

ISRAEL'S EDUCATION  
**in**  
TRANSITION

AN ABSTRACT OF  
A THESIS  
PRESENTED TO THE GRADUATE FACULTY  
OF DANBURY STATE COLLEGE

IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE

**by**  
Rose Londa Heyman  
January 1963

In today's world where scientific know-how may make the difference between survival or annihilation, an educated population is considered a basic goal for every nation. Among the younger nations, the task is new and therefore untried and difficult. Nearly all of the new nations have a homogeneous population, or at least a population that has developed its own culture on its own soil.

Israel is different. While Israel's soil has been associated with its people for more than five thousand years, it is only within the last fifteen years that its dispersed peoples were ingathered. And here the word, dispersed, is the key word. While the Jewish peoples lived in hundreds of countries, hundreds of cultures, hundreds of climates, they learned and practiced, out of necessity, the mores of the host nation. As they return to Israel, usually driven by persecution and intolerance, the Jews are bringing with them varied attitudes, ways of life, and languages.

Again this dispersed people must be welded into a working whole if Israel is to succeed in the community of nations. Education is one means of welding diversified citizens into a unity. Yet while education is vitally important, the educating of the individual child becomes a decided problem, a decided challenge, to Israel.

The child from the comparatively sophisticated culture of a European nation sits next to a child from impoverished Yemen. Each child already has habits, attitudes, and patterns of behavior set by the home. Yet each child is a future

citizen of Israel, with equal rights, with equal demands, with equal needs. Each child is a potential leader. Each child must be educated, know how to read and write and understand the complicated world he lives in, if Israel is to realize its future.

Israel's education is in transition, as the educational leaders and the teachers learn, through experience, how to cope with diversification in the classroom. In all probability, Israel's education will be in transition for years to come. There will be other persecutions, if "man's inhumanity to man" continues; there will be other ingatherings as the Jews living under intolerant governments learn that Israel is their oasis of safety. Each ingathering will mean a new crop of children from a different culture, with a different language. Each ingathering will mean a new experience in welding diversification into unity.

Each individual child presents an opportunity for Israeli educators. How well they succeed will be written in Israel's role in the future.