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**Jewish Supplementary Schooling:
An Educational System
In Need Of Change**

**A Report By
The Board of Jewish Education
of Greater New York**

EXECUTIVE SUMMARY



June, 1987



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Board of Jewish Education, Inc.
426 West 58th Street, New York, NY 10019

**JEWISH SUPPLEMENTARY SCHOOLING IN GREATER NEW YORK:
AN EDUCATIONAL SYSTEM IN NEED OF CHANGE**

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JEWISH SUPPLEMENTARY SCHOOLING IN GREATER NEW YORK: AN EDUCATIONAL SYSTEM IN NEED OF CHANGE

Prologue

In the waxing and waning of the interests and concerns of the American Jewish community, the Jewish supplementary school presently occupies a high place on the Jewish communal agenda. And, for good reason. As Jewish communal leadership becomes more and more concerned about Jewish continuity and the quality of Jewish life, it turns its attention to the social, religious, educational and cultural institutions that address themselves to these matters.

The Jewish supplementary school is the normative Jewish educational instrumentality for American Jewish children designed by early 20th century Jewish settlers to supplement the public school which they deemed essential for Americanization.

Currently, given the enrollment patterns of Jewish children of school age, about thirty-five percent will not be exposed to any formal Jewish schooling by the time they reach adulthood. Of those Jewish children in the United States who will have a formal Jewish educational experience, 70% will receive it in a Jewish supplementary school—in a midweek afternoon or one-day-a-week school under synagogue auspices.

New York is atypical with regard to Jewish school enrollment. It is the only city in the United States where the Jewish supplementary school pupil population is exceeded by Jewish day school enrollment. In Greater New York there are 68,000 children in yeshivot and day schools and 51,000 pupils enrolled in supplementary schools—Conservative, Orthodox, Reconstructionist and Reform.

The concern about the Jewish supplementary school is not unwarranted, what with the continuing declining enrollments over the last 2½ decades, difficulties in attracting qualified personnel, and the limited results of this type of education.

Goals of Study

For these reasons, BJE undertook a study to gather the essential data about this institution and make recommendations regarding its future role in the Jewish community. Specifically, the study attempts to achieve seven objectives:

1. Provide a description of the current status of Jewish supplementary education in Greater New York.
2. Obtain data about:
 - a. pupil knowledge in the various areas of the supplementary school curriculum;
 - b. attitudes of pupils towards Jewish life; and
 - c. Jewish involvement of pupils.
3. Describe the roles, attitudes, perceptions and expectations of principals, teachers, rabbis, parents and lay leaders regarding Jewish supplementary education.
4. Identify the factors which affect educational progress in the Jewish supplementary school.
5. Identify the major problems and challenges confronting Jewish supplementary education.
6. Make recommendations regarding the improvement and support of Jewish supplementary education.
7. Guide BJE in determining its service policy concerning Jewish supplementary schooling.

Hypotheses—Testing Our Assumptions

In designing the Study, eleven hypotheses were developed. The research was designed to collect sufficient data to prove or disprove them.

1. The level of Jewish knowledge, Jewish involvement and Jewish attitudes of pupils is significantly lower than the expectations of the respective principals.
2. Pupils in Hebrew grade five (equivalent to public/private school grade seven) generally know less than pupils in Hebrew grade four (equivalent to public/private school grade six). Their scores on the same achievement instrument demonstrate a dip in grade five.
3. There is a positive relationship between the number of hours of classroom instruction and the level of Jewish knowledge, involvement and attitudes of pupils.
4. There is a positive relationship between the Jewish attitudes of pupils and their Jewish knowledge.
5. There is a positive relationship between the Jewish involvement of pupils and their Jewish knowledge.

6. The attitude of parents to the Jewish education of their children and parental involvement in the school program are crucial to the learning behavior and attitude of pupils.
7. Pupils who continue their Jewish school studies beyond the Bar/Bat Mitzvah year demonstrate dramatic increases in Jewish knowledge during each of the years following the Bar/Bat Mitzvah year when compared to pupils' progress from one year to another in the lower grades.
8. There is no relationship between school size and Jewish knowledge, involvement and attitudes of pupils.
9. There is no relationship between school location and Jewish knowledge, involvement and attitudes of pupils.
10. The professional personnel employed by the synagogue are inadequately prepared for their respective instructional, guidance and supervisory functions, given the changing needs of pupils and their parents.
11. The synagogue school is not a priority of synagogue lay leadership. There is a difference between the relationships of school board members and synagogue officers and trustees to the school.

The Study Process

The study was initiated in April 1984 by the formation of a BJE Board Task Force on Jewish Supplementary Schools. Subsequently, an eleven member BJE staff Study Team was organized. The Study Team developed the research instruments, standardized the approach in administering them, conducted the research and helped analyze the findings. Each stage of the research was reviewed by the Board Task Force.

The research process took place from September, 1984 through February, 1987. It involved 40 supplementary schools—16 Conservative, 6 Orthodox, 2 Reconstructionist and 16 Reform synagogue schools. Fifteen schools are in the 5 boroughs, 9 in Nassau, 7 in Suffolk, and 9 in Westchester.

Sixteen of the schools are "small," with enrollments ranging from 10 to 64; 11 are "medium"-sized (100 to 190 pupils); 13 are "large" institutions (200 or more pupils).*

*If the study had been conducted in 1964-65, the peak year of Jewish supplementary school enrollment in Greater New York, denotations of school size would differ significantly. "Small" would connote schools with 199 pupils or less; "medium," 200 to 599 students; and "large," 600 pupils or more.

The study process included:

- in-depth interviews (lasting 3–9 hours) with each of the 40 principals;
- interviews with 168 teachers, 165 pupils, 127 parents, 114 synagogue lay leaders and 34 rabbis;
- criterion referenced observations of each of the schools, including 117 classroom observations by pairs of Study Team members;
- development and administration of an Inventory of Jewish knowledge, Jewish involvement, and Jewish attitudes to 3890 pupils, ages 7–15, in the participating schools. (Total enrollment of the participating schools at time of Inventory administration was 5500. Thirty percent of the pupils were absent on the days that the Inventory was administered);
- examination of curricula, classroom texts and materials, and administrative forms;
- group meetings with participating principals prior to and after the administration of the Inventory;
- 41 post-findings consultations with academicians, educational administrators, chairpersons of regional principals' councils; rabbis; ideological lay and professional leaders; and UJA/Federation lay and professional leaders.

The Study utilized two basic research approaches: a *normative survey method* and a *measurement technique*. The *normative survey method* used in the first section of the Study employed interview and observational procedures. It presents information gathered by the Study Team on pupils, parents, school personnel and lay leaders; the physical plant and school climate; classroom settings and school program.

The *measurement approach* utilized a carefully developed three-part Inventory to assess the levels of Jewish knowledge, Jewish involvement and Jewish attitudes of the pupils in the Study sample. The Inventory was based upon the expectations of the principals and was reviewed by them to ascertain that it reflects accurately the minimal levels of Jewish achievement, involvement and attitudes expected of pupils by the time they reach Bar/Bat Mitzvah. Prior to the administration of the Inventory it was pilot-tested in 3 schools – Conservative, Orthodox and Reform – involving 342 pupils. Finally, it was reviewed by specialists in curriculum and test construction and refined according to their suggestions. A statistical analysis of this instrument showed its reliability to be very high.

The Report

The Report represents a major attempt to initiate change in Jewish supplementary schooling in Greater New York. Other communities have informed us that they are looking forward to the results and eagerly anticipate utilizing the Inventory.

How the Study findings and recommendations are treated is of critical import. The recommendations are not entirely new. During the last several decades many suggestions similar to those found in the Report have emanated from various quarters, including the Board of Jewish Education of Greater New York. *What is new* is the fact that the recommendations are the outcome of an intensive, comprehensive multiphasic process and that they represent a strong consensus of the academic, educational, rabbinic and lay leadership of the Jewish community – all involved in various ways in different aspects and levels of the Study.

Just as cause for concern was expressed by some educational leaders and researchers over the rapidity with which the findings and recommendations of Effective Schools Research in general education were being translated into practice between 1982 and 1984, we have to be careful not to rush into full-scale final action concerning the findings, conclusions and recommendations of this Study. The recommendations should be treated seriously, as a point of departure, and not as the definitive solution to the problems of the Jewish supplementary school. The Jewish supplementary school is too large an enterprise (51,000 children in Greater New York schools and 200,000 in the rest of the United States) to rush into wholesale change without appropriate experimentation, testing and continued search for alternative solutions. *Change is, after all, a process, not a single event or even a set of responses.*

The recommendations in this Report present the first wave of suggestions emanating from the findings. They should be implemented in pilot programs and the progress of the implementation process should be monitored carefully. Simultaneously, we should set out to prove or disprove the new hypotheses or assumptions that flow from the findings and conclusions and explore the issues and concerns not addressed sufficiently or at all in the Study.

If the Study will motivate continuous research into an area starved by lack of serious study heretofore, it will have achieved a milestone in Jewish education in America. Beyond this, the Study makes some very cogent recommendations for change.

Findings

Pupils

Pupils are normal young Americans and, as such, pose the normal challenges regarding motivation and discipline one might expect from children who come to Jewish supplementary school after a day at public or private school. To be sure, they are more attentive and less problematic than is usually assumed—especially on Sundays. Unlike the impressions some adults have of Hebrew school students, they are not unduly unruly, but exhibit normal patterns of child, pre-adolescent and teen behavior. Their attendance, however, leaves much to be desired. The Study indicates that thirty percent of the pupils were absent on the days that the Inventory was administered.

Younger children, ages 7–10 in Hebrew school grades 1 through 3, seem fairly well-motivated. Jewish study is a novelty for them. As they grow older, however, Jewish supplementary school becomes a burden as it conflicts more and more with their environmental culture and the real aspirations of their family. Between ages 11 and 13 their goals are to become Bar/Bat Mitzvah and rid themselves of the extraneous burden of supplementary schooling. Their personal, social objectives, in contradistinction to school goals, are reinforced at home and via peer influence.

The demographic changes in society and the Jewish community affect a growing number of pupils who have special needs that must be addressed by our synagogues and schools. More and more Jewish children (including Jewish supplementary school students) are the progeny of disinterested parents, single parent families, families with one natural parent who has remarried, families on the way to break-up, families where one parent was not born Jewish, and families with two working parents. This affects attendance, ability to concentrate in class and motivation to do homework assignments.

Parents

Parents of supplementary school children are products of their environments and backgrounds. Being brought up in the post World War era they exhibit the general attitudes of middle class upwardly mobile Jews with little or no real Jewish conviction or attachment. The main reason they send their children to Jewish supplementary school is to become Bar/Bat Mitzvah. They are not sure what they want their children to learn, but would like them to have a “good Jewish educational experience.” Beyond that, the average parent provides little or no support to Jewish schooling—either in Jewish behavior and observance at home or in motivating their progeny. All adult interviewees (teachers, principals, rabbis and synagogue lay leaders) strongly feel that parents must become more supportive of and involved in the Jewish education of their children.

Three family characteristics have special bearing on the Jewish school. In the first place, more and more children have two working parents. Moreover, the Study findings, borne out by research done in New York and other communities, demonstrate that a growing number of children—in some synagogues as many as 40%—are from broken homes. A growing number are from homes where one parent was not born Jewish—in one synagogue as many as 30% of the total number of parents.

Teachers

By and large, teachers are committed to Jewish education and to insuring Jewish continuity. They feel they are engaged in important Jewish communal activity. Yet, for many of them, supplementary school instruction is just a job. While they may be devoted to the concept of teaching, they have little real institutional commitment, certainly very little personal investment—an average of six hours per week per school.

Most teachers lack sufficient Jewish knowledge to teach Jewish subject matter. Most lack necessary Jewish pedagogic training to do so effectively. Generally, they do not invest enough time in preparation and in the necessary contact hours to make their teaching efforts successful.

The large majority of teachers teach two years or less in the same school, making it impossible for them to establish lasting relationships with children and parents. Most are under 35 years of age. Hardly any teachers are 50 years old or older. Moreover, they lack the status of a real profession and are not accorded such by their respective congregations. As a group, teachers do not provide the mature Jewishly knowledgeable models needed by parents and pupils.

The problems deriving from the deficiencies of their backgrounds, their lack of preparation for their specialized tasks and the time available to them to devote to their work are compounded by the special needs of pupils. Given what we know about the needs of children and youth in today's open society and the nature of their home backgrounds, one must question the ability of these teachers to succeed in educating Jewish children for optimal levels of Jewish knowledge, Jewish involvement, and Jewish attitudes.

Principals

Supplementary school principalship in the 1950's and 1960's was generally a full-time profession. With the decline in school enrollment, this is no longer the case. Only 37% of the principals in our sample devote full time to their principalship. While they are intelligent, concerned professionals, committed to improving the quality of Jewish life through Jewish education, their educational backgrounds vary considerably. In light of the current challenges of Jewish supplementary education, the majority

of them lack the necessary Judaic knowledge, pedagogic expertise, supervisory know-how and the needed time for instructional leadership and staff development.

For most principals, their administrative work in a Jewish school is a supplemental job. In some cases, principals arrive at school with the teachers—a few minutes before classes begin—and, in several instances, when school is already in session. Most often, they leave immediately after school is over.

Principals are not accorded the status that the position of principalship deserves. Among other things, this limits their ability to be effective educational leaders. While they believe that their goals for pupil achievement are realistic, principals are frustrated by the lack of parental and synagogue support to meet the goals. This, they feel, is the greatest impediment to progress in their respective schools.

Rabbis

Rabbis are intelligent, committed, well meaning, knowledgeable professionals who chose the rabbinate out of deep commitment to Jewish life. The current requirements of their positions are different from the needs of the rabbinate in the 1940's, 50's, 60's and even the 70's.

Tradition is a powerful mold of social and organizational behavior. And, so it is with rabbinical behavior regarding the Jewish supplementary school. In the past, rabbis with large enough, affluent enough congregations delegated the Jewish educational function of their synagogues to other professionals.

Given the current condition of synagogue life, the reality is that many rabbis have no choice but to be involved either as rabbi-principals or as teachers or "finalizers" of Bar/Bat Mitzvah training. "If we want to look good, the Bar/Bat Mitzvah has to do well and look good," one rabbi said in one of the interviews.

The rabbi, by virtue of his position, is a key member of the board of education. Although he generally has no special preparation in Jewish education, the lay leaders look to him for guidance—to set the curricular or philosophic goals for the school and to advise them on the progress and problems of the school—even when the school has a principal. Yet, for most rabbis, involvement in educational programming is peripheral to their rabbinic roles.

Lay Leaders

Since the supplementary school is not a free standing institution, it is accountable to its parent organization. As such, synagogue lay leader-

ship plays a significant role in its direction and support. The lay leaders in the power structure of the synagogue are not generally members of the education committee, a fact which reflects the real value the synagogue places on its Jewish education programs and the support it gives its school.

The attitude of synagogue officers and trustees is not much different than that of school board members to Jewish education under its auspices. They all seem interested in the progress of their schools and the quality of the programs. They have similar program goals for the school. However, the synagogue trustees are significantly less knowledgeable about the school than the school board members. They do not consider the school a priority activity of the synagogue, and do not seem ready to increase financial support to the educational program—a fact that both the principals and school board members bemoan.

Pupils' Jewish Knowledge, Involvement and Attitudes

These findings are based upon the Inventory scores of 3,715 pupils.

The levels of Jewish knowledge, Jewish involvement and Jewish attitudes of pupils are significantly lower than expected by the principals.

The scores on the Inventory demonstrate that the schools do a poor job in increasing Jewish knowledge in all subject areas. They show no success in guiding children towards increased Jewish involvement. And, they demonstrate an inability to influence positive growth in Jewish attitudes.

Overall, the Jewish supplementary school has an homogenizing effect upon student achievement. Pupils show very little increase in Jewish knowledge from grade to grade. Their Jewish involvement and Jewish attitudes decreased each year from Hebrew grade two to Hebrew grade six. Pupils in Hebrew school grade six (public/private school grade eight) know less, are less Jewishly involved, and have less positive attitudes to Jewish life than children in Hebrew school grade five.

Studies in general education have shown that twelve to thirteen year-old children are at an age where it is very difficult to motivate their learning by ordinary teaching methods. Our Study shows that, indeed, this may be one of the factors (along with the anxiety involved in Bar/Bat Mitzvah preparation) that inhibits the Jewish learning and involvement of students in Jewish supplementary schools during their puberty and early adolescent years.

Students who continue in supplementary school beyond Bar/Bat Mitzvah age exhibit a much higher increase in Jewish knowledge, involvement and attitude over the pre Bar/Bat Mitzvah year than do pupils from year to year in the earlier grades.

There is no relationship between school size or school location and the Jewish knowledge, involvement or attitudes of pupils. There is also no relationship between sex of students and their scores in these three areas.

Surprisingly, given the construct of the Jewish supplementary school, there is no relationship between the number of weekly hours of classroom instruction and the level of Jewish knowledge, involvement and attitudes of pupils. Moreover, there is no significant relationship between the Jewish involvement of pupils or their attitudes and their Jewish knowledge scores. These findings confirm research studies that indicate that high achievers often do well in cognitive activities irrespective of their attitude towards the subjects they are studying.

Nevertheless, the low Inventory scores in Jewish involvement and attitudes, reinforced by the findings of our interview/observational procedures, strongly suggest that attitudes of parents towards the Jewish education of their children and the level of parental involvement in the school program are crucial to the learning behavior and/or learning capacity and attitudes of pupils toward Jewish schooling. Taken together with the inadequate preparation of synagogue school personnel and their lack of expertise in curriculum development, the lack of parental involvement creates a condition of crisis proportions.

Curriculum

One of the concomitants of an effective school is its written curriculum. This dimension of the Jewish supplementary school is woefully lacking. By and large, schools do not have clearly stated missions. They do not have well articulated curricula; nor do they follow the curricula of their respective ideological movements. Instead, schools—or teachers—develop their own curriculum outlines incorporating “aspects of various curricula that fit our needs.” It is clear that teachers and principals lack needed expertise in curriculum development.

There is a lack of shared vision regarding the goals of the school program. Principals and teachers perceive their school’s objectives rather broadly—incorporating a variety of subject matter from Jewish Holidays and Jewish Life Cycle—to Jewish History and Jewish Current Events. On the other hand, rabbis, parents and lay leaders’ perception of the most important curricular goals are limited to functional synagogue observance. For the rabbis, this is obviously important because of their special relationship to synagogue ritual. For parents and laity, synagogue related subjects and development of Jewish involvement and Jewish attitudes are an expression of their Bar/Bat Mitzvah orientation.

There is no relationship between subjects taught and the curricular goals articulated by the professional leadership of the school. To be sure, the curriculum is viewed as irrelevant by most parents and pupils. The scores on the Inventory clearly demonstrate that the Jewish knowledge, involvement and attitudes of pupils are much below the expectations of the rabbis and lay leader as well as principals and teachers. They seem to reflect the lowest common denominator of expectations.

One of the reasons for the low scores on Jewish knowledge is insufficient "time on task." Many synagogues which traditionally provided six hours of instruction per week have reduced this requirement. Moreover, even six hours per week for 30-35 weeks per year are insufficient to transmit the necessary knowledge, values and skills to meet the goals and expectations of principals. Trying to accomplish too much (10 subjects and experiential activity) in too little time is counter-productive.

Pupils in Jewish supplementary school are exposed to formal Jewish school instruction from 90 to 210 hours per year during the first six years of their Jewish education, for a total of 540 to 1260 hours of schooling prior to Bar/Bat Mitzvah. This compares to 1080 hours per year and 6480 hours of public/private school instruction, grades 1-6, and to 720 hours of Jewish Studies per year and 4320 hours, grades 1-6, in Jewish day schools. In addition, pupils in public/private schools and Jewish day schools invest substantial hours of study in homework assignments, something that pupils do not do in Jewish supplementary schools.

Effective Schools Research underscores the importance of the quality of time spent in instruction. Classroom observations by members of the Study Team indicate that considerable instructional time in the supplementary schools is spent on non-learning activities.

Recommendations:

Towards Developing A Supplementary Education Action Plan

Dramatic change is needed in the Jewish supplementary school in order that it be responsive to the religious, social, educational and developmental requirements of students and their families. The following suggestions for school reform should be treated with utter seriousness, as points of departure to be piloted in several schools at a time. Upon validation and modification, the changes can be incorporated in the rest of the supplementary schools.

An action plan for experimentation with the recommendations would

be the necessary first step in implementing them. The design of the action plan should be field-based and incorporate input from the various segments of the Jewish supplementary school community.

The implementation process should include a variety of strategies such as regional conferences, group seminars, individual synagogue workshops and intensive long-term inservice education programs.

1. *Transform the Educational Thrust of the Synagogue From Supplementary Schooling for Pupils to Jewish Family Education.*

- a) Refocus synagogue education from schooling of the young to education of all members of the family.
- b) Design new organizational structures for the synagogue to accomplish the above. In the new structures, for example, all synagogue professionals including the rabbi, principal, teachers, youth leader and cantor would become members of a family educator team with the rabbi assuming the role of Judaic content leader.
- c) Sensitize and re-educate synagogue lay leadership regarding the family focus of synagogue education and the changing roles of synagogue professionals.
- d) Educate parents regarding the family focus of synagogue education.
- e) Orient rabbis to the family focus of synagogue education and their potential involvement in family education programs.
- f) Encourage rabbinic seminaries and educator training institutions to incorporate Jewish family education components in the pre-service training of rabbis and educators.
- g) Involve Jewishly knowledgeable social workers with expertise in family education and group work in planning and implementing Jewish family education programs. Involve schools of social work in the process of retraining synagogue professionals as Jewish family educators.

2. *Provide Opportunities for Increased Formal and Informal Educational Exposure for Pupils*

The following recommendations are grouped according to public/private school grades in order to accommodate the educational, social and emotional needs of pupils at their various stages of development. Curriculum and instructional approaches must be adjusted for each level.

- a) *For all grades*
 - i. Integrate informal educational activities into the school curriculum.
 - ii. Articulate curriculum between all grades and school levels.
 - iii. Define essential goals for each grade level; design appropriate curricula to implement these goals; and provide sufficient time to the basic subjects of the school program.
- b) *For Primary Grades K-2: 5-7 year-olds*
 - i. Initiate intensive Jewish family education programs during this period when parents are most receptive.
- c) *For Elementary Grades 3-5: 8-10 year-olds*
 - i. Initiate parallel educational programs for parents in Hebrew language and basic Jewish life skills. (This would increase opportunities for shared learning experiences by family members.)
 - ii. Integrate Jewish summer educational camping into school program.
- d) *For Intermediate Grades 6-8: 11-13 year-olds*
 - i. Introduce *Weekend Fellowship Programs* involving study and informal activity. This can best be accomplished by eliminating one or two weeks of midweek supplementary school per month. One weekend Shabbaton each month for nine months per year should be scheduled in place of these school days. Accommodation should be made for students participating in the Bar and Bat Mitzvah celebrations of their peers as part of an overall "shul-in" program whereby pupils spend the entire weekend in the synagogue including lodging (in sleeping bags), Shabbat meals and cultural, religious and recreational activities.
 - ii. To staff the fellowship programs the respective rabbinical seminaries and Jewish Teacher Institutes should require students to participate as Shabbaton leaders as part of their rabbinic training. (This arrangement would, in essence, accomplish two objectives. It would facilitate the implementation of the weekend fellowship program and, at the same time, provide valuable internship experience to rabbinical and educational students.)
 - iii. Integrate synagogue youth programs into the curriculum.
 - iv. Continue to integrate Jewish summer education camping into the school program.

- v. Encourage Bar/Bat Mitzvah family pilgrimages to Israel in addition to celebration.
- e) *For Senior High School Grades 9-12: 14-18 year-olds*
 - i. Continue weekend fellowship program for post Bar/Bat Mitzvah students.
 - ii. Integrate synagogue youth programs into the formal high school program.
 - iii. Include social service as an integral part of the high school curriculum.
 - iv. Continue to integrate Jewish summer educational camping into the school program.
 - v. Integrate Israel experiences—with pre-tour and post-tour educational components—for high school students.
- 3. *Train and Retrain Professionals for Effective Instructional Performance and Family Education*
 - a) Provide training for teachers and principals who require more Judaic knowledge.
 - b) Provide in-service programs in educational methodology for teachers and principals emphasizing the confluence of formal and informal approaches.
 - c) Provide in-service education for principals in instructional supervision and staff development.
 - d) Train teachers and principals in curriculum development to utilize existing ideological curricula, to adapt them to their local needs and to develop new programs.
 - e) Train synagogue professionals as Jewish family educators.

An ideal solution would be that all teachers and principals would become full-time Jewish Family Educators, working in tandem with rabbis, cantors, youth directors, and youth leaders for the Jewish education and involvement of all members of the family. The ideal posits that the salary level of the Jewish Family Educator would make this an attractive position, competing with other professions open to talented young Jews. The ideal, however, must be tempered with realism. The synagogue and the Jewish community may not yet be ready for such a giant step—even though it would make possible a needed, dramatic improvement in the role of Jewish schooling under synagogue auspices.

The realistic solution suggests that one or more teachers,

depending upon the size of the school, together with the principal become full-time Jewish Family Educators and join the rabbi, cantor and youth director as part of a Jewish Family Educator Team. The other teachers would, of necessity, be avocational teachers, part-time instructors or para-professionals, working under the guidance of the full-time principal and full-time teachers. The number of full-time teachers should be determined by an enrollment formula as follows: A full-time principal or principal/teacher (read Jewish Family Educator) will be employed in all schools. In addition, a full-time teacher (read Jewish Family Educator) for the first fifty students, and a full-time teacher (read Jewish Family Educator) for every hundred students thereafter.

4. *Develop Educational Career Opportunities for School Personnel*

- a) Make all principalships full-time or nearly full-time and provide commensurate compensation and fringe benefits.
- b) Provide full-time or nearly full-time positions to one or more teachers in each synagogue with commensurate compensation and fringe benefits.
- c) Develop teacher incentive programs for qualifying personnel to include recognition of in-service training and growth in Judaic knowledge and pedagogic skills.
- d) Provide additional time and compensation to teachers and principals to make possible their involvement in curriculum development and Jewish Family Education activities.
- e) Develop career ladder programs for instructional personnel in order to attract and retain qualified professional teachers and reward longevity and meritorious service.

Epilogue

Implementing the recommendations of this Study may, at first, seem like an impossible dream. Effective implementation will depend upon a sense of urgency, an unswerving conviction to make necessary changes and a firm belief that they can happen.

It will require strong willpower, much effort and substantial financial support to realize the recommendations.

Certainly, the current problems are severe enough and the cause important enough to elicit real partnership in responding to the challenges before us—in turning problem into promise and in propelling promise into reality.

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JEWISH SCHOOL DEMOGRAPHY IN GREATER NEW YORK*

I. INTRODUCTION

Jewish school demography involves the quantitative aspects of Jewish education. These include status of pupil enrollment, enrollment trends and projections, number of schools, types of schools and school levels, and special characteristics of the school units.

For the purposes of this paper, educational demography embraces a variety of other data as well: number and nature of instructional positions, administrator and teacher salary levels and overall cost of Jewish schooling.

This presentation has two purposes: First, to briefly describe and analyze these essential features of the Jewish education enterprise in New York, and second, to consider the variety of Jewish communal challenges that emerge from a study of the data.

*This analysis is excerpted from a paper given by Dr. Schiff at the BJE Board of Directors Sunday Seminar on October 24, 1982.

II. SCHOOL ENROLLMENT - 1982-83

Overview of Pupil Enrollment

There are 113,000 children currently enrolled in Jewish schools in Greater New York.* Jewish school enrollment in the metropolitan New York area peaked in 1964, at which time there were 146,000 children enrolled in Jewish schools of all types. The current enrollment represents a 22.5% decline, significantly less than the 55% pupil population decrease for the North American continent as a whole during this period.

The reason for the difference between New York and the rest of the United States and Canada is the growth of the day school population in New York which we will explore later.

According to the Greater New York population study just completed for the Federation of Jewish Philanthropies, there are about 280,000 children of school age - 5 to 18 - in the Greater New York area. This means that 40% of all children of school age are currently enrolled in Jewish schools. However, this is not the sum total of children who will receive a Jewish education during their school-age lifetime.

Many children between ages 5 and 8 have not as yet enrolled in Jewish schools, and many children who were in school until age 13 are not continuing beyond Bar or Bat Mitzvah. I would estimate that another 20% of the children of school age, not included in the 113,000 figure, will, at some time in their educational lifetime, receive some form of Jewish schooling. All told, about 60% of the Jewish school age population will be exposed to a formal Jewish education experience.

Enrollment in the City and Suburbs

Of the current enrollment, some 69,500 children, or 61% of the pupils, are in schools located in city boroughs, and 43,500 or 38.5% of the enrollment are in suburban schools. This represents a 26% decline in enrollment in the city boroughs from 1964, and a 17% decline in the suburbs.

Given the growth pattern of the suburbs after World War II, one would think that there would be a continuous increase in school population. This apparently has not been the case. The division of enrollment between city and suburbs has been relatively constant over the years.

* There are currently an estimated 5,000 children enrolled in Jewish day schools that are not officially reported to the BJE. Beginning with the 1983-84 BJE Enrollment Report, this population will be incorporated into the annual enrollment report. This paper, however, consistent with past practices, does not include this N-12 student population.

In 1964, 64% of the children were in the city and 36% were in the suburbs - a distribution not much different from the current enrollment in city and suburbs.

Table 1

JEWISH SCHOOL ENROLLMENT, ACCORDING TO GEOGRAPHY

City Boroughs:	69,500	(61.5%)
Suburbs:	43,500	(38.5%)
TOTAL:	113,000	

Types of Schools

New York is unique. It is the only city in the United States with more day school enrollment than supplementary school population: 58,500 pupils (51.7%) in day schools and yeshivot, and 51,500 (45.5%) in supplementary schools. Secondly, one notes that the day school is essentially an urban phenomenon. The day schools and yeshivot account for 78% of the city enrollment and only 10% of the suburban enrollment.

All told, only 4500 children in the suburban communities of Westchester, Nassau and Suffolk counties are enrolled in day schools. This is a relatively small amount of children exposed to Jewish all day education. If one considers the fact that 521,000 Jews reside in these counties (according to the N.Y. population study), the ratio of day school students to the population is .09%.

And in the New York boroughs, with a Jewish population of 1,033,000, there are 54,000 children in day schools, for a 5.3% ratio, six times as many as the suburbs.

The low percentage of day school enrollment in the suburbs suggests a much needed intensification of pupil recruitment activity by the BJE office of Communication and Public Information, in conjunction with FJE's Scholarship Incentive program for new day school enrollees.

TABLE 2

ENROLLMENT, ACCORDING TO TYPES OF SCHOOLS

	<u>City</u>	<u>Suburbs</u>	<u>Total</u>	
Day Schools:	54,000	4,500	58,500	(51.7%)
Supplementary Schools:	13,000	38,500	51,500	(45.5%)
Independent Early Childhood Programs:	<u>2,500</u>	<u>500</u>	<u>3,000</u>	(2.8%)
TOTAL	69,500	43,500	113,000	

Comparative Enrollment Trends

Table 3 shows the differential enrollment patterns of day schools and supplementary schools.

Jewish day school enrollment increased dramatically until 1964, a trend that began in the early 1940's. Between 1964 and 1971, the day school population grew slowly. During the next six years it levelled off, and since 1977, day school enrollment has demonstrated increases of about 2-3% each year.

The supplementary school pupil population demonstrated rapid increase during the post-World War II years and peaked in 1964. Thereafter, it has declined annually between 2 and 6%.

Overall, day school enrollment increased 63% - from 36,000 to 58,500 pupils - between 1964 and 1982. During the same period, supplementary school enrollment decreased 48% - from 100,000 to 51,500.

The New York enrollment profile is not unlike the rest of the continent. The differential day school/supplementary school pupil population pattern is a national phenomenon.

Excluding New York, supplementary school enrollment in North America peaked in 1962 at 450,000 and declined to 180,000 in 1982 - a decrease of 60%. During the same time, the Jewish day school population outside of New York increased by 72% (an increment somewhat more than New York) from 30,000 to 51,500.

The reasons for the differential growth are interesting to compare. In reality, the very factors that led to the increase of day school enrollment are the cause for supplementary school decline.

The reasons can be juxtaposed as follows:

Day School Increase

High birth rate (among Orthodox Jews, particularly Hasidim and ultra-Orthodox).

Ethnocentricity - increased Jewish awareness.

Single Parenthood (leads to enrollment in early childhood programs).

Immigration of Russian, Iranian and Israeli children.

Attitude towards schooling (critical reaction of parents to quality of education in public schools).

Supplementary School Decline

Low birth rate (among Conservative, Reform and unaffiliated Jews).

Intermarriage (low percentage of progeny of intermarrieds attend Jewish schools).

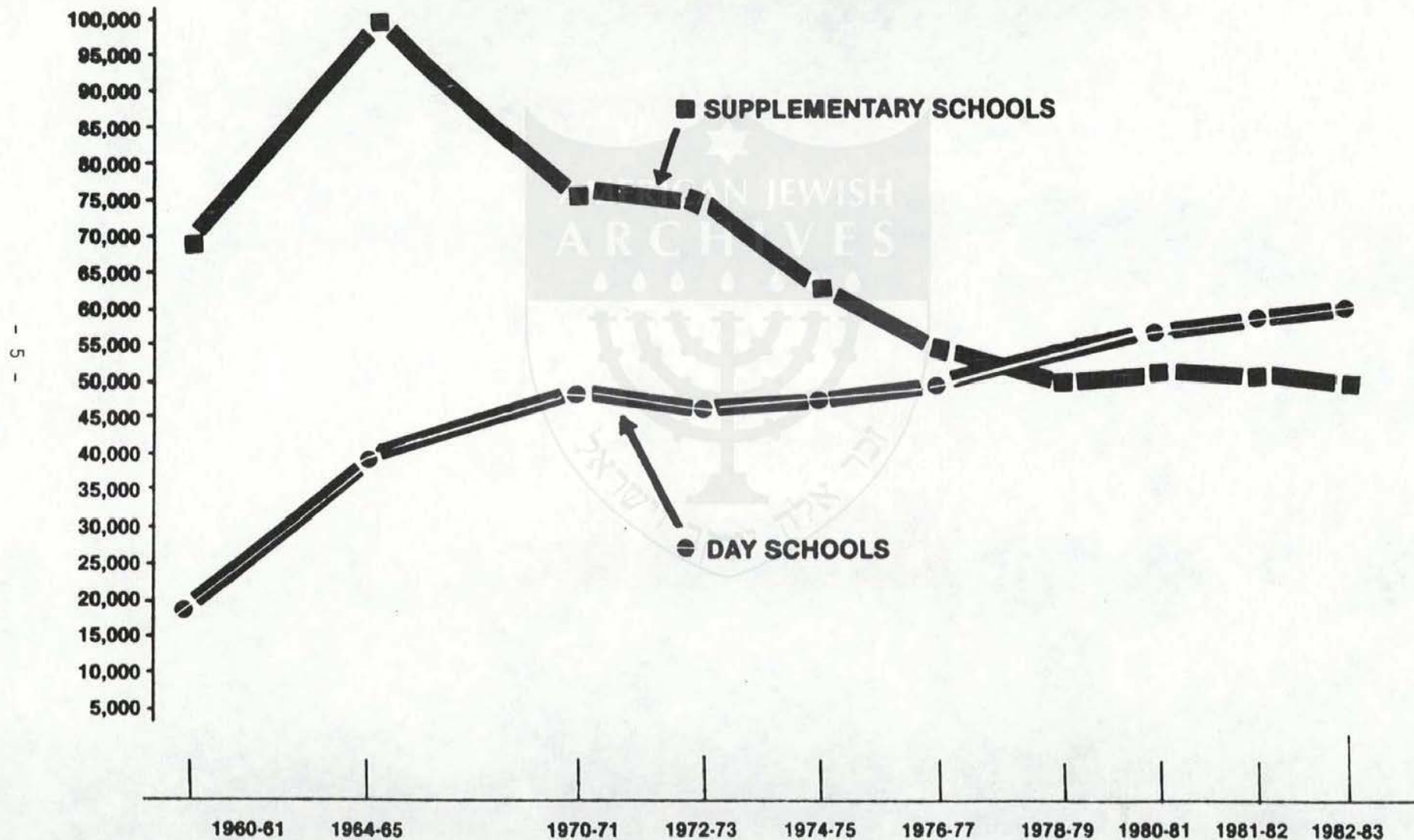
Broken families (causing difficulties regarding residence and transportation).

Outmigration to suburbia and exurbia (young people feel comfortable without synagogue affiliation).

Attitude towards schooling (apathy of parents to Jewish education).

TABLE 3

JEWISH SCHOOL ENROLLMENT GREATER NEW YORK AREA



For both types of schools, tuition and membership fees hamper enrollment. On the other hand, BJE's Survival Through Education Drive (our annual pupil recruitment campaign during the month of September) has been a significant factor in enrolling new children in both day and supplementary schools. The pupil subsidy aspect of the Survival Drive has been especially helpful in overcoming the problem of tuition fees for initial enrollments. Between 1974 and 1982, between 560 and 1,000 children have been enrolled each year as a result of the Drive.

While the overall decline is disheartening, there are several positive features of the enrollment pattern.

In 1982, 51.7% of the total pupil population is enrolled in Jewish day schools compared to 24.5% in 1964. Moreover, the number of children in early childhood programs and high school classes has increased appreciably. This will be analyzed later on in our discussion.

Prospects for the 1980's and 1990's

To plan effectively for the coming years, we have to consider the enrollment patterns just presented together with demographic projections. If the data of the 1982 New York Population Study are correct, there will be dramatically fewer children in Jewish schools during the next decade. According to the population study, there are 100,200 children between the ages of 10 and 14 in Greater New York. At the same time, there are only 66,000 children ages 0-4.

This means that despite the high birth rate among the Hasidim and sectarian Orthodox, there will be significantly fewer pupils in early childhood programs, elementary school classes and high schools. Particularly affected will be the supplementary schools.

The New York population study indicates that alone among the boroughs and counties, the 0-4 year-old population in Manhattan is growing. BJE's Survival Drive results support this finding. Essentially, these data indicate the need to plan for more early childhood and elementary school programs in Manhattan for the next decade.

On the other hand, the data point to a dramatic decline in the number of children in Queens, Nassau, Suffolk and Westchester. In these counties, there are 64,000 children, ages 10 to 14, and only 32,000 children 0-4 years old. This means that in 1990 there will be half as many pupils in nursery, kindergarten and elementary classes as are currently enrolled. The planning implications of this phenomenon are clear.

TABLE 4

NEW YORK CHILD POPULATION BY AGE AND GEOGRAPHY*

<u>Age</u>	<u>Bronx</u>	<u>Manhattan</u>	<u>Brooklyn</u>	<u>Queens</u>	<u>Stat.Is.</u>	<u>West.</u>	<u>Nassau</u>	<u>Suffolk</u>	<u>Total</u>
0-4	2,200	7,500	21,800	7,500	2,400	5,000	11,400	8,200	66,000
5-9	1,700	5,000	27,300	8,100	2,800	7,000	13,300	16,400	81,600
10-14	2,500	10,000	20,900	15,500	3,000	11,000	15,800	20,700	99,400
15-19	3,400	9,800	17,800	16,800	2,600	10,700	20,000	18,000	99,100

* According to New York Population Study

Ideological Orientation

Ideologically, New York is again atypical. Slightly more than 53% of the total enrollment is in schools under Orthodox auspices (compared to 15% on the rest of the continent). Twenty-four percent of the pupils are enrolled in Conservative schools and 21% are in Reform synagogue schools. Secular, Yiddish, communal and independent unaffiliated schools account for about 2% of the enrollment.

Almost 95% of the day school pupil population is in Orthodox sponsored schools. On the other hand, about 95% of the supplementary school enrollment is found in schools under Conservative and Reform auspices - equally divided.

If the current enrollment trends continue, the next decade will see significant increases in the Orthodox school enrollment. The need for BJE services to Orthodox schools will continue to grow during the next decade. At the same time, services for Reform and Conservative schools must be strengthened to help them meet new pupil needs such as those demonstrated by single-parent children.

According to the 1980 U.S. census figures, 20% of all children in the U.S. now live in single-parent homes. Some demographers estimate that as many as 50% of those who are children during the 1980's will reside four or more years in single-parent homes. This dramatic statistic has obvious implications for the Jewish school. To be sure, there is one school, 75% of whose enrollment is composed of single-parent children.

TABLE 5

IDEOLOGICAL ORIENTATION

Conservative:	27,500	(24.3%)
Orthodox:	60,500	(53.5%)
Reform:	23,000	(20.3%)
Other:	2,000	(1.9%)
TOTAL:		113,000

School Levels

The distribution of enrollment among the three school levels has changed significantly over the last two decades. The most dramatic changes have occurred in the pre-school grades whose population has almost doubled in the last twelve years. Elementary school enrollment decreased by 20% during the same twelve year period, and dropped 42% between 1964 and 1982.

The high school population increased by 12% between 1964 and 1970 and declined slightly from 1970 to 1982. It is clear the high school years are a crucial period for identity formation. Research has shown that without the reinforcement of Jewish learning during adolescence, elementary school, no matter how intensive, is practically of no avail in shaping Jewish adult behavior patterns.

Moreover, our uncertain times require sound post-elementary Jewish educational experience. According to an outstanding authority on teenagers, loneliness is a common theme of adolescents in our society. They are discouraged by a culture where there is "nothing to hang on to.... kids need a mentor or a patron. Teachers used to do this, but they do it less because they're worn down, bitter and paranoid."

Meeting the needs of Jewish adolescents via teachers who care and can help them mature into productive Jews should be a primary Jewish communal concern. This concern can be best translated into a positive response by enriching and expanding the Jewish day high school, improving the attractiveness of supplementary Jewish high school programs, and providing incentives to enroll in all kinds of high school programs. (The new Gruss scholarship program for Jewish secondary education is such an idea.) We must also give more thought to developing a system of regional supplementary schools supported by the community, and find ways to remove barriers between formal and informal Jewish educational activities on the junior high school levels.

The early childhood growth is attributable mainly to two factors: 1) high birth rate among day school parents, particularly the sectarian Orthodox; and 2) single parents who chose to enroll their children in full day nursery and kindergarten programs. Here, in addition to providing Jewish experiences for children, early childhood education can provide an important service by developing programs in Jewish parenting.

TABLE 6

	<u>SCHOOL LEVELS</u>			<u>% Change</u>
	<u>1964</u>	<u>1970</u>	<u>1982</u>	<u>1970-1982</u>
Pre-Elementary:	8,894	9,295	18,400	+ 97.9%
Elementary:	117,038	92,241	74,100	- 19.6%
High School:	19,795	21,294	20,500	- 3.7%
TOTALS:	145,721	122,830	113,000	- 8.00%

Number of Schools and School Units

There are 594 schools in Greater New York, a decline of 120 schools since 1964. The number of day schools grew during this period from 130 to 194 schools, while the number of supplementary schools declined from 567 schools to 363.

The 594 schools comprise some 899 school units. For example, while a day school might be considered one school for purposes of enrollment statistics, it may comprise 3 discrete administrative units: the early childhood department, the elementary school, and the high school. Many day schools have more than one level of schooling. Similarly, a significant number of synagogue schools have separately administered early childhood and high school units in addition to their elementary school programs. (Parenthetically, it should be noted that BJE deals with the discrete school units in providing services.)

TABLE 7

NUMBER OF SCHOOLS AND SCHOOL UNITS

SCHOOLS

Day Schools:	194
Supplementary Schools:	363
Independent Early Childhood Programs:	37
TOTAL:	<u>594</u>

SCHOOL UNITS

Early Childhood Programs: 190

Elementary Programs

Day School:	137
Supplementary School:	357
TOTAL:	<u>494</u>

High School Programs

Day School:	75
Supplementary School:	140
TOTAL:	<u>215</u>

GRAND TOTAL: 899

School Size

The size of schools has changed dramatically during the past two decades. The average day school size has increased significantly and now has 253 pupils while the average supplementary school enrollment is 146, a decrease of 50% from 1964.

The decline in supplementary school enrollment has resulted in many small, unviable schools. To be exact, there are 179 supplementary schools with fewer than 100 pupils. More than half of these have fewer than 50 students.

The Small, and Small Small Schools

The trend regarding small schools is interesting to observe. Since 1964, when the decline in enrollment set in, small schools with less than 100 enrollment began to proliferate. The number of small schools peaked in 1978, with 219 institutions having enrollments of fewer than 100 children. In 1982, however, there are only 179 small schools. This decline is due to several factors, the main one being the demise of some schools with enrollments significantly below 50. In addition, several small schools increased their enrollments to more than 100 pupils. Finally, in the 1970's, specifically from 1974 to 1977, BJE (with the help of grants from the Program Development Fund -- the predecessor of FJE) made several attempts to amalgamate small schools into larger units, even publishing a manual on consolidation. Although some 26 schools were helped to merge into 11 units, on the whole, these efforts met with only modest success.

The question is - will the enrollment of the small schools continue to erode until there are almost no small schools left by 1990? Or will they maintain small enrollments, in which case we have a responsibility to help make and keep them viable.

The role of synagogues in fiscally maintaining their respective small schools is crucial. Unquestionably, synagogues will have to assume greater financial responsibility for these schools.

Because small schools generally have only part-time supervision or no supervision at all, they require considerable outside help. This calls for special communication with the rabbinic and lay leaders of synagogues operating such schools.

TABLE 8
SCHOOL SIZE

<u>Average School Size</u>			
Day School: 253			
Supplementary School: 146			
<u>Number of Schools with Fewer Than 100 Pupils</u>			
	<u>50-100</u>	<u>Fewer Than 50</u>	<u>Total</u>
Day Schools:	27	18	45
Supplementary Schools:	<u>78</u>	<u>101</u>	<u>179</u>
TOTAL:	105	119	224

III. JEWISH SCHOOL PERSONNEL

Jewish education is a labor intensive enterprise. The overwhelming costs for Jewish schooling are for personnel. There are approximately 8,445 teaching positions in Greater New York. About half of these are "full-time" - 20 hours or more of instruction in day schools and early childhood programs and 12 hours or more in supplementary schools.

The 1500 "full-time" Jewish Studies teachers in the day schools comprise the largest single group of "full-time" teachers. The 1900 General Studies instructors in the day schools constitute the largest group of part-time teachers. Many of these are public school teachers who teach junior high and high school subjects in the yeshivot and day schools after public school hours.

Teaching in supplementary school is largely a part-time profession. Most supplementary school teachers teach less than 12 hours per week. Even for those who teach more than 12 hours per week, supplementary school instruction is not a full-time livelihood. Teachers in supplementary schools are generally either housewives, students, or teachers in public school or day school who supplement their earnings with afternoon Hebrew school teaching.

Most nursery and kindergarten teachers teach more than twenty hours per week. All administrators of ECE programs are full time.

The overwhelming majority of day school principals and almost all executive directors are full time. In contrast, only 20% of the principals in supplementary schools are full time. Part-time administration in synagogue schools is a growing phenomenon. More and more, rabbis are assuming this responsibility along with part-time personnel who teach in day schools or public schools in the morning and early afternoon hours. Clearly, here the challenge is to provide in-service training to these part-time personnel.

TABLE 9
SCHOOL PERSONNEL: NUMBER OF EDUCATORS

	<u>FULL-TIME*</u>	<u>PART-TIME**</u>
Early Childhood Teachers	800	700
Early Childhood Directors	200	---
Day School (Elem. & High School)		
Judaic Studies Teachers	1,500	600
General Studies Teachers	550	1,900
Supplementary School Teachers	600	700
Day School Principals/Assistant Principals	310	100
Supplementary School Principals	70	270
Day School Administrators/Executive Directors	135	10
TOTAL	4,165	4,280

* ECE/Day School = 20 Hours; Supplementary School = 12 Hours

** ECE/Day School = Less than 20 Hours; Supplementary School = Less than 12 Hours

The Economic Dimensions of the Education Profession

To say that the Jewish education professional is grossly underpaid is a "gross" understatement! Annual salaries for full time teaching range from \$4500 to \$30,000 depending upon the type of institution, teaching load, teacher credentials, age and experience. The average full-time day school teacher earns \$15,500 per year. This compares with \$21,000 for their public school counterparts who also receive significantly more fringe benefits.

Supplementary school teachers who instruct 12 hours or more earn between \$4,000 and \$15,000 with a mean salary of \$10,500.

The salaries of full-time principals and executive directors in day schools range from \$15,000 to \$60,000, averaging \$30,000. This compares with a salary range of \$24,000-\$50,000 for public school principals, whose average annual wage is \$35,000.

The differential wage pattern between teachers and principals is one of the main reasons many teachers desire to leave teaching and become principals. The low, unattractive compensation for teaching has created a critical teacher shortage which must be addressed immediately.

TABLE 10

SCHOOL PERSONNEL: SALARY RANGES

<u>FULL-TIME TEACHERS</u>		<u>AVERAGE</u>
DAY SCHOOLS	\$ 4,500 - 30,000	\$15,500
SUPPLEMENTARY SCHOOLS	\$ 4,000 - 15,000	\$10,500
<u>PRINCIPALS & EDUCATIONAL DIRECTORS</u>		
DAY SCHOOLS	\$15,000 - 55,000	\$30,000
SUPPLEMENTARY SCHOOLS	\$ 8,000 - 35,000	\$18,000
<u>ADMINISTRATORS & EXECUTIVE DIRECTOR</u>		
DAY SCHOOLS	\$15,000 - 60,000	\$30,000

COST OF JEWISH SCHOOLING

Jewish education is big business by any yardstick. Annual expenditures in Greater New York for early childhood, elementary and high school programs amount to about \$188 million. If we add to this figure the cost in the New York area of mesivtot and kollelim, rabbinic seminaries, college level programs, Hebrew teachers programs, graduate university programs in Judaica, informal Jewish education programs, adult and family education activities and Jewish camping programs, close to one-quarter of a billion dollars is expended annually in Greater New York for formal and informal Jewish educational programming.

TABLE 11

COST OF JEWISH SCHOOLING

<u>Type of School</u>	<u>Average Per Capita Cost</u>	<u>Number of Pupils</u>	<u>Total</u>
Day School	\$2,500	58,500	\$146,250,000
Supplementary School	\$ 700	51,500	\$ 36,050,000
Independent Nurseries	\$2,000	3,000	\$ 6,000,000
TOTAL:			\$188,300,000

It is estimated that about 50% of the total cost of early childhood, elementary and high schools is offset by tuition fees. That leaves a deficit of about \$96M to be raised annually by the various institutions - an amount equal to the annual receipts of the Greater New York UJA-Federation Campaign.

The organized New York community's share in funding - from Federation and FJE - is about 2.6% of the total annual expenditures for Jewish education.

IN SUM

The data on enrollment trends, types of schools, Jewish school personnel and cost of Jewish education should be instructive as the Jewish community strives to improve the quality of Jewish schooling and enhance its availability to all Jewish children and youth.

The facts clearly underscore the need for increased support of Jewish education, for more effective interpretation of the centrality of Jewish education to Jewish life and for stronger advocacy of quality services to Jewish schools and personnel. This threefold challenge requires that we respond as creatively and effectively as possible.



BOARD OF JEWISH EDUCATION OF GREATER NEW YORK
426 West 58th Street, New York, NY 10019

A BENEFICIARY OF THE UJA/FEDERATION CAMPAIGN

*Community
*N.Y.C. Consultation

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Interview with Commissioner Dan Shapiro

Date of Interview: April 27, 1989
Location: Dan Shapiro's office
Interviewer: Art Rotman

Duration: 1 hour

General observations: While not familiar with the field, Dan is very committed to the importance of ensuring Jewish continuity, and accepts fully the premise that a well-educated Jewish community will ensure such Jewish continuity. Dan is a good listener, and expresses himself clearly and succinctly. Because of this, the interview covered material which ordinarily would have taken much longer.

Re: June 14, 1989 meeting: DS will be at the meeting.

DS was not at the last meeting. The early part of the interview was spent in reviewing the decisions of that meeting. DS understands and accepts the distinction between the enabling and programmatic options. He also accepts the priority of dealing primarily with the enabling options.

DS has been past president of Federation in New York City. He is familiar with the work of the Gross Fund which has considerable resources. The Fund has, according to DS, done significant work in raising the salaries and benefits of teaching staff in the New York City area, primarily in day schools and, to a lesser extent, in secondary schools. DS recognizes that efforts in this area are helpful, but that they are not sufficient to achieve the goal of the commission in ensuring Jewish continuity. DS raised the question as to the "time frame" of the work of the commission. He feels that since one cannot foresee easily a span of more than about five years, the commission should work within a targeted time frame of 3-5 years.

AR described the work of the commission set up by the Federation in Cleveland. DS is not unfamiliar with the communal scene in Cleveland, as he is originally from that city and visits there frequently. At several points in the interview, DS made reference to translating the type of approach taken by the commission in Cleveland to the New York City situation. DS finds that the fund for Jewish education in New York City is "narrow-based." It has not successfully involved

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consultation

community lay leadership. We spent some time discussing the possibility of setting up some instrumentality (the IJE) in New York City. DS stressed that he could only see it effective if it involved all the major players, including the Gruss Fund, the Federation top leadership, synagogues, day schools, Ys, etc.

Properly done and with a sound process of involving all concerned and particularly with the "bait" of additional Foundation funding, DS felt that much could be done. He suggested that IJE be established in one of the geographic areas, for example, Long Island, and once success has been demonstrated there, move on to other areas in the City until the entire New York area is covered.

DS feels strongly that work on the community option is the highest priority. Not only would the other options "not work," but even the "personnel piece" would not be effective unless the top community leadership became involved. In order to get the participation of this leadership, there would have to be a high-profile and dramatic start to the work of the IJE.

In discussing the community option, DS cautioned that we not pay too much attention to "lip service." It has been his experience that there is much talk about Jewish continuity and Jewish education, but that these are not necessarily accepted as "fundamental principles."

After a discussion of some time, DS, at the end of the interview, indicated that he was still "fuzzy" on how we might grapple with the personnel issue. He understands that work needs to be done in raising salaries, benefits, and providing training experience. He also knows, as in any other enterprise, that the senior personnel determine the course of events. However, he is not sure that these efforts will in and of themselves create the body of well-motivated, well-educated and effective personnel which are needed.

DS pointed out that the IJE concept would only work if financing could be obtained from a "joint venture" of several foundations. In the light of New York's lack of success in the UJA Campaign, he was not sanguine that the community apparatus could come up with any funds for the purpose.

Summary: DS looks forward to the June 14 meeting, and hopes that the foundations represented on the commission will become involved in a significant way, as their participation is crucial.

M. G. re follow up ^{file} NY

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

DATE: 12/12/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

INTER-OFFICE
CORRESPONDENCE

I met with Steve Solender in New York on Monday, November 27, and we chatted about the GA, CJF and, also, the Commission on Jewish Education in North America.

Steve made a point of telling me how enthusiastic his current President, David Sachs, is about Jewish education. Apparently, after David attended our meeting in Cincinnati, he decided that New York should move forward with some kind of organized, systematic approach to Jewish education and Jewish continuity. He urged Steve to see that this starts moving as quickly as possible.

Steve asked me if we could be of any assistance, and I indicated to him that, alongside of JWB, JESNA and the CJF standing committee, headed by Phil Wasserstrom, we would be glad to provide assistance in anyway possible. Steve indicated that he might like me, and perhaps others, to visit with his top leadership in New York. I assured him I would be glad to do this.

TO: Morton L. Mandel FROM: Henry L. Zucker DATE: 1/5/90
NAME Mark Gurvis NAME Henry L. Zucker
DEPARTMENT/PLANT LOCATION _____ DEPARTMENT/PLANT LOCATION _____

SUBJECT: _____

Steve Solender talked with me on January 4th about the desire of the New York Federation leadership to develop a pilot project in Jewish education financed by the Federation and a number of foundations. Several suggestions have come to them about how to use the funds which everyone expects will become available.

Steve believes that the Federation should not react to these suggestions until they think out very carefully their total program. Timing is his concern. How to begin?

I suggested that a first step might be a meeting between Steve and his leaders and you and me to brief the New York leadership on what the Commission is doing and how it intends to implement its findings. This would be followed by a tie-in between the New York leadership and the Commission's follow-up mechanism.

What New York probably needs is a thorough Jewish education study along the lines of the Cleveland study, bringing together all the major actors to develop together a program for the improvement of Jewish education in the New York area.

The Commission's follow up with communities will no doubt take at least two forms: 1) the selection of site communities for very intensive follow up; and 2) counseling a substantial number of communities including all or almost all of the largest communities.

I told Steve that I would be in touch with him after you and I have a chance to discuss this.

INTER-OFFICE
CORRESPONDENCE

TO: New York UJA/Federation Leadership
FROM: Morton L. Mandel
DATE: February 16, 1990
SUBJECT: Planning Improvements in Jewish Education

Here are a few ideas which the New York leadership may wish to consider:

1. Is it timely now to organize in New York, a comprehensive planning committee, preferably sponsored jointly by the Federation and the religious congregations. Personnel would be drawn along the lines of the Commission on Jewish Education in North America, which includes communal and congregational leadership, professional and academic leaders, and other lay leaders who can be helpful in financing the recommendations of the committee. New York can draw on national agency personnel as well, because it is the headquarters for the national agencies. Emphasis should be on involving top community leaders in all categories. The chief objective should be to create an enthusiastic community climate for change and improvements in Jewish education.
2. A special effort should be made to maximize inter-agency cooperation, to overcome turf issues, and to build a wall-to-wall coalition, first among the community agencies, and then between the community agencies and the congregations. One element in this should be periodic meetings of the chief community agencies professionals to help build a fraternal relationship among them.

3. The New York committee should declare at the beginning its intention to be proactive; that is, to implement the recommendations which they develop. This includes taking responsibility to define the needs, to set priorities, and to raise the necessary funds.
4. The New York committee should relate closely in its operation to the North American Commission's implementation mechanism and to share ideas, utilize expertise, and discuss funding, especially in relation to key foundations.

It is not feasible now for the Commission to make commitments regarding potential community action sites. However, whether or not New York aspires to be or would be chosen to be a community action site, there is every advantage to a close working relationship with the Commission's implementation mechanism. New York, with its huge Jewish population and its leadership role in so much of the Jewish community enterprise, should be a leader among the communities throughout the country in showing the way to a brand new day for Jewish education in North America.

file New York

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SUBJECT: Planning Improvements in Jewish Education

Here are a few ideas which the New York leadership may wish to consider:

1. Is it timely now to organize in New York, a comprehensive planning committee, preferably sponsored jointly by the Federation and the religious congregations. Personnel would be drawn along the lines of the Commission on Jewish Education in North America, which includes communal and congregational leadership, professional and academic leaders, and other lay leaders who can be helpful in financing the recommendations of the committee. New York can draw on national agency personnel as well, because it is the headquarters for the national agencies. Emphasis should be on involving top community leaders in all categories. The chief objective should be to create an enthusiastic community climate for change and improvements in Jewish education.
2. A special effort should be made to maximize inter-agency cooperation, to overcome turf issues, and to build a wall-to-wall coalition, first among the community agencies, and then between the community agencies and the congregations. One element in this should be periodic meetings of the chief community agencies professionals to help build a fraternal relationship among them.

3. The New York committee should declare at the beginning its intention to be proactive; that is, to implement the recommendations which they develop. This includes taking responsibility to define the needs, to set priorities, and to raise the necessary funds.
4. The New York committee should relate closely in its operation to the North American Commission's implementation mechanism and to share ideas, utilize expertise, and discuss funding, especially in relation to key foundations.

It is not feasible now for the Commission to make commitments regarding potential community action sites. However, whether or not New York aspires to be or would be chosen to be a community action site, there is every advantage to a close working relationship with the Commission's implementation mechanism. New York, with its huge Jewish population and its leadership role in so much of the Jewish community enterprise, should be a leader among the communities throughout the country in showing the way to a brand new day for Jewish education in North America.

file Committee
New York

TO: Mark Gurvis
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 2/19/90
REPLYING TO
YOUR MEMO OF: _____

APZ

SUBJECT:

MLM and I had a very good meeting with the New York City Federation leadership on February 16. MLM made a very comprehensive presentation drawing on the work of the Commission and on the Cleveland Federation's organizational experience in this field.

The reaction was excellent and it looks like New York plans to move ahead.

The meeting was attended by Steve Solender, Dan Shapiro, Alvin Schiff, Mrs. Peck, who is very active in Jewish education, another woman who is the chairman of the Bureau of Jewish Education, and Jeff Solomon, the staff member of their domestic affairs committee.

We left them with the attached memorandum.



INTER-OFFICE CORRESPONDENCE

file New York

United Jewish Appeal-Federation of Jewish Philanthropies of New York, Inc.

130 East 59th Street, New York, New York 10022 (212) 980-1000 TELECOPIER (212) 888-7538

mg for myc file *HLZ INFO ~*

Stephen D. Solender
Executive Vice President

February 20, 1990

Mr. Morton Mandel
Chairman of the Board
Premiere Industrial Corporation
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mort:

I want to thank you for taking the time to meet with our community leadership last Friday. We found the meeting most useful.

It certainly helped us to more carefully consider our potential relationship with the Commission.

We will be taking next steps as soon as possible.

I am now convinced that you have taken a very important step forward in creating this Commission and in overseeing its development during the past several years.

We look forward eagerly to doing our part.

Please accept my best wishes and gratitude again for your availability.

Cordially,



SDS/eb



We give all the help you can give.

file New York
United Jewish Appeal-Federation of Jewish Philanthropies of New York, Inc.

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MG file

FEB 26 1990

Stephen D. Solender
Executive Vice President

February 21, 1990

Mr. Henry L. Zucker
Premier Industrial Corp.
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Hank:

Just a note to thank you for taking the time to meet with our leadership last Friday. We found the meeting most useful.

I am confident that we are now better positioned to work with the Commission.

We will be taking the next steps as soon as possible.

As usual, it is a pleasure to collaborate together.

Best wishes,

Cordially,



SDS/eb



We give all the help you can give.

United Jewish Appeal-Federation of Jewish Philanthropies of New York, Inc.

130 East 59th Street, New York, N.Y. 10022 (212) 980-1000 TELECOPIER (212) 888-7538

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Ernest W. Michel

March 27, 1990

APR 02 1990

Mr. Henry L. Zucker, Director
Commission on Jewish Education in North America
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Hank:

Thank you so much for sending me a copy of the paper that you produced for the Commission on Jewish Education under the title "Community Organization For Jewish Education: Leadership, Finance, and Structure."

I tried to reach you last week by telephone, but learned that you were in Israel. I am sorry I missed the March 15th deadline.

I was most impressed with the thrust of the paper. It makes eminent sense. I only have one suggestion:

How we reach out to lay leadership and set up appropriate mechanisms in large communities like New York, might differ significantly from the experience in Cleveland, Detroit or Baltimore.

We might have to operate on a regional or a functional basis. Some acknowledgment might need to be made in such a paper to reflect the realities we will face in New York, in meeting the objectives of the Commission.

Other accommodations might need to be made in the smallest communities who would face different local factors.



We give all the help you can give.

UJA-Federation provides social, cultural, health related, educational and other services to some four million people each year—in Israel, New York and 33 countries—through its network of overseas and local agencies.

I think if that addition could be included in the paper, it might help lay leadership to understand that models might have to vary slightly from community to community, depending on the size and other local considerations.

I also read the Minutes of the most recent meeting of the Commission and certainly feel that the Commission is on the right track.

We in New York look forward eagerly to working together in developing an appropriate action plan.

I look forward to discussing these issues with you when we are next together. Again my apologies for missing the March 15th deadline.

Best wishes.

Cordially,



Stephen D. Solender
Executive Vice President

AMERICAN JEWISH
ARCHIVES



MAG. ✓
SHH ✓

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

file New York
#682

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April 3, 1990

Mr. Stephen D. Solender
UJA-Federation of Jewish Philanthropies
of New York, Inc.
130 East 59th Street
New York, NY 10022

Dear Steve:

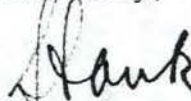
Thanks for your very thoughtful letter of March 27th.

Your point is well taken with respect to the New York community and the recognition that it is necessary to individualize among communities with respect to reaching out to lay leadership.

Unfortunately my paper was completed just before I left for Israel and it is too late to change it. However, I'll call your letter to the attention of our senior policy advisors and to the group which will be working to implement the recommendations of the Commission. It probably will be possible for us to use your thoughts in the writing of the final report and I'll try to see to that.

Warm regards and everything good.

Cordially,


Henry L. Zucker

APR 17 1990

United Jewish Appeal-Federation of Jewish Philanthropies of New York, Inc.

130 East 59th Street, New York, N.Y. 10022-1302 (212) 980-1000 TELECOPIER (212) 888-7538

April 12, 1990

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Executive Vice President
Emeritus
Ernest W. Michel

Mr. Henry L. Zucker, Director
Commission on Jewish Education in North America
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Hank:

This is to follow-up my letter of several weeks ago about the Commission on Jewish Education in North America.

I am most pleased to report to you that we recently convened a group of our top leadership to hear more about the work of the Commission and to consider New York's relationship to the Commission.

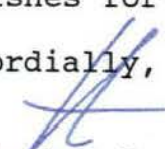
The Commission was ably represented by Dan Shapiro, Matt Maryles, Peggy Tishman, Lester Pollack, Yitz Greenberg and Alvin Schiff. These leaders were most positive about their involvement with the Commission to date, and were most enthusiastic about New York developing a process that would dovetail with the work of the Commission.

Our leadership group acknowledged from the onset that New York is sui generis and that we will have to take time to develop our leadership process. There is certainly interest in our evolving into a Community Action Site, but we will need some months to nurture the appropriate coalition of leaders who can then develop New York's specific Jewish Continuity agenda.

We will of course stay closely in touch with the Commission and the implementation mechanism as our work coalesces. I know that Howard Wasserman, our Director of Jewish Education has been in communication with Mark Gurvis of the Commission staff.

I look forward to our continuing discussions. Best wishes for a Happy Pesach.

Cordially,


Stephen D. Solender
Executive Vice President

SDS:pw



We give all the help you can give.

UJA-Federation provides social, cultural, health related, educational and other services to some four million people each year—in Israel, New York and 33 countries—through its network of overseas and local agencies.



PREMIER INDUSTRIAL FOUNDATION

New York
4500 Euclid Avenue
Cleveland, Ohio 44103
(216) 391-8300

April 20, 1990

Mr. Stephen D. Solender
Executive Vice President
United Jewish Appeal-Federation of
Jewish Philanthropies of New York, Inc.
130 East 59th Street
New York, NY 10022-1302

Dear Steve:

Thanks for your letter of April 12 with word about the progress you are making in New York about developing a process to dovetail with the work of the Commission.

I am going to pass along your letter to both Mark Gurvis and Steve Hoffman. Steve, as you know, will be the acting director of the implementation mechanism.

New York's leadership role is crucial to all of us and I look forward to our work together.

Warm regards.

Cordially,

Henry L. Zucker
Henry L. Zucker