of this great and free land.

For this is a great land, a country where every man has the right to be free. A country which was founded on the ideals of justice and freedom of religion. And this is why a moment of silence does not contradict the idea of separation of state and religions, or the Establishment Clause of the Constitution of the U.S.A. The reverse is true: It fits in perfectly.

The authors of the Declaration of Independence and the Constitution of the U.S.A. were men who believ-

ed in G-d. They were refugees from religious persecution and, when founding this country, sought to ensure there would be no interference by the state in the religious beliefs and practices of its citizens. They were not against religion or belief in G-d. They were against tyranny. They would have readily endorsed a moment of silence in which each individual child is given the opportunity to think of the Creator of heaven and earth. The citizens of the United States have always had this belief. Congress opens its sessions with a prayer to G-d, and the currency of the U.S. bears the words "In G-d we trust."

If there is tyranny, if there is discrimination, it is to be found on the opposite side of the coin. Every child has the right to the best education he or she can get. But children who attend parochial schools are subject to discrimination. Transportation to and from schools; text books which are not religious in nature; secular studies such as mathematics, sciences, language; health and physical education programs; diagnostic and rehabilitative services; psychological services—all of these are non-religious in nature. The government funds these programs in public schools. It is discrimination not to do so in non-public schools.

Education in the U.S.A. and in other countries is at a crisis point. It is the children's fate which is at stake. They must be the ones to act, to take the initiative to secure their future. It is their heartfelt cries which will be heard in the legislative halls.

Let the children, thousands, hundreds of thousands, millions of children, sign petitions urging the President of the U.S.A. and members of Congress to (a) grant them this moment of silence, and (b) grant them the funds to support their education and end discrimination. The goal is the same: To ensure that all children receive their rightful and full education.



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