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## A study of the effect of afternoon Hebrew school on the achievement of 125 public school pupils.

Joseph Fledel Beck  
*University of Omaha*

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A STUDY OF THE EFFECT OF AFTERNOON HEBREW SCHOOL  
ON THE  
ACHIEVEMENT OF 125 PUBLIC SCHOOL PUPILS

by

Joseph Fleddel Beck, M. A.

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS  
in the  
DEPARTMENT OF PSYCHOLOGY  
of the  
UNIVERSITY OF OMAHA  
June, 1953

UMI Number: EP74228

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## ACKNOWLEDGEMENTS

The author wishes to express grateful appreciation for the valuable assistance rendered by the many persons cooperating in this study. He is particularly indebted to the following:

His wife, Rosamond, for her help in typing the original manuscript.

Dr. Harry A. Burke, Superintendent of Omaha Public Schools and Miss Gaynelle Fay for enabling him to examine the records of the students of Dundee School.

Rabbi Myer S. Kripke and Mrs. George Kagan for their help in obtaining permission of the parents needed in the study of the children's records.

Dr. Claude E. Thompson and Dr. John MacRae for their valuable help extended to the author.

Dr. William H. Thompson, the author's major adviser, without whose assistance this study would not have been possible. His counseling and encouragement in carrying this study to completion and his understanding in evaluating the final work create debts which the author cannot adequately repay.

The author wishes to express his sincere gratitude to all of you.

J. F. E.

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## CHAPTER I

### INTRODUCTION AND HISTORY OF THE PROBLEM

In the beginning of our culture there was no separation of religious from other social functions. Tribal consciousness included tribal religion. Thus, religious ceremonies of early peoples were at the same time economic and political in character. Accordingly, education, which can be thought of as the process of transferring of the cultural achievements of a group to the young generation, had few problems on its hands in those days; the same educational process simply inducted the youth into both sacred and secular functions. The problem of differentiation in education first appeared when an old religion was breaking up or encountered strong opposition, as was the case in periods of extremely rapid cultural progress. Examples of such periods can be found in Greece of Socrates' time; in the reformation in Europe; in the French Revolution; and in the American Revolution.

The problem then of two educations, secular and religious, is an old one. From Zelig (13) and Margolis and Marx (8) it follows that in the case of the Jews it is several hundred years old, since it dates back to the period of the Jewish Renaissance in Europe (Germany, Russia) in the 18th Century. This Renaissance is known as the Haskala and was originated in Germany by Moses

Mendelsohn philosopher and grandfather of Felix Mendelsohn-Bartoldi, the composer.

In the United States this problem is also a very old one, even though week day religious school, as such, is only 40 years old. McKibben (9) states that religious weekday school was instigated by Dr. Wirt, Superintendent of schools in Gary, Indiana who conceived the idea of releasing pupils from public school activities on request of their parents in order to enable them to take music lessons, religious instructions, engage in reading or other constructive activities (2). As Coe (2) states further religious bodies took advantage of this opportunity and established religious classes in churches near the schools. The idea was appropriated by other religious communities and has consequently developed into what is known now as "released time". This problem of "released time" along with the problem of teaching religion in public school has been the topic for many vehement discussions ever since the Gary System began. Most of the parties concerned however with this problem are debating "released time" in connection with the legal, constitutional and/or administrative aspect (6). In other words, these discussions revolve around questions like the following: Who are the parties concerned with "released time" instruction? What is school time? Is it compatible with the idea of separation of church and school? Need public policy take account of



the alleged growth of religious illiteracy? Such questions clearly concern only "released time" religious education. They are hardly asked in connection with afternoon religious school, since these constitute a different type of religious school, which operates after public school hours. Also most of the research the author of this study has encountered in his investigation was done in the field of "released time" religious school. The writer was not able to find reports of any research concerning an afternoon religious school operating after public school hours.

## CHAPTER II

### STATEMENT OF THE PROBLEM

The author first became interested in the possibility of a mutual effect between public school and above mentioned afternoon religious school when he noticed a difference between the behavior of some children on week days and their behavior on Sunday when they attended the "afternoon school" in the morning: On Sunday morning the children seemed more relaxed and their performance in class was slightly better. This gave rise to the question of whether lack of public school activities on Sunday might possibly account for that difference in the pupil's behavior. An experiment with Pintner-Durost I. Q. group tests was conducted by the author some time ago to determine the possibility of an effect of public school activities upon afternoon school activities. While there was not a sufficient degree of variation in the scores to establish any definite conclusion, there was an apparent tendency for pupils with an I. Q. of 120 and under to perform better in the morning; whereas the pupils showing an I. Q. of over 120 failed to attain the scores of the first test, which had been administered some two weeks prior.\*

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\* This work was submitted as a mid-term assignment in the course of Advanced Educational Psychology at the University of Omaha.

The present study attempts to establish whether or not academic activities associated with attendance of afternoon religious school affects a pupil's work and his achievement in public school.

## CHAPTER III

### COLLECTION OF DATA

Permission to examine public school records of the children was obtained from the Omaha Board of Education. Permission was granted with the provision that consent of the parents concerned would be secured. Such consent of the parent was obtained by sending out 650 form letters expressing this request. The letters had a detachable portion which the parents were to sign and return. This is in accordance with the laws of the state of Nebraska, which required permission of the parents in any investigation of the children's records. Four hundred and eighty parents responded. In possession of the permission of the Omaha school authorities and the parents, the author proceeded to form an experimental group by recording the I. Q's and the grades in arithmetic, reading, science and spelling of 125 Dundee school pupils attending Hebrew school (any Hebrew school in town). A total of 153 children from Dundee school are attending Hebrew school. Only 125 of these could be matched with pupils not attending Hebrew school on the basis of three selected criteria. The criteria were as follows: I. Q., public school grade, and sex. A "Control group" formed on the basis of the above criteria consisted of 125 Dundee school pupils, not attending religious school. Subsequently, 125 pairs of pupils were formed, each pair consisting of one pupil from the "Experimental group"

and one from the "Control group" both being of the same grade and sex and having the same or nearly the same I. Q. In only one instance was there an I. Q. difference within a pair as great as five points. In the majority of cases the I. Q's were the same. In a few instances there was a variation of one to four points.

The information needed for the formation of both the "Experimental" and the "Control" groups was obtained from the Permanent Registration Cards and the Cumulative Official School Records (10) of the Dundee school in Omaha, Nebraska. The I. Q. scores recorded on these cards were based on the Pintner-Cunningham Intelligence test given to the third grade and on the Kuhlman-Anderson Intelligence test administered to the remaining grades (4 to 8 inclusive). Table I on the following page lists the distribution of I. Q's for both the "Experimental" and "Control" groups. It is seen that these two groups closely approximate each other. Table I also lists the percentage distribution of I. Q's in the general population according to the composite L-M standardization group for the Revised Stanford-Binet Scales. It is seen that 90.4% of the general population fall between the I. Q's (80-139) while these I. Q. limits constitute the range of the groups considered in this study. It is also apparent that in the range of 100-119 the 41.6% of the general population is contrasted by 71.2% of the groups under investigation, while in the lower most and the upper

most ranges the general population figures slightly exceed those of our specimen.

TABLE I

DISTRIBUTION AND RANGE OF I. Q.'S  
FOR  
EXPERIMENTAL AND CONTROL GROUPS

GROUPS					
I. Q.	Experi- mental	% of Total	Control	% of Total	Approximate % in Gen. Population*
130-139	1	0.8	1	0.8	3.1
120-129	11	8.8	9	7.2	8.2
110-119	33	26.4	33	26.4	18.1
100-109	55	44	56	44.8	23.5
90-99	23	18.4	26	20.8	23.0
80-89	2	1.6	0	0	14.5
Total	125	100.00	125	100.00	90.4
Range of I. Q.'s	87-132		90-132		
Median I. Q.	106		106		
S.D. = $\frac{\sum x^2}{N}$	8.7		8.9		

\* Adapted from Gates, and others. Educational Psychology. The MacMillan Company. New York. 1920, p 248.

A complete list of paired pupils, according to grades, is given in Appendix A. In this list the names of the pupils have been omitted and numbers used instead, as was stipulated by the school authorities.

Achievement of each pupil was represented by one of the grades on the following five point scale:

- 1--Exceptional
- 2--Distinct improvement
- 3--Usual for age and grade
- 4--Below expectation
- 5--Improvement needed

Mean Achievement Ratings of both "Experimental" and "Control" groups in the four subjects under consideration are shown in Table II.

TABLE II  
ACHIEVEMENT RATINGS OF THE  
EXPERIMENTAL AND CONTROL GROUPS  
IN THE FORM OF GRADE POINT AVERAGES

Subject	Mean Grades		Mean Deviation
	Exper. Group	Control Group	Md
Arithmetic	2.13	2.52	-0.39
Reading	2.08	2.16	-0.08
Science	2.27	2.81	-0.59
Spelling	1.87	2.18	-0.31

## CHAPTER IV

### TREATMENT OF THE DATA AND RESULTS

As soon as the 125 pairs were formed, the names of the pupils were replaced by numbers. Thus numbers 1, 3, 5, 7....249 (N-1) represent pupils of the "Experimental" group; the numbers 2, 4, 6, 8....250 (N) represent pupils of the "Control" group. "D" or the difference in the achievement grades of two members of a pair was arrived at by subtracting the mark of the "Experimental" pupil from the mark of the "Control" pupil in each of the four subjects. Thus a positive value of "D" indicates that the "Experimental" pupil had a higher mark in the given subject; a negative value of "D" indicates that the pupil of the "Control" group had a better mark in that given subject. The Mean deviation, MD, was positive,  $\frac{\sum D}{N} > 0$ , indicating a slight superiority in the marks of the "Experimental" group in all four subjects. The sum of these differences for these subjects is shown in Table III.

TABLE III

DIFFERENCES BETWEEN MEANS OF EXPERIMENTAL  
AND CONTROL GROUPS  
FOR WHICH SIGNIFICANCE HAS BEEN CALCULATED

		Values of t Necessary for Significance			
Achievement Ratings Being Compared	$\Sigma D$	t	Level: 5%	2%	1%
Arithmetic	49	3.25			
Reading	13	1.00	1.98	2.36	2.62
Science	18	1.55			
Spelling	34	2.45			



It can be seen from Table III that the difference between the achievements of the "Experimental" group and those of the "Control" group is positive, indicating slightly higher average marks on the part of the "Experimental" group. This difference is real and significant at the one percent level (in 99 cases out of 100) in arithmetic, where "t" was found to be equal to 3.25 and at the two percent level (in 98 cases out of 100) in spelling where "t" is equal to 2.45. In a specimen of 125 cases the values of "t" necessary for significance at the 1% and 2% levels are 2.62 and 2.36 respectively. The difference in reading and in science, although positive, is not statistically significant; "t" for these subjects was found to be 1.00 and 1.55 respectively, which is below the 90% probability level for 126 cases.

Computational procedure necessary for determining the significance between means when the differences between scores are used, is shown in Appendix B.

Since the data were paired, the following formula was used to establish whether or not the difference is statistically significant:

$$t = \frac{\frac{\sum D}{N}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

N represents the number of pairs

D is the difference between grades in each pair

## CHAPTER V

### SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

#### Summary

In this study an attempt was made to establish the effect of afternoon Hebrew school attendance on the public school achievement of the pupil. For this purpose 125 public school pupils attending Hebrew school were matched with the same number of public school pupils not attending Hebrew school. Subsequently, the subjects were paired on the basis of I. Q., grade and sex, and their achievement grades in arithmetic, reading, science and spelling were compared. The "Experimental" group showed a slight superiority in all four subjects. The significance of these differences was calculated and "t" values of 3.25 in arithmetic and 2.45 in spelling were obtained. These were significant at the 1% and 2% levels respectively. The differences in reading and in science were not significant.

#### Conclusions

The following conclusions seem justified:

1. Attendance of afternoon religious school had no visible detrimental effect upon the achievement of the pupils of the "Experimental" group (those attending Hebrew school) in their public school work, since in the four subjects under consideration the "Experimental" group showed even slightly higher average grades than

the "Control" group.

2. The results of this investigation do not support the belief that afternoon religious school interferes with public school activity.

#### Suggestions for Further Research

The writer is fully aware of the fact that the results of this investigation do not constitute sufficient evidence to justify an opinion in favor of afternoon religious schooling. This study is merely a step in the direction of clearing up a long standing debate on the subject of relations between public and religious schools. More research and evidence is needed before there can be any settlement of this debate.

In this study pupils of one public school, as well as of one type of afternoon religious school, namely Hebrew school were used. This implies a more or less limited range of socio-economic background of the subjects used, if the latter factor is to be inferred on the basis of the location of residence. Investigations following a similar pattern, but conducted in different public schools in different parts of the city and or country and involving afternoon school of different types and or religious denominations might reveal more facts important in dealing with the over-all problem of public school - afternoon school relationship.

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## **APPENDIX**

## APPENDIX A

## A COMPLETE LIST OF PAIRED PUPILS ACCORDING TO GRADES

<u>PUPILS NO.</u>	<u>I. Q.</u>	<u>GRADE 3</u> <u>SUBJECT MARKS</u>			
		<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
1	101	5	2	3	1
2	101	$\frac{1}{-4}$	$\frac{3}{1}$	$\frac{3}{0}$	$\frac{3}{2}$
3	95	3	2	3	2
4	96	$\frac{1}{-2}$	$\frac{2}{0}$	$\frac{3}{0}$	$\frac{1}{-1}$
5	110	3	3	3	2
6	108	$\frac{3}{0}$	$\frac{5}{2}$	$\frac{3}{0}$	$\frac{3}{1}$
7	95	1	1	1	1
8	95	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$
9	110	3	3	3	3
10	110	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
11	102	2	3	3	2
12	102	$\frac{3}{1}$	$\frac{4}{1}$	$\frac{3}{0}$	$\frac{3}{1}$
13	108	3	3	3	3
14	107	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
15	111	3	3	3	3
16	111	$\frac{1}{-2}$	$\frac{1}{-2}$	$\frac{1}{-2}$	$\frac{1}{-2}$
17	97	3	3	3	3
18	97	$\frac{3}{0}$	$\frac{1}{-2}$	$\frac{1}{-2}$	$\frac{1}{-2}$
19	132	2	1	2	1
20	132	$\frac{3}{1}$	$\frac{1}{0}$	$\frac{2}{0}$	$\frac{1}{0}$
GRADE 4					
21	103	3	3	2	3
22	106	$\frac{1}{-2}$	$\frac{3}{0}$	$\frac{1}{-1}$	$\frac{1}{-2}$

## GRADE 4. (Continued)

<u>PUPILS NO.</u>	<u>I. Q.</u>	<u>SUBJECT MARKS</u>			
		<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
23	105	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{3}{3}$	$\frac{1}{1}$
24	105	$\frac{3}{2}$	$\frac{1}{0}$	$\frac{3}{0}$	$\frac{1}{0}$
25	109	$\frac{2}{1}$	$\frac{2}{1}$	$\frac{3}{3}$	$\frac{1}{1}$
26	109	$\frac{3}{1}$	$\frac{1}{-1}$	$\frac{3}{0}$	$\frac{1}{0}$
27	121	$\frac{1}{1}$	$\frac{2}{1}$	$\frac{2}{1}$	$\frac{1}{2}$
28	120	$\frac{1}{0}$	$\frac{1}{-1}$	$\frac{1}{-1}$	$\frac{2}{1}$
29	113	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{1}{1}$
30	113	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$
31	87	$\frac{3}{1}$	$\frac{3}{3}$	$\frac{3}{2}$	$\frac{3}{1}$
32	93	$\frac{1}{1}$	$\frac{3}{0}$	$\frac{2}{-1}$	$\frac{1}{1}$
33	108	$\frac{2}{1}$	$\frac{1}{1}$	$\frac{3}{3}$	$\frac{1}{2}$
34	107	$\frac{3}{1}$	$\frac{1}{0}$	$\frac{3}{0}$	$\frac{2}{1}$
35	96	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{1}{1}$
36	99	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{2}{1}$	$\frac{3}{2}$
37	97	$\frac{1}{2}$	$\frac{1}{1}$	$\frac{1}{3}$	$\frac{1}{3}$
38	98	$\frac{2}{1}$	$\frac{1}{3}$	$\frac{3}{2}$	$\frac{3}{2}$
39	113	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
40	113	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{3}{2}$
41	117	$\frac{1}{2}$	$\frac{1}{1}$	$\frac{1}{3}$	$\frac{1}{1}$
42	115	$\frac{2}{1}$	$\frac{1}{0}$	$\frac{3}{2}$	$\frac{1}{0}$
43	104	$\frac{1}{1}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{1}{1}$
44	105	$\frac{1}{0}$	$\frac{2}{1}$	$\frac{3}{1}$	$\frac{1}{0}$
45	109	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{1}{3}$	$\frac{1}{1}$
46	113	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{3}{2}$	$\frac{1}{0}$



## GRADE 4 (Continued)

<u>PUPILS NO.</u>	<u>I. Q.</u>	<u>SUBJECT MARKS</u>			
		<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
47	92	$\frac{4}{4}$	$\frac{3}{3}$	$\frac{3}{3}$	$\frac{5}{2}$
48	94	$\frac{4}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{2}{-3}$
49	107	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{1}$
50	108	$\frac{2}{1}$	$\frac{2}{1}$	$\frac{3}{2}$	$\frac{1}{0}$
51	102	$\frac{2}{3}$	$\frac{1}{3}$	$\frac{3}{3}$	$\frac{1}{1}$
52	100	$\frac{3}{1}$	$\frac{3}{2}$	$\frac{3}{0}$	$\frac{1}{0}$
53	100	$\frac{3}{3}$	$\frac{3}{3}$	$\frac{3}{3}$	$\frac{2}{2}$
54	99	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{2}{0}$
55	103	$\frac{3}{3}$	$\frac{3}{4}$	$\frac{3}{3}$	$\frac{3}{4}$
56	103	$\frac{3}{0}$	$\frac{4}{1}$	$\frac{3}{0}$	$\frac{4}{1}$
57	95	$\frac{5}{5}$	$\frac{3}{3}$	$\frac{3}{3}$	$\frac{3}{3}$
58	95	$\frac{5}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
59	106	$\frac{1}{2}$	$\frac{4}{2}$	$\frac{3}{2}$	$\frac{3}{1}$
60	106	$\frac{2}{0}$	$\frac{2}{-3}$	$\frac{2}{-1}$	$\frac{1}{-2}$
61	108	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{1}{3}$	$\frac{1}{1}$
62	108	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{2}{2}$	$\frac{1}{0}$

## GRADE 5

63	113	$\frac{1}{3}$	$\frac{3}{3}$	$\frac{3}{3}$	$\frac{3}{3}$
64	111	$\frac{3}{2}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
65	100	$\frac{1}{3}$	$\frac{3}{2}$	$\frac{3}{3}$	$\frac{1}{3}$
66	100	$\frac{3}{2}$	$\frac{2}{-1}$	$\frac{3}{0}$	$\frac{3}{2}$
67	103	$\frac{1}{3}$	$\frac{2}{2}$	$\frac{1}{3}$	$\frac{2}{3}$
68	102	$\frac{3}{2}$	$\frac{2}{0}$	$\frac{3}{2}$	$\frac{3}{1}$
69	111	$\frac{1}{3}$	$\frac{2}{1}$	$\frac{1}{3}$	$\frac{2}{1}$
70	108	$\frac{3}{2}$	$\frac{1}{-1}$	$\frac{3}{2}$	$\frac{1}{-1}$

## GRADE 5 (Continued)

<u>PUPILS NO.</u>	<u>I. Q.</u>	<u>SUBJECT MARKS</u>			
		<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
71	107	$\frac{3}{1}$	$\frac{5}{1}$	$\frac{2}{1}$	$\frac{3}{1}$
72	107	$\frac{1}{-2}$	$\frac{1}{-4}$	$\frac{3}{1}$	$\frac{3}{0}$
73	97	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
74	97	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
75	105	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
76	105	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
77	100	$\frac{1}{2}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
78	100	$\frac{3}{2}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
79	101	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{3}{0}$	$\frac{3}{0}$
80	102	$\frac{5}{2}$	$\frac{2}{-1}$	$\frac{3}{0}$	$\frac{3}{0}$
81	101	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{3}{0}$	$\frac{1}{2}$
82	100	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{3}{0}$	$\frac{3}{2}$
83	97	$\frac{3}{2}$	$\frac{3}{0}$	$\frac{3}{1}$	$\frac{3}{0}$
84	97	$\frac{5}{2}$	$\frac{3}{0}$	$\frac{1}{1}$	$\frac{3}{0}$
85	106	$\frac{1}{2}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
86	107	$\frac{3}{2}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
87	111	$\frac{1}{0}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{0}$
88	111	$\frac{1}{0}$	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{1}{0}$
89	98	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{2}$	$\frac{3}{0}$
90	98	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{1}{-2}$	$\frac{3}{0}$
91	113	$\frac{3}{-2}$	$\frac{1}{0}$	$\frac{3}{-2}$	$\frac{1}{0}$
92	112	$\frac{1}{-2}$	$\frac{1}{0}$	$\frac{1}{-2}$	$\frac{1}{0}$
93	105	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{2}{0}$	$\frac{1}{2}$
94	106	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{2}{0}$	$\frac{3}{2}$

## GRADE 5 (Continued)

<u>PUPILS NO.</u>	<u>I. Q.</u>	<u>SUBJECT MARKS</u>			
		<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
95	114	3	2	1	1
96	111	$\frac{1}{-2}$	$\frac{1}{-1}$	$\frac{3}{2}$	$\frac{1}{0}$
97	117	1	1	1	2
98	119	$\frac{2}{1}$	$\frac{1}{0}$	$\frac{3}{2}$	$\frac{3}{1}$
99	114	1	1	2	1
100	118	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{-1}$	$\frac{1}{0}$
101	98	4	3	3	4
102	99	$\frac{3}{-1}$	$\frac{2}{-1}$	$\frac{3}{0}$	$\frac{1}{-3}$
103	100	3	3	3	1
104	100	$\frac{1}{-2}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{2}$
105	108	1	1	3	2
106	108	$\frac{2}{1}$	$\frac{3}{2}$	$\frac{3}{0}$	$\frac{1}{-1}$
107	96	3	1	3	3
108	97	$\frac{2}{-1}$	$\frac{2}{1}$	$\frac{3}{0}$	$\frac{1}{-2}$
109	104	3	3	1	3
110	104	$\frac{3}{0}$	$\frac{1}{1}$	$\frac{3}{2}$	$\frac{3}{0}$
111	87	3	2	3	2
112	90	$\frac{5}{2}$	$\frac{4}{2}$	$\frac{3}{0}$	$\frac{3}{1}$
113	112	1	1	1	1
114	107	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{1}{0}$
115	97	2	3	3	3
116	99	$\frac{3}{1}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
117	122	3	3	3	1
118	119	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{1}{0}$

## GRADE 5 (Continued)

PUPILS NO.	I. Q.	SUBJECT MARKS			
		ARITHMETIC	READING	SCIENCE	SPELLING
119	99	1	1	1	1
120	99	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{2}{1}$
GRADE 6					
121	107	1	1	2	1
122	107	$\frac{1}{0}$	$\frac{3}{2}$	$\frac{3}{1}$	$\frac{2}{1}$
123	111	1	1	1	1
124	109	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{4}{3}$	$\frac{3}{2}$
125	104	1	1	2	1
126	104	$\frac{3}{2}$	$\frac{1}{0}$	$\frac{2}{0}$	$\frac{1}{0}$
127	101	1	2	2	1
128	101	$\frac{2}{1}$	$\frac{1}{-1}$	$\frac{2}{0}$	$\frac{2}{1}$
129	102	1	1	2	1
130	102	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{3}{1}$	$\frac{3}{2}$
131	94	5	3	3	3
132	90	$\frac{3}{-2}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{0}$
133	95	3	1	1	3
134	96	$\frac{3}{0}$	$\frac{2}{1}$	$\frac{2}{1}$	$\frac{3}{0}$
135	113	1	1	3	1
136	115	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{2}{-1}$	$\frac{1}{0}$
137	104	2	1	2	1
138	106	$\frac{2}{0}$	$\frac{3}{2}$	$\frac{3}{1}$	$\frac{2}{1}$
139	111	3	3	3	3
140	111	$\frac{1}{-2}$	$\frac{1}{-2}$	$\frac{2}{-1}$	$\frac{1}{-2}$
141	103	3	3	3	3
142	103	$\frac{3}{0}$	$\frac{1}{-2}$	$\frac{2}{-1}$	$\frac{4}{1}$

GRADE 6 (Continued)

<u>PUPILS NO.</u>	<u>I. Q.</u>	<u>SUBJECT MARKS</u>			
		<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
1143	106	1	1	1	1
1144	107	$\frac{5}{4}$	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{1}{0}$
1145	101	3	3	3	2
1146	101	$\frac{2}{-1}$	$\frac{1}{-2}$	$\frac{2}{-1}$	$\frac{1}{-1}$
1147	114	1	1	2	1
1148	114	$\frac{4}{3}$	$\frac{5}{4}$	$\frac{2}{0}$	$\frac{4}{3}$
1149	104	2	2	3	1
1150	104	$\frac{5}{3}$	$\frac{3}{1}$	$\frac{3}{0}$	$\frac{5}{4}$

GRADE 7

151	106	4	4	3	2
152	106	$\frac{2}{-2}$	$\frac{3}{-1}$	$\frac{2}{-1}$	$\frac{1}{-1}$
153	125	1	1	1	1
154	125	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$
155	117	1	1	3	1
156	117	$\frac{2}{1}$	$\frac{1}{0}$	$\frac{3}{0}$	$\frac{1}{0}$
157	123	1	1	1	1
158	121	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$
159	107	5	3	3	3
160	103	$\frac{3}{-2}$	$\frac{2}{-1}$	$\frac{3}{0}$	$\frac{1}{-2}$
161	113	2	1	3	3
162	111	$\frac{1}{-1}$	$\frac{2}{1}$	$\frac{1}{-2}$	$\frac{2}{-1}$
163	110	1	3	2	2
164	110	$\frac{2}{1}$	$\frac{2}{-1}$	$\frac{2}{0}$	$\frac{1}{-1}$
165	104	1	1	1	1
166	105	$\frac{3}{2}$	$\frac{1}{0}$	$\frac{2}{1}$	$\frac{3}{2}$

## GRADE 7 (Continued)

<u>PUPILS NO.</u>	<u>I. Q.</u>	<u>SUBJECT MARKS</u>			
		<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
167	110	$\frac{3}{0}$	$\frac{1}{0}$	$\frac{1}{2}$	$\frac{1}{0}$
168	111	$\frac{3}{0}$	$\frac{1}{0}$	$\frac{3}{2}$	$\frac{1}{0}$
169	106	$\frac{1}{3}$	$\frac{3}{1}$	$\frac{3}{1}$	$\frac{1}{2}$
170	106	$\frac{3}{2}$	$\frac{1}{-2}$	$\frac{1}{-2}$	$\frac{2}{1}$
171	91	$\frac{5}{4}$	$\frac{5}{4}$	$\frac{2}{3}$	$\frac{1}{4}$
172	91	$\frac{4}{-1}$	$\frac{4}{-1}$	$\frac{3}{1}$	$\frac{4}{3}$
173	108	$\frac{1}{5}$	$\frac{3}{1}$	$\frac{2}{1}$	$\frac{1}{2}$
174	111	$\frac{5}{4}$	$\frac{1}{-2}$	$\frac{1}{-1}$	$\frac{2}{1}$
175	97	$\frac{3}{3}$	$\frac{3}{4}$	$\frac{2}{2}$	$\frac{3}{5}$
176	97	$\frac{3}{0}$	$\frac{4}{1}$	$\frac{2}{0}$	$\frac{5}{2}$
177	113	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{2}{2}$	$\frac{1}{3}$
178	112	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{2}{0}$	$\frac{3}{2}$
179	122	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{2}{1}$	$\frac{1}{1}$
180	123	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{-1}$	$\frac{1}{0}$
181	120	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{2}{1}$	$\frac{1}{1}$
182	120	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{-1}$	$\frac{1}{0}$
183	122	$\frac{1}{2}$	$\frac{1}{1}$	$\frac{1}{3}$	$\frac{1}{1}$
184	121	$\frac{2}{1}$	$\frac{1}{0}$	$\frac{3}{2}$	$\frac{1}{0}$
185	114	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{1}{2}$
186	116	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{2}{0}$	$\frac{2}{1}$
187	118	$\frac{1}{2}$	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{1}{1}$
188	118	$\frac{2}{1}$	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$
189	117	$\frac{1}{2}$	$\frac{2}{1}$	$\frac{2}{2}$	$\frac{1}{2}$
190	119	$\frac{2}{1}$	$\frac{1}{-1}$	$\frac{2}{0}$	$\frac{2}{1}$

GRADE 7 (Continued)

<u>PUPILS NO.</u>	<u>I. Q.</u>	<u>SUBJECT MARKS</u>			
		<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
191	109	$\frac{1}{4}$	$\frac{2}{0}$	$\frac{2}{0}$	$\frac{1}{3}$
192	109	$\frac{1}{3}$	$\frac{2}{0}$	$\frac{2}{0}$	$\frac{3}{2}$
193	113	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$
194	113	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$
195	125	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{2}{1}$	$\frac{1}{1}$
196	127	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{-1}$	$\frac{1}{0}$

GRADE 8

197	109	$\frac{2}{0}$	$\frac{2}{0}$	$\frac{2}{0}$	$\frac{2}{1}$
198	108	$\frac{2}{0}$	$\frac{2}{0}$	$\frac{2}{0}$	$\frac{3}{1}$
199	103	$\frac{4}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{5}{-2}$
200	104	$\frac{4}{0}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{3}{-2}$
201	105	$\frac{3}{1}$	$\frac{3}{0}$	$\frac{4}{-1}$	$\frac{4}{-2}$
202	104	$\frac{4}{1}$	$\frac{3}{0}$	$\frac{3}{-1}$	$\frac{2}{-2}$
203	112	$\frac{3}{0}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{3}{-2}$
204	113	$\frac{3}{0}$	$\frac{2}{1}$	$\frac{2}{1}$	$\frac{1}{-2}$
205	97	$\frac{4}{0}$	$\frac{3}{0}$	$\frac{3}{1}$	$\frac{4}{0}$
206	95	$\frac{4}{0}$	$\frac{3}{0}$	$\frac{4}{1}$	$\frac{4}{0}$
207	104	$\frac{4}{0}$	$\frac{3}{2}$	$\frac{3}{0}$	$\frac{3}{1}$
208	104	$\frac{4}{0}$	$\frac{2}{-1}$	$\frac{3}{0}$	$\frac{1}{1}$
209	100	$\frac{4}{-1}$	$\frac{3}{2}$	$\frac{4}{3}$	$\frac{4}{3}$
210	100	$\frac{3}{-1}$	$\frac{2}{-1}$	$\frac{3}{-1}$	$\frac{3}{-1}$
211	109	$\frac{3}{2}$	$\frac{3}{2}$	$\frac{3}{1}$	$\frac{2}{1}$
212	108	$\frac{2}{-1}$	$\frac{2}{-1}$	$\frac{1}{-1}$	$\frac{1}{-1}$
213	111	$\frac{3}{0}$	$\frac{2}{3}$	$\frac{3}{0}$	$\frac{3}{0}$
214	111	$\frac{3}{0}$	$\frac{3}{1}$	$\frac{3}{0}$	$\frac{3}{0}$

## GRADE 8 (Continued)

<u>PUPILS NO.</u>	<u>I. Q.</u>	<u>SUBJECT MARKS</u>			
		<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
215	115	$\frac{2}{4}$	$\frac{2}{0}$	$\frac{3}{2}$	$\frac{1}{2}$
216	114	$\frac{4}{2}$	$\frac{2}{0}$	$\frac{2}{-1}$	$\frac{3}{2}$
217	110	$\frac{3}{1}$	$\frac{3}{2}$	$\frac{4}{3}$	$\frac{1}{2}$
218	111	$\frac{1}{-2}$	$\frac{2}{-1}$	$\frac{3}{-1}$	$\frac{2}{1}$
219	93	$\frac{4}{2}$	$\frac{3}{3}$	$\frac{3}{3}$	$\frac{4}{2}$
220	93	$\frac{2}{-2}$	$\frac{3}{0}$	$\frac{3}{0}$	$\frac{2}{-2}$
221	120	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{1}{2}$	$\frac{1}{3}$
222	119	$\frac{1}{0}$	$\frac{2}{0}$	$\frac{2}{1}$	$\frac{3}{2}$
223	109	$\frac{3}{4}$	$\frac{2}{3}$	$\frac{2}{4}$	$\frac{1}{4}$
224	107	$\frac{4}{1}$	$\frac{3}{1}$	$\frac{4}{2}$	$\frac{4}{3}$
225	105	$\frac{2}{3}$	$\frac{2}{2}$	$\frac{3}{2}$	$\frac{1}{1}$
226	105	$\frac{3}{1}$	$\frac{2}{0}$	$\frac{2}{-1}$	$\frac{1}{0}$
227	90	$\frac{3}{4}$	$\frac{3}{2}$	$\frac{3}{3}$	$\frac{3}{1}$
228	90	$\frac{4}{1}$	$\frac{2}{-1}$	$\frac{3}{0}$	$\frac{1}{-2}$
229	96	$\frac{3}{3}$	$\frac{3}{2}$	$\frac{2}{3}$	$\frac{1}{3}$
230	95	$\frac{3}{0}$	$\frac{2}{-1}$	$\frac{3}{1}$	$\frac{3}{2}$
231	100	$\frac{3}{3}$	$\frac{2}{2}$	$\frac{2}{3}$	$\frac{3}{3}$
232	100	$\frac{3}{0}$	$\frac{2}{0}$	$\frac{3}{1}$	$\frac{3}{0}$
233	116	$\frac{3}{1}$	$\frac{2}{2}$	$\frac{3}{1}$	$\frac{1}{3}$
234	116	$\frac{1}{-2}$	$\frac{2}{0}$	$\frac{1}{-2}$	$\frac{3}{2}$
235	128	$\frac{3}{2}$	$\frac{3}{1}$	$\frac{3}{1}$	$\frac{3}{1}$
236	126	$\frac{2}{-1}$	$\frac{1}{-2}$	$\frac{1}{-2}$	$\frac{1}{-2}$
237	118	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{1}{1}$
238	119	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$	$\frac{1}{0}$



## GRADE 8 (Continued)

<u>PUPILS NO.</u>	<u>I. Q.</u>	<u>SUBJECT MARKS</u>			
		<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
239	101	3	2	3	2
240	101	$\frac{3}{0}$	$\frac{2}{0}$	$\frac{2}{-1}$	$\frac{2}{0}$
241	101	4	3	4	4
242	101	$\frac{3}{-1}$	$\frac{2}{-1}$	$\frac{3}{-1}$	$\frac{2}{-2}$
243	94	1	2	2	1
244	95	$\frac{3}{2}$	$\frac{2}{0}$	$\frac{3}{1}$	$\frac{3}{2}$
245	115	1	2	1	1
246	114	$\frac{1}{0}$	$\frac{1}{-1}$	$\frac{1}{0}$	$\frac{2}{1}$
247	108	2	2	1	1
248	108	$\frac{4}{2}$	$\frac{3}{1}$	$\frac{3}{2}$	$\frac{3}{2}$
249	129	1	1	1	1
250	127	$\frac{2}{1}$	$\frac{2}{1}$	$\frac{1}{0}$	$\frac{3}{2}$

## APPENDIX B

COMPUTATIONAL PROCEDURE NECESSARY  
FOR DETERMINING THE SIGNIFICANCE  
BETWEEN MEANS WHEN THE DIFFERENCES  
BETWEEN SCORES ARE USED

	<u>ARITHMETIC</u>	<u>READING</u>	<u>SCIENCE</u>	<u>SPELLING</u>
$\Sigma D$	49	13	18	34
$\frac{(\Sigma D)}{N}$	0.39	0.10	0.14	0.27
$(\Sigma D)^2$	2401	169	324	1156
$\frac{(\Sigma D)^2}{N}$	19.2	1.3	2.6	9.2
$\Sigma D^2$	259	187	154	228
$\sqrt{\frac{\Sigma D^2}{N}}$	0.14	0.12	0.11	0.13
$\Sigma D^2 - \frac{(\Sigma D)^2}{N}$	239.8	185.7	151.4	218.8
$(N-1) = d. f$	124	124	124	124
$N (N-1)$	15,500	15,500	15,500	15,500
$t$	3.25	1.00	1.55	2.45
Significant at the level of:	(1%) 0.01	NOT SIGNIFICANT		(2%) 0.02
Probability t	0.01 (1%) 2.62	0.02 (2%) 2.36	0.05 (5%) 1.98	0.10 (10%) 1.66

## APPENDIX C

COPY OF THE LETTER REQUESTING PERMISSION OF PARENTS  
TO EXAMINE THEIR CHILDREN'S SCHOOL RECORDS

January 20, 1953

Dear Parents:

I have a request to make, and I hope you will be good enough to give a favorable answer.

One of the teachers in our Yeshiva Torah, Mr. Joseph F. Beck, is working on a research project at Omaha University, which promises to be of real importance, quite aside from its civil- and interest.

Mr. Beck's plan is to investigate the public school achievement of children attending supplementary afternoon schools (like Yeshiva Torah) and comparing it with the achievement of children not attending a supplementary afternoon school.

It is assured that no identification of any kind whatever of any individual child will be made in the study, and that all computations will be purely on a statistical basis. No names, addresses, or any other possible identification will be used.

Mr. Harry A. Burns, Superintendent of the Omaha public schools, is interested in the study and has already given permission for the public school records of various children to be examined by Mr. Beck, provided the parents concerned give their approval, and providing that no identification of pupils will be made.

I write therefore to ask your consent for your child's public school record to be seen by Mr. Beck. Please sign and return the form below to Mr. Joseph Beck, Beth El Synagogue, 49th and Farnam Street, Omaha, Nebraska.

Yours sincerely,

(Rabbi Myer S. Kripke)

I hereby permit Mr. Joseph F. Beck to examine the school records of my child \_\_\_\_\_.

I understand my child's name will not be used in his work.

Signed \_\_\_\_\_