

Chapter V: The portrayal of Israel and Israelis

22. Overview

As a sovereign state, Israel does not exist in Syrian textbooks. Its place on the map is always marked by Palestine and its name is sometimes given between quotation marks. In many other cases Israel is not referred to by its proper name but rather by variations of the term "Zionism".

Israel is depicted as an alien entity that Imperialism has planted in the midst of the Arab homeland in order to crush the Arabs. Hence, it is both illegitimate and artificial.

Apart from that, Israel is blamed as the source of innumerable troubles that have struck the Arab world and which are widely described to the Syrian students. First and foremost is what the Syrian textbooks define as the usurping of Arab Palestine in 1948 and the dispersal of the Palestinian people.

Among Israel's other 'vices' included in Syrian textbooks are: the oppression of those Palestinians who remained under Israeli control, working in the service of Imperialism against the Arab nation, expansionism, war and aggression against Arab states, inhibiting Arab progress and economic growth and striving to erase Palestinian and Arab national identity.

Israelis as individuals are stereotyped. Israeli society does not constitute a nation and is portrayed as racist and full of hatred towards the Arabs. Israeli soldiers are demonized: they love killing Arab children, torture Arab prisoners of war, rob the dead and tease fasting Muslims during the holy month of Ramadan. Even their appearance and smell are repulsive.

23. Israel is an Alien Entity Established in the Heart of the Arab Homeland

"...the establishment of a colonialist entity in Palestine in the year 1948 whose inhabitants have come from the various parts of the world." (Geography of the Arab Homeland, Grade 9, p. 91)

"Imperialism has many goals which have pushed it to establish Israel on the Arab land of Palestine:

- Establishing an alien and a hostile human barrier in order to separate the eastern part of the Arab homeland from its western part." (National-Socialist Education, Grade 8, p. 98)

"The struggle between the Arab nation and Zionism had actually started when gangs of the strangers of the world began flocking to the territories of Palestine at the end of the nineteenth century and the beginning of the twentieth century." (A party document, National-Socialist Education, Grade 8, p. 96)

"An Arab people is uprooted from its land and incoming strangers are used by Imperialism and Zionism as a tool of oppression against the liberation movements in the region." (Reader and Literary Texts, Grade 7, p. 207)

"Our land was invaded by alien people who had come from distant lands..." (Reader, Grade 5, pt. 2, p. 45)

"The Zionists... had homes in their distant homelands... [but] the oppressors insisted on taking our own home." ("The Small Lemon Tree", Short Stories, Grade 5, p. 12)

"What would be your position if one day a person from the [other] end of the world came to you, from an unknown place, an unknown [person] whom you do not know and who does not know you, an alien person...[and] the alien who had come from the [other] end of the world is the one who planned intentionally to destroy your house above your head and do away with you, just to get rid of you and take over your home?" (Reader, Grade 11, p. 41)

"I imagined Palestine as a calm and peaceful nest... and a spotted snake that had sneaked in from the remote parts of the world, suddenly attacking all the nests." ("A Letter to My Son", Selected Stories, Grade 6, p. 140)

24. Israel is an Artificial and Illegitimate Entity

"The state of the artificial Zionist entity." (History of Modern Times, Grade 11, pt. 2, p. 178)

"'Israel' usurped it [Palestine] by force." (Reader, Grade 6, pt. 2, p. 94)

"In our days that are full of the dangers of 'Israel' and of those who are behind 'Israel'..." (Reader and Literary Texts, Grade 8, p. 121)

"The Zionists managed to establish... what they named the state of 'Israel'." (Geography of Greater Syria [Sham], Grade 5, p.36)

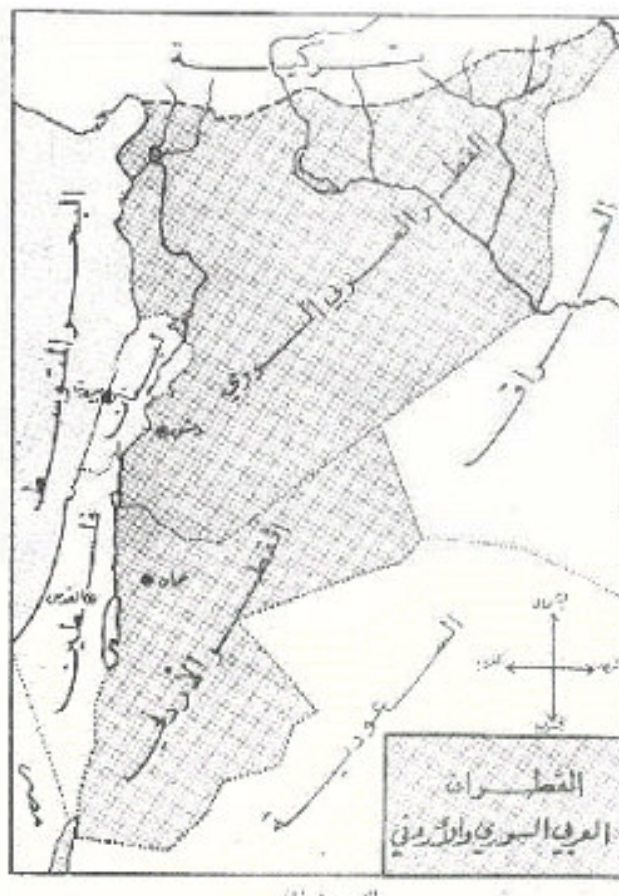
"'Israel' distributes among our sons in the occupied land identity cards notifying them that they belong to its forged identity. [the sense of] Arabism is firmly established in the depths of the heart and a false card cannot wipe it off." (Reader and Literary Texts, Grade 7, p. 210)

25. Israel does not Exist on Syrian Maps

There are numerous maps of Syria and the Arab world in the Syrian textbooks, especially geography textbooks. None of them shows the State of Israel, even within its pre-1967 borders. The whole country is named "Palestine".

Following are several examples:

Civics, Grade 4, p. 6:



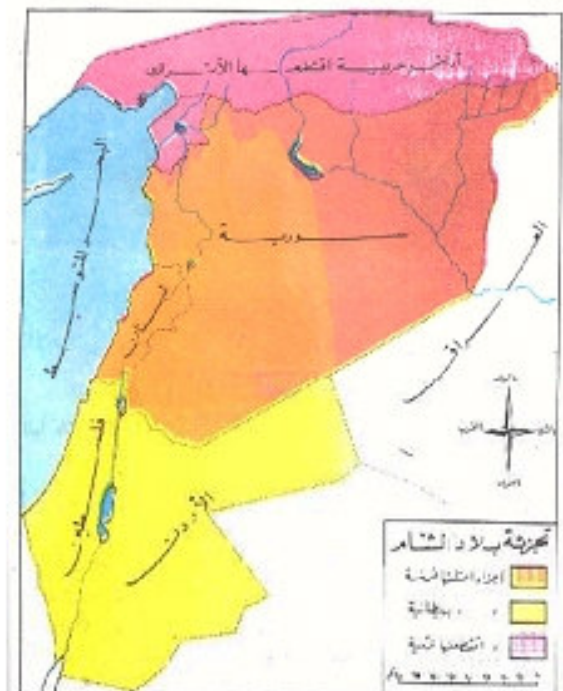
Geography of the Syrian Arab Country, Grade 8, p. 8:



Civics, Grade 6, p. 132:



Geography of Greater Syria [Sham], Grade 5, p.34:



26. Israel Usurped Palestine

"The establishment of the usurper state of Israel upon the land of Arab Palestine, [as] usurper people took the place of the peaceful folk of Palestine who were expelled from their land and driven away to live in camps and suffer from hunger, cold and disease." (Civics, Grade 6, p. 129)

"The Zionists managed, with the cooperation of the imperialist states in the year 1948, to establish what they named the State of "Israel" in part of the land of Arab Palestine." (Geography of Greater Syria [Sham], Grade 5, p. 36)

"Palestine's place among the Arab countries is like the heart's place within the body, for it is located in the midst of the Arab countries... "Israel" usurped it by force, evicted its sons, dispersed them and made them refugees who look back to their homeland and aspire to return to it." (Reader, Grade 6, pt. 2, p. 94)

"The Zionist movement, with the help of Imperialism, managed to usurp the land of Arab Palestine and establish upon it the state of Israel." (National-Socialist Education, Grade 8, p. 45)

"They [Imperialism and Zionism] worked together to establish a political entity in the heart of the Arab homeland... That is how the so-called State of Israel was established. That is how the tragedy of Palestine took place." (Reader and Literary Texts, Grade 7, p. 207)

"The occupying Zionists usurped the land of Palestine." (Islamic Education, Grade 5, p. 134)

"What is the Arab country that the Zionist invaders have usurped? What is the Arabs' position regarding the usurping of the occupied land?" (Homework, Civics, Grade 5, p. 112)

"Bassem asked with his eyes filled with big tears: Why did the Zionists kill my father and why did they expel us from our land? Bassem's mother said: The Zionists killed him, and they would kill all our people and expel us all from our homeland if they could. They had homes in their distant homelands... [but] the oppressors insisted on taking our home." ("The Small Lemon Tree", Short Stories, Grade 5, p. 12)

The text is accompanied by a picture of a man being executed by soldiers and another of a woman carrying a baby and holding a small boy by the hand while wandering in a desolate landscape:



"The Small Lemon Tree", Short Stories, Grade 5, p.9

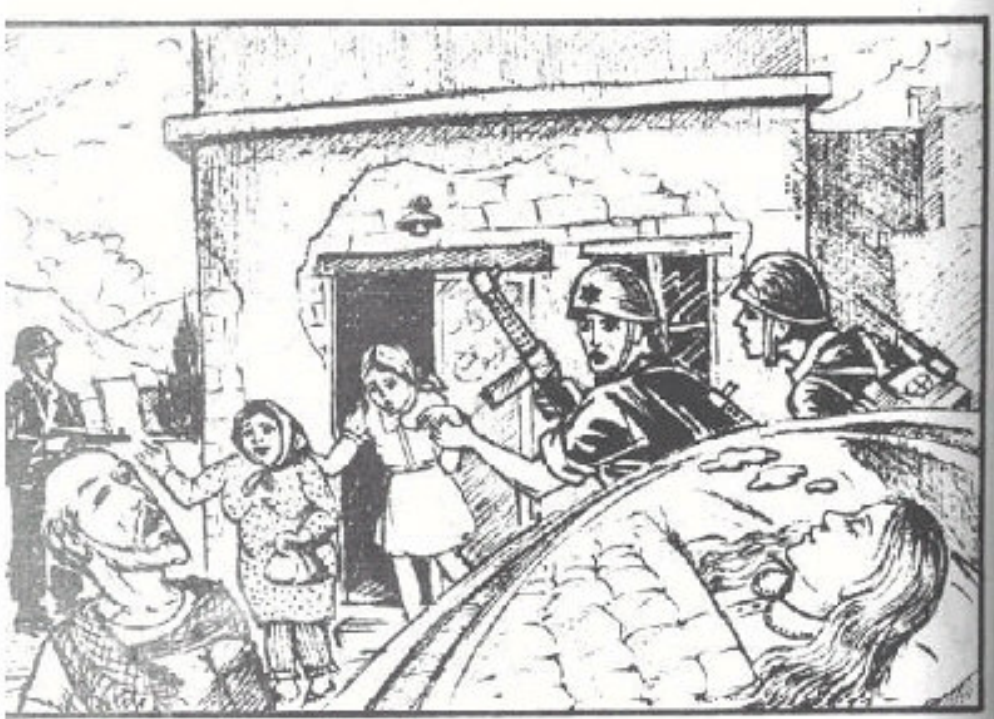


"The Small Lemon Tree", Short Stories, Grade 5, p.11

"Layla finished writing her homework, then she approached her father and mother and said to them: I am going to bed. Good night. Only a few moments had passed since she fell asleep when she heard many shots. She got up from her bed confused... She opened the window and saw in the dark armed men expelling her father and mother from the house... They entered her room and ... dragged her harshly by her hand ... and threw Layla into the street... Layla screamed... Then she felt her mother's hand

shaking her and waking her up. It was an annoying dream and she told her parents what she had seen in her dream. Father said: That is what happened in Palestine." ("This is Our Land", Reader, Grade 5, pt. 2, pp. 43-45)

The text, which is designed to bring the Palestinian problem directly into young Syrian's minds, is accompanied by a picture in which soldiers who have the Star of David on their helmets are evicting an Arab family from its house:



27. Israel Tries to Exterminate the Palestinians

"Zionism takes organized and studied measures against the Arabs of the occupied land with the objective of getting rid of them, so that the land will remain for the Zionists alone. Some of these measures are the following...

- The expulsion of the inhabitants as part of a general plan to empty the occupied areas of the Arabs.
- Collective extermination: Israeli authorities carry out campaigns of collective extermination in order to get rid of the Arab inhabitants, as happened in Deir Yassin in 1948, Kafr Qassem in 1956 and other massacres." (National-Socialist Education, Grade 8, pp. 103-104)

"The Palestinians have been exposed to a tragedy unprecedented in history, except the annihilation of the Indians in the USA." (Modern History of the Arabs, Grade 9, p. 174)

"It [Israel] has driven many of them [the Palestinians] out of Palestine and spread fear and fright among the Arab inhabitants by way of collective massacres, as happened in Deir Yassin, Kafr Qassem and the Sanctuary of Abraham [in Hebron]." (National-Socialist Education, Grade 10, p. 113)

"[Israel] confronts the Arab demographic presence by stopping its increase and growth by means of oppression, terror, arbitrariness, murder, forced emigration and dispersion of the main residential concentrations, so that they would not constitute a danger to it." (National-Socialist Education, Grade 10, p. 115)

"Israel tries painstakingly to dissolve the Palestinian society, disrupt its economy and turn the Palestinians into a hired working class in order to facilitate their uprooting from their land." (National-Socialist Education, Grade 10, p. 112)

28. Israel Oppresses the Palestinians and Strives to Erase Their Arab National Identity

"The Arabs of Palestine have been subject to a military government since 1948, which has applied oppressive rules curbing their freedoms, preventing their moving about, restricting their residence and work [opportunities] in a way that left them under the mercy of the military governor." (National-Socialist Education, Grade 8, p. 104)*

*[The military government over the Arab citizens of Israel was abolished in 1966.]

"'Israel' distributes identity cards among our sons in the occupied land notifying them that they belong to its forged entity. [The sense of] Arabism is firmly established in the depths of the heart and a false card cannot wipe it off." (Reader and Literary Texts, Grade 7, p. 210)*

*[Israel has granted its Arab inhabitants full citizenship including the use of the ordinary identity card. It is inscribed in both Hebrew and Arabic.]

"Most Arab residential areas are deprived of drinking water, electricity, paved roads, hospitals and clinics, and [deprived of the right] of establishing learned and social associations." (National-Socialist Education, Grade 10, p. 113)*

*[Most Arab residential areas in Israel have these basic facilities today. Absolutely no one is deprived of the right of establishing learned and social associations.]

"The Israeli curricula in the Arab areas concentrate on distorting the Arab national concept." (National-Socialist Education, Grade 10, p. 112)

"The racial discrimination against the Arabs becomes clear in [the field of] culture and education, as most of the Palestinian Arabs are deprived of educational opportunities." (National-Socialist Education, Grade 10, p. 112)

"Non-education of the Arabs: Israel fights Arab culture by closing down schools and universities on any occasion and stands against the development of Arab education." (National-Socialist Education, Grade 8, p. 103)

"Schemes for the Obliteration of Arab National Identity

The imperialist states and Israel have announced the project of Middle Easternism, which aims at realizing the following:

- Rejecting the concept of Arab nationalism, Arab unity and Arab solidarity.
- Justifying the legitimacy of Israel's existence of the region, so that Israel would consider itself one of the national states in the region, assuming that the Middle East includes a large variety of nationalities, as it claims." (National-Socialist Education, Grade 10, p. 116)

29. Israel is a Colonialist Entity in the Service of Imperialism against the Arabs

"...the establishment of an Israeli colonialist entity on the land of Palestine, the expulsion of its sons and the attempt to exterminate them." (Geography of the Arab Homeland, Grade 6, p. 34)

"Israel is an imperialist-colonialist state and at the same time it is a tool of imperialism in the world." (National-Socialist Education, Grade 8, p. 100)

"The Zionist entity in Palestine belongs to the type of colonialist imperialism... This entity combines imperialism of both settlement and exploitation." (Geography of the Arab Homeland, Grade 9, p. 92)

"[Israel] is the most vicious and most dangerous form of colonialist imperialism." (National-Socialist Education, Grade 8, p. 136)

"Imperialism used numerous and diverse means and methods in order to gain control. Among them... immigration and settlement. Some of the citizens of the imperialist state would emigrate in large groups to settle in a certain country... As for the [indigenous] inhabitants of that country, they are treated as slaves and are often exposed to oppression, forced

emigration or extermination. This is what the Europeans did in parts of Africa, and the Zionists in Palestine." (National-Socialist Education, Grade 8, p. 81)

"The establishment of Israel constitutes the peak of the Imperialist provocation against the Arab nation:

- Israel has become the principal frontal base of Imperialism against the Arabs.
- Consolidating the state of division which contradicts the natural situation of the Arab nation.
- Striking at the Arab liberation movements.
- Hindering economic, social and cultural growth and keeping the Arab homeland in a state of anarchy and backwardness." (National-Socialist Education, Grade 10, pp. 114-115)

"Colonialism established Israel, and Imperialism continues to support Israel with all the essential elements of force, so that it would continue to be a base for imperialism and an executor of its plans to strike at the liberation movements in the Arab homeland." (National-Socialist Education, Grade 8, p. 89)

"Following its domination of Palestine, Israel has endeavored to expand, dominate the Arab homeland and carry out the Imperialistic designs. It is a base for imperialism because their ambitions are not separate and because it fulfils the mission for which Imperialism created it." (National-Socialist Education, Grade 8, p. 47)

"Israel has been a frontal base for it [Imperialism], carrying out its designs and protecting its vital interests in the Arab region... After the Colonialist tide had subsided, Israel became an important alternative representing it by its existence on the Arab land." (National-Socialist Education, Grade 8, p. 98)

"Imperialism has many goals which have pushed it to establish Israel on the Arab land of Palestine:

- Establishing an alien and hostile human barrier in order to separate the eastern part of the Arab homeland from its western part.
- The control of Palestine means control over the Suez Canal which is the most important sea passageway in the world.
- Israel would protect Imperialism's interests of which the most important is the Arab oil.
- Hindering the Arabs' progress and preserving their backwardness, because the Arab countries would allocate a large part of their resources for defense while confronting Zionist ambitions.
- Resisting the Arab liberation movement and striking at any of its successful accomplishments. Israel executed that through the aggression of June 1967 when it tried to strike at the liberated regimes in Syria and Egypt." (National-Socialist Education, Grade 8, pp. 98-99)

"Zionist imperialism represents the classical form of colonial imperialism which has been turned into an Imperialist frontal base inside the Arab homeland, of which the mission is carrying out the Imperialist policy, inhibiting the national liberation movement, stabilizing [the present state of Arab] division and backwardness, and foiling Arab development plans, thus creating focuses of tension and a threat to peace and security in the region." (History of Modern Times, Grade 11, pt. 2, pp. 107-108)

"Israel constitutes an economic frontal base of Imperialism." (National-Socialist Education, Grade 10, p. 116)

30. Israel is Racist

"...in order to create favorable circumstances for the Zionist entity to justify its religious and racist existence as a racist Jewish Zionist state." (National-Socialist Education, Grade 12, p. 67)

"Racial discrimination... is applied against the Arabs on a religious and national basis." (National-Socialist Education, Grade 8, p. 103)

"The policy of racial discrimination and apartheid has encompassed all aspects of Palestinian life in Israel." (National-Socialist Education, Grade 10, p.113)

31. Israel is Aggressive and Expansionist

"Follow the [Syrian] mass media: radio, television, newspapers, magazines, for a week, and write an essay in which you will show that Israel does not stop its aggressions and inhumane acts against the Arab people. [You should be] showing that this state was established in war, and is based on the continuation of the war. [You should show as well that] nothing will break its vigor and arrogance except the language it understands, because it does not respect [any] right, nor does it abide by [any] obligation, and it ignores all international agreements and conventions." (Homework, National-Socialist Education, Grade 8, p. 148)

"Aggression finds its expression... in the belief of Zionist thinking that force is the best means to achieving goals... The Zionists have been anxious to take care of military preparation and the use of force in order to intimidate, destroy and assure Israeli military superiority, accompanied by concepts of arrogance, deterrence and annihilation..." (National-Socialist Education, Grade 10, p. 96)

"Zionism established its state by force and aggression, knowing that its survival will be realized only by force. Therefore it concentrated on its military forces and has made them a tool of its recurring attacks against the Arab states." (National-Socialist Education, Grade 8, p. 93)

"Israel is the enemy of peace. It believes only in the logic of oppressive force. It relies only on weapons." (President Hafez Assad, National-Socialist Education, Grade 12, p. 69)

"Racism necessitates constant expansion... with the objective of swallowing up new lands... Zionism's expansionist goals are manifest in its constant refusal to withdraw from the occupied Arab lands." (National-Socialist Education, Grade 10, p. 95)

"Is Israel content with the Arab land it has occupied, or has it further ambitions?" (Grammar, Grade 9, p. 73)

"Israel... thinks only about expansion in the Arab land and about imposing its hegemony over the remaining parts thereof." (President Hafez Assad, National-Socialist Education, Grade 12, p. 69)

"They have established a state, supported by the forces of Imperialism, which strove to expand at the expense of the neighboring independent Arab countries, by waging wars from time to time, like the war of June 1967 and the invasion of Lebanon in the year 1982." (Geography of the Arab Homeland, Grade 9, p. 91)

"The ambitions of the Zionist enemy in Palestine and in the [rest of] the Arab land have no limits and we do not know where they stop." (Reader, Grade 6, pt. 2, p. 95)

"The essence of the Zionist policy is based on annexation, expansion and appropriation. It is a completion of Palestine's appropriation and detachment operation that started in the year 1948 and has not yet ended." (National-Socialist Education, Grade 10, p. 116)

"Israel plans to expand its territory at the expense of the neighboring Arab states... It intends to annex Sinai, the west and east banks of the Jordan [river] and some adjacent areas in Syria and Lebanon as a first step, in order to reach later the Euphrates and the Nile." (National-Socialist Education, Grade 8, pp. 45-46)*

*[The Sinai Peninsula was given back to Egypt completely following the signing of the peace treaty between the two countries in 1979. Israel returned to Syria territories it held beyond the Golan Heights under the Disengagement Agreement of 1974. In 1985 Israel withdrew from vast areas it held in Lebanon following the 1982 war. Under the peace treaty with Jordan in 1994, Israel withdrew from certain border areas.]

"The Zionist leaders...emphasize their gradual aspirations regarding the nucleus of the Zionist state as follows: The whole of Palestine, south Lebanon - including the cities of Sidon and Tyre as well as the sources of the Litani river and Mount Hermon, the Jordan valley and the eastern heights [i.e., parts of the Kingdom of Jordan], south-western Syria - including the Golan Heights and part of Hawran as well as the Yarmuk river and al-Hama and a part of the lands of Egypt [stretching] from al-

Arish to the Gulf of Aqaba." (National-Socialist Education, Grade 10, p. 114)*

*[Al-Hama is an area constituting a part of the State of Israel proper. It was occupied by Syria in 1951 and held by it until 1967.]

"This way Zionist colonialism realized the goal it had determined for the third stage, which is the establishment of a Zionist state in Palestine. Will it stop at this limit or is there a fourth stage? The history of Zionism makes it clear to any sound-minded person that it strives to establish a homeland that will stretch from the Nile to the Euphrates. There is no doubt that the Arabs are threatened with a huge catastrophe if they do not pay attention to this imminent danger and work for its elimination." (Reader and Literary Texts, Grade 8, p.131)

32. Israel is Compared to a Spreading Cancer

"Zionist colonialism... most resembles a malignant and deadly cancer which has clung to one part of the heart of the Arab homeland - occupied Palestine - and then has tried to spread and thrive at the expense of the other parts of the Arab homeland and at the expense of the Arab nation as a whole." (National-Socialist Education, Grade 8, p. 96)

"Israel" which was established on the land of Palestine, strives to expand in a cancer-like manner at the expense of the remaining parts of the Arab homeland." (National-Socialist Education, Grade 10, p. 112)

33. Israel is a Threat to the Whole Arab World and an Obstacle to Arab Unity

"Zionist colonialism is the greatest danger that threatens the Arab states." (Reader and Literary Texts, Grade 8, p. 127)

"The aggression that has occupied the [Palestinian] land threatens the whole [Arab] homeland and the whole [Arab] people." (President Hafez Assad, National-Socialist Education, Grade 9, p. 81)

"The establishment of Israel on the land of Palestine has created a barrier separating the eastern and western parts of the Arab homeland. It thus stabilized [the state of Arab] division and prevented the establishment of Arab unity." (National-Socialist Education, Grade 8, p. 47)

"The grave injustice that has befallen the people of Palestine since the beginning of the Imperialist-Zionist design to usurp the land of Palestine, has hit the entire Arab nation because the objective of this design in the first place is tearing apart the Arab homeland and putting obstacles on the road to Arab unity." (President Hafez Assad, National-Socialist Education, Grade 8, p. 91)

34. Israel Supports Localism and Sectarianism in the Arab World

"The localist tendency [which is opposed to Arab unity] attracts the attention of the Imperialist and Zionist apparatus which endeavors to fan it... Likewise, Imperialism and Zionism employ sectarianism as a means to dividing and weakening any Arab country, as happened in Lebanon." (National-Socialist Education, Grade 11, pp. 37-38)

35. Israel is the Cause of Arab Backwardness

"The existence of Israel in the heart of the Arab homeland has put the region in a constant state of tension and made the Arabs allocate a large part of their wealth to the war effort... and this situation causes backwardness." (National-Socialist Education, Grade 8, p. 48)

36. Israel is All Evil

"Israel has done evil and has been overtaken by illusion. Arrogance has filled the heads of its leaders, which made them continue deep into crime and enjoy aggression. Black malice against our people and against humanity fills their hearts and they are possessed by thirst for bloodshed. Their moves are directed by contempt for the principles and ideals of humanity and for international laws and resolutions." (President Hafez Assad in a speech to Syrian soldiers on October 6, 1973, National-Socialist Education, Grade 10, p. 144)

"The Zionist entity in Palestine... aims at human extermination, at the suppression of the national spirit and at the obliteration of the Arabs' religious, cultural and historical personality, besides the spreading of ignorance, poverty and disease among the Arab citizens." (Geography of the Arab Homeland, Grade 9, p. 92)

"The Zionist enemy in our occupied land perpetrates lots of vile actions that are shunned by any human being. This enemy does not hesitate to commit the greatest crimes, as he did in Sabra and Shatila." (Grammar and Dictation, Grade 6, p. 109)

"You, the ones that shed my blood
That took away the light from my eyes...
That usurped the right of a peaceful people who did not commit a crime..." (Modern Arab Literature, Grade 12, pp. 109-110)

37. Israelis are not a Nation

"...the establishment of a colonialist entity in Palestine in the year 1948 whose inhabitants have come from various parts of the world. They are not connected to each other neither by race nor by language, and are not united by [any] nationalism." (Geography of the Arab Homeland, Grade 9, p. 91)

"The Israeli society includes people who came from ninety countries, each of them having his own customs, traditions and distinct life style, and living an unenviable life of mental and social dissonance." (Reader, Grade 12, p. 129)

38. Israelis are Full of Malice towards the Arabs

Malice [hiqd] is a strong word in Arabic and it is used in this context quite often. Most people have no idea of this virulent accusation and will probably be surprised to learn how much Syrian, and Arab media in general, count on this alleged characteristic of the Israelis in order to incite the Arab audience. There are numerous examples in the Syrian textbooks of this phenomenon.

"The Israeli society is fanatic and looks at the Arabs with malice and disdain." (National-Socialist Education, Grade 8, p. 103)

"We are facing a problem unprecedented in history: a problem of a people dispersed, who has been robbed of its homeland, and of an unfair, racist and malicious enemy who does not hesitate to perpetrate any crime." ("A Letter to My Son", Selected Stories, Grade 6, p. 141)

"The ruins of Quneitra... tell of the black malice of the invaders. The stone's is an unforgetting memory and the peoples' is an unmerciful revenge." (Reader and Literary Texts, Grade 7, p. 43)

"You blew up in the holy march [of 1973] the fortresses that the enemies' malice had built and erected." (Reader and Literary Texts, Grade 9, p. 114)

"No matter how much the enemy try to conceal its malice, it becomes visible from its deeds." (Grammar, Eloquence and Prosody, Grade 11, p. 32)

"[Zionism's] goal is well-known: gathering the Jews of the world under the umbrella of the malicious Zionist ideas in a racist state." (Reader, Grade 12, p. 130)

"They kill the flowers, the children, the wheat and the dew beads
And they lay enmities, malice, graves and knives" (Modern Arab Literature, Grade 12, p. 109)

Israelis kill Arab children

"The teacher said: The enemy is infatuated with killing children. The camp commander said: Did they not kill the children of Bahr al-Baqar and the children of the village of Dael? The teacher said further: They kill the children so that they would not grow up and defend their nation."
("Hunting the Wolf Alive", Short Stories, Grade 5, pp. 78-79)

Israelis torture Arab prisoners of war to death

"In the last session, the patience of the interrogator came to an end and the volcano of his historical malice erupted in a form I had never witnessed in my life... He fell upon me with blows from both his hands, aiming his blows at my wounds... In front of an enemy whose malice has no match and an interrogator who does not have mercy, there, I bled to death."
(Reader and Literary Texts, Grade 8, p. 175)

Israelis rob the dead

"The Israeli forces entered Quneitra [in the Golan Heights, in 1967]. Then the town fell victim to one of the biggest robbery operations in history. Even the cemeteries were desecrated in a search for the jewelry of the dead." (Reader, Grade 10, p. 9)

Israelis tease fasting Muslims

"The Zionist planes [during the 1973 war] were playing with the inhabitants of Damascus in Ramadan at the time of the fast breaking, so that the people would hurry to the shelters leaving behind them their food and drink. The Zionists knew that, and they would repeat it once or twice a week." (Reader, Grade 12, p.33)

39. Israelis' Appearance and Smell are Repulsive

This theme is used with students of the lower grades.

"On their faces there is an insolent expression, an expression that does not appear [on any face] except on the face of a person obtaining something he actually does not dream of." ("Palestine is Arab", Selected Stories, Grade 6, p. 61)

"He examined their faces quickly and then stopped at one of them with an unfamiliar shape and disgusting mustache. He felt towards him special alienation. Then he looked at all of them and saw the same strange look and the same repugnant mustache." ("Palestine is Arab" Selected Stories, Grade 6, pp. 64-65)

"Their faces were frowning like those of devils." ("This is Our Land", Reader, Grade 5, pt. 2, p. 44)

"A permeating smell returned me to consciousness. It is his [the wolf's] smell, that smell that my nose cannot miss... Suddenly I saw him among the bushes. He was crumpled muttering in a language I did not understand and in front of him was a strange appliance." ("Hunting the Wolf Alive", Short Stories, Grade 5, pp. 76-77)