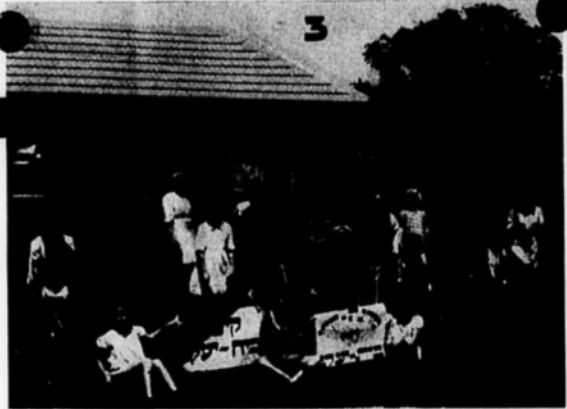


4) **Immigrant Teachers.** At the end of the war we expected many experienced teachers to come to our Country from Europe, and we were confronted with the responsibility of assisting them in obtaining places of work. These new immigrants needed a period of preparatory study of several months to learn local conditions, adapt themselves to them and become fluent in the Hebrew language. Unfortunately, the number of teachers who managed to arrive under the present immigration restrictions was small, but those who did arrive were all absorbed into the camp of Beth-Jacob in Eretz-Israel. They are now working and earning their livelihood, and are bringing great benefit to our movement.



5) **Town Settlements.** The immigration of refugees into the country during the last couple of years, and amongst them older girls, who were in need of an occupation to make their living in the towns, necessitated the opening of large central hostels, in which the new-comers could stay and live for the first two or three years. For this purpose town settlements were instituted in Jerusalem, Tel-Aviv, and Haifa, through the influence and initiative of the local Beth-Jacob workers, who devoted their time and energy to this sphere also. Though these undertakings are only supplementary to our main work they are nevertheless vital in the educational progress of our times.

This pamphlet describes in general the activities, which characterise the vast compass of work, educational and organisational, undertaken by the "Beth-Jacob" in Eretz-Israel.



CENTRAL BETH JACOB
BOARD OF TRUSTEES FOR ERETZ-ISRAEL
EDUCATIONAL NETWORK FOR GIRLS

Head Office:
29, Yellin St., Ruhama, Jerusalem
P.O.B. 6033, Tel. 5144

"Beth-Jacob is the most poignant and most glorious work in modern Israel".
Mrs. Eleanor Roosevelt.

Salomon Press Jerusalem

files

בית יעקב

SCHOOLS
KINDERGARTEN--
ELEMENTARY--
TECHNICAL--
Δ. S. GARY--
SEMINARY--
OWN BUILDING

TEL-AVIV

Jerusalem

BETH JACOB
EDUCATIONAL NET FOR GIRLS

Cult. Value

Supplementary Activities in the Literary and Organisational Sphere.

The wide educational activities of Beth-Jacob in Eretz-Israel entails many supplementary undertakings, which are very important in our work. We shall mention several of them.

1) Text Books The independent character of Beth-Jacob in its approach to the solution of educational problems has imposed upon the movement the task of publishing text-books, so that the pupils need not use those borrowed from other systems. The matter was not easy, neither from the



pedagogical angle nor from the financial side. But now the movement of Beth-Jacob in Eretz-Israel can point to important achievements in this sphere. We have already published: The first 5 books for teaching the Hebrew Language, by the name of "Yaldutenu"; 3 volumes of Jewish History by Dr. Moshe Auerbach; supplementary reading books; books on Jewish thought and pamphlets for the youth. These are also used as text-books for boys' schools, and thus the Beth-Jacob has contributed towards the general problem of educational literature. There is still a great demand for more books in all fields of literature and science by our institutions and the general public.

3

2) Youth Organisations.

In addition to the education received in the grounds of the school, the children need suitable surroundings for social activities after the school hours, during the holidays and vacations. For this purpose Clubs under the name of "Batia" exist in the schools. They are divided into groups with instructors and guides. The older girls are transferred to the youth movement "Banot", where they find the congenial atmosphere for spiritual and social progress. Clubs and evening classes with periodical lectures assist in their cultural development. Plans are being made for the regular monthly publication of the "Beth-Jacob Journal".



1-2

Two groups of the Youth Organisation "Batia", with their Banners, Jerusalem.

3.

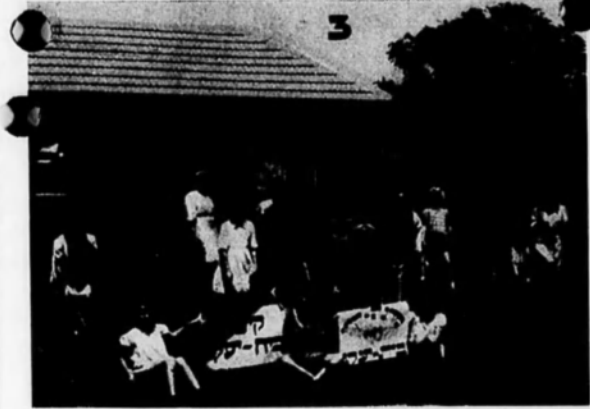
Summer Camp of Beth-Jacob Kfar-Saba.

3) The Refugee Problem.

During the years of the last war many thousands of children and youth, who were saved from the catastrophe in Europe, arrived in Palestine. Through the "Mifal le-maan Yalde Yisrael", hostels were opened for boys and girls. It was natural that girls coming from religious homes and whose education had been interrupted, should be cared for and looked after by "Beth-Jacob". Thus three hostels for girls, two in Jerusalem and one in Petach-Tikvah, were instituted, and the girls there receive their education in the Beth-Jacob schools or in the Teachers' Seminary. Some of them also receive other occupational training in various subjects.

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"Beth-Jacob" as a System of Girls Education in the Holy Land.

Origin of Idea.

The question of girls' education in modern Jewish life confronted religious Jewry with many complicated problems. Something entirely new had to be instituted in order to erect a unique system of education for our daughters, to combine religious instruction with general schooling. Sporadic attempts had been made in the past, but they did not attain an organized form until the late Mrs. SARAH SHNIRER, with her extraordinary spiritual ability and influence in Poland, brought about a revolutionary change in the year 1917. Her first attempts were limited to organised classes, which developed into complete schools, and in a decade the whole of Poland had hundreds of schools and a teachers' seminary at Krakow, with a unified system under the name of "Beth-Jacob".



Attraction of System This system of education proved acceptable to all types of religious people, irrespective of political party or movement. It spread through all the countries of Europe, from Poland to Lithuania, Czechoslovakia Rumania, Western Europe and England. In spite of differences in local conditions, such as the diversity of languages, all the religious movements in these countries were attracted by this education. It is, therefore, no wonder that the educational system also appealed to the religious Yishuv in Eretz-Israel. Within a short period, the country had institutions of "Beth-Jacob", both in the Old and New Yishuv.

In Light of It is important to emphasize the different character of the Beth-Jacob institutions in Eretz-Israel from those in Europe. The latter are only supplementary to the existing local elementary schools, where they obtain additional lessons in religious subjects and Judaism. Thus, these institutions are only PART-TIME schools, and are devoted chiefly to religious instruction. The position in Eretz-Israel is entirely different. When we set out to build up the system of girls' education in the spirit of the Torah, we had to build it complete and independent, parallel to the other systems in the Yishuv. We had to establish COMPLETE schools, so that our daughters receive their full education in general subjects and religious instruction in the traditional atmosphere.

This fact explains the pedagogic and financial difficulties confronting us in our development. We have to erect our own system with our own teaching staff. We have to create our own financial machinery and organisational apparatus. We have to build our own buildings, furnish and provide them with all amenities in order to achieve the best results. Though our resources have so far been limited, we have nevertheless achieved remarkable success.



Opinions of leading Rabbis



Chief Rabbi Dr. Isaac Herzog, Eretz-Israel:

This sacred cause of such capital importance to traditional Judaism in the Holy Land, viz the rearing up in the Land of Israel a generation of future "mothers in Israel" faithful to our Holy Torah and equipped with a sound all-round general education, speaks for itself.

The Late Gaon, Rabbi

The establishment of Beth-Jacob in the tradition of our fathers, in the spirit of the Torah, is of paramount importance.

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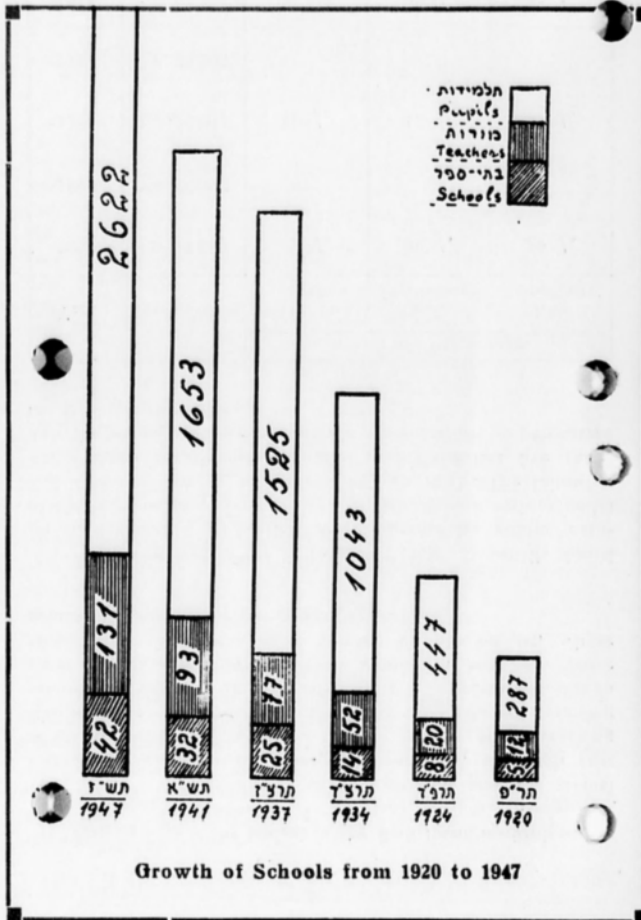
"Beth-Jacob" Institutions in Eretz-Israel.

Range of Education. The movement of Beth-Jacob in Eretz-Israel has developed during its 25 years of activity into a complete system, which has in its range all kinds of educational institutions for all ages and standards, namely: kindergartens, elementary schools, secondary schools, teachers' seminaries, technical schools and hostels.

The Beginning. Through the initiative of orthodox communal workers after the First World War a girls' school was instituted in Jerusalem. This is now known as "Beth-Jacob Hayashan". It caters for the children of the Yishuv in Jerusalem, and is the only school of the Beth-Jacob in Eretz-Israel in which Yiddish is the language of instruction. This school includes a kindergarten, a central elementary school with 8 classes, a vocational training centre and three branches.

Country-wide Movement. In the year 5684 (1924) a girls' school was established in Tiberias by the enterprise of local social workers, and through the influence of Beth-Jacob in Europe. This was the first educational institution amongst the orthodox public which initiated "Hebrew" as the language of instruction, and from then the system of Beth-Jacob spread throughout the country.

Ten years later, from 1934 onwards a thriving movement arose, and a whole series of schools were established in Jerusalem, Tel-Aviv and in other parts of the country. To-day it numbers 40 institutions in 13 places with about 3,000 pupils and 130 teachers, besides principals and technical staffs, with a budget of over LP. 80,000.



The Late Gaon, Rabbi Chaim Ozer Grodzinsky, Vilna:

The establishment of Beth-Jacob Schools to educate the daughters of Israel in the tradition of our fathers, in the faith of our mothers, and in the love for the ideals of Judaism, is of paramount importance to the whole people of Israel.

Rabbi Abraham Mordechai Alter, the Rebbe of Gur, Jerusalem:

It is a holy duty to work for the benefit of Beth-Jacob educational institutions, as the problem of girls' education is most urgent in our days.

of Judaism in the future "mothers all-round general

INSTITUTIONS IN ERETZ-ISRAEL.

Place	Kindergartens	Elementary Schools	Secondary Schools	Seminaries	Technical Schools	Pupils	Classes	Teachers
Jerusalem	3	6		1	1	947	35	37
Tiberias	2	2	1	1	1	525	25	28
Tiberias	1	1			1	201	10	10
Haifa	1	1	1		1	225	11	11
Petah-Tikvah	1	1	1		1	246	11	10
Bnei-Brak	1	1				144	7	7
Hertzliah		1				65	8	7
Rahon-le-Zion		1				44	5	5
Rehovoth	1	1			1	65	6	5
Ramat-Gan	1	1				42	5	5
Ata		1				39	5	5
Safad	1	1				45	4	3
Holy-Chaim	1	1				34	6	3
Total	13	19	3	2	6	2622	138	131

The educational curriculum comprises all the general subjects, with special attention given to religious instruction. The subjects generally taught are: Torah, the Prophets and Writings, Explanation of Prayers, Judaism, Jewish Law and Customs, Jewish History, General History, Nature-study, Geography, Arithmetic, Hebrew, English and other languages, drawing, music, handwork, physical training, etc. The number of hours per week is between 30 and 35.

There is a uniform programme of studies for all the institutions of Beth-Jacob, which has been worked out on the basis of experience during the past years by qualified teachers. The curriculum includes a special section for the subject of "Judaism", according to the suggestions of the great pedagogue, Mr. Judah Leib Orlean. In addition, extra information is provided on this subject by monthly publications, which are issued by the Central Beth Jacob and have received fame for their originality.

The function of the Teachers' Seminary deserves special mention. This problem of specialised teachers of our own, both for religious and general subjects, was one of the great difficulties that stood in the way of our development. Till the Second World War we were assisted to a great extent by teachers qualified at the Krakow Seminary, but during the seven years we would not have achieved our aim if it were not for the Teachers' Seminaries in Palestine. At the beginning of 1939 the Teachers' Seminary for Girls was opened in Jerusalem. A committee of scholars, well-known in Torah and Science, was formed, and a teaching staff of reliable religious instructors of high degrees of secular knowledge was organised. In 1943 the first 17 teachers graduated, and up to date about 60 teachers have qualified. They are now taking an active part in the development of our school system.

All these institutions are organised into one central body, situated in Jerusalem, whose members form the Board of Trustees for Eretz-Israel, and who act on behalf of the World Presidency of Beth-Jacob. The aim of this Central Body has been to activate the movement, and perfect it in all spheres: by creating new educational institutions, and allocating teachers in their respective places of work; by increasing the financial sources of income and fixing the standard of teachers' salaries; by perfecting the system of studies and publishing educational books; by supervision and inspection of the schools and additional financial help for the various branches, etc.



- 1. Elementary School Jerusalem
- 2. First class of Seminary Teachers' Seminary Jerusalem
- 3. Late Graduates Teachers' Seminary Jerusalem
- 4. Study-course for Teachers of Beth-Jacob in Eretz-Israel
- 5. Youngest School of Beth-Jacob, Ramat-Gan
- 6. Procession of children to their New Building, Petah-Tikvah
- 7. Kindergarten, Jerusalem
- 8. First Graduates of the Seminary, Jerusalem
- 9. Oldest School of the Movement, Jerusalem
- 10. Class of Beth-Jacob Seminary, Haifa
- 11. Class of Teachers' Seminary, Jerusalem

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PICTURES

1. Elementary School, Jerusalem

2. First class of Students Teachers' Seminary, Jerusalem



3. Late Graduates Teachers' Seminary Jerusalem

4. Study-course for Teachers of Beth-Jacob in Eretz-Israel

5. Youngest School of Beth-Jacob, Ramat-Gan



6. Procession of Pupils to their New Building, Petah-Tiqva



7. Kindergarten, Jerusalem



8. First Graduates of Public School, Jerusalem



9. Oldest School of B. J.-Movement, Tiberias



10. Class of B. J. School, Haifa

11. Class of Teachers Seminary, Jerusalem



The Financial State of Beth-Jacob in Eretz-Israel.

Growth of Budget. The budget of the Beth-Jacob institutions recently risen for two reasons; firstly, growth of each institution and the annual increase of schools in the movement; secondly, the high cost of living, which has caused a rise in salaries of the teaching staff and the other workers. Our teachers are still not receiving salaries equivalent to those in other systems; nevertheless, due to great efforts they have achieved a uniform standard. These factors have brought a heavy burden on our budget, whose sources of income are not guaranteed ahead.

The structure of the Beth-Jacob budget is usually based on three factors: 1) tuition-fees, 2) grants by public institutions, (e.g. the government, municipal councils and various funds) and 3) other sources (donations and appeals). The following Table shows the financial progress during the last five years and the incomes according to their classification by percentage for three respective years.

Year	Expenditure	Income by Percentage.		
		Tuition-fees	Public Institutions	Other Sources
1944	LP. 19.640	40 %	30 %	30 %
1945	LP. 39.377			
1946	LP. 56.843	30 %	45 %	25 %
1947	LP. 74.000			
1948	LP. 81.500	25 %	40 %	35 %

Analysis of Budget. By examining the budget of 1946, for example, we notice that the amount for the education of each pupil has cost Beth-Jacob the sum of LP. 20, of which 30% was covered by fees from parents. According to the standards in other systems, this sum of LP. 20 per pupil is not excessive, and on the other hand the return of 30% is a considerable achievement, especially when we consider the fact that quite a number of Beth Jacob institutions cater for the poorer elements, whose means are limited. There has recently been an increase in the Government grant, and in contributions from other public sources; but considering the estimated large budget for 1948 of over 80,000 pounds, on account of the high cost of living, the increase of salaries and the general development, we have to cover 35% of the budget from other sources and by appeals in the country and abroad.

Buildings and Accommodation. Investments for building purposes are increasing. In 1946 a building has been erected in Petah-Tikvah, which started with the financial help of the local Municipality. During 1947 buildings were put up in the colonies of Rehovot and Kfar-Ata, and in the near future we are planning the building for the School and Seminary of Beth-Jacob in Jerusalem, whose foundation has recently been laid in a central spot of the City.

Accommodation in all the Beth-Jacob institutions is far from satisfactory. The overcrowding makes a depressing sight externally, has its effect on the results internally, and the scarcity of rooms reduces the possibility of expanding. There is therefore the immediate need for erecting special buildings for elementary and secondary schools in the various towns, especially in Jerusalem.

Eretz-Israel:

traditional Judaism in the creation of future "mothers" a sound all-round general

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