

JEC Bulletin

עלון לידיעות

January, 1954

No. 88

Shevat, 5714

FEDERATION-JEC

DINNER A GREAT SUCCESS

An overflow audience attended the second annual Federation-JEC Dinner on January 13 at the Hotel Commodore. Those who came represented a cross-section of the entire New York Jewish community, and were drawn by a common bond of interest in Jewish education and faith in the vital role played by the Federation of Jewish Philanthropies in our city.

Samuel S. Schneierson, chairman of the JEC Advisory Board, a founder and former president of JEC, was guest of honor. He delivered an eloquent address on Jewish education and Federation.

Chairman of the dinner was Leo J. Goldberger, Chairman of the JEC Board. Joseph
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"TO WAKE THE KING"

A Sellout - Only One Performance Open

Only one of the twelve scheduled performances of "To Wake the King," this season's production of the Jewish Theatre for Children, is still open for general reservations. The other eleven performances have been bought out completely or have been taken by JEC consultants and their local school groups for community theatre parties. "To Wake the King" will open at the Joan of Arc Playhouse on January 17, 1954.

Schools which have not yet made reservations may phone their district consultant or call Miss Edya Signer, business manager of the Theatre at the JEC. Reservations for district days will be accepted until the supply of tickets is exhausted.

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TWELFTH ANNUAL PEDAGOGIC CONFERENCE

Dr. Leo L. Honor, Professor of Education at Dropsie College and Mr. Abraham Duker, consultant for the American Jewish Tercentenary Committee, will be the main speakers at the opening session of the Twelfth Annual Pedagogic Conference sponsored by the Jewish Education Committee and cooperating educational organizations on Saturday evening, February 13, 1954 at Kehilath Jeshurun, 125 East 85th Street, New York City. The central theme for this Conference will be "American Jewry at its Tercentenary--Implications for the Jewish School Program". The official observance of 300 years of American Jewry is scheduled for the school year of September 1954. This Conference will help

provide the frame of reference through which the Jewish school will determine the content and emphasis in the teaching of American Jewish life both for the coming year and for subsequent years.

The opening session on Saturday evening will deal with the historical and sociological aspects of the general theme and the place which this area should occupy in the Jewish school curriculum.

The second session of the Conference will take place on Sunday afternoon February 14, 1954. This session will be conducted in cooperation with the American Association for Jewish Education. The first part of this ses-

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OPEN SCHOOL WEEK

Open School Week has been set for the week from January 17th through the 24th, the traditional Tu B'Shevat period. Since Open School Week was first proclaimed by the JEC a few years ago, an increasingly large number of schools have arranged for planned parents' visits to their schools during this period. Particularly active in making this event a meaningful experience both to parents and to the children have been the P.T.A. organizations functioning in our schools. By this time Open School Week has become a permanent part of the calendar of hundreds of Jewish schools in New York City.

A manual to guide principals in planning a suitable program of activities in connection with Open School Week has been made available to schools by the JEC.

WORKSHOP AT PLEASANTVILLE

During the month of November two Hanukkah workshops were conducted by Mrs. Dvora Lapson, director of Dance Education of the JEC, with the cottage parents and recreation leaders of the Pleasantville Cottage School. In the course of the workshops, concrete program material was demonstrated. Festival songs and games of various kinds were taught and dances which dramatized the beauty and meaning of the festival were created. As a result, the cottage parents and leaders were prepared to conduct these activities with skill and enthusiasm and provide the children a deep emotional experience in observing the holiday both in the school and in the individual cottages.

SECOND JEC PUBLIC RELATIONS CONFERENCE HELD IN QUEENS

The second in this year's series of School Publicity Meetings was held recently at the Queens Jewish Center. Representatives of thirty congregations in Queens, including rabbis, educational directors and bulletin editors heard Dr. Azriel Eisenberg describe a school public relations program to bring more children into schools and to increase pupil retention. Also present at the meeting were Joseph E. Cohen and Jacob Kaplan of the JEC Board, and Samuel Dinsky and Morris Epstein of the JEC staff. Mr. Kaplan is chairman of the JEC publicity committee, under the auspices of which this meeting was held.

According to the course of action outlined at the conference, the JEC will provide congregations with material on all phases of Jewish education for publication in congregational and organizational bulletins and special material to meet the individual needs and problems of schools to interpret their work to the community. It will also prepare radio spot announcements on Jewish education and editorial matter for local newspapers, among other services to increase Jewish school enrollment.

The program was accorded a warm reception by everyone present. Plans for similar meetings in other sections of the Greater N.Y. area are now being arranged.

JUST OUT

ADOLPH SUTRO
by Josephine Peretz

JEC Bulletin



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IN DREAMS REALITIES BEGIN

An Editorial

In 1945 the Jewish community, through the Federation of Jewish Philanthropies, was faced with the problem of bringing up to date the services, equipment and facilities of its 116 hospitals and social service agencies, of overcoming 25 years of stagnation in construction resulting from a generation of depression and war. Federation had to keep up with the swift march of science, the new needs of a growing and shifting population.

Eight years ago the Jewish community, through the Federation, dreamed, planned and gathered the resources to create an expanded, modernized network - a New Federation built on the foundation of the old. Today, the dream has become a reality. Existing facilities have been rehabilitated and remodelled, new services have been created where none existed before.

Today -- Federation is helping more people more effectively. Within just the past few years the network has been expanded by the addition of 54 new services and facilities at a cost of \$33,000,000. Five short years ago Federation annually helped 350,000 men, women and children - today it serves 575,000 persons.

Every Jewish New Yorker can take pride in this miracle of social planning - every Jewish New Yorker can be proud of this great communal achievement.

But along with pride in the achievement, the Jewish community must undertake the responsibilities of this dream that has become a reality. This year Federation seeks \$16,950,000 - \$2,450,000 more than was raised last year. That is what is needed to maintain our New Federation - to continue to build a brighter and better tomorrow for all. As it has in the past, the Jewish community will meet this new responsibility.

JUST OUT

AKIBA BEN JOSEPH

A Play in One Act

by RUFUS LEARSI

FEDERATION MONTH IN OUR SCHOOLS

Early in December, the JEC issued a call to all Jewish schools in New York City urging them to set aside the month of January as FEDERATION month. Schools were called upon to reaffirm their commitment to the ideals of "Klal Yisroel" and Tzedakah by utilizing the occasion of the annual campaign of the Federation of Jewish Philanthropies to convey this concept in a concrete way to their pupils. Materials were made available to help principals and teachers prepare suitable classroom and assembly programs for the teaching and practice of Tzedakah as it is reflected in the program of Federation. A comprehensive handbook on Tzedakah and Federation contains a variety of teaching materials and specific suggestions on methods and techniques for teaching the concept of Tzedakah. A four-page comic strip describes vividly the setup and functions of Federation. An attractive poster was also prepared for the occasion. The JEC colored filmstrip on Tzedakah is being used by many schools for this purpose.

Schools were urged to designate one day during the month of January as Federation Day, which might serve as the occasion for a culminating assembly and provide an opportunity for the children in the schools to contribute to Federation as a personal act of Tzedakah. Last year, when this activity was first begun, 95 schools participated. Schools which conduct an on-going Keren Ami program made generous allocations from these funds while others arranged for individual contributions from pupils. It is expected that the number of participating schools will be greatly increased this year.

STAFF NOTES

Mr. Israel M. Biederman has been appointed consultant for the Arbeiter Farband Schools affiliated with the JEC. Mr. Biederman is the Executive Secretary of the Jewish Folk Schools of New York and served as supervisor of the system of Religious Jewish Schools in Poland during the years immediately following the second World War.

HEBREW IN 20 JUNIOR HIGH SCHOOLS

Seven junior high schools have added Hebrew courses this term, according to a report by Judah Lapson, director of the Hebrew Culture Council of the Jewish Education Committee of New York. The number of New York City junior high schools teaching this subject has thus been increased to 20. The enrollment in the Hebrew classes in the junior high schools has increased by 56%; there are 1,356 pupils enrolled in the Hebrew classes today as compared with an enrollment of 870 last year. The schools which added Hebrew this term are: East New York Jr. H.S. No. 149, Edward B. Shallow Jr. H.S. No. 227, John Marshall Jr. H.S. No. 210, Mark Twain Jr. H.S. No. 239, Walt Whitman Jr. H.S. No. 246, in Brooklyn; Henry Hudson Jr. H.S. No. 125, and Thomas Knowlton Jr. H.S. No. 52, in the Bronx.

The introduction of Hebrew into an ever-increasing number of junior high schools is one of the major objectives of the Hebrew Culture Council of the Jewish Education Committee. Due to the reorganization of the school system, pupils start language study in junior high school, and continue the same language in high school. Unless the number of junior high schools teaching Hebrew is increased, the Hebrew departments of the senior high schools will suffer serious setbacks in registration.

The introduction of Hebrew into additional junior high schools can be effected by a concerted effort of all those in the community who are interested.

Judah Lapson, Director of the Hebrew Culture Council, has invited community groups and organizations interested in accelerating the spread of Hebrew in the junior high schools to join in a common effort. Anyone interested in the introduction of Hebrew into a junior high school not teaching this subject now, is invited to contact the Hebrew Culture Council.

בהוצאת "לדור"
חג לוי שזר לוי
מאת א. אינדלמן

ANNUAL CHILDREN'S DANCE FESTIVAL

The Annual Children's Dance Festival for Jewish Schools will be held on Sunday afternoon, April 4th at 2:30 p.m. in the gymnasium of the Central High School of Needle Trades, 225 West 24th Street, New York City. The theme will be: "JEWISH FOLKWAYS THROUGH THE AGES".

The Festival is organized and directed by Mrs. Dvora Lapson, director of the Dance Education Department of the JEC. Jewish schools of all types and from various sections of the city are invited to participate in the Festival, which will consist of three parts. There will be creative dances by experienced school groups, each of which will give an interpretation of a phase of the theme. In connection with this a number of schools, mainly those where Jewish dance is taught by a professional teacher, are doing research in the customs and ceremonials of Jews in various parts of the world and at different periods of history, including among others wedding customs and holiday ceremonials.

EXHIBIT - THE CITY OF JERUSALEM 3,000 YEARS OLD - WILL CONTINUE

The Junior Gallery of the Jewish Museum at 1109 Fifth Ave., (at 92nd St.) has been transformed into a miniature city of Jerusalem with the winding streets of the old city, the boulevards of the new quarter so laid out that a child may wonder through them and see on every side the buildings and landmarks of which he has heard and read.

This miniature city was reconstructed by Temima Gezari, director of Art Education of the Jewish Education Committee of New York. Mrs. Gezari has constructed a model city on such a scale that the young visitor, walking through its streets, can peer into the buildings, observe the street life, the costumes and occupations of the many citizens of modern Jerusalem, and also get some feeling of the present-day political status of the ancient city.

The exhibit will continue through the spring of 1954.

SEMINAR AND DINNER OF PUBLIC HIGH SCHOOL TEACHERS OF HEBREW

The Annual Thanksgiving-Day Seminar and Dinner of teachers of Hebrew in public high schools and junior high schools held on November 26, 1953, at the Riverside Plaza Hotel, was well attended by teachers and representatives of community organizations. The participation of the teachers of Hebrew in the public high schools of Albany, Boston, Buffalo and Chicago in this conference was of particular significance as an indication of the strides made by Hebrew in American secondary schools throughout the country.

The first session of the Seminar was devoted to a symposium on new trends in the field of language study, with particular reference to their application in the teaching of Hebrew. The subject was introduced by Bilhah Z. Klein, President of the American Association of Teachers of Hebrew, and the various phases of the theme were presented by Benjamin Benari, Aaron Krumbein, Mordecai Lewittes, Abraham Okun, and Shlomo Zahl.

The second session, a symposium on the stake of the American Jewish community in the teaching of Hebrew in the high schools, brought to the fore the growing interest on the part of the community in the further progress of the teaching of Hebrew in the public secondary schools. It was opened by Judah Lapson's analytical presentation on the need for community interest in the development of this project. Participating were Rabbi Jacob Leibowitz, Chairman of Local School Board No. 41, Brooklyn; Mrs. Julius Kushner, President of the United Jewish Parent-Teachers Association; Dr. Ben Halpern, of the Department of Education and Culture of the World Zionist Organization; Mrs. Murray Sarlin, National Chairman of Hebrew Studies of the Hadassah Women's Zionist Organization; Mrs. Israel Shapiro, Education Chairman of the New York Chapter of Hadassah; Mrs. Rae Edelstein, National Chairman for Culture of the Pioneer Women of America; and Mrs. Leah Weinberg, National Chairman of Education of the Pioneer Women.

Dr. Theodore Huebener, Director of Foreign Languages of the Board of Education of the Board of Education of the City of New York, was guest of honor at the dinner which followed the Seminar. Dr. Huebener spoke on his impressions and experiences in Israel, which he visited in the summer of 1953. He recommended that all teachers of Hebrew should try, if possible, to visit Israel for their professional enrichment. Greetings were given by Rabbi Abraham M. Heller of the Flatbush Jewish Center and Dr. Azriel Eisenberg, Executive Vice-President of the Jewish Education Committee of New York.

The Annual Thanksgiving-Day Seminar and Dinner was arranged jointly by the American Association of Teachers of Hebrew, the Hebrew Culture Council of the Jewish Education Committee of New York, and the Hebrew Culture Service Committee for American High Schools and Colleges.

HEBREW FOR COLLEGE ENTRANCE PUBLISHED

HEBREW FOR COLLEGE ENTRANCE, edited by Judah Lapson, was accepted by the Superintendent of Schools of the New York City Board of Education, and was distributed as an official guide-book, immediately upon its publication, to the principals of all senior and junior high schools. This booklet lists more than 1,400 American colleges and universities in 48 states, Alaska and Hawaii, which accept secondary school Hebrew for admission purposes on a par with other modern languages.

Published by the Hebrew Culture Service Committee for American High Schools and Colleges, the booklet is available to schools, libraries, and counselling personnel.

Announcing a New JEC Color Filmstrip:

THE JEWISH HOME

A beautiful portrayal of customs and ceremonies in the home. In forty full-color frames. Price (including 2 narration booklets) \$7.50

NEWS OF SCHOOLS AND SCHOOL GROUPS

BROWNSVILLE-EAST NEW YORK PRINCIPALS FORM COUNCIL

At a meeting on November 11th, held at the JEC, the principals of the leading schools in Brownsville and East New York unanimously decided to organize a regional Principals Council. Among the objectives set forth for this association are: Developing uniform educational standards and practices, coordinating classes and programs on the intermediate and higher levels, sponsoring activities to promote enrollment and increase attendance of girls, inter-school activities, and parent participation as well as joint fund-raising for the support of the Talmud Torah.

Louis Lerner (New Lots Talmud Torah) was elected Chairman and Rabbi Abraham Krupnick (Ashford Street Talmud Torah) Secretary of the Principals Council. Other members are: Mr. Harry Handler, Rabbi Baruch M. Rabinowitz (Tiphereth Hagro), Dr. S. Linick (Glory of Israel), Rabbi B. Tabenkin (Ezrath Achim), Rabbi Samuel Schmidman (Ohev Shalom R. Morris Kevelson), Dr. Leon J. Berle (Ahavath Achim Anshe Canarsie), Rabbi Simcha Gordon (Or. Chodosh), Oscar Budman (Beth Sholom), Rabbi Gilbert L. Steinberg (Rishon L'Zion), Rabbi Michael Scholar (Darchei Zedek), Rabbi J. Wendroff (Torah M'Zion), Rabbi Julius Novack (Yeshiva Reines), Dr. C. Aaron Pinta (H.E.S.). Morris B. Benathen is JEC consultant for the area.

The Principals Council is now conducting a fact finding study of conditions, standards and practices prevailing in the affiliated Talmud Torahs preliminary to planning for a unified curriculum. It is also sponsoring an educational seminar for principals and teachers.

The impetus to this effort was given by a conference of lay and professional people called at the instance of the Brooklyn Jewish Community Council in cooperation with the JEC and held at the H.E.S. on October 22nd.

PRINCIPALS' GROUPS MEET

The Educator's Council for Flatbush schools reviewed a graded selection of Prayers to be taught at the various grade levels of the Hebrew schools, which had been prepared by a special committee. It was decided to introduce this syllabus into the schools on an experimental basis and evaluate the results at the end of the year.

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The Long Island Principals' Council completed plans for conducting a teachers' seminar on the "Teaching of Jewish Social Studies". The course began in January, and will continue for seven sessions. It was also decided to conduct an inter-school PTA meeting during Open School Week.

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The Principals' Council of the Bronx United Hebrew Schools approved a uniform curriculum and schedule of hours for the fourth year classes in their respective schools. This step was taken in order to coordinate the program of the fourth-year class with that of the recently established Junior Hebrew High School. It will make possible the setting up of adequate standards for admission into the Jr. Hebrew High School.

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At the meeting of the Principals' Council of the United Synagogue Schools, which was held on December 11th, Dr. Isidore Chein, Professor of Psychology at New York University, lectured on "Hanukah, Christmas, and the Jewish Child." Plans were completed at this meeting for conducting the Pedagogic Conference for teachers of the United Synagogue Schools, to be held on January 12th.

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A group of principals of upper Manhattan schools met to exchange information on practices in their respective schools covering various aspects of school organization and program.

OFFICERS ELECTED BY ORTHODOX SCHOOL COUNCIL OF QUEENS

Mr. Julius Guttenplan was elected Chairman of the newly created Talmud Torah Council of Queens. The Council has been established to serve as an inter-school body for orthodox congregational schools in Queens. The other officers elected are: William H. Freed of Cong. Adath Israel, first Vice-President; Jack Nicholson of Cong. Mishkan Israel, 2nd Vice-President; Mrs. Dorothy R. Blank of Jewish Center of Ozone Park, Secretary; Mrs. Miriam Ginsberg of Jewish Center of Queens, Treasurer.

The Council's program for the current year includes the conduct of a Teachers' Seminar and an Inter-School Student Assembly; the adoption of a uniform curriculum; and convening a lay leader's conference at the end of the school year. A survey of the schools affiliated with the Council will be made during the course of the year by Samuel M. Dinsky, JEC consultant for the Council.

The Council has reserved the JEC Children's Theatre for January 31st for students of its affiliated schools.

JEWISH SCHOOL ARTS IN THE EAST SIDE COMMUNITY

Besides the fact that the children learn Jewish life better through the use of the arts, we have an example of the positive influence that an integrated arts and crafts program in a Jewish school can have within its community. This has been illustrated by the intensive collaboration between the East Side Hebrew Institute and the local Public Library.

This year a double exhibit was held at the Tompkins Square Library. One phase of the exhibit was paintings done by the children of the Hebrew School in connection with their Jewish school curriculum. Rachel Saf Shapiro is the art teacher. She is working under the supervision of the Department of Art Education of the JEC. The head librarian was so delighted with the children's paint-

ings that she reinforced the exhibition with special selections of books that had any relevance to the children's creative work. Many of the paintings were based on the subject: "ISRAEL AND THE UNITED NATIONS". Many books dealing with both Israel and the United Nations, were exhibited together with the paintings.

A CASE STUDY IN COMMUNAL RESPONSIBILITY

Until a year ago, the Talmud Torah of Congregation..... was conducted as a private school by its principal, although it was housed in the synagogue building. Because of a steady decline in enrollment, the J.E.C. consultant for the area was invited to survey the school. As a result of his recommendations, the Board of the congregation assumed full responsibility for the Talmud Torah and instituted changes proposed by the survey, which involved a very substantial increase in the budget of the school. A graded curriculum was introduced and classes were reorganized accordingly. Qualified licensed teachers were engaged and the quality of teaching has vastly improved. The classrooms were painted and altered to make them more attractive. Special music instruction, the cost of which is partially subsidized by the J.E.C., was introduced. The entire program of the school came under the close supervision of our consultant and the teachers receive the guidance of our teacher-consultant. A P.T.A. was organized and is functioning actively with the aid of the J.E.C. Parent Education Department.

In the short time since these changes have been made, the enrollment of the school has almost doubled and the improvements already noticeable have made a deep impression upon the community.

The Board of the Congregation now finds itself in the unusual position of accepting with great satisfaction and pleasure the greatly increased financial responsibility which it assumed.

NEWS OF SCHOOLS AND SCHOOL GROUPS

PRACTICUM ON "TEACHING THE BIBLE"

A Practicum on "Teaching The Bible" was held on Sunday, December 13th for religious school teachers in schools affiliated with the New York Federation of Reform Synagogues. The Practicum was conducted under the joint auspices of the Committee on Religious Education of the Federation of Reform Synagogues and the Hebrew Union School of Education 40 West 68th Street.

Dr. Theo. H. Gaster, instructor in Bible of the Hebrew Union School of Education, addressed the general session, following which three workshops were conducted. Mrs. Ruth Baylor, Principal of the Union Temple Religious School, led the workshop session on "Teaching The Bible" in the primary grades. Dr. Azriel Eisenberg, Executive Vice-President of the JEC, conducted the session for the intermediate grades, and Dr. Samuel J. B. Wolk, instructor in Judaism at the Hebrew Union School of Education, led the group concerned with the upper grades.

DOWNTOWN TALMUD TORAH OPENS A BRANCH

The Board of Directors of the Bialystoker Synagogue invited the leadership of the Downtown Talmud Torah to take over the supervision and direction of its Hebrew school. After a number of joint meetings of the two respective boards and the district educational consultant from JEC, it was decided that the Hebrew school of the Bialystoker Synagogue will merge with the Downtown Talmud Torah and will be known as the Bialystoker - Downtown Talmud Torah. It is located in its present building, 7-11 Willet Street, New York City and is functioning as a branch of the Downtown Talmud Torah. The budget of this branch is the responsibility of the Bialystoker Synagogue. The educational activities as well as the staffing and supervision are the responsibility of the Downtown Talmud Torah. This branch now has 80 pupils whereas in the past it had at most about 50. Instead of a school for boys

only it is now co-educational. It has a fully licensed teacher. The more intensive curriculum and pupil activities program of the Downtown Talmud Torah have been instituted in this branch which is under the close supervision of Kalman Bachrach, principal of the Downtown Talmud Torah.

YIDDISH SCHOOLS NEWS

The Annual Dinner of the Sholem Aleichem Folk Institute took place Sunday, December 13, at the Astor Hotel. The affair was well attended and Dr. Judah Pilch, Executive Vice-President of the American Association for Jewish Education, Dr. Philip Friedman, Director of the Jewish Teachers' Seminary and the Yiddish poet, Mr. A. Glantz Leyeles participated in the program.

The Annual Conference of the New York Workmen's Circle Schools will take place the 23rd and 24th of January. Mr. Joseph Mlotek, Executive Secretary of the New York Central School Committee, and Mr. S. Yefroikin, Educational Director of the Workmen's Circle, will report on the year's activities. The Conference will be culminated at a Banquet on the 24th of January at the Hotel Woodstock.

The Sholem Aleichem Folk Institute announces the opening of two new schools: one in Valley Stream, L.I., which was organized with the help of Mrs. Laura Landers, Mrs. Miriam Gordon and Arnold Gurin; the second in Stuyvesant Town, where Mrs. Blanch Milbauer and Mrs. L. Feldman assisted by Mrs. Miller, were instrumental in establishing the school.

The Workmen's Circle has recently opened two new schools in New York City; - one in Inwood, with the assistance of Mrs. A. Feil and the other in Marble Hill, with the aid of R. Shafran, J. Maltz, G. Schneider and D. Bendenks. Both schools are increasing in enrollment.

NEWS OF SCHOOLS AND SCHOOL GROUPS

JEWISH FOLK SCHOOLS OF NEW YORK

An important development in the intensification of the educational program of the Jewish Folk Schools was the opening of a Kindergarten class last September as the foundation for a second unit of the Kinnereth Day School, which will operate in the Bronx.

A site has been purchased in the Brighton Beach area for the establishment of a new Day School, to be conducted under the auspices of the David Pinski Folkshul. This effort is being supported by the National Arbeiter Farband, the Paoli Zion group, the Pioneer Women and the New York School Committee of the Labor Zionist movement.

At the David Pinski Folkshul in Brooklyn, the hours of instruction for the upper classes were increased to two hours daily.

ASSOCIATED UNITED SYNAGOGUE SCHOOLS IN QUEENS IMPLEMENT HIGHER EDUCATIONAL STANDARDS

Improving the educational standards of schools affiliated with the AUSSQ, was discussed at the last meeting of the Association's Board of Directors held December 9th, 1953. The discussion highlighted the following significant developments:

The Sunday School as a separate unit has been eliminated in all of the AUSSQ schools. In its stead there exists a Primary Department of the Hebrew School which meets one day a week and is open only to students up to the age of 8. Most schools have less than 100 students in the Primary Department. This is true even in schools which have as many as five to seven hundred students in the regular week-day school.

In the area of personnel, 15 new licensed principals and teachers have been engaged by the AUSSQ schools. Personnel records indicate that all AUSSQ schools are engaging only qualified teachers licensed by the Board of License for Hebrew Teachers and Principals.

In line with a resolution adopted last year, all affiliated schools are adhering to the

maximum admission age of 9 years for the week-day Hebrew School. This has had the general effect of increasing school enrollment and bringing in pupils of ages 7 and 8 into the beginners' classes of the Hebrew School.

NEW JUNIOR HEBREW HIGH SCHOOL CLASSES FORMED

A Junior Hebrew High School class has been formed in Lower Manhattan. This latest addition to the chain of Junior Hebrew High Schools was organized to encourage students who have too far to travel to establish Hebrew high schools. The moving spirits behind the schools are: Miss Frances Spitzer of the Jewish Settlement House of the East Side, Rabbi Max Raiskin of the East Side Hebrew Institute, Rabbi Seymour Nulman of the Rabbi Jacob David Hebrew School; Mrs. S. Hiatt of the Talmud Torah of the Emanuel Brotherhood, and Mr. Harry Woll, JEC consultant for the area.

Only graduates of a recognized elementary Hebrew school will be admitted. The students meet three times a week for sessions lasting one hour and a half. (The time of study will eventually be increased to at least seven hours a week). The subjects taught are Humash, Neviim and Hebrew. The pupils will pay the same tuition fees they have been paying heretofore.

Rabbi Max Raiskin, Principal of the East Side Hebrew Institute, where the class meets, has generously volunteered his services as teacher.

A similar class was organized at the Cong. B'nai Isaac, in the Bensonhurst-Mapleton area, which consists of graduates from this school as well as those of neighboring Temple Beth El. The 12 students now enrolled will be augmented by pupils from other elementary Hebrew schools in the immediate neighborhood. Rabbi P. Singer of Cong. B'nai Isaac has volunteered to teach the class, which is under the supervision of Mr. Harry Woll, JEC consultant for this area.

REPORT ON TENTATIVE FINDINGS OF JEWISH EDUCATION SURVEY

by Israel S. Chipkin

On November 15, 1953, a summary report of tentative findings to date of the Jewish Education Survey was presented by Dr. Jacob Greenberg, chairman of the Advisory Committee of Technical Consultants at an all-day meeting of the Advisory Board of Communal Leaders presided over by its chairman, Judge Maximilian Moss. To this meeting were also invited the members of the Technical Consultants committee, members of the JEC Board and contributors to the Survey Fund.

Between the two business sessions of this meeting, a luncheon was tendered to the Advisory Committee of Technical Consultants to express appreciation of their valuable and voluntary services rendered to the Survey staff in the supervision of its standards and methods. This occasion was also used to honor Dr. Jacob Greenberg, its chairman, upon his elevation to the position of Deputy Superintendent of the Public Schools of New York City. Judge Henry Clay Greenberg presided at the luncheon. The speakers included Mr. Saul Lance, President of the JEC; Judge Maximilian Moss, Mr. Leo J. Goldberger, Dr. Irving Lorge of Teachers College, Columbia and Dr. Jacob Greenberg.

Following the report by Dr. Greenberg at the morning session, a discussion began which was continued at the afternoon session. Many questions were asked and recommendations were made. The major recommendations for the present emphasized the need for ongoing research in the form of post-survey studies not included in the current survey because of limited schedule and limited funds. The speakers felt the need for more information concerning many aspects of Jewish school work, especially the qualitative, and concerning the attitude of youth and adults towards this work.

Below is an abbreviated list of the tentative findings derived to date from the current Jewish Education Survey in New York City, as reported by Dr. Greenberg.

1. No survey of Jewish education has been made in New York City since 1936, although previously such a survey had been made every ten years or less. The present survey began in the school year 1951-52.

2. The 1936 Survey led to the founding of the Jewish Education Committee and since that time a wider community program of Jewish educational activities has been instituted. This program includes greater coordination of school activities, higher standards of supervision, content and method.

3. Two very striking communal developments took place since 1939 through the Jewish Education Committee. They are (1) the geographical extension of its program of activities to include the three suburban counties, Westchester, Nassau and Suffolk, in keeping with the extended services of Federation, of which it is an affiliate, and (2) the extension of the special services and encouragement to the several ideological groups in the city in order to help them to improve the educational standards of their respective schools.

4. The Jewish child population of school age has fallen and risen since 1935 together with the fall and rise in the general birth rate since that date. In 1951-52, the estimate of Jewish child population for the five boroughs was about 270,000 as compared with 288,000 in 1935. But so far as the extended services of the Jewish Education Committee is concerned, they must now include also the 31,000 Jewish children located in the three suburban counties. This is the first time an attempt has been made to study the Jewish child population in this new area to which many of the Jewish families have moved from the city.

5. Changes have taken place in the relative distribution of the Jewish child population among the boroughs. For example, in 1935, only 5% of the Jewish children were to be found in Queens. In 1951-52, it was 14%.

The percentages dropped in all the other boroughs except Manhattan.

6. 94% of the Jewish child population of school age in this city attended public or general (private) schools in 1951-52. 6% attended the all-day Jewish schools. (In 1935 the latter figure was about 1.5%).

7. There has been an increase in the proportion of Jewish children attending a communally recognized Jewish school. In 1935 that percentage for the city was about 21%. In 1951-52 it was about 28% (75,000 pupils). If we examine the individual boroughs, we find that the Jewish schools in Queens reach as much as 34% of the Jewish child population but in the Bronx only as much as 20%.

The percentage reached in the individual public schools districts is sometimes very much lower. This may point to the fact that these districts need more intensive enrollment effort or more Jewish schools. On the other hand, the Jewish schools in the suburban counties reached as much as 49% (15,000 pupils) of the Jewish child population.

Incidentally, it was found that of all methods used to reach unenrolled pupils, the most effective method reported is that of person-to-person appeal, usually child to child, parent to parent, or neighbor to neighbor.

8. The above percentages report the enrollment facts for the year 1951-52. They do not tell us what percentage of Jewish children of school age attend a Jewish school some time during their elementary school careers. Our age-grade tables show us that most pupils stay for about two years. These facts would lead the experts to estimate that between 80% to 85% of the Jewish child population do attend a Jewish school some time during their span of school years. This estimate compares with an estimate of 70% in 1936. *These facts point to the need to help Jewish schools hold their pupils for a greater number of years.*

9. The Jewish school system (religious-cultural in character) in New York City and environs consists primarily of three types of schools. They are the one-day-a-week school

(Sunday), the afternoon weekday school (Talmud Torah or congregational school) which meets after public school hours, and the all-day school (most frequently referred to as Yeshivah) which meets during public school hours.

All three types of schools are conducted under the auspices of the Orthodox and the Conservative groups. One-day-a-week and weekday schools are also conducted by the Reform group but not the all-day school. Most all-day schools are conducted by the Orthodox.

10. There are 532 Jewish schools units with a total enrollment of 75,000 pupils in the five boroughs. There are 73 school units with a total enrollment of 15,000 in the three suburban counties. Total - 605 school units and 90,000 pupils.

There are over 3,900 teaching positions involved in the teaching of all these pupils.

11. As compared with 1935, there have been changes in the relative distribution of pupils in the three types of schools. The relative proportion of pupils in the weekday schools dropped from about 71.5% in 1935 to 52.9% in 1951-52. While the relative proportion in the all-day school rose from 7.2% in 1935 to 19.6% in 1951-52, the relative proportion in the one-day-a-week school dropped from 21.2% in 1935 to 16.3% in 1951-52. To the latter, however, should be added another 11.2% attending Released Time Classes only. (The last two figures together would equal 27.5%).

The greatest changes, therefore, are the drop in the weekday schools and the rise in the all-day schools.

12. As for secondary Jewish classes, their number and enrollment have increased since 1935. Whereas in that year, over 4% of the total enrollment (elementary and high school) were to be found in the high school classes, in 1951-52 that figure rose to 7%. This means that in 1951-52, there were two pupils instead of one attending Jewish high school classes for every 24 pupils attending elementary schools.

On the other hand, the relative number of teen-agers attending a Jewish high school

class is still very low. Of the estimated 78,000 Jewish adolescents attending high schools in the five boroughs, only about 3.4% (2,625) attend a Jewish high school class (weekday or one-day-a-week). To this figure should be added the 3,173 pupils attending non-public high schools.

13. So far as costs are concerned, it is estimated that in 1951-52, the Jews of New York City and its suburban areas were spending an aggregate sum of over \$13,000,000 for their religious, elementary and high school classes. Of this sum, the all-day schools spent close to 50%, the weekday afternoon schools spent about 45%, and the one-day-a-week schools spent close to 5%.

The estimated per pupil cost per year for each of these types of schools is about \$36 for the one-day-a-week school, about \$111 for the afternoon weekday school and nearly \$359 for the all-day school.

About 67% of all expenditures goes for instructional salaries. That percentage is higher in congregational schools and lower in the others depending upon overhead and fundraising costs for the particular schools.

14. So far as income is concerned, it is estimated that about 44% of the aggregate sum expended came from parents, especially through some form of tuition fees. This percentage varies with the type of school. In the case of the schools which reported the facts, about 5% of their income is from central agencies. The rest comes from local congregational support or local institutional fundraising activities. (If all schools were to receive about 5% of their income from a central agency, the requirement would be about \$600,000 a year. Actually the community did distribute about 25% of this sum to individual schools and would probably distribute more if it had more.)

15. As for the rate of tuition fees paid by parents, they range from 50¢ to \$20 per child *per month*, within the several types of schools. In terms of income received, however, the schools report the following rates *per child per year*: For the one-day-a-week school - \$20.28; for the afternoon weekday school - \$47.07; for the all-day school -

\$137.51. (These figures are for paying children and do not include free cases.)

16. As for free cases supported by the several types of schools, the reported facts are as follows: In the one-day-a-week school, the figure is about 29.5%; in the congregational weekday school, it is 7%, in the non-congregational weekday school, it is about 12%; in the Yiddish school, it is about 8% and in the all-day school, it is over 11%.

17. The above fiscal facts are based on data received from as many as 205 schools in some cases, whose total enrollment amounts to 31,000. This seems to be the largest quantity of data concerning fiscal facts ever obtained in a Survey of Jewish education in New York City. The efforts to obtain them were prodigious and for statistical purposes relatively adequate. Yet, regret must be expressed that more schools did not supply the information sought. A continuing effort should be made to obtain such information annually from all schools.

PEDAGOGIC CONFERENCE

(continued from p. 1)

sion will be devoted to a full discussion of the presentations of the opening session. After that the group will break up into three concurrent Seminars which will deal with methodology and approach in teaching Jewish history and the Jewish community at different grade levels. Mr. Edward Nudelman and Dr. Zalman Slesinger of the American Association for Jewish Education will serve as resource leaders for the Seminar Sessions.

The third and concluding session will take place Sunday evening, February 14th and will be devoted to a presentation of projects and programs for observing the Tercentenary during the school year 1954-55. This session will be preceded by a showing of films and filmstrips that can be used in the teaching of American Jewish life. The Planning Committee is preparing various materials that will be distributed at the Conference in order to guide both the teacher and the school in teaching the history of the American Jewish community.

PARENT EDUCATION NOTES

Presidents' Conference: A Presidents' Conference was held at the JEC on December 17th, attended by P.T.A. presidents, program chairmen, and members of the Executive Board of the U.P.T.A. Guest speakers were Jacob Stein, chairman of Friends of the Jewish Theatre for Children, who discussed methods of raising funds and acquiring members for that project, and Rabbi Isaac Trainin of Federation, who spoke on the JEC-Federation Dinner. U.P.T.A. co-chairmen for the Dinner, which is to be held at the Commodore Hotel on January 13th, are Morris Siegal and Mrs. Murray Wollan.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Hanukkah Workshops: Twelve workshops on "Hanukkah in the Home" were held under the auspices of the U.P.T.A., to acquaint parents with customs and ceremonies associated with the holidays. Each workshop had a display of books, ceremonial objects, Menorahs, dreidels, candles from Israel, and other useful items for making Hanukkah attractive in the home.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Jewish Book Month: Ten P.T.A.s arranged Book Fairs during Jewish Book Month, which was celebrated from October 30th through November 30th. Stalls were arranged with books for children and adults, as well as Hanukkah material. This project emphasized the value of Jewish books.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Hanukkah Pamphlet: A Hanukkah pamphlet was published under the auspices of the United Parent-Teachers Association of Jewish Schools. Augusta Saretsky, Parent Education consultant, and Mrs. Stanley Simon, program chairman for the U.P.T.A. were responsible for this pamphlet. 1500 copies were distributed. The comments from professional and lay people were very complimentary, since the pamphlet contained material which the parents and teachers found helpful. Many public school teachers used this pamphlet for teaching the story of Hanukkah in their classes.

New Parents' Groups Organized: A Parents' Council has been organized in the new Junior Hebrew High School conducted by the Bronx United Hebrew Schools. One of the first projects which the parents have undertaken is to organize a mobile library, which will consist of reference books, as well as Hebrew and English books, suitable for the teen-ager. The parents will be responsible for the purchase, the cataloguing, as well as transmitting the books to the four branches in which the classes of the Bronx Junior High School meet. The members of the Executive Board of the Council are: Mrs. Louis Hacker and Mrs. Alex Greenberg of Mosholu Jewish Center; Mrs. Gordon Berry of Nathan Strauss Jewish Center; Mrs. Morris Pearl of Mt. Eden Jewish Center; Mr. L. Schein of University Heights Jewish Center; Mrs. Jacob Zauderer of Kingsbridge Heights Jewish Center; Mrs. Murray Haber and Mrs. Ruth Levine of Highbridge Jewish Center.

A similar Parents Council was organized in the Mapleton-Bensonhurst district. Its function is to arrange a series of seminars on home-school and parent-child relationships, and to undertake a number of extra-curricular activities. The first project is a theatre party for the students on February 7th to see "To Wake the King", presented by the Jewish Theatre for Children. The Executive Committee consists of: Mrs. Dora Cohen, Mapleton Park Hebrew Institute; Mrs. Sally Hymowitz, Temple Beth El; Mrs. Belle Gantinerk, Temple Beth El; Mrs. Sylvia Rubinstein, B'nai Issac; Mrs. Helen Savitsky, Yeshivah of Bensonhurst; and Mrs. Shirley Antoky, Yeshivah Mogen David. Both groups are under the guidance of Augusta Saretsky, Parent Education consultant.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Executive Board Meetings: U.P.T.A. of Jewish Schools has initiated an interesting idea. Half an hour before the meeting of the Executive Board, the members will have an opportunity to discuss new publications, relating to parent-child development. Suitable books are being purchased and borrowed and will be distributed to the members of the Executive Board for reading and discussion.

NEW JEC SERVICE-LOANS TO SCHOOLS

During the past two years, a number of Yeshivahs and congregational schools have inaugurated extensive alterations of their school buildings to accommodate a larger enrollment. In most of these instances, the schools or the congregations were able to raise a goodly part of the money to cover these major alterations. In some cases, however, the schools required an additional sum of money in order to complete the alteration jobs.

As the funds available for grants to schools to help them cover part of the cost of repairs were inadequate, the Board, after many months of deliberations, decided to borrow a sum of money from one of its endowments to set up a Loan to Schools Fund. A Committee, consisting of Harold Jacobs, Chairman, Jacob H. Cohen, Stephen Klein, Aaron J. Simon, and Sol Tekulsky, and as ex-officio members, Saul Lance, Dr. Azriel Eisenberg, and J.M. Horden, was appointed to develop the necessary procedures for extending loans to schools, receive and process application, and make their recommendations to the Board.

The Committee adopted as its policy the following procedures: A loan will be granted to a school to assist in completing its financing of a major alteration job. Such loan will be granted for a period of one to five years, to be repaid in monthly installments. This loan will be secured by collateral notes, and the payment of the loan will be guaranteed by 10 rated officers and members of the school.

To date, the Committee has approved loans to three schools and is at present processing applications from eleven additional schools.

Information with regard to loans to schools can be obtained from J.M. Horden.

SAAD TEACHERS WELFARE FUND

A few days ago, a veteran teacher called on the telephone from a sick bed and asked for immediate assistance to cover medical service and food for himself and for his wife. They have no children or relatives. This

person required an emergency grant, and SAAD made such a grant to him.

SAAD is the welfare fund from which teachers on the staffs of schools which are affiliated with SAAD can obtain aid.

SAAD can be of service to teachers only to the extent that schools participate by contributing to its fund. All schools are urged to send in their contributions (\$1.00 per pupil per year), so that SAAD can continue to make annual grants to a number of teachers for whom they have undertaken this obligation, as well as emergency situations of a character such as was mentioned above.

Please send checks to SAAD, 1776 Broadway, N.Y.C. For further information, please call J.M. Horden at Circle 5-8200.

HIP FOR HEBREW PRINCIPALS ASSN

Thanks to the sponsorship of the JEC and its technical assistance, it is now possible for every member of the Hebrew Principals Association to avail himself and his family of the benefits of HIP (Health Insurance Plan). It is hoped that in the not too distant future the Boards of the schools will be induced to share the cost of this insurance with their principals. In the meantime each member is to pay the entire premium on his own through the offices of the Association. Members of the Principals' Association who are not as yet members of HIP should contact Mr. Harry Woll, executive secretary.

SOCIAL SECURITY

We have been informed that the following schools also have adopted Social Security, and should be added to the list of schools which we printed in the November 1953 issue of the JEC Bulletin: Yeshiva Rabbi Moses Soloveichik, 560 West 185th Street, New York 33, N.Y.; J. Dineson Folk School, 1591 Watson Avenue, Bronx, N.Y.; J.L. Peretz Folk School, 1017 Clarkson Avenue, Brooklyn, N.Y.; Mendele Folk School, 267 Utica Avenue, Brooklyn, N.Y.; D. Pinski Folk School, 1555 Boston Road, Bronx, N.Y.; D. Pinski Folk School, 3149 Coney Island Avenue, Brooklyn, N.Y.; Hebrew Institute of University Heights, 1835 University Ave.,

JEWISH THEATRE FOR CHILDREN SERVES AS LAB FOR TEACHERS

Arrangements have just been concluded to use the Jewish Theatre for Children as a laboratory in conjunction with the JEC in-service course "Dramatics in the Classroom."

This course meets every Friday from 12 to 1 and develops dramatic techniques for use by the classroom teacher in teaching Bible, Hebrew, Jewish history, prayers, etc. Since many students in the course must prepare assembly productions in connection with holiday celebrations, they are in need of technical theatre knowledge.

To meet this need, students of the in-service course are being invited to attend rehearsals of the theatre's current production, "To Wake the King." They are encouraged to observe the technical aspects and inner workings of the production: the building and painting of scenery, the construction and fitting of costumes, the problems of stage lighting, the application of makeup, the techniques involved in directing such a production, etc. Part of each subsequent session of the course is then devoted to a discussion of the previous rehearsal. The instructor of the course is Samuel J. Citron, director of the School Dramatics Department and of the Jewish Theatre for Children.

TO WAKE THE KING

(continued from p. 1)

The enthusiastic school response is due to the fact that "To Wake the King" promises to be the outstanding production in the Jewish Theatre for Children's eight years of existence. Some of the finest artists in the theatre world have cooperated to assure the excellence of the production.

"To Wake the King" was written by Samuel J. Citron, founder and director of the Theatre. The musical score is by Harry Coopersmith, director of the music department of the JEC. Settings are by Mordecai Gorelik, well-known Broadway scenic designer whose successes have included "All my Sons," "Men in White," "Golden Boy,"

and many others on Broadway and in Hollywood.

The costumes for the production are by Ballou, who comes to New York from the Goodman Theatre in Chicago. They feature colorful woodsprites and devils, dwarfs, an old witch, and the King of the Devils himself. The production includes two complete ballets choreographed by Alan Banks, as well as a great deal of incidental dancing and music. The conductor for the production is Reuben Kossakoff.

By no means the least important members of the cast are a group of children who play the parts of dwarfs in the production, and represent various communities in the Metropolitan area.

The entire production is under the direction of Samuel J. Citron.

JEC-FEDERATION DINNER

(continued from p. 1)

E. Cohen, Nat Levine and Sol Tekulsky were co-chairmen. Other notables who participated in the dinner proceedings were Dr. David de Sola Pool, rabbi of the Spanish and Portuguese Synagogue of Manhattan; Milton Weill, President of Federation; and Saul J. Lance, President of the JEC. Joel Schneierman, son of the guest of honor, led in the Birkhat Ha-Mazon.

The affair signified a mighty demonstration of communal interest in Jewish education and exceeded in spirit and response the expression of city-wide approval evoked by the first annual dinner held just a year ago.

A JEC PUBLICATION

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מורה: היום It's . ליום ; It isn't

חלמיד: ליום No it isn't. It's

מורה: (כנראה לא הבין את מקור הטעות): ליום?

חלמיד: ליום יום שני. - Today

7. תלמידים לומדים להתאים מלים עבריות נפרדות למלים החדשות בספר

אל ישלה המורה את עצמו. יש שהחלמיד קורא בספר ומבאר, ונדמה למורה שהחלמיד מבין את הכל שהרי הבאור מדויק ונכון. אך דיה בחינה פשוטה להוכיח שהוא קורא מלים סתם בלי כל תפיסה, כונה ומושג דמיוני על החמר הנקרא. חוזר הוא רק על הפרושים ששמע מפי המורה. הוא מזווג מלים במלים, מלה ופרושה.

8. השיטה הדו-לשונית

"ילד". "I am going to tell you a story of a little

שוב פעם הרגל בלתי רצוי. סדר המלים בכל לשון שונה הוא. החלמיד מתרגל לבטוי "ילד a little", המלה little מקדימה את המלה ילד וכאשר הוא לומד את המלה "קטן" הוא אומר "קטן ילד". גם המורה מתבלבל בשיטה זו. הוא שוכח להשתמש במלים העבריות שכבר למד, הוא מתחיל לדבר בלשון מחשבתו.

יש לשים לב: אין המלה תכלית לעצמה בלמוד השפה כי אם אמצעי. שיטות כעין אלה שהזכרתי לעיל מקנים לתלמידים מושג מוטעה שכל לשון היא צרוף מלים בודדות ואם ירצה החלמיד להביע איזה רעיון עליו לצרף מלה במלה.

אמנם אין לבא לידי קיצוניות. לפעמים תרגום פשוט פותר ענין, לפעמים הסברה קצרה למפרע בלשון החלמידים מקילה על מהלך השעור - המורה בעל שכל הוא.

9. אין פיו פוסק מדבר

המורה הוא ראש המדברים. הוא מבאר את המלים החדשות, הוא קורא את הספור החדש, הוא שואל את השאלות, חוזר על כל חשובה וחשובה כמה פעמים, הוא מתרגם, הוא נותן פקודות, וכשמגיעה שעתו של תלמיד לקרוא, אף אז אינו נותן לו לקרא סעיף שלם, אלא מפסיקו אחרי כל בטוי ומשפט להוכיח שהחלמיד מבין כל מלה. הוא מתיגע ומיגע את החלמידים.

לא היה בדעתי להקיף את כל הטעויות בהוראת הלשון ובטח לא אמרתי לפחור את כל הבעיות שישנן בהוראת הלשון. דברים אלה כתבתי מנסיונותי אני.

עוד אזהרה - יתרחק המורה ממשחקים חדגוניים.

4. השעור שהוא למעלה מכתות התלמידים.

המורה נוטה להתאים את ההוראה למעולים בכתה. הוא עובר על החמר במהירות ורוב התלמידים אינם תופשים את הענין. המורה אינו עומד על המצב ולפעמים גם מעלים עין מן העובדה.

כלל אחד ידע המורה - התלמיד אשר אינו מבין את הנלמד ילך הלך ורע. על המורה להזהר, לבדוק את המצב בכל רגע, לדעת כמה מן התלמידים מפגרים. על המורה לסדר עזרה פרטית למפגרים, ואם אין למורה פנאי במשך השעור, יעזרו התלמידים הטובים למפגרים. מנסיונותי למדתי ששחוף עבודה מעין זה משפיע לטובה גם על התלמיד הטוב וגם על התלמיד הזקוק לעזרה. העזרה הזאת לא תפגע בכבוד המפגר. אדרבה יבקש עזרה בעצמו אחרי זמן מה. מובן מאליו שעל המורה להודות לתלמיד העוזר, להלל אותו כאשר הוא מצליח בהוראתו, לברך את המפגר בהצלחתו.

5. מלים, מלים, מלים

אין להתעלם מן העובדה שבבית-ספר שחלמידיו צריכים לרכוש להם לשון חדשה עלולה המלוליות להמצא, אבל יעמוד המורה על המשמר. אל יעשה פרוש מלים בודדות ושנונן לעיקר השעור. שנון זה של מלים בודדות דבר מכני הוא ויבש ומטיל שעמום על התלמידים.

(א) ישחמש המורה במשפטים שלמים בכי המוקדם.

(ב) יתן את הפקודות בעברית. לא יאמר: לוח Go to the

(ג) ישחמש בבטויים וניבים ההולכים וחוזרים בכתה בקביעות. לא פעם ישבתי בכתה והמורה חזרה על המספרים עד עשרה. אך גמרה את החזרה והנה שמעתי מפיה: Open your books to page 5; מורים מלמדים את המלים "יודע", "מבין" ושואלים: "Who doesn't know the story?" "Who doesn't understand?"

(ד) ינחשו התלמידים את מובן המלים החדשות במשפט שהמורה חבר.

(ה) ימצאו התלמידים את המלים החדשות בספר אחרי שנון מה ויקראו את המשפט.

6. שיטת החרגום

(א) התלמידים לומדים לזווג ולהתאים מלים אנגליות למלים עבריות. מהן החוצאות של שיטה כזו? ישבתי בכתה אחת ומורה למד את הניבים לימי השבוע.

מורה: How do you say Thursday? תלמיד: יום חמשי

מורה: How do you say Sabbath? תלמיד: יום שבת

ב) חסר סדר הגיוני במהלך השעור

אין המורה עורך את השאלות, את התרגילים, את הפעולות במחשבה, אלא הכל נעשה לפי מצב רוחו של המורה בשעת השעור.

ג) חסר כוון הזמן

אין המורה קובע את מדת השעור, והנה הפעמון מצלצל והמורה עומד באמצע דבריו. התלמידים מתחילים לארוז את הספרים. השעור נגמר בערבוביה.

3. חדגוניות

אוחה הגישה, אותה השיטה מדי יום ביומו. התלמידים משתעממים ומתחילים להפריע. באילו אמצעים ישתמש המורה למשוך את לב הילד?

א) שאלות מענינות

ישנן שני מיני שאלות. (1) שאלות שתשובותיהן הנן בקטע הנלמד עצמו. (2) שאלות שמגמתן לעורר את מחשבות התלמידים והשערותיהם על יסוד מה שלמדו.

המורה הטוב הוא המורה היודע לשאול באופן הגיוני, המסדר את השאלות במחשבה תחילה.

ב) מכשירים ראיקוליים כגון תמונות, לוחות, צלומים, גלישים (slides), סרטונים, סרטים, תקליטים וכו', אבל יש להזהר:

אל ישתמש בתמונות וצלומים קטנים שקשה לראותם מקצות החדר.

אל ישתמש בלוחות שאותיותיהם קטנות ואין רווח בין מלה ומלה, שורה ושורה.

אל ישתמש במכשירים ממין אחד בכל שעור.

אל ירבה במכשירים ממינים רבים בשעור אחד.

ג) ציור, כיור, גזירה, המחזה, רקוד

ד) משחקים

אין ספק שהמשחק הוא אמצעי טוב לענין את התלמידים בשעורים. המורה היודע להשתמש במשחקים במקום תרגילים יבשים ימצא בהם עזר רב לשנון וחזרה, אבל סכנה גדולה קשורה ברבוי המשחקים. ראשונה נעשים המשחקים לעיקר בעיני התלמידים ומי לא שמע את הקטטות והצעקות בשעת המשחקים האלה? שנית, מהבלבלים התלמידים מרבוי משחקים.

טעויות עיקריות בהוראת הלשון

פאת חמדה רובי

מהן הטעויות העיקריות שבהן נתקל המורה בהוראת הלשון?

1. חסר מטרות מסוימות לכל שיעור

לא אחת היתה לי ההזדמנות להקשיב לשעור אשר למראית עין היה שיעור מוצלח, משמעת יפה, יחס יפה ללמודים, התלמידים מלאו את דרישות המורה, ובכל זאת ידעתי מראש שהמורה עלול להתאכזב. התלמידים למדו מלים בודדות שהיו כתובות על הלוח, התאמנו לזווגן עם התרגום האנגלי, אבל כאשר פתחו את הספרים לקריאה לא קראו יפה ולא הבינו את החמר לקריאה.

נגשתי אל המורה בסוף השעור ושאלתי אותו: "מה היו המטרות שלך בשעור זה?"

"ללמוד עמוד 20 בספר".

"יפה, אבל מה רצית להקנות לתלמידים בשעור זה? להכשירם להבין את המלים הבודדות החדשות, לתרגמן, להשתמש בהן במשפטים, להבין את הספור שקראו, לספר את הספור? להמחיש?"

פני המורה העידו בו שלא התעמק בשאלות אלה. אחרי שיחה קלה נחברר למורה מדוע לא הצליח. פשוט, לא אמנ את התלמידים למטרה, דהיינו - לקרוא את הספור ולהבינו.

2. חסר תכנית מוכנה מראש

בלי מטרות מסוימות אי אפשר להתכונן יפה לשעור. כל מורה מודה בצורך הכנה אבל לרב מתרשלים לשבח ולעבד תכנית למפרע. חולשה זו גוררת אחריה סריה של שגיאות.

(א) חסר הנמקה

על המורה לעורר את הסקרנות של החלמיד ואת החשק ללמוד על ידי תמונה יפה, שאלה מענינת ועיקרית, אגדה יפה, משחק קסן וכו'.

"הבה נלמד את המלים האלה כדי שנוכל לשחק משחק יפה".

"נלמד את המשפטים האלה ונוכל לקרא את הספור עד הסוף".

"נלמד את הספורים האלה כדי שנוכל לסדר מחזה להורים".

סובן מאליו שהחלמידים יגיבו על הנסקות כאלה. אין בדעתי לאמר שכל שיעור זקוק להנמקה חזקה. יש הנסקות ההולכות ועוברות משעור לשעור, אבל על המורה להכיר ביתרונות של הנמקה ובנחיצותה.

WORLD OVER ESSAY CONTEST For Boys and Girls

A Tercentenary essay contest, sponsored by WORLD OVER in cooperation with the American Jewish Tercentenary, is now under way. The Board of Judges includes such prominent personalities as professors Salo W. Baron, Oscar Handlin, Ludwig Lewisohn and Mr. Ralph Samuel.

Based on the theme, "My Place in My Community," the contest is open to all WORLD OVER readers and their friends between the ages of 9 and 14. The contest will end some time in the Spring of 1954 and names of the winner will be announced before the close of WORLD OVER's publishing year, May 14, 1954. All entries must be no longer than 1200 words. The essays submitted become the property of WORLD OVER.

Essays may include material on Jewish history of the community in which the contestant lives, the people who helped it grow and the role the contestant hopes to achieve in his community as an American and a Jew.

Three prize-winning essayists will each receive a medal to be provided by the American Jewish Tercentenary. In addition, ten honorable mention certificates will be awarded. Decision of the judges will be final.

Entries should be addressed to ESSAY CONTEST, WORLD OVER, 1776 Broadway, New York 19, New York. Complete details may be obtained at the same address.

HISTORICAL ESSAY CONTEST

The American Jewish Historical Society is offering three awards of \$500, \$300, and \$200 as first, second and third prizes respectively, in cash or in scholarships for the best essays in the field of American Jewish History. The contest is open to students of recognized schools of higher learning, graduate or under-graduate. Essays not exceeding 10,000 words must be submitted on or before September 1, 1954. This essay contest is being conducted in observance of the American Jewish Tercentenary. For further information, write to the American Jewish Historical Society, 3080 Broadway, New York 27, N.Y.

CORRECTION

In the November 1953 issue of the JEC Bulletin, the name of the Secretary of the Principals' Council, Bronx United Hebrew Schools, was incorrectly stated. Mr. Benjamin Weinglass, principal of the Hebrew Institute of University Heights, is secretary of this group.

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