

ANALYSIS AND PROPOSALS FOR RELIGIOUS SCHOOL 1972-73

1. Due to the increase in students this year, the class divisions should be increased from four to five. We could maintain four, but this would necessitate broad heterogeneous grouping, which for our purposes, has several disadvantages: too many levels of social maturity leading to discipline problems, too many levels of intellectual maturity leading to a loss of interest or an inability to cope with material, too many levels for the teacher to effectively deal with any one.

Therefore, I have assigned students to classes for next year in five sections. Each of the sections, except for the kindergarten, contains at least seven students. The largest contains ten. So far, the kindergarten contains only two students. If we have a growth spurt in membership similar to this past year's, we should add anywhere from four to ten youngsters to the school.

2. I recommend that we use Vincentian again next year. After having worked with the school for two years, I have come to the strong conclusion that using parental, volunteer faculty has more disadvantages than advantages. Most important, the average parent lacks the expertise necessary to do a meaningful, in-depth job of pure information giving. Also, they very often lack even the most basic knowledge of teaching technique and seem to be unable or uninterested in learning some pedagogical processes that might make their teaching more effective. Finally, the unwritten law of the volunteer applies: since I'm doing you a favor, I'll do it the way I want to, as hard as I want to, even, when I want to. In addition, it is very difficult to maintain objective attitudes of evaluation, inter-faculty relationship on a professional level and somewhat professional attitudes between parent and "teacher". Therefore, I strongly urge the board to consider the recommendation that we hire either professional help, or good "amateurs" with the proper background and expertise. Our one experience with such help: Regina Weitz, has proved to be a very successful one. (Regina has indicated a desire to teach full time next year.) The only exception to this recommendation is in the Kindergarten class. Mary Schwartzbart has proven to be outstanding in all respects, and she will be back next year!
3. I recommend that we hire four teachers. Each one will be responsible for teaching Hebrew to his class (ideally) and teaching the subject matter. In order to help pay for these people, I recommend that we raise the tuition fee to either twenty or twenty-five dollars.
4. After examining the successes and failures of this year's curriculum, and having taken the criticism and suggestions of the faculty and the Rabbi into consideration, I have come up with a tentative curriculum for next year that contains (I hope) some improvements both as to subject matter and procedure. First, the general procedure will be a modification of this year's. In the younger classes, there will be greater continuity and interaction between the Kindergarten and First Division.

Most important, I have completely removed the oldest group from the School. In order to maintain their interest and participation, I feel that it is necessary to give them a sense of maturity and "specialness". Their program will be a monthly seminar type of thing conducted by the Rabbi with the assistance of two parent volunteers possibly on Saturday afternoon.

The formal Religious School will go from Kindergarten to Bar Mitzvah with the following curriculum:

K (5-6) Same program as 71-72; weekly self-contained units on holidays, Sabbath, prayers, services, some Bible work, songs, dances.

Emmet (Primary Division, 6-7) Coordinated program with K on 'religion' plus:

1. Intensive Bible study from the point of view of myth and history of our people.
Creative drama, art work, folk song
2. The Jew in Pittsburgh - Visits to synagogues, centers, history of the Jewish Community in the area.
Family history - country of origin
Customs carried over from the old country
Family tree
How child's family celebrates their Judaism
3. Hebrew language study
4. Israel
Map study, history (coordination with Bible study)
Ethnic composition, customs, food, costumes, songs, dances, slides

These are a combination of self-contained weekly classes plus short units.

Tzedek (Older Primary 8-9) Unit approach based on individual personalities

1. Hebrew Language work
2. Jew in America: American-Jewish Heroes
Reports, interviews, You-Are-There Drama,
Comic strips, movies.
3. Bible Study - Great Men and Women of the Bible,
their contribution to the development of Judaism -
Abraham to Nehemiah
Learn the stories as biography - history
Political approach
Dramatic approach
4. Unit on Holidays: Fall, Spring, Chanukah
5. Media Unit: Film? Music?

Shalom (Intermediate 9-10) Unit Approach - Based on Self-development, Personalities

1. Hebrew Language Study
2. Jew in America
Examine religious history of American Jew, changing lifestyles, examine own family, evolution
Actually a more mature version of Emmet work
Examination of changing Judaism
Investigation into the divisions of Judaism
Guest speakers, trips to Ortho., Con, Ref.
synagogues, examination of similarities and differences.
3. Bible study - same as Tzedek
4. Holidays: Fall, Spring, Chanukah
Development of a new American Jewish Holiday - based on information of modern life-styles.
5. Media Unit - Arts of Judaism
Film strips, songs, dances

Bar-bas (11-12) Unit Approach - Historical and Ethical Examination

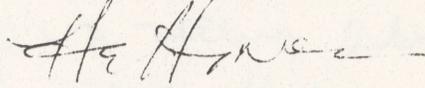
1. Hebrew Language study with emphasis on Torah reading
2. Jew in America - Evolution of the Jewish Community in the U.S.
Ghettos, immigrants, pogroms, personalities of historical importance, (Our Gang), etc.
3. Bible Study - Michener's The Source, Exodus? (get film?)
The Jews' fight for Freedom and Survival is the theme of this unit; the covenants, the prophets, Joshua
Archeological study; arts and architecture of Israel
ancient and modern, arts and crafts work
Interpretation of Bible: Talmud, Mishnah
4. Arts of Judaism
Coordination with Shalom
Jewish music-opera
Modern services, folk or rock service

Seminar Group (13 and up) Two main lines of thought

1. Great Issues - Prejudice, Middle East, American Jew and Sex, Drug Abuse and Politics
2. Great Authors - Jewish Literature through the ages
The Rabbis, Sholom Aleichem, Poretz, Potok (Chosen and Promise)
Bellow Roth

Note: There is a theme that runs through the whole school, but each class takes it from a slightly different approach and area of investigation. The subject matter and emphasis are based on my investigation of the areas and development for each age group.

Respectfully Submitted,

A handwritten signature in cursive script, appearing to read "F. Fettman", written in dark ink.

F. Fettman, Principal