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Hochstein, Annette, 1988-1989.

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NATIV POLICY AND PLANNING CONSULTANTS  
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Facsimile No. 972-2-699951

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UFL ✓  
TO → AIU ✓

FACSIMILE TRANSMISSION

TO: Virginia Levi  
FROM: Annette Hochstein

FAX NUMBER: 001-216-391-8327

DATE: January 11, 1988

NO. OF PAGES: one

Dear Ginny,

It was good talk to Art and you yesterday, and important too. In the wake of that conversation I am sending a preliminary list of people we may consult with for the concept paper.

We would also like to ask you to please try and set up the following appointments with Commissioners we must see. If someone could set these up and fax the information as it becomes available, we will be able to continue to plan our schedules.

For Seymour:

Appointment with Crown - preferably on Jan. 30 ✓ set  
second choice: Jan. 31

Appointment with Bronfman - preferably on Jan. 31 - SF to call directly. He's in FL.  
second choice: Jan. 30

*If these dates are no good, please ask for alternatives.*

For Annette:

Appointment with Arnow - preferably on Jan. 31 } out of town until 1/17. Will  
also possible: Feb. 6 } call then.

Appointment with Jesselson - preferably on Jan. 31 } No luck. Sec. uncooperative.  
also possible: Feb. 6 }

I'll talk to Esther Leah Ritz myself. As you may recall, she, like Jesselson and Crown missed the second meeting.

Thank you very much

*Annette*

Ted Sizer -- Providence

Linda Darling-Hammond - DC

Lee Shulmann - SFO

Scheffler - Boston

Pat Graham - Harvard

Schoen - MIT

Coleman - Chicago

Tyler - L.A.

Hank Levin - SFO

Sharon Feinman-Nemzer -- Michigan State

David Cohn - Michigan State

Larry Cremen -- NY

Harold Noah -- NY

Mike Inbar -- NY

Bashi -- here

§

1. We will try to set up a maximum of meetings with a minimum of travel.
2. Jewish Educators with whom we'll be consulting are not ~~yet~~ listed here.

P.S. Call for 9<sup>00</sup> a.m. Jan. 12th is fine.

DAVID RESNICK

22 Dan Street  
93509 Jerusalem  
(02) 714856

April 26, 1988

Ms. Annette Hochstein  
Nativ Policy and Planning Consultants  
10 Yehoshafat Street  
Jerusalem

By hand

Dear Annette:

I'm pleased to enclose the "Overview of Research in Jewish Education, Focusing on Personnel and Institutions/Systems" which you asked that I prepare for the Mandel Commission in the United States. I hope that you find it responsive to your request. Obviously, I'll gladly elaborate on any part of the report, to make it more helpful in any way possible.

Allow me a few comments about the report:

- There are two areas which I didn't include in the report:
  - day schools, because there is a concensus that they are doing a good job and are generally in good shape.
  - informal education (aside from summer camps), an area where little research has been done and others are better qualified to respond than I (at least given the tight time frame I had).
- Many of the materials I cited don't exist in Israel, so I had to make do with less than full bibliographic references. Still, I've tried to give enough information about how the materials can be obtained.
- Finally, there were a number of fields important to an overview of Jewish education, but beyond the scope of personnel and institutions/systems. I have in mind areas like adult education, curriculum development, history of Jewish education, etc. It is important that they be dealt with at some point.

Let me thank you for the opportunity to take a fresh look at material too easily neglected. I hope you find it as useful as I did interesting. I look forward to being in touch with you again soon.

Best regards,

  
David Resnick

DAR/gr  
enc.

**OVERVIEW OF RESEARCH IN JEWISH EDUCATION**  
**FOCUSING ON**  
**PERSONNEL AND INSTITUTIONS/SYSTEMS**

Prepared for:

Nativ Policy and Planning Consultants

by:

David Resnick, Ph.D.

April, 1988

OVERVIEW OF RESEARCH IN JEWISH EDUCATION, FOCUSING ON PERSONNEL  
AND INSTITUTIONS/SYSTEMS

This overview of research and publications in Jewish education is intended as an introduction to the key literature which exists in two broad areas:

- personnel, and
- Jewish education as a system, including educational institutions.

A word on where to obtain the work (if not readily accessible in the public domain) and whether the work is easily summarizable has also been added, where possible. Similarly, brief annotations are intended to clarify the scope of the research and its limitations.

The outline of the overview is:

- Personnel
  - Teachers
  - Principals
  - General
- Jewish education as a system
  - Overview
  - Social functions
  - Research
  - Census

- Institutions

Schooling and identity .

Supplementary schools

Malfunctions (dropouts)

Central agencies for Jewish education ("bje's")

Summer camps

## PERSONNEL

### Teachers

\* The 1982 Hebrew University/JESNA Census gives the best overview of the teaching field, from a numerical point of view (Chapter 6, "Teachers and teaching posts"). A copy of the census is available from JESNA.

\* In terms of teacher training, Schiff's (1967) survey of students in teacher training institutions, while dated, is the most comprehensive I know of and presents a good picture of the issues. A copy is available from him, I assume.

\* Joe Lukinsky's article "Education Program of JTS -- Distinctive Assumptions" (Jewish Education 43(3), Fall, '74) is short and sketches a rationale in an area where very little has been published.

\* Susan Shevitz's article "Communal responses to the teacher shortage in the North American supplementary school" will appear in

the Melton Centre's Studies in Jewish Education, Vol. 3. While somewhat historical, it is the best conceptual analysis, to date. JESNA can make the article available.

\* Saul Wachs' (1984) "The Jewish Teacher: Professional Status" published by the American Jewish Committee is as good an overview as any.

### Principals

There are no recent, comprehensive studies in this area. Almost all studies are marred by small response rates and/or focusing on a specific type of school setting or denomination. That is not a shortcoming in itself, but it does hamper comparisons among studies. Here's what does exist:

\* Pollak's (1980) summary study of principals in all Jewish schools gives some bare bones facts on the entire field. Available from JESNA.

\* Alan Bennet's (1978) survey of all school principals, available from him, or from NATE.

\* Paul Schneider's (1980) doctoral dissertation on the training of Conservative supplementary school principals is probably the best of this type.



\* Other doctoral dissertations deal with principals in the Orthodox day school (Flatto, 1978), Reform school (Stern, 1974), Conservative supplementary school (Elbaz, 1979), and Yeshiva high school (Berger, 1970).

### General

\* The proceedings of the JESNA-CAJE personnel conference (1986) is a good overview of the current situation and issues. The survey of in-service opportunities produced by JESNA for that conference is the most comprehensive to date. Both available from JESNA.

\* Chanover's (1971) dissertation "History of the National Board of License: Struggle to improve the quality of instruction in Jewish schools in the US" is a good presentation of the classic conception of the licensing issue.

\* The work of the Jewish Education Committee of JAFI in the area of senior personnel is the best, most up-to-date in that area. Available from Nativ.

\* Resnick's (1985?) study of the Baltimore Joint Commission on the Quality of Instruction program, takes a careful look at one of the most innovative (and expensive) in-service efforts to date. (Executive summary available from JESNA, or the Baltimore federation.)

## JEWISH EDUCATION AS A SYSTEM

### Overview

\* Walter Ackerman's two articles in the American Jewish Yearbook are classics: "Jewish Education -- For What?" (1969) and "Jewish Education Today" (1980).

\* Resnick (1983) did an overview of the US Jewish education system for the American Jewish Committee, entitled "Jewish Education: who, what, how". Available from Steve Bayme at the AJC in New York.

### Social Function

\* The classic work in the field is David Schoem's (1979) dissertation "Ethnic survival in America: Ethnography of a Jewish afternoon school". It is worth reading the entire work for its rich feel of the supplementary education enterprise, in its social context. Summaries are available in his Jewish Education article (48(1), Spring, '80) and his article "Jewish schooling and Jewish survival in the suburban American community" (Studies in Jewish Education, Vol. 2).

\* Sidney Solomon's (1982) dissertation "The Conservative congregational school as a response to the American scene" is summarizable.

\* Howard Rosenblatt's (1977) dissertation "Social purposes of Jewish education in the US" is summarizable, for the key issue and analytical framework it provides.

### Research

\* Resnick's two articles provide the best, short overview of the status of the field, together with an analysis of its shortcomings. Both available from JESNA. (The first appeared as chapter 4 in Sklare's Understanding American Jewry, 1982. The second will appear in Studies, Vol.3).

### Census

\* The most comprehensive demographic look at Jewish schools and teachers is the 1982 Hebrew University-JESNA census, available from JESNA. A summary of the data appeared as the JESNA publication TRENDS (#11, Spring '86). Another census is currently underway, with updates as needed from Dr. Leora Isaacs, at JESNA.

\* Fishman's (1987) review of the Jewish education situation as reflected in the demographic surveys of 18 local federations is very helpful. Entitled "Learning about learning: Insights on contemporary Jewish education from Jewish population studies", it is available from the Cohen Center for Modern Jewish Studies at Brandeis University.

## INSTITUTIONS

### Schooling and identity

The social scientists' debate over the usefulness of Jewish schooling in fostering Jewish identity has not always been helpful, but it has been influential.

\* The classic is Himmelfarb's (1975) "Jewish Education for Naught", available from JESNA. An updated version (1984) of his position can be found in his article "The impact of religious schooling: a synopsis" in Studies Vol. 2.

\* Bock's (1984) "The functions of Jewish schooling in America" is another important analysis (Studies Vol. 2).

The critique of this approach has yet to be stated as compellingly as possible, but some sources are:

\* In the new Cohen and Ritterband book, Chapter 10 entitled "The impact of Jewish Education on Jewish identification: Positive effects of part-time schools." Available from Steve Cohen, or through JESNA.

\* Friedman's article "On the 'non-effects' of Jewish education on most students: a critique" in Jewish Education 52(2), Summer '84.

#### Supplementary Schools

\* The Schoem material cited earlier is key.

\* Ron Reynold's (1982) dissertation "Organizational goals and effectiveness: function of goal ambiguity in Jewish congregational afternoon schools" is essential. A shortened form will appear in Studies Vol. 3.

\* Sheldon Dorph's (1976) dissertation "A model for Jewish education in America: guidelines for the restructuring of Conservative congregational education" is summarized in his article in Studies Vol. 2.

\* Zeldin's (1979) dissertation "Change in Jewish education: the development of a comprehensive theory" is summarized in his article in Studies Vol. 2.

\* A short summary of the classic ills of the supplementary school (with a new program proposed in its place) is Weiss's article "Is there an alternative to the decline of the Jewish supplementary school?" in Jewish Education 49(2), Summer '81.

\* Resnick's (1986?) study "Alternative Models of Supplementary Education" also outlines some of the basic issues and problematics in changing congregationally-based programs. Available from JESNA.

\* Sharon Feiman-Nemser and Annette Weinshank (1985) wrote a pamphlet for the American Jewish Committee entitled "Accountability in Jewish Education: A school-centered model." That pamphlet was the beginning of a joint AJC-JESNA project about which Leora Isaacs of JESNA can update you.

\* Few successes of supplementary schools get wide publication. Lipnick's (1972) doctoral dissertation is one exception since it was published in book form as "An experiment that works in teenage religious education" (Bloch, 1976).

Malfunctions (dropouts)

Studies of dropouts are important, for the insights they shed on the system.

\* Jacoby's (1970) study "Continuation and Dropout in Conservative Congregational Schools" deserves to be read in its entirety. Available from Emil Jacoby at the LA BJE.

\* Selig's (1972) dissertation "Profiling withdrawals from Jewish supplementary school" is summarizable.

Central agencies for Jewish education ("bje's")

A single case study can give the best overview of the limitations and potential of a bje in a large city. The best case in point is Adrienne Banks' work on the Los Angeles BJE. The original review (and/or its executive summary) is available from JESNA (or the LA BJE). Banks has updated the impact of her work in

\* Jewish Education 53(1), Spring, '85, and

\* Pedagogic Reporter, June '85.

For central agency functioning in small and intermediate sized communities, Dr. David Shluker at JESNA can provide information and resources.

Summer camps

\* Farago's (1972) dissertation "Influence of a Jewish summer camp's social climate on the camper's identity" is flawed, but is one of the few works in the field.

\* Dorph's study, cited above in the section on supplementary schools, was essentially a study of the impact of Jewish camping, and should be mentioned here.

*file A. Hochstein*

↑  
Nativ Policy and Planning Consultants • נתיב-יועצים למדיניות ותכנון →

Consultation for the Commission on Jewish Education  
in North America

Nativ Offices - September 28, 1988

Participants: W. Ackerman, B. Chazan, S. Fox, A. Hochstein, A. Hoffmann, B. Holtz, A. Infeld, D. Meline, D. Resnick.

A G E N D A

1. Status of the Commission
2. Next Steps
  - A. Method
  - B. Options
  - C. Decisions
  - D. Work Plan
3. Additional Consultations
  - A. Experts
  - B. The Literature



may be  
either of  
file

October 27, 1988

Dr. Arthur J. Naparstek  
President  
Mandel Associated Foundations  
4500 Euclid Ave.  
Cleveland, OH 44103

Dear Art,

Towards our telephone conversation tomorrow, I would like to summarize the week's events. A number of important steps forward have occurred and they are listed below. But first I would like to return to our telephone conversation of last Friday, and particularly to the discussion on the budget for the Israel office.

I have discussed this with Seymour. He has some minor comments to make which he will include in the next phone conversation with you. I told him that I had understood that you were going to be out of Cleveland until Wednesday.

I will send by Monday summaries of the interviews with Bronfman, Ratner, and Twersky. Here are some thoughts about what is now a relatively significant number of interviews conducted.

The general thrust of the interviews seems to be unequivocally in favor of personnel. As regards the community option, there seems to be an emerging trend (not yet clear enough) whereby lay-leaders strongly endorse the community option, while professionals do not favor it. As far as task-forces are concerned, we find people generally liking the idea of mechanisms to do more intensive work, however they warn us not to schedule meetings of large numbers of people in between Commission meetings. In other words, we are being told to do it all in one or two days, at the same time. I believe that it is too early to reach any conclusions. But one of our general conclusions and recommendations from these first interviews is to concentrate, in the interviews, on the content aspects of the work (explanation and discussion) rather than on possible recommendations (specific options or mechanisms for work). We think it is more important to bring the commissioners on board as to the work process and content. We should continue to inform each other about commissioner's views, and reconsider our direction following the interviews.

I personally found the interviews very enriching and worthwhile, and have no doubt that they will impact on the work.

At the consultation this afternoon we have invited the following formal and informal educators:

- |  |                       |
|--|-----------------------|
| alter Ackerman                         | Avraham Infeld        |
| arry Chazan                            | Menachem Ravivi       |
| bl Greenfield (here visiting from JWB) | David Resnick (JESNA) |
| am Heilman                             | Don Scher (JWB)       |
| arry Holtz                             |                       |

Our key agenda items include checking Draft No. 2 (we had begun last month) and beginning to check the individual options papers. Seymour has met individually with some of them this week to bring them on board.)

We have received four draft options papers from Joe Riemer and have responded to them.

We have sent suggestions for the "Community" option to Hank Coker.

We are working on our own options and hope to fax drafts to you early next week.

Seymour met with David Finn and thought it would be a good idea for you to meet with him next week. (SF sent a fax to that effect earlier this week and will discuss the details with you on the phone.)

Looking forward to our conversation on Friday, 9:00 A.M., New York time.

Best regards,



Annette Hochstein

EW-YFK  
 HLZ

2300

NATIV POLICY AND PLANNING CONSULTANTS  
P.O.B. 4497, Jerusalem 91044  
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Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: DR A. NAPPARSTEK  
FROM: ANNETTE HOCHSTEIN  
DATE: 3/11/88  
NO. OF PAGES: 2

FAX NUMBER:

216 - 391 - 8327



November 3, 1988

Dear Art,

This is a brief review of the week's events towards our telephone conversation. I hope this finds you after a fruitful and enjoyable series of meeting in New York - we look forward to hearing about them.

1. We have begun re-drafting the main document and plan to meet the deadline of the 15th.

2. When you receive the document you may want to consider producing a graphically upgraded publication, rather than giving a printer-copy to the commissioners. This is our current thinking, though I'm sure you will want to take that decision after seeing the document.

3. Seymour has met with Mark Lainer in Jerusalem for a very fruitful meeting (see summary). I do not recall who was supposed to interview him (Joe?) - but it may be redundant now.

4. We have forwarded the summaries of Seymour's interviews with Bronfman, Ratner, Twersky and Lainer, as well as that of a phone conversation with Melton.

5. Dr. Barry Holtz (in Jerusalem for the year, on leave from the Melton Research Center at JTS) has accepted to write the option on Curriculum and Methods. Seymour has met with him to give him explanations and instructions.

6. Communications with Joe are working well. Seymour had a long conversation with him following an exchange of faxes. We believe things are progressing nicely on that front.

7. Toward last week's meeting with the scholars-educators we had asked Jonathan Kestenbaum, a Jerusalem Fellow with an interest in planning, to serve as secretary of that forum. He is preparing the minutes, and will also assist in checking the specific option papers with experts. Sofar without fee.

8. I have met with my graphic-artist to discuss presentation materials for the commission meeting. Upon Mort's advice we considered using the kinds of materials that served the Jewish Education Committee. However the size and shape of the room make boards unusable (they will not be seen clearly from the back). We have decided to use overhead slides despite their imperfections. (We may need two projectors). We will send you an example soon. Mort and others may want to respond and comment.

Well, that is it for today. I look forward to our conversation.

Best Regards,



Premier Industrial Foundation

4500 EUCLID AVENUE  
CLEVELAND, OHIO 44103

December 27, 1988

Dear Annette:

Thank you for the kindness you showed me last week. I really appreciate the time we spent together. Aaron and I also enjoyed our dinner with you and Shaul.

The trip was wonderful because it gave me an entirely new perspective on the contributions you and Seymour have made to Jewish education in Israel and abroad. Both of you are truly superstars!

Thanks again for your special hospitality that made my visit an enriching experience.

Warm regards,



Arthur J. Naparstek,  
President

Mrs. Annette Hochstein  
Nativ Policy & Planning  
Consultants  
10 Yehoshafat Street  
Jerusalem, Israel 93152

Stamped  
12/27/88

COMMUNICATIONS REPORT

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*Asheville*





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**MESSAGE:**

Please call me as soon as possible. It is important that we discuss  
Joe Reimer's assignment. Thanks.

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

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Virginia E. Levi  
Joseph Reimer

May 5, 1989

Mrs. Annette Hochstein  
Nativ Policy & Planning Consultants  
P. O. Box 4497  
Jerusalem, Israel 91044

Dear Annette:

As you know, the next meeting of the Commission on Jewish Education in North America is scheduled to take place from 10 a.m. to 4 p.m. on Wednesday, June 14 at Hebrew Union College, 1 West 4th Street, New York City.

This will confirm plans to hold a debriefing session on Thursday, June 15 from 8:30 to 11:30 a.m. at JWB, 15 East 26th Street, New York City.

Please mark your calendar and confirm your plans to attend these meetings by returning the enclosed postage paid reply card by May 26.

Your calendar should reflect plans to hold the fourth Commission meeting on Wednesday, October 4, 10 a.m. to 4 p.m. Please also hold the morning of Thursday, October 5 for a debriefing session.

I look forward to seeing you in June.

Sincerely,



Arthur J. Naparstek  
Director

Enclosure