



Where have all our
children gone?

TEN YEAR OLDS
at a
NEW YORK NIGHT CLUB

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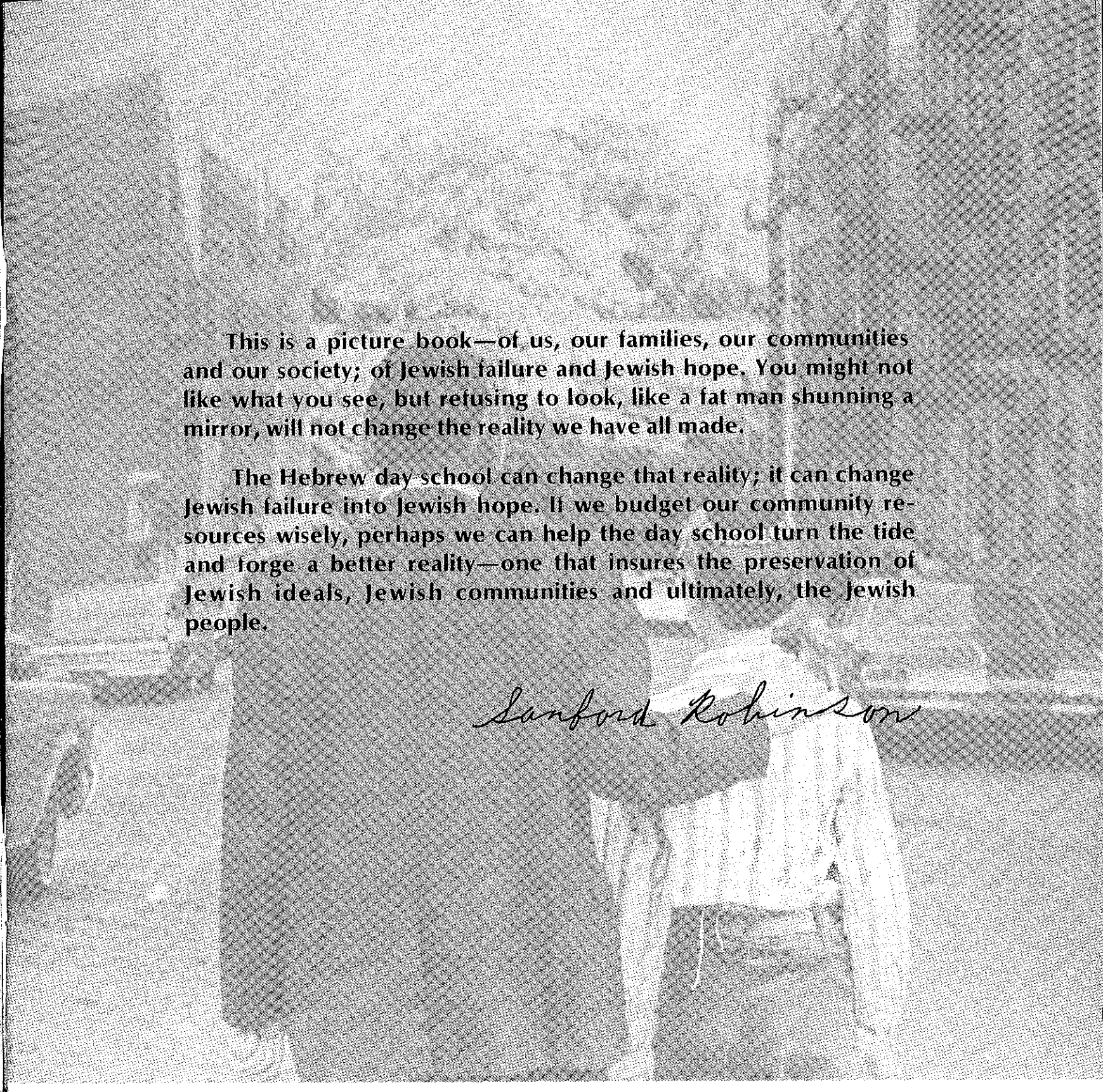
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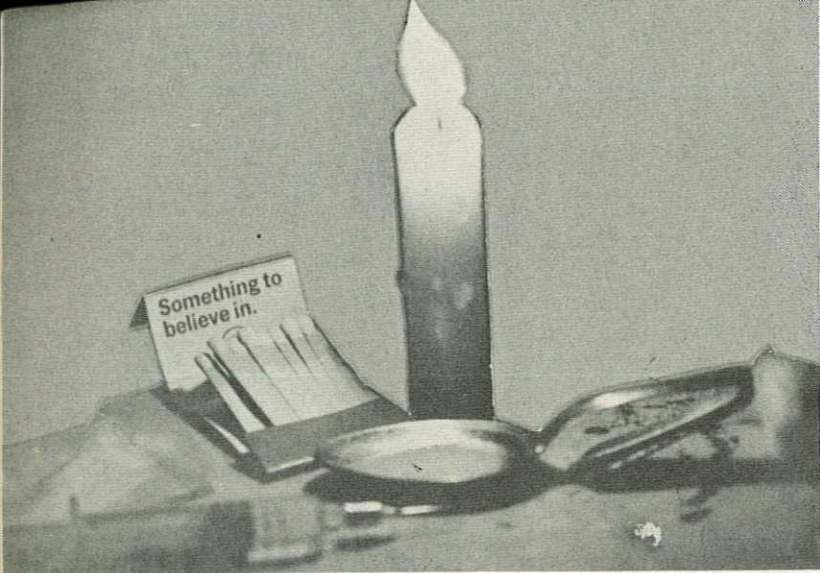
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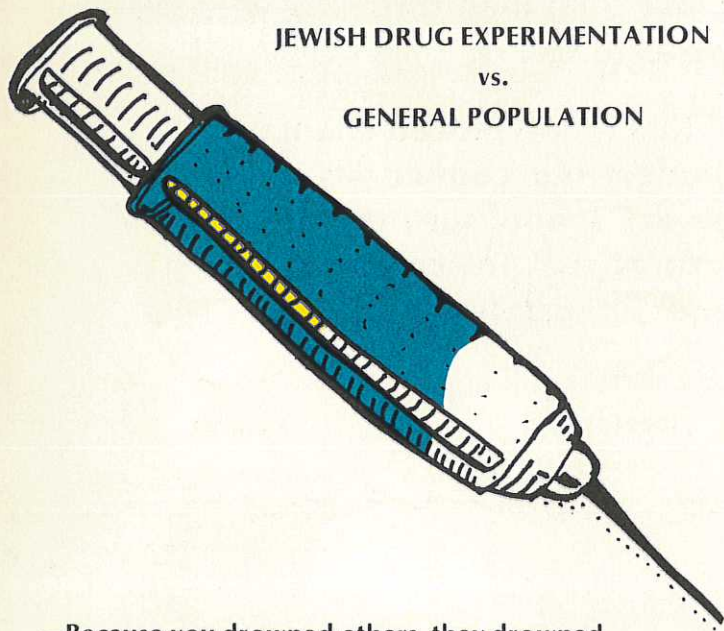
This is a picture book—of us, our families, our communities and our society; of Jewish failure and Jewish hope. You might not like what you see, but refusing to look, like a fat man shunning a mirror, will not change the reality we have all made.

The Hebrew day school can change that reality; it can change Jewish failure into Jewish hope. If we budget our community resources wisely, perhaps we can help the day school turn the tide and forge a better reality—one that insures the preservation of Jewish ideals, Jewish communities and ultimately, the Jewish people.

Sanford Robinson



JEWISH DRUG EXPERIMENTATION
vs.
GENERAL POPULATION



—Because you drowned others, they drowned you; and at the last, they that drowned you, shall themselves be drowned.

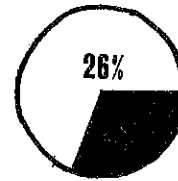


—Do not say: “When I have leisure, I will study; for perhaps you will have no leisure.”

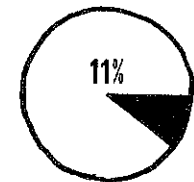
Jewish society--characterized by drug use, intermarriage, flag
was not meant to be this way. Hillel's sage guidelines,



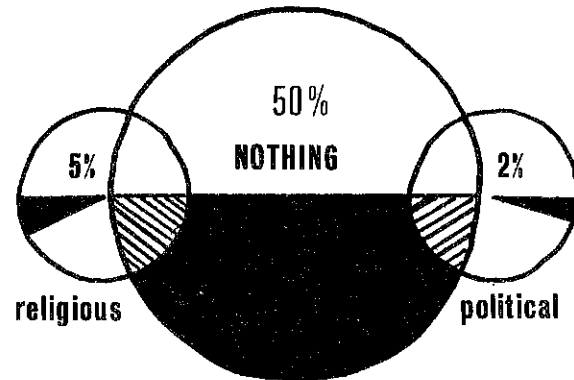
I need the Jewish community for . . .



social

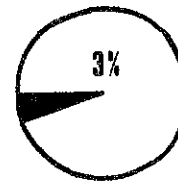


cultural

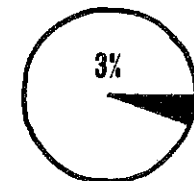


religious

political



identity

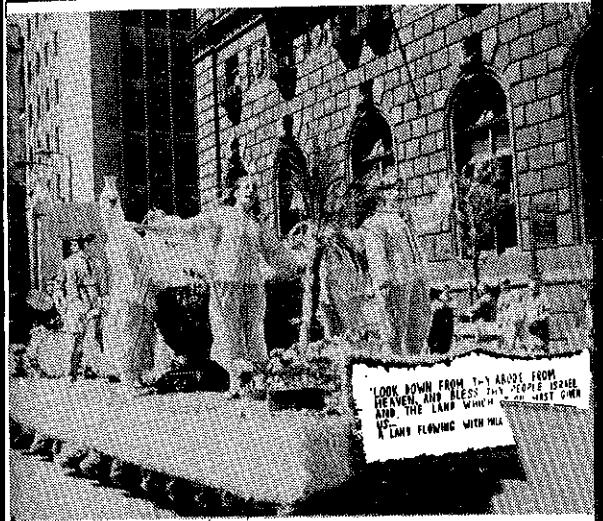
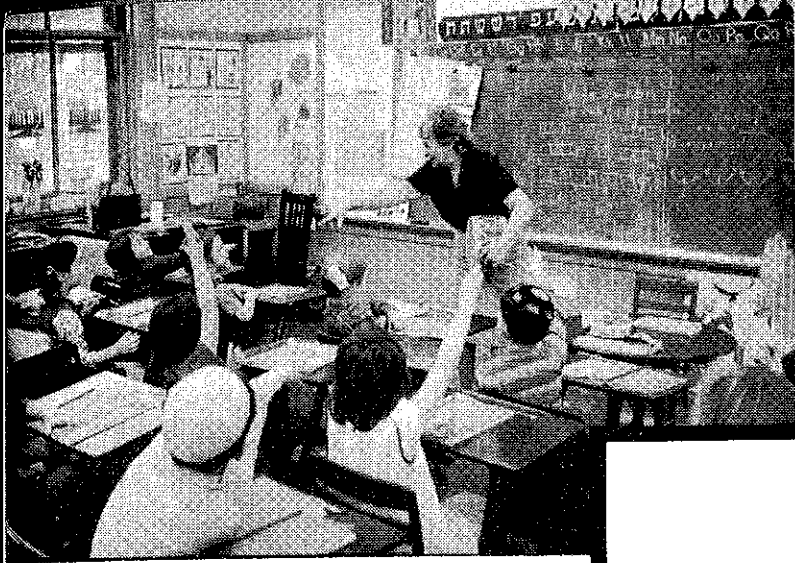


kashrus

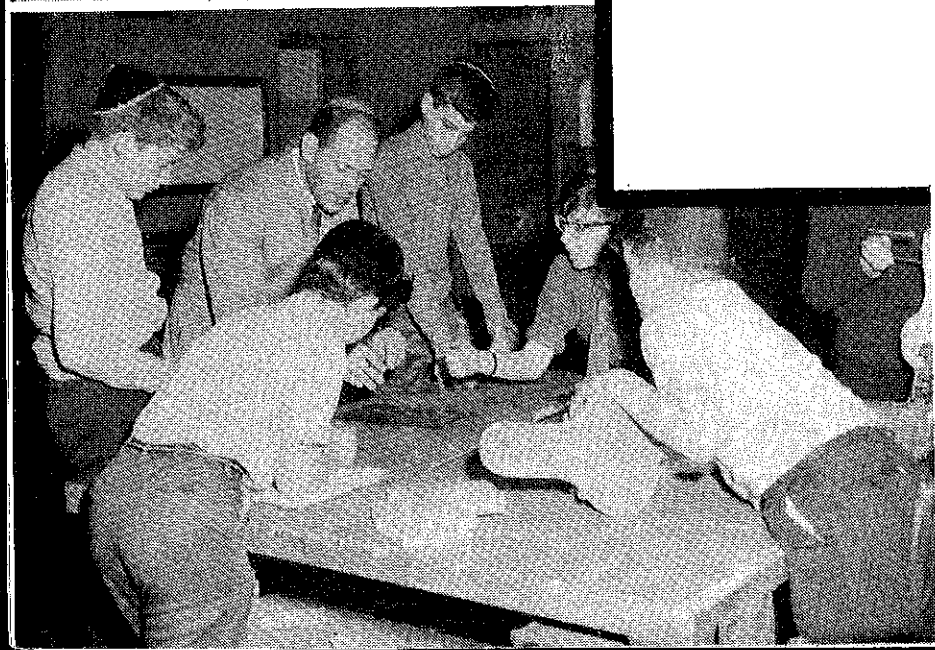
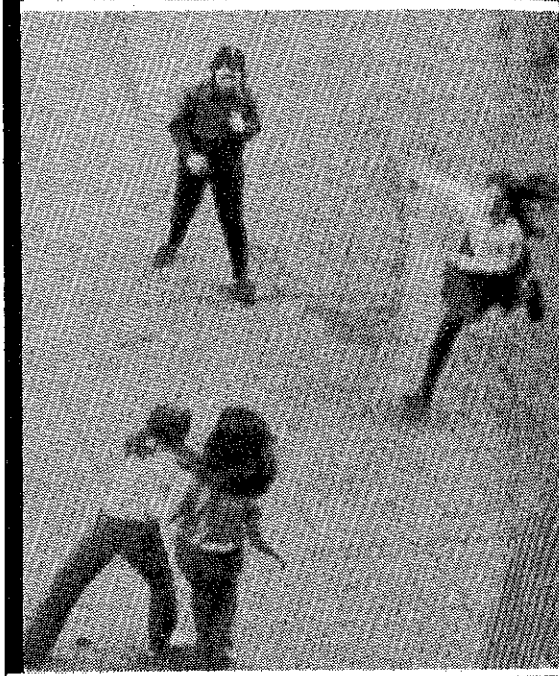
—Do not place yourself aloof
from the community.

—In a place where there are no men,
you must strive to be a man.

burnings, rebellion and rejection of the Jewish community--
perpetuated in the *Ethics*, can still stop these trends.



the day school



Some Jewish children experiment with drugs—maybe they have nothing better to do. Jews marry out of their faith—maybe the uniqueness of our people has escaped them. There are Jewish youth who reject the ideals their parents hold sacred—maybe they never learned how to apply them. Some Jewish youth have no use for their own community—maybe they see no future in it

Many Jews search for new commitment in life—maybe no one ever shared the timelessness of the Law of Moses with them. For the Law of Moses, taught in the conducive environment of a Jewish day school, enables the American Jewish youngster to cope with the world around him. It helps him find a stable niche in his society.

A day school child realizes that what is past is not necessarily irrelevant or wrong. Instead he values the past as a foundation for the future.

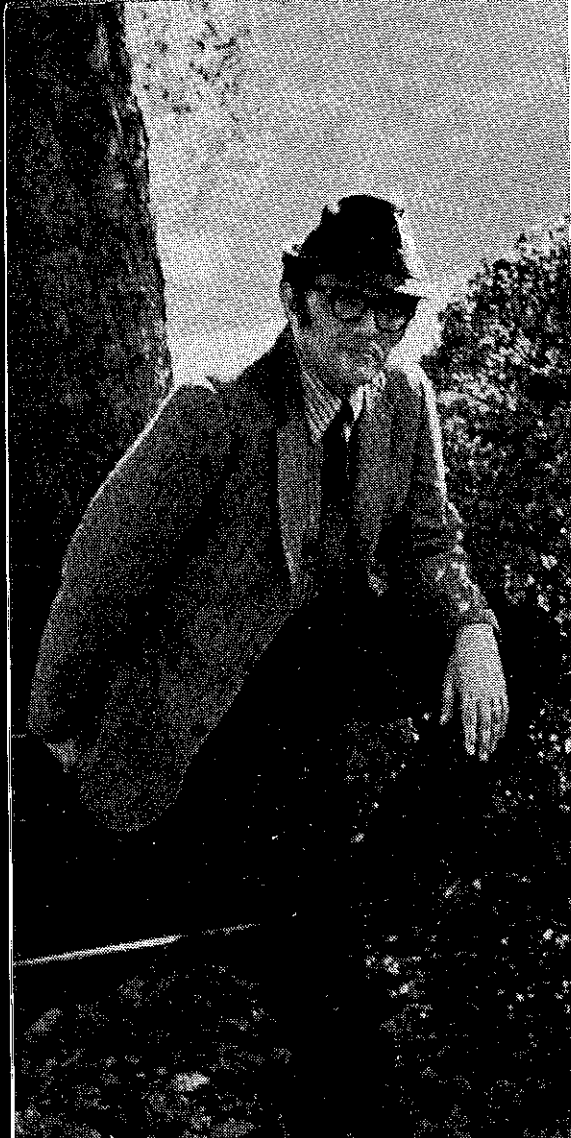
The Hebrew day school is an education in practical living — where history, moral teachings, science and literature meet sports, art and music to form a life pattern.

This typical jewish day school graduate

- . . . was one fifteenth of his class .**
- . . . improved more in his years in the day school than a comparable public school pupil of the same IQ.**
- . . . is more psychologically stable than his Jewish public school counterpart.**
- . . . supports Israel more intensely than the average Jew his age.**
- . . . joins more Jewish organizations than his non-day school counterpart.**
- . . . holds more leadership positions than his non-day school friend.**
- . . . is more tolerant than his public school counterpart.**
- . . . learns more per hour invested in Jewish studies than his Hebrew school counterpart.**
- . . . receives more Ivy League college acceptances proportionately than his public school counterpart.**

And last year he was only one of the 90,000 students in the 437 day schools in the United States and Canada.





"Torah education has been of inestimable importance to me in its definition of ultimate standards of ethical and intellectual excellence."

**Dr. Samuel Danishefsky
Professor of Chemistry
University of Pittsburgh**

"My day school education teaches me how to differentiate between what is good and bad in society, and gives me the strength to follow my conscience."

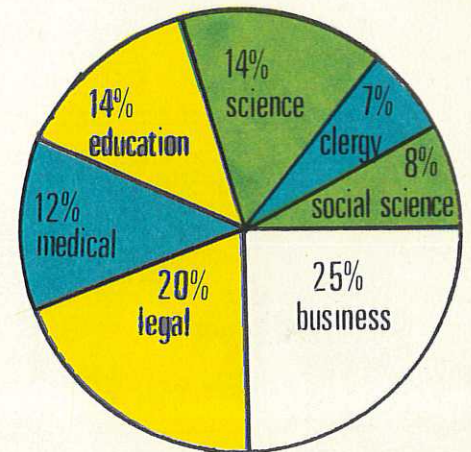
**Shira Rackovsky
Hillel Academy of Pittsburgh**

"The logical approach and feeling for people Yeshiva taught me, as exemplified in the Talmud, is a pillar of my thinking."

**Dr. Murray Sachs
Chief of Medicine,
Shadyside Hospital
Pittsburgh, Pa.**



Graduates of a Day School Class By Profession

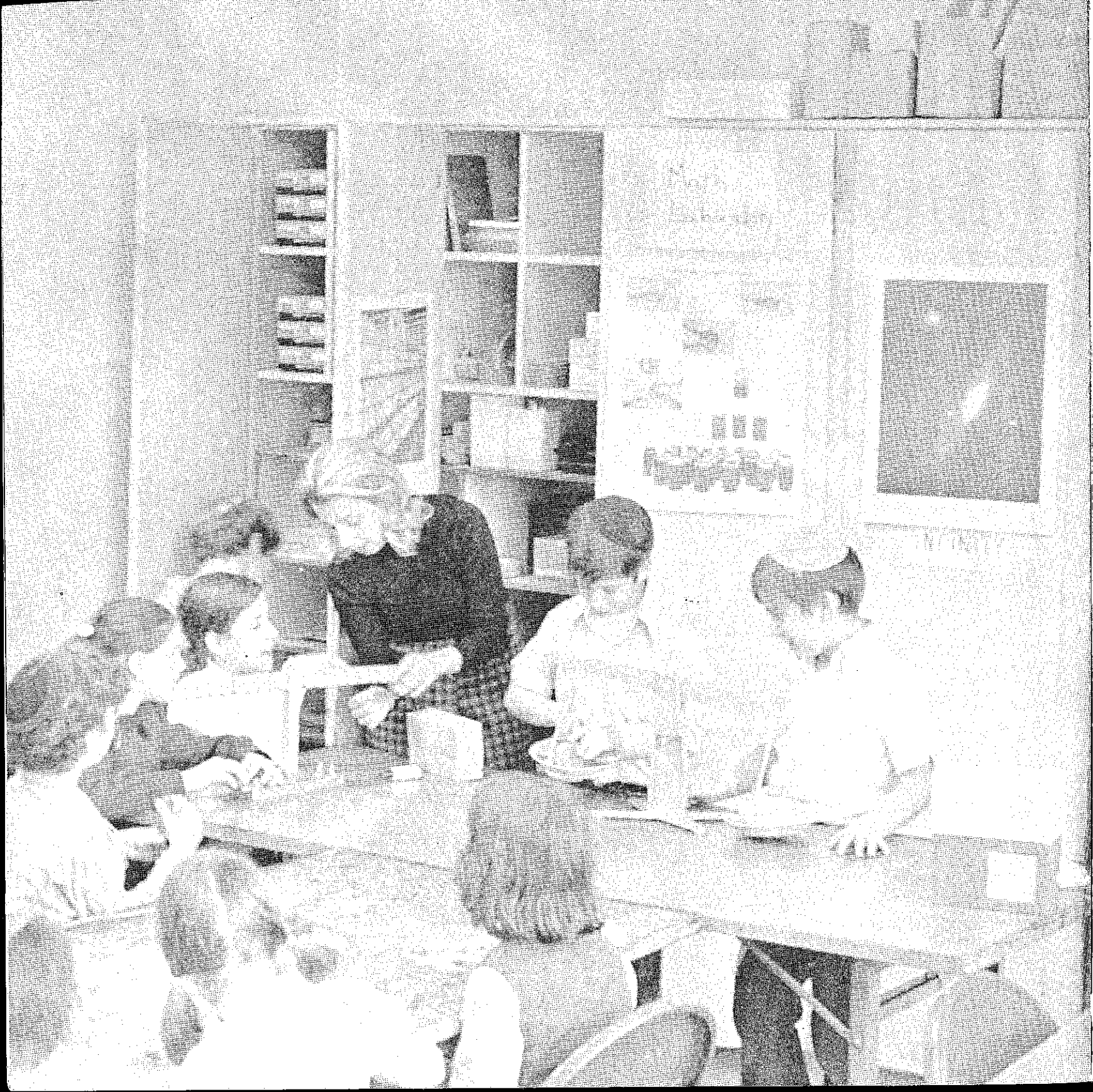


"The day school environment induces a desire for learning and a respect for education."

Shirah Neiman
Assistant United States Attorney
New York, New York

"The study of Torah has provided me with standards of ethics and morals that have guided my career."

Bertram L. Podell
United States Congressman
Washington, D. C.





This picture represents a \$200,000,000 investment in the future.

—Each dedicated teacher costs the day school system \$7,000.

The public schools pay a teacher with the same background \$8,000-\$9,000 for fewer hours.

At this rate how long can day schools attract qualified, inspired faculty?

—Small classes cost the day school about \$1,000 per student.

Public schools spend only \$800 per student.

At this rate, how much longer can tuition remain within the means of the Jewish parent?

—Maintaining old buildings cost more than ever before.

Public schools can build new educational centers.

How long will old classrooms last?

—Modern educational audio-visual and other aids cost the day school system about \$250,000 a year.

Public schools get funds for them from the federal and state governments.

How much longer can the high quality of day school education continue in the face of rising costs?

Of the average day school budget, student tuition pays one third.

The other \$134,000,000 is deficit.



WHO WILL PAY?

The local governments don't
The state governments can't.
The federal government won't.

THE JEWISH COMMUNITY MUST PAY THE PRICE.

**FINANCING "JEWISH" BUILDINGS
AND "JEWISH" SWIMMING POOLS
WILL NOT INSURE JEWISH SURVIVAL.**

TOKEN JEWISH EDUCATION CANNOT.

**THAT'S WHY FORWARD-LOOKING
FEDERATIONS ASSIGN HEBREW DAY SCHOOLS
TOP PRIORITY.**

**"If I am not for myself,
who will be for me?
If not now, WHEN?"**

—Hillel

CREDITS:

Page four: Drug proportions from a special edition of the **Pittsburgh Jewish Chronicle**, Rosh Hashanah, 1971. Drawing by Judy Robinson. Quotes from **Ethics of the Fathers, II**.

Page five: Graph from statistics in Sheryl Leonard's American Jewish Committee survey, 1971. Quotes from **Ethics of the Fathers, II**.

Page six: Photos of Manhattan Day School, New York City.

Page eight: Facts from "The Effects of Jewish Education" by Paul Weinberger, D.S.W., scheduled for publication in the **American Jewish Yearbook**. Statistics from Torah Umesorah.

Page eleven: Figures from a Torah Umesorah class survey.

Page thirteen: Expense estimates from Torah Umesorah and affiliates.