AN EVALUATION OF THE HEBREW STUDIES of the BETH JACOB SCHOOL PHILADELPHIA, PA. By the American Association for Jewish Education December 1965

THE STUDY STAFF

for the

HEBREW DEPARTMENT

of the

BETH JACOB SCHOOLS OF PHILADELPHIA

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DR. GERSHON KRANZLER - Principal, Talmudical Academy, Baltimore

DR. JUDAH PILCH - Director, National Curriculum Research Institute, American Association for Jewish Education

DR. LOUIS L. KAPLAN - President, Baltimore Hebrew College and Executive Director, Board of Jewish Education, Baltimore

INTRODUCTION

It is with considerable chagrin that the chairman of the study staff must note at the outset that almost a full year has elapsed from the time that the first visits to the Beth Jacob School were made by one member of the team, Dr. Gershon Kranzler, who visited all three branches of the Beth Jacob School on December 29th and 31st, 1964. Dr. Pilch visited the School on January 27th, and the chairman made his visits on March 15th and the 24th, and again on September 16th, 1965.

In part, the delay was due to the necessity of completing the Schechter and Akiba survey and report, since the charge to survey these schools was given to the surveyor much earlier. This report was presented to the Federation on September 16, 1965. It was deemed advisable before preparing the Beth Jacob report to review the Temple University report on this school. Additional delay was caused by the unavailability of information requested, some of which, such as minutes of the meetings of the Board, has still not been made available, even at this late date.

It must be admitted, nevertheless, that the major portion of the blame rests with the chairman of the study committee because of his heavy obligations, once the academic year got under way at the Baltimore Hebrew College, the Board of Jewish Education and the University of Maryland, three areas in which he carries considerable responsibility. It is part of the weakness of American Jewish education that a few very busy people have to be called on to do much of the work which, in the general education profession, can be divided among a large number of persons.

Responsibility for this report and its recommendations rests entirely with the chairman of the study committee. In the discussion of

the curriculum and in evaluating the instruction, he had the benefit of the observations and comments of Dr. Kranzler and Dr. Pilch, both of whom have had extensive experience in Day Schools.

where his opinion differed from that of one or both of the other members of the study committee, this has been indicated in the text. The recommendations are entirely the product of his own thinking and should be charged or credited, as the case may be, to him and not to his associates.

The Beth Jacob School was organized in February 1946 and is thus approaching the completion of twenty years of service. From seven pupils in a kindergarten and grade one, it has grown to more than 370 in three branches and extending from nursery and kindergarten to its first senior high school class for girls.

Throughout these nearly two decades, it has maintained the same philosophy and objectives, assigning a position of primacy to the study of the Bible and the Talmud with the traditional commentaries, fostering maximum observance of the 'mitzvot" and loyalty to Jewish tradition. It has been open to some progressive influences in modern Jewish education so that Jewish history and Hebrew literature have been incorporated as integral parts of the curriculum. The program and philosophy of Bath Jacob are sufficiently different from the other Day Schools supported by the Federation, so as to make the question 'Why another separate Day School' completely irrelevant.

PHYSICAL FACILITIES

The Temple University Team commented on the inadequate physical facilities, although in their report major attention was directed to the lack of library rooms, sufficient play space, etc. The present report is being dictated under the impact of the terrible tragedy that happened

in a Jewish community center in Yonkers, New York. The surveyor can't help feeling a tremor as he thinks of the Germantown building with its steep staircases and its third floor classrooms which have just been remodeled for the use of the High School grades.

One need not be an advocate of lavish or expensive construction for school buildings, to insist that there must be no compromising on the element of safety. Federation and the Board of the Beth Jacob School have a very real responsibility to give this factor primary consideration. It is more important than renovation of lighting and plastering of walls. One need not be a Cassandra, but where other people's lives are involved, one has no right to have too much trust, even in Providence. It was the Rabbi of Sasov who taught that lack of faith on occasion has its uses. When a person comes and asks us for help, we are not to answer, 'Trust in the Lord'. We must do everything possible, as though in the whole world there was no one else to help but we.

In the course of his visits and in conversations with Dr. Freiffelder, the surveyor was impressed with the fact that the administration and Board feel more at ease in the Germantown branch since the building belongs to the School, whereas it rents the other two facilities. Undoubtedly, there are advantages that accrue to the school in its own building. But safety and minimum conditions of space, light, heat and ventilation, and especially easy and rapid entrance and exit into and from classrooms and the building as a whole, <u>must be assured</u>.

It may not be possible for the Beth Jacob School to concentrate all its work in one building, in a location that would be sufficiently centrally located to provide for its entire clientele. Dividing the work in three buildings, makes supervision on the part even of such an energetic

person as Dr. Freifelder, difficult, and even with the assistance provided by head teachers or assistant principals in the other two branches. Such division does not make for an ideal educational unit, such as Beth Jacob aspires to be.

In the Schechter-Akiba report, the surveyor strongly urged Federation to work in close cooperation with the Boards of all the Day Schools in Philadelphia, to inaugurate a Capital Building Fund for all three schools. There is no short-cut to a solution of the problems of the physical facilities needed by the three schools. Considering the contribution all three schools make to intensive Jewish education in Philadelphia, they are physically deprived as against other Jewish schools in the city. There are undoubtedly in Philadelphia many Congregational Sunday Schools whose children meet for two or three hours, one day a week, in excellent modern school buildings which remain unused or nearly so on all other days of the week. On the other hand, the children in these three Day Schools are herded into crowded quarters, owned or rented, and where the margin of safety, let alone comfort and educational efficiency, is far from adequate.

ENROLLMENT

An examination of some of the School's reports shows that from 1957 until today, the total enrollment has not varied much. In 1957, it was 394, and at the conclusion of the 1964-65 academic year, it was 372. The current enrollment (as of December 28, 1965) is 377.

Figures showing the changes from month to month by the addition of new students and elimination of others were available for the periods from September 1961 through February 1962, September 1963 to February 1964, and from September 1964 to February 1965, since these were submitted to the Federation in connection with the School's Annual Budget requests. The attached table based on these reports, and on data supplied to the surveyor, shows the enrollment by branches as well as the turnover for the three latest years.

BETH JACOB SCHOOL OF PHILADELPHIA COMPARATIVE ENROLLMENT STUDY

	T	1957]	964-6	5	Jur	June 1965 1965-66 (as		66(as of	12/28/65)	
	8	G	Total	В	G	Total	В	G	Total	8	G	Total
1. (Catharine St.) George Friedland a. Grades 5-6 b. Grades 7-11	147	69	216	39 36	29 30	68 66	39 37	31 30	70 67	27 39	28 45*	55 84
2. Germantown	86	51	137			86			87	45	39	84
3. Northeast	19	22	41			131			148	94	60	154
	252	142	394			351			372			377

* thru Grade 12

NOTE ON ENROLLMENT

Policy of admitting children every month of school year deserves serious consideration. Reports submitted to Federation in support of budget requests, indicate that school has followed such a policy.

	196	1-62	19	62-63	1964-65		
	Added During Month	Oropped During Month	Added	Dropped	Added	Oropped	
September	86 *	87 *	8	5	13	3	
October	14	12	5	12	14	***	
November	7	-	10	11	11	3	
December	2	14	6	1	6	4	
January	20	8	13	8	10	2	
February	7	3	12	7	8	4	
	50	37	54	44	62	16	

Not included in Total

Sept. 1961 Total Enrollment was 366
Feb. 1962 " " 374
Exclusive of Sept. -- 87 out of 366 children
or turnover of 24%

Sept. 1962 Total Enrollment was 373
Feb. 1963 " " 378
98 out of 373 children or
turnover of 26%

Sept. 1964 - Total Enrollment was 321
Feb. 1965 - " " 363
78 out of 321 children or
turnover of 24%

It is recommended that the Administration of the school and the Education Committee give serious consideration to a change in the policy of accepting children during every month of the school year. Public schools generally have eliminated even second semester admissions, which in the opinion of the surveyor is a serious mistake, though it may make for more efficiency in administration. But to admit children every month, as the Beth Jacob presently does, is to oblige students and teachers to make constant adjustments to "infiltration", and this must disrupt the progress of the classes. If the educational situation is not affected more adversely than is apparent, it is because classes in the main are very small.

This is another problem that requires attention. It is expensive and educationally unnecessary to have one <u>third</u>-grade in Germantown with <u>thirteen</u> children, and two third-grades in Northeast with <u>ten</u> and <u>nineteen</u> children respectively. Only two classes in all three branches above the kindergarten level have 20 and 25 children on roll. <u>Sixteen</u> classes, exclusive of the four high school classes for girls have enrollments ranging from <u>12</u> to <u>19</u>. The total enrollment picture needs to be studied with the view of effecting some economies, and at the same time improving the educational situation. Each year, the problem of teacher recruitment becomes more acute and the elimination of one or two classes, where not actually needed, would be a boon.

A third area demanding serious consideration is the High School for girls. It is very costly to maintain a High School department for 19 students (as in 1964-1965), distributed in the 9th, 10th and 11th grades with only 6 in the 10th grade and only 4 in the 11th grade. (This has increased to thirty students in the current school year.) The Temple University team expressed its strong reservations about the justification of this program from the point of view of the secular studies, since course offerings can only be minimal due to the lack of full-time faculty and facilities.

It recommended that unless the situation can be corrected 'within a reasonable length of time', the High School department be discontinued.

Our interest is in the Jewish educational program and we are more aware than the Temple University team could have been, of the motivation for the maintenance of the High School department. We cannot, therefore, be so cavalier in seconding the recommendation of the Temple team. And yet, it behaves the Administration and the Education Committee to explore alternate possibilities for providing the intensive religious education that these girls now receive, perhaps under auspices other than that of Beth Jacob. It may be more economical and educationally more sound to provide scholarship assistance for the small number of students involved, by having them attend one of the New York schools that offers a similar program, rather than maintain them in separate classes in Philadelphia. (On the collegiate level, there is a precedent for such an arrangement, since State universities that do not offer certain professional and pre-professional training, have regional arrangements whereby scholarships are provided to citizens of the State who have to go out of town to pursue studies in a department or a college, not provided by their own State university.) <u>CURRICULUM</u>

The curriculum <u>generally</u> is a well organized course of study in accordance with the spirit of Yeshiva instruction. In the lower grades, the emphasis is on prayers and <u>Humash</u> with selections from <u>Rashi</u>, which is introduced in the third grade, and <u>Gemoro</u>, beginning with the fifth grade for boys. Selections from <u>Tosafoth</u> are added in the seventh grade.

The number of hours assigned to Hebrew studies vary from 14 for the girls' classes, to a little more than 20 for the boys' classes.

Prayers with the 'minyan' in the morning and for Minhah are included in the total number of hours, as are the additional hours on Sunday for the boys in grades <u>five</u> to <u>eight</u>.

The <u>Hebrew language</u> is taught from the kindergarten through all grades as a separate subject, and several series of graded texts published in Israel for the Orthodox schools, are used. Most of these contain excellent material drawn from the most recent as well as earlier periods of Jewish history and from the lives and teachings of outstanding personalities of Jewish religious life and thought. Written in a style which combines modern Hebrew with the rich treasury of our classical literature, these stories and poems can inspire and deepen loyalties to tradition. It might be well, therefore, to consider allotting more than the one hour and ten minutes to this subject, which are provided in the <u>fifth</u> and <u>eighth</u> grades (boys).

<u>Grammar</u> is taught orally in the early grades, and beginning with grade <u>five</u>, is treated as a formal subject, with a special text used by the teacher.

Jewish history, while begun in the second grade, is taught <u>inadequately</u>. Only one lesson a week (from 30 to 40 minutes) is assigned to this subject, and a Hebrew textbook is used in grades <u>two</u> to <u>four</u>. This text, while written in simple Hebrew, at the comprehension level of the children, is devoid of all the drama and heroism of Jewish history. The children are introduced only to a bare outline of some of the important periods and personalities in our long and eventful history. Since English is used freely in the translation of <u>Humash</u> and <u>N'viim</u> and in instruction in Laws and Customs, and other subjects, <u>it is strongly recommended</u> that a series of Jewish History texts in English, acceptable from the traditional point of view, be introduced in the lower grades, instead of the present Hebrew texts.

Some questions with regard to the <u>Humash</u> curriculum puzzled the surveyor. Instruction in <u>Humash</u> is begun in the <u>second</u> grade, when the

first three Sidroth of Genesis are covered. In the third grade, the rest of the Book of Genesis is completed; in the fourth grade, the Book of Exodus until Chapter 21; then in the fifth grade the rest of Exodus and the Book of Numbers until Chapter 8. In grade six, boys complete the Book of Numbers while the girls have the Book of Numbers and the first two Sidroth of the Book of D'vorim. In the seventh grade, boys again have Numbers from Chapter 13 to the end and the Book of D'vorim and in the eighth grade, boys study the Book of Leviticus.

It may well be that for the year 5725, there were some special reasons why the fifth, sixth and seventh grades (boys) should all be studying parts of the Book of Numbers. It would seem more reasonable if parts of the Humash are to be repeated in order that the Book of Leviticus not be begun before the <u>eighth</u> grade, that sections of D'vorim and even of Genesis and Exodus might be repeated to better advantage.

All three members of the survey team were struck by the fact that in the <u>fifth</u> grade, the teacher had obviously devoted a great deal of attention to the chapters dealing with the building of the <u>Mishkan</u> and its various vessels. The architecture, the materials used, the plan of the Mishkan, were treated in the greatest detail. The surveyor wonders whether such concentration on these chapters is necessary at the <u>fifth</u> grade level?

When he visited the school on September 16th, 1965, the surveyor noticed that the <u>high school</u> classes were <u>again</u> studying Exodus and Genesis. There may have been some justification in the case of the <u>ninth</u> grade, which is a poor class. Yet even here it would seem that the material of the Book of Genesis is so well known, that adequate interest could be engendered only with great difficulty, in spite of the excellent efforts of the teacher. The tenth and eleventh (combination) class was beginning the study of the Book of Exodus again. The new teacher, a young Rabbi from

Israel, managed to hold the interest of the group, largely because he conducted the entire class in Hebrew (with only an occasional explanation of a word in English), and because he introduced the comments of Rashi, Rashbam, Ramban and others. However, the teacher monopolized the lesson, with very little participation on the part of the students.

The curriculum in Nivim (Prophets) also suggests some questions.

The Book of Joshua is taught in the fourth grade, and Judges and part of

First Samuel as well as the Books of Esther and Ruth (before the respective

holidays of Purim and Shavuoth) in the fifth grade; in the sixth grade,

boys complete the First Book of Samuel and review Esther and Ruth, and in

the seventh grade, they study Second Samuel, First and Second Kings as well

as review Esther and Ruth. In the eighth grade, boys study Jeremiah from

Chapter 25 to the end and the entire Book of Hosea, review Esther and Ruth,

and learn the Song of Songs before Passover.

Compared to the <u>fifth</u> grade, the <u>N'viim</u> curriculum for the <u>sixth</u> grade seems very light, unless this was deliberately done because this <u>sixth</u> grade was a weak class.

The <u>eighth</u> grade, being the last in the school for the boys, deserves special consideration. It is recommended that in this grade, the N'viim curriculum include <u>selected</u> chapters from Jeremiah, Hosea, Amos and Micah and a fair number of <u>Psalms</u>. It has been noted by many observers of American Jewish college youth that even some who have had a fairly intensive elementary Jewish education, have not recognized Psalms read in English as part of the <u>Hebrew</u> Bible. The most popular and frequently used Psalms should therefore be taught in the eighth grade, so that all the students, including those who may go on to public high schools from Beth Jacob, will have learned these Psalms in the Hebrew original. (On September 16, 1965, when he visited the school, the surveyor noted that the <u>tenth</u> and

<u>eleventh</u> (combined) grade was beginning the study of Psalms. This may reach those girls who continue into the High School department, but not all the girls and <u>none</u> of the boys.)

The Surveyor would also raise a question with regards to the twelfth grade which he observed briefly on September 16th, 1965. This class was studying the first chapter of Ezekiel. The teacher was struggling with the difficult language and attempted to make it more palatable by bringing in various Midrashic explanations of some of the anthropomorphic terms. In the opinion of the surveyor, this only complicated the lesson. He questions whether the teacher should not have been advised to heed the warning of tradition about teaching the "Maaseh Merkavah". He raised the question in class and the teacher dismissed it summarily by stating that he is not going into any profound analysis of the matter. A brief explanation of Chapter 1 in simple Hebrew or in English, so that the children would know that the Prophet begins with the vision of the "Maaseh Merkavah" might be sufficient. There are many important chapters to teach in Ezekiel and in other books of the Bible which these students have not as yet studied.

Gemoro. A copy of the curriculum for an earlier school year, showed that all classes that year were studying <u>Pesahim</u>. This past school year, 5725, all classes were studying <u>Baba Metziah</u>.

Granted that the <u>fifth</u> grade studied Chapter 2 with only some Rashi selections and the <u>sixth</u> grade studied Chapter 3 with full Rashi selections and the <u>seventh</u> grade learned Chapter 3 (was this a repetition?) with Rashi and some Tosafoth, and grade <u>eight</u> learned Chapter 3 (was this a second or third repetition?) as well as Chapter 6 with a "review" (so marked in the curriculum given to the surveyor) of Chapter 1 with Rashi and Tosafoth, it is difficult to see the advantage of having all classes study <u>one</u> tractate in the same year.

ADDITIONAL COMMENTS ON THE CURRICULUM

- i. In the <u>kindergarten</u> grade, Hebrew is taught orally, and the vocabulary is well organized according to categories such as classroom objects and directions, parts of the body, home and family, Sabbath and Festivals, nature, etc. The alphabet is taught by various games and devices, and lists of words are presented, which begin with different letters of the alphabet and which are related to important Jewish religious experience, such as Tallith, Megillah, Succah, Shofar, Torah, etc.
- 2. <u>Singing</u>, taught in all the lower grades, includes children's Hebrew songs, holiday and liturgical songs, and some modern songs of Israel. The introduction of <u>Torah cantillation</u> in the fifth grade, as well as the chanting of part of the Haftorah, should help dispel for Beth Jacob students the 'big production' aspects of American Bar-Mitzvah preparation.
- 3. The emphasis on good habits (cleanliness, respect for property, fair-play, etc.) as part of the Hebrew curriculum in the kindergarten grade and the teaching of meaningful proverbs stressing Jewish values in the other grades, are worthy of commendation. It must be borne in mind, however, that verbalization of ideals is not teaching. Nevertheless, bringing these pithy statements to the attention of children and stimulating discussion about them, with illustrations of their application in the lives of great Jewish personalities, can enrich the curriculum, and provide an emotional basis for ethical living. (Here the Hebrew language texts can be very helpful.)
- 4. Discussion of the <u>weekly Torah portion</u> is introduced in the <u>first</u> grade, even before the children have begun the study of Humash, and is continued in all subsequent grades.
- 5. Rashi is introduced in the <u>second half</u> of the <u>third</u> grade, by which time the children have become sufficiently familiar with portions of the Siddur and the First Book of the Torah.

6. In the lower grades especially, several of the teachers have made conspicuous efforts to conduct the entire class work in Hebrew. It would be well to continue this in the higher grades, to the maximum extent possible.

ACHIEVEMENT

No testing program was included as part of this survey, and the evaluation of achievement in each class and of the school as a whole, can be stated only in general terms. It should be borne in mind, however, that all three members of the survey team have had many years of experience in conducting schools and in teaching, and it may be reasonable to credit them with a capacity for getting the "feel" of a class, even in a short visit.

The level of achievement in the various subjects in most classes seemed good, and in some classes, superior. In the Northeast branch, there were several parallel grades, one being a good class and the other, rather weak. The <u>sixth</u> grade (boys) and grade <u>eight</u> (girls) were both rather slow groups. Since no attempt was made to go into the history of the individual children in these grades, it is impossible to know if the condition was due to late admission or inadequate capacity and/or motivation.

With the exception of the slower groups mentioned, the lower grades, and especially grades one and two, were learning at a rather rapid pace. The teachers obviously prepare a great deal of material and use a variety of techniques. In the Germantown branch, the walls carried considerable display material, of charts, pictures, and arts and crafts, used to advantage to heighten the pleasure as well as increase learning effectiveness. Children read the Siddur well, knew the benedictions and laws and customs which they had been taught. They understood readily as the teachers spoke to them in Hebrew, and there was an excellent rapport between teachers and pupils.

Children in the <u>fifth</u> grade gave evidence of understanding the Talmud terminology exceptionally well for their age. The fact that teacher and students used three languages interchangeably, Aramaic, Hebrew and English, seemed to offer no obstacle or unusual challenge to the students.

Leaving aside grade <u>six</u>, which is a slow group, grades <u>seven</u> and <u>eight</u> apparently were quite at home in their study of Talmud, including references to Tosafoth and comments of some Rishonim introduced by the teacher.

In view of the good results obtained in most of the classes, the surveyor would strongly recommend that the <u>faculty</u> and Dr. Freifelder devote several sessions to a review of the curriculum and try to determine on the material from the Torah, N'viim, and the Talmud, that should receive special emphasis. This is not intended to suggest that one part of the Torah is more sacred than another, but rather to point up the fact that for some of the students at least, the eighth grade is as far as they will go with Beth Jacob. Would it not be wise, for example, to consider introducing the study of Mishnah one hour a week, beginning with the <u>sixth</u> grade, so that in the course of the sixth, seventh and eighth grades, students will cover sections from various Sedarim, instead of studying Gemoro only and confining that study to one <u>Massechet</u>? In like manner, would it not be better to give more attention to <u>Mishpatim</u>, than to the details of the building of the <u>Mishkan</u> or a meticulous analysis of the <u>Korbanot</u>?

The high school for girls presents a unique problem. It has already been noted that one of these grades is quite weak (the current <u>ninth</u>) and the others are small. The surveyor would refer again to the suggestion made earlier in this report, as to what might be considered by way of meeting the needs of these girls without involving the Beth Jacob school in the difficult

and expensive program of maintaining a high school department for a small number of girls, of whom not all are qualified to benefit from this intensive program.

In the opinion of the surveyor, the ability of a Day School to retain its pupils through the higher grades is the most significant measuring rod of its educational achievement. The best Jewish education, when interrupted at the end of the fourth year of the elementary program, will not have a lasting influence. It is therefore questionable, if the community should be called upon to support an expensive Day School program, where there is inadequate continuity.

In the case of a school like Beth Jacob, the returns to the community in educational and religious values, derive from the success of grades five through eight and beyond, if possible. Major attention must therefore be given to the retention of pupils, from grade to grade. A steady attrition of 15 to 20% or more at the end of each grade, is a loss that can not be compensated for even by a doubling of the enrollment in the kindergarten and the first two grades. Increased enrollment in the primary department may provide a larger pool from which to draw. But the pool needs to be made as nearly leak-proof as possible.

FACULTY

For the current school year (5726), there are in all three branches of Beth Jacob sixteen teachers, excluding the nursery and kindergarten teachers and the Dean, Dr. Freifelder. Six of these teachers are full-time and ten are part-time.

Of the six full-time teachers, three were engaged in 1963 or subsequently, and of the ten part-time teachers, seven were employed in 1962 or more recently. Clearly, this represents a high turnover in faculty.

While this may be unavoidable, it must interfere with the continuity of the

educational process. It also involves the Dean in a constant search for new teachers and the problem of recruitment must deflect his attention from the problem of supervision, which should be his primary responsibility.

Of the present staff, some are very good, and others are weak or inexperienced. Several teachers obviously do a great deal of preparation outside of class, preparing teaching aids to facilitate the learning process, to test the results of learning and otherwise enriching the students' experience. Most teachers are content with performing conscientious ly in class.

Teachers could profit from the use of modern, educational methods. The good results obtained presently, are due largely to the sincerity and zeal of the teachers and their love of Torah, which communicate themselves to the children. While this compensates to some extent for the absence of better methods of instruction, it is reasonable to assume that the introduction of better methods would produce even better results.

In his report on Schechter and Akiba, the surveyor recommended outside supervision by Gratz College. The surveyor feels strongly that the Beth Jacob classes are no less in need of ongoing professional supervision, by an outside consultant. The day-to-day supervision will of course be done by Dr. Freifelder, but just as the school has engaged a professional educator to help with the English studies, it is advisable to find a qualified person to render similar services to the Hebrew program.

The Education Committee of the Beth Jacob School includes many highly competent and well-educated individuals who have demonstrated their deep interest in the educational well-being of the school. Without questioning their abilities and intentions, it may not be amiss to point out that people not engaged professionally in Jewish education render a disservice to Dean and faculty by their undertaking to evaluate the day-to-day classwork.

Members of the Education Committee are of course free to visit classes and make observations to the <u>Dean</u>. A fairly intensive overview of the educational situation in the schools was made by Professor William W. Brickman in October 1963, and his observations, communicated in a memorandum to Dr. Freifelder, were of great help to the school. It may be well to quote here the closing sentence in Professor Brickman's letter to Dr. Freifelder on October 22n, 1963, which stated, "At this point, we wish to express our satisfaction with what we saw, as well as our confidence in your spiritual and professional leadership in our school." The surveyor wishes to stress that in the interest of maintaining the proper professional relationship between the Board and the Dean and faculty, nothing should be done to lessen such confidence.

When the chief executive officer of a school is selected, it is assumed that the Board reposes trust in him, more especially after he has demonstrated his competence and trustworthiness on educational and religious grounds over a number of years. He must then be given the authority commensurate with his responsibility.

The minutes of the Education Committee meetings indicate that the committee devotes time and concerns itself with school administrative matters such as classification of children, promotion, etc., all of which should be left to the Dean and faculty. The committee should content it—self with laying down matters of policy. Changes in curriculum and texts and administrative matters belong properly to the faculty and the Dean. These should be reported to the Education Committee which may raise questions, offer suggestions, and approve or disapprove proposed changes. The Board should not usurp the rights and responsibilities which fall within the purview of the faculty and Dean.

SALARY SCALE

The surveyor does not believe that money can solve all problems in education. At the same time, it can not be denied that a decent salary scale is important, both in recruitment and retention of good faculty. The salaries paid at the Beth Jacob need to be reviewed very carefully for upgrading. In this connection, it must be emphasized that there is no rationale for three different scales for teachers in the three Day Schools supported by the Federation. A special committee, including representatives of the three schools, plus representatives from Gratz College and the Federation Education Committee, should meet and draw up qualifications for teachers at different levels, primary, elementary and secondary, and salary scales that include minimum and maximum as well as annual increments should be developed. There may be some difficulty in establishing qualifications that would apply equally to teachers at Schechter, Akiba, and Beth Jacob. However, a committee working in good faith could agree on equivalents, that may be translated meaningfully from one field to another. A person holding a degree from a secular college who has Rabbinic ordination may certainly be regarded as the equivalent of a person with a Master's degree, if not a Ph.D. The surveyor does not think it his responsibility to spell out specific terms. He would insist, however, that the general problem of salaries be approached rationally and from an overall point of view, for all three Day Schools. The setting up of a competent committee to resolve this question is the responsibility of Federation.

ADMINISTRATION AND FINANCE

Unlike Schecter and Akiba, the Beth Jacob school has the benefit of a full-time Executive Director in the person of Rabbi Aaron Popack. This relieves the Dean of most business administrative matters.

The financial picture at Beth Jacob presents several paradoxes. From casual observance and from personal conferences with Dr. Freifelder, the surveyor assumes that the average economic level of families whose children attend the Beth Jacob school, is somewhat lower than that at Schechter and Akiba. Nevertheless, out of a total budget for 1963-64 (the last year for which a full report was available), of \$266,915, the anticipated income from tuition was \$145,000, representing 54% of expenditures. For the same year, the Schechter tuition brought in 50% of its budget, and Akiba's tuition brought in 45% of its budget. It is true that the Beth Jacob income from tuition included also income for transportation, which apparently is not sequestered. (A list of tuitions paid by students is given in terms of "no transportation" or 'with transportation".)

From an earlier statement of receipts and expenses at Beth Jacob schools, (September 1, 1962 to August 31, 1963), it would appear that during that year, income from transportation was recorded separately and was anticipated at \$35,000, and the expenditure for this item was listed as \$37,000. This would indicate that transportation is almost self-supporting.

A list of students and the tuition fee paid by each for March 15, 1965, showed 112 different categories of payments. 118 out of 376 children did not use the school's transportation facilities.

The surveyor would recommend the following changes to be introduced at the earliest opportunity:

1. Tuition fees must be set not according to 112 categories, but at most, 14 categories. The present range, including transportation, seems to be from \$137 to \$617. For children who do not take transportation, tuition starts as low as \$59, and the highest is \$492. Since only four parents paid no tuition at all and ten parents paid less than \$100 (without transportation), it would seem reasonable to suggest that for those

who cannot afford to pay a minimum of \$100 a year, full scholarships be given. All others should pay no less than \$100 a year, and thereafter, there should be jumps of \$50 with a maximum set at \$750. Based on the 1963-64 budget and enrollment, the per capita cost at Beth Jacob was \$725. With the increase in salaries since that year, the per capita undoubtedly is higher and the maximum tuition might therefore be set at \$750. There may not be many parents who can afford to pay this, but those who can, should be asked to do so.

More important is that the vast detail of bookkeeping involved in having parents pay \$72 and \$137 and \$199.50, \$205, \$207, \$212, \$214, \$217, \$237.50, \$240, \$243.25, etc., should be eliminated. How such an anarchic system was permitted to develop and grow, is beyong comprehension. Its continuance ought not to be tolerated.

2. A <u>separate charge for transportation</u> should be made to those parents who take advantage of the transportation. The per capita, according to the figures available for 1963-64, was about \$120 a year. Parents should be asked to pay the full cost, <u>where possible</u>. If a Federal subsidy is obtained or if the Board of Education in Philadelphia will provide some assistance in bus transportation, that savings should be passed on to the parents. In any event, the records should reflect transportation income and costs as separate and distinct from tuition fee income, in the interests of sound accounting procedures.

The surveyor received very recently copies of the minutes of the meeting of the Board of Directors held on September 9th, 1965, and of the Executive Board, held on November 16th, 1965. At both meetings, the new tuition fee plan was discussed, which apparently involved arrangements with a bank and the requirement that parents pay tuition in advance or arrange to finance it through the bank.

While this may be viewed as "good business", the surveyor was a bit shocked that an Orthodox institution like the Beth Jacob, which prides itself on its concern with the observance of 'mitzvoth" and Jewish ethics, should have resorted to such a policy. Coupled with this is the interest expressed by several members of making arrangements with the bank, whereby the monies would be invested in short term notes to earn interest. One wonders if prior to making these arrangements, a more rational categorization of tuition fee payments was introduced, or if the bank now has the pleasure of dealing with more than a hundred odd figures for each parent. It seems to the surveyor that this is another instance of where the Federation is not meeting its responsibilities to the three Day Schools by allowing each one to make Sabbath for itself, in areas where the Federation properly has a stake.

A glaring illustration of this lack of cooperation because of unilateral action was noted in a recent issue of the "Jewish Exponent", which on page 45 showed two pictures, side by side, the heading over one picture being, "Beth Jacob Plans Banquet", and over the other one, "Planning Akiba Concert". The first picture showed George Friedland with a committee of the Beth Jacob planning the school's 20th anniversary banquet to honor <u>Joseph A. Daroff</u>, with the banquet to be held on <u>Sunday evening</u>, <u>January 16th</u>. The other picture showed <u>Samuel H. Daroff</u>, honorary chairman of the 20th anniversary concert of Akiba, planning the concert to be held on the very same night, <u>Sunday January 16th</u>. Not only is this unnecessary competition between two Day Schools, both of which receive support from the Federation, but it even introduces a bit of family competition. Did Sam Daroff attend the concert, of which he is honorary chairman, and then look in at the banquet, at which his brother was honored?

Federation has its work cut out for itself. It must activate its own Education Committee to assume leadership in helping each of the schools straighten out its financial machinery and establish cooperative endeavor where this is indicated.

The surveyor was delighted to see in the "JTA Community News
Reporter" of January 13th, that Mr. Frank L. Neuberger, Jr., President of
the Philadelphia Federation, reported that the Solomon Schechter Day School
has been included as a constituent of the Federation, and that a "Capital
Funds Committee for Jewish Education to formulate a program for all
educational agencies faced with building needs" has been established.
These are two steps in the right direction, and the surveyor would add
the hope that Federation will continue these efforts, helping where help
is needed, advising where only advice is needed, to the end that the three
Day Schools, which provide intensive Jewish education in the City of
Philadelphia, may take their rightful place and render the kind
of service which they are qualified to provide, economically and efficiently.