



Abba Hillel Silver Collection Digitization Project

Featuring collections from the Western Reserve Historical Society and
The Jacob Rader Marcus Center of the American Jewish Archives

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

Series V: Writings, 1909-1963, undated.

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187

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Jewish education, undated.

I.

Jewish
Education

① No Subject so vital.

② There was a time when there was no need -

③ In America - Nat. things & Phil. Syng. men
to have come first. - 2/3 - school - less -
no schools - no curriculum.

④ It is clear that prop. will not last as -
Not so clear that Syn. ... Egypt.

⑤ We received this power & ideas. Build
no problems - had no answers -
1 - a people, the Book -

II. The why of Jew. Education?

① For children's sake - superiority

② For America's sake - rich heritage

③ For Israel's sake - yet much to
win - why persist?

④ For world's sake - Beulah's
contribution, Moral - Trans-
valuation

III. Ancient world old when an ancient

- Act 152; Codes, etc; Adapted, Rejected,
Recreated, - Revised delusion.

- Something irreparable & indestructible
not scientific - Moral & Theory

① All ancient people had religions

② Our Contribution: Prophecy

Revel. ideas & Overseers. Prophetic;
History - Messianic day - ages

This ped -

IV. Thruout ages we fed the world =
Religion & Morality.

Religion & Morality.

① Christianity = Ethics = ^{NOT} decadent

(2) Mohammed = 70.

(3) Windfall Eyes -

(4) *Psittacus - Aeneas -*

V. How was we able to survive?

Tnali = Thuk - because on how
after disaster:-

① What was our three, worship-
place, & truly = Bible

(2) Who are our heroes? Hervey,
The Model! Moses et al. Spengler,
Mendelssohn, Ricardo, Lazzarus,
Bayson; Freud - Einstein -

③ Rover is dead! Cited -

II. Education We worry about
Antisemitism. That has ~~made~~ us
destroyed us! — גויאנא, דאס
that will!

① new type, leadership! in
our circumstances;

(2) Our answer to that. More
obvious. Better.

(2) Hill -

נחמיה

College
Wash

I. Introduction -

1. I desire to congratulate you upon the sacred task which you are assuming this day and upon the ^{very auspicious} ~~fortunate~~ hour in which you are assuming it.

A surely no profession is more sacred than that of a teacher and especially that of a religious teacher. They are the channels through which the treasures

ideas of one generation are passed on to another. They are the agents for the highest social values.

They are the parents of civilization - keeping ever anew upon the altars of life, the fire of spiritual faith and enthusiasm.

What greater privilege can one crave than that of moulding life and thought in the hearts of children with the burning fingers of inspiration - giving wing to their aspiring thoughts - purpose to their the forces impulses - direction to their ~~the~~ ^{the} melting imagination!

Your profession is the most intimate of human life - You are in very truth co-workers of God - You join in and form ^{to} that which came from God our smither - the soul.

Therefore I congratulate you upon your task.

2. And I would also congratulate you on the very ^{auspicious} ~~fortunate~~ hour in which you are assuming it.

1- The work of Rel. education is assuming an new importance & significance in society to-day. And the war is responsible for this a for many other things - Up to 1914 the trend of Educ. in Gen. was in the direction of technical efficiency. Prussian theory of Educ. Prepared men for efficient production - Teach him only those

the protection of society as its teachers and our hope they protect the human idealism and they live - that small clearing in the vast jungle of human barbarism + selfishness with the godly truth the crucifixion of the people.

things which are serviceable - which can be translated
in terms of current among the businessmen. all
else is wasteful, inefficient - The war has revealed
men who of this pedagogic star and held their own
death in the pot - This value-ideal is the ideal
of pol. and various econ. imperialism. Revolution
masters need well-trained, efficient obedient
servants, to be exploited. And the scientifically
trained Prussians were exploited by these masters.
And the War came! The war has shown the
menace of science without faith, knowledge
without character, training without inspiration -
mind without soul! It is a Frankenstein's
monster - educational barbarism. War has taught
us to look for an efficiency of production as eff.
of living - God made man - not clerks, stewards,
business, professors. But man - in his image.
Democracy needs men. It depends upon dignity
of great and a mass; truth! But upon the highly
developed men + women.

2. So that Edu. tomorrow will experience a
revival of Humanism - will undertake an em-
phasis on sweetness & light - on soul culture -
on refinement and elevation of impulses
in education ^{which devotion to character - to God} and emotions!

3. And Rel. ^{which devotion to character - to God} education will as a conse-
quence become the most important
branch of Educ.

4. And more especially Jew. rel. Educa.
For the war has demonstrated first the
validity of Jew. ethical ideals. And secondly
the other rel. may have been shaken to their
very foundations by this war - Judaism has
not. Other rel. may need reconstruction
and revival. Judaism needs not

Chr. found its Ethics of perfection of
individual salvation, of other-worldliness,
inadequate. ~~For~~ For. others have
reversed the scale of blood - the testimony
of truth.

5. The ideals of this war -

1. Mean. — Allegory — Image, Food.

2. Humanity — brotherhood

St. John's -

3. Subs. Monthly -

y. Peace -
heaps -

אלה הן חלום וזהו אלוהים

6. Jud. has come out triumphant. And a
 risks of still greater promises are unfolding
 themselves. The work of the Com. of the Board is
 a right fight for the ~~unimpaired~~ ^{unimpaired} fund. Our
 cause is not a lost one. We are not
 so therefore congratulate you on the
 auspicious time in which you create
 your sacred university & teachers in
 Israel.

3. I shall not abuse your patience by indulging in a lengthy discussion of your duties. I would however leave up to you to keep ^{your} ~~things~~ constantly before you in your teaching. ~~of our~~

1. Teach God - would surely emerging emanation.
 they truly from the ~~dead~~ ^{dead} wheels & axioms
 reverse them upon it. Mysterium; life
 remain still uncolored. So. is depicting two
 analytic but not upturning concerning
~~beings~~ ^{our} ~~things~~ ^{but} & ultimates! Teach God!
 For the world need this! And our ruin
 have found that they cannot get alone

without this -

a - not a metaphysical abstraction!

2. Emphasize the reception of Jewish life. In
only in this manner can a child find sol.
we learn by doing! The act is an experience.
Habits determine spiritual belief.

a - we have emp. ideals but not discipline
body - but not soul! We have no
faith; it's partly, it's mysterious,
to halberd associations - starch!

b - we struggle against heretic world.
strategy - a

c - discipline children a faith rich
in sentiment & emotion etc.

3. Of course in this work the Home must
cooperate - and the community! Your
work will be in vain - if no home remains.
Godless - without atmosphere - without example.
If your teaching remains intellectual & the
home fails to put into practice the things
which the child is taught & loved.

4. You must center your effort upon the
Home also - you will not be alienated.

4. The papers have said that the school is more sacred
than the synagogue. They also said: The teacher and
the protectors of the city. May you - who have
assumed the responsibilities of a defender of over-privileged
Jews - remember in the most restrictive of human life



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③ In connection with the
work in history, etc. & Western
of the month -
10. Don't see it - I don't know!
1. Why is he doing this?
2. - 2 per 11/2 1956
11. We shall like - we have got
to work to him to work!
① 2 per 1956



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CHICAGO.

- I. I believe, gentlemen,
A. The war will not have been won
as long as ^{privately} but has assumed
- II The war is still on -
- III. And millions have volunteered
- IV. Many - Therefore we help
- V. Humanity - Face them & find
Therefore we appeal to them
- VI we have hesitated. But two
different burden -
- VII. Suffering as I saw and as
Waris
- VIII. ∴ poor people & Jews must
ask for alms - not shamefully
- Of Americans - Spirit of
America -
Call to help children -

IX. Massacres

X. We shall wait.

XI. Our task - to help keep
them alive

XII. Chicago.

