



## Abba Hillel Silver Collection Digitization Project

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### **MS-4787: Abba Hillel Silver Papers, 1902-1989.**

Series I: General Correspondence, 1914-1969, undated.

Sub-series A: Alphabetical, 1914-1965, undated.

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United Jewish Religious Schools, Cleveland, Ohio, 1955.

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#### **Western Reserve Historical Society**

10825 East Boulevard, Cleveland, Ohio 44106  
(216) 721-5722  
[wrhs.org](http://wrhs.org)

#### **American Jewish Archives**

3101 Clifton Avenue, Cincinnati, Ohio 45220  
(513) 487-3000  
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PROPOSED RECOMMENDATIONS ON  
RECRUITMENT AND TRAINING OF TEACHERS

January 3, 1955

Recruitment and training of teachers beyond question represent the major problem of Jewish - and indeed general - education today. No matter what techniques are employed to improve text books, supervision, curriculum or other aspects of Jewish education, what happens in the classroom is the determining factor. Improvement will come only to the extent that there is sufficient qualified teaching manpower available.

HISTORY

The primacy of this problem has been recognized for decades. Indeed a Jewish Teachers Institute was established by the rabbis of the two largest congregations in Cleveland before the founding of the Bureau of Jewish Education in 1924. After the Bureau was organized, the Institute became affiliated with the Bureau, but only for the training of Sunday school teachers. Later, a Beth Midrash was organized by the Cleveland Hebrew Schools to recruit and train Hebrew teachers. After a history of varying successes and failures, both these institutions were compelled to curtail their activities during the second World War largely because of the unusual demands made upon young people during that time. Although teacher-training courses were offered by the Bureau during this period, attempts to reestablish both these institutions as operating units were unsuccessful until 1950 when the Institute of Jewish Studies was reorganized to recruit and train teachers and set educational standards. It has functioned for the past four years as an autonomous agency but in close association with the Bureau of Jewish Education.

It presently has a program for training both Sunday school and Hebrew school teachers. (Copies of its present schedule of courses are available.) Approximately 20 teachers and potential teachers are enrolled in various courses offered for Sunday school and 24 in the course for Hebrew school teachers. The faculty of the Sunday school training department is drawn largely from the educational directors and rabbis of the congregations and heads of the communal schools. The faculty of the Beth Midrash consists of the dean of the Institute and two instructors.

RECRUITMENT

While various efforts have been made during past years to deal with the crucial problem of teacher recruitment, little has been done by way of initiating a solid program.

The following program is suggested by way of meeting the difficult and crucial problem of providing a potential of Sunday school teachers:

1. An intensive educational program be undertaken with the confirmation classes, and more particularly the high school departments of all schools to point out the advantages of training for Sunday school teaching. Outstanding students in particular should be encouraged through a central program of cadet teaching to prepare themselves for taking over classrooms subsequently.

2. As part of this program, credits should be given in high school toward meeting the requirements of the Institute for Jewish Studies in order that high school students may commit themselves seriously at this early stage toward a part-time teaching career. It is recognized that the problem of students who leave town for college work presents many difficulties, but it might be fruitful to examine the possibilities of working out a study or teaching program with the rabbi in the town where the college is located. X
3. The Jewish Vocational Service, which is increasingly responsible for guidance of young people, should be asked to consult with representatives of the Bureau or the Institute on means whereby interest in this field can be encouraged with promising students. X
4. Jewish public school teachers are a valuable source for recruitment. Although the Bureau itself and many schools have utilized this source, the Bureau should be responsible for a continuing and complete inventory of Jewish public school teachers in Greater Cleveland and should investigate in detail the possibilities of utilizing this group for Jewish education.
5. Many former school teachers have dropped out of teaching, but may be ready to reassume classroom responsibilities on Sunday morning. The help of the Federation of Jewish Women's Organizations and individual women's groups should be enlisted in a program for locating these former teachers and interesting them in the needs and possibilities of reassuming a one-day a week teaching career.
6. Hillel and the Fraternities and Sororities should be contacted regularly in order that young men and women on the college campuses become interested. While the Institute has for several years been conducting teacher training courses on the campus of Western Reserve University in cooperation with Hillel, it is suggested that in addition a gathering of all Jewish college people be arranged annually at which this problem and possibilities for teaching might be canvassed. X
7. Recent college <sup>graduates</sup> present a potential for Jewish teaching since they have a fair amount of time and often the skills necessary to teaching. A program of training specially designed for this group might seriously be undertaken by the Bureau and Institute. X
8. Congregations and the community should institute a program of scholarships to enable those committed to Jewish education to complete their college training.
9. A central registry of all teachers and potential teachers should be maintained, and requests for teachers from all schools should be addressed to this central registry.

#### RECRUITMENT OF HEBREW TEACHERS

The problem of securing Hebrew school teachers is even more complex since it demands in addition to teaching skills a body of knowledge not easily or quickly acquired. In the long run it seems clear that this problem will finally be solved, if at all, only to the degree that the Hebrew Departments of the

congregations extend their training sufficiently so that their graduates can be qualified to undertake teaching assignments. Presently only the graduates of the various communal Hebrew schools - and not all of them - seem qualified for this demanding task. There must be a more adequate system of secondary Hebrew education both to provide opportunities for boys and girls to continue their studies beyond the elementary level and to serve as a reservoir of students for high Jewish study and teacher training. The present Scholarship Committee of the Institute, aimed at helping college students interested in Hebrew teaching as a career to complete their necessary college courses, should be expanded.

While the paramount need is for more teachers, the Institute should also make a continuous effort to improve the quality of the teaching which now prevails. Many of our teachers, both in the One-Day-A-Week and Hebrew school, do not come up to the necessary standards. The cooperation of the various schools should be enlisted for this purpose. In addition to regular in-service courses, which are the most effective means of bringing our teachers up to standard, periodic conferences and workshops should be provided. The Board of License should set up a clear system of rewards and promotions to encourage teachers to improve themselves. Ultimately all this should be linked with an effective supervisory program for schools, such as that recommended by the recent Study. ✓

#### COMMUNITY RESPONSIBILITY

The success of a teacher-training and recruitment program depends on the assumption by the community of the following responsibilities:

1. The willingness of the various schools to abide by Codes of Practice for teachers in both One-Day-A-Week and Hebrew schools. This implies not only compliance with regard to salary scale but to standards of educational attainment on the part of teachers.
2. The full support of the Jewish Community Federation for both Codes. Only such support can help raise prevailing salary scales in our Jewish schools.
3. The adoption by all schools, congregational as well as communal, of teacher benefits, such as sickness insurance, social security, pension and tenure. X
4. Making Hebrew school teaching a full-time, rather than a part-time, supplementary vocation such as it now is for the overwhelming majority of our teaching personnel. Ways and means should be sought to provide teachers with more hours of work, including youth and adult education, in order to employ teachers on a full-time basis.
5. Special stipends and scholarships should be provided for promising young people to encourage them to go into Jewish teaching. ✓
6. In order adequately to maintain a community program of teacher training and recruitment to meet the growing demand for qualified teachers, existing services of the Institute of Jewish Studies should be expanded. ?

As soon as possible, the Institute should be enabled to become a College of Jewish Studies comparable to that existing in a number of major Jewish communities. This step may entail the addition of faculty members to its staff in such fields as pedagogy and the Jewish social studies and the possibility of X

utilizing the additional personnel recommended for the Bureau of Jewish Education staff for these posts should be carefully studied. The structure and organization of the Institute Board of Governors should reflect the needs and place of the institution in the community.

### CONCLUSION

The shortage of qualified Jewish teachers is the number one problem facing Jewish schools and the entire American Jewish community is by now a well recognized fact. Indeed, it will serve as the theme for a National Conference On Personnel to be convened this spring by the American Association for Jewish Education.

Unless far-reaching steps, involving concerted community planning and a considerable outlay of time and funds, are taken to deal with the problem in our schools it can only become more aggravated. The anticipated increase in school population during the years ahead will accentuate the teacher shortage all the more.

A long-range approach is required. It will have to be determined and agreed upon locally by all the groups and parties concerned. All our resources must be pooled to meet the issue squarely. Stop-gap methods alone will not effect a lasting solution.



PLAN FOR MERGING UPPER GRADES OF THE  
U.J.R.S. INTO THE CONGREGATIONAL SCHOOLS  
February, 1955

- 1) In September, 1955, the U.J.R.S. shall cease to operate the seventh, eighth, and ninth grades and the children in those grades shall be absorbed into the various congregational schools. The assignment of children to particular schools shall be determined by the choice of parents except that an equitable distribution of children among the schools shall be effected, which may involve second or third choices of parents in some cases.
- 2) The U.J.R.S. shall undertake the details involved in the transfer -furnishing of past school records of children, follow up on those who do not enroll, acting as the clearing house for finances, as noted below.
- 3) Children from the U.J.R.S., once enrolled in the various congregational schools, shall be treated in all ways as full members of the class - both as to responsibilities and privileges.
- 4) The U.J.R.S. shall undertake before September a program of elementary Hebrew instruction in the three grades to be merged in order to facilitate their absorption into Sunday schools where Hebrew is taught.
- 5) Congregations reserve the right to invite the parents of children to be absorbed to undertake the full obligation of membership.
- 6) All congregations shall be compensated on the basis of an agreed amount for each child from the U.J.R.S. enrolled in their school. The amount shall be the same for each congregational school.

The U.J.R.S. shall collect tuition fees and congregations shall have no responsibility for collection of tuition from individual parents.

- 7) The basis for compensation to congregations is difficult to determine because of the highly differing ways in which congregations assess costs. It is believed that per capita cost for Sunday School teachers' salaries represents a substantial proportion of the total cost. These figures plus an estimate of additional costs, lead to the suggestion that \$20 per child per year represents a reasonable basis for compensation to congregations.

It is recognized that if all costs to congregations were figured, the resulting amount would be higher but it is also felt that congregations will only in rare cases need to hire extra teachers because of the absorption or be required to make any significant extra outlay of money.

- 8) It is hoped that this proposal can be acted on as quickly as possible by the various congregations in order that, if it is approved, it can be put into operation for the September school year.

Mr A M Luntz, President  
The Temple  
Hanna Bldg  
Cleveland 15, Ohio

Dear Mr Luntz:

I should like to express my gratification at the highly constructive and cooperative attitude expressed by The Temple at our meeting yesterday when we considered the plan for absorbing the upper grades of the United Jewish Religious Schools into the various congregational schools. Those of us who have worked on the Jewish Education Study Committee understand that acceptance of the proposal by the congregations represents another indication of their profound concern with the well-being of the community and the betterment of Jewish education for all our children.

In accordance with the suggestion at our meeting yesterday, I am enclosing a copy of the suggested plan for absorption, plus a summary of choices of parents as to congregational school.

If the plan is to be put into operation for the coming school year, the U.J.R.S. must very soon undertake a considerable responsibility for preparing the children properly. I therefore hope that you will bring this matter to the attention of your Board of Trustees as soon as possible in order that we may hear from you as to whether the plan is acceptable to The Temple. Please extend the thanks of the committee to your congregation for your fine cooperation in helping think through the problems facing us in any additional way.

Sincerely,

Max Simon, Chairman  
Committee on U.J.R.S.

February 11, 1955

## PLAN FOR REORGANIZING THE UNITED JEWISH RELIGIOUS SCHOOLS

March 1, 1955

- 1) In September, 1955, the U.J.R.S. shall cease to operate the seventh, eighth, and ninth grades and the children in those grades shall be absorbed into the various congregational schools. The assignment of children to particular schools shall be determined by the choice of parents except that an equitable distribution of children among the schools shall be effected, which may involve second or third choices of parents in some cases.
- 2) The U.J.R.S. shall undertake the details involved in the transfer - furnishing of past school records of children, follow up on those who do not enroll, acting as the clearing house for finances, as noted below. Transfers from school to school shall require the approval of the U.J.R.S.
- 3) Children from the U.J.R.S., once enrolled in the various congregational schools, shall be treated in all ways as full members of the class - both as to responsibilities and privileges.
- 4) The U.J.R.S. shall undertake before September a program of elementary Hebrew instruction in the three grades to be merged in order to facilitate their absorption into Sunday schools where Hebrew is taught.
- 5) Congregations reserve the right to invite the parents of children to be absorbed to undertake the full obligation of membership.
- 6) All congregations shall be compensated on the basis of an agreed amount for each child from the U.J.R.S. enrolled in their school. The amount shall be the same for each congregational school. The U.J.R.S. shall collect tuition fees and congregations shall have no responsibility for collection of tuition from individual parents.
- 7) The basis for compensation to congregations is difficult to determine because of the highly differing ways in which congregations assess costs. It is believed that per capita cost for Sunday School teachers' salaries represents a substantial proportion of the total cost. These figures plus an estimate of additional costs, lead to the suggestion that \$20 per child per year represents a reasonable basis for compensation to congregations. It is recognized that if all costs to congregations were figured, the resulting amount would be higher but it is also felt that congregations will only in rare cases need to hire extra teachers because of the absorption or be required to make any significant extra outlay of money.
- 8) This proposal, if approved by the congregations and the Jewish Community Federation, shall be put into operation for the September, 1955, school year.
- 9) The United Jewish Religious Schools shall continue to operate a school for the first six grades and shall as soon as possible provide a school day and a curriculum comparable to those obtaining in the congregational Sunday schools. Specifically, this would involve increasing the school day to 2½ hours and the inclusion of Hebrew as a subject.

March 15, 1955

Mr. Jerome Curtis, Chairman  
Jewish Education Study Committee  
Jewish Community Federation  
Huron Road  
Cleveland, Ohio

My dear Mr. Curtis:

At the last meeting of the Board of Trustees of The Temple, Mr. Phillip L. Steinberg presented the plan for Reorganizing the United Jewish Religious Schools. These recommendations were fully discussed by the Board and the following resolutions were adopted:

(1) The Temple is prepared to go along with the plan inasmuch as it is the recommendation of the Social Agencies Committee of the Federation without committing itself either to the necessity or to the desirability of this plan.

(2) The Temple will participate in the plan provided all the other reform religious schools of the city do likewise.

(3) Taking into consideration that the enrollment in The Temple Religious School is at its peak and that the school is confronted with a steadily mounting annual enrollment which will tax its facilities even more, The Temple can admit only a very limited number of pupils from the United Jewish Religious Schools and must be free to indicate annually how many pupils it can admit or to discontinue admission of such pupils altogether.

(4) The Temple Religious School will not be in position to admit any pupils under the plan who have not completed at least three years of study in the United Jewish Religious Schools.

Mr. Jerome Curtis

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(5) In the matter of reimbursing The Temple Religious School for the cost of tuition, The Temple would bring to the attention of your committee that the suggested stipend of \$20 per child per year is in no way related to the actual cost of educating a child in The Temple Religious School. It is an utterly unrealistic figure.

Very sincerely yours,

A. M. LUNTZ  
President

AML:rms



PHILLIP L. STEINBERG

~~XXXXXXXXXXXXXXXXXXXX~~ 19622 Winslow Road  
SHAKER HEIGHTS 22, OHIO

~~XXXXXXXXXXXX~~

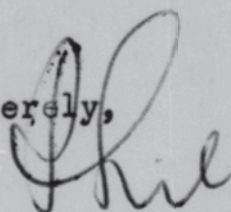
Dear Rabbi Silver:

Leo Bamberger called to ask that I send you a copy of the Plan For Reorganizing the United Jewish Religious Schools, as adopted or recommended by the Social Agencies Committee of the Federation. Herewith you will find my copy.

Our letter on this subject should be addressed to Mr. Jerome Curtis, Chairman, Jewish Education Study Committee, Jewish Community Federation.

I assume you will call me if I can be of further service - I am leaving Wednesday night for Chicago and will not return until the morning of March 23. Am looking forward eagerly to listening to you at the Tercentenary Celebration.

Sincerely,



BUREAU OF JEWISH EDUCATION  
2030 SOUTH TAYLOR RD.  
CLEVELAND HTS. 18, OHIO

MAY 2, 1955

Mr. A. M. Luntz, President  
The Temple  
Ansel Road and East 105th St.  
Cleveland, Ohio

Dear Mr. Luntz:

Thank you for your letter of April 15th with reference to the Code for Religious School Teachers. I want to express my appreciation for your promptness in replying.

We had intended to call a meeting of the Study and Planning Committee for reconsideration of the Code in the light of replies received from congregations. Unfortunately, only two congregations have answered thus far. Some called to say that they were unable to arrange for meetings prior to April 25th. We will, therefore, not call a meeting of our committee until all, or the major portion, of the replies are received.

While I fully understand your objections to the Code and certainly sympathize with them, I am not entirely clear as to the purpose of the final paragraph in your letter. Congregational autonomy has never been questioned. That is why the Code and other similar material, is submitted to all the congregations for their approval. The Bureau of Jewish Education is a voluntary association of schools with but one major objective in mind; namely, to cooperate in raising the standards of Jewish education in our community.

I am sure that we shall continue to work together for the betterment of our Jewish community.

Sincerely yours,

Nathan Brilliant  
Director

NB:ft

cc: Rabbi Earl Stone

Mr A M Luntz, President  
The Temple  
Hanna Bldg  
Cleveland 15, Ohio

Dear Mr Luntz:

As chairman of the Budget Committee of the Jewish Community Federation, I should like to thank you personally and The Temple for accepting the proposal to integrate the upper grades of the United Jewish Religious Schools into the congregational Sunday Schools.

We have noted carefully the reservations outlined in your letter of March 15 and shall endeavor to respect them in all ways. We should however, like to share with you our thinking on the suggested compensation of \$20 per child per year which you call "utterly unrealistic."

We are however hopeful that the following considerations may persuade you to accept the proposal on a temporary basis because of the dedication to the community welfare that led to your acceptance of the project in principle.

- 1) The plan in its present form will already cost the Federation an estimated \$5000 more than the operation of the United Jewish Religious Schools during the past year. It is probable that any heavier burden during the experimental first year would make it impossible to put the project into operation.
- 2) To the best of our thinking, no out of pocket expenses will be required from any congregation. The compensation, we are sure, will pay the full per capita expense of teachers' salaries and we trust leave at least something over toward defraying the other heavy expenses of operating a congregational school.
- 3) Like any project, only experience will demonstrate in this case values and weaknesses - financial and otherwise. It is our hope that you will be able to accept the suggested figure for the coming year in order that we may together - Federation and congregations - evaluate the project a year from now on the basis of actual experience and so arrive at a figure acceptable to all concerned.

Mr A M Luntz

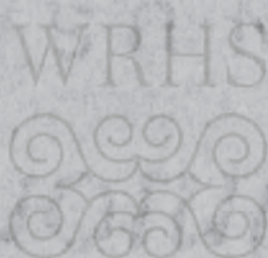
Since the actual number of dollars involved as far as any one congregation is concerned is in any event rather small and it seems impossible to work out any other proposition in time to inaugurate the project for this September, I hope it will be possible for you to accept the \$20 figure on a one year basis.

I have instructed our Education Committee secretary, Sidney Vincent, to call you next week in order to get your reaction as to whether we can proceed on the suggested basis. I hope it will be possible for you to have an answer for him at that time, since arrangements will undoubtedly have to be made this month if you are to schedule fall classes properly. You will, of course, feel free to call me or Mr Vincent for any information you may wish on this matter.

Sincerely,

L W Neumark, Chairman  
Budget Committee

May 3, 1955



# YESHIVATH ADATH ENAI ISRAEL

## SEVEN YEARS OF PROGRESS

EDUCATIONAL DEVELOPMENT		
	<u>1947/48</u>	<u>1954/55</u>
I. ENROLLMENT		
a. First week	46	326
b. Peak Enrollment	180	396
II. WEEKLY HOURS OF INSTRUCTION PER PUPIL	4 hours	Grades 1-6 : 6 - 8 hours Grade 7 : 8 hours Grades 8-12 : 10 hours
III. STUDENT HOURS PER WEEK, AT PEAK	730 hours (6 class periods)	2840 hours (29 class periods)
IV. GRADES TAUGHT	1 to 4	1 to 12
V. TEACHERS ON STAFF	3 teachers underpaid	13 teachers paid according to Teachers' Code

BUDGETING		
	<u>1947/48</u>	<u>1954/55</u>
I. TOTAL BUDGET	\$ 21,420.00	\$ 58,195.00
II. SALARIES	\$ 16,100.00	\$ 47,090.00
III. TUITION	\$ 1,216.00	\$ 17,700.00
IV. J.C.F. SUBSIDY (for operating purposes)	\$ 13,000.00 (60.7% of total budget)	\$ 21,906.00 (37.6% of total budget) plus \$2,400.00 special pension grant

Our progress would have been even greater if the J.C.F. Subsidy had been proportionate to the growth of the institution.