

The development of education in Israel- the reform

Education is an unfinished symphony - not because over and done, but because the education mask is not completed and is not over - It is always formed "Jaran, ropes of Education, Jerusalem 1971 p. 16

First decade of the State of Israel was a decade of drama in the education system in the country. The above period by the number of residents -about three times, a huge increase and there was a huge number of students enrolled in educational institutions ,a hundred thousand students to half a million. The increase led to fierce battles between the various parties and movements in the directions of education of future generations, especially the education of new immigrant children.

1. The education system in the camps

As of March 1948 began to reach a large number of children in the camps, they had to find an appropriate educational framework. First tried to put the kids to the schools close to the camp, but with a mighty stream of immigration, it was necessary to find another solution. It is important to note that this transition period, when the National Committee^[1] was before the assassination and Israel has not yet established. Department "for Language and cultural absorption immigrants, headed by Nahum Levin, decided on its own to build classrooms for immigrant children in the camps.

Classes were actually started outside of streams and against the law of compulsory education. Defense department protection Nahum Levin^[2] claimed that:

[1].National Committee I, or its full name of the National Committeel to the Israeli Knesset, and served as Council "state-to. "

Committee served as a representative of the entire Jewish community. Mandatory government gave the National Committee of legal and administrative powers, in order to fulfill its role

Education was one of the 'burning' and the most painful subjects of Israel's internal policy beginning. In the fight for the immigrant transit camps and school camps, political forces were trying to compete for the state's character design.

Compulsory Education Act first passed by the Knesset September 1949 were three main items.

A.. Government obligation to provide educational services for children aged 12-5

B. Local authorities' duty to participate in these services satisfaction

C. Duty of parents to send their children to - make sure that school

The reality of 1949: This law was presumed utopian experience, for several reasons - the explosion in the number of students from 91133 in the year 1949 to 184797 in 1950.

Primarily meant a huge financial burden on the government hard on its lack of provision; number of jobs increased from 4153 to 8440, and seminars could not make enough graduates. The gaps filled non qualified- teachers, most of the immigrants themselves.

Not all local authorities filled the equipment and structures required .While the immigrant communities is not hampered them in this area in the early years, as held by the Government and the agency[3], who provided the buildings, equipment and payment for teachers; but authorities had learned that transit children of the community educational institutions.

[2].• Ben - Yehuda, director of Education Department

• Nahum Levin, head of culture department

• 8 June 1905 - June 8, 1967), was a member of Knesset for Herut Gahal

• Levin was born in Russia where he studied in a local gymnasium was a member of Union Center "hahaver (friend). " After his arrest by Soviet authorities, came to Israel in 1924. He studied engineering at the Technion and was chairman of the Student Union. In 1924-1931 served as company commander in parallel defense organization started his activities in the Revisionist movement.

• In 1931, Levin moved to serve as commander in the organization (National Defence), which operated until 1937. He was an officer Ahkomsriune Land of Israel Beitar's deputy Ahkomsriune organization b. member of National Executive of the Soviet freedom - and later the Revisionist Herut.

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In 1955-1965 he served as a member of the Knesset for Levine movement. At the time of his service, through the end of the third Knesset Fifth Knesset, was a member of the Finance Committee. Nahum Levin: Director of Culture Department, headed the Manufacturers Association and was elected to the Presidium of wood Manufacturers' Association of Israel.

Lack of buildings, equipment and teachers made a second shift phenomenon. In addition, under the said Law, parents must send their children to study at 12-5. Most of the material situation of the immigrant transit camp was very

difficult, especially in large families - children, such as families from Islamic countries, which prevented some parents from sending their children regularly to schools, often sent their children to work.

Problem on its own were the girls, because girls traditionally they didn't study, because they had to help their mothers in household . 2. Education in the camps - Major developments

2. Education in the camps -Main developments

New immigrants who arrived in the early years of Israel turned to the immigrant camps as a temporary residence, sometimes stay in longer. Living in camps were arranged by the managers, who would take care of the needs of immigrants, including income education and health. Thus, camps were established beginning of immigrants in the early days of their stay in the country. After a few days or weeks of stay in the camp, were immigrants are permanent residential places, towns or suburbs of the Arabs abandoned, housing, or agricultural settlement.

In the first year of statehood, not felt, a special need to worry about special education for immigrant children being in the camps.

Jewish Agency to Israel, known as abbreviated Jewish Agency is a worldwide Jewish organization based in Israel, the economic absorptive capacity "of the Israel

[3].The Jewish Agency was established in 1929 as the implementing arm of the World Zionist Organization. During the British Mandate was a government agency with the institution of the Jewish community. With the establishment of Israel state management functions were transferred to the Israeli government, Jewish Agency now focuses on three main areas of activity:

- Encouraging increased assistance for the successful absorption.
- Jewish education - Scores world communities (formal and informal) and contact with world Jewry.
- strengthening the Jewish community in Israel.

Jewish Agency strategic partnership with the Israeli government and public legal status unique anchored Law of status "passed in 1950. Alongside the signature of the Convention between the government agency, there is a clear statement of the distribution of occupations between the government and the agency.

Of the state, from where the state's main roles in the Jewish Agency Immigration and Absorption concentrate, Jewish education - Scores circulation and strengthen Israeli society.

However, following increased waves of mass immigration, housing options abandoned communities, revealed that the rate of construction of new housing was far from satisfying the needs – long presence of immigrants in camps, multiplied the number of camps grew dimensions. In the summer 1948 it was obvious that, many of the immigrants will have to spend many months in the camps until their transfer to permanent settlements. Thus there is a need to worry about the possibilities for education of immigrant children in the camps.

Indeed, in the summer of 1948 applied to organize the extensive educational activities in the camps. As part of this culture were recruited teachers and instructors, and built schools and classrooms, which were integrated into the thousands of children. However, this educational activity is not conducted in accordance with organizational patterns common legal arrangements in the education system in Israel. This is reflected in two main points. First, while the operational responsibility for the "ordinary" education system was conducted by the Education Division of the Ministry of Education and Culture since its foundation in 1948 the actual responsibility for educational institutions in the camps was found first by the Jewish Agency, and then transferred to the Authority "Department for Language and cultural absorption of immigrants ", as part of the Ministry of Education.

The most important additional point - while the regular education system was based on the method of "streams" as promised by law, the educational activities in the camps was based on the principle of unified education, under the authority of one executive, exorbitant from the control of the "streams" common education.

2.1 Stream education system and unified education

That is, Israel was driven currents education system, whereby residents of Israel chose the flow of education for their children (general, employees, Eastern and Association of Israel^[4]), in the camps was instituted "uniform education. " That is, parents not given a choice, and schools were available to immigrants were uniform. This was done under the compulsory education law passed in September 1949. Standard schools are providing basic education for immigrant

children and basic concepts in the history of Zionist spirit of the people and country - a pioneering tends to secularism.

In the words of Ben – Gurion^[5] in the Knesset: "We must consider the immigrant more than neglected and alienated part, and buy him at the tongue, if he does not know Hebrew, give him ... the knowledge of the country, and put the national framework, Environment educator, and learn that working the land ... and built with the unified language, consciousness, courage, stuck to his country independence."

2 The laying foundation that was led by uniform education is that the new immigrants lack of the basic knowledge needed to live in a country, different in nature to the residents of the country and immigrants increases came before the State. That's because this time of mass immigration, and because so many immigrants came from areas where general education was not widespread (mainly Mizrahi Jews - immigrants from Asian and African countries - which comprised about half of the immigrants at the time). Veteran population establishment feared a change in the character of the state. Despite the support of most of the country on the rise, there was reluctance of the immigrants and their culture, and because of the tremendous amount of immigrants feared character of the state should not change the existing population. About - so, a more concrete concern was that as long as immigrants do not receive education "Sabry" teachers are senior citizens but religious education only, and only come from

4. Association of Israe -Agudath Israe: is an Orthodox Jewish organization, founded in Katowice, Poland eleventh of June (1912). The Association's stated goal was "the spirit of the Torah commandment to resolve all questions arising on the agenda every day life with Israel. " The Association is affiliated with the main branch of Orthodox Jewry throughout World (since the '80s in movement mainly represents the Chasidic faction).

Agudath Israel is engaged in matters of education, welfare, kosher and many more, when it is led by the Council of Torah Sages, which consists of prominent rabbis and supporters. The organization's political arm operated parliaments of Congress Poland and Lithuania (both, until the Second World War) Israel's Knesset, where she represents her constituents since its inception to the present, sometimes in a joint list with the other religious parties. Orthodox parties as is customary, the party does not puts women on her list to the Knesset.

5. David Ben - Gurion (Green) 16 October 1886 - December 1, 1973) was the head of the leadership of the state on the way, leading and pushing the establishment of Israel, who was head of its founders, and established driving for a generation (1935-1963) served as prime minister The first defense minister of Israel and was one of the leaders of the Zionist labor movement

the community, will suffer absorption, and their ability to integrate into life in Israel will be limited. Uniform education originally was supposed to prevent the formation of the cultural gaps between immigrants and veterans. Another purpose, though not stated the standard of education was to keep the culture of immigrant children (that religion is an integral part) of their parents bring them close to Israeli culture of the period of settlement.

2. Claims against uniform education

The main complaints about damage of unified education came from Yemen many of which were at that time. Accepted argument holds that the Yemenite Jews, unlike other immigrants, never met with the Western European government and this made from Yemen to adhere to the religion and tradition than immigrants from other countries. Upon their arrival in the camps are very difficult to accept the fact that they continue to be traditional education, and post the education of their children by teachers. They received against the school involved (boys and girls) in unified education, and few of studying Torah. Yemenite immigrants who wanted to continue to adhere to traditional teaching met strong opposition of state officials who insisted adhere to the principles of uniform education. The situation has evolved and become gods - the state interfered with children's Torah study, some locations have been reported cases of cutting wigs, and in one case even shot in the leg "teachers" who teach Torah to a group of children. Yemenite immigrants turned to Knesset members the United Religious Front, asking for help. They claimed that the state deliberately trying to move them about their religion and force them to education where there are objects, and violent measures. Measures were often disguised and indirect (economic pressure - Delay in finding an apartment and providing work)

3 Struggles within the camps

Educational administrative apparatus vigorously opposed any attempt to organize religious education in their field of camps, which included use of violence, including beatings, forced deportation, dispersion of the students, the closure of synagogues and other places used for studies and warnings and threats. Religious education of these operators, they could nevertheless penetrate their territory of the camps, forced to work under conditions "underground", and occasionally there have been attempts to

expel them by force. And used different methods to prevent the study of Torah in the camps.

Most complaints concerned the religious domain -

spiritual education of arrogance and contempt

for immigrants' camps instructors. Claims against the situation in the camps

were mainly by three factors:

1. By the immigrants themselves in the letters that were addressed to persons in various institutions.

(1) Immigrant complaints

Tens and perhaps hundreds of letters sent by the immigrants themselves to various parties. The letters were directed

2) party cadres intervention (Religious Front)

More October 1949 religious party leaders met with Education Minister Zalman Shazar.

At this meeting the religious functionaries which didn't receive good treatment for the education of immigrant children in the camps. " Issue was raised first by Keneset member Pinkas from religious front (east) complained that children were forced religious camps did not receive a religious education (education later claimed anti - religious).

Religious ministers sent a letter to Ben-Gurion, and demanded the intervention.

3. World newspaper was "nothing." article by the name of "attack circles Religious and educational matters, "said an article that immigrants are satisfied the existing situation in the camps. As for education of children it is said:

"It is clear that this war is directed mainly against the Histadrut education second row against the other streams. However, as learned from trustees may Histadrut If it is forced out of dealing with absolute certainty about the consequences. "

- Invasion into the immigrant camps and distribution of leaflets

With the first reports about events in the camps, there have been attempts by various religious circles, especially by circles close to the camp activists Torah (active), enter the camps and / or distribute leaflets among the immigrants. proclamation signed such

a warning, "the trustees of the Torah in Israel" against Managers and employees of the camps:

. Frumkin Commission^[7] government commission education of immigrant children in the first state

Author: Dr. Zvi Tzameret

January 1950 the Israeli government appointed commission of inquiry to investigate matters *of education in the camps.

4.1 The committee is designed to answer the allegations of coercion on religious circles anti - religious camps and preserve the government coalition, based mainly on two parties: Mapai Front – Religious

4.2 but in the end the committee led to unforeseen results:

A) The Commission came out strongly against the concept that prevailed for decades in large circles according to which the new immigrants had to adapt quickly to the ideal figure of the new Israel: the worker, the modern, secular.

[7]Committee Composition: Frumkin Commission: government commission education of immigrant children in the first state

The committee consisted of five members: a judge and four members of the Knesset.

The committee consisted of five members: a judge and four members of the Knesset. •The committee was Judge Gad Frumkin, who served as a judge in the Supreme Court of the British Mandate, but not appointed to the Supreme Court of Israel.

- Yitzhak Ben-Zvi, at the time of Mapai MK associate of Ben - Gurion, and later second president of Israel.
- Abraham Elmaleh, educator and journalist. At that time a member of Knesset for Sephardic faction.
- Rabbi Avraham Chaim roared (Zwebner), chairman of the Jerusalem Religious Council. At that time a member of Knesset for the United Religious Front (ideologically belonged to the eastern movement).
- Rabbi Dr. Kalman Kahana, a researcher and educator. At that time a member of Knesset for the United Religious Front (ideologically belonged Agudath Israel movement.)
- [edit] The committee's letter of appointment

Letter of appointment of the committee included a demand clarification of three sections:

- (a) review [the] all the allegations of religious coercion in the camps.
- (b) Determine whether the accusers in the press is correct and who is responsible.
- (c) Examine the sources of propaganda out to Israel in connection with serious allegations

[8] Worker's Party of Eretz Israel (Mapai) was a socialist Zionist party founded in 1930 by the merging of the young worker labor unity. the party has become the main factor remains the Zionist Yishuv (the form of continuing, the Labor Party) the main ruling party in the establishment of the state in 1948 to a revolution in 1977 .

In 1968 merged with political parties, split from her past (some work - Builders of Zion and Rafi), the creation of the Labor Party. In fact, continued to Mapai to exist several years after the Union main faction in the Labor Party. From the day it was founded in 1977 and represented a reversal heir Mapai, the Labor Party, the current central government community and Israel. Mapai, which is affiliated with practical Zionism, steered the Jewish community in Israel towards the establishment of the state, headed the official and unofficial institutions, Such as the Jewish Agency for Israel and the Histadrut to Israel and the establishment of Israel was the ruling party, ruled the country unchallenged for three decades. For more than 30 years (of over 45 years in a row, including the party leader of the Zionist Movement Yishuv and the state) headed by David Ben - Gurion.

Mapai's roots were planted, as noted, socialist and labor parties with a connection to the Communist Manifesto Karl Marx, such as labor unity. When she started the party wearing its own identity after the Union led to the creation, the class replaced by faded color of national ideology - that ideology is centered on the national interest And the class interest. David Ben - Gurion, who pushed for this change, gave expression to change the 1947 article - "class to people. " establishment of a national position that would oppose that led to the establishment of the National Mapam Party - a socialist.

B) The commission's findings - which as stated was established to bridge the gap between secular and religious - lifted the barriers between them as to the establishment of two separate education systems later: secular and religious system.

C) The commission's findings have helped to achieve long-standing tendency of Ben - Gurion cancel the educational streams.

. Frumkin Commission's conclusions met

4.5 With much surprise among workers critically: They, builders of the land, 'won' trial report strongly criticized the ideology of their building and exercise modes of. This was the first hint of criticism that the labor movement would be proud of - especially Mapai, the ruling party - the immigrants wanted to adopt it and was quite open to learning their character, their needs and the positive strengths of all the exiles from (mainly of Sephardic Jews). Labor officials rejected the report. They refused to adopt the conclusions of principle and almost did not change their ways education of immigrant children. However, the religious circles have adopted it to their hearts: the religious figures close to the labor movement, such as from M. Unna and his friends to – religious kibutz, he concluded that the will of the activists in this movement to uproot religious traditions. There is no doubt that there were far-reaching implications for the construction of the education system and political system - the social from those days onwards.

** the Frumkin Commission. E Levitan's article - a few inaccuracies general approach uncritically accepts the claims of religious circles. Important chapter is devoted to the

essay committee Frumkin A. Don - Yahya, sharing and conflict between political camps - the religious education movement in the labor crisis, dissertation, Hebrew University, Jerusalem 1977

A.. Government decided to commission three meetings held after one week: one on 10 January and the other two on 17 January 1950. Report of the inquiry found, among other things, library Ben - Zvi, Israel State Archives [here in after Frumkin report]. (Prime Minister, c / 5543 / 3631 III) Zionist Archives ('A/164 116) –

B. Education streams cancellation actually occurred in two stages: first stage, in 1950-1951, made the decision to both Mapai and the front - religious, that the goal should be a two-state education trends: an overall trend of religious trend. The second stage, the final took place in August 1953 with Receive State Education Law in the Knesset.

C. The attitude of Ben - Gurion currents in education, see the important article of S.Reshef, Ben - Gurion, Jewish education and state ', Cathedra, 43 (March 1987). And saw the remark: 'This study does not deal in negotiations with the religious parties on the state education It should be noted that Ben - Gurion objected all along to create an independent frame -a state of religious education, but the results indicate that was forced to accept the establishment of such a framework '(p. 103).

Can therefore draw the conclusion the administrative structure of the immigrant camps in general, and structure the education system in particular, were among the main causes of the crisis created.

5. Fifties

Well Compulsory Education Law (1949) recognized the existence of different streams can parents decide on which educational stream the children will learn. But after that the problem of education affected the stability of government, official education law determined (1953), who tried to cancel the dependence of educational party mechanisms.

Trying to build a common identity for immigrants from various countries: the transition from education by the National Education currents, teaching language, anti-religious coercion attempts, and using of theater

for social formulation.

The main reform which was carried out the first two decades the establishment both 1948 and 1968 most of the importance of reform in 1953 is the cancellation method practiced by streams from the new settlement and making public the national education system for the religious secular state. Cancellation experience within the political effects

5.3 System structure according to the law,

State Education Law unified the various sectors of the education system in Israel took place into two streams: State Education and state religious education. This division was carried out despite the original intent to create only one educational stream - State Education - in the wake of religious pressure. In fact we can say two streams were merged Law secular education (general and current labor) and left in place the Eastern religious stream. The law contains certain privileges the state religious education and it was decided to have him charged with an Orthodox religious education minister will be required to consult with the special council regarding this education. Ministry of Education also saved Rural Education Division, which was a separate department and served mainly the flow of workers.

Outside the Law of the State Education schools who became independent, Orthodox denominations and schools of Agudath Israel remained associated with the parties.

The reason for recognition of these currents was to connect the ultra-Orthodox denominations in the country to integrate them into the Israeli state, as well as the faith of Ben - Gurion and other ultra-Orthodox Judaism does not continue to exist in its current form over a long time in view of modernism and the establishment of the state.

The purpose of state education - education provided by the state according to the curriculum, no party affiliation, ethnic or other organization outside the government "shall not held in full - there were still associated with political currents (flow of Agudath Israel) or half are associated with political (state Religious education).

5.4 fifties errors

Commission's findings - which as stated was established to bridge the gap between

secular and religious - raised the barriers between them as to the establishment of two separate educational systems later: secular and religious system

1949 Compulsory Education Law requires parents to enroll their children recognized educational institution, from 5 to 18. The parent who registers the children recognized educational institution penal laws apply. -1953 State Education Law states that the educational institution where the student will be registered next to his home institution. Determining the registration areas is the local authority and approval authority to the District Manager Ministry of Education, and the students must provide at least one educational institution in this area.

5.1 The Reform

On July 1968 the Knesset issued a decision by a vote of the majority (69 in favor, 3 against and 18 avoided the vote) to accept the recommendation of the Parliamentary Committee on examining the structure of elementary and high schools institutions in Israel. Thus the recommendations of the Parliamentary Committee headed by Dr. Elimelekh Shmion – Remilt turned to a Knesset decision in which the reform in the educational structure was implemented.

The main goals which lead to this change were:

1. Increasing the level of teaching and the pupil's educational achievements in all educational levels.
2. Decreasing the existing gaps between Israeli students in educational levels and their chances to integrate in society and in advanced economy.
3. Interacting between students from different echelons as well as children to parents from different countries within shared educational frameworks.

These goals were similarly drafted in the guidelines of the Ministry of Education on the implementation of the reform.

The structural reform which created the junior high school as a transitional stage from elementary to high school and the decision to adopt a policy of integration made the junior high school a launch center of the intentional merging and created a total identification between the reform and the integration in the public and educational

debate.

Junior high school History

In any educational reform, there is an element of risk. Usually reform grows based on a problem or difficulty, trying to find a solution. The reform will examine similar models overseas, collect opinions of experts and new models shall be designed. The model was implemented carefully as a pilot and then expands.

Now, back to 1968, when the decision was made on structural reform in the education system. As mentioned the main reason for the establishment of middle schools, was the desire for integration and create a kind of melting pot early. Another reason was the desire to avoid dropping at the end of primary school, a time when compulsory education lasts until the ninth grade. The elementary school which included: first grade - eighth grade were reduced to first-sixth grade.

According to the decision the Ministry of Education and Culture began to establish junior high schools for grades 7 + 8. The reform in education put 2 public goals for itself: promoting integration of the different social echelons and improving the educational achievements of weak pupils. In order to achieve integration the city or region in which the reform is operated to "educational quarters".

After 27 years of the existence of the reform, it included 65.5% of the Jewish pupils and 70.9% of the Arab pupils. Many of the junior high schools operate within a comprehensive school (from grade 1 to 12) where the junior high schools are annexed.

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