

KADIMA

קדימה

Forward: Talmud Torah of St. Paul's quarterly newsletter



Winter 2010

A Message from Lisa Cohen, TTSP Board President

Winter in Minnesota not only brings to mind the challenges of moving through life in sub-zero wind chills and ice laden roads but it comes with the added pressure of an important decision that weighs heavily on many parents—school choice.

In focus groups held last summer, current Day School and Preschool parents were asked what they appreciated most about TTSP. Answers ranged from “critical thinking skills” to “community” to “strong faculty” to “Jewish values” but the highest level of response was placed on “academic excellence.” Parents with graduates discussed how well prepared their older children were for high school and the high level to which they’ve excelled, both socially and academically.

Academic excellence is the starting point for many parents when looking for a school. But how do you judge this? Test scores are one measure, and while they really don’t tell the story of a school, they are a useful benchmark that parents often use to compare schools. TTSP has had and continues to have outstanding test results. But what TTSP has, that I believe is more important, is an emphasis on learning how to learn. Young adults leave TTSP with strong critical thinking skills. There is an integrated curriculum which teaches students to look at an issue from multiple perspectives. They learn how to work in groups and how to synthesize information. And, much of what they learn is tied back to the values of our tradition. These are skills that don’t come across in an MCA score, but are demonstrated in the success of our graduates and in the ease with which they transition to new environments and succeed.

While TTSP offers many strengths that appeal to families whose priorities in school choice vary, critical thinking and Jewish values continue to resonate and are indeed the underlying principles of the academic excellence that is at the foundation of a TTSP education.



The Power of Connection

The education we provide at the Annette Newman Day School breaks down barriers between disciplines in ways that help students understand the complexities of their world, weaving subjects together in ways that are in tune with the natural workings of the brain and that develop a more holistic world view. Research shows that learning is best accomplished when information is presented in meaningful, connected patterns, including interdisciplinary studies that link multiple curricular areas. This type of learning prepares children for lifelong learning by helping them gather, analyze and synthesize information. In addition, integration allows teachers to teach more in allocated time, e.g. reading stories about Jewish holidays allows primary grade teachers to teach reading and holidays. In short, it is both useful and natural.

Another hallmark of our education is critical thinking—skilled, active interpretation and evaluation of observations, communications, information, and argumentation. We believe that it is not enough to learn information; one must learn to analyze it, to evaluate it, to ask questions about it, and to apply it to new situations and new settings. Whether looking at a text in Torah or results of a science experiment, whether analyzing data about hot lunches or ensuring a positive return from a lemonade stand, students learn to use their minds to think and not just to absorb information.

Our fifth and sixth grade students recently finished a unit that exemplifies both of these educational values—integrated curriculum and critical thinking. The unit of study was Hunger and Homelessness.

Continued on page 4.



Enriching Identity Through Intellectual Engagement

In the George Kaplan Afternoon Hebrew School, we educate students by developing life-long essential Jewish living skills. We utilize innovative teaching methods to engage students at their cognitive level in ways that make learning Hebrew, Torah, Tefillah, and music interesting, stimulating, and fun. Our Jewish studies program complements public school education by deepening critical thinking skills. We constantly encourage students to ask questions and find their own answers so they develop a personal understanding and meaning of any subject we discuss. This offers an important basis through which their personal relationship with Judaism is forged.



In addition, we teach our students to become proficient in leading and participating in services so they feel comfortable engaging in any congregation now and into adulthood. We extract the value inherent in a prayer and discuss its meaning in their life. For example, in the *Ashrei* prayer (Psalm 145), we talk about gratitude. For what are you grateful? What can you do for others to express your gratitude to God, your family and community? We relate the value to contemporary life issues, such as the tragedy in Haiti. We discuss how we can respond to this crisis and help others. In doing so, we reinforce TTSP's commitment to teaching the value of *tikkun olam*/repair of the world.

Midrasha/Hebrew High School education builds on the critical thinking skills taught in both our Afternoon and Day School curricula. At this stage of development, we emphasize intellectual engagement. In our 9th through 12th grade Torah class this semester, students are structuring their learning around Jewish and general themes by studying original Hebrew texts. The first topic is the concept of *mitzvah*, a unique element in Judaism. Using Biblical and Rabbinic texts, they explore concepts such as "commandedness" and "faith-based vs. action-based religion." One week, for example, they looked at the reward-and-punishment approach of Deuteronomy and compared it to Kohlberg's levels of moral development and Pascal's wager. Over the semester, topics will also include modern issues such as business ethics and the consumer culture, all seen through the lens of our classical texts. We help our students develop confidence in their Jewish voices, teach them to respectfully debate each other, and provide a forum for them to live their Jewish values.

—Rabbi Julie Gordon, Afternoon School and Midrasha Principal

The 9th Annual 3-on-3 Basketball Tournament hosted by TTSP—is back!

SUNDAY, MARCH 21
9 a.m.
ST. PAUL JCC

Each spring, we bring together young athletes, families and community members for friendly competition and the chance to raise money for TTSP's educational and athletic programs.

Everyone from 3rd grade students to skilled adults are included in the games. There is even a family match-up and fun contests: Free Throw Challenge, Three Point Shoot-Out, and Half-Court Hot Shot.

Registration is due by March 5, 2010. Download applications at www.ttsp.org.

Tournament proceeds benefit TTSP and its athletic programs.



More Than Just ABCs

Academics come in various forms to preschoolers. Play is their essential job in the preschool years. Play allows children to practice important skills needed later in life. While pretending to be someone else, a child is expanding his or her imagination. While building a block tower, a child is learning prediction and balance. Preschool is the foundation for all academic learning. In preschool, a child will listen to poetry and music, the building blocks needed to grasp phonics and reading skills when it is developmentally appropriate. The play that takes place with measuring of sand and water into various size containers form the foundation for understanding for some basic math concepts. Matching, sequencing, one-to-one correspondence are all activities that are done over and over in our preschool setting.

Our goal is to meet the individual needs of the children in our program. The activities we make available correlate with the goals we set for them. For example, children who need to build fine motor skills have the option to work with puzzles, peg boards, lacing cards and scissors to strengthen those skills. The themes or curricula presented to the children are designed with specific academic and social-emotional goals in mind, such as awareness of the seasons or developing listening

and turn-taking skills. All the activities are challenging enough to sustain a child's interest, but not so much that they get frustrated and give up.

We are fortunate, thanks to the generosity of the Johnson family, to have added a monthly science program to our curriculum. "Mad Science" Mondays provides children with fun, hands on, interactive and educational activities that instill a clear understanding of science and how it affects the world around us.

Conflict resolution also begins in preschool! It is a well known fact that three and four year olds generally are not great at being able to share. As experienced preschool teachers, we can help children recognize when they have conflict and offer them tools to reach a peaceful resolution.

We encourage developing a comfort level outside their own homes. Friendships with other children and interactions with teachers allow young children to express their own feelings. A year or two of preschool helps foster confidence and self esteem, essential to thriving in kindergarten and beyond. Learning the ABCs in preschool is a bonus; learning life skills is essential.

—Liz Strimling, Preschool Principal

TTSP/MZ Hebrew Partnership 2010

The TTSP/Mount Zion Temple Hebrew partnership was forged in 1994 when TTSP began handling the administration of the Mount Zion Hebrew School. TTSP hired and supervised the teachers who utilized *Mitkadem*, a curriculum emphasizing the Shabbat liturgy of the Reform synagogue and published by the Union for Reform Judaism. This collaboration promotes joint learning and developing relationships among students and families across the St. Paul Jewish community.



Cantor Jennifer Strauss-Klein was hired as the Mount Zion Hebrew Director.

This year, several changes occurred. Cantor Jennifer Strauss-Klein was hired as the Mount Zion Hebrew Director. She has overall responsibility for curriculum and on-site supervision of the Hebrew teachers. She and Rabbi Julie Gordon work collaboratively to facilitate communication and long-term teacher supervision. Rabbi Gordon visits classrooms monthly in order to provide

feedback to the teachers. Together they coordinate with Avivit Shapir, who was hired as the Hebrew enrichment specialist. She brings her vast knowledge of Hebrew activities and games, so students experience Hebrew as a living language.

The TTSP/MZ Hebrew partnership created a *Va'ad Matmedet*, an oversight committee to promote the program and other collaborative efforts and reviews the ongoing evaluations of the program by the Mount Zion Religious School Committee. It is actively establishing evaluation criteria for Hebrew teachers. Its members include representatives from both Talmud Torah of St. Paul and Mount Zion Temple.

The TTSP/Mount Zion Hebrew partnership is a wonderful example of how Jewish organizations and institutions benefit from creative cooperative programs and collaborations. Together we are working to strengthen the St. Paul Jewish community.

Continued from the front page.

Students learned about the issues surrounding this topic in various countries around the world. They learned about what nutrients a body needs to function properly, filled out food logs, and reflected on what they had over the Thanksgiving holiday. Students compared these logs to logs of children their age around the world. After researching various organizations that work to alleviate hunger, students wrote persuasive essays about related topics: why people should donate to a food shelf, why someone should volunteer, etc. In a multi-step process, students planned, outlined, wrote, edited (alone, with peers and with the teacher) and revised their work. A “hunger snack” in which snacks were distributed to represent the proportional distribution of food in the world gave students the chance to reflect on what it felt like to have abundance and what it felt like to see abundance when you, yourself, did not have it. In Torah class they studied the first paragraph of *Birkat Hamazon/Grace* after meals. It makes the statement that God provides food for all. They worked to reconcile that prayer with the reality of the world. Working in groups, students did research about organizations that support people in need—Mazon, Oxfam, Heifer International, Second Harvest Heartland (local), and prepared presentations on their organizations. At our December Celebration of Learning, students made presentations to our guests and attempted to persuade them to vote for their organization. Based on this voting, students decided that they would proportionally donate money collected to these organizations. They also decided to keep collecting *tzedakah* until Passover. (If you would like to make a donation, please send it to the school care of the 5/6th grade.)

As part of this unit, the students read *Maniac Magee*. They studied it as a piece of literature, analyzing the novel for themes and learning about plot and setting. Because it is a book about a homeless boy, developing empathy for the main character gave them another lens through which to see the issues they were researching.

Throughout this unit students had the opportunity to learn about the need for *tzedakah* and some ways it is delivered, explored the *middah* of *hakarat hatov*/gratitude, and came to understand some things they could do to do *tikkun olam*, to make the world a better place.

Was this a unit in social studies? Language arts? Jewish values? Critical thinking? Social justice? The answer is, of course, all of the above.

—Sara Lynn Newberger, Director of Education and Day School Principal

FACULTY FOCUS

TTSP Librarian, Dr. Lydia Schultz and Technology Integration Specialist, Sheryl Schochet

Where can you learn how to use a computer mouse? How do you decide whether to look in a book or on the internet for information? Students learn these skills—and many others—in Media Class at TTSP Day School with Sheryl Schochet and Lydia Schultz.

Beginning in Kindergarten, students learn that the Knowledge Center contains tools that allow them to do much more than just play. In Media Class, students discover that the tools they need for finding answers and information come in many forms: books, encyclopedias, dictionaries, other people, on-line databases, or the Internet. Students then work on developing their skills with these tools in two ways: they learn how to use the tools directly (use a book's index, move the computer mouse, etc.) and they learn how to evaluate the information that they find. Students are not only taught how to find a Web page with good search skills, but they are also encouraged to think about if the page is easy to use and understand, and if the information they find on that Web page is accurate and unbiased.

Over their academic career at TTSP, students gather and sort data, use multimedia programs, find out about illustrators and authors, distinguish different sources of information (in both print and online), and use this material to answer research questions. They grow as critical thinkers, gradually accumulating a set of guidelines to analyze different sources of information in order to become more independent in finding the material they want to learn.

While teachers cannot anticipate what the tools of the future will look like (Lydia last took physics with a slide rule), they can help their students acquire the skills they need to evaluate and to use responsibly whatever technology and tools arise. The goal is to provide students with tools to comfortably transfer their learning to their later educational opportunities.



Technology Integration Specialist, Sheryl Schochet and TTSP Librarian, Dr. Lydia Schultz

Dr. Lydia Schultz has been a faculty member of TTSP since 2001 and is the proud parent of two day school alumni, one who also completed Midrasha, and one who is currently enrolled. Prior to joining our faculty, Dr. Schultz spent 20 years teaching college-level English and was on the faculty of the University of Wisconsin-River Falls. She received her doctorate in English at the University of Minnesota. Lydia has taken several courses in the last few years to learn more about using technology. You can see some of the results of her work in a wiki she created to help students do research (<http://ttspmediastudents.pbworks.com/>) and at her book review Web site (<http://www.bookfrontiers.com>).

Prior to joining the faculty of TTSP twelve years ago, Sheryl Schochet was a classroom teacher with experience in kindergarten through fifth grade. Whatever Sheryl's "official" title, she describes herself as "a teacher of children." Sheryl is currently pursuing a certification in the teaching of Gifted & Talented students at the University of Minnesota. She also has a particular interest in how the brain acquires abstract information and then makes sense of it. Sheryl has two wonderful children and one wonderful husband. Although Sheryl is immersed in the latest technology breakthroughs, her favorite hobby is reading an old fashioned book made of paper.

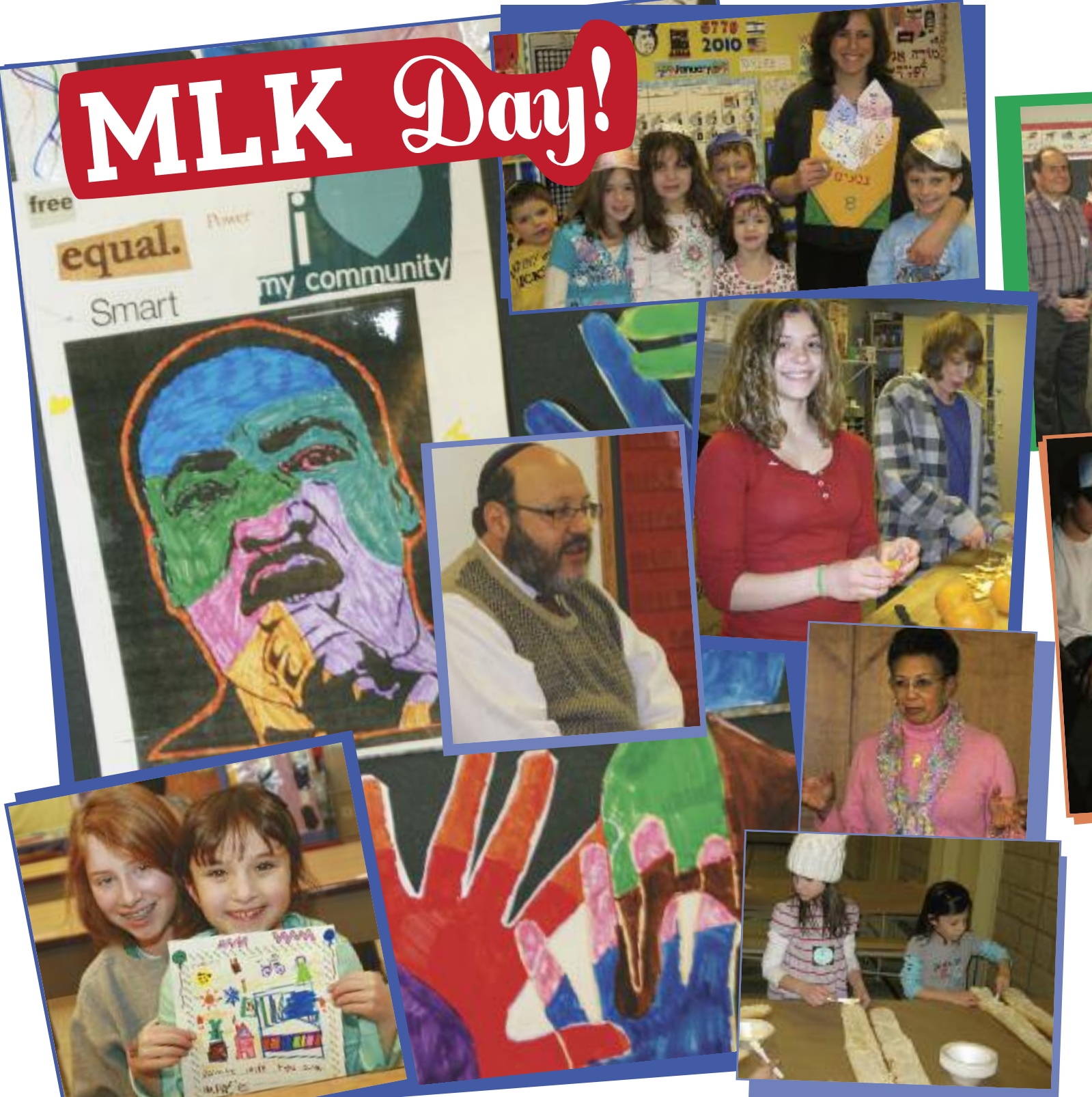
TTSP's on-line auction has started!

Check out more than 100 amazing items at

www.ttspauction.org

From art to plumbing to summer camp...bid until March 1!

MLK Day!



Martin Luther King, Jr. Day

As is our practice, Martin Luther King Day was celebrated by being in school. As Jews and as Americans we celebrate Dr. King's life and work and dedicate ourselves to continuing his legacy. Before and/or after the holiday, students studied aspects of the Civil Rights movement. On the day itself students participated in special activities—a special *Shacharit*/morning service; speakers who were, themselves, engaged in the Civil Rights Movement; they helped prepare meals for residents at a local shelter; studied Jewish texts to learn why we, as Jews, should observe this day and wrote letters about current issues that in their view need to be addressed to repair the world—to do *tikkun olam*. We thank Dr. Lydia Schulz, librarian and program coordinator, and Marni Tselos, parent volunteer coordinator, for all their work on this special program.



1.



2.



3.



4.



6.



5.

1. Fathers/Grandfathers and Special Person's Night was a wonderful opportunity to see three generations together.
2. Midrasha students studying Hebrew together.
3. This was a night to remember—a Hanukkah cantata performed by the Day School, a latke feast cooked by parents, and students sharing their learning. The excitement, the sense of community and the joy in being together were all palpable.
4. Giving voice to our ancient stories. Day School fifth graders learned to chant Torah verses and interpreted their verses in art and in words.
5. The Keshet Committee planned a fun day of sledding in Highland Park.
6. Afternoon school students performing Hanukkah songs at Sholom Home East.

Aaron Lackner Transfers TTSP Lessons to the Lab

One of my earliest memories of my time at Talmud Torah of St. Paul was as a preschooler, arriving to school ready for our Halloween party. I was convinced that my costume, a pretty thorough vampire get-up complete with face paint, fangs and a cape, would stand out head-and-shoulders above the others. It did indeed, though only because the costume party was in fact the following day. Perhaps not the best start to my career at TTSP, but things got better.

Aaron Lackner graduated from the Day School in 1996, Carleton College in 2006, and is currently pursuing a Ph.D in chemistry at UC-Berkeley.

Throughout the following years until my graduation in 1996, TTSP helped me learn skills I have employed and continue to employ as I begin to pursue a professional career. I graduated with a BA in chemistry from Carleton College in 2006, and worked two years as a

medicinal chemist at Merck. I am currently pursuing a Ph.D in chemistry at University of California, Berkeley. Years of math with Dina Migachyov certainly challenged me and helped me develop a great interest in logic and in the rational thought that make up the basis of all physical sciences.

Programs like the *Va'ad Din*/Justice Committee with Earl Schwartz that heard and made rulings about cases brought before it by members of the school community were also invaluable. This experience taught me and my classmates not only critical analysis of a complex situation, but also the importance of working constructively with others and acting responsibly in a position of power. These are skills that of course translate not just to a professional situation, but virtually all aspects of life, and I feel fortunate to have been taught them in responsible hands and at an early stage.

The Day School also allowed me to develop outside interests that I have maintained to this day. One of the highlights of my college years was a semester spent studying in a university in Barcelona. While I had taken several years of Spanish in high school, I got my start learning the language in an afterschool *Hug* class.

So TTSP has not only helped me develop the skills I use in the laboratory every day, but it has also allowed me to become a more well-rounded person than I might be otherwise. Furthermore, I always double-check the date before I dress up for a costume party.

Seeking all alumni...We want hear from you

Email jennifer.wall@ttsp.org to tell us about where you're working or going to school. Have you been recently promoted? Married? Given birth to or adopted a baby? We will include your notes in the upcoming issues of *Kadima*.

2009-2010 TTSP Annual Campaign

Please join us in supporting a strong, vibrant center of Jewish education in St. Paul. We're at 40 percent of the way toward our goal of \$240,000! Your gift will help to educate the next generation of teachers, doctors, social workers, engineers, artists and peace makers. Here are some examples of how your Annual Campaign donation can help:

Physical Education

\$25 1 soccer ball
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\$75 3 basketballs

Classroom Learning

\$100 12 magnifying glasses
\$250 1 detailed wall map of the world
\$540 10 math textbooks

Our Children

\$1,000 6-month copier paper supply
\$5,000 15,925 8oz cartons of milk
(1 per student for 1 yr)
\$10,000 2 months of winter heat to keep our children warm

Please know that every Annual Campaign gift is valued and contributes to the strength of our programming, our faculty and our facility. Go to www.ttsp.org and click "Donate Now" today or mail your check to: **Talmud Torah of St. Paul, Annual Campaign; 768 Hamline Avenue South; St. Paul, Minnesota 55116.**

Day School Choir Hosts Merry Minstrels from St. John the Baptist School

There are moments in teaching that lift you out of the classroom and pierce a hole in the heavens to reveal utter radiance. Is it overly dramatic to say that the unrestrained songs, pure hearts, and bursting smiles of children can offer a glimpse of perfection? The picture album in my mind of "Magical Music Moments" has expanded since Director Carol Mills and her Merry Minstrels from St. John the Baptist School met their Nitzanim pen pals for the first time this year at TTSP. I wish you could all have witnessed the memorable "pictures" of that day, but let me share with you in words some of the images of our musical experience.

The Merry Minstrels sing and dance songs of the English Renaissance Period; *Nitzanim*/buds, the "stage name" of our Day School Choir, sing and dance songs of modern Israel. We share our songs and dances through the language of music, but our songs involve another language—Hebrew. Merry Minstrels are challenged and intrigued by our Hebrew songs and extremely successful in mastering them. Our text was from Psalms 133: "*Hiney ma tov u-ma nayim, shevet achim gam yachad.*"

True to the integrative orientation of our school, the opportunity arose to blend our songs with an upcoming national observance—Martin Luther King Day. "Here is what is good and pleasant, brethren (friends, community) sitting together..." There are innumerable ways in which we can extend a hand in friendship, in good will—to help, to support, to welcome, to heal, to encourage. An outstretched hand is the result of a firm foundation of understanding and respect; a commitment to fairness and equality, a gesture of peace that can only be meaningful when justice is achieved.

These are heavy ideas for our children. They need to be repeated over and over in their educational experience. And as they grow, they need to find ways to apply them. It has been my experience that music can help to transfer ideas to the heart, to create emotional ground for future actions. Any time a concept can be translated into song or movement/dance, I believe it has been chemically refined to create that emotional groundwork.

Merry Minstrels and Nitzanim learned together an anthem from South Africa, "Freedom". The verses are repetitive, responsive, so sing-able that they beg enthusiasm. "Freedom is coming...Singing is coming...Justice is coming...Peace is coming..."—the



children improvised the verses. With every verse they got stronger, less inhibited in their singing, they rocked, they extended arms, they swayed in unison, they beamed, they raised the ceiling of the music room five inches!...and that's when I saw that radiant light...

They sang several versions of the Psalms 133 text and then learned a funky modern Israeli dance to yet another version. They sang as they danced, they smiled, they laughed. They were given 32 beats to choreograph a section of the dance based on several themes of Martin Luther King's orations—"Civil rights/fairness," "Peace," "End Poverty/End Hunger," "Equality," "Non-violent Protest." They worked in groups with every class (preschool-8) in our school to create this choreography. The choreographed section culminated with extending both arms, placing both hands on the heart, circling and waving arms in celebration. "Reach out a hand (in friendship, in equality, in justice, in peace), take it to heart, then CELEBRATE!"

I can't confirm that dancing to justice or to any concept will actually work it into your repertoire as a human being, but watching more than 100 children, ages three to 14 vigorously dance to an Israeli song of ancient Hebrew text in self-choreographed poetry of motion on themes of goodwill...well, the auditorium ceiling actually lifted by five inches—and the light was absolutely radiant.

—Shira Schwartz
Music Teacher and Choir Director, TTSP Day School



DANIEL ROSENFELD READ-A-THON

We Beat our Goal!

The 2009-2010 Daniel Rosenfeld Read-A-Thon is a unique fundraiser. Rather than selling items to family and friends, our Read-A-Thon encourages learning new topics, expanding vocabulary, and building reading skills while raising money for TTSP educational programming. This year we read 1,423.5 hours throughout TTSP programs. That's an increase of 410.75 hours, or 41 percent, more than last year!

AND we beat our goal of \$10,000! We raised a total of \$11,535. Many thanks go to Opie and Jeff Rosenfeld for sponsoring 51 students. Their support was a significant factor in beating our goal.

As an incentive for our Day School 8th graders, Jill Bloomfield, Chavurah teacher for 8th grade and a children's cookbook author, offered a prize of a private cooking lesson with the top reader and top fundraiser. **Manny Bier** read the most hours, and **Matt Foman** raised the most donations. "Tallying reading hours became highly competitive," said Bloomfield. She said she "suspects that the kids wanted the chefs' hats I promised more than the cooking instruction."

Our top reader for the Preschool is **Madeline Hall**. **Zoe Tselos** took top reader for the Day School and **Phoebe Lesk** is the top reader for the Afternoon School.

Congratulations to our top fund raisers **Zach Glaser** (DS) and **Arija Greenseid** (PS), and our top readers by class, pictured above: **Yoni Galyan** (3), **Zach Glaser**, **Gabby Tselos** (2), **Henry Miazga** (K), **Bella Kaplan** (1), **Manny Bier** (8), **Arija Greenseid**, **Madeline Hall** (PS), **Zoe Tselos** (5), **Mara Honan** (7), and **Mira Zelle** (4) (not pictured).

Thank you to all who read, contributed to, and supported a very successful Read-A-Thon!

Congratulations

NOAH GUERON AND ZOE TSELOS!

As part of the United Jewish Fund and Council of St. Paul's Tour of Giving benefiting Meals on Wheels, students in grades K-12 submitted entries for the "Meaning of Tzedakah" art contest this Fall.

Youth were invited to visually express what *tzedakah* means to them in a two-dimensional design.

Each of the finalists was selected out of more than 70 entries by a panel of judges for the public to vote on online and at the St. Paul JCC. Finalists' pieces were displayed at the St. Paul JCC during the Twin Cities Jewish Book Fair. All finalists received money for a charity of their choice (donated by the UJFC's Women's Fund).



Artwork by Noah Gueron



Artwork by Zoe Tselos

Congratulations to TTSP Afternoon School student **Noah Gueron** (7th grade), for his second place win in the 5-8th category and to **Zoe Tselos** (5th grade), TTSP Day School student for her third place win in the 5-8th Grade category! Noah chose to give his prize money to the Talmud Torah of St. Paul, and Zoe donated her prize money to the Minnesota Jewish Theatre Company.

Artist in Residence

This spring we will once again welcome playwright, actor, and Jewish Educator Jonathan Adam Ross to our school as an artist-in-residence. JAR, as he is known, brings a wealth of skills and knowledge to our students. He will work primarily with seventh and eighth graders to create a theater piece on themes connected to the founding of the State of Israel. This project will integrate Language Arts, Social Studies, Jewish History, and the arts. While he is here, JAR will work with other students in the school as well. We are grateful to the Joseph and Frieda Ross Foundation for funding this wonderful learning opportunity.

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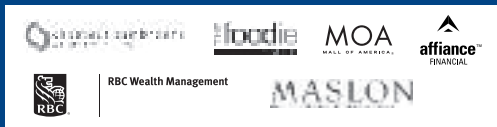
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New Adult Education Offerings!

TUESDAY MORNINGS

8:00–8:45 a.m.

Study of *Middot*/Habits of Character with Sara Lynn Newberger

This year, students at the Day School are exploring *middot*/habits of character. The goal is to increase awareness and behavior of each of these qualities: empathy, conscience, self-control, respect, kindness, and gratitude. Students work on each middah for two weeks.



Sara Lynn Newberger is offering a class for parents and other interested community members on these middot. Classes will meet Tuesdays from 8:00-8:45 a.m. and will center around discussing Jewish texts related to the middah. There is no charge for the class.

The group will meet in the TTSP Knowledge Center on the following Tuesdays: 3/2, 3/16, 3/23, 4/27, 5/4, 5/18, 6/1.

WEDNESDAY MORNINGS

8:15–8:45 a.m.

Introductory Hebrew with Wendy Goldberg



TTSP Hebrew teacher Wendy Goldberg is offering an introductory Hebrew class on Wednesday mornings from 8:15-8:45 a.m. The class is for parents, grandparents, and community members with little or no Hebrew learning experience. Students will learn a few letters each time, practice reading, and

have fun! This is a great class for parents anticipating a family bar mitzvah or other simcha.

If you are interested, please email Wendy at wendy.goldberg@ttsp.org.