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Originals



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

August 1, 1988

10:00 A.M. to 4:00 P.M.

AMERICAN JEWISH
ARCHIVES

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COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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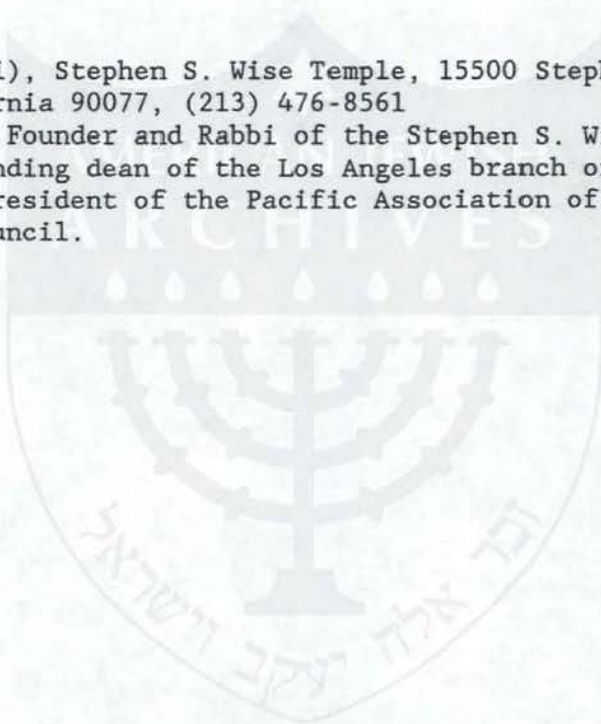
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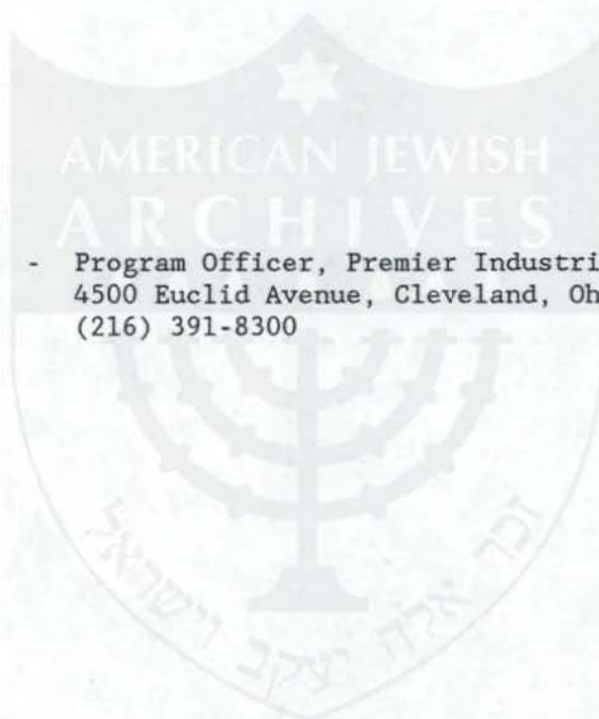
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DESIGN DOCUMENT

TO ESTABLISH

**THE
AMERICAN JEWISH
COMMISSION**

ON

**JEWISH EDUCATION
IN NORTH AMERICA**

INTRODUCTION

The ties that help connect Jews to a meaningful Jewish life now, and similarly help ensure Jewish identity and continuity for our children, face grave challenges. Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life? How much of our Jewish heritage will be transmitted to future generations?

These questions challenge the North American Jewish community. It is time to respond with enthusiasm and energy and with the best tool at our disposal — Jewish Education. The Mandel Associated Foundations, in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), and in collaboration with the Council of Jewish Federations (CJF), propose an initiative to explore and recommend significant new support for Jewish Education.

The Mandel Associated Foundations are prepared both to commit their own resources to this cause and to encourage others to support the implementation of projects designed to bring a new vibrancy to Jewish Education.

It should be clear at the outset that Jewish education includes not only classroom instruction but all the settings in which learning takes place — within the family circle, at camps and community centers, through print and electronic media, and in encounters with Israel. Many of these settings do not have the personnel, the programs, the content and the

strategies needed to meet the challenge of educating Jews in our open society.

The Mandel Associated Foundations are prepared to support the formation of a national Commission to involve the North American Jewish community in a policy-oriented study of Jewish education in a variety of settings. This study will recommend practical steps and interventions for the improvement of Jewish education.

The Mandel Associated Foundations are supporting foundations of the Jewish Community Federation of Cleveland. They were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel as a primary means of handling their philanthropic interests.

JWB, the Association of Jewish Community Centers and YM-YWHA's, is the leadership body for the North American network of JCCs and Ys. JWB serves the needs of individual Jewish Community Centers, and it helps to build, strengthen and sustain the collective Center movement through a broad range of direct and indirect services, institutes, consultations and Jewish experiences, and by identifying and projecting movement-wide directions, issues and priorities.

JESNA is the organized Jewish community's planning, service and coordinating agency for Jewish education. It works directly with local federations and the agencies and institutions they create and support to deliver educational services.

THE CHALLENGE: JEWISH CONTINUITY

Jewish continuity — the creative vitality of the Jewish people, its religion, culture, values and traditions — is an issue of primary importance to the American Jewish community. The central challenge is improving the means by which the Jewish community promotes an active commitment to Jewish identity.

In our society, connections to and expressions of Jewish identity are highly individual. Some Jews are linked by traditional religious practice, some through participation in communal organizations. Others are involved through Israel, Soviet Jewry or memories of the Holocaust. For many, association with other Jews is an important mode of participation.

Our efforts on behalf of Jewish continuity must strengthen as many of these links in as many American Jews as possible. It is a substantial challenge. Because Jewish identification is a matter of choice today, we must provide a persuasive rationale for why commitment and involvement are important. We are convinced that, as a people, we have the vision and the resourcefulness to accomplish this aim.

A KEY: EDUCATION

The Trustees of the Mandel Associated Foundations, in cooperation with JWB and JESNA, have chosen to focus on Jewish education as a potent resource for transmitting the living values of our culture.

As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, education is our best tool for helping Jews to develop and sustain a commitment to active Jewish self-expression, both individually and communally. Jewish education also has the capacity to reach into every aspect and stage of Jewish life — from children to senior citizens, from individuals to families, in schools, community centers, synagogues, camps, nursing homes and child care centers.

Jewish Education Today

Jewish education is conducted throughout North America in a variety of settings in and outside the classroom. More than 30,000 people are employed in Jewish education today. These include teachers, school directors, teacher trainers, specialists, educational planners, and professors of education as well as personnel in community centers, camps and retreat centers. Most Jewish children receive some Jewish education at some point in their lives. Hundreds of millions of dollars are spent annually on Jewish education. The field of Jewish education is a large enterprise in the North American Jewish community.

Still, Jewish education throughout North America suffers from a shortage of qualified, well-trained educators. The few institutions which train Jewish educators have fewer students than at any time in the recent past. Professional standards,

meaningful positions, adequate salaries and compensation packages, career advancement possibilities and professional status are not adequately associated with the field of Jewish education. It is difficult to recruit and retain young men and women to the field.

The Jewish community has created notable successes in the last sixty years in such areas as philanthropy, social services, defense and support for Israel. It is time to make the enterprise of Jewish education one of the success stories of modern Jewish life. Now is the time to turn the concern of the Jewish community toward creating a Jewish educational system which can in all its varieties help to insure the survival of the Jewish people.

The Potential for Tomorrow

We believe that it is possible to establish an educational environment that will be responsive to the current realities of Jewish life in America. To do this, the organized Jewish community must be shown why it should invest substantial new resources of thought, energy and money.

In fact, there are positive elements in place and there is great potential for improvement. Today, Jewish education appears on the agendas of major Jewish forums. Key community organizations and leaders are already increasing time and resources devoted to Jewish education. Jewish community federations, individual philanthropists and Jewish-sponsored foundations appear ready to increase financial support for initiatives that can have a positive impact on the range and quality of Jewish education.

The critical question is: What initiatives will be meaningful?

We propose an approach that will help guide the community toward an optimum application of resources to the needs of Jewish education.

A COOPERATIVE EFFORT

The Purpose

Emerging consensus on the importance of Jewish education makes this an auspicious time for a catalyst to identify the issues, point to practical opportunities for improvement, and engage key people and institutions in positive action. The catalyst: a North American Commission of community leaders, outstanding educators, and other professionals. Commission members are chosen **ad personam**, for their competence, commitment to Jewish values, influence and institutional connections.

Such a Commission will have a fourfold mission:

1. to review the field of Jewish education in the context of contemporary Jewish life
2. to recommend practical policies that will set clear directions for Jewish education
3. to develop plans and programs for the implementation of these policies

4. to stimulate significant financial commitments and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will seek to make it a participatory venture. Jewish continuity is a communal challenge. It can best be met through a communal effort expressing the interests and practical needs of involved institutions and individuals.

Thus, an important part of the Commission's initiative will be to involve opinion makers, community leaders, scholars and educators as active participants in all stages of its work, including the implementation of its recommendations.

The ultimate purpose of the Commission is to offer concrete recommendations for strengthening Jewish education in all its forms and settings.

Undoubtedly the Commission's recommendations will require the investment of significant financial support. As noted at the outset, the Mandel Associated Foundations are prepared to commit their own resources. They are also ready to encourage others to support the implementation of meritorious projects and programs proposed by the Commission.

THE STUDY: CREATING CONDITIONS FOR CHANGE

The Work

The Commission will meet several times over a period of 18 to 24 months. It will direct the activities of a Commission director and appropriate supporting staff, whose responsibilities will include preparing background papers and reports, gathering and organizing data, consulting with contributing scholars, educators and policymakers, and coordinating the ongoing participation of important Jewish publics.

The Focus: People and Institutions

A study undertaken for the purpose of positive change begins with a fundamental question: Who holds the keys to change? It is a premise of this enterprise that change can best be achieved through a partnership of educators and communal leadership committed to invigorating existing institutions and suggesting new ideas and new operational modes.

One objective of the Commission study should be an examination of what Jewish communities and educational institutions must do to professionalize Jewish education and to attract, inspire, encourage and train professionals.

The Commission study may address these issues, among others:

1. **Professional opportunities in Jewish education.** A profession is characterized by formalized standards of knowledge and training, a code of ethics, institutionalized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to professionalize our educational services.
2. **The recruitment and retention of qualified educators.** Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small pool of interested talent Jewish education now attracts. We also need to explore the potential for making more effective use of our feeder system — youth movements, camps, community organizations.
3. **The education of educators.** Today North American institutions graduate fewer than 100 Jewish educators annually. We need to look at how to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education.
4. **Historical perspective and current structures of Jewish educational institutions.** We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs and guide us in establishing any new structures that might be needed to respond to today's needs.

TOWARD TOMORROW

Experience has shown that North American Jews can cooperate to make positive things happen. Today we know that something **must** happen if we are to transmit the riches of Jewish experience to future generations.

We now have established organizations — service, educational and philanthropic — with energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life.

This initiative invites a communal venture: the deliberate shaping of new connections between individuals and the community of Jewish experience. Thinking and acting together, we can make Jewish education a sustaining force for Jewish life, as rich and dynamic as the society in which it exists.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
Meeting of August 1, 1988

The Interview with Commission Members
A Selection

The Commission on Jewish Education in North America is composed of 44 individuals representing a wide range of perspectives. Prior to this meeting the Commission staff interviewed almost all of the commissioners to help build the agenda of the first Commission meeting. What follows is a selection of the points of view expressed by the commissioners. Some of the statements were expressed by many or all of the commissioners, while others represent the perspective of a few. Some of the views expressed complement each other while others may be contradictory.

The major issues raised appear to cluster around six topics:

1. The people who educate
2. The clients of education
3. The settings of education
4. The methods of education
5. The economics of education
6. The community: leadership and structures

I. The People Who Educate

- A. The shortage of appropriate, qualified people to educate children, youth and adults is the most important issue for our Commission to address.
- B. The personnel of Jewish education, in formal and informal settings, their recruitment, their training, their retention, is the key factor affecting the quality of Jewish education. It is also a crucial factor in determining the number of participants in Jewish education.
- C. There is a need to build the profession of Jewish education and to develop a greater sense of professionalism in the field.
- D. Increased salaries and fringe benefits are necessary. They will raise the status of education and facilitate the recruitment of qualified people.
- E. Salary is important, but the status, the empowerment, the personal growth and advancement of the educator are even more important.
- F. It is necessary to undertake a concerted, well-planned effort to recruit personnel to the field.

- G. The education of educators is a high priority. It evokes some interesting differences of opinion:
1. Viewpoint I - We should invest heavily in training institutions. The building of new and different programs should also be considered.
 2. Viewpoint II - The most effective kind of training takes place on-the-job, through apprenticeships, mentorships and sabbaticals of various forms.
 3. Viewpoint III - The most practical approach is to build centers for thinking and research. Educational reform is most effective when it moves from the top down. Martin Buber's contribution to adult Jewish education in Germany, or John Dewey's contribution to education in America, demonstrate that profound ideas are the way to attract the people we need, are the fastest and most effective way to change the image of the field of Jewish education and to create a profession.

II. The Clients of Education

Many comments and suggestions concern the participants - young and old - who can or do partake of Jewish education:

Who are they?

What do they need?

What do they want?

- A. Three points of view were expressed as to whom we should try to attract and serve:
1. We must change our approach to our clients and actively reach out to the less affiliated. We must market our product more effectively and offer the kind of variety that will attract those that are not currently involved.
 2. We must improve the quality of programs: outreach will resolve itself when the quality of Jewish education is improved. Good programs will attract larger numbers of students to Jewish education.
 3. The most sound investment is in the strengthening and improving of education for the committed. This point of view claims that they are our most important population.
- B. Our knowledge base about the clients of education is minimal, at best, and our intuitions may even be misleading. We simply do not seem to know enough about the Jews of North America to make informed decisions.

III. The Settings of Education

Issues were raised about the many forms of formal and informal education: Which forms justify the greatest investment? What is most in need of qualitative improvement? What has the greatest potential?

- A. Informal education offers great opportunities: the community center, the arts, Israel experience programs, summer camping, youth movements and youth groups are means for reaching many more clients than are currently involved and for impacting on the lives of those that are already participating.
- B. Ways should be found of combining forces between formal and informal settings to create new forms of education.
- C. A massive investment of energy, thought and resources should be made in day-school education. The day school offers the most nearly complete Jewish educational environment; the schools can and will grow if they are improved and properly marketed, and if tuition is within the reach of more parents.

On the other hand, the impact of day schools for students coming from homes that do not support the values and goals of these institutions is not clear.

The number of all day high schools should be increased. Enrollment drops dramatically, precisely at the time when the values of the young person are particularly open to influence.

- D. Differences of opinion were expressed about the supplementary school:
 - 1. Though the supplementary school serves the vast majority of our young people participating in formal Jewish education, it is not a successful educational enterprise and may not be salvageable.
 - 2. The supplementary school is where the clients are. Therefore, we must engage in serious efforts to improve it.
- E. The ideas, views, suggestions expressed span the age continuum from early childhood through adult education.
 - 1. Early Childhood Education and Day Care

This area has great potential. The proponents of formal and informal education join forces to argue that the large number of children and the enormous potential for educational impact converge to make this area worthy of serious attention. However, the personnel for early childhood education, their training and salaries represent a very serious challenge.

2. The Israel Experience

Educational experiences in Israel have a significant impact on young people. Some commissioners believe this to be true for loosely structured programs, summer touring, camping. Others believe structured programs at universities, yeshivot or for day schools are more effective. The issue of ensuring program quality and the question of subsidies were raised.

3. The College Campus and the University

Approximately eighty-five percent of all Jewish young people attend colleges and universities. Educational intervention on the campus is very important because this may be our last opportunity to educate. The academic climate that values universalism over particularism forces difficult dilemmas upon our young people.

4. Adult Education - Family Education

The family environment and the education of adults is of considerable importance, particularly if we want to succeed in the education of children. Though there are encouraging developments in this area, this form of education is still underdeveloped.

IV. The Methods of Education

Energy should be devoted to the various methods used in different forms of education. These include methods for the teaching of Hebrew, history and contemporary Jewish life. A serious effort should be made at curriculum reform that would emphasize the teaching of values, the attachment to the Jewish people and to Israel. We should invest systematically in the creative use of the media and computers for Jewish education.

V. The Economics of Education

- A. We have very sketchy data about present expenditures for Jewish education by the North American Jewish community.
- B. This area is important because the reform of education will cost money, whether it be for teacher salaries, the development of training institutions, or on-the-job training.
- C. The high cost of tuition, particularly for day schools, for the Israel experience, and for camping is a stumbling block to increased participation.

- D. Improved educational facilities are needed. For example, we need good, up-to-date laboratories in the sciences. We need facilities for computer education and for physical education.
- E. There is a need for venture capital to encourage new and creative ideas.

VI. The Community: Leadership and Structures

- A. The recruitment of a cadre of community leaders to the cause of Jewish education is viewed as a high priority. The community leaders are one of the key forces for change. They will have to be informed as to the realities and problems of Jewish education and assume the key positions where policy is determined.
- B. The structures that support and deliver the services of Jewish education must be strengthened to become more effective in implementing change and reform.
- C. The question was raised as to whether the current structures are appropriate. It was suggested that new structures, new mechanisms, consortia between existing institutions should be developed - for example, between the federations that can fund, the denominations that deliver services and the community centers.

#



SELECTED DATA ON JEWISH EDUCATION *

I. EDUCATION IN FORMAL SETTINGS

Jewish Population (1982)

| | United States | Canada |
|---------------------------|---------------|---------|
| Total | 5,725,000 | 308,000 |
| School age (ages 3-17) | 880-950,000 | 56,800 |

Enrollment (1982-3)

| | United States | | Canada |
|-----|--------------------------------------|-----|--|
| 58% | 525,000 not currently enrolled | 54% | 30,700 not currently enrolled |
| 12% | 110,000 day school | 29% | 16,400 day school |
| 30% | 270,000 supplementary school | 17% | 9,700 supplemen. |
| | 42% | | 46% |

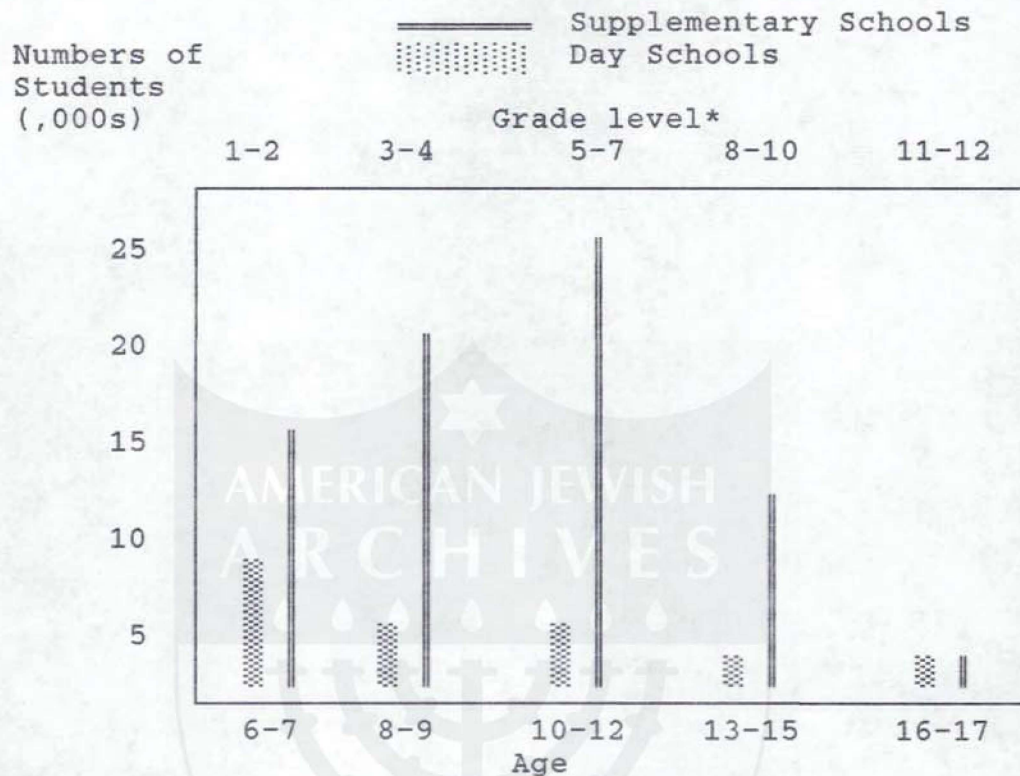
Number of Schools (1982)

| | U.S. | Canada |
|------------------|------------|----------|
| Supplem. Schools | 2100 (79%) | 90 (69%) |
| Day Schools | 600 (21%) | 40 (31%) |
| TOTAL | 2700 | 130 |

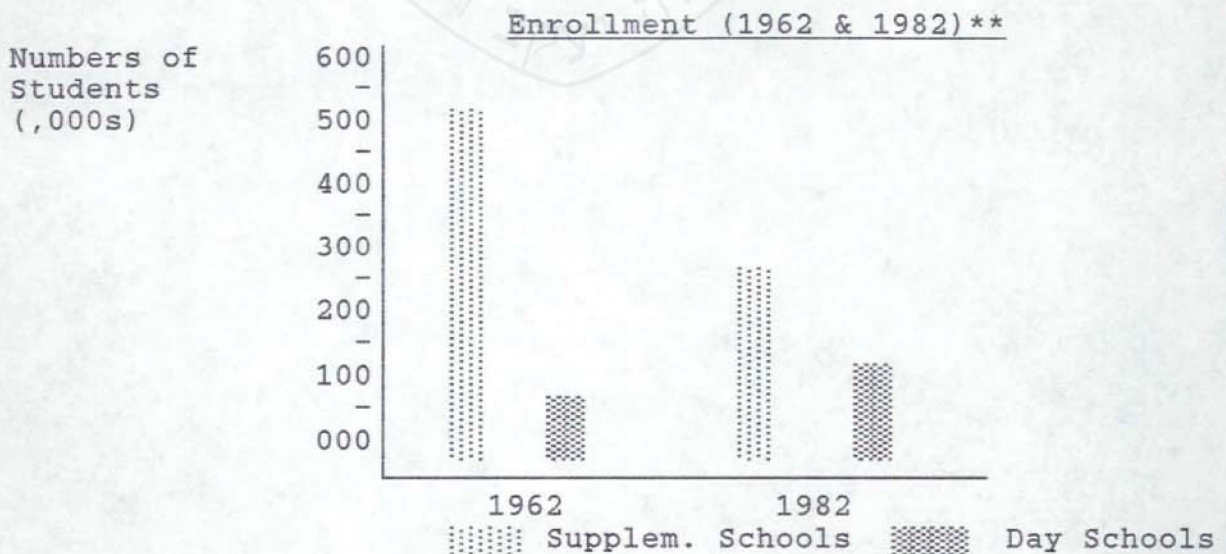
* The data represent a compilation of sources reflecting current available statistics on Jewish education in North America. Figures are approximate.

EDUCATION IN FORMAL SETTINGS (CONT.)

Average Enrollment per Age and Grade Level (U.S.- 1982-3)



* There were a total of approximately 43,000 students in pre-primary grades -- 22,000 in day schools and independent pre-schools and 21,000 in supplementary schools.



** The total number of Jewish school age children has declined by as much as 15-20% between 1962 and 1982.

II. EDUCATION IN INFORMAL SETTINGS

There are currently 200 Jewish Community Centers in North America.

A. Camping Programs (resident camps)

70 Resident camps under auspices of Jewish Communal Organizations.

52-54,000 annual participants (some in dual sessions)

Represents 9% of the total eligible population (ages 8-16)

B. Youth Organizations (Zionist, synagogue movements, etc.)

10 major organizations

Approximately 100,000 participants

Represents 16% of the eligible population (ages 10-18)

C. Educational Programs in Israel

300+ Programs

Approximately 25-30,000 participants annually

Represents 2.5% of the eligible population (ages 13-30)

D. Adult Education Programs

Although specific data is not available, it is estimated that tens of thousands of adults attend various programs on an annual basis.

III. COLLEGE/UNIVERSITY PROGRAMS IN JEWISH STUDIES

596 programs in the U.S. and 44 in Canada. The range of programs vary from degree granting departments to individual courses.

The number of participants is not available. It is estimated that there are 350-400,00 Jewish college and university students in North America at this time.

IV. NUMBER OF PERSONNEL (North America)

Senior Personnel (Formal/Informal).....3,000+
Teaching positions.....30,000+

V. TRAINING

Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6)

| <u>Type of Program</u> | <u>Number of full time students</u> |
|------------------------|-------------------------------------|
| Bachelors level | 45 |
| Masters level | 101 |

This represents only a fraction of actual annual personnel needs.

- In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled on the first day of school.

VI. SALARIES

Average Annual Salaries (1987 Estimates)

| | |
|---|-------------|
| Full time Day School (30 hours of teaching per week) | \$21-23,000 |
| Full time elem. <u>public school</u> | 28,000 |
| Supplementary School (12 hours of teaching per week) | 9,000 |
| Executive Salaries - Day School Principals and Admin. | 55-65,000 |
| Supplementary School Admin. | 30-40,000 |
| JCC and BJE Directors (regional variations) | |

ACKNOWLEDGMENTS

These individuals provided data and comments for this report:

- Chaim Botwinick - NY Federation
- Steven M. Cohen - Queens College
- Moshe Davis - International Center for the University
Teaching of Jewish Civilization
- Paul Friedman - United Synagogue of America
- Annette Hochstein - NATIV Policy and Planning Consultants
- Leora Isaacs - JESNA
- Mitchell Jaffe - JWB
- Joseph Reimer - Brandeis University
- Arthur Rotman - JWB
- Leonard Rubin - JWB
- Jeffrey Scheckner - Council of Jewish Federations
- Alvin Schiff - Board of Jewish Education of Greater NY
- Jonathan Woocher - JESNA

A selected bibliography is available upon request.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

AGENDA

MONDAY, AUGUST 1, 1988

10:00 A.M. TO 4:00 P.M.

UJA FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK
130 EAST 59TH STREET
NEW YORK, NEW YORK

| | | |
|------------|---|---|
| 10:00 a.m. | Registration | |
| 10:30 a.m. | Opening Remarks | Morton L. Mandel |
| 11:00 a.m. | Discussion | |
| 12:00 noon | Comments | Mandell Berman-CJF Donald R. Mintz-JWB Bennett Yanowitz-JESNA |
| 12:30 p.m. | Lunch | |
| 1:30 p.m. | Presentation of Selected Data on Jewish Education | Dr. Joseph Riemer |
| 1:45 p.m. | Discussion | |
| 2:45 p.m. | Identification of the Day's Major Themes | |
| 3:00 p.m. | Discussion | |
| 3:55 p.m. | Concluding Remarks | Morton L. Mandel |

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

August 1, 1988

10:00 A.M. to 4:00 P.M.

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4. The Interview with Commission Members: A Selection
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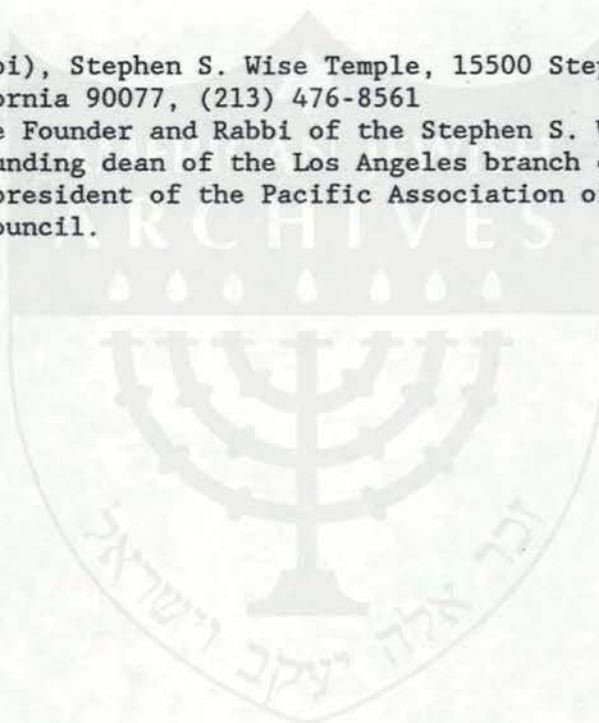
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IN NORTH AMERICA

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DESIGN DOCUMENT

TO ESTABLISH

THE

**AMERICAN JEWISH
COMMISSION**

ON

**JEWISH EDUCATION
IN NORTH AMERICA**

INTRODUCTION

The ties that help connect Jews to a meaningful Jewish life now, and similarly help ensure Jewish identity and continuity for our children, face grave challenges. Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life? How much of our Jewish heritage will be transmitted to future generations?

These questions challenge the North American Jewish community. It is time to respond with enthusiasm and energy and with the best tool at our disposal — Jewish Education. The Mandel Associated Foundations, in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), and in collaboration with the Council of Jewish Federations (CJF), propose an initiative to explore and recommend significant new support for Jewish Education.

The Mandel Associated Foundations are prepared both to commit their own resources to this cause and to encourage others to support the implementation of projects designed to bring a new vibrancy to Jewish Education.

It should be clear at the outset that Jewish education includes not only classroom instruction but all the settings in which learning takes place — within the family circle, at camps and community centers, through print and electronic media, and in encounters with Israel. Many of these settings do not have the personnel, the programs, the content and the

strategies needed to meet the challenge of educating Jews in our open society.

The Mandel Associated Foundations are prepared to support the formation of a national Commission to involve the North American Jewish community in a policy-oriented study of Jewish education in a variety of settings. This study will recommend practical steps and interventions for the improvement of Jewish education.

The Mandel Associated Foundations are supporting foundations of the Jewish Community Federation of Cleveland. They were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel as a primary means of handling their philanthropic interests.

JWB, the Association of Jewish Community Centers and YM-YWHAs, is the leadership body for the North American network of JCCs and Ys. JWB serves the needs of individual Jewish Community Centers, and it helps to build, strengthen and sustain the collective Center movement through a broad range of direct and indirect services, institutes, consultation and Jewish experiences, and by identifying and projecting movement-wide directions, issues and priorities.

JESNA is the organized Jewish community's planning, service and coordinating agency for Jewish education. It works directly with local federations and the agencies and institutions they create and support to deliver educational services.

THE CHALLENGE: JEWISH CONTINUITY

Jewish continuity — the creative vitality of the Jewish people, its religion, culture, values and traditions — is an issue of primary importance to the American Jewish community. The central challenge is improving the means by which the Jewish community promotes an active commitment to Jewish identity.

In our society, connections to and expressions of Jewish identity are highly individual. Some Jews are linked by traditional religious practice, some through participation in communal organizations. Others are involved through Israel, Soviet Jewry or memories of the Holocaust. For many, association with other Jews is an important mode of participation.

Our efforts on behalf of Jewish continuity must strengthen as many of these links in as many American Jews as possible. It is a substantial challenge. Because Jewish identification is a matter of choice today, we must provide a persuasive rationale for why commitment and involvement are important. We are convinced that, as a people, we have the vision and the resourcefulness to accomplish this aim.

A KEY: EDUCATION

The Trustees of the Mandel Associated Foundations, in cooperation with JWB and JESNA, have chosen to focus on Jewish education as a potent resource for transmitting the living values of our culture.

As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, education is our best tool for helping Jews to develop and sustain a commitment to active Jewish self-expression, both individually and communally. Jewish education also has the capacity to reach into every aspect and stage of Jewish life — from children to senior citizens, from individuals to families, in schools, community centers, synagogues, camps, nursing homes and child care centers.

Jewish Education Today

Jewish education is conducted throughout North America in a variety of settings in and outside the classroom. More than 30,000 people are employed in Jewish education today. These include teachers, school directors, teacher trainers, specialists, educational planners, and professors of education as well as personnel in community centers, camps and retreat centers. Most Jewish children receive some Jewish education at some point in their lives. Hundreds of millions of dollars are spent annually on Jewish education. The field of Jewish education is a large enterprise in the North American Jewish community.

Still, Jewish education throughout North America suffers from a shortage of qualified, well-trained educators. The few institutions which train Jewish educators have fewer students than at any time in the recent past. Professional standards,

meaningful positions, adequate salaries and compensation packages, career advancement possibilities and professional status are not adequately associated with the field of Jewish education. It is difficult to recruit and retain young men and women to the field.

The Jewish community has created notable successes in the last sixty years in such areas as philanthropy, social services, defense and support for Israel. It is time to make the enterprise of Jewish education one of the success stories of modern Jewish life. Now is the time to turn the concern of the Jewish community toward creating a Jewish educational system which can in all its varieties help to insure the survival of the Jewish people.

The Potential for Tomorrow

We believe that it is possible to establish an educational environment that will be responsive to the current realities of Jewish life in America. To do this, the organized Jewish community must be shown why it should invest substantial new resources of thought, energy and money.

In fact, there are positive elements in place and there is great potential for improvement. Today, Jewish education appears on the agendas of major Jewish forums. Key community organizations and leaders are already increasing time and resources devoted to Jewish education. Jewish community federations, individual philanthropists and Jewish-sponsored foundations appear ready to increase financial support for initiatives that can have a positive impact on the range and quality of Jewish education.

The critical question is: What initiatives will be meaningful?

We propose an approach that will help guide the community toward an optimum application of resources to the needs of Jewish education.

A COOPERATIVE EFFORT

The Purpose

Emerging consensus on the importance of Jewish education makes this an auspicious time for a catalyst to identify the issues, point to practical opportunities for improvement, and engage key people and institutions in positive action. The catalyst: a North American Commission of community leaders, outstanding educators, and other professionals. Commission members are chosen **ad personam**, for their competence, commitment to Jewish values, influence and institutional connections.

Such a Commission will have a fourfold mission:

1. to review the field of Jewish education in the context of contemporary Jewish life
2. to recommend practical policies that will set clear directions for Jewish education
3. to develop plans and programs for the implementation of these policies

4. to stimulate significant financial commitments and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will seek to make it a participatory venture. Jewish continuity is a communal challenge. It can best be met through a communal effort expressing the interests and practical needs of involved institutions and individuals.

Thus, an important part of the Commission's initiative will be to involve opinion makers, community leaders, scholars and educators as active participants in all stages of its work, including the implementation of its recommendations.

The ultimate purpose of the Commission is to offer concrete recommendations for strengthening Jewish education in all its forms and settings.

Undoubtedly the Commission's recommendations will require the investment of significant financial support. As noted at the outset, the Mandel Associated Foundations are prepared to commit their own resources. They are also ready to encourage others to support the implementation of meritorious projects and programs proposed by the Commission.

THE STUDY: CREATING CONDITIONS FOR CHANGE

The Work

The Commission will meet several times over a period of 18 to 24 months. It will direct the activities of a Commission director and appropriate supporting staff, whose responsibilities will include preparing background papers and reports, gathering and organizing data, consulting with contributing scholars, educators and policymakers, and coordinating the ongoing participation of important Jewish publics.

The Focus: People and Institutions

A study undertaken for the purpose of positive change begins with a fundamental question: Who holds the keys to change? It is a premise of this enterprise that change can best be achieved through a partnership of educators and communal leadership committed to invigorating existing institutions and suggesting new ideas and new operational modes.

One objective of the Commission study should be an examination of what Jewish communities and educational institutions must do to professionalize Jewish education and to attract, inspire, encourage and train professionals.

The Commission study may address these issues, among others:

1. **Professional opportunities in Jewish education.** A profession is characterized by formalized standards (knowledge and training, a code of ethics, institutionalized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to professionalize our educational services.
2. **The recruitment and retention of qualified educators.** Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small pool of interested talent Jewish education now attracts. We also need to explore the potential for making more effective use of our feeder system — youth movements, camps, community organizations.
3. **The education of educators.** Today North American institutions graduate fewer than 100 Jewish educators annually. We need to look at how to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education.
4. **Historical perspective and current structures of Jewish educational institutions.** We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs and guide us in establishing any new structures that might be needed to respond to today's needs.

TOWARD TOMORROW

Experience has shown that North American Jews can cooperate to make positive things happen. Today we know that something **must** happen if we are to transmit the riches of Jewish experience to future generations.

We now have established organizations — service, educational and philanthropic — with energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life.

This initiative invites a communal venture: the deliberate shaping of new connections between individuals and the community of Jewish experience. Thinking and acting together, we can make Jewish education a sustaining force for Jewish life, as rich and dynamic as the society in which it exists.



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
Meeting of August 1, 1988

The Interview with Commission Members
A Selection

The Commission on Jewish Education in North America is composed of 44 individuals representing a wide range of perspectives. Prior to this meeting the Commission staff interviewed almost all of the commissioners to help build the agenda of the first Commission meeting. What follows is a selection of the points of view expressed by the commissioners. Some of the statements were expressed by many or all of the commissioners, while others represent the perspective of a few. Some of the views expressed complement each other while others may be contradictory.

The major issues raised appear to cluster around six topics:

1. The people who educate
2. The clients of education
3. The settings of education
4. The methods of education
5. The economics of education
6. The community: leadership and structures

I. The People Who Educate

- A. The shortage of appropriate, qualified people to educate children, youth and adults is the most important issue for our Commission to address.
- B. The personnel of Jewish education, in formal and informal settings, their recruitment, their training, their retention, is the key factor affecting the quality of Jewish education. It is also a crucial factor in determining the number of participants in Jewish education.
- C. There is a need to build the profession of Jewish education and to develop a greater sense of professionalism in the field.
- D. Increased salaries and fringe benefits are necessary. They will raise the status of education and facilitate the recruitment of qualified people.
- E. Salary is important, but the status, the empowerment, the personal growth and advancement of the educator are even more important.
- F. It is necessary to undertake a concerted, well-planned effort to recruit personnel to the field.

- G. The education of educators is a high priority. It evokes some interesting differences of opinion:
1. Viewpoint I - We should invest heavily in training institutions. The building of new and different programs should also be considered.
 2. Viewpoint II - The most effective kind of training takes place on-the-job, through apprenticeships, mentorships and sabbaticals of various forms.
 3. Viewpoint III - The most practical approach is to build centers for thinking and research. Educational reform is most effective when it moves from the top down. Martin Buber's contribution to adult Jewish education in Germany, or John Dewey's contribution to education in America, demonstrate that profound ideas are the way to attract the people we need, are the fastest and most effective way to change the image of the field of Jewish education and to create a profession.

II. The Clients of Education

Many comments and suggestions concern the participants - young and old - who can or do partake of Jewish education:

Who are they?
What do they need?
What do they want?

- A. Three points of view were expressed as to whom we should try to attract and serve:
1. We must change our approach to our clients and actively reach out to the less affiliated. We must market our product more effectively and offer the kind of variety that will attract those that are not currently involved.
 2. We must improve the quality of programs: outreach will resolve itself when the quality of Jewish education is improved. Good programs will attract larger numbers of students to Jewish education.
 3. The most sound investment is in the strengthening and improving of education for the committed. This point of view claims that they are our most important population.
- B. Our knowledge base about the clients of education is minimal, at best, and our intuitions may even be misleading. We simply do not seem to know enough about the Jews of North America to make informed decisions.

III. The Settings of Education

Issues were raised about the many forms of formal and informal education: Which forms justify the greatest investment? What is most in need of qualitative improvement? What has the greatest potential?

- A. Informal education offers great opportunities: the community center, the arts, Israel experience programs, summer camping, youth movements and youth groups are means for reaching many more clients than are currently involved and for impacting on the lives of those that are already participating.
- B. Ways should be found of combining forces between formal and informal settings to create new forms of education.
- C. A massive investment of energy, thought and resources should be made in day-school education. The day school offers the most nearly complete Jewish educational environment; the schools can and will grow if they are improved and properly marketed, and if tuition is within the reach of more parents.

On the other hand, the impact of day schools for students coming from homes that do not support the values and goals of these institutions is not clear.

The number of all day high schools should be increased. Enrollment drops dramatically, precisely at the time when the values of the young person are particularly open to influence.

- D. Differences of opinion were expressed about the supplementary school:
 - 1. Though the supplementary school serves the vast majority of our young people participating in formal Jewish education, it is not a successful educational enterprise and may not be salvageable.
 - 2. The supplementary school is where the clients are. Therefore, we must engage in serious efforts to improve it.
- E. The ideas, views, suggestions expressed span the age continuum from early childhood through adult education.
 - 1. Early Childhood Education and Day Care

This area has great potential. The proponents of formal and informal education join forces to argue that the large number of children and the enormous potential for educational impact converge to make this area worthy of serious attention. However, the personnel for early childhood education, their training and salaries represent a very serious challenge.

2. The Israel Experience

Educational experiences in Israel have a significant impact on young people. Some commissioners believe this to be true for loosely structured programs, summer touring, camping. Others believe structured programs at universities, yeshivot or for day schools are more effective. The issue of ensuring program quality and the question of subsidies were raised.

3. The College Campus and the University

Approximately eighty-five percent of all Jewish young people attend colleges and universities. Educational intervention on the campus is very important because this may be our last opportunity to educate. The academic climate that values universalism over particularism forces difficult dilemmas upon our young people.

4. Adult Education - Family Education

The family environment and the education of adults is of considerable importance, particularly if we want to succeed in the education of children. Though there are encouraging developments in this area, this form of education is still underdeveloped.

IV. The Methods of Education

Energy should be devoted to the various methods used in different forms of education. These include methods for the teaching of Hebrew, history and contemporary Jewish life. A serious effort should be made at curriculum reform that would emphasize the teaching of values, the attachment to the Jewish people and to Israel. We should invest systematically in the creative use of the media and computers for Jewish education.

V. The Economics of Education

- A. We have very sketchy data about present expenditures for Jewish education by the North American Jewish community.
- B. This area is important because the reform of education will cost money, whether it be for teacher salaries, the development of training institutions, or on-the-job training.
- C. The high cost of tuition, particularly for day schools, for the Israel experience, and for camping is a stumbling block to increased participation.

- D. Improved educational facilities are needed. For example, we need good, up-to-date laboratories in the sciences. We need facilities for computer education and for physical education.
- E. There is a need for venture capital to encourage new and creative ideas.

VI. The Community: Leadership and Structures

- A. The recruitment of a cadre of community leaders to the cause of Jewish education is viewed as a high priority. The community leaders are one of the key forces for change. They will have to be informed as to the realities and problems of Jewish education and assume the key positions where policy is determined.
- B. The structures that support and deliver the services of Jewish education must be strengthened to become more effective in implementing change and reform.
- C. The question was raised as to whether the current structures are appropriate. It was suggested that new structures, new mechanisms, consortia between existing institutions should be developed - for example, between the federations that can fund, the denominations that deliver services and the community centers.

#



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1. BINDERS
2. Commission on Jewish Education 1990
 3. Commission on Jewish Education 11/90
 4. Commission on Jewish Education 10/3/90
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 7. Commission on Jewish Education 8/1/88
 8. Commission Steering Committee 7/89
 9. Commission on Jewish Education 8/1/88 - 12/13/88
 10. Commission on Jewish Education Planning Group 2/89
 11. Commission Senior Policy Advisors 1/90
 12. Commission Planning Group (Virginia Levi)



SELECTED DATA ON JEWISH EDUCATION *

I. EDUCATION IN FORMAL SETTINGS

Jewish Population (1982)

| | United States | Canada |
|---------------------------|---------------|---------|
| Total | 5,725,000 | 308,000 |
| School age (ages 3-17) | 880-950,000 | 56,800 |

Enrollment (1982-3)

| | United States | | Canada |
|-----|--------------------------------------|-----|--|
| 58% | 525,000 not currently enrolled | 54% | 30,700 not currently enrolled |
| 12% | 110,000 day school | 29% | 16,400 day school |
| 30% | 270,000 supplementary school | 17% | 9,700 supplemen. |
| | 42% | | 46% |

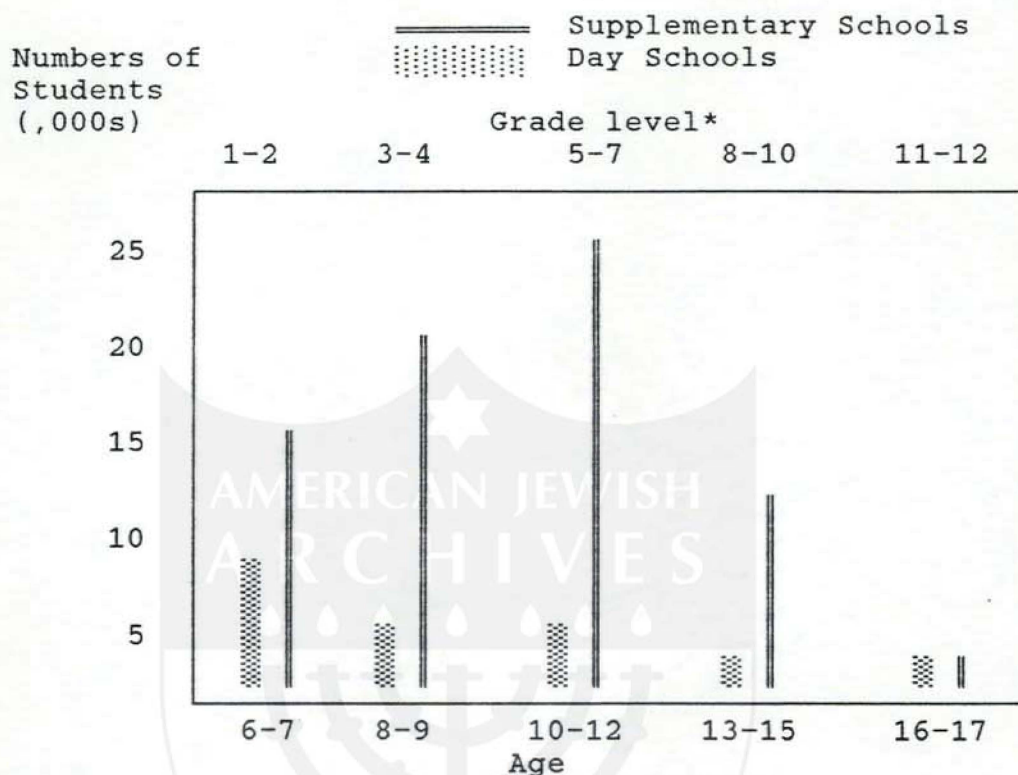
Number of Schools (1982)

| | U.S. | Canada |
|------------------|------------|----------|
| Supplem. Schools | 2100 (79%) | 90 (69%) |
| Day Schools | 600 (21%) | 40 (31%) |
| TOTAL | 2700 | 130 |

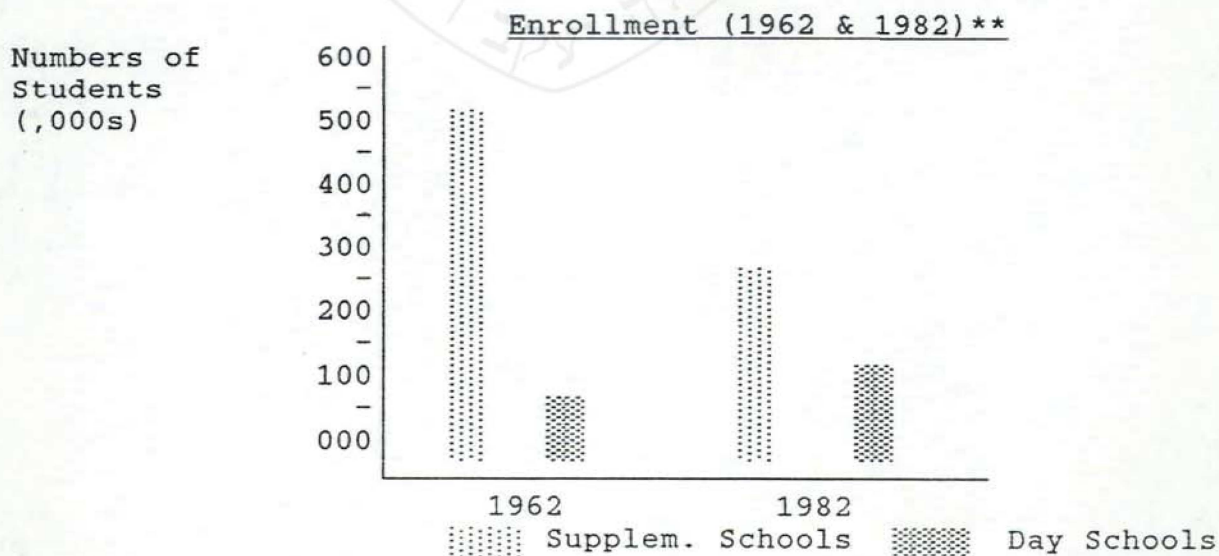
* The data represent a compilation of sources reflecting current available statistics on Jewish education in North America. Figures are approximate.

EDUCATION IN FORMAL SETTINGS (CONT.)

Average Enrollment per Age and Grade Level (U.S.- 1982-3)



* There were a total of approximately 43,000 students in pre-primary grades -- 22,000 in day schools and independent pre-schools and 21,000 in supplementary schools.



** The total number of Jewish school age children has declined by as much as 15-20% between 1962 and 1982.

II. EDUCATION IN INFORMAL SETTINGS

There are currently 200 Jewish Community Centers in North America.

A. Camping Programs (resident camps)

70 Resident camps under auspices of Jewish Communal Organizations.

52-54,000 annual participants (some in dual sessions)

Represents 9% of the total eligible population (ages 8-16)

B. Youth Organizations (Zionist, synagogue movements, etc.)

10 major organizations

Approximately 100,000 participants

Represents 16% of the eligible population (ages 10-18)

C. Educational Programs in Israel

300+ Programs

Approximately 25-30,000 participants annually

Represents 2.5% of the eligible population (ages 13-30)

D. Adult Education Programs

Although specific data is not available, it is estimated that tens of thousands of adults attend various programs on an annual basis.

III. COLLEGE/UNIVERSITY PROGRAMS IN JEWISH STUDIES

596 programs in the U.S. and 44 in Canada. The range of programs vary from degree granting departments to individual courses.

The number of participants is not available. It is estimated that there are 350-400,00 Jewish college and university students in North America at this time.

IV. NUMBER OF PERSONNEL (North America)

Senior Personnel (Formal/Informal).....3,000+
Teaching positions.....30,000+

V. TRAINING

Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6)

| <u>Type of Program</u> | <u>Number of full time students</u> |
|------------------------|-------------------------------------|
| Bachelors level | 45 |
| Masters level | 101 |

This represents only a fraction of actual annual personnel needs.

- In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled on the first day of school.

VI. SALARIES

Average Annual Salaries (1987 Estimates)

| | |
|---|-------------|
| Full time Day School (30 hours of teaching per week) | \$21-23,000 |
| Full time elem. <u>public school</u> | 28,000 |
| Supplementary School (12 hours of teaching per week) | 9,000 |
| Executive Salaries - Day School Principals and Admin. | 55-65,000 |
| Supplementary School Admin. | 30-40,000 |
| JCC and BJE Directors (regional variations) | |

ACKNOWLEDGMENTS

These individuals provided data and comments for this report:

- Chaim Botwinick - NY Federation
- Steven M. Cohen - Queens College
- Moshe Davis - International Center for the University
Teaching of Jewish Civilization
- Paul Friedman - United Synagogue of America
- Annette Hochstein - NATIV Policy and Planning Consultants
- Leora Isaacs - JESNA
- Mitchell Jaffe - JWB
- Joseph Reimer - Brandeis University
- Arthur Rotman - JWB
- Leonard Rubin - JWB
- Jeffrey Scheckner - Council of Jewish Federations
- Alvin Schiff - Board of Jewish Education of Greater NY
- Jonathan Woocher - JESNA

A selected bibliography is available upon request.



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

AGENDA

MONDAY, AUGUST 1, 1988

10:00 A.M. TO 4:00 P.M.

UJA FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK
130 EAST 59TH STREET
NEW YORK, NEW YORK

| | | |
|------------|--|---|
| 10:00 a.m. | Registration | |
| 10:30 a.m. | Opening Remarks | Morton L. Mandel |
| 11:00 a.m. | Discussion | |
| 12:00 noon | Comments | Mandell Berman-CJF Donald R. Mintz-JWB Bennett Yanowitz-JESNA |
| 12:30 p.m. | Lunch | |
| 1:30 p.m. | Presentation of Selected Data on Jewish Education | Dr. Joseph Riemer |
| 1:45 p.m. | Discussion | |
| 2:45 p.m. | Identification of the Day's Major Themes | |
| 3:00 p.m. | Discussion | |
| 3:55 p.m. | Concluding Remarks | Morton L. Mandel |



H22
①

MINUTES: Meeting of the Planning Group for the
Commission on Jewish Education in North America

DATE OF MEETING: August 2, 1988

DATE MINUTES ISSUED: August 12, 1988

PRESENT: Morton L. Mandel, Arthur J. Naparstek, Henry L. Zucker
Seymour Fox, Annette Hochstein, Joseph Riemer,
Virginia F. Levi (Sec'y)

COPIES TO: Arthur Rotman, Jonathan Woocher

I. Actions Needed

A. Follow Up With Commissioners

Assignments were made for members of the planning group to stay in touch with specific Commission members. Those who were present are to be debriefed, sounded out for expectations of the second Commission meeting, and generally kept on board. Those who were absent are to be filled in on the meeting, in addition to the above.

Assignments to Commissioners are as follows:

Fox - Bronfman, Crown, Gottschalk, Lee, Lipset, Ratner, Twersky

Hochstein - Arnow, Jesselson, Lamm, Lookstein, Loup, Mandel,
Melton, Ritz, Schorsch, Tishman

Naparstek - Ackerman, Berman, Eizenstat, Greenberg, Maryles,
Schiff, Shapiro, Yanowitz

Riemer - Bieler, Elkin, Green, Ingall, Koschitzky, Schulweis,
Zeldin

Rotman - Dubin, Field, Mintz, Pollack, Rosenthal

Zucker - Colman, Corson, Evans, Fisher, Hiller, Hirschhorn, Lainer

In the future, Jonathan Woocher may be asked to take responsibility for some Commission members.

In addition, the names of the following commissioners are to be placed on a master list for review by the planning group at each meeting: Berman, Bronfman, Crown, Fisher, Gottschalk, Green, Greenberg, Jesselson, Koschitzky, Lamm, Lee, Mintz, Pollack, Schiff, Schorsch, Twersky, Yanowitz.

B. Assignments

A list of assignments to individual planning group members is attached to these minutes.

C. Reactions to Keep in Mind as Additional Planning Occurs

1. Keep in mind the tension between the expressed desire for quick action and the desire to involve all commissioners in the process.
2. The first meeting was an effective general discussion, and a good beginning in the work of the Commission. Future meetings will need to be more focused.

D. Logistics

"Spotters" will be appointed for future Commission meetings to help MLM identify people who wish to speak.

II. Chief Themes and Commission MO

In planning for the life of the Commission and beyond, it is important to be realistic about what can be accomplished within eighteen months, and how the recommendations we anticipate making can be carried forward beyond the life of the Commission.

General discussion yielded the following proposals:

- A. We should develop a "vision" of Jewish education in North America in the year 2000.
- B. In addition, a compendium of examples of current successes in Jewish education should be prepared.
- C. This best practice compendium should involve review by an editorial board, possibly to include Schiff, Lipset, and Twersky.
- D. It was suggested that the "vision" document be the introductory chapter to the "best practice" document.

E. Possible Items for December 13

1. Personnel issue - comprehensive review and projection of ideas for improvement.
2. Case example publication, with introductory essay that begins to spell out the future.

*How about
Eli Swans?*

- F. The working paper concept might be reviewed at two or three regional meetings prior to the December Commission meeting; or alternatively, through one on one discussions with Commission members. It was thought that regional meetings might not be worth the effort.
- G. The issue of personnel remains central and should be addressed through the working papers. SF will review tapes and minutes to confirm this assumption.
- H. Another major theme to consider from the beginning is approaching the task via client groups.

III. Time Table from Now to December 13

- A. AJN and SF will plan draft of critical milestones and dates.
- B. AH will develop a draft time line.
- C. A planning meeting will be scheduled for October in Cleveland. AJN and SF will recommend some alternate times. The agenda could include the following:
 - 1. Determine goals, agenda, and papers to be prepared for December meeting.
 - 2. Develop a time-table for the life of the Commission (18-24 months).
 - 3. Determine a method for deciding on the substance of our work.
 - 4. Develop a post-Commission plan.

IV. Canadian Representation

It is believed that Canada should be better represented on the Commission. One possible addition to the Commission is Lionel Schipper of Toronto. SF and HLZ will work on this issue.

*fax =
A Canadian rabbi or
educator
with in Toronto
(Chas Bronfman)*

V. Relationship to Outside Bodies

Assignments were made for the development of relationships with organizations that should be aware of the activities of the Commission. These are outlined on the attached assignment list.

direct line (416)

*bus
(416) 868-1080
424 Rosemary Rd
Toronto
M5P 3E5*

*Outstanding person - but not his
area of interest.
Ron Appelby would be great -
time pressure
Mhm to call him.*

VI. Communications Plan

A comprehensive approach to public relations and communications should be developed. SF will recommend an invitee with PR expertise for a portion of the October planning meeting to help the group in developing a PR plan.

VII. Letters from MLM

- * → A. VFL will draft a "bread and butter letter" from MLM to go out quickly to all Commissioners describing the success of the meeting, confirming the next meeting date, and offering cassettes to absentees.

Send also to senior policy advisers - planning group

- * || B. SF will prepare an outline of a letter to go from MLM with the minutes of the meeting. AJN and HLZ will develop the letter and work with MLM on individualization.





- ☒ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION

SUBJECT/OBJECTIVE

Commission on Jewish Education
in North America

ORIGINATOR

Virginia F. Levi

DATE

8/12/88

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Production of minutes. | | AJN | 8/2/88 | 8/26/88 | |
| 2. | Copies of tapes. | | VFL | 8/2/88 | 8/8/88 | 8/11/88 |
| 3. | Quick "bread and butter letter" from MLM. | | VFL | 8/2/88 | 8/8/88 | 8/10/88 |
| 4. | Cover letter to go with minutes (with variations for individual commissioners including those who were absent). | | SF/ AJN/ HLZ | 8/2/88 | 8/26/88 | |
| 5. | Schedule second Commission meeting for December 13 and follow-up meetings for senior policy advisors on the morning of December 14 and planning group through December 16. Confirm meetings with Federation and JWB. | | VFL | 8/2/88 | 8/8/88 | 8/9/88 |
| 6. | Develop a research plan. | | SF/AH | 8/2/88 | 9/15/88 | |
| 7. | Consider creating an executive committee. | | Team | 8/2/88 | | |
| 8. | Schedule a planning meeting in Cleveland for October. | | AJN/ SF | 8/2/88 | 9/15/88 | |
| 9. | Develop a list of critical dates for the next 18 months. | | AJN/ SF | 8/2/88 | 9/15/88 | |
| 10. | Draft papers for a presentation at December 13 meeting. | | | | | |
| | a. vision and best practices paper. | | SF | 8/2/88 | 10/1/88 | |
| | b. personnel paper. | | AH/JR | 8/2/88 | 10/1/88 | |
| | c. develop a set of ground rules to be used in the production of papers for the Commission. | | AJN/SF/ AH/JR | 8/2/88 | 9/15/88 | |
| 11. | Consider the possibility of holding regional meetings before December 13. | | Team | 8/2/88 | | |



PREMIER INDUSTRIAL CORPORATION

 SEE MANAGEMENT MANUAL POLICY NO. 8.5
 FOR GUIDELINES ON THE COMPLETION
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☒ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION

 SUBJECT/OBJECTIVE Commission on Jewish Education
 in North America

ORIGINATOR Virginia F. Levi

DATE 8/12/88

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------|-----------------------|----------|---------------------------|
| 12. | Nominate 3-4 people to consider adding to the planning group. | | Team | 8/2/88 | | |
| 13. | Identify additional staff. | | AJN/SF | 8/2/88 | 9/15/88 | |
| 14. | Draft time lines for 18 months and 24 months. | | AH | 8/2/88 | 9/15/88 | |
| 15. | Prepare an "options paper" based on review of minutes, and apparent consensus. | | SF/JR | 8/2/88 | 9/15/88 | |
| 16. | Develop a list of Canadian educators for possible additions to Commission. Review Canadian educators with Canadian advisors. | | SF/HLZ | 8/2/88 | 9/1/88 | |
| 17. | Develop a list of formal education publics with which the Commission should establish a relationship. | | JR | 8/2/88 | 9/15/88 | |
| 18. | Develop a list of federation publics with which the Commission should establish a relationship. | | HLZ | 8/2/88 | 9/15/88 | |
| 19. | Develop a list of informal publics with which the Commission should establish a relationship. | | AR | 8/2/88 | 9/15/88 | |
| 20. | Develop a list of denominational publics with which the Commission should establish a relationship. | | AJN/CS/JW | 8/2/88 | 9/15/88 | |
| 21. | Recommend a PR person to invite to October planning meeting to brainstorm a communications plan (possibly David Finn). | | SF/MLM | 8/2/88 | 9/15/88 | |
| 22. | Prepare a book for use by planning group--to include minutes, assignments, and checklists. | | VFL | 8/2/88 | 8/15/88 | |
| 23. | Develop a checklist of commissioners to be reviewed at each planning group meeting. | | VFL | 8/2/88 | 8/15/88 | |

MINUTES
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
AUGUST 1, 1988
AT UJA/FEDERATION OF JEWISH PHILANTHROPIES
NEW YORK CITY
10:30 a.m. - 4:00 p.m.

Attendance

Commissioners: Morton L. Mandel, Chairman, Mona Ackerman, Mandell Berman, Jack Bieler, Charles Bronfman, John Colman, Maurice Corson, Lester Crown, David Dubin, Joshua Elkin, Eli Evans, Max Fisher, Robert Hiller, David Hirschhorn, Ludwig Jesselson, Henry Koschitzky, Mark Lainer, Norman Lamm, Seymour Martin Lipset, Haskel Lookstein, Robert Loup, Florence Melton, Donald Mintz, Lester Pollack, Charles Ratner, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Ismar Schorsch, Daniel Shapiro, Peggy Tishman, Isadore Twersky, Bennett Yanowitz

Policy Advisors and Staff: David Ariel, Perry Davis, Seymour Fox, Annette Hochstein, Stephen Hoffman, Virginia Levi, Arthur Naparstek, Joseph Reimer, Arthur Rotman, Carmi Schwartz, Henry Zucker

Guest: Stephen Solender

Not Present: David Arnow, Stuart Eizenstat, Irwin Field, Alfred Gottschalk, Arthur Green, Irving Greenberg, Carol Ingall, Sara Lee, Matthew Maryles, Harold Schulweis, Isaiah Zeldin

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:30. He thanked UJA/Federation of Jewish Philanthropies for its hospitality and introduced the organization's President and Commission member Peggy Tishman. Mrs. Tishman welcomed the commissioners and indicated her pride at having the UJA/Federation host this opening meeting. She indicated that the 130 agencies encompassed by UJA/Federation included many whose principal goal is Jewish identity and education. Likewise the thousands of volunteers in the UJA/Federation network often devote many of their working hours to the cause of Jewish education and outreach, be it via educational or social service projects. Mrs. Tishman offered her best wishes for a productive meeting and expressed her belief that all were embarking on a most worthwhile initiative.

Mr. Mandel explained that the Commission is composed of 44 members who are drawn from the highest ranks of lay, scholarly and professional leadership in North America. It includes leaders of organizations and foundations, scholars, educators, rabbis and heads of institutions of higher learning. It is genuinely pluralistic in its composition and represents a variety of outlooks in the Jewish community today. It represents the opportunity to join together the communal and private sector that is concerned with a meaningful Jewish continuity.

The formation of the Commission represents a partnership between the Mandel Associated Foundations, the Jewish Education Service of North America (JESNA) and JWB in cooperation with the Council of Jewish Federations (CJF). Now that it has been convened, the Commission truly belongs to its members who will direct and guide it.

The chairman indicated his hope that the Commission will bring about a significant change in how the Jewish communal enterprise conducts itself in the field of Jewish education and, consequently, will help reverse the negative trend of diminishing Jewish involvement and commitment. He suggested that the outcome of the Commission could be specific policy guidelines which will be of help to various funding sources including federations and foundations in allocating resources to Jewish education. These recommendations are intended to be practical, replicable and have a great likelihood of success and impact throughout the field. He stressed that the priorities would be determined by the commissioners and expressed hope that different funding sources would agree to support various projects recommended by the Commission. He stated his expectation that the duration of the Commission would be 18-24 months and would involve 4-5 meetings of the full Commission. There may be additional smaller working groups to facilitate the greatest possible interaction among Commissioners.

Mr. Mandel described the preparation for this meeting which included a set of interviews conducted individually with almost every commissioner. The Commission thus begins with a sense of "what's on peoples' minds." While there was no absolute consensus on any one key element, six central topics did emerge:

- A. The People Who Educate: There is a clear need for many more qualified, well-trained and motivated professionals in formal and informal education with appropriate salary, status and empowerment and a clear path for career advancement. There were divergent views, however, on the proper approach to the training of educators.
- B. The Clients of Education: Who are they? What do they want and need? The interviews brought to the fore a concern about our lack of data in this area. A significant number of commissioners stressed the needs and opportunities of early-childhood, secondary school, college, singles, family and adult education.
- C. The Setting of Education: Commissioners noted the importance of informal education and suggested integration of formal and informal settings. There were differing views about the role of the supplementary school and the centrality of the day school. The need for more resources past bar and bat mitzvah--as enrollments fall off sharply--was raised.

- D. The Methods of Education: New forms of teaching and technology should be introduced. This could be especially effective at the family level.
- E. The Economics of Education: Some commissioners spoke of the high cost of meaningful reform. Others mentioned the need for "venture capital."
- F. The Community: Leadership and Structures: There is a need to recruit more dedicated lay leaders and to create communal/educational/synagogue networks and consortia. There was divergence on whether existing institutions or new mechanisms merit increased levels of support.

II. Open Commission Discussion: Setting Forth the Issues

The following is a distillation and summary by topic area of the open Commission discussion:

- A. Personnel and the profession of Jewish education: The issues of professionalization were considered, including the recruitment, training, retention and advancement of educators as well as the status, salaries and benefits that educators receive. Institutions for educator training were regarded as of primary concern.

It was noted that excellence in Jewish education is the result of the quality of the personnel involved. It was suggested that salary, fringe benefits and status issues are a high priority. Some commissioners felt that improving the salary and status of Jewish educators should be done prior to improving the training and training institutions for educators. If salary and status improve, recruitment for training programs would be easier. However, some suggested that professionalization is not necessarily the solution for the personnel of the supplementary school (e.g. recruiting adult learners as teachers), and idealism should not be overlooked in any recruitment program. Some commissioners emphasized the importance of upgrading the present personnel. Jewish College faculty might serve as role models.

Others noted that the discussion about personnel should consider many other dimensions, including: the complex working conditions of teachers, the capacity of educators to work productively with lay boards, the role of the community in hiring teachers and in encouraging promising high school students to enter the field after college.

- B. Students and other participants/clients in Jewish education programs: There is a clear sense of important market groups including early childhood, high school, college-age, family and adult populations, with relatively little data available about them on which to base sound analysis and judgment.

Commissioners recommended increased attention to several sensitive intervals in the formation of Jewish identity including the pre-school, adolescent and young adult periods.

Commissioners noted that appropriate funding and better research must be devoted to learning more about the attitudes of North American Jewry to Jewish education, that examples of successes and failures in Jewish education should be documented, and that much could be learned by introducing an historical perspective. Examples should be analyzed to explain the reasons for success or failure in Jewish educational endeavors.

- C. The settings in which the enterprise of Jewish education takes place: These include the supplementary school, day school, community centers, youth movements, summer camps, and Israel programs. Each poses unique challenges and opportunities which should be explored.

Regarding day schools, one commissioner expressed concern about the civic and societal implications of encouraging universal enrollment in day schools, while another thought this offered no threat to civic virtue.

In discussing supplementary schools, commissioners noted that many of these schools are weak and need to be reformed. It was suggested that some schools ought to be consolidated into larger units, that the issue of competition between these schools and other afterschool activities must be considered, and that the special needs of smaller Jewish communities must be taken into account.

It was recognized that we cannot afford to overlook any setting that impacts large numbers of Jewish young people. Day schools continue to grow in numbers and support. Trends will lead to a time in the near future when close to 20 percent of all Jewish children in North America will have had a day school experience. In light of the majority participation in supplementary schools, careful attention must be paid to their special problems. The campus experience is particularly significant since 85 percent of our young people attend college.

The centrality of Israel for shaping Jewish identity was emphasized. Israel provides opportunities for bringing young people into the Jewish educational system and for forming new and equal partnerships between Israelis and Americans and person-to-person contacts, for example, through high school twinning programs. The success of year-long study abroad programs in Israel was noted. The problem of the quality of educational programs offered in Israel was raised.

There was extensive discussion regarding services to college youth. Some commissioners felt that Hillel was underfunded and required greater support. Others felt that we should not rely solely on colleges to provide "second chance" Jewish education and that we should place greater emphasis on reaching young adults living in the community.

- D. New methodologies: The role of new technologies including video and computers is still in the early stage of development and application.

The need to explore the use of video in Jewish education was raised in light of the spread of VCRs in many Jewish homes and the success of recent programs including Civilization and the Jews, SHOAH, and Shalom Sesame. Questions about the applicability and effectiveness of this medium within the classroom were raised. It was suggested that this medium is especially effective among pre-schoolers and relatively cost-effective for the size of the audience which can be reached.

- E. The economics of Jewish education: There is a need for factual information about present expenditures for Jewish education in order to explore the relationship between improving existing educational programs and financing the reforms in Jewish education.

- F. The involvement of the community in Jewish education: There is a need to involve high-level leadership in Jewish education and to consider whether existing structures are adequate or new structures are needed.

It was noted that seven North American communities have already established local commissions to explore how to promote Jewish continuity through educational change. The importance of recognizing that a great deal of work is currently being done in the field was also noted.

Commissioners stated that lay leadership development in Jewish education is a high priority, that relations with other organizations should be cultivated (e.g. Conference for the Advancement of Jewish Education [CAJE], Association for Jewish Studies [AJS], and the

National Foundation for Jewish Culture), and that national data on lay leaders involved in Jewish education is needed.

The Commission has an important role to play in elevating the status of the profession of Jewish communal education. It was noted that the center movement, for example, can play an educational support role vis a vis college students and young singles.

A number of commissioners identified issues which are quite relevant but do not fall within a particular category. One commissioner stated that Jewish survival is unquestionably guaranteed, the only issue is who and how many will survive. He went on to note that this Commission needs vision and a clear set of priorities. Our goal should be to "stamp out indifference to Jewish values and expose every Jew to the mystery, drama and romance of Jewish history and civilization."

Another commissioner pointed out that our concerns about Jewish survival rates come at a time of unprecedented success in Jewish scholarship. There are today in Israel and North America more Jewish books and other publications being issued than there were in Europe at the height of the so-called "Golden Age of Polish Jewry." Yet evidently thousands and thousands of Jews are untouched by the drama and ideas of Judaism.

The importance of communications, public relations and marketing to various publics was noted. Another commissioner emphasized that the Commission should guide the priorities and funding policy of the MAF.

The chairman asked the lay leaders of CJF, JESNA and JWB to make comments on the work of the Commission from their organizations' perspectives:

Mr. Mandell Berman

CJF is happy to have assisted in the early stages of this Commission and stands ready to offer added support to make this private/communal partnership succeed. Mr. Berman made specific mention of the resources of the Jewish Data Bank which assembles significant demographic data concerning numerous Jewish communities in North America.

Mr. Berman suggested that the Commission proceed quickly to action-oriented activities and that this occur through an assessment and replication of successful approaches in various communities. He also urged a close tie to grass roots education--particularly as represented by CAJE (Coalition for the Advancement of Jewish Education).

Mr. Donald Mintz

The JWB's Commission to maximize Jewish education in the Jewish community centers was based on the assumption that a variety of formal and informal education and other activities could promote Jewish continuity. JWB pursued this course because it views the furtherance of Jewish life and culture as its ultimate purpose.

Mr. Mintz expressed hope that the Commission would succeed at its mission. The very act of successfully convening such a diverse group was reason enough for optimism.

Mr. Bennett Yanowitz

JESNA is proud to be a co-sponsor of this Commission. As a planning and support group, JESNA is able to help identify successful practices and join in the search for new approaches. Mr. Yanowitz supported the opinion that new funds, greater lay leadership interest and a broad group of stakeholders could take recent gains in the area of Jewish education and bring wide support to the work of the Commission.

III. Overview of Data Related to Jewish Education Offered by Joseph Reimer

Mr. Mandel introduced Dr. Joseph Reimer, a consultant to the Commission and Professor of Jewish Communal Studies at Brandeis University.

Dr. Reimer presented an overview of data related to Jewish education in North America including total population of Jewish children and percentages enrolled in supplementary and day schools as these have changed over the past 20 years, numbers of schools and personnel in the field, numbers of enrollees in informal educational programs and in training programs in Jewish education and salary figures for professionals in the field. These figures are aggregates of national data and do not reflect regional differences. In many cases what is most striking is what we do not know - such as enrollment figures for college programs or adult education.

The enrollment figures indicate that a majority of Jewish children of school age are not enrolled in any formal program. Yet, other demographic studies indicate that when surveyed, Jews report that 60 to 80 percent have participated in some form of Jewish educational programming at some point in their life. We do not know what programs or what points in their lives were indicated.

There is a vast discrepancy between the numbers of positions available in the field of Jewish education and the number of students currently studying in formal programs of Jewish education.

Commissioners requested reexamination of the enrollment figures in educator training programs, a breakdown of supplementary school enrollment by hours of instruction offered by the respective schools, figures for adult education and data on the scope and profile of lay involvement.

IV. Search for Themes Offered by Bennett Yanowitz

A preliminary summary of the Commission proceedings was offered in the early afternoon by Mr. Yanowitz. He noted: The mood of the group is one of optimism mixed with caution. The issue of Jewish continuity is timely and needs significant new support. At the same time priority areas should be selected, for resources dare not be diluted in an attempt to do too much at once.

Personnel needs are at the heart of the problem. Creative outreach programs are needed to tap new sources of educators. Once recruited--the enhancement of the profession (higher salaries as well as the empowerment of educators) will promote retention. On-the-job training and support must supplement the work of established training institutes.

Professional educators must also have the opportunities afforded by career path advancement.

The sentiment of the group is that professionalism and training and growth opportunities are most lacking in supplementary schools--the area of greatest educational contact with young Jews.

He noted no consensus in the area of basic research. Some commissioners considered it a vital task, others said we should focus on successful programs and how to replicate them. Other areas of concern and opportunity included campus and singles populations. The group felt a clear need to employ resources readily available including effective Israel experiences and media technology. Finally, the need to identify new lay leaders was emphasized as well as the need for effective communitywide networks (JCCs, synagogues, Federations, BJE's, schools, camps, etc.).

V. Discussion on Strategies

Different strategies were discussed during the course of the day.

- A. Specific focus: Several commissioners suggested that we choose a limited number of problems or areas and concentrate our efforts on these. For example, we might choose to concentrate on a specific client group, a specific method, a given institutional setting. Such an approach might advocate dealing with personnel, early childhood, the media, the supplementary school.

- B. Comprehensive focus: Other commissioners suggested that we first develop a comprehensive approach to the major issues facing Jewish Education. Such an approach views the Commission as undertaking to begin the improvement of Jewish Education based on a comprehensive plan. This comprehensive plan could be guided by different principles. One might address the problem through client groups by age (e.g. early childhood, elementary school, high school, college students, young adults, family). Another approach might address it through themes (e.g. the institutions that educate, the personnel of education, the methods of education, Israel experiences, etc.). A comprehensive approach would make it possible for different funding agencies and institutions to undertake responsibility or sponsorship for a segment of the plan. In either case, priorities would have to be agreed upon so that the workplan would be feasible.

For both the comprehensive and the specific approach there were commissioners who felt that our efforts should begin and possibly even concentrate on improving what already works. Others felt that a more open, possibly revolutionary approach was called for.

VI. Organization of Commission

Mr. Mandel indicated that it was the job of the commissioners to give direction to this new undertaking. He anticipated four or five meetings over the next 18-24 months. The next Commission meeting would take place in New York on December 13, 1988 from 10:00 a.m. to 4:00 p.m. In advance of that meeting and based on the discussions of this first meeting and follow-up deliberations, a set of options and a Commission workplan would be circulated.

Mr. Mandel noted that a small group of policy advisors will develop the options for the Commission's consideration. Staff and consultants are available to lend support to this process. They will be supervised by Dr. Arthur Naparstek, the Commission Director. However, no final process or substantive decisions will be made without the involvement and consent of the Commission. Some of the work of the Commission might be undertaken through smaller task forces or work groups. Recommendations on next steps will be circulated to commissioners for comments.

Dr. Lamm delivered D'var Torah and the meeting was concluded at 4 p.m.

8/29/88

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Attendance

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Not Present: list

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Mr. Mandel explained that the Commission is composed of 44 members who are drawn from the highest ranks of lay, scholarly and professional leadership in North America. It includes leaders of organizations and foundations, scholars, educators, rabbis and heads of institutions of higher learning. It is genuinely pluralistic in its composition and represents a variety of outlooks in the Jewish community today. It represents the opportunity to join together the communal and private sector that is concerned with a meaningful Jewish continuity.

The formation of the Commission represents a partnership between the Mandel Associated Foundations, the Jewish Education Service of North America (JESNA) and the Jewish Welfare Board (JWB) in cooperation with the Council of Jewish Federations (CJF). Now that it has been convened, the Commission truly belongs to its members who will direct and guide it.

The chairman indicated his hope that the Commission will bring about a significant change in how the Jewish communal enterprise conducts itself in the field of Jewish education and, consequently, will help reverse the negative trend of diminishing Jewish involvement and commitment. He suggested that the outcome of the Commission could be specific policy guidelines which will be of help to various funding sources including federations and foundations in allocating resources to Jewish education. These recommendations are intended to be practical, replicable and with a great likelihood of success and impact throughout the field. He stressed that the priorities would be determined by the commissioners and expressed

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- B. The Clients of Education: Who are they? What do they want and need? The interviews brought to the fore^a concern about our lack of data in this area. A significant number of commissioners stressed the needs and opportunities of early-childhood, secondary school, college, singles, family and adult education.

- C. The Setting of Education: Commissioners noted the importance of informal education and suggested integration of formal and informal settings. There were differing views about the role of the supplementary school and the centrality of the day school. The need for more resources past bar and bat mitzvah--as enrollments fall off sharply was raised.

- D. The Methods of Education: New forms of teaching and new technologies should be introduced. This could be especially effective at the family level.

- E. The Economics of Education: Some commissioners spoke of the high cost of meaningful reform, and the ~~split between tuition fee revenue~~ *Other mentioned* and contributions--the need for "venture capital."

- F. The Community: Leadership and Structures: There is a need to recruit more dedicated lay leaders and to create communal/educational/synagogue networks and consortia. There was divergence on whether existing institutions or new mechanisms merit increased levels of support.

II. Open Commission Discussion: Setting Forth the Issues

The following is a distillation and summary by topic area of the open Commission discussion:

- A. Personnel and the profession of Jewish education: The issues of recruitment, training, retention, advancement, professionalization.

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salaries and benefits, status of educators and the educator-training institutions are widely regarded as the primary concerns.

It was noted that salary, fringe benefits and status issues are a high priority. Some commissioners felt that improving the salary and status of Jewish educators should be done prior to improving the training and training institutions for educators. If salary and status improve, recruitment for training programs would be easier. However, some suggested that professionalization is not necessarily the solution for the personnel of the supplementary school (e.g. recruiting adult learners as teachers ~~in the supplementary school~~), and idealism should not be overlooked in any recruitment program.

Some commissioners emphasized the importance of upgrading the present personnel. It was ^{noted} ~~emphasized~~ that excellence in Jewish education is the result of the quality of the personnel involved. *Jewish College faculty might serve as role models.*

Others noted that the discussion about personnel should include consideration of classroom and beyond-the-classroom specialists, that high school students should be tracked and later recruited into the field, that the complex working conditions of teachers must be considered, that educators need to be trained to work with lay boards, and that communal hiring should be explored.

- B. Students and other participants/clients in Jewish education programs: There is a clear sense of important market groups including early childhood, high school, college-age, family and adult populations, with relatively little data available about them on which to base sound analysis and judgment.

Commissioners recommended increased attention to pre-school, adolescent and high school ^{as a} (period in which identity is formed), as well as family and adult education.

Commissioners noted that appropriate funding and better research must be devoted to learning more about the attitudes of North American Jewry to Jewish education, that examples of successes and failures in Jewish education should be documented, and that much could be learned by introducing ^a historical perspective. Such examples should also be analyzed to understand the reasons for the successes or failures.

- C. The settings in which the enterprise of Jewish education takes place: These settings include the supplementary school, the day school, community centers, youth movements, summer camps, and Israel programs. Each poses unique challenges and opportunities which should be explored.

Regarding day schools, one commissioner expressed concern about the civic and societal implications of encouraging universal enrollment in day schools, while another thought ^{this offered} ~~there was~~ no threat to civic virtue.

In discussing supplementary schools, commissioners noted that ^{many of} ~~these~~ supplementary schools ^{are often weak} ~~were often failing~~ and need to be reformed.

I suggest changing this
~~It was suggested that~~
 Some schools ought to be consolidated into larger units, ^{that} the issue of competition between these schools and other afterschool activities must be considered, ^{and that the} special needs of smaller Jewish communities must be taken into account.

It was recognized that we cannot afford to overlook any setting that impacts large numbers of Jewish young people. Day schools continue to grow in numbers and support. Trends will lead to a time in the near future when close to 20 percent of all Jewish children in North America will have had a day school experience. In light of the 55 percent participation in supplementary schools, careful attention ^{must} ~~needs to~~ be paid to their special problems. The campus experience is particularly significant since 85 percent of our young people attend college.

The ^{centrality} ~~importance~~ of Israel in education for shaping Jewish identity was emphasized. Israel provides opportunities for forming new and equal partnerships between Israelis and Americans and person-to-person contacts, for example, through high school twinning programs, and for bringing young people into the Jewish educational system. The success of year-long study abroad programs in Israel was noted. The problem of the quality of educational programs offered in Israel was raised.

There was extensive discussion regarding services to college youth. Some commissioners felt that Hillel was underfunded and required greater support. Others felt that we should not rely solely on ~~the~~ college to provide "second chance" Jewish education and that we should place greater emphasis on reaching young adults ~~when they are~~ living in the community.

- D. New methodologies: The role of new technologies including video and computers is still in the early stage of development and application.

The need to explore the use of video in Jewish education was raised in light of the spread of VCRs in many Jewish homes and the success of recent programs including Civilization and the Jews, SHOAH, and Shalom Sesame. Questions about the applicability and effectiveness

of this medium within the classroom were raised. This medium is especially effective among pre-schoolers and relatively cost-effective for the size of the audience which can be reached.

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It was noted that seven North American communities have already established local commissions to explore how to promote Jewish continuity through educational change. ~~It was~~ *It was noted, further,*

The importance of recognizing that a great deal of work is currently being done in the field was also noted.

Commissioners stated that lay leadership development in Jewish education is a high priority, that relations with other organizations should be cultivated (e.g. Conference for the Advancement of Jewish Education [CAJE], Association for Jewish Studies [AJS], and the National Foundation for Jewish Culture), and that national data on lay leaders involved in Jewish education is needed. The Commission has an important role to play in elevating the status of the

profession of Jewish communal education. It was noted that the center movement, for example, can play an educational support role vis a vis college students and young singles.

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A number of commissioners identified issues which are quite relevant but do not fall within a particular category. One commissioner stated that Jewish survival is unquestionably guaranteed, the only issue is who and how many will survive. He went on to note that this Commission needs vision and a clear set of priorities. Our goal should be to "stamp out indifference to Jewish values and expose every Jew to the mystery, drama and romance of Jewish history and civilization."

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CJF was happy to assist in the early stages of this Commission and stands ready to offer added support to make this private/communal partnership succeed.

Mr. Berman made specific mention of the resources of the Jewish Data Bank which assembles significant demographic data concerning numerous Jewish communities in North America.

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III. Overview of Data Related to Jewish Education Offered by Joseph Reimer

Mr. Mandel introduced Dr. Joseph Reimer, a consultant to the Commission and Professor of Jewish Communal Studies at Brandeis University.

Dr. Reimer presented an overview of data related to Jewish education in North America involving levels and trends of enrollment, in formal and informal education programs, numbers of personnel, training needs and salary information. He noted that in some key areas, like adult education, one of the most startling facts was the very absence of data. Dr. Reimer indicated that these figures were the best available for the U.S. and Canada and did not reflect separate regional or community studies, though such studies were reviewed and could be made available. He indicated that the large percentage of Jewish young people not enrolled in either Jewish day schools or supplementary schools represented census data from the early 1980s.

Communitywide studies show that when all Jews were asked if they were participants in some form of Jewish educational programming at some time in life--the percentage increased to a range of 60-80 percent.

Commissioners requested reexamination of the enrollment figures in educator training programs, a breakdown of supplementary school enrollment by hours of instruction offered by the respective schools, figures for adult education and data on the scope and profile of lay involvement.

IV. Search for Themes Offered by Bennett Yanowitz

A preliminary summary was offered in the early afternoon by Mr. Yanowitz as follows: The mood of the group is one of optimism mixed with caution. The issue of Jewish continuity is timely and needs significant new support--at the same time priority areas should be selected--resources dare not be diluted in an attempt to do too much at once.

Personnel needs are at the heart of the problem. Creative outreach programs are needed to tap new sources of educators. Once recruited--the enhancement of the profession (higher salaries as well as the empowerment of educators) will promote retention. On-the-job training and support must supplement the work of established training institutes.

Professional educators must also have the opportunities afforded by career path advancement.

The sentiment of the group is that professionalism and training and growth opportunities were most lacking in supplementary schools--the area of greatest educational contact with young Jews.

He noted no consensus in the area of basic research. Some commissioners considered it a vital task, others said we should focus on successful programs and how to replicate them. Other areas of concern and opportunity included campus and singles populations. The group felt a clear need to employ resources readily available including effective Israel experiences and media technology. Finally, the need to identify new lay leaders was emphasized as well as the need for effective communitywide networks (JCCs, synagogues, Federations, BJEs, schools, camps, etc.).

V. Discussion on Strategies

Different strategies were discussed during the course of the day.

- A. Specific focus: Several commissioners suggested that we choose a limited number of problems or areas and concentrate our efforts on these. For example, we might choose to concentrate on a specific client group, a specific method, a given institutional setting. Such an approach might advocate dealing with personnel, early childhood, the media, the supplementary school.

Good

B. Comprehensive focus: Other commissioners suggested that we first develop a comprehensive approach to the major issues facing Jewish Education. Such an approach views the Commission as undertaking to begin the improvement of Jewish Education based on a comprehensive plan. This comprehensive plan could be guided by different principles. One might address the problem through client groups by age (e.g. early childhood, elementary school, high school, college students, young adults, family). Another approach might address it through themes (e.g. the institutions that educate, the personnel of education, the methods of education, Israel experiences, etc.). A comprehensive approach would make it possible for different funding agencies and institutions to undertake responsibility or sponsorship for a segment of the plan. In ^{either} ~~eight~~ case, priorities would have to be agreed upon so that the workplan would be feasible.

For both the comprehensive and the specific approach there were commissioners who felt that our efforts should begin and possibly even concentrate on improving what already works. Others felt that a more open, possibly revolutionary approach was called for.

VI. Organization of Commission

Mr. Mandel indicated that it was the job of the commissioners to give direction to this new undertaking. He anticipated four or five meetings over the next 18-24 months. The next Commission meeting would take place

in New York on December 13, 1988 from 10:00 a.m. to 4:00 p.m. In advance of that meeting and based on the discussions of this first meeting and follow-up deliberations, a set of options and a Commission workplan would be circulated.

Mr. Mandel noted that in addition to the Commission, a smaller group of policy advisors will develop the options for the Commission's consideration. Staff and consultants are available to lend support to this process. They will be supervised by Dr. Arthur Naparstek, the Commission Director. However, no final process or substantive decisions ~~would~~^{will} be made without the involvement and consent of the Commission. Some of the work of the Commission might be undertaken through smaller task forces or work groups. Recommendations on next steps would be circulated to commissioners for comments.

will?

Dr. Lamm delivered D'var Torah and the meeting was concluded at 4 p.m.