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Jewish Education Survey, Cleveland, Ohio, 1952-1953.

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# THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

SUCCESSOR TO THE JEWISH COMMUNITY COUNCIL and THE JEWISH WELFARE FEDERATION

1001 HURON ROAD • CLEVELAND 15, OHIO • TOWER 1-4360

Dear Rabbi Silver:

Enclosed are minutes of the July 1 meeting of our Jewish Education Study Committee, at which Dr Judah Pilch presented a complete description of the forthcoming national survey of Jewish education.

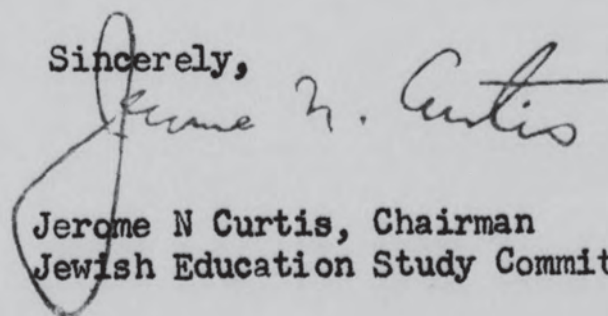
It is now necessary for our Committee to decide whether it wishes to recommend to the Social Agency Committee and the Board of Trustees of the Jewish Community Federation that Cleveland accept the invitation to serve as a pilot city for the survey. Time has become a factor, since decisions by the Jewish Community Federation and the congregations ought to be made without undue delay.

I am therefore calling a meeting of the full Jewish Education Study Committee for noon, July 16, at the offices of the Jewish Community Federation. The offices are air conditioned and lunch will be provided for those who wish it. (Please make the proper notation on the enclosed card.) Lunch will be served at noon and the meeting will begin at 12:45 p.m.

The action our committee taken on July 16 will be by far our most vital decision up to this time since recommending participation in the survey will obviously entail asking the Board of Trustees to increase greatly the scope of our mandate.

I therefore urge you to make every effort to attend the meeting despite the hot weather in order that you may participate in a decision that will undoubtedly have great significance for our community.

Sincerely,



Jerome N Curtis, Chairman  
Jewish Education Study Committee

July 8, 1952



M I N U T E S

Meeting of the Jewish Education Study Committee, July 1, 1952,  
8:30 p.m. at Park Synagogue

PRESENT: Committee Members: Jerome N Curtis, Chairman; Morris Berick, Mrs Sigmund Braverman, Rabbi B R Brickner, Rabbi Armond E Cohen, Rabbi N W Dessler, Gabriel Feigenbaum, Mrs Moses Garber, Albert Goodman, Mrs Leo Greenberger, Bernard Levitin, Leonard Ratner, Ezra Z Shapiro, Irving Stone, Dr Henry Soille and L W Neumark.

Congregational Representatives: Sylvan Ginsburgh, Leo Greenberger, Mrs Sophie Herman, Rabbi Jack Herman, Mrs Benjamin B Levy, Leo Markowitz, Rabbi Earl Stone, Irving Taslitt, Eugene Klein, Dr Ben Tapper.

Guests: Dr Judah Pilch, Mrs B R Brickner, Asher Rabinsky, Max Kohrman, Mrs A E Cohen

Staff: H I Barron, David Rabinovitz, Henry L Zucker, and Sidney Z Vincent, Secretary.

Mr Curtis opened the meeting by welcoming the representatives of the various congregations and other guests. He stated that the meeting was an informal one and that there was no intention to arrive at decisions on the matter to be presented. He then traced the recent history of the Jewish Education Study Committee, pointing out that its mandate as defined by the Board of Trustees was limited to a study of the fiscal and administrative aspects of the communally supported schools, but that the Committee during the course of its study had considered the need to ask for an expansion of the mandate to include an evaluation of the effectiveness of the educational work being conducted by the various schools. The secretary of the Committee had met with Dr Judah Pilch, Executive Director of the American Association for Jewish Education, and had explored the possibility of the AAJE's conducting such a survey of the communal schools. At that time Dr Pilch suggested the possibility of Cleveland's participating in a far more extensive project - a national survey of Jewish education to be launched in the Fall by the AAJE under the direction of Dr Oscar Janowsky. Cleveland, Dr Pilch suggested, might want to consider serving as a pilot city for intensive study during such a survey.

The secretary reported this invitation to the Steering Committee which discussed the matter thoroughly during two meetings and, although much interest was expressed in accepting the invitation of the AAJE, so many questions arose during the discussion that it was felt advisable to invite Dr Pilch to come to Cleveland to describe the survey and to answer questions. It was further felt by the Committee that since congregations as well as communal schools would be involved if the invitation were accepted, representatives of congregations with school systems should be invited to the meeting.

At the chairman's suggestion, Mr Vincent then read the correspondence that had passed between the committee and Dr Pilch leading up to the invitation to serve as a pilot city. Mr Curtis then introduced the guest speaker and asked



him to describe the proposed national study after expressing his hope that all those present would feel free to raise questions with Dr Pilch after the presentation.

### MOTIVATION FOR THE NATIONAL SURVEY

Dr Pilch began his presentation by addressing himself to the question of what had prompted the project. He stated that as a result of decades of Jewish education in America, we now possess a great deal of information about the quantitative aspects of Jewish education, but we are completely lacking in real information about the qualitative aspects. For example, much is known concerning the cost of Jewish education, and adequate data are available concerning the number of students and teachers involved. However, almost nothing is known concerning the effects of this education on the community, the child and the parent. Neither is there any clarity, he pointed out, as to which of the various types of Jewish education have proved effective or ineffective, nor is there any basis for judgment as to whether the curriculum is merely transplanted from the historic European pattern or is a valid instrument in the light of the needs of the American children.

Very little is known, he went on, concerning what has happened to graduates of Jewish schools as a result of their Jewish experiences. So little is known concerning the relationship of the Jewish school to society in general that when questions arise from communities asking for guidance as to best means of identification with Jewish life great difficulty is encountered in giving the desired counsel. In brief, Dr Pilch stated, what progress we have made is in terms of numbers, increased awareness of the need for Jewish education and improved administrative techniques; in terms of scholastic achievement, little progress has been made. There is universal agreement that education is the "ticket to the future"; the AAJE decided that if education were so vital and basic a tool, it was high time for a responsible and full-bodied survey of the field.

### THE PILOT STUDY

Mr Pilch then stated that it was clear that a complete study could never be made, and therefore it had been decided to conduct 4 or 5 pilot studies in key communities in the hope that the conclusions reached in these situations would be applicable to the country at large. He then listed the following types of investigations as constituting the basic elements of a pilot study:

1. Wide interviewing of graduates of all schools of the community with particular stress on discovering the extent of involvement of these graduates in adult Jewish life and their basic Jewish attitudes.
2. Suggestions on how curricula for the school of tomorrow shall be built, based in large measure upon determination of what school experiences had proved creative and lasting in their effects.
3. A survey of specific local educational problems with appropriate suggested solutions.
4. A study of attitudes of parents toward Jewish education.
5. An investigation of the effectiveness or ineffectiveness of the various subjects taught, including a determination of the grades at which



various material should be taught. Dr Pilch pointed out that there is as yet no experimental Jewish school in America, nor has there even been a single standard achievement test worked out.

6. A study of the relationship of school and community based upon careful historical research.
7. A detailed examination of such specific problems as finances, duplication of services, pre-school education, teacher training, etc., all put into proper historical background.

Dr Pilch then stated from the standpoint of the AAJE Cleveland is a highly desirable city to study because the community has already shown a desire to study its educational system and, in addition, is unusually well organized to undertake the various responsibilities that would be involved in such a study.

#### STRUCTURE OF THE STUDY

Dr Pilch stated that the Study will be conducted by an entity independent of the AAJE. This will be a commission of 150 people headed by Professor Oscar Janowsky, who will serve in a voluntary capacity. Also cooperating in the work will be a board of technicians composed of outstanding authorities in both the Jewish and non-Jewish field and a professional staff of four people - a statistician, a psychologist, a historian and an educator. All of these will be put at the services of the pilot community for whatever time would be required to conduct the survey.

In return the pilot community will be expected to furnish appropriate manpower. Specifically, a study committee would be organized with a number of sub-committees - on instruction, finances, curriculum, fiscal plants, etc. Dr. Pilch stressed the importance of local participation, emphasizing that without the deep involvement of laymen nothing significant could be accomplished. As lay committees became deeply involved in the work, he stated, recommendations would inevitably arise from this process of self-survey utilizing the resources of the national agency. He described the need for a wide corps of volunteers who would be trained in interviewing techniques, so necessary to the study. Finally, Dr Pilch stated, each of the pilot communities would be expected to contribute to the cost of the survey in what he believed to be a modest degree.

Dr Pilch said that all major elements conducting Jewish education in the pilot community would have to agree to participate in the study or else the AAJE could not undertake to make the survey. Dr Pilch concluded his remarks that the survey had no axes to grind, nor any preconceived ideas as to which of the various school systems were most effective. He was eager to bring the resources of his organization to Cleveland and to effect a partnership with local people in which a mutually helpful instrument could be forged.

#### QUESTION AND ANSWER PERIOD

An extensive period of questions and answers followed, which is digested in conversational form below.

Mr Curtis: Has the personnel of the Commission been named as yet?  
Answer: No.



Dr Garber: There is great value in the proposed survey but who undertakes the responsibility of gaining the cooperation of all the required members?

Answer: This is the responsibility of the community itself. In St Louis and a number of other places total cooperation has been achieved, although considerable doubt was expressed in advance as to the possibility of securing such cooperation.

Mr Curtis: Two questions will arise: (1) How objective will the study be? (This question necessarily involves the degree of representativeness of the contemplated Commission.) (2) Will the survey evaluate the success of various schools in terms of their own objectives or will it elaborate its own objectives as the basis for judgment?

Answer: (1) The Commission will have representation from all points of view in Jewish educational activity. (2) It will evaluate in terms of the stated objectives of various school systems.

Rabbi Cohen: The study fills a real need. However, is there not a great danger that local participation will make more difficult a true objectivity in the study since so many vested interests are involved?

Answer: No final answer can be given to this problem. Community participation is both desirable and necessary but the objectivity of the subject must obviously be safeguarded. One of the basic tasks facing the Commission will be to work out procedures that will fulfill both those objectives.

Mr Shapiro: The 1936 Jewish education survey resulted in evaluation and secured the total cooperation of the community. It is to be hoped the same type of cooperation can be secured this time.

Mr Neumark: If it is finally decided to study only communal institutions, would the AAJE help in such a limited study?

Answer: Yes. However, little of real value will result from such a limited survey since there is a need to study the entire educational picture if valid conclusions are to be reached.

Rabbi Brickner: The time is ripe for Cleveland to proceed without delay on this study. Cooperation can be secured. To what extent will adult education and informal education be involved in the study?

Answer: Prof. Janowsky is particularly interested in addressing himself to these fields. There is some unclarity as to whether a thorough job can be done in this highly important and related fields.

Mr Ginsburgh: Will the influence of the synagogue be studied?

Answer: Yes.

Mr Kohrman: This study would bridge the gap from the physical and administrative study to the more important total survey.

Mrs Brickner: What would the total cost of the survey be?

Answer: \$40,000 for the first year, a total of \$100,000 for the three years that it is expected the survey will take.



- Mr Curtis: When will the conclusions bearing upon Cleveland's particular problems be ready?
- Answer: It is expected by May of 1953. The survey, Dr Pilch pointed out, will begin as soon as possible after the High Holy Days and the school year should provide sufficient time for the Cleveland phase of the study. Dr Pilch also pointed out that the Bureau of Jewish Education would be studied and that the present study would be integrated within the larger framework.
- Mr Shapiro: How much will be expected by way of contribution from Cleveland?
- Answer: \$6,000 is expected which will pay some part of the salaries of the 4 technicians alluded to above. In addition, it is expected that Cleveland will furnish clerical help.
- Mrs Herman: Who would foot the bill for Cleveland?
- Answer (by Mr Curtis) The decision to enter the survey will have to be processed through the Educational Study Committee, the Social Agency Committee and the Board of Trustees of the Jewish Community Federation. Presumably if the decision is made within these groups to enter the survey community funds will be found. Congregations will not be expected to contribute.
- Mr Neumark: At what point will we get an answer to the question of whether our Jewish education dollar is well spent?
- Answer (by Mr Curtis) Facts will eventuate quickly from the survey that will provide a basis for this judgment.
- Mr Zucker: Will this study involve the various school systems in such a way that they will receive guidance in their own problems?
- Answer: The survey is primarily self-education and will provide this kind of involvement.
- Rabbi Brickner: In view of the general feeling that the survey is desirable, shall we arrive at a consensus?
- Answer (by Mr Curtis) This is a meeting of exploration and no consensus will be arrived at. It is hoped congregations will now explore this matter.
- Mr Goodman: Has any analogous study been made in the field of general education?
- Answer: The Methodists and Lutherans have each conducted a comparable study and one similar has also taken place in Pennsylvania.
- Rabbi Cohen: Although no one can make commitments at this meeting I have no reservations and wish no limitations. This precaution, however, should be observed: The 1936 study had little effect because the data on which the study was based were sharply challenged. Therefore, the methods of acquiring the data must be unchallengeably objective and accurate.

The Chairman concluded the meeting by expressing the gratitude of the entire group for the presentation made by Dr Pilch and for his willingness to come to Cleveland to answer questions on this vital matter.

The meeting adjourned at 10:45 p.m.

Respectfully submitted,

Sidney Z Vincent  
Secretary



# American Association for Jewish Education

החברה למען החינוך העברי באמריקה

1776 BROADWAY

NEW YORK 19, N. Y.

CIRCLE 6-4321



September 3, 1952

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Dr. Abba Hillel Silver  
The Temple  
East 105th St. at Ansel Road  
Cleveland 6, Ohio

Dear Dr. Silver:

I am writing to invite an expression of your views on an extremely vital matter relating to Jewish education.

In January of 1951, the First National Conference on Jewish Education was held in New York City under the sponsorship of the American Association for Jewish Education. More than 1,200 delegates representing national Jewish organizations as well as the organs of local communities resolved that an intensive, nation-wide study of Jewish education be undertaken in order to achieve "thorough and comprehensive knowledge and understanding of Jewish education throughout the country".

I have been invited to serve as chairman of a commission which is to supervise the study, and some preliminary work has been done in outlining objectives and procedures. However, I am most eager to have representative Jewish leaders share in determining the scope and range, as well as the aims and motivations of this very significant undertaking.

For this reason, I am addressing myself to you with the request that you help me with suggestions making towards a more efficient and meaningful execution of the project. I would especially urge you to let me have the benefit of your views on the following:

1. Why is a comprehensive study of Jewish education necessary?
2. What should be the aims and objectives of this study?
3. In the vast field of Jewish education, what specific areas or problems most urgently require study?

I want to thank you for your cooperation.

Sincerely yours,

*Oscar I. Janowsky*  
Oscar I. Janowsky  
Chairman



copy for Dr. Silver

AMERICAN ASSOCIATION FOR JEWISH EDUCATION

September 3, 1952

Dr. Maurice N. Eisendrath, President

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Dear Dr. Eisendrath:

I am writing to invite an expression of your views on an extremely vital matter relating to Jewish Education.

In January of 1951, the First National Conference on Jewish Education was held in New York City under the sponsorship of the American Association for Jewish Education. More than 1,200 delegates representing national Jewish organizations as well as the organs of local communities resolved that an intensive, nation-wide study of Jewish education be undertaken in order to achieve "thorough and comprehensive knowledge and understanding of the history, development, present conditions, effectiveness and status of Jewish education throughout the country."

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2. What should be the aims and objectives of this study?
3. In the vast field of Jewish education, what specific areas or problems most urgently require study?

I want to thank you for your cooperation.

Sincerely yours,  
s/ Oscar I. Janowsky  
Chairman





Rabbi Maurice N. Eisendrath, *PRESIDENT*

838 FIFTH AVENUE · NEW YORK 21, N.Y. · Regent 7-8200

September 5, 1952

Rabbi Abba Hillel Silver  
Tifereth Israel Congregation  
East 105 Street at Ansel Road  
Cleveland 6, Ohio

Dear Abba

It was good to have talked to you for just those few moments over the telephone, and I was glad to learn that you had at least had a pleast and, I am sure, stimulating summer even though it was not so restful as it should have been.

By an interesting coincidence, this morning's mail contains a letter dated September third from the American Association for Jewish Education which deals in a general and preliminary manner with the subject that you discussed with me. This gives us, it appears to me, open sesame to participate in some way in this undertaking. I would appreciate it deeply if you would let me have from you some concrete suggestions as to procedure in response to this communication, copy of which I am attaching hereto.

In the meantime I have asked Dr. Gamoran to provide me with whatever data he has concerning this enterprise.

Once more with fondest greetings for the New Year to Virginia and yourself from Rosa and myself I am

Most cordially

Maurice N. Eisendrath

mne/n  
enclosure



September 10, 1952

Dr. Maurice N. Eisendrath  
838 Fifth Avenue  
New York 21, New York

My dear Maurice:

Thank you for your kind letter of September 5th. I also received a letter from Mr. Janowsky similar to the one which he sent you. I assume that he has sent similar letters to others.

This survey which is projected by the American Association for Jewish Education aims to include also the religious schools of the Temples. As such, it will be a survey of religious education in American Reform Judaism. I do not know that such a survey is either necessary or timely, but assuming that it is, surely the Union and the Central Conference ought to have something to say about who is to make the survey and the conditions under which the survey is to be made, for undoubtedly the philosophy of Jewish education and the religious attitude of the surveyors will affect the conclusions. The survey will not concern itself merely with fact and figures, attendances, budgets, etc., but will study the end product of the various school systems and will evaluate them and draw conclusions. Such conclusions will, of course, be of very great significance, and the Reform bodies in the United States ought to enter with open eyes into such a survey and require that it be made in accordance with a procedure, staff and a supervision in which Reform Jewish elements will be adequately represented.

I understand that you have met with Mr. Janowsky since our conversation. I should be interested to know how the matter is developing. The Temple, which has been requested to enter into such a survey in Cleveland, which is to be one of the pilot cities, has postponed action until there has been a thorough investigation of the situation.

With all good wishes to you and yours for a very Happy New Year,  
I remain

Most cordially yours,

ABRAHAM HILFEL SILVER



# American Association for Jewish Education

החברה למען החינוך העברי באמריקה

1776 BROADWAY

NEW YORK 19, N. Y.

CIRCLE 6-4321



October 16, 1952

Dr. Abba Hillel Silver  
The Temple  
East 105th St. at Ansel  
Cleveland 6, Ohio

Dear Dr. Silver:

I am writing to invite your participation in a nationwide study of Jewish Education -- the first undertaking of its kind in the history of American Jewry.

The idea of a comprehensive study of Jewish education in the United States originated with the leadership of the American Association for Jewish Education. In January 1951, the first National Conference on Jewish Education was held in New York City under the sponsorship of the American Association. More than 1,200 delegates representing national Jewish organizations as well as the organs of local communities resolved that an intensive nationwide study of Jewish education be undertaken in order to promote "thorough and comprehensive knowledge and understanding of the history, development, present conditions, effectiveness and status of Jewish education throughout the country."

The same resolution envisaged the effectiveness of Jewish education in terms of "a) the child's wholesome growth and development, b) his continuous, harmonious and creative adjustment in American civilization, c) his appreciation of the classical Jewish heritage and its modern expression, and d) his identification with world Jewry and the new Israel." Creative Jewish living within American civilization might thus be regarded as the frame of reference of the study.

I have been asked to serve as chairman of an independent Commission For the Study of Jewish Education in the United States and I take pleasure in inviting you to join me in this stirring adventure. The Commission will have full authority to determine policy respecting the scope and technique of the study. The work of research and analysis will be done by a staff of experts, but the Commission will review the findings and adopt such recommendations as it may deem desirable.

I am aware that your personal and communal commitments will preclude attendance at frequent meetings. For this reason I shall propose that an Executive Committee chosen from among the membership of the Commission meet once or twice during the year to launch the project and to act on findings. Thus, while your duties as a member of the Commission will not be onerous, you will naturally desire to be informed at reasonable intervals of the development and progress of the Study.

May I urge you to volunteer your services in this communal endeavor?

*I do hope you can accept. The task is staggering, and I have many misgivings. But I feel that it must be undertaken. Oscar Janowsky*

Sincerely yours,

*Oscar Janowsky*  
OSCAR I. JANOWSKY

A national service agency for coordination, promotion and research in American Jewish education



October 22, 1952

Dr. Oscar I. Janowsky  
American Assn. for Jewish Education  
1776 Broadway  
New York 19, New York

My dear Dr. Janowsky:

I replied to your kind letter of October 16th by signing the attached postcard indicating my willingness to join the Commission for the Study of Jewish Education in the United States - or the Executive of such a committee (the letter was quite ambiguous on the subject). I assumed that the invitation was extended to me after you discussed the matter with Dr. Eisendrath with whom I had two or three conversations about the matter of the new survey, especially after I learned that Cleveland was being considered as one of the pilot cities in the survey. I expressed to him certain doubts and apprehensions about the nature and the outcome of such a survey.

This morning I received a copy of a letter which Dr. Solomon B. Freehof wrote to you on October 20th. Dr. Freehof expresses in writing some of my own concern about the project. I think he is entirely right by saying, "We might as well be frank now and not quarrel later."

With all good wishes, I remain

Most cordially yours,

ABBA HILLEL SILVER

AHS:er

cc: Dr. Solomon B. Freehof  
Dr. Maurice N. Eisendrath  
Dr. Emanuel Gamoran



October 22, 1952

Mr. Jerome N. Curtis  
Union Commerce Building  
Cleveland, Ohio

My dear Jerry:

I received this morning the enclosed copy of a letter which Dr. Solomon B. Freehof of Pittsburgh addressed to Dr. Oscar Janowsky in connection with the proposed national survey of Jewish Education. I have also been asked to be a member of the Commission for the Study of Jewish Education, and I share Dr. Freehof's doubts and concerns in the matter.

With all good wishes, I remain

Most cordially yours,

ABBA HILLEL SILVER

AHS:er  
Enc.



# American Association for Jewish Education



1776 BROADWAY

NEW YORK 19, N. Y.

CIRCLE 6-4321

October 27, 1952

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C. MORRIS HOROWITZ

Dr. Abba Hillel Silver  
The Temple  
East 105th Street at Ansel Road  
Cleveland 6, Ohio

Dear Dr. Silver:

I want to thank you both for accepting membership on the Commission and for stating frankly your apprehensions about the Jewish Education Study. I think that it is most fortunate from my point of view as well as from yours that frank expression was given to the doubts to which you allude. In this manner, clarity may be achieved and misunderstanding avoided later.

I have received the letter of Dr. Freehof to which you refer and I have replied with complete candor and all the clarity I am capable of. A copy of my reply to Dr. Freehof is enclosed. I have said in that reply, and I repeat, that there is no preconceived plan or idea or notion respecting a "Board of Governance" in my mind. I would like to see Jewish education studied objectively and thoroughly. Searching questions should be asked, attitudes probed and achievements analyzed. Conclusions must wait upon an examination of the basic facts and assumptions. And the conclusions and recommendations should be reviewed by the Commission and adopted with such modifications as it might deem appropriate. Even the findings of the Commission should be binding upon no Jewish organization or ideological grouping. The Commission should present a reasoned statement which the interested agencies might consider and act upon.

You are, no doubt, familiar with the methods I employed in the Jewish Welfare Board Survey, methods which Dr. Cronbach considered "a model of what institutional research ought to be" (Jewish Social Studies, April 1949, pages 174-176). I hope and trust that scholars and communal leaders will find the results of the education study equally trustworthy.

I have written to a friend that conscience and not wisdom <sup>has</sup> guided my decision to enter upon this difficult and even perilous venture. I have put aside an incompleting text in European history and international relations which is of considerable professional importance to me. Other writing will have to be postponed. I shall sacrifice my leisure and place added strain upon my health. I have decided to make these sacrifices because of the desire to share in the efforts of the positive elements in American Jewry to achieve a satisfying Jewish life.

I have just completed a "Prospectus" of the Study which will soon



Dr. Abba Hillel Silver

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be sent to you and to the other members of the Commission for consideration. In that document, I suggest that the point of view of the Study should involve two commitments, namely, a) "that whatever the findings of the Study on the relative effectiveness of present efforts, Jewish education as such must continue"; and b) "that the Study must assume that American Jews will remain in this country as an integral part of American civilization." No other commitments should bind the Study and no conclusions should be either foreshadowed or ruled out in advance.

I do hope that this letter will clarify my position and that we shall have the benefit and privilege of your active cooperation.

With all good wishes,

Sincerely yours,

*Oscar I. Janowsky*

Oscar I. Janowsky

OIJ:rb  
enc.





*copy*

October 24, 1952

Rabbi Solomon B. Freehof  
Rodef Shalom Temple  
Fifth and Morewood Avenues  
Pittsburgh 13, Pa.

Dear Rabbi Freehof:

Permit me first to thank you for responding so generously to my first letter which inquired about the general aims and objectives that ought to motivate the study of Jewish education. I am equally pleased to have your frank query respecting any preconceived objectives of the Study. Your letter affords me the welcome opportunity to be as frank in my reply.

I have the full responsibility of setting up a Commission to Study Jewish Education in the United States. The Commission in turn will determine policy to govern the Study, and it will adopt or reject the final recommendations. I conferred with Rabbi Eisendrath yesterday afternoon and outlined for him my plan in considerable detail.

You ask the specific question: is there in my mind a preconceived plan for a "Board of Governance" to control the various institutions? The answer is an emphatic negative. There is no such plan in my mind. I am in no position to speak for the leadership of the American Association for Jewish Education, but there has not been the slightest indication of such a purpose. What is more, the Study will be the responsibility of the Commission and of myself as its chairman. I must add, however, that, if you were to ask me whether "a Board of Governance" is to be ruled out in advance as a possible conclusion, I would have to reply with an equally emphatic negative.

I have prepared a "prospectus" for the Study which will soon be placed in the hands of the members of the Commission. In this document I propose a point of view which does involve two commitments, namely,

- 1) that "whatever the findings <sup>on</sup> of the relative effectiveness of present efforts, the Study assumes that Jewish education as such must continue. Our inquiry is directed to the betterment of the process of Jewish education."
- 2) that "the vast majority of American Jews will remain in this country as an integral part of American civilization.... Therefore, if Jewish education is to achieve its purpose, it must reckon with the needs of Jews within the framework of American society."

These are the only preconceived assumptions. To be sure, the Commis-



Rabbi Solomon B. Freehof

- 2 -

sion might rule out even these commitments, but if that were the case, I would have to reconsider my decision to participate in the Study.

I do hope that I have given the forthright reply which you had every reason to expect. Need I add that your acceptance of membership on the Commission would be a great comfort to me and to all of those concerned with the Study?

With all good wishes, I remain

Sincerely yours,

OIJ:rb

Oscar I. Janowsky





October 27, 1952

Prof. Oscar I. Janowsky  
Suite 1506  
1776 Broadway  
New York 19, New York

Dear Dr. Janowsky:

I have your letter of October 24 and I was happy to read it. You state in it clearly that you have not seen the slightest indication on the part of the leadership of the American Association of Jewish Education of any intention to set up some Board of Governance over American Jewish education as a sequel to the study which you are planning. Secondly you state that you have the responsibility of the appointment of the commission and the commission itself will determine the policies of the survey.

Thank you very much for your frank statement. Upon the basis of your letter I am very happy to serve on the commission and I hope that I shall be able to be useful and that the commission's work will prove valuable to us all.

Sincerely,

(s) Solomon B. Freehof  
SBF:ljc

CC Dr. Maurice N. Eisendrath  
Dr. Emanuel Gamoran  
Dr. Abba Millel Silver





Rabbi Maurice N. Eisendrath, *PRESIDENT*

838 FIFTH AVENUE • NEW YORK 21, N.Y. • Regent 7-8200

October 28, 1952

Dr. Abba Hillel Silver  
The Temple  
East 105 Street at Ansel Road  
Cleveland 6, Ohio

Dear Abba:

I have read with great interest and appreciation the copy of the letter you sent Dr. Janowsky. I am glad that you have indicated your willingness to join the Commission because I believe that only by your personal interest and guidance will we be able to take care of the well-warranted reservations that you so wisely expressed.

I may say that I had what appeared to be a most satisfactory conference with Dr. Janowsky, and I believe that he is seeking to be as objective as possible and is endeavoring to conduct the survey without any preconceived notions. I feel that he will be inclined to be most fair and most responsive to the qualifications that you have voiced.

I hope that you have seen our Union statement recently adopted by unanimous vote by our Executive Board on the NCRAC issue. Once again we have been precipitated into the midst of an unfortunate controversy in the American Jewish community, but I do not believe that we had any more alternative in this particular issue than we did in the American Jewish Conference days. I hope that you will be able to be as helpful in this situation as you were in those stormy days. I trust that some one of these days when you are in New York you will give me a ring so that I may be able to discuss some of these matters with you.

With warmest personal greetings I am as ever

Most cordially

Maurice N. Eisendrath



October 30, 1952

Dr. Oscar I. Janowsky  
American Assn. for Jewish Education  
1776 Broadway  
New York 19, New York

My dear Dr. Janowsky:

Thank you for your kind letter of October 27th which I read with much interest, as well as the copy of the letter which you sent to Dr. Freehof and Dr. Freehof's reply to you. I trust that the results of the survey will prove worth-while.

With all good wishes, I remain

Most cordially yours,

ABBA HILLEL SILVER

AHS:er



LIST OF MEMBERS OF THE COMMISSION FOR THE  
STUDY OF JEWISH EDUCATION IN THE UNITED STATES

12-4-52

Maxwell Abbell  
Chicago, Ill.

Rabbi Theodore L. Adams  
Jersey City, N. J.

Ephraim Auerbach  
New York City

Dr. Samuel Belkin  
New York City

Samuel J. Borowsky  
New York City

Dr. Barnett R. Brickner  
Cleveland, Ohio

Dr. I. S. Chipkin  
New York City

Rabbi Armond E. Cohen  
Cleveland, Ohio

Dr. Joseph G. Cohen  
New York City

Jerome N. Curtis  
Cleveland, Ohio

Samuel H. Daroff  
Philadelphia, Pa.

Jacob Davis  
Pittsburgh, Pa.

Dr. Maurice M. Eisendrath  
New York City

Rabbi Ira Eisenstein  
New York City

Max J. Etra  
New York City

Dr. Sara Feder  
New York City

Jacob Feldman  
Dallas, Texas

Dr. Benjamin Fine  
New York City

Prof. Hyman Fineman  
Philadelphia, Pa.

Dr. Joseph L. Fink  
Buffalo, N. Y.

Dr. Louis Finkelstein  
New York City

Dr. Solomon E. Freehof  
Pittsburgh, Pa.

Julian Freeman  
Indianapolis, Ind.

Edward E. Gelber  
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Samuel A. Goldsmith  
Chicago, Ill.

Dr. Israel Goldstein  
New York City

Ephraim R. Gomberg  
Philadelphia, Pa.

Hon. H. C. Greenberg  
New York City

Prof. Simon Greenberg  
New York City

Harry Greenstein  
Baltimore, Md.

Prof. William Haber  
Ann Arbor, Mich.

Dr. James G. Heller  
Cincinnati, Ohio

Prof. Leo L. Honor  
Philadelphia, Pa.

Henry Hurwitz  
New York City

Prof. Horace M. Kallen  
New York City



Prof. I. L. Kandel  
New York City

Irving Kane  
Cleveland, Ohio

Dr. Mordecai M. Kaplan  
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Philip M. Klutznick  
Park Forest, Ill.

Prof. Milton Konvitz  
Ithaca, N. Y.

Louis Kraft  
New York City

Rabbi Simon G. Kramer  
New York City

Louis LaMed  
Detroit, Mich.

Saul J. Lance  
New York City

Leibush Lehrer  
New York City

Rabbi Arthur Lelyveld  
New York City

Hon. Louis E. Levinthal  
Philadelphia, Pa.

Col. Arthur Levitt  
New York City

Dr. Joseph M. Lookstein  
New York City

Phil M. Lown  
West Newtown, Mass.

Prof. Jacob R. Marcus  
Cincinnati, Ohio

Dr. Alfred J. Marrow  
New York City

Frank G. Marshall  
Chicago, Ill.

Hon. Samuel Mellitz  
Bridgeport, Conn.

Prof. Abraham Neuman  
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S. Niger  
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Herman M. Pekarsky  
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New York City

Prof. Koppel S. Pinson  
New York City

Prof. Nathan Reich  
New York City

Mrs. Etta L. Rosensohn  
New York City

Samuel Rosenthal  
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Louis L. Ruffman  
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Dr. A. L. Sachar  
Waltham, Mass.

Prof. Zevi Scharfstein  
New York City

S. S. Schneiersson  
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Albert Schoolman  
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Bernard Semel  
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Dr. Abba Hillel Silver  
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Michael A. Stavitsky  
Newark, N. J.

Harry Starr  
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Prof. Samuel Streicher  
New York City

Isador S. Turover  
Washington, D. C.

Prof. H. A. Wolfson  
Cambridge, Mass.



[December 1952?]

Resume of Opinions on the Need and Objectives of  
A Study of Jewish Education in the United States

One of the first steps taken in connection with the projected Study of Jewish Education has been a canvass of leadership opinion on the need for and objectives of the Study. In all, 110 persons have been requested to state whether they believed that a comprehensive study of Jewish education is necessary, and, if so, to indicate: (1) Why it is necessary; (2) What the aims and objectives should be; and (3) What specific areas or problems most urgently require study.

The number of replies thus far received is 43, or 39 percent of the 110 persons canvassed. A brief resume of the replies follows:

Need for the projected Study: All but one of the respondents recognize the need for a study, and most of them consider this need urgent. The consensus is that Jewish education is not functioning adequately and that a study should serve as the basis for planned improvement.

Why a comprehensive study is necessary: Various reasons are given, but two predominate, namely,

1. To provide the data necessary for effective planning and for the development of an indigenous system of American Jewish education  
... 17 respondents
2. To evaluate present efforts in Jewish education in the light of community needs, especially as the latter have been affected by the changes in Jewish life during the past few decades  
... 11 respondents

Aims and objectives of the Study: The most prevalent opinions on this question are as follows:

1. To determine the extent to which American Jewish education is con-

- continued -



Resume of Opinions on the Need and Objectives of  
A Study of Jewish Education in the United States.

2.

- cerned with the American environment . . . . . 21 respondents
2. To determine whether American Jewish education has promoted student identification with the Jewish religious and cultural heritage . . . . . 18 respondents
3. To assess the achievements of the various types of Jewish schools . . . . . 18 respondents
4. To ascertain the effects of Jewish education on the intellectual, religious, ethical and emotional development of the child . . . . . 8 respondents

Specific areas and problems most urgently requiring study: The

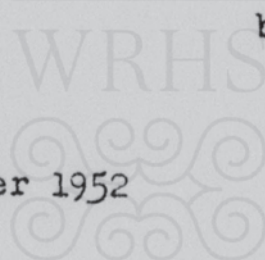
responses to this question are numerous and varied. The following areas and problems are mentioned most frequently as requiring study.

1. The training of teachers and administrative personnel and the present teacher shortage. . . . . 28 respondents
2. The practicality of a core curriculum acceptable to all schools and of minimum standards in Jewish education. 15 respondents
3. Student, parent, and adult attitudes to the Jewish school . . . . 15 respondents
4. Performance evaluation -- areas of success and failure in Jewish education . . . . . 13 respondents
5. The financing of Jewish education . . . . . 8 respondents



PROSPECTUS FOR A COMPREHENSIVE STUDY  
OF JEWISH EDUCATION IN THE UNITED STATES

December 1952



by Oscar I. Janowsky





## FRAME OF REFERENCE

### Point of View of the Study

The Study proposes to inquire into the most urgent problems of Jewish education with an open mind, an objective outlook and scientific or verifiable methods. It will ask questions and seek information regardless of what the results might reveal. However, it must not be assumed that we begin entirely without a point-of-view. Certain premises are postulated, and these involve positive commitments. The commitments are as follows:

1. Jewish individual and group life in America is desirable and, at least in the foreseeable future, possible. The aim of the Study is to determine how education can contribute to a more creative and satisfying Jewish life in America. Thus, whatever the findings on the relative effectiveness of present efforts, the Study assumes that Jewish education as such must continue. Our inquiry is directed to the betterment of the process of Jewish education.

2. American Jews are an integral part of American civilization. As American citizens, Jews share equally with other Americans in the political, economic and cultural life of the country. Therefore, if Jewish education is to achieve its purpose, it must reckon with the needs of Jews within the framework of American society.

### Scope of the Study

The following prospectus has been sketched in broad outline, embracing a great variety of questions covering Jewish educational aims, processes and achievements. It has been so drawn, not to suggest that the



Jewish Education Study will attempt to answer all questions, but rather to provide a comprehensive setting for the subjects selected for immediate inquiry. For, like every study, ours must have well-defined and limited objectives, the limitations to be governed by the needs that appear most urgent, the time, funds and personnel at our disposal, and the availability of the necessary instruments of research. The study will therefore be projected in three components which, it is hoped, will in time yield a total picture of Jewish education as an index of Jewish life in America. The three components are:

1. Those aspects of Jewish education which, because of their urgency, will form the substance of the present Jewish Education Study.
2. Various subjects which will be suggested for individual research and analysis by students in pursuit of higher degrees at Jewish and general institutions of learning and research; and
3. Long-range projects which will be left for continuing research by the agencies of Jewish education.

#### The Determination of Priorities

Since the present study cannot examine every aspect of the vast field of Jewish education, criteria must be established by means of which subjects or crucial areas are to be selected and priorities of urgency indicated. The following bases of selection are suggested:

1. The emphasis of the Study should be on the evaluative and qualitative elements in Jewish education -- on purposes, goals, attitudes, and achievements.



2. The Study should concentrate attention upon the affiliated elements in the American Jewish Community: the parents who are actively concerned with the Jewish education of their children; the children who attend any type of Jewish school; and the lay and professional people who sponsor and supervise Jewish educational agencies.

3. The Study should not dissipate its energies in population studies. Where necessary, it should utilize the population estimates generally available.

4. The education of children and youth, from the kindergarten through adolescence, and the problems of teacher education should receive primary consideration. Higher and adult education should receive lesser emphasis.

5. High priority should be given to those aspects of Jewish education which are concerned with the understanding of the meaning of Jewishness and its relationship to American life. For the effectiveness of Jewish education must be measured by the aid rendered children and youth to mature as identified Jews and American citizens.

6. The Study is not concerned with the preparation of a history of Jewish education in America. However, historical perspective is indispensable for the proper understanding of current problems. It would, therefore, be desirable to consider those phases of the past which have relevance to the present, and to seek especially to ascertain the effects which the changes of recent decades have had on Jewish education.

7. The Study should be "policy oriented," that is, it should seek solutions of troublesome present problems and formulate recommendations which might be considered for immediate application. This, however,



requires a word of caution, namely, that theoretical and conceptual analysis must not be disdained. To be of real significance, practical solutions must be rooted in fundamental principles.

#### The Direction and Supervision of the Study

The Study has been launched by the American Association for Jewish Education as a result of a resolution adopted by the First National Conference on Jewish Education, held in 1951. This Conference was composed of delegates from national Jewish organizations as well as of organs of local communities. However, no one organization, nor even a group of organizations, will control the Study. An independent Commission will have the authority to determine policy respecting the scope and techniques of the Study. The work of research and analysis will be done by a staff of experts, but the Commission will review the findings and adopt such recommendations as it may deem desirable. The recommendations will be presented to the community, and especially to the Jewish educational agencies, for discussion, consideration and, it is hoped, adoption.

The effort has been made to include on the Commission representatives of all major points of view in Jewish life. It embraces leading personalities in Jewish and general education, in Jewish scholarship, in Rabbinic and congregational associations, in the Hebrew and Yiddish cultural groups, in the Jewish communal service and the press, and in Jewish national organizations and local communities. The members of the Commission serve in an individual capacity. Their views and affiliations are, it is hoped, representative of the various points of view in American Jewry, but they are not members of the Commission as delegates of



their organizations.

The Commission is too large a body and too dispersed for frequent meetings. Therefore, an Executive Committee, chosen from among the membership of the Commission, will be charged with the continuing supervision of the Study. The Commission will meet only as necessity will dictate, and in the intervals between meetings, its membership will be kept fully informed of developments.

Two additional bodies will assist in the supervision of the Study. A group of Study Associates, composed of leading Jewish educators in the American Jewish community, will work closely with the Study. The second body will consist of Consultant Specialists -- specialists in the various fields of educational thought, practice and research, and in the Social Sciences. The expert knowledge of the members of these two groups will be a great comfort to the staff of the Study and to the Commission.

#### Time-Table of the Study

The Study is projected in two stages, namely, pilot studies during the first year and a nation-wide study thereafter. During the present year, pilot studies are proposed for three communities -- a large Jewish community, a middle-sized community in the process of territorial and institutional readjustment, and a small community with its hinterland of scattered Jewish families. The experience gained, especially with the instruments and techniques of research, will enable us to determine the breadth and depth of the nation-wide Study.

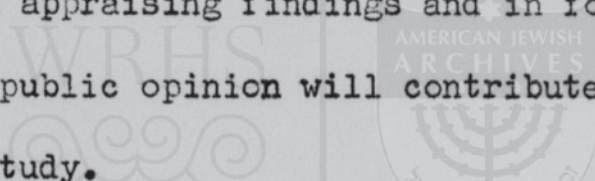


### Methods of Study

Quantitative information will be compiled in the most expeditious manner. Where the data can be procured, the attempt will be made to achieve comprehensive coverage.

Qualitative data involving goals, attitudes and achievement will be elicited by means of planned and recorded interviews, questionnaires and tests. Available satisfactory instruments will be used, and new instruments will be designed as required. Where comprehensive coverage is unattainable, resort will be had to spot studies and sampling.

The technique of the self-study will be employed wherever promising results are indicated. It is desirable to involve the local people most immediately concerned, to learn their thinking and their needs, to secure their cooperation in appraising findings and in formulating recommendations. An informed public opinion will contribute to the utilization of the results of the Study.





THE NATIONAL STUDY OF JEWISH EDUCATION: INTRODUCTION

I. Need for the Study

- A. The integrity of the American Jewish community, the continuity of Jewish life, and the wholesome development of the Jewish personality, depend on Jewish education. Accurate and comprehensive knowledge of the subject is therefore imperative.
- B. Crucial events have recently taken place in Jewish life. The rise of the State of Israel, the destruction of Jewish life in Eastern Europe, and the shift in American Jewish population must be appraised in terms of their significance for Jewish education.
- C. There is a widespread desire among Jewish educators and laymen to appraise recent trends in Jewish education and to examine problems which hamper its development. A comprehensive, nation-wide study will afford the opportunity to chart trends, to determine the nature and causes of difficulties, and to propose remedies.

II. Aims and Objectives

- A. To determine the aims, purposes, and achievements in Jewish education.
  - 1. What are the stated and unstated assumptions and purposes upon which the various forms of Jewish education are based?
  - 2. Do the assumptions embrace the premises of rootedness in Jewish tradition and of purposeful Jewish life within the American community?
  - 3. Are the assumptions and purposes reflected in current educational programs?
  - 4. Are the purposes being realized, and if not, why not?
- B. To marshall the relevant quantitative information and to correlate, refine, and interpret the basic data.



- C. To identify the problems in Jewish education, to formulate practical recommendations, and to acquaint the Jewish community with the fundamental present needs, so that intelligent remedial action, if necessary, might be taken. The very process of the Study might evoke widespread interest and concern.
- D. To inquire into the degree of responsibility of the Jewish community for basic Jewish education and for the specialized programs of ideological groupings.





## RANGE OF THE STUDY

Certain fundamental aspects of Jewish education as well as specific present problems are outlined below. All are worthy of serious attention, but priorities should be indicated in accord with the most urgent aims of the Study.

### I. Formal Education -- Pre-School, Elementary, and Secondary

#### A. Qualitative Factors

##### 1. Assumptions and motivations underlying Jewish education in America.

###### (a) Jewish identification

- (1) What are the measurable factors in Jewish identification in the American environment?
- (2) What are the role and range of Jewish knowledge in Jewish identification?

###### (b) Jewish survival

- (1) What is the Jewish religious and cultural heritage?
- (2) What values, principles, sancta, etc., in the Jewish heritage is it desired to perpetuate?
- (3) What criteria should be used in determining what should be preserved?

###### (c) Child's wholesome growth and development

- (1) What in Jewish education contributes to the child's sense of security and well-being, or lack of security and well-being?
- (2) What in Jewish education contributes to the child's creative development?

###### (d) The American environment

- (1) What are the factors in Jewish education making for integration within the Jewish community?
- (2) What are the factors in Jewish education making for integration within the general American community?



(e) Relation to Israel

- (1) What in Jewish education contributes to religious and cultural interchange between American and Israeli Jews?

2. Purposes and Goals

- (a) What are the goals in Jewish education expressed or presumed by parents, educational agencies, educators, and community leaders?
- (b) What is the relationship between the goals of these different elements?
- (c) How realistic are the goals of these different elements in relation to our knowledge of child development and the American environment?

3. Programs and Curricula

- (a) To what extent do the programs and curricula reflect the motivations and goals indicated above?
  - (1) What are the basic values reflected in the subjects and activities of the curricula of Jewish schools?
  - (2) To what extent do the programs and curricula reflect the needs, interests, and tensions of the Jewish community and the Jewish child?
  - (3) How and by whom are the curricula developed?
  - (4) Procedures for curriculum evaluation.
- (b) Emphases of the Curricula
  - (1) Do the curricula make adequate provision for
    - a. Knowledge and information
    - b. Spiritual and moral influences
    - c. Habits and skills
    - d. Personality development
    - e. Developing appreciations, etc.



- (c) To what extent do the texts, manuals, teaching-aids, etc., reflect the values and motivations of curricula, and the experience of the child?
- (1) How pedagogically adequate are the available instruction materials?
- (2) Are the available instruction materials prepared on an ideological basis?

#### 4. Methods of instruction

- (a) Are the methods of instruction adequate for the achievement of expressed or assumed goals?
- (b) To what extent do the schools make use of variety of pedagogical techniques and methods now available, e.g., audio-visual aids, pageantry, music, etc.?

#### 5. Achievements of Jewish Education

##### (a) Knowledge and Information

- (1) What is the nature and range of the intellectual achievements of the students of Jewish schools?
- (2) How do these achievements affect later behavior in the community?

##### (b) Hebrew Language and Literature

- (1) Is Hebrew taught as a living language or primarily as a means of introducing the child to the study of the Bible and sacred literature or to Synagogue and Temple services?
- (2) What is the range of language training and fluency in reading and speech attained?
- (3) To what extent is it used during post-graduate youth and in adulthood?
- (4) To what extent are the values associated with the study of Hebrew retained over a span of years?



(c) Influence of Jewish Schooling and School Experience

- (1) On children attending Jewish schools.
- (2) On graduates of various types of Jewish schools.
- (3) On children who "dropped out" or withdrew.
- (4) Does Jewish school experience promote
  - a. Synagogue affiliation and participation
  - b. Home observances
  - c. Ethical behavior
  - d. Identification with and participation in the Jewish community
  - e. Adjustment as American citizens
  - f. Wider cultural interests

(d) Continuity of Jewish Education

- (1) What proportion of graduates continue in secondary and higher Jewish education?
- (2) What are the motivations and other relevant factors determining the students' decision to continue their Jewish education?

(e) Alumni of Jewish Schools

- (1) Are they affiliated with synagogues, temples? Are they active in the Jewish community and in Jewish organizational life?
- (2) Is the atmosphere in their homes "Jewish" in terms of ceremonies, customs, books, etc.?

6. Structure of School Population

- (a) Age, sex, grade-structure of school
- (b) Socio-economic and religio-cultural background of students

7. Length of Stay of Children in Schools

8. Holding Power of the Schools

- (a) Withdrawals and failures



- (1) Data on student failures, withdrawals
- (2) What are the determining factors in "failures" and withdrawals?
- (3) Does the holding power of the school change with age, grade, sex differences?

9. Hebrew Teaching as a Career

(a) Profile of the profession

- (1) The professional preparation and socio-cultural and religious background of the teaching personnel of Jewish schools
- (2) The requirement, techniques and agencies of licensing teachers
- (3) What proportion are licensed teachers?
- (4) The degree of professional alertness of the Jewish teacher and the degree of his participation in professional associations and activities

(b) The interests of the professional educational associations

- (1) What are the objectives and activities of the Jewish professional educational associations?
- (2) The membership composition of the professional associations
- (3) The circulation and content of Jewish professional journals

(c) Training facilities for Jewish education

(1) Teacher-training schools

- a. What are the goals and emphases of the curricula of the teacher-training schools?
- b. What are the recruitment policies?
- c. Are research and experimentation encouraged?
- d. Organization, auspices, finances, community relationships, etc.

(2) In-service training

- a. What facilities for in-service training are available?
- b. What have been the nature of the programs and their goals?
- c. Organization, auspices, finances, community relationships, etc.



(d) Status and relationships of teachers in the Jewish communities

(1) The prestige status of the teacher in the community

(e) The current teacher shortage

(1) Is the shortage uniform throughout the country, and in all types of schools, or is there concentration in certain areas and in certain types of schools?

(2) What are the causes of this shortage?

(f) Career opportunities in Jewish education

(1) How do Jewish teachers' codes (salary, tenure, pension, etc.) compare with those of similar levels in general education, Jewish communal services, and other fields?

(2) What is the average length of service in Jewish schools?

(3) To what extent is teaching in Jewish schools a part-time or supplementary occupation? A stepping-stone to another career?

10. Rabbinic and Lay Leadership in Jewish Schools

(a) The role and functions of the Rabbi in the direction of the school

(b) The school board

(1) The composition of the school board

(2) Why did present members elect to serve on school board?

(3) What criteria determine membership on boards of education?

(4) What are the functions of the school board?



B. Descriptive and Quantitative Information

- 15 -

1. Levels of Schools -- pre-school, elementary, secondary, etc.
2. Types of Schools -- all-day, afternoon, Sunday, etc.
3. Auspices -- Congregational, communal, etc.
4. School Population by levels, types, auspices and denominations
5. School buildings and facilities
6. Teaching Staff
  - (a) Recruitment -- procedure, qualifications required, etc.
  - (b) Professional history and training
  - (c) Duties, hours of service, etc.
7. Administration and Supervision
  - (a) How is policy determined and by whom?
  - (b) The qualifications and duties of the principal or the director of the school
  - (c) Record Keeping, academic and administrative
  - (d) The techniques used in the evaluation of student achievement
8. Finances
  - (a) Capital investment
  - (b) Cost and expenditures
  - (c) Sources of income
    - (1) Tuition fees
    - (2) Sponsoring Organizations
    - (3) Community
  - (d) Adequacy of financing in relation to felt needs
9. Relation to Central Educational Agencies
  - (a) Bureau of Jewish Education
  - (b) Congregational commissions on education
  - (c) Principals' and Teachers' Associations
  - (d) American Association for Jewish Education

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contacts, services

received, attitudes to

services and to asso-

ciations



10. Community Relations

- (a) Community participation in the work of the school
- (b) Parent-Teacher organization
- (c) Relation to Synagogues, Centers, etc.

11. Historical Perspectives and Trends

- (a) Brief history of school within the framework of the institutional development of the community
- (b) Changes in enrollment, curriculum, etc. in relation to the development of the community

C. Comparative Studies

1. Types of Schools (Community, Congregational, Ideological; all-day, afternoon, Sunday; Yeshivah)

- (a) What similarities and differences, relative to purposes, goals, achievements and all the problems mentioned above, are found in the various types of schools?

- (1) What are the unique aspects determining the development of the various types of schools?

- (b) In what areas are there possibilities for cooperation among the different types of schools?

- (c) Is it possible to develop a common core curriculum, rooted in Jewish tradition and relevant to the American environment, which would be acceptable to the large majority of Jewish schools?

2. The Special Question of the All Day School

- (a) Causes of its development
- (b) Is there any significant difference from other types of schools in orientation, goals, curricula, teaching staffs, school boards, etc.?
- (c) Is there a significant difference in time-achievement, attitudes of students and parents, "holding power," etc.?



- (d) What are the implications of the All Day School for American Jewish life?

3. Congregational and Communal Schools

- (a) What are the "communal" factors in the Communal School?
- (b) Comparative study of advantages and disadvantages of each type of school

4. Financing

- (a) Comparative study of relative costs, sources of income and adequacy of support of the various types of schools





## II. Coordinating and Service Agencies

### A. Bureaus of Jewish Education

1. Origins and early development: why have Bureaus been organized?
2. Structure and affiliation
  - (a) Is there a common pattern of structure and affiliation?
  - (b) Are the Bureaus communal agencies, embracing schools of all types?
  - (c) Are there denominational Bureaus?
3. Functions
  - (a) What community-wide promotional functions do they perform?
  - (b) To what extent do Bureaus perform functions involving supervision, evaluation, experimentation, the setting of standards, public relations, etc.?
  - (c) Have Bureaus concerned themselves with in-service training, the certification of teachers, placement, salary scales, etc.?
  - (d) Have Bureaus been involved in the organization of new schools?
  - (e) Have Bureaus serviced isolated communities in outlying districts?
4. Bureau Board of Directors
  - (a) Who elects the Boards and on what basis?
  - (b) What functions do they perform?
5. Bureau Staffs
  - (a) How chosen? What are the qualifications?

### B. Denominational and Ideological Boards and Commissions on Jewish Education

- (a) The significant differences in the aims and objectives of the different organizations
- (b) Services
  - (1) What are the services provided by the organizations?
  - (2) Have the agencies sponsored experimental projects?
  - (3) How are the differences in aims and objects reflected in the services rendered?



(c) What are the possibilities for cooperation in:

- (1) Preparation of instructional material?
- (2) Inter-denominational projects?
- (3) The certifications and placement of teachers?
- (4) The development of in-service training programs?

### III. Special Studies

- A. The Meaning and Implications of "Secular" and "Religious" Conceptions of Jewish Education
- B. New Communities: As the Jewish population shifts, and new communities arise in metropolitan suburbs and elsewhere, what forms of institutional Jewish identification come into being? What are the implications for Jewish education?
- C. What is the role of the Jewish Community Center school?
- D. The home as an educational agency
- E. Hebrew Studies in the Public High Schools
  1. What are the motivations and attitudes of parents and students to studies?
  2. Comparative study of time-achievement with comparable aspects of Jewish schools
- F. Released Time
  1. To what extent do the communities utilize released time?
  2. What programs are employed by the communities?
  3. What has been the reaction of parents, rabbis, Jewish educators, and lay leaders to released time?



G. Records: What can be done to standardize record-keeping so as to provide accurate and comparable information on the quantitative aspects of Jewish education?

H. Relationship Between Jewish Social Welfare Agencies and Jewish Education

1. What provision is made in Jewish family aid for Jewish education?
2. Is there any correlation between delinquency and lack of Jewish education?
3. Has Jewish education been regarded as a contributory factor in the rehabilitation of delinquents?

IV. Informal Education (brief suggestions)

- A. What does the Synagogue or Temple contribute (apart from its formal school) to the Jewish education of children and youth?
- B. What do the Jewish Community Centers, Y.M.H.A.'s, etc., contribute to Jewish education?
- C. What educational factors does the home provide?
- D. Summer Camps
  1. What educational values are inherent in the recreational program?
  2. What influence does participation in camp have on the participant?
  3. What is the potential for Jewish education in summer camping?
- E. What are the aims and achievements of the Jewish Youth groups, councils, movements, etc.?
- F. What do children and youth learn about Jews and Judaism in the course



of their general education, or from the media of the press, radio, television, etc.?

V. Jewish Higher and Professional Education (brief suggestions)

A. Theological Seminaries and Schools of Higher Learning

1. The types and geographic distribution of institutions of higher learning
2. The program and enrollment
3. The socio-economic, religio-cultural, and educational background of the student

B. What Facilities for Jewish Studies exist in the Colleges and Universities of the Country?

C. The Jewish Communal Service

1. What facilities are available for the education of Jewish communal workers?
2. What is the educational background of the present Jewish communal workers?

D. What Scholarships, Fellowships or Grants-in-Aid are Available for Jewish Education and Research?

VI. Adult Education (brief suggestions)

A. What facilities are available for Jewish Adult Education?

B. What are the roles of the Synagogue or Temple and the Jewish



Center in Adult Education?

C. What are the nature and scope of the education programs of Jewish National Organizations?

D. Lectures and Forums

1. To what extent are they Jewishly oriented?
2. Are they planned to accomplish desired purposes?
3. What are the extent of participation and character of participants?

E. Special Interest Programs

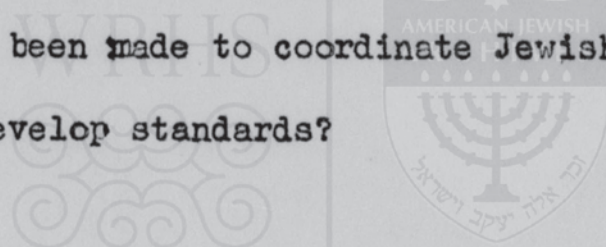
1. What values for Jewish education do these programs provide?

F. Simultaneous Parent-Child Education

1. What are the goals, contents, and achievements of this movement?

G. Is there any organic relationship between the curricula of Jewish elementary and secondary schools and the programs of adult education?

H. What efforts have been made to coordinate Jewish adult education programs and to develop standards?





ועד החנוך

# Jewish Education Committee of New York, Inc.

1776 BROADWAY, NEW YORK 19 • CIRCLE 5-8200



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January 13, 1953

Rabbi Abba Hillel Silver  
The Temple  
Cleveland, Ohio

Dear Rabbi Silver:

Once again we have the honor to invite you to be the guest speaker at the forthcoming Second Greater New York Assembly on Jewish Education which will be held on Sunday, March 8th, 1953 at Hunter College, Park Avenue at 69th Street, New York. You will recall that we called you last year in Miami with regard to this invitation for our First Annual Assembly.

Now the Second Assembly is being convened by the Jewish Education Committee of New York in cooperation with hundreds of Jewish schools, communal agencies, fraternal orders, religious bodies and city-wide Jewish organizations in Greater New York, selected because of their vital concern with the relationship of Jewish education to the continued spiritual growth of the Jewish community of the Metropolitan Area.

The Assembly will be devoted to a survey of the conditions of Jewish education in Greater New York in 1952-53, and to the exhortation of a cooperative program stressing ever greater community responsibility in our Jewish education program. A number of workshops preceding the Assembly will afford the delegates representing Jewish schools, communal agencies and organizations an opportunity to meet and share their Jewish educational experiences and to plan for the future.

Knowing your deep interest in the problems of Jewish education, we take pleasure in inviting you to address the main session of the Assembly on Sunday afternoon, March 8th, 1953 at 2:30 P.M. We anticipate an attendance of about 1500 delegates at this meeting. We hope that you will be as enthusiastic as we are about the exciting prospects offered by this Assembly on Jewish Education and that you will honor us by accepting our invitation. The enclosures will give you an idea of the scope and program of this Assembly.

May we hear from you--affirmatively, we hope--as soon as possible?  
Thank you very much.

Faithfully yours,

*Saul J. Lance*  
Saul J. Lance, President

*Azriel Eisenberg*  
Azriel Eisenberg,  
Exec. Vice-Pres.

P.S. I do wish and hope  
you can accept this  
invitation.



MEMBER OF THE FEDERATION FAMILY OF  
HEALTH, WELFARE AND SOCIAL AGENCIES

GREATER NEW YORK ASSEMBLY ON JEWISH EDUCATION  
SUNDAY, MARCH 8, 1953  
HUNTER COLLEGE





1001 HURON ROAD • CLEVELAND 15, OHIO • TOWER 1-4360

## JEWISH COMMUNITY FEDERATION *of Cleveland*

Rabbi A H Silver  
The Temple  
E 105th & Ansel Rd  
Cleveland 6, Ohio

Dear Rabbi Silver:

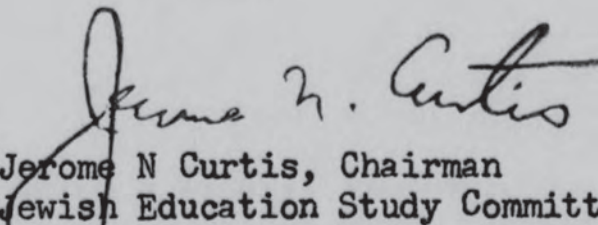
One vital aspect of the current study of Jewish education involves the relationship of the Bureau of Jewish Education to its various affiliates, both congregational and communal. An examination of this relationship formed the initial interest of the Jewish Community Federation in launching our local study of Jewish education and we are therefore particularly eager that this phase of the study have the benefit of the thinking and experience of all school systems associated in any way with the Bureau.

Enclosed you will find a Study Guide which is designed to serve as a basis for collecting this thinking and experience. We hope it will be possible for you and your educational director - or, if you wish, your school board - to read over the Study Guide as the basis for a discussion on the experience of your school with the Bureau.

Dr Uriah Engelman, director of the national study, will call you next week to arrange an appointment for what we hope will be a full and frank discussion of the questions posed in the Guide. Any request you make for confidentiality will of course be respected.

I know you will cooperate with Dr Engelman in this phase of the survey in order that the Committee on Jewish Education can address itself with maximum knowledgability to its assigned task of studying the operations and experience of the Bureau of Jewish Education.

Sincerely,

  
Jerome N Curtis, Chairman  
Jewish Education Study Committee

May 8, 1953



May 8, 1953

COMMISSION FOR THE STUDY OF JEWISH EDUCATION IN THE UNITED STATES

A STUDY GUIDE TO BE USED IN DISCUSSING THE BUREAU OF  
JEWISH EDUCATION WITH EDUCATIONAL DIRECTORS OR RABBIS  
OF AFFILIATED SCHOOLS

Affiliated Schools

1. How long have you been affiliated with the Bureau?
2. What motivated your initial affiliation with the Bureau?
3. Do the initial reasons for affiliation still hold?
4. Have any additional reasons developed for continuing the affiliation of your school with the Bureau?
5. How does this affiliation express itself organizationally?
6. Is your school represented on the Board of Directors of the Bureau?
7. Is the Bureau represented on your school board?
8. How is representation determined on either board?
9. Were there (or are there) any disagreements between you and the Bureau of Jewish Education in regard to policy, programming, management of your school, or in regard to any phase of the Bureau's work?
10. Were there any occasions when your school did not cooperate in community-wide projects, motivated or suggested by the Bureau?

What were these occasions, and what were the reasons for your decision not to cooperate with the Bureau?

11. Were there any occasions when the Bureau did not cooperate with your school?

What were these occasions, and what were the reasons for the Bureau's not cooperating with your school?

12. Have you made any requests of the Bureau, which the Bureau failed to honor?

What were these requests, and what were the reasons given for not honoring them?

13. Has the Bureau made any special requests of your school, which you did not comply with?

14. What were these requests, and what were the reasons for non-compliance?



A. Promotion and Interpretation of Jewish Education on a Community-Wide Level

1. Do you believe there ought to be a community-wide promotion campaign on Jewish education for all schools conducted by the Bureau?
2. Would you participate in such a campaign, or do you prefer to conduct your own campaign?
3. If you have your own program of promotion and interpretation, please describe them.
4. Were these campaigns also occasions for interpreting the need, value, and role of Jewish education in the American Jewish community, or primarily exhortations to parents to send their children to Jewish schools?
5. Did you ask the Bureau for specific assistance in developing your own promotion campaigns?
6. What specific assistance would you ask the Bureau to give you in developing your own promotion campaigns?

B. Program Development

1. In organizing the course of studies for your school, how much assistance do you receive from the head of the Bureau or the other members of the staff?
2. Does the Bureau suggest procedures for periodic evaluation of your school, school program, methodology and achievements, pupil and teacher relations, parent education, etc? Please specify.
3. Do you request the Bureau to discuss and evaluate your curriculum?
4. Does the Bureau suggest specialized services in music, arts, crafts, dance, etc?
5. How helpful is the Bureau library collection of curricular materials or audio-visual aids to you? Please be specific.
6. Have you ever requested help in this category? Please specify.
7. Does the Bureau help in the formulation of a program of activities for the school's P.T.A.?
8. Does the Bureau plan inter-school affairs and does your school participate in them?
9. Does the Bureau give your school guidance in the area of camping?
10. Does your school unit receive guidance from the Bureau in the area of High School education?



C. School Management

1. How frequently does the Bureau head, or other members of the staff, visit your school for the purpose of observing or evaluating school administrative procedures?
2. To what extent do you receive consultation and guidance from the Bureau in such matters as keeping adequate and workable school records, organizing your school calendar, setting health and safety standards, aestheticizing classrooms and school corridors, organizing and conducting your school library, helping to solve your transportation problems, helping to process your budget and tuition fee collection, helping arrange informative school board meetings? How helpful has this been?
3. Have the services of the Bureau been equally extended, in your judgment, to all its constituents?

D. Supervision

1. To what extent do representatives of the Bureau visit classes for the purpose of observing classroom procedures -- teaching techniques, competence of teachers?
2. Are the visits followed by consultation with you as head of the school? With individual teachers, or with the teachers as a group? How helpful are such visits?
3. When were the last two times that the Bureau head, or another member of the staff, visited your school for purposes of supervision and consultation?
4. Has the Bureau developed supervision procedures for involving principals, teachers, in cooperative planning of the curriculum, methodology, co-curricular activities, etc.?
5. Does the Bureau head, or do other members of the staff, periodically attend the staff meetings of your school?
6. When were the last two times when the Bureau head, or another member of the staff, attended your staff meetings?
7. Are minutes kept at such meetings? If minutes were not taken, can you recall what was discussed at those meetings?
8. Have you attended (during the past two years) a conference of local teachers and administration which was arranged by the Bureau for discussion of curricular problems or problems of supervision?

E. Teacher Recruitment and Training

1. Has the Bureau been helpful in recruiting qualified teachers for your Sunday School? For your week-day school?



2. How many teachers did the Bureau help you obtain last year? In the last four or five years? Do you have any suggestions for improvement in this regard? What could the Bureau do to be helpful?
3. Do your teachers participate in educational workshops conducted by the Bureau? For what purposes? How helpful have these been?
4. Please describe the last two educational workshops conducted by the Bureau in which your teachers participated.

F. Financing (community subsidized schools only)

To what extent has the Bureau been helpful in working out your problems of financing? In presenting your case for community subsidy? In your judgment are the criteria for community subsidy fair and clearly established? Do you have suggestions as to how they could be improved?

G. General Evaluation

Please indicate your concept of the role the Bureau should play in the work of the schools, indicating to what extent this role has been achieved and your suggestions for change.

Is the Bureau, in your opinion, considering its present structure, staff, and budget in a position to carry out satisfactorily the functions of supervision, guidance, promotion, teacher recruitment and training, and servicing of all schools in all other educational matters?





# Commission for the Study of Jewish Education in the United States

Direction of the Study  
Dr. Oscar I. Janowsky  
Dr. Uriah Z. Engelman

245 West 107th Street  
New York 25, N.Y.

Center Room  
15 East 84th Street  
New York 28, N. Y.  
LEhigh 5-4499

May 25, 1953

Rabbi Abba Hillel Silver  
The Temple  
105th St. and Anselm Road  
Cleveland 6, Ohio

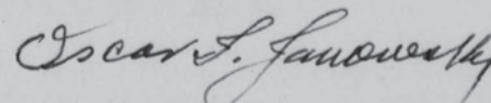
Dear Dr. Silver:

You would have heard from me before this, but I was obliged to go to Israel to attend a meeting of the Board of Governors of the Hebrew University. However, I have had periodic reports on the progress of the Education Study and from this distance it appears to be going well. I expect to be able soon to examine the material together with Dr. Engelman and to arrange for the difficult job of processing and collating.

As you know, I have been especially concerned about the objectivity and thoroughness of our methods and the reliability of the information secured. May I request a few lines indicating your own reactions to the work done thus far?

With kind personal greetings, I am

Sincerely yours,



Oscar I. Janowsky



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\*Member Executive Committee



M I N U T E S

Meeting of the Jewish Education Study Committee, July 1, 1952,  
8:30 p.m. at Park Synagogue

PRESENT: Committee Members: Jerome N Curtis, Chairman; Morris Berick, Mrs Sigmund Braverman, Rabbi B R Brickner, Rabbi Armond E Cohen, Rabbi N W Dessler, Gabriel Feigenbaum, Mrs Moses Garber, Albert Goodman, Mrs Leo Greenberger, Bernard Levitin, Leonard Ratner, Ezra Z Shapiro, Irving Stone, Dr Henry Soille and L W Neumark.

Congregational Representatives: Sylvan Ginsburgh, Leo Greenberger, Mrs Sophie Herman, Rabbi Jack Herman, Mrs Benjamin B Levy, Leo Markowitz, Rabbi Earl Stone, Irving Taslitt, Eugene Klein, Dr Ben Tapper.

Guests: Dr Judah Pilch, Mrs B R Brickner, Asher Rabinsky, Max Kohrman, Mrs A E Cohen

Staff: H I Barron, David Rabinovitz, Henry L Zucker, and Sidney Z Vincent, Secretary.

Mr Curtis opened the meeting by welcoming the representatives of the various congregations and other guests. He stated that the meeting was an informal one and that there was no intention to arrive at decisions on the matter to be presented. He then traced the recent history of the Jewish Education Study Committee, pointing out that its mandate as defined by the Board of Trustees was limited to a study of the fiscal and administrative aspects of the communally supported schools, but that the Committee during the course of its study had considered the need to ask for an expansion of the mandate to include an evaluation of the effectiveness of the educational work being conducted by the various schools. The secretary of the Committee had met with Dr Judah Pilch, Executive Director of the American Association for Jewish Education, and had explored the possibility of the AAJE's conducting such a survey of the communal schools. At that time Dr Pilch suggested the possibility of Cleveland's participating in a far more extensive project - a national survey of Jewish education to be launched in the Fall by the AAJE under the direction of Dr Oscar Janowsky. Cleveland, Dr Pilch suggested, might want to consider serving as a pilot city for intensive study during such a survey.

The secretary reported this invitation to the Steering Committee which discussed the matter thoroughly during two meetings and, although much interest was expressed in accepting the invitation of the AAJE, so many questions arose during the discussion that it was felt advisable to invite Dr Pilch to come to Cleveland to describe the survey and to answer questions. It was further felt by the Committee that since congregations as well as communal schools would be involved if the invitation were accepted, representatives of congregations with school systems should be invited to the meeting.

At the chairman's suggestion, Mr Vincent then read the correspondence that had passed between the committee and Dr Pilch leading up to the invitation to serve as a pilot city. Mr Curtis then introduced the guest speaker and asked



him to describe the proposed national study after expressing his hope that all those present would feel free to raise questions with Dr Pilch after the presentation.

### MOTIVATION FOR THE NATIONAL SURVEY

Dr Pilch began his presentation by addressing himself to the question of what had prompted the project. He stated that as a result of decades of Jewish education in America, we now possess a great deal of information about the quantitative aspects of Jewish education, but we are completely lacking in real information about the qualitative aspects. For example, much is known concerning the cost of Jewish education, and adequate data are available concerning the number of students and teachers involved. However, almost nothing is known concerning the effects of this education on the community, the child and the parent. Neither is there any clarity, he pointed out, as to which of the various types of Jewish education have proved effective or ineffective, nor is there any basis for judgment as to whether the curriculum is merely transplanted from the historic European pattern or is a valid instrument in the light of the needs of the American children.

Very little is known, he went on, concerning what has happened to graduates of Jewish schools as a result of their Jewish experiences. So little is known concerning the relationship of the Jewish school to society in general that when questions arise from communities asking for guidance as to best means of identification with Jewish life great difficulty is encountered in giving the desired counsel. In brief, Dr Pilch stated, what progress we have made is in terms of numbers, increased awareness of the need for Jewish education and improved administrative techniques; in terms of scholastic achievement, little progress has been made. There is universal agreement that education is the "ticket to the future"; the AAJE decided that if education were so vital and basic a tool, it was high time for a responsible and full-bodied survey of the field.

### THE PILOT STUDY

Mr Pilch then stated that it was clear that a complete study could never be made, and therefore it had been decided to conduct 4 or 5 pilot studies in key communities in the hope that the conclusions reached in these situations would be applicable to the country at large. He then listed the following types of investigations as constituting the basic elements of a pilot study:

1. Wide interviewing of graduates of all schools of the community with particular stress on discovering the extent of involvement of these graduates in adult Jewish life and their basic Jewish attitudes.
2. Suggestions on how curricula for the school of tomorrow shall be built, based in large measure upon determination of what school experiences had proved creative and lasting in their effects.
3. A survey of specific local educational problems with appropriate suggested solutions.
4. A study of attitudes of parents toward Jewish education.
5. An investigation of the effectiveness or ineffectiveness of the various subjects taught, including a determination of the grades at which



various material should be taught. Dr Pilch pointed out that there is as yet no experimental Jewish school in America, nor has there even been a single standard achievement test worked out.

6. A study of the relationship of school and community based upon careful historical research.
7. A detailed examination of such specific problems as finances, duplication of services, pre-school education, teacher training, etc., all put into proper historical background.

Dr Pilch then stated from the standpoint of the AAJE Cleveland is a highly desirable city to study because the community has already shown a desire to study its educational system and, in addition, is unusually well organized to undertake the various responsibilities that would be involved in such a study.

#### STRUCTURE OF THE STUDY

Dr Pilch stated that the Study will be conducted by an entity independent of the AAJE. This will be a commission of 150 people headed by Professor Oscar Janowsky, who will serve in a voluntary capacity. Also cooperating in the work will be a board of technicians composed of outstanding authorities in both the Jewish and non-Jewish field and a professional staff of four people - a statistician, a psychologist, a historian and an educator. All of these will be put at the services of the pilot community for whatever time would be required to conduct the survey.

In return the pilot community will be expected to furnish appropriate manpower. Specifically, a study committee would be organized with a number of sub-committees - on instruction, finances, curriculum, fiscal plants, etc. Dr. Pilch stressed the importance of local participation, emphasizing that without the deep involvement of laymen nothing significant could be accomplished. As lay committees became deeply involved in the work, he stated, recommendations would inevitably arise from this process of self-survey utilizing the resources of the national agency. He described the need for a wide corps of volunteers who would be trained in interviewing techniques, so necessary to the study. Finally, Dr Pilch stated, each of the pilot communities would be expected to contribute to the cost of the survey in what he believed to be a modest degree.

Dr Pilch said that all major elements conducting Jewish education in the pilot community would have to agree to participate in the study or else the AAJE could not undertake to make the survey. Dr Pilch concluded his remarks that the survey had no axes to grind, nor any preconceived ideas as to which of the various school systems were most effective. He was eager to bring the resources of his organization to Cleveland and to effect a partnership with local people in which a mutually helpful instrument could be forged.

#### QUESTION AND ANSWER PERIOD

An extensive period of questions and answers followed, which is digested in conversational form below.

Mr Curtis: Has the personnel of the Commission been named as yet?  
Answer: No.



Dr Garber: There is great value in the proposed survey but who undertakes the responsibility of gaining the cooperation of all the required members?

Answer: This is the responsibility of the community itself. In St Louis and a number of other places total cooperation has been achieved, although considerable doubt was expressed in advance as to the possibility of securing such cooperation.

Mr Curtis: Two questions will arise: (1) How objective will the study be? (This question necessarily involves the degree of representativeness of the contemplated Commission.) (2) Will the survey evaluate the success of various schools in terms of their own objectives or will it elaborate its own objectives as the basis for judgment?

Answer: (1) The Commission will have representation from all points of view in Jewish educational activity. (2) It will evaluate in terms of the stated objectives of various school systems.

Rabbi Cohen: The study fills a real need. However, is there not a great danger that local participation will make more difficult a true objectivity in the study since so many vested interests are involved?

Answer: No final answer can be given to this problem. Community participation is both desirable and necessary but the objectivity of the subject must obviously be safeguarded. One of the basic tasks facing the Commission will be to work out procedures that will fulfill both those objectives.

Mr Shapiro: The 1936 Jewish education survey resulted in evaluation and secured the total cooperation of the community. It is to be hoped the same type of cooperation can be secured this time.

Mr Neumark: If it is finally decided to study only communal institutions, would the AAJE help in such a limited study?

Answer: Yes. However, little of real value will result from such a limited survey since there is a need to study the entire educational picture if valid conclusions are to be reached.

Rabbi Brickner: The time is ripe for Cleveland to proceed without delay on this study. Cooperation can be secured. To what extent will adult education and informal education be involved in the study?

Answer: Prof. Janowsky is particularly interested in addressing himself to these fields. There is some unclarity as to whether a thorough job can be done in this highly important and related fields.

Mr Ginsburgh: Will the influence of the synagogue be studied?

Answer: Yes.

Mr Kohrman: This study would bridge the gap from the physical and administrative study to the more important total survey.

Mrs Brickner: What would the total cost of the survey be?

Answer: \$40,000 for the first year, a total of \$100,000 for the three years that it is expected the survey will take.



- Mr Curtis: When will the conclusions bearing upon Cleveland's particular problems be ready?
- Answer: It is expected by May of 1953. The survey, Dr Pilch pointed out, will begin as soon as possible after the High Holy Days and the school year should provide sufficient time for the Cleveland phase of the study. Dr Pilch also pointed out that the Bureau of Jewish Education would be studied and that the present study would be integrated within the larger framework.
- Mr Shapiro: How much will be expected by way of contribution from Cleveland?
- Answer: \$6,000 is expected which will pay some part of the salaries of the 4 technicians alluded to above. In addition, it is expected that Cleveland will furnish clerical help.
- Mrs Herman: Who would foot the bill for Cleveland?
- Answer (by Mr Curtis) The decision to enter the survey will have to be processed through the Educational Study Committee, the Social Agency Committee and the Board of Trustees of the Jewish Community Federation. Presumably if the decision is made within these groups to enter the survey community funds will be found. Congregations will not be expected to contribute.
- Nr Neumark: At what point will we get an answer to the question of whether our Jewish education dollar is well spent?
- Answer (by Mr Curtis) Facts will eventuate quickly from the survey that will provide a basis for this judgment.
- Mr Zucker: Will this study involve the various school systems in such a way that they will receive guidance in their own problems?
- Answer: The survey is primarily self-education and will provide this kind of involvement.
- Rabbi Brickner: In view of the general feeling that the survey is desirable, shall we arrive at a consensus?
- Answer (by Mr Curtis) This is a meeting of exploration and no consensus will be arrived at. It is hoped congregations will now explore this matter.
- Mr Goodman: Has any analogous study been made in the field of general education?
- Answer: The Methodists and Lutherans have each conducted a comparable study and one similar has also taken place in Pennsylvania.
- Rabbi Cohen: Although no one can make commitments at this meeting I have no reservations and wish no limitations. This precaution, however, should be observed: The 1936 study had little effect because the data on which the study was based were sharply challenged. Therefore, the methods of acquiring the data must be unchallengeably objective and accurate.

The Chairman concluded the meeting by expressing the gratitude of the entire group for the presentation made by Dr Pilch and for his willingness to come to Cleveland to answer questions on this vital matter.

The meeting adjourned at 10:45 p.m.

Respectfully submitted,

Sidney Z Vincent  
Secretary