

Envision



TOMCHEI TMIMIM OCEAN PARKWAY PERIODICAL

מסלו תשפ"ד
VOLUME I



DISCOVERING HISKASHRUS

A Talmid's Interview and Journey with the Rebbe

REVISITING TOMCHEI TMIMIM'S HISTORY: Personal Audiences With The Rebbe



A LETTER TO THE WHITE HOUSE

WHAT MOTIVATES A VETERAN MECHANIC TO KEEP TEACHING



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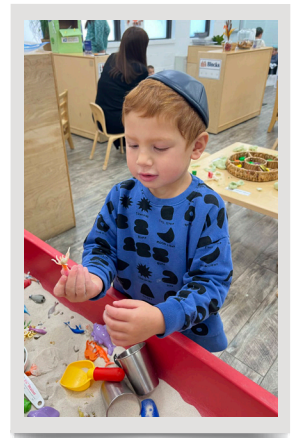
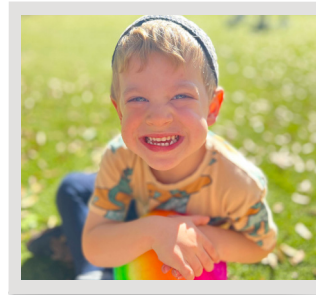
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כי ידוע יחס תורתנו בכלל ותורת החסידות בפרט לחשיבותו המיוחדת של הנוער, אשר כל ענין, אפילו קטן וקטנטן, המתרחש בחייהם של ילדים וילדות עלול להשפיע על מהלך רוחם צביונם ואפים במשך כל ימי חייהם. וכידוע המשל בזה מהגרעין, אשר גם שריטה קלה בו מתגלית אח"כ בהיזק גדול לאילן, משא"כ אותה שריטה עצמה באילן לא היתה משאירה אלא רושם קטן במקומה.

אגרות קודש - מכתב א'תתקפה

THE WAY THAT OUR Torah in general, and Toras HaChassidus in particular, relate to the special importance of the youth is well-known: that every matter, even something small and minute, that happens in the life of young boys and girls is liable to influence the course of their spirit and their character throughout their lives. As is known the analogy for this from a seed, in which even a small scratch is revealed afterward to be of great damage to the tree, whereas if that same exact scratch were made on the tree, it would only leave a small mark in its place.

Igros Kodesh, Letter 1985

A MESSAGE FROM THE DEAN

RABBI SHMUEL DECHTER

Each morning, many start their day by attending to their financial matters and routinely checking the current balance on their investments and bank accounts. Regrettably, there is one investment that is often overlooked, yet holds the potential for a much more substantial return than simple dollars and cents. It is an investment in education. An investment that, for us as Yidden, holds unparalleled significance and lasting value.

The seeds of this invaluable investment must be sown in the fertile soil of a child's earliest years, mirroring the well-known Possuk, "כי האדם עץ השדה הוא", man is like a tree in the field.

Just as a sapling grows intertwined with the impressions engraved upon it, so too does a child grow in harmony with the teachings of Torah. The knowledge and values instilled during these formative years are the enduring pillars that shape their lifelong journey.

Nothing is more critical than investing in our children's education, ensuring not only their future as dedicated Tmimim but also securing the enduring legacy of our nation. When children are nourished with the teachings of our holy Torah, they grow to become resilient and committed Chassidim, deeply rooted in their beliefs.

This investment necessitates a multifaceted approach. Central to its success is instilling



in our children a profound recognition of the paramount importance we place on education. They need to understand the value we attribute to their learning and the sacrifices we make to support it. When our children know that their Chinuch is top of our minds each morning, that we check in on our "investment" daily, and the depth of our commitment, they will reciprocate in kind. When we care, they care. To achieve this, a strong partnership between parents and the Yeshiva is crucial.

When we all work in unison towards this common goal, success in our children's Chinuch is not just a possibility; it becomes an inevitability. It is then that we will witness genuine Chassidishe nachas from our children, who will undoubtedly hasten the arrival of Moshiach Tzidkeinu NOW.

RABBI SHMUEL DECHTER
DEAN



"The Nursery and Pre-K at Tomchei Tmimim Ocean Parkway have been a beautiful space for all of our children to blossom. They are nurtured, loved, and truly cared for."

-Aliza Checkroun



"My sons, Shmuel Elie and Benny, were thrilled to form friendships across various grades. There are occasional inter-grade projects that not only excites the younger boys but also instills a newfound confidence in them. It's a community where every child blossoms with a sense of belonging and shared enthusiasm."

- Mrs. Chana Sara Krasnjanski



Directions

1. Read the new unit out loud two times.
2. Underline any nouns you already know.
3. Double-underline any verbs you already know.
4. Circle prefixes and suffixes you already know.

(כג) ויאמר בת מי את הגידי נא לי היש בית

ד מקום לנו ללין.

אמר אליו בת בתואל אנכי בן מלכה אשר

תבן גם מספוא רב עם



FEATURED TEACHER

RABBI MOSHE REINITZ

1. CAN YOU TELL US ABOUT YOUR JOURNEY IN EDUCATION AND WHAT INSPIRED YOU TO BECOME A TEACHER?

My initial plan was to pursue Shlichus. However, in the fall of 1993, during my time as a Bochur learning in 770, I was approached by the principal of Tomchei Tmimim Ocean Parkway to substitute for a day. This opportunity led to a more extended teaching role and after a week, I was offered a permanent position as the third-grade Rebbe. It's been thirty years now, and I'm grateful to still hold that position. Over time, I realized that Chinuch is a profound and meaningful Shlichus.

2. YOU HAVE BEEN WITH OUR YESHIVA FOR THIRTY YEARS. WHAT HAS KEPT YOU IN THE MOISAD FOR SO LONG?

What sustains me is the joy I derive

from meeting former students who are now adults. They share their fond memories of the time they spent in my class, and it warms my heart to hear about the love they still have for Yiddishkeit from those days.

3. WHAT GRADE LEVELS AND SUBJECTS HAVE YOU TAUGHT DURING YOUR TENURE AT THE YESHIVA, AND DO YOU HAVE A FAVORITE?

For the majority of my career, I've predominantly taught third grade. While I enjoy teaching all subjects, if I had to pick a favorite, I would say Chumash and Mishna.

4. COULD YOU SHARE A MEMORABLE TEACHING MOMENT OR EXPERIENCE THAT HAS HAD A LASTING IMPACT ON YOU AS AN EDUCATOR?

Approximately ten years ago, I en-

countered a former student during Simchas Beis Hashoeva. He shared a touching story about how he had never forgotten me. He recounted an incident from years ago when I noticed he didn't have a coat during the winter and I bought one for him. For me, looking out for a student means treating them as my own. As educators, we are not just responsible for their spiritual needs but also their physical well-being.

5. WHAT TEACHING METHODS OR APPROACHES HAVE YOU FOUND TO BE MOST EFFECTIVE IN ENGAGING YOUR STUDENTS AND HELPING THEM SUCCEED ACADEMICALLY AND SPIRITUALLY?

My approach primarily focuses on positivity and making learning an enjoyable experience. I believe in allowing students to make their own



From Top: Rabbi Reinitz receives a dollar from the Rebbe before going out on Shlichus for two years to Caracas, Venezuela; ו' תשרי תשמ"ג; Rabbi Reinitz, then a 'Tankist', awaits his turn to receive a dollar from the Rebbe to distribute at the Farbrengen.

choices about what to learn at certain times. Additionally, I emphasize Chassidishe stories and Niggunim. When we sing Niggunim together, I can see the brightness in the students' Neshamas through their eyes. Chassidishe Lachluchis really work; they keep unwanted worldly matters away and have a lifelong effect. The Niggunim are remembered for life.

6. OVER THE YEARS, YOU HAVE LIKELY ENCOUNTERED VARIOUS CHALLENGES. CAN YOU DESCRIBE ONE OF THE MOST SIGNIFICANT CHALLENGES YOU HAVE FACED IN YOUR TEACHING CAREER AND HOW YOU OVERCAME IT?

For many years, there were extended periods when we faced financial challenges and had to endure months without a paycheck. During these

tough times, I had tempting job offers in various fields. I contemplated leaving, but my wife constantly reminded me of a pivotal response we received from the Rebbe during my second year of teaching at Tomchei Tmimim Ocean Parkway.

Since the beginning of our marriage, my wife and I have been approached with multiple opportunities to embark on Shlichus both within the United States and overseas. At one point, after the birth of our first child, I accepted a Shlichus opportunity in California.

At that point, Rabbi Moshe Bogomilsky served as principal of the Yeshiva. When I informed him of my decision to leave due to the Shlichus commitment, he indicated that I needed his approval to leave. To my



In the Rebbe's words

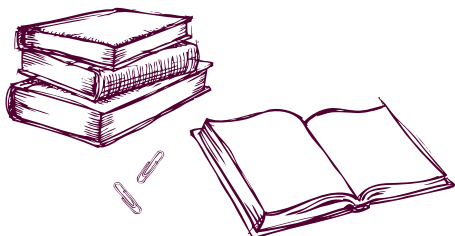
א'תקעז
ב"ה, ט"ו טבת, תשי"ג
ברוקלין.
שלום וברכה!

קבלתי ג' מכתביו והעיקר מכתבו השני ממוצש"ק פ' מקץ, בו כותב שנשאר על משרתו משמרת הקדש בכרמו של כ"ק מו"ח אדמו"ר זצוקלה"ה נבג"מ זי"ע אשר בלי שום ספק שזה טובתו הן בגשמיות והן ברוחניות וטובת ב"ב שיחיו, ונכון יה' לבו בטוח בהש"ת אשר בודאי יראה זה גם בעיני בשר והש"ת יזכרו כהו שיהי' זה בהקדם, וידוע סיפור כ"ק מו"ח אדמו"ר אשר חסיד כדבעי צריך להיות חדור (דורכגעדרונגען) בהרעיון שהוא בהמתו של הקב"ה (להעיר מתיניא ס"פ מ"ו ושם פי"ח) אשר במילא עליו למלאות את עניניו והוא נתינת חלב וכיו"ב - ומזונותיו וכל צרכיו הרי הם על בעה"ב שלו הוא ממה"מ הקב"ה. בברכה להצלחה בכל עניניו וביחוד בעבודתו בקדש בקרוב לבן של ישראל לאביהם שבשמיים. המחכה לבשו"ט.

I RECEIVED YOUR THREE letters, and mainly your second letter, from Motzaei Shabbos Kodesh Parshas Mikeitz, in which you wrote that you are remaining in your position, guarding the vineyard of my saintly father-in-law, the Rebbe, which is without a doubt beneficial in both material and spiritual matters, and beneficial to your family. Your heart should be certain and trusting in Hashem that you will certainly see this even with physical eyes, and may Hashem grant that this should happen very soon. Additionally, there is the known saying of my saintly-father-in-law, the Rebbe, that a proper chassid needs to be fully permeated with the perspective that he is the animal of the Holy One, Blessed Be He (see Tanya, end of chapter 46, and chapter 18), which automatically makes it incumbent on Him to fulfill His obligations, such as "giving milk" and the like - and the chassid's sustenance and all his needs are incumbent on his owner, the King of All Kings, the Holy One, Blessed Be He.

With blessing for success in all his affairs and especially in his holy work of bringing close the hearts of the Jewish people to their Father in heaven. Awaiting good news.

Teaching is very rewarding, but it requires a genuine love for what you are doing. If it is the right fit for you, there is nothing more precious or valuable than teaching Jewish children.



astonishment, he denied my request, stating I was one of his most valuable teachers. At this point, my wife and I did not know what to do, so we turned to the Rebbe. Note, that this was one year after תשס"ג. I put a letter in the Igros Kodesh twice and did not see an answer relevant to me. My Mashpia suggested that my wife and I write together as was done prior to תשס"ג, which we then did. You can see in the sidebar on page 7 the answer we received, which was my third time writing in regarding this matter.

7. MANY STUDENTS AND PARENTS ADMIRE YOUR ONGOING DEDICATION. WHAT MOTIVATES YOU TO CONTINUE TEACHING AND GIVING YOUR BEST, YEAR AFTER YEAR?

When I receive a heads-up about a student who is considered challenging or falling behind in particular areas, I view it as a personal challenge. I dedicate myself wholeheartedly to helping these students overcome their obstacles, and I have a track record of achieving success. Witnessing the transformation and progress of these Talmidim brings me profound satisfaction and serves as a motivation to persist in my educational efforts.

8. HOW DO YOU STAY UPDATED WITH THE LATEST EDUCATIONAL TRENDS AND TECHNOLOGIES TO ENSURE YOU ARE PROVIDING THE BEST LEARNING EXPERIENCE FOR YOUR STUDENTS?

The Yeshiva's administration offers excellent support in this regard. We have access to a high-quality curriculum, workbooks, and a dedicated full-time staff to ensure we stay current. An exceptional resource at our disposal is a collection of recorded podcasts featuring Chumash and Mishnayos, allowing our Talmidim to conveniently listen to them at their own pace and location.

9. IN WHAT WAYS DO YOU ENCOURAGE YOUR STUDENTS TO EMBRACE LIFELONG LEARNING AND CONTINUE THEIR JEWISH EDUCATION BEYOND THE CLASSROOM?

I place a significant emphasis on cultivating strong Kriyah skills. I firmly believe that, regardless of the life paths our Talmidim choose as adults, the ability to read accurately and fluently, particularly in the context of Davening and assisting their own children with reading, is a fundamental skill they will always require.



10. DO YOU BELIEVE IN HOMEWORK?

Homework, particularly for reinforcing reading skills like Kriyah, is beneficial but should be manageable for students to complete independently. Beyond that, my approach to homework has evolved to prioritize students' learning-home balance by making assignments optional in my most recent years of teaching.

11. WHAT ADVICE WOULD YOU GIVE TO ASPIRING EDUCATORS WHO ARE JUST STARTING THEIR CAREERS IN TEACHING OR CONSIDERING A CAREER IN JEWISH EDUCATION?

Teaching is very rewarding, but it requires a genuine love for what you are doing. If it is the right fit for you, there is nothing more precious or valuable than teaching Jewish children.

12. IS THERE A SPECIFIC ACCOMPLISHMENT OR PROJECT FROM YOUR TIME AT THE YESHIVA THAT YOU ARE PARTICULARLY PROUD OF?

Mishnayos Baal Peh has proven to be a remarkable tool in the realm of education. Over the years, I've observed that MBP can provide an exceptional source of encouragement for students who may face challenges in other areas.

I vividly recall a former student who had previously been expelled from another local school due to disruptive behavior in class. In my class, although his formal learning did not particularly advance, his disruptive tendencies were absent. One day, I approached him and suggested, "Let's tackle some Mishnayos Baal Peh together." We started with just three words at a time, which was quite a struggle for him. However, he displayed remarkable determination and eventually managed to complete the entire Masechtah of Brochos Baal Peh.

As the year progressed, I came to realize that he possessed an incredible photographic memory, a talent he had never tapped into previously. Nobody had even suspected its existence. His parents wrote me a heartfelt letter at the end of the school year. They expressed their gratitude for having discovered the hidden potential in

their child, a diamond in the rough, which would have remained concealed had he not been challenged with Mishnayos Baal Peh.

13. CAN YOU SHARE SOME OF YOUR FAVORITE STORIES OR ANECDOTES FROM YOUR YEARS OF TEACHING IN TOMCHEI TMIMIM OCEAN PARKWAY?

One summer, while shopping on an Erev Shabbos in upstate New York, I unexpectedly heard someone call out, "Hi, Rabbi Reinetz." I turned to find my former student from 13 years prior, smiling broadly. He shared with me that he is living a Frum life today, attributing it to his time in my 3rd-grade class where he cultivated a profound love for Yiddishkeit. It was heartwarming to witness the transformation in this young man, particularly because he had faced serious challenges in his personal life, hailing from a home without a father figure and a mother who was incarcerated. After fifth grade, he departed from Yeshiva, but our time together had evidently had an enduring impact.

14. AS OUR FEATURED TEACHER OF THIS MAGAZINE EDITION, WHAT MESSAGE OR LESSON WOULD YOU LIKE TO IMPART TO THE TOMCHEI TMIMIM OCEAN PARKWAY COMMUNITY AND THE BROADER JEWISH COMMUNITY?

As Rebbeim, we can impart lessons and be role models for the way a Chosid must conduct himself. However, it is imperative that parents reflect the same behavior and



create the same Chassidishe environment at home for their children to want to follow in this way.

15. HOW DO YOU ENVISION THE FUTURE OF CHINUCH?

Throughout my three decades of teaching, I have come to recognize that each generation of students is unique. As educators and role models, it is our responsibility to remain adaptable and attuned to the distinct challenges that each generation presents. Our approach should be flexible, allowing us to effectively impart the Rebbe's Mivtzas and Chassidishkeit in a manner that resonates with and engages the students. Our goal is to ensure they are receptive to these important teachings while navigating the evolving challenges.

16. LASTLY, IF YOU HAD TO DESCRIBE TOMCHEI TMIMIM OCEAN PARKWAY IN ONE SENTENCE, WHAT WOULD THAT BE?

We cater to every child with love. ●

A LETTER TO THE WHITE HOUSE

AT TOMCHEI TMIMIM OCEAN PARKWAY, our commitment to providing engaging and practical learning experiences aligns with the Rebbe's Horaos that emphasize the significance of each individual's actions. As part of our hands-on, experiential learning approach, our fifth-grade students were encouraged to write letters to the White House. The activity was intended to demonstrate the tangible impact our students can make when sharing their voices and convictions.

We were thrilled when the White House took the time to respond to one of our students' letters. The correspondence was a beautiful example of the power of a single individual's initiative and the far-reaching effects it can have, echoing the belief in the immense power of each person's actions. We hope this interaction inspires Levi and all our students to recognize their ability to effect change and further strengthen their commitment to being positive forces in the world.

Levi Zaklikofsky
Brooklyn, NY 11233

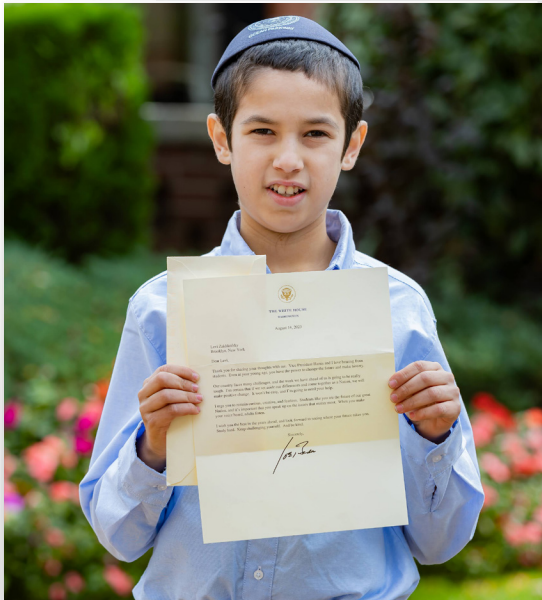
Dear Wonderful President Biden,

Hi! My name is Levi Zaklikofsky. Being that I got held back in Kindergarten I'm the oldest in my class. My teacher calls on me most of the time. I love electric gadgets and politics.

Please try paying back U.S. debts and bring businesses back to our country so our economy can flourish. Please stop American officials from changing the weather and making fake foods. It is unsafe for our citizens and it causes more problems. Also, what did Trump do wrong? Please do not give him a lawsuit. Please allow security guards at schools and public areas to have guns. It is unsafe for innocent people.

Please send back a letter with pictures of the White House and the oval office. Thank you! You're the best president! Keep it up!

Sincerely,
Levi Zaklikofsky



THE WHITE HOUSE
WASHINGTON

August 14, 2023

Levi Zaklikofsky
Brooklyn, New York

Dear Levi,

Thank you for sharing your thoughts with me. Vice President Harris and I love hearing from students. Even at your young age, you have the power to change the future and make history.

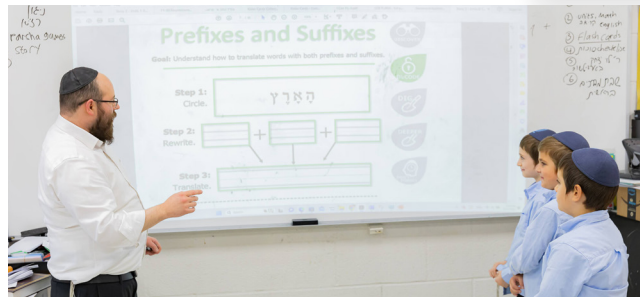
Our country faces many challenges, and the work we have ahead of us is going to be really tough. I'm certain that if we set aside our differences and come together as a Nation, we will make positive change. It won't be easy, and I'm going to need your help.

I urge you to remain curious, creative, and fearless. Students like you are the future of our great Nation, and it's important that you speak up on the issues that matter most. When you make your voice heard, adults listen.

I wish you the best in the years ahead, and look forward to seeing where your future takes you. Study hard. Keep challenging yourself. And be kind.

Sincerely,





Captured Moments

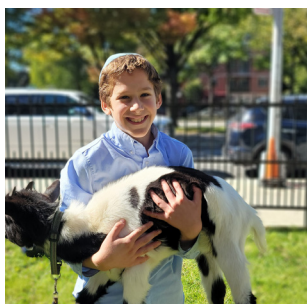
Talmidim find mentors who not only impart Chassidische knowledge but also inspire, guide, and uplift. It's not just an education. It's a special bond between students and teachers that feels like family and defines our unique Yeshiva experience.





At Tomchei Tmimim, learning goes beyond textbooks — it's a hands-on adventure. Whether it's unscrolling a Sefer Torah or sculpting letters, our students thrive by rolling up their sleeves and engaging in the joy of interactive learning.





Captured Moments



Our commitment to comprehensive learning is reflected in our innovative workbooks. Designed to optimize learning, workbooks break down complex subjects into digestible components. Our Mechanchim then bring the pages to life, teaching our students the skills that ultimately lead to self-learning.



Heads, Hands, Hearts:
A THREE PART LEARNING EXPERIENCE






At Tomchei Tmimim Ocean Parkway Preschool, we take pride in our innovative approach to early childhood Chinuch. Embracing a holistic view of each child, we prioritize their social, emotional, and academic development during their most formative years. Our focus is on guiding each child to cultivate a sense of joy in Yiddishkeit, a passion for learning, and the innate development of Middos Tovos that will accompany them throughout their lives.

Throughout the academic year, our program emphasizes individual contributions to the classroom environment, fostering both personal growth and encouraging children to support their peers in each one's journey toward success. Our emphasis on Ahavas Yisroel, Derech Eretz, and Middos cultivates a compassionate school culture. The establishment of a School Family framework redefines our educational and classroom management approaches, centering on intrinsic motivation, collaborative problem-solving, and fostering strong interpersonal connections.

COMPREHENSIVE LEARNING APPROACH

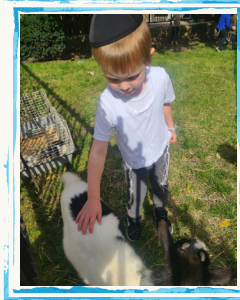
In our curriculum, we introduce units that cater to various learning modalities. We recognize four primary learning styles:

-  **VISUAL**
(learning through observation)
-  **AUDITORY**
(learning through listening)
-  **TACTILE**
(learning through touch)
-  **KINESTHETIC**
(learning through physical activity)

Visual learners absorb information by observing, often relying on visual cues and demonstrations. Auditory learners thrive in discussions and benefit from verbal instructions. Tactile learners prefer hands-on activities, utilizing their sense of touch, while kinesthetic learners excel in active, physical exploration.

Understanding the diverse nature of learning, our dedicated preschool educators aim to incorporate all these facets of exploration to ensure maximal learning potential for each student at their individual level.

At Ocean Parkway Preschool, your child will learn something new every day. Some days they will bring it home in their hands, some days they will bring it home in their heads, and some days they will bring it home deeply embedded in their hearts. ●



DISCOVERING HISKASHRUS

✦ *A Talmid's Interview and Journey with the Rebbe* ✦



In the months leading up to Yud Shvat 5773, Tomchei Tmimim Ocean Parkway unveiled a new Mivtzah intending to foster students' connection with the Rebbe. Each student was asked to interview an individual who had a personal experience with the Rebbe. Levi Kornblit, who was a fourth grader at Tomchei Tmimim, set out to interview Rabbi Mendy Leverton, a familiar face from Shul and a close family friend. An appointment was arranged to meet Rabbi Leverton at his home, and Levi was brimming with anticipation, eager to uncover a treasure trove of stories about the Rebbe.

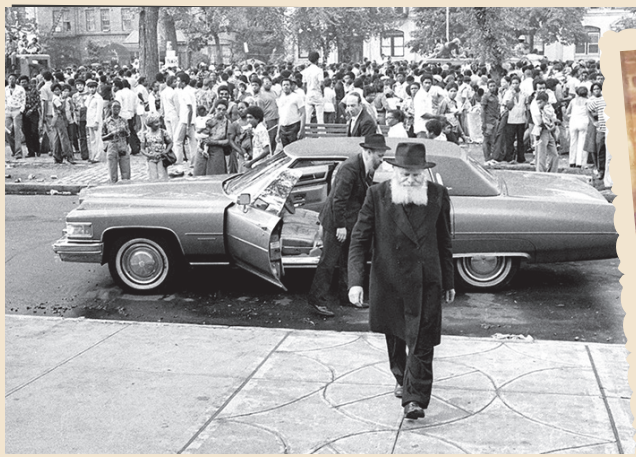
Upon arrival at Rabbi Leverton's house, Levi was greeted by a table stacked with Rebbe dollars, British pounds, an aged siddur, and personal letters from the Rebbe. Rabbi Leverton vividly recounted his first encounter with the Rebbe, sharing

the story of a 10-day trip from London to Crown Heights in 1979 when he was a child.

The focal point of the trip was when the class of visiting schoolchildren from London had the honor of a group Yechidus with the Rebbe. Rabbi Leverton played a recording of the Yechidus, allowing Levi to experience the individual love the Rebbe showed each young Talmid.

Rabbi Leverton then shared with Levi a personal favorite memory from the trip, when the class was taking a photo in front of 770. The Rebbe's car suddenly pulled up and the Rebbe exited his car to enter 770. Immediately, everyone ran to the side to make a pathway for the Rebbe. Since it was an unexpected arrival, no one was waiting to open the front door of 770 for the Rebbe. Mendy Leverton ran up to the front door and held it open, and as the Rebbe walked inside, he turned to the young boy and said, "Thank you." It was a small recognition, but a thank you from the Rebbe is not something that anyone forgets.

The interview unfolded with tales of the electric atmosphere in London during Farbrengens, where the community would gather even in the middle of the night to hear live Farbrengens from 770. Levi asked many questions as Rabbi Leverton went through all the items on the table and de-



From top left: The Rebbe exiting his car in the 1970s; Group photo of students of Lubavitch House London in 1979; Levi holds his Rebbe dollar; Levi with Rabbi Mendy Leverton.



Photo Credits: Lubavitch Archives, Leverton and Kornblit Families

scribed each one, sharing stories of his visits to 770 as a Yeshiva Bochur when he received Kos Shel Bracha and Sunday dollars.

The most thrilling moment of the interview came when Rabbi Leverton, sifting through his collection of dollars and British pounds that he received from the Rebbe over the years, offered Levi a Rebbe dollar as a gift. Levi could not believe it. A Rebbe dollar of his own?! The priceless gift left Levi in a state of both disbelief and elation. He could not thank Rabbi Leverton enough.

As the interview concluded, Rabbi Leverton conveyed a powerful message to Levi, stating, "This isn't a history lesson; you are closer to the Rebbe than I am." Levi says that at

the time, this message confused him. Yet now, a year later, he feels that he finally understands. Despite not experiencing the same direct encounters as previous generations, Levi and his fellow young Talmidim of Tomchei Tmimim feel an incredible closeness to the Rebbe, a connection that transcends time.

Levi's journey through Rabbi Leverton's stories ignited a newfound desire to personally connect with the Rebbe. The interview affirmed what Levi's Mechanchim had taught him: whether in London in 1979 or Brooklyn in 2023, a Tomim is Mekusher to the Rebbe at all times and in all places. The highlight, of course, was the precious Rebbe dollar that has now become Levi's most cherished possession. ●

REVISITING
TOMCHEI
TMIMIM'S
HISTORY:

Personal Audiences WITH THE REBBE



Photo Credits: Lubavitch Archives

The Rebbe encourages the singing of the students of Tomchei Tmimim at a Yeshiva rally outside of 770.



From Top: 19 Kislev farbrengen, late 1950s in Tomchei Tmimim; The Rebbe talks to the students of Tomchei Tmimim outside of 770.

In the early years of Tomchei Tmimim, the Rebbe would routinely host private audiences with students and administrators and personally oversee many aspects of the school's operations. The Rebbe's involvement wasn't merely a formality, it was a window into the Rebbe's meticulous care for the tiniest details in Chinuch, nurturing a special environment where Talmidim could thrive.

In the mid-20th century, a young student named Moshe barely participated in his classes at the Yeshiva, then situated at the intersection of Bedford and Dean Avenues in Brooklyn. As the eldest child of Holocaust survivors, Moshe was apathetic toward his education. He was a deeply sensitive child and acutely aware of his parents' enduring pain,

which heavily occupied his thoughts.

With turmoil at home and his failures at school, the one welcome distraction in Moshe's life was the time he spent in 770. Lubavitch Headquarters was a place that was always buzzing with excitement. Moshe developed a keen interest in all matters related to the Rebbe.

In those years, the Yeshiva administration would hold private audiences with the Rebbe each month. These sessions would cover everything from administrative matters to educational concepts, curriculum development, and future plans for the school. At times, the administrators would also discuss specific students' needs. At one meeting, the administrators told the Rebbe of Moshe's challenges at school and their concern that they could not turn to his elderly father for help, as he had already lost so much in the Holocaust.

Soon after, just before his 14th birthday, Moshe was honored to have a personal audience with the Rebbe, as was the custom for all Yeshiva students at the time. To his surprise, the Rebbe inquired about his studies, commenting that he had heard that Moshe could perform "much better" in school. Under the Rebbe's gaze, Moshe felt he needed to make a change.

Determined, he put extraordinary efforts into his learn-

TOMCHEI TMIMIM'S HISTORY

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From left to right: Former site of Tomchei Tmimim in New York (Bedford and Dean); Students standing in the front of Tomchei Tmimim in the 1940's; Rabbi Chaim Meir Bukiet in the Tomchei Tmimim Zal; Rabbi Mendel Tennenbaum leading an assembly in Tomchei Tmimim; Talmidei Tomchei Tmimim in 770 in the early years.



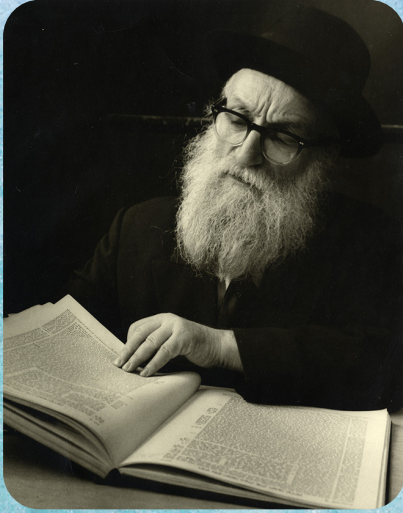
ing that year, which resulted in significant academic progress. It was a year of transformative growth and soon enough, Moshe was excelling in Yeshiva.

The tradition of Yeshiva students and staff meeting the Rebbe traces back to the Frierdiker Rebbe, who established Yeshivas Tomchei Tmimim upon his arrival in the United States in 1940. Rabbi Chaim Meir Bukiet, who would go on to become the Rosh Yeshiva, started working at the Yeshiva in the 1940s as a faculty member at the branch for older students at 770. He retells a few highlights from audiences he was privileged to experience during those years.

During one meeting with the Tomchei Tmimim administration, the Frierdiker Rebbe noted that from his office window, he had observed students crossing Eastern Parkway in the middle of the street. He shared that every time he witnessed this a shiver went down his spine at the danger the students placed themselves in.

Another time, the Frierdiker Rebbe expressed his concerns about students skipping a meal. He noted that he sees the students go to eat lunch and supper, but not breakfast. The administrators responded that the students would often eat some cake in 770 for breakfast. The Rebbe found this inadequate and emphasized the necessity of a proper breakfast for the students.

On another occasion, upon seeing a Yeshiva student with torn clothing, the Rebbe told the administration how in Europe, it was



acceptable for a worker to go to the marketplace in torn clothing. Therefore, at the time, a Yeshiva student could dress that way too. However, in America, a worker dresses in proper clothing. How much more so, a Yeshiva Student should dress in proper clothes so as not to cause a Chillul Hashem.

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Rabbi Mendel Tennenbaum, an administration member, shares one incident that occurred during the Yeshiva's renovation of the dormitory and kitchen at 676 Eastern Parkway. Due to the construction, a bus would bring the students from 770 to eat their meals at the building on Bedford and Dean. The Talmidim expressed concerns that the large kitchen at the facility did not have the necessary supervision to ensure the highest level of Kashrus. The students protested and said they did not want to eat food from the kitchen.

Their complaints reached the Rebbe, who raised the

matter during a routine audience with the Yeshiva administration. The administration told the Rebbe that they felt the Kashrus supervision in the kitchen was adequate. The Rebbe then asked if the administration members would eat from the kitchen and they affirmed that they would. The Rebbe then said that it would be "a gleiche zach" [a good idea] for the members to go and eat together with the students. A few days later, the students were surprised to see some members of the administration step off the bus and go downstairs to the lunchroom to eat supper with them. Upon observing that their respected Mechanchim trusted the Kashrus enough to dine there, the complaints stopped.

The private audiences between the Rebbe and the students and staff of Tomchei Tmimim stand as an enduring testament to the depth of care and commitment the Rebbe had for each individual and the Yeshiva as a whole. The ripples of these intimate encounters continue to echo through time, shaping not just the educational landscape but the hearts and minds of those fortunate enough to experience them. The legacy of these moments is woven into the fabric of Yeshiva's history. They serve as a guiding light, inspiring generations to carry forward the Rebbe's care for Chinuch built on dedication, empathy, and attention to the smallest of details. ●



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