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### Israel's arab schools: comments on abassi article

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Because of the lack of opportunity for employment in the outside community, the person with limited English is forced into a situation where he must sell his labor in competition with other immigrants (also unable to find jobs on the outside) in Chinatown. The difficulty in obtaining work is perpetuated because employers ask for English speaking ability even for the most menial and simple jobs.

Breaking down barriers that exist for Chinese immigrants in finding work in the larger San Francisco community would benefit the community directly and indirectly; directly for the person hired on the outside and indirectly by helping to dry up the labor pool in Chinatown. This would decrease competition among workers for jobs and improve working conditions.

The extent of under-employment among Asians is evident from an examination of their high educational attainment level compared to the managers and supervisors in industry and government. On the whole

the native-born Chinese/Asian population has a higher educational attainment level than the non-Chinese population. Higher proportions of Chinese than non-Chinese enter City College, San Francisco State College and the University of California. "Californians of Japanese, Chinese and Filipino Ancestry" (published in June, 1969) shows that 29 percent of the Chinese have over one year of college as compared to 24.1 percent of the white population.

Therefore, one would expect that the Chinese would be well represented in managerial and supervisory occupations in industry and government. However, expectations and reality do not coincide (see Occupational Table 9 of the U.S. Department of Labor—1972). The question then is no longer why the unemployment rate is so low, but why it is that Chinese are so grossly underrepresented in managerial and supervisory levels when qualified people are available.

## israel's arab schools: comments on abassi article

elad pelled

The article is fair and balanced on the whole but its historical preface is over-idealized. It is clearly aimed at foreign readers, and is only weakly related to present day reality. In several respects, the article needs updating.

Here is some more recent information:

1. A second teachers' seminary was opened in Jaffa during 1972.
2. The contribution of the government in building schools is now I£ 50,000, rather than I£ 5,000 per room.
3. During 1973, the development budget for Arab schools was I£ 8 million.
4. The number of Arab secondary schools and pupils has increased considerably.

The acuteness of the Arab teacher shortage is still evident. Each year some two hundred unqualified new teachers with poor preparation enter the Arab schools and a number of the already-licensed teachers also

require additional training. Teacher-training, along with problems of buildings and curriculum, remains critical.

It is true, as Abassi notes, that Arab pupils are exposed to Hebrew studies more than Jewish pupils are exposed to Arab studies. But Arab study of Hebrew and Bible is not for the purpose of converting them, but rather is an opportunity for them to learn about the culture of the majority population. This is *not* done at the expense of Arab studies. Incidentally, preliminary planning is underway to require the study of Arabic in all Jewish schools beginning with grade five.

Undoubtedly, as Abassi indicates, the educational position of the Arab villages has improved steadily over the past twenty years as a result of new roads. Small, remote villages, particularly of Bedouins in Galilee and the Negev, still lack teachers who live in their areas. As a result, schooling is somewhat irregular due to transportation difficulties and their reliance on outside teachers continues.

Abassi overstates the school progress of working youth and young adults. Adult education is only now getting under way.