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8 November 1990 Final Meeting. Minutes, November 1990.

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MINUTES
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
NOVEMBER 8, 1990
GRAND HYATT NEW YORK
10:30 a.m. - 2:30 p.m

Attendance

Commissioners: Morton Mandel, Chair, David Arnow, Mandell Berman, Jack Bieler, Charles Bronfman, John Colman, David Dubin, Joshua Elkin, Eli Evans, Max Fisher, Arthur Green, Irving Greenberg, David Hirschhorn, Carol Ingall, Ludwig Jesselson, Norman Lamm, Sara Lee, Seymour Martin Lipset, Haskel Lookstein, Matthew Maryles, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Ismar Schorsch, Daniel Shapiro, Peggy Tishman, Isadore Twersky, Bennett Yanowitz

Policy Advisors and staff: David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman, David Kleinman, Martin Kraar, Virginia Levi, Joseph Reimer, Arthur Rotman, Herman Stein, Jonathan Woocher, Henry Zucker

Guests: Robert Abramson, Robert Adler, Thomas Axworthy, Mordechai Besser, Arthur Brody, Jaime Constantiner, Rachel Gowan, Aryeh Davidson, Amira Dotan, Gidon Elad, Shulamith Elster, Sylvia Ettenberg, Joshua Fishman, Sylvia Fishman, Paul Flexner, Norbert Freuhauf, Billie Gold, Sol Greenfield, Kathleen Hat, Thomas Hausdorff, Sam Heilman, Frank Heller, Robert Hirt, Avraham Infeld, Hirsh Jacobson, Richard Joel, David Kasakove, Israel Katz, Lynn Kroll, Barry Levy, Ricki Lieberman, Jack Mandel, Joseph Mandel, Richard Marker, Dena Merriam, Leon Meyers, Jacob Rabinowitz, Bernard Reisman, Carmi Schwartz, Barry Shrage, Eliot Spack, Jack Sparks, Larry Sternberg, Danny Tropper, Jacob Ukeles, Howard Wasserman, Reuven Yalon, Donna Yanowitz

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:35 a.m. He welcomed commissioners and guests and introduced Dr. Jaime Constantiner of Mexico, and Dr. Israel Katz and Dr. Danny Tropper of Israel. The chair expressed the regrets of Minister Zevulun Hammer, kept from the meeting by the current situation in Israel.

The chair introduced the report of the Commission, calling it a plan for action to improve Jewish education in North America. He indicated that the Commission met six times during the two years leading to the issuance of the report, and that attendance was exceptional throughout the process. Between meetings, senior policy advisors and staff met and consultations were held with commissioners. The diverse group was committed to looking at Jewish continuity as a universal concern and worked well together. The Commission represented a successful partnership between the public and private sectors, joining three national Jewish communal agencies with a private foundation in sponsoring this effort.

It is expected that the two-year investment of time and energy will bear fruit through implementation of the Commission's recommendations. The Council for Initiatives in Jewish Education will undertake this assignment. Commissioners and other interested people will be invited to hear an annual progress report of the Council's activities.

The chair noted that with the issuance of the report, the work of the Commission reaches the end of Phase One. The Council for Initiatives in Jewish Education has already begun the second phase, which is to implement the recommendations.

II. Review of Commission Report

Annette Hochstein, consultant to the Commission, reviewed and summarized the report. She noted that the Commission was convened to confront the crisis in Jewish education in North America, recognizing the link between Jewish education and Jewish continuity. Its goal was to revitalize Jewish education to play a meaningful role in ensuring meaningful Jewish continuity in North America.

It was noted that large numbers of Jews have lost an interest in Jewish values and culture. In contemporary society, the responsibility for transmitting Jewish values lies heavily with Jewish education. While there is a core of deeply committed Jews and while there are outstanding educators and programs, Jewish education fails overall to engage a major portion of the Jewish community.

Jewish education is faced with sporadic participation, deficiencies in educational content, inadequate community support, and an underdeveloped profession of Jewish educators. A lack of reliable data further hinders our efforts.

Commissioners originally suggested 24 areas on which the Commission might focus in revitalizing Jewish education. Upon careful study, it was decided to identify the two areas of intervention which would

impact all other areas of Jewish education: personnel and community. The outcome is a plan to develop a core of talented, well educated educators while encouraging community leadership to commit itself to the support of Jewish education.

A blueprint for the future was developed and is described in detail in the Commission report. It includes the following five components:

1. building a profession of Jewish education
2. mobilizing community support
3. establishing lead (demonstration) communities
4. developing a research capability
5. creating the Council for Initiatives in Jewish Education

III. General Discussion

Discussion of the report and its recommendations followed: The importance of addressing the lack of interest among parents in sending their children to acquire Jewish education was noted. The Council should consider a system for attracting people to Jewish education.

It was reported that there are hundreds of teachers graduating each year from Haredi institutions and that the quality of their training is improving. It was noted, further, that in order to attract people to the field of Jewish education, they must develop a commitment to the field early in life, under the auspices of their own denomination.

It was suggested that this provides another example of the importance of all sectors of Jewish life working together for Jewish education.

It was noted that Jewish education encompasses not only Torah, Talmud, and Halachah, but also science, mathematics, language studies, etc. Jewish education should be an integrated endeavor.

It was suggested that the time is right to attract people to an elevated profession of Jewish education. Other professions have become somewhat less desirable and numbers of quality young people could be convinced to enter the field.

IV. Council for Initiatives in Jewish Education

Stephen H. Hoffman, executive vice president of the Jewish Community Federation of Cleveland and interim director of the Council for Initiatives in Jewish Education described the mission and operation of

CIJE. He noted that CIJE will continue the momentum of the Commission to accomplish the Commission's goals. CIJE will work to further the program initiatives identified by commissioners. It will serve as a meeting place for funders and proposers of action. It will develop a comprehensive, multi-faceted research agenda. It will help private foundations interested in Jewish education to reach common goals through consultation, shared research, and communication. It will provide a vehicle for attracting bright, capable people to the field of Jewish education. And it will help to establish and work with lead communities.

The Council will be a small organization (three or four staff) and will work closely with existing institutions. It will serve as a catalytic agent in convening meetings of peer organizations. Its goal is to help each component of Jewish life to accomplish its purpose in the best way possible.

CIJE will be governed by a board of 20-30, will have from 10-20 senior policy advisors providing professional guidance and will establish a body of Council fellows to provide intellectual and educational content.

V. Discussion

Charles Bronfman noted that the CRB Foundation has found a "community of purpose" with the goals of the Commission. The Foundation has a particular interest in the Israel experience and looks forward to working with lead communities where this would be one component of a larger effort on behalf of Jewish education. The CIJE provides foundations with an opportunity to work together and learn from each other as each works to accomplish its own goals.

It was noted that CIJE is a new force and vitality which can work through existing agencies while remaining independent of them.

It was suggested that the initial number of lead communities be kept very small on the assumption that other communities will learn from this small group and replicate these initial efforts. It was suggested further that care be taken to select a range of communities, not to focus primarily on those which could most easily succeed.

It was noted that the role of the synagogue in the community should be carefully considered.

It was suggested that one impediment to attracting people to Jewish education is cost. We might consider raising funds to support scholarships for all who attend any form of Jewish education.

We were reminded that our concerns should range from the impact of a single experience to that of the most intensive educational opportunity.

VI. Chairman's Remarks

The Mandel family, in seeking to invest intelligently in Jewish continuity, established the Commission on Jewish Education in North America. It was envisioned as an opportunity to develop a focus for their foundation and others within Jewish education. This was an opportunity to set community-wide priorities and help foundations to focus their efforts in a cooperative manner. As a result of this effort, the Mandels have decided to focus on building the profession--personnel. With a view of the teacher as the link to the future, they will support the preparation of educators.

While Judaism will persist, it is the Commission's goal to see that the universe of those committed remains large. In addition to building community support for Jewish education, we must insure a larger flow of dollars to the field. We believe that private foundations are prepared to increase support of Jewish education in North America by \$25 to 50 million over the next five years.

The chair thanked the many people who have been involved with this effort over the past several years. He noted, in particular, the efforts of Henry L. Zucker as director of the Commission supported by Virginia Levi, of Seymour Fox and Annette Hochstein for their inspired guidance and expertise in Jewish education, and of David Finn and Dena Merriam, the writers of the final report.

VII. Remarks by Max Fisher

Max Fisher was introduced as the honorary chair of the Council for Initiatives in Jewish Education. He spoke of this event as the beginning of a great new Jewish experience. He noted Mr. Mandel's history of involvement on behalf of Jewish education, starting with his chairmanship of the Jewish Education Committee of the Jewish Agency. Mr. Mandel helped the Jewish world to understand that Jewish education must be a top priority. The result of efforts begun by that Jewish Agency committee is a new Joint Education Authority in Israel.

VIII. Good and Welfare

In the discussion that followed, participants noted their satisfaction with the outcome of this broad-based effort for Jewish education. The CIJE was described as "a fresh approach," an opportunity to move quickly and independently to develop and fund new efforts on behalf of Jewish education.

Eli Evans, president of the Revson Foundation, noted that this day represents a culmination of ten years of growth in private interest in Jewish education. The Revson Foundation will continue its focus on telecommunications through support for an advanced fiber optics system in Israel and a range of educational media activities for children and adults.

Thomas Axworthy of the CRB Foundation reported that their efforts to professionalize the Israel experience will be enhanced by the outcome of the Commission.

IX. Concluding Comments

The meeting concluded with an inspirational D'Var Torah by Rabbi Irving Greenberg, president of the National Jewish Center for Learning and Leadership.

Annette Hochstein

Ladies and Gentlemen:

The Commission on Jewish Education issued its report today "a time to act -- et laasot." In the report we have tried to communicate the following:

The Commission was convened to confront the crisis facing the Jewish community in North America today. It recognized the crucial importance of Jewish education in contemporary Jewish life -- and the link between Jewish education and meaningful Jewish continuity. The Commission studied the field of Jewish education and found it to be a vast field beset by several serious problems. It developed a program to revitalize Jewish education, thereby enabling it to perform a pivotal role in the meaningful continuity of the Jewish people in North America.

The Commission on Jewish Education in North America met from 1988 until 1990. During the two years of its work, it held six plenary meetings, countless ongoing consultations by telephone, mail and in person. It prepared a blueprint for the future and it undertook first steps to implementation. I will now try to briefly summarize the findings of the Commission.

The Commission defines the crisis facing Jews in North America. Large numbers of Jews have lost interest in Jewish values, ideals and behavior, and there are many who no longer believe that Judaism has a role to play in their

search for personal fulfillment and communality.

Given a social setting where neither family nor neighborhood or community plays the major role they used to play in the transmission of a system of values, the responsibility for developing Jewish identity and instilling a commitment to Judaism now rests primarily with education.

The Commission studied the field of Jewish education. It found it to be a very extensive and diverse field with thousands of institutions (there are as many as 2600 or 2700 schools) many formal and informal settings (day schools, supplementary schools, Jewish Community Centers, educational visits to Israel, college-age programs, early childhood programs, training institutions for educators, adult and family education, camping programs and many more. There are tens of thousands of educators. There are hundreds of thousands of students.

The Commission learned that there is a corp of deeply committed Jews who have established day schools, yeshivot, teacher seminaries and whose very way of life ensures meaningful Jewish continuity from generation to generation.

It learned of some outstanding educators and of some great programs.

However, despite this the Commission found that by and large the system of Jewish education fails to engage a major segment of the Jewish population.

It found that several problems beset the field of Jewish education and studied them under five headings:

- Sporadic participation in educational programs
- Deficiencies in educational content of programs
- Inadequate community support for Jewish education
- An underdeveloped profession of Jewish education
- The lack of reliable data upon which to base decisions

Let's look at them one by one. Let's take the first one:

- Sporadic Participation:

Though most American Jews have attended some form of Jewish schooling at one time in their life, and statistics tell us that, for many attendance is short-lived and sporadic. Jewish education cannot afford this. How can we ensure the transmission of the great ideas of the Jewish traditions if, at any given time, less than 50% of Jewish children attend Jewish schools?

- As to the content, the Commission learned that much of the curriculum of Jewish education fails to inspire students. We all know that. At times it is confined simply to teaching facts about Jewish history and holidays and some study of the Hebrew language. Elements that are central to the mission of Jewish education--Jewish values and ideals, the attachment to the State of Israel, concern about Jews throughout the world, and others--are often lacking.

- Inadequate Community Support:

The top community leadership has not yet fully rallied to the cause of Jewish education. They have failed to make the connection between the educational process and the knowledge that leads to commitment. They have yet to be convinced of the vital link between Jewish education and meaningful Jewish continuity. As a result, the environment in the Jewish community is not sufficiently supportive of the massive investment required to bring about systemic change. This affects the priority given to Jewish education, the status of the field, and the level of funding that is granted.

Inevitably, insufficient community support limits that aspiration, inhibits the vision, and stifles the creativity of those involved in all aspects of Jewish education.

- As to the profession of Jewish education:

There is a severe shortage of talented, well-trained, and committed personnel for the field of Jewish education. This is true for every age group, every setting, for formal and informal education. The training programs graduate insignificant numbers of people given the size of the field. Educators are sorely underpaid. The vast majority work part-time; few enjoy the status and conditions that would enable them to carry out their work effectively and creatively. This leads many of them to question whether they can, in fact, make a real difference.

- And the last point:

There is a paucity of data about Jewish education. Decisions therefore have to be taken without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring and evaluation. We do not know what people want to learn and we seldom know enough about what works in Jewish education. This is because very little research on Jewish education is being carried out in North America.

The challenge facing the Commission given these problems was considerable. Given the complex picture, where should one begin? At one point commissioners suggested as many as 23 or 24 possible areas for intervention ranging from the need to develop programs for early childhood, to the improvement of the supplementary schools, to the need to expand summer camps, to the need to introduce the use of the media technology for Jewish education.

The question was, could one identify areas of intervention that would be likely to have across-the-board and comprehensive impact and effect the whole system rather than dealing with one small side of it.

After analysis, it appeared that two areas seem to meet this requirement and clearly cut across all age groups, all settings and programs. We have called these, as you can see, the building blocks of Jewish education.

These building blocks are personnel--by which we mean well-trained and dedicated educators and the community by which we mean leadership, funding, and a supportive climate.

What emerged then was a plan whose core is to infuse Jewish education with large numbers of talented and dedicated educators. They are needed in every area and it is they who will inspire and educate students, develop curriculum, and design and carry out innovative programs.

However, in order for this to happen the leadership of the community will need to provide the necessary funding and support and a congenial environment for Jewish education.

On the basis of these findings, the Commission prepared a blueprint. It includes both short- and long-range elements, both local and continental components. Implementation is beginning immediately because initial funding has already been provided, people have been recruited for the task and a mechanism has been set up to facilitate implementation.

What does all this mean in practice? What is the Commission undertaking to do? There are five major components to the blueprint. They form the Commission's strategy for change and improvement. The first one was the recognition that in order to change the personnel situation, we must build a profession of Jewish education. How will this be accomplished? The

Commission suggests that an infrastructure be built in North America for expanded training and recruitment of talented young people to the profession of Jewish education. Today there are about 100 people who graduate annually from corp training programs of Jewish education in North America. The Commission wants this number to reach 400 by 1995. Therefore, work has already begun in several training institutions for the creation of larger and at times specialized and new programs. There are several examples in the report and, in fact, with the question of illustrating implementation, I will give you a few examples, most of the documentation is in the report.

The question is, can North America find and attract a large number of young people, give them the adequate type of training, jobs that will pay well, and that hold a future for them so that Jewish education will be staffed adequately 5-10 years from now.

A number of elements have to go into bringing about these changes. The first one is the expansion of training. Suggestions have been made for one plurality of training programs. For example, could one set up programs, and we are discussing this at this point, for several hundred young people who are studying Judaica at very many campuses throughout North America. We want Fast-Track Programs to attract them into Jewish education. We want these programs for career changers. We are suggesting that that might be possible. We want to build upon the nation's idealism of talented young Jews. And ask them if much is going on with some programs that are being publicized very much these days in North America is teaching for America. We want to attract

talented young college students to give some of their time, a year, two years, four years, to Jewish education and train them and reward them adequately for the job and work with that student through the years.

A major marketing and recruitment study will be undertaken. We want to identify where the potential pool of educators are located and also identify what the conditions are that will blend them into the field. Now it is clear that talented people will only join the field of Jewish education if the conditions under which they work are adequate. That means adequate salaries, and there are certain communities and certain institutions that have begun to do this experimentally, and the results are quite convincing. So the first question is can one give them the financial conditions and rewards, can one lend them the status and the empowerment that will make the profession a rewarding one for them, one in which they can grow.

The total picture then that the Commission suggests is one for a complex of a number of activities aimed at recruiting, training, rewarding and defining jobs for a new pool of young Jews to enter the field.

The second point is mobilizing the community. In order to raise Jewish education higher on the communal agenda, the blueprint includes a number of programs to mobilize community support. The idea is to recruit many more leaders to Jewish education. Some community leaders are being individually recruited to the cause of Jewish education. Seminars and conferences will be

held throughout the continent because we have learned how leadership in North America is not aware of the complexity of the problems in Jewish education nor of the moves available to address them. There will be an ongoing flow of information coming from the Council and we'll talk about that later, to the community, to inform the community about these programs, about what is being done. The report of the Commission, A Time to Act, will be publicized throughout the community. And the Commission will hold an annual meeting to report on progress and to review the state of the field.

Now these two elements, living the profession of Jewish education and mobilizing community support will be dealt with at the continental and national levels. There will be major activity at the local level where education takes place. The Commission suggests to establish three to five lead communities that will act as laboratories where Jewish education will be redesigned and where the best in Jewish education will be brought together for all of us to learn what can happen when we significantly improve the beleaguering Jewish education. How is this going to happen?

Ladies and Gentlemen,

- o The Commission on Jewish education issues its report today (slide 1)

"a time to act -- et laasot".

- o In the report we have tried to communicate the following:

(slide 2)

1. The Commission was convened to confront the crisis facing Jewish community in North America Today
2. It recognized the crucial importance of Jewish education in contemporary Jewish life -- and the link between Jewish education and meaningful Jewish continuity.
3. The commission studied the field of Jewish education and found it be a vast field -- beset by several problems
4. It developed a program to revitalize Jewish education, thereby enabling it to perform a pivotal role in the meaningful continuity of the Jewish people in North America.

[SLIDE 3]

- o THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

met from 1988 -- 1990

1. During these two years it held 6 plenary meetings and innumerable consultations (phone, mail, personal)
2. It prepared a blueprint for the future
3. It undertook steps to implementation

- o How do we define the crisis? What is it?

large numbers of Jews have lost interest in Jewish values, ideals and behaviour, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfilment and communality.

Given a social setting where neither family nor neighbourhood or community plays the major role they used to play in the transmission of a system of values, the responsibility for developing Jewish identity and instilling a commitment to Judaism now rests primarily with education.

- o The Commission studied the field of Jewish education.

It found it to be an extensive and diverse field

with thousands of institutions (as many as 2,600 schools)
many formal and informal settings [slide 5 settings]
tens of thousands of educators and
hundreds of thousands of students.

- o It also learned that there is a core of deeply committed Jews who have established day schools, yeshivot, teacher seminaries and whose very way of life ensures meaningful Jewish continuity from generation to generation.

- o It learned of some outstanding educators and of some great programs.

- o However, the Commission found that by and large the system of Jewish education fails to engage a major segment of the Jewish population.

- o Why is this?

Several problems beset the field of Jewish education

-- the Commission studied them under five headings:

- * Sporadic Participation
- * Deficiencies in Educational Content
- * Inadequate Community Support
- * An Underdeveloped Profession
- * The Lack of Reliable Data

Let's look at them one by one

**** Sporadic Participation:**

Though most American Jews have attended some form of Jewish schooling at one time in their life, for many attendance is short-lived and sporadic. Jewish education cannot permit this. How can we ensure the transmission of the great ideas of the Jewish traditions if at any given time less than 50% of Jewish children attend Jewish schools?

**** Deficiencies in Educational Content:**

The Commission learned that much of the curriculum of Jewish education fails to inspire students. At times it is confined simply to teaching facts about Jewish history and holidays and some study of the Hebrew language. Elements that are central to the mission of Jewish education--Jewish values and ideals, the attachment to the State of Israel, concern about Jews throughout the world--are often lacking.

**** Inadequate Community Support:**

The top community leadership has not yet rallied to the cause of Jewish education. They have failed to make the connection between the educational process and the knowledge that leads to commitment. They have yet to be convinced of the vital link between Jewish education and meaningful Jewish continuity. As a result, the environment in the Jewish community is not sufficiently supportive of the massive investment required to bring about systemic change. This affects the priority given to Jewish education, the status of the field of Jewish education, and the level of funding that is granted.

Inevitably, insufficient community support limits the aspirations, inhibits the vision, and stifles the creativity of those involved in all aspects of Jewish education.

**** An Underdeveloped Profession:**

There is severe shortage of talented, well-trained, and committed personnel for the field of Jewish education. This is true for every age group, every setting, for formal and informal education. The training programs graduate insignificant numbers of people. Educators are underpaid. The vast majority work part-time; few enjoy the status and conditions that would enable them to carry out their work effectively and creatively. This leads many of them to question whether they can make a real difference.

**** The Lack of Reliable Data:**

There is a paucity of data about Jewish education. Decisions have to be taken in Jewish education without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring and evaluation. For example, we do not know what people want to learn and we seldom know enough about what works in Jewish education. This is because very little research on Jewish education is being carried out in North America.

o The difficulty of the problem -- where to begin

Given these formidable problems the challenge to the Commission was where to begin? What to address first. At one point Commissioners suggested as many as 23 possible areas for intervention ranging from programs for early childhood; improvement of the supplementary school to the expansion of summer camps, and the introduction of the media for Jewish education.

The challenge was : within this complex picture, amid all of these challenges and opportunities, could one identify one or more areas of intervention that would be likely to have across-the-board and comprehensive impact and effect the whole system?

o The building blocks of Jewish education

After analysis the Commission found that two areas meet this requirement and clearly cut across all age-groups, setting and

programs -- we called these the building blocks of Jewish education : [slide 7]

These building blocks are

- 1) personnel--well-trained and dedicated educators,
- 2) the community--funding, leadership, and a supportive climate.

o What emerged was a plan whose core is to infuse Jewish education with large numbers of talented and dedicated educators. They are needed in every area and it is they who will inspire and educate students, develop curriculum, and design and carry out innovative programs.

This will happen when/if the leadership of the community provides the necessary funding and support and develops a congenial environment for education.

o The blueprint

On this basis, the Commission prepared a blueprint. It includes both short- and long-range elements, both local and continental components. Implementation is beginning immediately because initial funding has already been provided, people have been recruited for the task and a mechanism has been set up to facilitate implementation.

What is the Commission suggesting? What are we going to do?
There are five components : together a strategy for change:

The program involves many concrete steps -- numerous ideas have been presented -- some more tentative/some more certain. Let me give some examples in each of the areas of the blueprint.
(see book)

SLIDE

- BUILDING THE PROFESSION OF JEWISH EDUCATION
- MOBILIZING THE COMMUNITY FOR JEWISH EDUCATION
- ESTABLISHING LEAD COMMUNITIES
- DEVELOPING A RESEARCH CAPABILITY
- CREATING THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

[SOME DETAILS -- SLIDES AVAILABLE FOR EACH]

o To change the personnel situation by building the profession

of Jewish education

setting up in North America an infrastructure to recruit, train and retain, improve salaries, empower (see book)

Lots of suggestions: fast track programs; Fellows of Jewish education; Jewish education corps etc. The purpose : to raise the annual number of graduates from 100 to 400 by 1995. Identify pools of potential educators and create new sources of personnel - market and recruit

o To make Jewish education into a top priority on the communal agenda through work with the community :

-- recruitment of leadership; spreading the word: information; the report; conferences

-- funding from conventional sources -- tuition, congregational budgets -- family foundations (tell the story) and increased federation allocation.

o In several lead communities, demonstrate what Jewish education at its best can do, the difference it can make to the lives of children and the life-styles of their parents.

Build them as laboratories to test best practices, infuse with qualified educators, encourage innovation. Monitor, evaluate, diffuse.

o To change the style of decisionmaking in Jewish education -- through data and research, we will make informed decisions, we will learn of the impact of educational efforts, we will monitor the implementation of programs.

o The commission has created a locus of responsibility: the Council for Initiatives in Jewish Education has been set up to ensure and facilitate implementation of the program.

oo Most of all -- the commission is convinced that the will is there and the time to act is now.

*** Building the profession:**

We will develop new sources of personnel by creating 4 programs:

Fast-Track Programs aimed at young men and women majoring in Judaica at colleges and universities will steer students toward some of the prime educational positions that will be created as a result of the Commission's plan.

Career-Changers Programs that will offer individuals in their thirties and forties who are interested in making major career changes will be a promising source for new personnel for Jewish education.

It was suggested to create

Fellows of Jewish Education, young Jews who are outstanding academics and professionals in the humanities and social sciences, could bring their expertise to the field of Jewish education in areas such as curriculum, teaching methods, and the media.

Jewish Education Corp, similar to the Peace Corps, takes advantage of college students specializing in Judaica, or graduates of day schools and Hebrew speaking camps. They will undergo special training, commit a fixed number of teaching hours a week for a set number of years, and receive appropriate remuneration while also continuing their general studies.

Training Programs in North America and Israel will be enlarged, improved, new ones created so that the number of graduates will be increased from 100 to 400 per year (within 5 years?)

Steps are already under way with the Institutions

Programs similar to the Jerusalem Fellows and the Senior Educators in Israel will recruit promising candidates at mid-career for tailor-made programs in North America.

The number of educators of educators for Jewish education will be increased up from the current number of 18 professors to 40

In-service education will be made available and for all educators in the field, then it will be mandatory/standard practice for all of those working in formal and informal education.

Salaries and benefits will be improved. First standards will be developed -- today, educators in our system are sorely underpaid -- they earn far less on the average than their counterparts in

engaged to develop and fund new salary scales. Examples exist in several communities and encourage us to believe that this can be done.

Gifted educators will be empowered; talented people will be attracted to the profession when they believe they can make a difference and are given the means to do so.

In order to increase the number of people in training, a marketing study and recruitment plan will immediately be undertaken to identify those most likely to be attracted to the profession and enlist them into the rolls of professionals in Jewish education.

Community support

- * Top community leaders are being individually recruited to the cause of Jewish education.

- * A substantial increase in funding will see to it that teachers' salaries, pensions, and other benefits are upgraded, as well as an increased faculty at training institutions, fellowships for students, and new training programs

- * The community's attitude is undergoing change. The success and readiness to meet of the Commission has created a climate conducive to major change. Updates and communication with the public will provide a continuing flow of information.

Lead communities: This is where we're going to show, experiment and develop "best practices"

- * There will be 3 to 5 "local laboratories" which will discover the educational practices and policies that work best.

* Once they are chosen, a public announcement will be made.

* Local planning committees will decide on a plan of action which will address the specific educational needs of the community.

"Best educational practices" will be discovered as a result of this testing ground.

Research

A research capability will be developed, the results of which will be disseminated throughout the Jewish community for use in short- and long-term planning. This is to be developed at universities, by professional research organizations, and by individual scholars.

CJJE -- to be an advocate on behalf of Jewish education, etc.

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(Do we put at top)?

The Council for Initiatives in Jewish Education will see to it that the plan of the Commission is implemented both on the continental and local levels. It will serve as a catalytic agent. It will be an independent body.

The Council will also set up a process whereby communities across the country will be able to learn, adapt, and replicate the ideas, findings, and results of the Lead Communities

This is the way the Commission plans to begin.

* Diffusion and programmatic

The Commission's strategy is built upon the deeply held conviction that when the Jewish community at large sees what can be -- funding will be forthcoming.

The Commission has been able to capitalize upon the work of so many

Most important the Commission is convinced that there is will and that the time to act is now.

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To
Act

*The Report of the
Commission on Jewish Education
in North America*

THE COMMISSION REPORT

**The Crisis Facing the Jewish Community in
North America**

**The Crucial Importance of Jewish Education
in Contemporary Jewish Life**

A Vast Field - Beset by Several Problems

A Program to Revitalize Jewish Education

**THE COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA
1988 - 1990**

Two Years -- Six Plenary Meetings -- Ongoing Consultations

A Blueprint for the Future

Steps to Implementation

The logo for the American Jewish Archives is centered in the background. It features a five-pointed star at the top, followed by the words "AMERICAN JEWISH" and "ARCHIVES" in a serif font. Below the text is a menorah with seven branches, each holding a flame. The entire logo is set against a dark, textured background.

THE CRISIS

Large numbers of Jews have lost interest in Jewish values, ideals and behavior, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfillment and communality.

THE VARIED FIELD OF JEWISH EDUCATION

Day Schools

Supplementary Schools

Jewish Community Centers

College-Age Programs

Educational Visits to Israel

Early Childhood Programs

Training Institutions for Educators

Adult and Family Education

Camping

AMERICAN JEWISH
ARCHIVES

**Jewish Education Today Fails to Engage a
Critical Segment of the Jewish Population**



PROBLEMS

Sporadic Participation

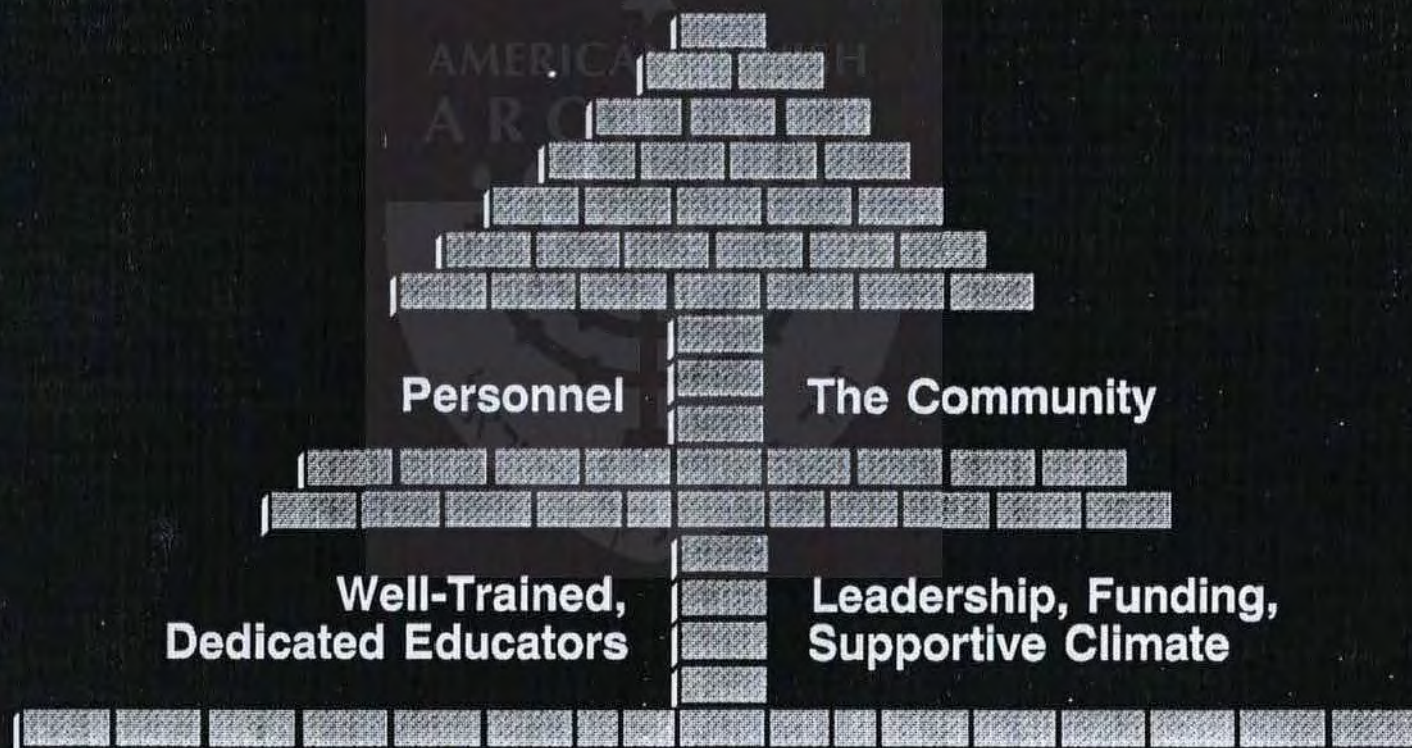
Deficiencies in Educational Content

Inadequate Community Support

An Underdeveloped Profession of Jewish Education

The Lack of Reliable Data

THE BUILDING BLOCKS OF JEWISH EDUCATION



BUILDING THE PROFESSION OF JEWISH EDUCATION

Status:

Improve Salaries and Benefits

Empowerment Policy

Marketing and Recruitment:

Identify Potential Educators

Develop Recruitment Programs

in order
to attract
talented
young
people

BUILDING THE PROFESSION OF JEWISH EDUCATION

Training:

Fast - Track Programs

Career - Changers Programs

Fellows of Jewish Education

Jewish Education Corps

Educational Leadership Programs

In - Service Training for All

More Scholars and Professors of Jewish Education

100-400
as the number
there are
programs
for Jewish
on 100 days of
campus

What will all of this mean in practice

A BLUEPRINT FOR THE FUTURE

AMERICAN JEWISH
ARCHIVES

- I. Building a Profession of Jewish Education
- II. Mobilizing Community Support
- III. Establishing Lead Communities
- IV. Developing a Research Capability
- V. Creating The Council for Initiatives in Jewish Education

In order to
change the
personnel
situation

In order to
raise Jewish
education higher
on the communal
agenda

where it will
be possible to
demonstrate
under optimal
conditions
what can be
achieved in
Jed.

to improve our
decision making

to facilitate & ensure implementation
STH will work

What
will all
of this mean

in practice?

See report

MOBILIZE THE COMMUNITY FOR JEWISH EDUCATION

Leadership:

- Individual Recruitment of Community Leaders
- Seminars and Conferences Throughout the Continent
- Ongoing Flow of Information
- Publicize the Report
- Annual Meeting of the Commission
 - To Report on Progress

MOBILIZE THE COMMUNITY FOR JEWISH EDUCATION

Funding:

Private and Family Foundations

Gradual Increase of Federation Allocations

**Tuition Income; Congregational Budgets;
Special Fundraising**

LEAD COMMUNITIES

Establish 3 - 5 Lead Communities to Engage in the Process of Redesigning and Improving the Delivery of Jewish Education:

Define Criteria and Select Communities

Form Local Planning Committees

Adopt Best Practices -- Programs That Work

Recruit Qualified Educators

Encourage and Test Innovative Ideas and Programs

Diffuse Innovation Throughout North America