

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008. Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.

Subseries 3: General Files, 1980–1993.

Box	
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Folder 9

Mandel Initiative-North America. "Design Document" drafts, 1987-1988.

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May 4, 1987

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Dear Carol,

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I am enclosing a draft of the design document for our meeting in May. I also have enclosed some first thoughts on the papers that might be commissioned, as well as some preliminary suggestions for candidates for the commission. I will call on May 5th, and will want to discuss several matters with you and possibly arrange a three-way conversation between Henry Zucker, yourself and myself.

Best regards,

Seymour Fox

DRAFT

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THE MANDEL ASSOCIATED FOUNDATIONS' INITIATIVE DESIGN DOCUMENT

INTRODUCTION

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It is generally agreed that Jews have attained a status in the United States rarely equaled in Jewish history.

They have risen to the very top of the professions, developed industries, excelled in the world of finance and are among the leading creative forces in the sciences, the arts and the humanities. Their future appears to be promising and the open, democratic society offers them innumerable possibilities.

On the other hand the contemporary Jewish family does not offer childred. The experiences that are likely to lead to a meaningful Jewish involvement. The institutions responsible for ensuring a significant Jewish future, the institutions that educate Jews schools, community centers, summer camps - do not seem to be fully prepared for this new reality.

It is doubtful as to whether the personnel, programs, content and strategies of these institutions are able to meet the challenge of educating Jews who are fully accepted in an open society and able to choose whether and to what extent they are to identify as Jews. Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would antail. Only if the ideas of

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Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew.

There has not been a sufficient investment of thought, energy, and money to respond to these new and different conditions. The organized Jewish community has not devoted the kind of attention required for developing a new education that could respond adequately to the new reality of Jewish life in North America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders are beginning to devote increasing amounts of their time and resources to Jewish education.

Though there are notable and impressive examples of programs and institutions that excel, these are exceptions and do not reflect the general situation. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel. The curriculum and educational methods of many institutions have not taken advantage of the promising advances in the field of education and the social sciences. They have not learned how to use the contribution of Jewish scholarship or the enormous educational potential of the state of Israel. Their structure, their content and personnel are not appropriate to the challenge that must be faced if we are not to loose large numbers of Jews.

The Mandel Associated Foundations have decided to respond to this situation. As a first step they will establish a commission whose purpose it is to demonstrate the link between the meaningful continuity of Jawish life and Jawish education. The commission will undertake a study that will suggest policies to guide the development of a New Jewish Education and will detail the steps and interventions necessary for the implementation of these policies.

THE PURPOSE OF THE COMMISSION

To develop a new Jewish education that is to respond to the new reality will require interventions on many different fronts and on several levels. The institutions that educate will have to be improved and redesigned. It may even be necessary to create new and different institutions. The content, the curriculum, the pedagogy appropriate to meet the challenge will need to draw upon the discoveries and insights of Jewish scholarship, the humanities and the social sciences in new and creative ways.

However, it is the personnel of Jewish education that is the key to change. It is they who will lead in the development of new strategies. They will create new institutions and invigorate the existing institutions. It is they who will attract, inspire and engage the students and their families.

There is wide agreement, both in the field of general and Jewish edugation that the educator is the determining factor in the success or failure of any educational andervoy.

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It is clear that - for Jewish education - there is a severe shortage of qualified inspired and trained personnel. Jewish education in the United States is staffed by more than 30,000 teachers. principals, youth leaders and community center directors. Most of these educators cannot possibly hope to cope with the assignment. In many cases they are poorly trained, underpaid and demoralized. It is extremely difficult to recruit the appropriate personnel and there are no more than a few hundred people being trained at this time for positions in Jewish education. The institutions that prepare Jewish educators have shrunk. They have less students and faculty today than they did in the past.

Therefore the first target of an effort to improve Jewish education should be the recruitment, training and retention of the outstanding personnel required to meet the challenge.

In turn these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jawish education.

The commission will consider the following topics: 1. The development of the profession of Jewish education 2. The recruitment and retention of qualified personnel 3. The education of educators 4. The environment and the agents for change

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1. The development of the profession of Jewish education:

For an occupation to evolve into a profession and acquire the appropriate status and authority it is necessary to develop and formalize agreed upon standards of knowledge. training and expertise. A code of ethics, and institutionalized forms of collegiality. For Jewish education some of these elements are missing and will have to be introduced, others will have to be developed and expanded, if the field is to develop into a fullfledged profession.

2. The recruitment and retention of qualified personnel:

At present there is a very small pool of people from which to recruit candidates for training programs. In addition the rate of attrition of qualified personnel is high. Problems such as status, salary, ladder of advancement and low morals, deter talented people from considering a career in Jewish education or from remaining in it for a significant amount of time. The feeder system (youth movements, summer camps) is not as effective as it once was. Any golution will have to consider these problems, locate and develop new sources for manpower such as students in programs of Jewish studies and in general education.

3. The education of educators:

There are very few institutions for the preparation of Jewish educators in North America. Less than 100 people graduate annually from these institutions. Students must be trained for existing positions as well as for the emerging needs of the

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field of Jewish education (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). The variety of needs require multiple solutions. Strategies for development should be outlines and plane should be considered that could include proposals for:

a. the expansion of existing institutions

b. the development of new programs

c, the design of systematic, comprehensive approaches for inservice education.

4. The environment and agents for change:

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of community awareness and commitment. The key opinion makers, community leaders, academics and educators will have to be identified. They will have to be engaged in the process initiated by the commission, they will have to be convinced to join and play an active role to support this effort. They are indispensable if the process is to lead to change. One of the important assignments of the commission will be to identify those individuals, constituencies, institutions and organizations that can help effect change. Strategies will have to be devised to involve them in all of the stages of the commission's work and ultimately in the implementation of its findings.

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THE BOODE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to significantly change the reality of Jewish education by the year 2000. We could develop plans for recruiting appropriate candidates for the profession of Jewish education. We could encourage the development and establishment of suitable training programs. introduce a system of upgrading and retraining practicing educators, and initiate the process that will transform Jewish education into an exciting profession.

The shortage of Jewish educators is a global one and exists on all levels - from early childhood education through the university - and for all educational settings, formal and informal.

The commission that will undertake this study will need to decide the appropriate point of entry for its assignment. The commission will have to decide whether to focus on the personnel for Jewish education, or to limit its scope to a strategic segment - such as Senior Personnel. It could be argued that a first effort should be undertaken in the area of Senior Personnel for the following reasons:

1. Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.

2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the field of Jewish education.

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3. The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

A counter-argument could be developed and would claim:

The teacher and youth-leader are the front-line educators.
 Any significant change will require dealing with this problem.
 The improvements to date in status and salary have been made only in the area of senior personnel.

3. The impact of the work of so important a commission might bring about major developments and changes in the whole field of Jewish Education and therefore the problem of the teacher should remain within its scope.

A third possibility that might straddle this issue is to choose as our task the creation of a category of "leading educators". This category would include senior educators as well as classroom teachers who would offer leadership to a school, a city, a region, or the whole country. For example "leading educators" might include innovative teachers who could create and develop new methods that would be adopted throughout the whole country. Their classrooms could serve as demonstration centers, As training facilities for a city or a region.

Whatever assignment is undertaken by the commission it will require a system of certification for educators meeting agreed upon norms and standards. The commission will suggest these norms and standards. Steps will have to be taken so that those educators who meet the requirements and are certified, will be

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recognized in their community and receive the appropriate status, assignment and salary.

THE OUTCOME OF THE WORK OF THE COMMISSION

We are encouraged to believe that the establishment of a commission at this time could have enormous impact. Outstanding Jewish leaders are expressing their concern about the contribution that Jewish education must make to Jewish continuity. Jewish organizations and foundations have begun to increase funds earmarked for Jewish education. If a plan is prepared that projects a vision as well as concrete suggestions for ways to contribute to the development of a New Jewish Education, there is every reason to believe that the resource will be made available.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized American medical education and has served as the guide for medical education to this day. As a result of the Flexner report the Rockefeller Foundation invested fifty million dollars in 1910 and convinced other sources to invest an additional five hundred million in American medical education.

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If a commission is established and if this study is undertaken now, we can hope to significantly change the reality of Jewish education by the year 2000. The commission will issue a report which will consist of suggested policies and strategies for intervention and indicate present opportunities. This report could have significant impact. The Mandel Associated Foundations could undertake to sponsor and fund one or more of these opportunities and interventions. No less important is the fact that it might serve as the leverage to involve other foundations to join in this enterprise. Through the active involvement of members of the commission it could motivate institutions and organizations to initiate and implement the policies and interventions agreed upon by the commission.

THE COMMISSION AND ITS METHOD OF OPERATION

The commission should consist of outstanding community and professional leaders. scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations.

It should consist of 30 members, chosen ad-personam, whose influence, institutional and organizational connections should be clear.

The commission should meet 4 to 6 times over a period of twelve to eighteen months. It should be staffed by a study director, consultants, appropriate administrative and research support staff.

The staff will prepare the appropriate background papers and will initiate individual and small-group meetings among members of the commission between the full commission meetings. The staff will visit training institutions and gather and organize the necessary data and existing research that is relevant to the work of the commission. It will initiate and invite position papers and studies as required by the agenda and the decisions of the commission. The staff will undertake a series of consultations among appropriate individuals and groups of scholars, educators and policymakers and report on these consultations to the commission.

The staff of the commission should prepare a list of the appropriate publics in North America that need to be involved. These publics should be informed of the establishment of the commission and its progress. The list should include the appropriate organizations and institutions, the community of layleaders, scholars and Jewish educators, a selected list of foundations, and international constituencies in Israel and in other Jewish communities. (The commission may decide to invite representatives from other countries to serve as corresponding members.)

appropriate program of communication will have to be An undertaken for these various publics. A proper setting and framework will have to be decided upon for the release of the commission's report.

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This list will obviously be developed as we decide on the scope of the work of the commission. For the present the following papers could be considered :

1.A careful analysis of what is required to create a serious profession of Jewish education.

2. Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

3.A scenario for the year 2000 : what Jewish education could be if optimal and feasible conditions are created. It could describe what the institutions that educate would be and how they would impact on their constituencies.

4. The economics of Jewish education. Though the subject-matter of this paper will have to be very carefully limited, it is important to develop some conceptions of what the reform will cost.

5. The state of the field. This paper will establish the parameters of our problem. It will develop indicators that will represent the gap between the present situation and the desired

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situation. This may include the existing number of qualified personnel versus the numbers needed. It will document the rate of attrition, length of service, and other issues.

6.Building lay leadership. This should describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

The workshops and consultations to be convened will involve the discussion of some or all of these papers. It is too early at this date to decide upon them

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CANDIDATES TO BE CONSIDERED FOR MEMBERSHIP ON THE CONSISSION

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A. General scholars

1. Hilary Putnam - one of the distinguished philosophers on the faculty of Harvard University who has a deep interest in Jewish continuity.

2.Robert Nozzick - one of the distinguished philosophers on the faculty of Harvard University who has a deep interest in Jewish continuity.

3. Michael Waltzer - distinguished political scientist, political philosopher on the faculty of Princeton University. Also interested in Jewsih continuity.

a.Seymour Martin Lippsett - distinguished sociologist on the faculty of Stanford University. Interested.

5.Nathan Glazer - distinguished sociologist on the faculty of Harvard University. Interested.

6.Israel Sheffler - the outstanding philosopher of education on the faculty of Harvard University. Also ordained Rabbi 7.Lawrence Cremin - distinguished historian of education. Past president of Teachers' College of Columbia University. President of the Spencer Foundation

8.David Cohen - Distinguished policy analyst and historian, Michigan State University.

9.Lee Shulman - Psychologist, expert in teacher education. Consultant to the Carnegie Foundation. Distinguished member of the faculty of Stanford University.

10.Kenneth Arrow - Nobel Laureate in economics. Stanford University. Interested.

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11.A Nobel Laureate to be chosen from the natural sciences or medicine, interested in Jewins matters.

B. Jewish Scholars

 Isidore Twersky - Harvard University. Expert in Jewish thought.
 Geoffrey Hartman - Yale University. Expert in comparative literature. Recent interest in Midrash.

3. Robert Chazan - Newly appointed head of the department of Jewish Studies at New York University.

4. Elie Wiesel - Nobel Laureate, Boston University.

5. The heads of the institutions of higher Jewish Learning. Gottshalk, Lamm, Schorsh.

Jewish Educators

Alvin Schiff - Head of Jewish Education in New York City.
 Sara Lee - Head of the training program - Hebrew Union College.
 West Coast

3.A representative from the teacher training colleges - Sam Schaffler, Gary Schiff, David Ariel, etc...

4. A person working as a principal, preferably a younger person such as Mark Rosenstein in Philadelphia, Bennett Solomon in Boston, etc.

5. I have not suggested representatives form the field of informal education. I believe that Art Rotman would be in a better position to make these suggestions.

10 May 87

Dear Henry and Carol,

Thank you for the memorandum of May 6th. It made me re-read the draft document and I gained a new perspective. I also learned that I had committed myself to a frame of reference for this document and I have found it extremely difficult to make any significant changes. I am sure that if we were able to meet together for a day or two, I would be able to free myself from the style that I have adopted.

I think it is important for all the participants in our meeting to know that what they have received is no more than a draft and that it will be rewritten after the meeting.

As I review your memorandum I think that I have responded to the following:

1. I have sharpened up some of the formulations.

- 2. I believe I have improved the section on the Mandel Associated Foundations both at the end of the introduction on page 3, as well as in the section on the outcome of the work of the commission. I think that you, Henry, are the one to handle this section. I know almost nothing about the history of the Foundation. I do not know what else we can say at this stage about when others (Foundations, institutions, individuals) might be involved.
- 3. I have added a paragraph about the function of the commission on page 12, and do not know what else to add about the responsibilities of commission members. As to the job description of the study director, who he might be and other items under "practical considerations," I think they would best be handled in the meeting and not in the body of the design document. I think the budget should be handled by a small group and possibly not even at the full meeting on the 29th.

I have not been able to respond to the organization of the document as suggested by your headings "section 1, section2, section 3." I think I dealt with most of the issues, but not in the style or organization that your memo suggests. The organization of the document will ultimately depend on the decisions taken at the meeting.

I will be calling on Monday May 11 between 9.30-11.00 am, and will be happy to continue our discussion at that time. It might be useful for us to discuss the agenda. If you are not in, I will continue trying.

I have no additional names besides Mrs Melton to add to the list of lay people (beyond those mentioned in the minutes of our April 1st meeting). If a Hillel director is to be included, Benzion Gold is an excellent choice.

With best regards,

Sincerely,

mour Fox

DRAFT

THE MANDEL ASSOCIATED POUNDATIONS' INITIATIVE DESIGN DOCUMENT

THERODUCTION

It is generally agreed that Jews have attained a status in North America rarely equaled in Jewish history.

They have risen to the very top of the professions, developed industries, excelled in the world of finance and are among the leading creative forces in the sciences, the arts and the humanities. Their future appears to be promising and the open, democratic society offers them innumerable possibilities.

This new reality, where Jews are fully integrated in their society, makes it possible for them to choose whether and to what extent they are to identify as Jews. Over the past few decades a considerable number of them have chosen not to associate with Judaism or to minimally identify with it.

The problem has been exacerbated by the fact that the contemporary Jewish family does not offer children the experiences that are likely to lead to a meaningful Jewish involvement. The institutions responsible for ensuring a significant Jewish future, the institutions that educate Jews - schools, community centers, summer camps - do not seem to be fully prepared for this new condition.

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It is doubtful as to whether the personnel, programs, content and strategies of these institutions are able to meet the challenge of educating Jews who are fully accepted in an open society. Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would entail. Only if the ideas of Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew.

There has not been sufficient investment of thought, energy, and money to respond to these new and different conditions. The organized Jewish community has not devoted the kind of attention required for developing a new education that could respond adequately to the new reality of Jewish life in North America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders are beginning to devote increasing amounts of their time and resources to Jewish education.

Though there are notable and impressive examples of programs and institutions that excel, these are exceptions and do not reflect the general situation. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel. Those who have developed the curriculum and educational methods of many institutions have not taken advantage of the promising advances

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in the field of education and the social sciences. They have not learned how to use the contribution of Jewish scholarship or the enormous educational potential of the state of Israel. The structure, the content and personnel of many institutions are not able to meet the challenge that must be faced if we are not to loose large numbers of Jews.

The Mandel Associated Foundations have decided to respond to this situation and to demonstrate the link between the meaningful continuity of Jewish life and Jewish education. Their goal is to develop plans and programs for implementation. As a first step they will establish a commission whose purpose it is to undertake a study that will suggest policies to guide the development of a New Jewish Education and to detail the steps and interventions necessary for the implementation of these policies.

This decision is yet another expression of the Mandel family's longstanding and deep concern for the quality of Jawish life. The Mandel family has over the years supported many worthy Jawish causes, institutions and activities. The establishment of the Mandel Associated Foundations in 19 , has made it possible for the Mandel family to intensify their contribution to Jawish continuity.

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THE PURPOSE OF THE CONMISSION

To develop a new Jewish education that is to respond to the new reality of Jewish life in North America will require interventions on many different fronts and on several levels. The institutions that educate will have to be improved and redesigned. It may even be necessary to create new and different institutions. The content, the curriculum, the pedagogy appropriate to meet the challenge will need to draw upon the discoveries and insights of Jewish scholarship, the humanities and the social sciences in new and creative ways.

However, it is the personnel of Jewish education that is the key to change. It is they who will lead in the development of new strategies. They will create new institutions and invigorate the existing institutions. It is they who will attract, inspire and engage the students and their families.

There is wide agreement, both in the field of general and Jewish education that the educator is the determining factor in the success or failure of any educational endeavor.

It is clear that - for Jewish education - there is a severe shortage of qualified inspired and trained personnel. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders and community center directors. Most of these educators cannot possibly hope to cope with the assignment. In many cases they are poorly trained,

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underpaid and demoralized. It is extremely difficult to recruit the appropriate personnel and there are no more than a few hundred people being trained at this time for positions in Jewish education. The institutions that prepare Jewish educators have shrunk. They have less students and faculty today than they did in the past.

Therefore the first target of an effort to improve Jewish education should be the recruitment, training and retention of the outstanding personnel required to meet the challenge.

In turn these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be dealt with by the commission: 1. The development of the profession of Jewish education 2. The recruitment and retention of gualified personnel 3. The education of educators

4. The environment and the agents for change

1. The development of the profession of Jewish education:

For an occupation to evolve into a profession and acquire the appropriate status and authority it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. For Jewish education some of these elements are missing and will have to be introduced, others will have to be

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developed and expanded, if the field is to develop into a fullfledged profession.

2. The recruitment and retention of qualified personnel:

At present there is a very small pool of people from which to recruit candidates for training programs. In addition the rate of attrition of qualified personnel is high. Problems such as status, salary, ladder of advancement and low morale, deter talented people from considering a career in Jewish education or from remaining in it for a significant amount of time. The feeder system (youth movements, summer camps) is not as effective as it once was. Any solution will have to consider these problems, locate and develop new sources for manpower such as students in programs of Jewish studies and in general education.

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There are very few institutions for the preparation of Jewish educators in North America. Less than 100 people graduate annually from these institutions. Students must be trained for existing positions as well as for the emerging needs of the field of Jewish education (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). The variety of needs require multiple solutions. Strategies for

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THE GODE OF THE COMMERCIAL ON ! & STUDY

If a study is undertaken now, we can hope to significantly change the reality of Jewish education by the year 2000. In a decade we could develop plans for recruiting appropriate candidates for the profession of Jewish education. We could encourage the development and establishment of suitable training programs, introduce a system of upgrading and retraining practicing educators, and initiate the process that will transform Jewish education into an exciting profession.

The shortage of Jewish educators is a global one and exists on all levels - from early childhood education through the university - and for all educational settings, formal and informal.

The commission that will undertake this study will need to decide how to undertake the assignement and what is the appropriate point of entry. The commission will have to decide whether to focus on the personnel for Jewish education, or to limit its scope to a strategic segment - such as Senior Personnel. It could be argued that a first effort should be undertaken in the area of Senior Personnel for the following reasons:

1. Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.

2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the

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image of the field of Jewish education.

3. The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

A counter-argument could be developed and would claim:

The teacher and youth-leader are the front-line educators.
 Any significant change will require dealing with this problem.
 The improvements to date in status and salary have been made only in the area of senior personnel.

3. The impact of the work of so important a commission might bring about major developments and changes in the whole field of Jewish Education and therefore the problem of the teacher should remain within its scope.

A third possibility that might straddle this issue is to choose as our task the creation of a new category : "leading educators". This category would include senior educators as well as classroom teachers who would offer leadership to a school. a city. a region, or the whole country. For example "leading educators" might include innovative teachers who could create and develop new methods that would be adopted throughout the whole country. Their classrooms could serve as demonstration centers, as training facilities for a city or a region.

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Whatever assignment is undertaken by the commission it will require a system of certification for educators meeting agreed upon norms and standards. The commission will suggest these norms and standards. Steps will have to be taken so that those educators who meet the requirements and are certified, will be recognized in their community and receive the appropriate status, assignment and salary.

THE OUTCOME OF THE WORK OF THE COMMISSION

We are encouraged to believe that the establishment of a commission at this time could have enormous impact. Outstanding Jewish leaders are expressing their concern about the contribution that Jewish education must make to Jewish continuity. Jewish organizations and foundations have begun to increase funds earmarked for Jewish education. If a plan is prepared that projects a vision as well as concrete suggestions for ways to contribute to the development of a New Jewish Education, there is every reason to believe that the resources will be made available.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized American medical education and has served as the guide for medical education to this day. As a result of the Flexner report the Rockefeller Foundation invested

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fifty million dollars in 1910 and convinced other sources to invest an additional five hundred million in American medical education.

If a commission is established and if this study is undertaken now, we can hope to significantly change the reality of Jewish education by the year 2000. The commission will issue a report which will consist of suggested policies and strategies for intervention and indicate present opportunities.

The Mandel Associated Foundations will undertake to sponsor and fund some of these interventions. No less important is the fact that the report and the first interventions might serve as the leverage to involve other foundations to join in this enterprise. Through the active involvement of members of the commission this endeavor could motivate the organized Jewish community through its institutions, organizations and individuals to initiate and implement the policies and interventions agreed upon by the commission.

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THE COMMISSION AND ITS METHOD OF OPERATION

The commission should consist of outstanding community and professional leaders. scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations.

The function of the commission will be to undertake the study, to guide and review its progress, to report its findings to the Jewish community and to take the steps required to bring about implementation of the plans and recommendations.

The commission should consist of 30 members, chosen ad-personam, whose influence, institutional and organizational connections should be clear. The members of the commission will be expected to participate in meetings, be available for consultation between meetings and be willing to respond to papers and reports.

The study should take twelve to eighteen months. The commission should meet 4 to 6 times during this period. It should be staffed by a study director, consultants, appropriate administrative and research personnel.

The staff will prepare the appropriate background papers and will initiate individual and small-group meetings among members between the full commission meetings. The staff will

gather and organize the necessary data and existing research that is relevant to the work of the

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commission. It will initiate and invite position papers and studies as required by the agenda and the decisions of the commission. The staff will undertake a series of consultations among appropriate individuals and groups of scholars, educators and policymakers and report on these consultations to the commission.

The staff of the commission should prepare a list of the appropriate publics in North America that need to be involved. These publics should be informed of the establishment of the commission and its progress. The list should include the appropriate organizations and institutions, the community of layleaders, scholars and Jewish educators, a selected list of foundations, and international constituencies in Israel and in other Jewish communities. (The commission may decide to invite representatives from other countries to serve as corresponding members.)

An appropriate program of communication will have to be undertaken for these various publics. A proper setting and framework will have to be decided upon for the release of the commission's report.

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PAPERS TO BE COMMINEIONED

This list will be developed as we decide on the scope of the work of the commission. For the present the following papers could be considered :

1.A careful analysis of what is required to create a serious profession of Jewish aducation.

2. Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

3.A scenario for the year 2000 : what Jewish education could be if optimal and feasible conditions are created. It could describe what the institutions that educate would be and how they would impact on their constituencies.

4. The sconomics of Jewish education. Though the subject-matter of this paper will have to be very carefully limited. it is important to develop some conceptions of what the reform will cost.

5. The state of the field. This paper will establish the parameters of our problem. It will develop indicators that will represent the gap between the present situation and the desired

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situation. This may include the existing number of qualified personnel versus the numbers needed. It will document the rate of attrition, length of service, and other issues.

6. Building lay leadership. This should describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

The workshops and consultations to be convened will involve the discussion of some or all of these papers. It is too early at this date to decide upon them

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CANDIDATES TO BE CONSIDERED FOR MEMBERSHIP ON THE COMMISSION All of the candidates are people who have demonstrated an interest in our problem.

A.General acholars

1. Hilary Putnam - one of the distinguished philosophers on the faculty of Harvard University.

2. Robert Nozzick - one of the distinguished philosophers on the faculty of Harvard University

3.Michael Waltzer - distinguished political scientist, political philosopher on the faculty of Princeton University.

4.Seymour Martin Lipset ~ distinguished sociologist on the faculty of the Hoover Institute, Stanford University.

5.Nathan Glazer - distinguished sociologist on the faculty of Harvard University.

6.Israel Sheffler - the outstanding philosopher of education in the United States. On the faculty of Harvard University. 7.Lawrence Cremin - distinguished historian of education. Past president of Teachers' College of Columbia University. President of the Spencer Foundation.

8.David Cohen - Distinguished policy analyst and historian. Michigan State University.

9.Lee Shulman - Psychologist, expert in teacher education. Consultant to the Carnegie Foundation. Distinguished member of the faculty of Stanford University.

10.Kenneth Arrow - Nobel Laureate in economics. Stanford University.

11.A Nobel Laureate to be chosen from the natural sciences or medicine, interested in Jewish matters.

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B.Jewish Scholars

1.Itzhak Twersky - Harvard University. Expert in Jewish thought. 2.Geoffrey Hartman - Yale University. Expert in comparative literature. Recent interest in Midrash.

3.Robert Chazan - Historian. Newly appointed head of the department of Jewish Studies at New York University.

4. Elie Wiesel - Nobel Laureate. Boston University.

5. The heads of the institutions of higher Jewish Learning. Gottshalk, Lamm, Schoreh.

6.Robert Alter - expert in Hebrew literature and comparative literature. University of California, Berkeley.

Jewish Educators

1. Alvin Schiff - Head of Jewish Education in New York City.
2. Sara Lee - Head of the Department of Education. Hebrew Union
College, Los Angeles

3.A representative from the teacher training colleges - Sam Schaffler, Gary Schiff, David Ariel, etc...

4. A person working as a principal. preferably a younger person such as Mark Rosenstein in Philadelphia. Bennett Solomon in Boston, etc.

5. I have not suggested representatives form the field of informal education. I believe that Art Rotman would be in a better position to make these suggestions.

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Study Director - Possible Candidates

1. Joseph Riemer - Newly appointed Professor of Jewish education -Brandeis University.

2.Barry Holtz - Director, Melton Research Center, JTSA

3.Gail Dorph - Member of the Education Faculty, University of Judaism, Los Angeles, CA

4. Sharon Feinman - Professor of Education. Michigan State University. Strong interest in Jewish education.

5..Vicky Kelman - Teacher trainer and curriculum specialist. Berkeley, California

5/13/87

DESIGN DOCUMENT

(prepared for discussion by leadership group on May 29, 1987)

INTRODUCTION

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The Mandel Associated Foundations, supporting organizations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel. The Trustees of the Associated Foundations include leading lay and professional members of the Jewish community of Cleveland.

Jewish continuity--the meaningful survival of the Jewish people, their religion, culture, and traditions--is a prime concern of the Trustees of the Mandel Associated Foundations. The nature of our open society makes it increasingly difficult for the American Jew to maintain his or her religious and cultural identity. How much of our Jewish heritage will be transmitted to the next generation remains an open question.

In response to this situation, the Trustees of the Associated Foundations have decided to look closely at the key factor affecting the potential for meaningful Jewish continuity in America--Jewish education. Effective education can increase the level of Jewish commitment among American Jews and ensure the development of a positive identity.

The Trustees of the Mandel Associated Foundations propose to establish a national Commission to investigate the state of Jewish education in the United States, and to recommend ways to improve and strengthen the network of education-related institutions that we look to as the guarantors of our Jewish future.

This is an opportune moment for the Associated Foundations to initiate a thoughtful study of Jewish education, because the problem is now widely perceived by American Jewish leaders as an issue of cardinal importance. Moreover, a number of funders, including the Mandel Associated Foundations, are prepared to apply greater resources to programs and projects that will have a positive impact upon the quality of Jewish life in America. TO: Professor Seymour Fox Jewish Education Committee of the Jewish Agency

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FROM: Carol K. Willen

DATE: June 9, 1987

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Premier Industrial Foundation 4500 EUCLID AVENUE CLEVELAND. OH:O 44103

June 12, 1987

Dear Herman:

Attached is a draft of a design document which begins to describe the Mandel Initiative. This is an effort in which we hope to organize a high-level national commission which would make an impact on the quality of the Jewish formal and informal educational product.

I will be in touch with you to see when we can get together to discuss the possibility that you could be interested in directing the study and working with the commission.

Warm regards.

HENRY L. ZUCKER

Dr. Herman Stein 3211 Van Aken Boulevard Shaker Heights, Ohio 44120

MANDEL ASSOCIATED FOUNDATION - PROPOSED INITIATIVE

DESIGN DOCUMENT

INTRODUCTION

The Mandel Associated Foundations, supporting organizations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel. The Trustees of the Associated Foundations include leading lay and professional members of the Jewish community of Cleveland.

Jewish continuity--the meaningful survival of the Jewish people, their religion, culture, values, and traditions--is a prime concern of the Mandel Associated Foundations. In a dynamic, open, and mobile society such as ours, individual citizens enjoy a vast array of personal and professional options. The American Jew, faced with a wide range of competing demands--and opportunities--finds it increasingly difficult to maintain his or her religious and cultural identity. Given these conditions, how much of our Jewish heritage will be transmitted to the next generation remains an open question.

In response to this situation, the Trustees of the Mandel Associated Foundations have decided to look closely at what is perhaps the key factor affecting the potential for meaningful Jewish continuity in America--Jewish education. For the purposes of this paper, Jewish education should be seen as including not only the formal instruction that is offered in the classroom, but also the "informal" learning that can take place in virtually any setting--within the family circle, at Jewish camps and community centers, through Israel-related activities, at community events, and so on. Effective Jewish education, when broadly defined in this way, can increase the level of commitment among American Jews and ensure the development of a positive identity.

The Mandel Associated Foundations, having identified Jewish continuity as a major programmatic interest, propose to establish a national Commission that will investigate selected aspects of Jewish education. We believe that the work-product of such a Commission--an objective report containing a series of practical recommendations--can guide us in effectively applying our resources.

FOR DISCUSSION ONLY

Once the Commission has proposed ways to strengthen and improve the network of education-related institutions, the Associated Foundations will be better prepared to select one or more initiatives for proactive grantmaking. Moreoever, it is our hope that the Commission report will be a landmark study, of interest and value to Jewish educators, lay and professional leaders, and other interested funders as well.

This is an opportune moment for the Mandel Associated Foundations to initiate a thoughtful study of Jewish education, because the subject of Jewish continuity is now widely perceived by American Jewish leaders as an issue of cardinal importance. Large Jewish foundations such as ours have evolved to the point where they are ready to become engaged in the issues of the day as dynamic and forward-looking grantmakers. This proactive stance is both a reflection and an outgrowth of a long-standing tradition in the history of American philanthropy, that of furnishing "venture capital" for the testing and development of new ideas. Some Jewish foundations now seek opportunities to work cooperatively and collaboratively with Federations and agencies in effecting positive change. We believe that a number of funders, including both Jewish-sponsored foundations and philanthropically-minded individuals, are prepared to apply greater resourcds to innovative programs and projects that will have a positive impact upon the quality of Jewish education in America.

JEWISH EDUCATION FOR THE 21ST CENTURY

It is generally agreed that Jews have attained a status in North America rarely equaled in Jewish history.

They have risen to the top of their professions, developed industries, excelled in the world of finance, and are among the leading creative forces in the sciences, the arts, and the humanities. Their future appears promising in the open, democratic society which offers them innumerable possibilities.

This new reality offers both challenges and opportunities. Because Jews are fully integrated in their communities, it is possible for them to choose whether, and to wat extent, they will identify with their religion and tradition. Over the past few decades, a considerable number of Jews have chosen not to

FOR DISCUSSION ONLY

associate with Judaism, or to identify minimally with it. The multiplicity of options--and distractions--in our open society makes it increasingly easy for the marginally committed Jew to "slip away."

The problem is exacerbated by the fact that the contemporary Jewish family does not offer children the experiences which are likely to lead to meaningful Jewish involvement. The institutions responsible for ensuring a significant Jewish future, the institutions that educate Jews--schools, community centers, summer camps--do not seem to be fully prepared for this new condition.

Committed Jews who seek educational and cultural opportunities for themselves and their children may be fortunate enough to find a number of excellent programs. Unfortunately, however, in many instances what passes for Jewish education is neither strong on substance nor appealing in form. The notable and impressive examples of programs and institutions that excel represent the exception, rather than the rule. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel whose performance and confidence are further undermined by a lack of community support. Those who have developed the curriculum and educational methods of many institutions have not taken advantage of promising advances in the field of education and the social sciences. They have not learned how to derive the greatest possible advantage from the contributions of Jewish scholarship or the enormous educational potential of the state of Israel. The structure, content, and personnel of many institutions are not able to meet the challenge that must be faced if we are to improve the quality of life--Jewish life--of large numbers of Jewish people.

Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would entail. Only if the ideas of Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew. To command the attention it deserves in the complex and dynamic marketplace of ideas, Judaism needs a "competitive edge." The organized Jewish community must, therefore, be prepared to make a greater investment of thought, energy and money in the agencies that have the greatest potential for rallying our youth and their parents--schools, camps, community centers--each, in its own way, an educational institution. Our goal must be to develop a new <u>kind</u> of education that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders recognize the critical nature of the situation, and are beginning to devote increasing amounts of their time and resources to Jewish education.

Because ensuring the meaningful continuity of Jewish life is the highest priority of the Mandel Associated Foundations, we plan to respond to today's educational crisis in the ways we feel we can be most helpful. As a first step, we will establish a Commission, the purpose of which will be threefold: to suggest policies that will guide the development of a new thrust for Jewish education; to detail the necessary steps and interventions; and to develop plans and programs for the implementation of these policies.

It is not our intention to become operational; the role we have chosen is to help develop a knowledge base, and to engage in the kind of strategic thinking and advocacy that will lead to positive change.

THE PURPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the new reality of Jewish life in North America will require interventions on many different fronts and on several levels. The institutions involved in education will need to be strengthened and supported. It may even be necessary to design and develop new institutions in response to emerging needs. The discoveries and insights of the humanities and the social sciences, as well as those of Jewish scholarship, will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish education.

FOR DISCUSSION ONLY

Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and invigorate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

There is wide agreement, both in the field of general and Jewish education, that the educator is a critical factor in the success or failure of any educational endeavor.

It is clear that, for Jewish education, there is a severe shortage of qualified, inspired, and trained personnel. The shortage is a global one that exists on all levels---from early childhood education through the university---and in all educational settings, whether formal or informal. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders, and community center directors. While there are some educators who are dedicated, competent, and enthusiastic, the typical teacher or youth worker is insufficiently trained, inadequately paid, and understandably demoralized. Under these circumstances, recruitment is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being trained at this time for positions in Jewish education.

The first target of an effort to improve Jewish education should, therefore, be the recruitment, training, and retention of the outstanding personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be considered by the Commission:

- 1. The development of the profession of Jewish education.
- 2. The recruitment and retention of qualified personnel.
- 3. The education of educators.
- 4. The environment and the agents for change.

Page 5

1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education will have to be introduced; other elements will have to be developed and expanded. A system of certification, based upon accepted norms and standards, is an essential step towards the professionalization of the Jewish educator.

2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and give incumbents good reason to leave it. Moreover, the feeder system (youth movements, summer camps, etc.) is not effective. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

3. The education of educators.

There are very few institutions for the preparation of Jewish educators in North America. Fewer than 100 people graduate annually--scarcely enough to fill existing slots, to say nothing of emerging positions in the field (professors of Jewish education, teacher-trainers, family educators,

Page 6

curriculum developers, experts in Jewish content for informal education, etc.). To improve the education of educators, it may be necessary to expand existing institutions, develop new programs, and design systematic, comprehensive approaches for in-service education.

4. The environment and agents for change.

Efforts to upgrade Jewish education will require the active support of opinion makers, community leaders, academics, and educators. The individuals, constituencies, institutions, and organizations that can help effect change must be engaged in the work of the Commission and, ultimately, in the implementation- of its findings.

THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to impact significantly the effectiveness of Jewish education. The Commission will need to decide how to undertake the assignment, what is the appropriate point of entry, and whether to examine the entire range of Jewish educational personnel, or focus on a strategic segment, such as senior personnel.

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

- Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
- Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.

 The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

The counter-argument would claim that:

- The work of so important a Commission could impact Jewish educators as a whole.
- 2. The teacher and youth-leader are the front-line educators.
- 3. Improvements to date in status and salary have been made only in the area of senior personnel.

A third approach might be to create a new category, one that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff. These "leading educators" would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, innovative teachers could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education, for it is in the home that values and attitudes are most quickly absorbed.

THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have enormous impact. If the report produced by the Commission not only projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is every reason to believe that resources would be made available so that key findings could be operationalized.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized the training of physicians in this country. As a result of the Flexner report, the Rockefeller Foundation invested fifty million dollars and convinced other sources to invest an additional five hundred million.

Page 8

Once the report of the proposed Commission on Jewish education and Jewish continuity has been issued, the Mandel Associated Foundations will undertake to sponsor and fund one or more recommendations. The report may also inspire other entities to join in the enterprise, thus producing a leveraging effect within the organized Jewish community.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly auspicious moment.

THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its 30 members will be men and women, chosen ad personam, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and be willing to respond to papers and reports.

The function of the Commission will be to undertake the study, guide and review its progress, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

The study should take approximately eighteen months, during which the Commission would meet four to six times (proposed starting date: October 1, 1987). Three meetings would be scheduled during the first year.

The staff will include a study director, consultants, and appropriate administrative and research personnel. They will be responsible for:

Preparing the appropriate background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.

- ^o Gathering and organizing the necessary data that is relevant to the work of the Commission, including existing studies and analyses, of which there are many.
- ° Initiating and inviting position papers and studies as required by the agenda and the decisions of the Commission.
- ^o Undertaking a series of consultations among appropriate individuals and groups of scholars, educators, and policymakers, and reporting to the Commission on these consultations.
- Preparing a list of publics in North America that need to be informed and involved, including selected organizations and institutions, lay leaders, scholars, Jewish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other nations to serve as corresponding members.
- ° Developing draft reports and preparing the final report of the Commission.

PAPERS TO BE COMMISSIONED

This list will be developed as we decide on the scope of the work of the Commission. The following suggested papers are meant to serve as examples:

- A careful analysis of what is required to create a serious profession of Jewish education.
- 2. Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

- 3. A scenario for the year 2000: What Jewish education could be if optimal and feasible conditions were created. This paper could describe what tomorrow's institutions would be like, and how they would impact their constituencies.
- 4. The economics of Jewish education. Though the subject matter of this paper will have to be very carefully limited, it is important to develop some conception of what reform will cost.
- 5. The state of the field. This paper will establish the parameters of our problem, indicating the distance between the present situation and the desired situation (e.g., number of qualified personnel versus the number needed). The paper could document the rate of attrition, length of service, and other issues.
- 6. Building lay leadership. This paper could describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

Some or all of these papers would be discussed at workshops or consultations.

APPENDICES

- I. Proposed Candidates for the Position of Study Director
- II. Proposed List of Candidates for Commission Membership
 - A. Lay Leaders
 - B. Scholars and Educators
 - 1. General Scholars/Others
 - 2. Jewish Scholars
 - 3. Jewish Educators

Page 11

II. <u>PROPOSED LIST OF CANDIDATES FOR</u> COMMISSION MEMBERSHIP

A. LAY LEADERS

Appleby, Ronald -- Canada

Berman, Mandell L. -- Detroit Busis, Sid -- Pittsburgh Cardin, Shoshana -- Baltimore Colman, John C. -- Glencoe, Illinois Comay, Shalom -- Pittsburgh Eisenman, Lillian -- New York Eppler, Heinz -- Palm Beach Feldman, Jesse -- San Francisco Goodman, Henry J. -- Cleveland Grossman, Steve -- Boston Hermelein, David Kleinman, Harold -- Dallas Lainer, Mark -- Los Angeles Laxer, Carl -- Contreal Loup, Robert E. -- Denver Mandel, Morton L. -- Cleveland Mannikin, Richard -- Baltimore Mintz, Donald -- New Orleans Naparstek, Art -- Cleveland Newman, Donald -- Tulsa Ostrow, Gerald -- Pittburgh Peck, Judy -- New York Pollack, Lester -- New York Ratner, Charles -- Cleveland Ritz, Esther Leah -- Milwaukee Rosenthal, Harriet -- Metro West, New York Rubin, Len -- New Jersey Schlessel, Mark Shalom, Steven -- New York Sherman, Jane Smith, Robert -- Washington Tishman, Peggy -- New York Wexler, Richard -- Chicago.

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B. SCHOLARS AND EDUCATORS

1. General Scholars (and Others)

Arrow, Kenneth -- Nobel Laureate in Economics - Stanford University Boschwitz, Rudy Chinitz, Benjamin -- Dean, School of Management - Lowell University; Past President of Boston Bureau of Jewish Education Cohen, David -- Distinguished Policy Analyst and Historian - Michigan State University Lawrence Cremin -- Distinguished Historian of Education; Past President of Teachers' College - Columbia University; President of the Spencer Foundation Danishevsky, Sam Eisenstadt, Stu Glazer, Nathan -- Distinguished Sociologist on the Faculty of Harvard University Lipset, Seymour Martin - Distinguished Sociologist on the Faculty of the Hoover Institute, Stanford University Naparstek, Arthur -- Dean, School of Applied Social Sciences - Case Western Reserve University Nobel Laureate -- From the Natural Sciences or Medicine Nozzick, Robert -- One of the Distinguished Philosophers on the Faculty of Harvard University Putnam, Hilary -- One of the Distinguished Philosophers on the Faculty of Harvard University; Key in Hillel Sheffler, Israel -- The Outstanding Philosopher of Education in the United States; On the Faculty of Harvard University (Rabbi) Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the Faculty of Stanford University Stein, Herman --- Case Western Reserve University Yalow, Rosalyn (Nobel Laureate) Waltzer, Michael -- Distinguished Political Scientist, Political Philosopher on the Faculty of Princeton University

PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP Page 3

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2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley Dash-Moore, Deborah Gottschalk, Alfred Lamm, Norman Schorsh, Ismar Septimus, Beryl Tobin, Gary Twersky, Itzhak -- Expert in Jewish Thought - Harvard University Wiesel, Eli -- Nobel Laureate - Boston University Weiss, Ruth -- Association of Professors of Jewish Education

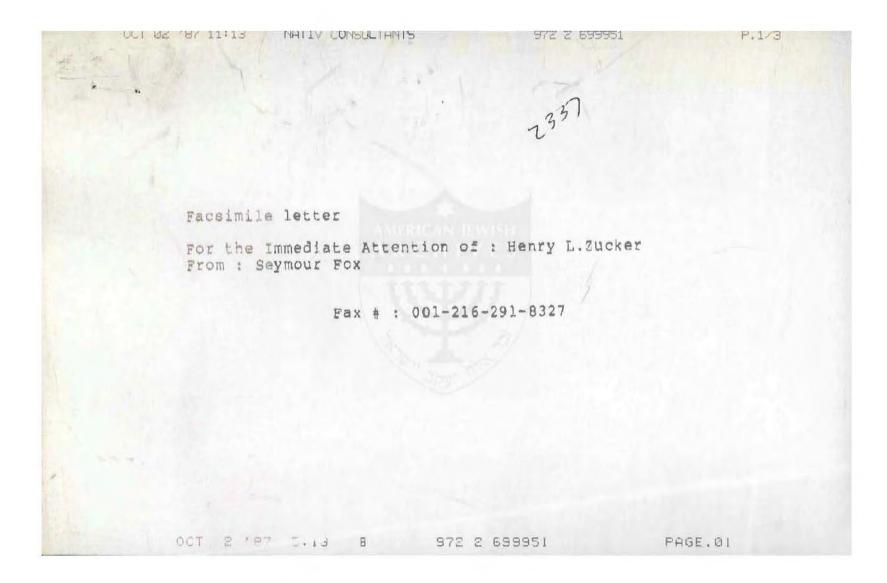
3. Jewish Educators

Ariel, David Brooks, Michael -- Hillel Dubin, David Elkin, Josh Garr, Burt Gold, Ben-Zion (Rabbi) Kleinman, David Kosman, Barry Lee, Sara -- Head of the Department of Education - Hebrew Union College, Los Angeles Levy, Harold Lipstadt, Deborah Ponet, Jim -- Yale Ritterband, Paul Rosenstein, Mark -- Principal Schaffler, Sam Schiff, Alvin -- Head of Jewish Education in New York City

PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP Page 4

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> Schiff, Gary Solomon, Bennett -- Principal Steinmetz, Ira (Thurz, Daniel)



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Mr H.L.Zucker Premier Industrial Corporation Cleveland,Ohio

October 2, 1987

Dear Henry,

It was good to talk with you this week. Following our phone conversation, and as agreed I am sending you in writing some suggestions for the minutes of the meeting of September 17.

I will limit my remarks to the first paragraphs.

1. In his eloquent opening statement, Mort indicated how one of the deepest concerns of the enlightened, outstanding Jewish leadership is Jewish continuity. The World Leadership Conference of June 1984 and the subsequent work of the Jewish Education Committee of the Jewish Agency have substantiated this assumption. The work of the Jewish Education Committee has offered hope, and cultivated cutstanding leaders, and it has demonstrated some of the methods that must be introduced into Jewish Education if it is to fulfill its function as a means for dealing effectively with Jewish continuity. Careful planning, experimentation and a process of involvement of outstanding community leaders as well as the central institutions have resulted in significant strides in the realms of Personnel and the use of Israel as an educational resource. The impact of this work must not be lost and the momentum created must be built upon. MortMuppointed out the fact that Jewish education worldwide is in great need of leadership. For all these reasons the Mandel Associated Foundations are considering undertaking a major initiative in the realm of Jewish Education.

I think Mort's remarks should be introduced into the minutes.

2. The first two paragraphs of the minutes may appear to the reader as offering competing conceptions and projects, while in fact the two are essentially complementary parts of Mort's approach to Jewish continuity. The Institute, with its global perspective and human resources could enrich the North American project. Without the North American project the Institute's contribution might be limited to strategic-planning without implementation.

You may recall that the North American project leaned heavily on the research of Mort's Committee on Personnel. The way matters are now worded they could create the impression that we are considering a Mandel North American initiative and a Fox Global

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initiative. I understand that there is only one initiative under consideration : "the Mandel Initiative on Jewish Education as a force for Jewish continuity". Zucker, Fox and others (Levi, Stein, Hochstein) are working with Mandel to develop a concept and plan for the most effective means of intervention.

I hope these comments are useful.

I will be in touch next week to discuss my assignment related to the CV's for the associate director for MI-NA.

With best wishes for a Happy New Year to you and to Virginia,

Sincerely, Seymour Fox MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel, Arthur J. Naparstek, Henry L. Zucker, Herman Stein

FROM: Virginia F. Levi

SUBJECT: New Draft - MI-NA

I am pleased to transmit the enclosed revised draft of the Design Document for Mandel Initiative-North America. This draft incorporates all changes that have been suggested since our meeting of September 17, 1987.

The budget and timetable which were to have been included are currently in very rough form. We will have a draft available for distribution at our next meeting on Tuesday, November 17, 8:30 a.m. to 1:00 p.m. at Premier.

Exclusive to S. Fox: We look forward to seeing you on Wednesday, November 11 at 9:30 a.m. Can you estimate how long that meeting will go? We will plan our schedules accordingly.

Fax No. 011 972 269 9951

MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel, Arthur J. Naparstek, Henry L. Zucker, Herman Stein

FROM: Virginia F. Levi 177

SUBJECT: New Draft + MI-NA

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Revised 10/20/87

MANDEL ASSOCIATED FOUNDATION - PROPOSED INITIATIVE IN CONJUNCTION WITH JWB AND JESNA

DESIGN DOCUMENT

INTRODUCTION

The Mandel Associated Foundations, supporting organizations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel. The Trustees of the Associated Foundations include leading lay and professional members of the Jewish community of Cleveland.

The Jewish Welfare Board (JWB) is the major service agency for Jewish community centers, YM and YWHAs, and camps in the United States and Canada. JWB is also the U. S. Government-accredited agency serving the religious and Jewish educational needs of military personnel and their families and Jewish patients in Veterans Administration hospitals.

Jewish Education Service of North America (JESNA) is the national association of the Bureaus of Jewish Education, the coordinating bodies for Jewish education in their local communities. At the national level, JESNA serves to coordinate and advocate support for Jewish education.

Together we plan to undertake a major initiative in Jewish continuity.

Jewish continuity---the meaningful survival of the Jewish people, their religion, culture, values, and traditions--is a prime concern of the Mandel Associated Foundations. In a dynamic, open, and mobile society such as ours, individual citizens enjoy a vast array of personal and professional options. The American

FOR DISCUSSION ONLY

Jew faced with a wide range of competing demands--and opportunities--finds it increasingly difficult to maintain his or her religious and cultural identity. Given these conditions, how much of our Jewish heritage will be transmitted to the next generation remains an open question.

In response to this situation, JWB, JESNA, and the Trustees of the Mandel Associated Foundations have decided to look closely at a key factor affecting the potential for meaningful Jewish continuity in America--Jewish education. For the purposes of this paper, Jewish education should be seen as including not only the formal instruction that is offered in the classroom, but also the "informal" learning that can take place in virtually any setting--within the family circle, at Jewish camps and community centers, through Israel-related activities, at community events, and so on. Effective Jewish education, when broadly defined in this way, can increase the level of commitment among American Jews and encourage the development of a positive identity.

The Mandel Associated Foundations, JWB, and JESNA, having identified Jewish continuity as a major programmatic interest, propose to establish a national Commission that will investigate selected aspects of Jewish education. We believe that the work-product of such a Commission--an objective report containing a series of practical recommendations--can guide us all in effectively applying our resources.

It is our hope that the Commission report will be a landmark study, of interest and value to Jewish educators, lay and professional leaders, and interested funders. Once the Commission has proposed ways to strengthen and improve the network of education-related institutions, the Associated Foundations will be better prepared to select one or more initiatives for proactive grantmaking.

Page 2

FOR DISCUSSION ONLY

This is an opportune moment for the Mandel Associated Foundations to join in a thoughtful study of Jewish education, because of a desire to invest in it in an intelligent way and because the subject of Jewish continuity is now widely perceived by American Jewish leaders as an issue of cardinal importance. Individual Jewish philanthropists and Jewish foundations such as ours are ready to become engaged in the issues of the day as dynamic and forward-looking grantmakers. This proactive stance is both a reflection and an outgrowth of a long-standing tradition in the history of American philanthropy, that of furnishing "venture capital" for the testing and development of new ideas. We believe that a number of funders, including both Jewish-sponsored foundations and philanthropically-minded individuals, may be prepared to apply greater resources to innovative programs and projects that will have a positive impact upon the quality of Jewish education in America.

JEWISH EDUCATION FOR THE 21ST CENTURY

It is generally agreed that Jews have attained a status in North America rarely equaled in Jewish history. They have risen to the top of their professions, excel in the worlds of finance and industry, and are creative forces in the sciences, the arts, and the humanities. Their future appears promising in the open, democratic society which offers them innumerable possibilities.

This new reality offers both challenges and opportunities. Because Jews are fully integrated in their communities, it is possible for them to choose whether, and to what extent, they will identify with their religion and tradition. Over the past few decades, a considerable number of Jews have chosen not to

FOR DISCUSSION ONLY

associate with Judaism, or to identify minimally with it. The multiplicity of options--and distractions--in our open society makes it increasingly easy for the marginally committed Jew to "slip away."

The problem is exacerbated by the fact that the contemporary Jewish family does not offer children the experiences which are likely to lead to meaningful Jewish involvement. The institutions responsible for ensuring a significant Jewish future, the institutions that educate Jews--schools, community centers, summer camps and others--do not seem to be fully prepared for this new condition.

Committed Jews who seek educational and cultural opportunities for themselves and their children may be fortunate enough to find a number of excellent programs. Unfortunately, however, in many instances what passes for Jewish education is neither strong on substance nor appealing in form. The notable and impressive examples of programs and institutions that excel represent the exception, rather than the rule. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel whose performance and confidence are further undermined by a lack of community support. Those who have developed the curriculum and educational methods of many institutions have not taken advantage of promising advances in the field of education and the social sciences. They have not learned how to derive the greatest possible advantage from the contributions of Jewish scholarship or the enormous educational potential of the state of Israel. The structure, content, and personnel of many institutions are not able to meet the challenge that must be faced if we are to improve the quality of life--Jewish life--of large numbers of Jewish people.

Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would entail. Only if the ideas of Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew.

To command the attention it deserves in the complex and dynamic marketplace of ideas, Judaism needs a "competitive edge." The organized Jewish community must, therefore, be prepared to make a greater investment of thought, energy and money in the agencies that have the greatest potential for rallying our youth and their parents--schools, camps, community centers--each, in its own way, an educational institution. Our goal must be to develop a new <u>kind</u> of education that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders recognize the critical nature of the situation, and are beginning to devote increasing amounts of their time and resources to Jewish education.

Because ensuring the meaningful continuity of Jewish life is a high priority of the Mandel Associated Foundations, we plan to respond to today's educational crisis in the ways we feel we can be most helpful. As a first step, we will participate in establishing a Commission, the purpose of which will be threefold: to suggest policies that will guide the development of a new thrust for Jewish education; to detail the necessary steps and interventions; and to develop plans and programs for the implementation of these policies.

It is not our intention to become operational except in encouraging practical means to implement the report's recommendations; the role we have chosen is to help develop a knowledge base, and to engage in the kind of strategic thinking and advocacy that will lead to positive change.

THE PURPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the new reality of Jewish life in North America will require interventions on many different fronts and on several levels. The institutions involved in education will need to be strengthened and supported. It may even be necessary to design and develop new institutions in response to emerging needs. The discoveries and insights of the humanities and the social sciences, as well as those of Jewish scholarship, will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish education.

Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and invigorate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

There is wide agreement, in the fields of general and Jewish education, that the educator is a critical factor in the success or failure of any educational endeavor.

It is clear that, for Jewish education, there is a severe shortage of qualified, inspired, and trained personnel. The shortage is a global one that exists on all levels--from early childhood education through the university--and in all educational settings, whether formal or informal. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders, and community center directors. While there are some educators who are dedicated, competent, and enthusiastic, the typical teacher or youth worker is insufficiently trained, inadequately paid, and sometimes demoralized. Under these circumstances, recruitment is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being trained at this time for positions in Jewish education.

The first target of an effort to improve Jewish education should therefore be the recruitment, training, and retention of the outstanding personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be considered by the Commission:

- 1. The development of the profession of Jewish education.
- 2. The recruitment and retention of qualified personnel.
- 3. The education of educators.
- The environment and the agents for change.

1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education will have to be introduced; other elements will have to be developed and expanded. A system of certification, based upon accepted norms and standards, is an essential step towards the professionalization of the Jewish educator.

2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and give incumbents good reason to leave it. Moreover, the feeder system (youth movements, summer camps, etc.) is not effective. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

3. The education of educators.

There are very few institutions for the preparation of Jewish educators in North America. Fewer than 100 people graduate annually--scarcely enough to fill existing slots, to say nothing of emerging positions in the field (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). To improve the education of educators, it may be necessary to expand existing institutions, develop new programs, and design systematic, comprehensive approaches for in-service education.

4. The environment and agents for change.

Efforts to upgrade Jewish education will require the active support of opinion makers, community leaders, academics, and educators. The individuals, constituencies, institutions, and organizations that can help effect change must be engaged in the work of the Commission and, ultimately, in the implementation of its findings.

THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to impact significantly the effectiveness of Jewish education. The Commission will need to decide how to undertake the assignment, what is the appropriate point of entry, and whether to examine the entire range of Jewish educational personnel, or focus on a strategic segment, such as senior personnel.

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

- Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
- Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.

Page 9

 The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

The counter-argument would claim that:

- 1. The teacher and youth-leader are the front-line educators.
- Improvements to date in status and salary have been made only in the area of senior personnel.
- The work of so important a Commission could impact Jewish educators as a whole.

A third approach might be to create a new category, one that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff. These "leading educators" would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, innovative teachers could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education, for it is in the home that values and attitudes are most quickly absorbed.

THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have enormous impact. If the report produced by the Commission not only projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is every reason to believe that resources would be made available so that key findings could be operationalized.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized the training of physicians in this country. As a result of the Flexner report, the Rockefeller Foundation invested fifty million dollars and convinced other sources to invest an additional five hundred million.

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Once the report of the proposed Commission on Jewish education and Jewish continuity has been issued, the Mandel Associated Foundations will undertake to sponsor and fund one or more recommendations. The report may also inspire other entities to join in the enterprise, thus producing a leveraging effect within the organized Jewish community.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly auspicious moment.

THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its 30 members will be men and women, chosen ad personam, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and respond to papers and reports.

The function of the Commission will be to undertake to study, guide and review its progress, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

The study should take approximately eighteen months, during which the Commission would meet four to six times. Three meetings would be scheduled during the first year.

The staff will include a study director, consultants, and appropriate administrative and research personnel. They will be responsible for:

* Preparing the appropriate background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.

- [°] Gathering and organizing the necessary data that is relevant to the work of the Commission, including existing studies and analyses, of which there are many.
- Initiating and inviting position papers and studies as required by the agenda and the decisions of the Commission.
- ^o Undertaking a series of consultations among appropriate individuals and groups of scholars, educators, and policymakers, and reporting to the Commission on these consultations.
- Preparing a list of publics in North America that need to be informed and involved, including selected organizations and institutions, lay leaders, scholars, Jewish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other nations to serve as corresponding members.
- ° Developing draft reports and preparing the final report of the Commission.

PAPERS TO BE COMMISSIONED

This list will be developed as we decide on the scope of the work of the Commission. The following suggested papers are meant to serve as examples:

- A careful analysis of what is required to create a serious profession of Jewish education.
- 2. Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

- 3. A scenario for the year 2000: What Jewish education could be if optimal and feasible conditions were created. This paper could describe what tomorrow's institutions would be like, and how they would impact their constituencies.
- 4. The economics of Jewish education. Though the subject matter of this paper will have to be very carefully limited, it is important to develop some conception of what reform will cost.
- 5. The state of the field. This paper will establish the parameters of our problem, indicating the distance between the present situation and the desired situation (e.g., number of qualified personnel versus the number needed). The paper could document the rate of attrition, length of service, and other issues.
- 6. Building lay leadership. This paper could describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

Some or all of these papers would be discussed at workshops or consultations.

APPENDICES

- 1. Proposed Candidates for the Position of Study Director
- II. Proposed List of Candidates for Commission Membership
 - A. Lay Leaders
 - B. Scholars and Educators
 - 1. General Scholars/Others
 - 2. Jewish Scholars
 - 3. Jewish Educators





II. PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

A. LAY LEADERS

Appleby, Ronald -- Canada Berman, Mandell L. -- Detroit Busis, Sid -- Pittsburgh Cardin, Shoshana -- Baltimore Colman, John C. -- Glencoe, Illinois Comay, Shalom -- Pittsburgh Eisenman, Lillian --- New York Feldman, Jesse --- San Francisco Goodman, Henry J. -- Cleveland Grossman, Steve -- Boston Hermelein, David -- Detroit Kleinman, Harold -- Dallas Lainer, Mark -- Los Angeles Laxer, Carl -- Sontreal Loup, Robert E. -- Denver Mandel, Morton L. -- Cleveland (Chairman) Mannikin, Richard -- Baltimore Mintz, Donald --- New Orleans Nevman, Donald -- Tulsa Ostrow, Gerald -- Pittburgh Peck, Judy -- New York Pollack, Lester -- New York Ratner, Charles -- Cleveland Ritz, Esther Leah -- Milwaukee Rosenthal, Harriet -- Metro West, New York Rubin, Len -- New Jersey Schlessel, Mark Shalom, Steven -- New York Sherman, Jane Smith, Robert -- Washington Tishman, Peggy -- New York Wexler, Richard -- Chicago, Yanowitz, Bennett -- Cleveland

B. SCHOLARS AND EDUCATORS

1. General Scholars (and Others)

Arrow, Kenneth -- Nobel Laureate in Economics - Stanford University Boschwitz, Rudy -- U. S. Senator Chinitz, Benjamin -- Dean, School of Management - Lowell University; Past President of Boston Bureau of Jewish Education Cohen, David -- Distinguished Policy Analyst and Historian - Michigan State University Lawrence Cremin -- Distinguished Historian of Education; Past President of Teachers' College - Columbia University; President of the Spencer Foundation Danishevsky, Sam Eizenstadt, Stu Glazer, Nathan -- Distinguished Sociologist on the Faculty of Harvard University Lipset, Seymour Martin - Distinguished Sociologist on the Faculty of the Hoover Institute, Stanford University Nobel Laureate -- From the Natural Sciences or Medicine Nozzick, Robert -- One of the Distinguished Philosophers on the Faculty of Harvard University Putnam, Hilary -- One of the Distinguished Philosophers on the Faculty of Harvard University; Key in Hillel Sheffler, Israel -- The Outstanding Philosopher of Education in the (Rabbi) United States; On the Faculty of Harvard University Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the Faculty of Stanford University Stein, Herman -- Case Western Reserve University Yalow, Rosalyn (Nobel Laureate) Waltzer, Michael -- Distinguished Political Scientist, Political Philosopher on the Faculty of Princeton University

2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley Dash-Moore, Deborah Gottschalk, Alfred Lamm, Norman Schorsh, Ismar Septimus, Beryl Tobin, Gary Twersky, Itzhak -- Expert in Jewish Thought - Harvard University Wiesel, Eli -- Nobel Laureate - Boston University Weiss, Ruth -- Association of Professors of Jewish Education

3. Jewish Educators

---} Ariel, David -- College of Jewish Studies - Cleveland Brooks, Michael -- Hillel Dubin, David Elkin, Josh Garr, Burt Gold, Ben-Zion (Rabbi) Kleinman, David -- Jewish Community Center - Cleveland Kosman, Barry Lee, Sara -- Head of the Department of Education - Hebrew Union College, Los Angeles Levy, Harold Lipstadt, Deborah Ponet, Jim -- Yale Ritterband, Paul Rosenstein, Mark -- Principal Schaffler, Sam Schiff, Alvin -- Head of Jewish Education in New York City

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Schiff, Gary Solomon, Bennett -- Principal Steinmetz, Ira (Thurz, Daniel)



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Mr Henry Zucker The Mandel Associated Foundations Cleveland, Ohio

November 3, 1987

Dear Henry,

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We apologize. We just couldn't get to MI-NA until we finished with the Jewish Education Committee meetings.

We are enclosing some comments - most of them minor, except for the following:

1. Though we believe that it is important that JWB and JESNA be involved, we think that the exact nature of that involvement should be carefully considered. This will determine how the relationship is described - "in conjunction", "in cooperation", etc...

2. Page 4 : we have inserted our previous formulation. We know that all of the ideas of the previous version were incorporated here. However we believe that the earlier version could help soften the description of existing institutions and programs.

3. There may be changes to be introduced as we move from an internal document to a document for commission members. E.g. pages 2 and 3 concerning the institutional rationale for the entire endeavor.

4. Minor suggested changes are to be found - penned in throughout the document. More significant suggestions are on pages : 3; 4; 7; 7b; 8; 9.

We are enclosing a workplan which may be helpful in building the timetable and budget. Seymour will be prepared to elaborate on this workplan at the meeting on Wednesday the 11th.

We plan to fax the draft MI-G document on November 6th.

With best regards and looking forward to seeing you,

S.F. A.Hochstein

P.S. For the meeting of the llth, I believe that 9:30 to 2:30, including a luncheon meeting as you suggested with any potential candidate for the post of director, would give us plenty of time.

Seynour

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Revised 10/20/87

MANDEL ASSOCIATED FOUNDATION - PROPOSED INITIATIVE IN CONJUNCTION WITH JWB AND JESNA

DESIGN DOCUMENT

INTRODUCTION

The Mandel Associated Foundations, supporting organizations of the Jawish Community Federation of Cleveland, were astablished in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel. The Trustees of the Associated Foundations include leading lay and professional members of the Jawish community of Cleveland.

The Jewish Welfere Board (JWB) is the major service agency for Jewish community centers. YM and YWHAS, and camps in the United States and Canada. JWB is also the U. S. Government-accredited agency serving the religious and Jewish educational needs of military personnel and their families and Jewish patients in Veterans Administration hospitals.

Jewish Education Service of North America (JESNA) is the national association of the Bureaus of Jewish Education, the coordinating bodies for Jewish aducation in their local communities. At the national level, JESNA serves to coordinate and advocate support for Jewish aducation.

Together we plan to undertake a major initiative in Jawish continuity.

Jawish continuity---the meaningful survival of the Jawish people, their raligion, culture, values, and traditions---is a prime concern of the Mandel Associated Foundations. In a dynamic, open, and mobile society such as ours, individual citizens enjoy a vast array of personal and professional options. The American

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It is our hope that the Commission report will be a landmark study, of interest and value to Jewish educators, lay and professional leaders, and interested funders. Pace the Commission has proposed ways to strengthen and improve the network of education-related institutions, The Associated Foundations will be better prepared to select one or more initiatives for proactive grantmaking.

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This new reality, where Jews are fully integrated in their society, makes it possible for them to choose whether and to what extent they are to identify as Jews. Over the past few decades a considerable number of them have chosen not to associate with Judaism or to minimally identify with it.

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development should be outlines and plans should be considered that could include proposals for:

* the expansion of existing institutions

* the development of new programs

* the design of systematic, comprehensive approaches for in service education.

4. The environment and agents for change:

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of community awareness and commitment. The key opinion makers, community leaders, academics and educators will have to be identified. They will have to be engaged in the process initiated by the commission, they will have to be convinced to join and play an active role to support this effort. They are indispensable if the process is to lead to change. One of the important assignments of the commission will be to identify those individuals, constituencies, institutions and organizations that can help effect change. Strategies will have to be devised to involve them in all of the stages of the commission's work and ultimately in the implementation of its findings.

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- Improvements to data in status and salary have been made only in the area of senior personnel.
- 3. The work of so important a commission could impact Jevish educators as a whole, and therefore the problem of the teacher should remain within its scope.

A third approach might be to create a new category: one that could encompase senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff. These "leading educators" Would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, innovative teachers could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education, for it is in that that values and statudes are not family education.

THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have enormous impact. If the report produced by the Commission not only projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is every reason to believe that resources would be made available so that key findings could be operationalized.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flaxner report which revolutionized/the-training of physiciano immediate contains. As a result of the Flaxner report, the Rockafeller Foundation invested fifty million dollars and convinced other sources to invest an additional five hundred million.

FOR DISCUSSION ONLY

Once the report of the proposed Commission on Jewish education and Jewish continuity has been issued, the Mandel Associated Foundations will undertake to sponsor and fund one or more recommendations. The report may also inspire other entities to join in the enterprise, thus producing a leveraging effect within the organized Jewish community.

The widespread recognition that change is essential, the receptivity of both isy and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly suspicious moment.

THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its 30 members will be men and women, chosen ad personam, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for concultation between meetings, and respond to papers and reports.

The function of the Commission will be to undertake to study, guide and review its progress, report its findings to the Jewish community, and encourage the implementation of the plans and recommandations contained therein,

The study should take approximately eightsen months, during which the Commission would meat four to six times. Three meetings would be scheduled during the first year.

The staff will include a study director, consultants, and appropriate administrative and research personnel. They will be responsible for:

Preparing the appropriate background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission. NOU 2 87 11107 PREMIER CORP

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FOR DISCUSSION ONLY

- * Gathering and organizing the pecessary data that is relevant to the work of the Commission, including existing studies and analyses, of entrich-there are.
- * Initiating and inviting position papers and studies as required by the agenda and the decisions of the Commission.
- * Undertaking a series of consultations among appropriate individuals and groups of scholars, educators, and policymakers, and reporting to the Commission on these consultations.
- * Preparing a list of publics in North America that meed to be informed and involved, including selected organizations and institutions, lay leaders, scholars, Jawish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel countumers and other meetions to serve as corresponding members.

* Developing draft reports and preparing the final report of the Commission.

PAPERS TO BE COMMISSIONED

This list will be developed as we decide on the scope of the work of the Commission. The following suggested papers are meant to serve as examples:

- A careful analysis of what is required to create a serious profession of Jewish education.
- Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

NO ADDITIONAL CHANGES ON REMAINING PAGES

WORKPLAN - PHASE I

1. Select director

1 1

- 2. Select and invite members of the commission
- Decide on various publics and how to involve them: CJF, JDC, training institutions, BJEs, WZO and Jewish Agency Departments of Education , etc... (including the possibility of corresponding members).
- 4. Brief Commission members in person and by mail
- 5. Commission preliminary studies (e.g. The State of the Field - No. 5 page 12).
- 6. Decide on agenda for first Commission meeting
- 7. Prepare materials for agenda
- 8. Decide on P.R.
- 9. Convene first Commission meeting
- 10. Prepare for alternative outcomes of first Commission meeting. (e.g. studies and materials to be prepared, sub-committees , seminars).
- 11. Implement decisions of the first Commission meeting, including appointment of addititional consultants, commissioning of studies, task forces, workshops, as well as decisions concerning interim reports.
- 12. Decide on involvement of other funding agencies.

PHASE II

FOR DISCUSSION ONLY

Above all clas, it is the personnel of Jewish advantion who hold the key to change. It is they who will lead in the development of new scincegles. Working in flows collaboration with community leadership, they will help by state new inscitutions and integrate only-ing oncor their importance; to is they who will attract, inspire, and engage atudents and their families.

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The first target of an effort to improve Jewish education should therefore be the recruitment, training, and retention of the outstanding personnel required to mast the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be considered by the Commission:

- 1. The development of the profession of Jevish education.
- 2. The recruitment and retention of qualified personnel.
- 3. The education of educators.

The environment and the agents for change.

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Revised 10/20/87

MANDEL ASSOCIATED FOUNDATION - PROPOSED INITIATIVE IN CONJUNCTION WITH JWB AND JESNA ... DESIGN DOCUMENT

INTRODUCTION

The Mandel Associated Foundations, supporting organizations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel. The Trustees of the Associated Foundations include leading lay and professional members of the Jewish community of Cleveland.

The Jewish Welfare Board (JWB) is the major service agency for Jewish community centers, YM and YWHAs, and camps in the United States and Canada. JWB is also the U. S. Government-accredited agency serving the religious and Jewish educational needs of military personnel and their families and Jewish patients in Veterans Administration hospitals.

Jewish Education Service of North America (JESNA) is the national association of the Bureaus of Jewish Education, the coordinating bodies for Jewish education in their local communities. At the national level, JESNA serves to coordinate and advocate support for Jewish education.

Together we plan to undertake a major initiative in Jewish continuity.

Jewish continuity--the meaningful survival of the Jewish people, their religion, culture, values, and traditions--is a prime concern of the Mandel Associated Foundations. In a dynamic, open, and mobile society such as ours, individual citizens enjoy a vast array of personal and professional options. The American

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Jew faced with a wide range of competing demands--and opportunities--finds it increasingly difficult to maintain his or her religious and cultural identity. Given these conditions, how much of our Jewish heritage will be transmitted to future the next generation remains an open question.

In response to this situation, JWB, JESNA, and the Trustees of the Mandel Associated Foundations have decided to look closely at a key factor affecting the potential for meaningful Jewish continuity in America--Jewish education. For the purposes of this paper, Jewish education should be seen as including not only the formal instruction that is offered in the classroom, but also the "informal" learning that can take place in virtually any setting-within the family circle, at Jewish camps and community centers, through Israel-related activities, at community events, and so on. Effective Jewish education, when broadly defined in this way, can increase the level of commitment among American Jews and encourage the development of a positive identity.

The Mandel Associated Foundations, JWB, and JESNA, having identified Jewish continuity as a major programmatic interest, propose to establish a national Commission that will investigate selected aspects of Jewish education. We believe that the work-product of such a Commission-an objective report containing a series of practical recommendations--can guide us all in effectively applying our resources.

It is our hope that the Commission report will be a landmark study, of interest and value to Jewish educators, lay and professional leaders, and interested funders. Once the Commission has proposed ways to strengthen and improve the network of education-related institutions, The Associated Foundations will be better prepared to select one or more initiatives for proactive grantmaking.

This is an opportune moment for the Mandel Associated Foundations to join in a thoughtful study of Jewish education; because of a desire to invest in it in an intelligent way and because the subject of Jewish continuity is now widely perceived by American Jewish leaders as an issue of cardinal importance. Individual Jewish philanthropists and Jewish foundations such as ours are ready to become engaged in the issues of the day as dynamic and forward-looking grantmakers. This proactive stance is both a reflection and an outgrowth of a long-standing tradition in the history of American philanthropy, that of furnishing "venture capital" for the testing and development of new ideas. We believe that a number of funders, including both Jewish-sponsored foundations and philanthropically-minded individuals, may be prepared to apply greater resources to innovative programs and projects that will have a positive impact upon the quality of Jewish education in America.

JEWISH EDUCATION FOR THE 21ST CENTURY

It is generally agreed that Jews have attained a status in North America rarely equaled in Jewish history. They have risen to the top of their professions, excel in the worlds of finance and industry, and are creative forces in the sciences, the arts, and the humanities. Their future appears promising in the open, democratic society which offers them innumerable possibilities.

This new reality offers both challenges and opportunities. Because Jews are fully integrated in their communities, it is possible for them to choose whether, and to what extent, they will identify with their religion and tradition. Over the past few decades, a considerable number of Jews have chosen not to

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-associate with Judaism, or to identify minimally with it. The multiplicity of options--and distractions--in our open society makes it increasingly easy for the marginally committed Jew to "slip away."

The problem is exacerbated by the fact that the contemporary Jewish family does not offer children the experiences which are likely to lead to meaningful Jewish involvement. The institutions responsible for ensuring a significant Jewish future, the institutions that educate Jews--schools, community centers, summer camps and others--do not seem to be fully prepared for this new condition.

Committed Jews who seek educational and cultural opportunities for themselves and their children may be fortunate enough to find a number of excellent programs. Unfortunately, however, in many instances what passes for Jewish education is neither strong on substance nor appealing in form. The notable and impressive examples of programs and institutions that excel represent the exception, rather than the rule. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel whose performance and confidence are further undermined by a lack of community support. Those who have developed the curriculum and educational methods of many institutions have not taken advantage of promising advances in the field of education and the social sciences. They have not learned how to derive the greatest possible advantage from the contributions of Jewish scholarship or the enormous educational potential of the state of Israel. The structure, content, and personnel of many institutions are not able to meet the challenge that must be faced if we are to improve the quality of life--Jewish life--of large numbers of Jewish people.

Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would entail. Only if the ideas of Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew.

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To command the attention it deserves in the complex and dynamic marketplace of ideas, Judaism needs a "competitive edge." The organized Jewish community must, therefore, be prepared to make a greater investment of thought, energy and money in the agencies that have the greatest potential for rallying our youth and their parents--schools, camps, community centers--each, in its own way, an educational institution. Our goal must be to develop a new <u>kind</u> of education that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders recognize the critical nature of the situation, and are beginning to devote increasing amounts of their time and resources to Jewish education.

Because ensuring the meaningful continuity of Jewish life is a high priority of the Mandél Associated Foundations, we plan to respond to today's educational crisis in the ways we feel we can be most helpful. As a first step, we will participate in establishing a Commission, the purpose of which will be threefold: to suggest policies that will guide the development of a new thrust for Jewish education; to detail the necessary steps and interventions; and to develop plans and programs for the implementation of these policies.

It is not our intention to become operational except in encouraging practical means to implement the report's recommendations; the role we have chosen is to help develop a knowledge base, and to engage in the kind of strategic thinking and advocacy that will lead to positive change.

THE PURPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the new reality of Jewish life in North America will require interventions on many different fronts and on several levels. The institutions involved in education will need to be strengthened and supported. It may even be necessary to design and develop new institutions in response to emerging needs. The discoveries and insights of the humanities and the social sciences, as well as those of Jewish scholarship, will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish education.

Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and invigorate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

There is wide agreement, in the fields of general and Jewish education, that the educator is a critical factor in the success or failure of any educational endeavor.

It is clear that, for Jewish education, there is a severe shortage of qualified, inspired, and trained personnel. The shortage is a global one that exists on all levels--from early childhood education through the university--and in all educational settings, whether formal or informal. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders, and community center directors. While there are some educations who are dedicated, competent, and enthusiastic, they typical teacher of youth worker is insufficiently trained, inadequately paid, and sometimes demoralized. Under these circumstances, recruitment is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being trained at this time for positions in Jewish education.

The first target of an effort to improve Jewish education should therefore be the recruitment, training, and retention of the outstanding personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be considered by the Commission:

- 1. The development of the profession of Jewish education.
- The recruitment and retention of qualified personnel.
- The education of educators.
- The environment and the agents for change.

1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education will have to be introduced; other elements will have to be developed and expanded. A system of certification, based upon accepted norms and standards, is an essential step towards the professionalization of the Jewish educator.

2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and give incumbents good reason to leave it. Moreover, the feeder system (youth movements, summer camps, etc.) is not effective. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

The education of educators.

There are very few institutions for the preparation of Jewish educators in North America. Fewer than 100 people graduate annually--scarcely enough to fill existing slots, to say nothing of emerging positions in the field (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). To improve the education of educators, it may be necessary to expand existing institutions, develop new programs, and design systematic, comprehensive approaches for in-service education.

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4. The environment and agents for change.

Efforts to upgrade Jewish education will require the active support of opinion makers, community leaders, academics, and educators. The individuals, constituencies, institutions, and organizations_that can help effect change must be engaged in the work of the Commission and, ultimately, in the implementation of its findings.

THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to impact significantly the effectiveness of Jewish education. The Commission will need to decide how to undertake the assignment, what is the appropriate point of entry, and whether to examine the entire range of Jewish educational personnel, or focus on a strategic segment, such as senior personnel.

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

- Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
- Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.

3. The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

The counter-argument would claim that:

- 1. The teacher and youth-leader are the front-line educators.
- 2. Improvements to date in status and salary have been made only in the area of senior personnel.
- The work of so important a Commission could impact Jewish educators as a whole.

A third approach might be to create a new category, one that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff. These "leading educators" would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, innovative teachers could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education, for it is in the home that values and attitudes are most quickly absorbed.

THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have enormous impact. If the report produced by the Commission not only projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is every reason to believe that resources would be made available so that key findings could be operationalized.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized the training of physicians in this country. As a result of the Flexner report, the Rockefeller Foundation invested fifty million dollars and convinced other sources to invest an additional five hundred million.

Page 9

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Once the report of the proposed Commission on Jewish education and Jewish continuity has been issued, the Mandel Associated Foundations will undertake to sponsor and fund one or more recommendations. The report may also inspire other entities to join in the enterprise, thus producing a leveraging effect within the organized Jewish community.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly auspicious moment.

THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its 30 members will be men and women, chosen ad personam, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and respond to papers and reports.

The function of the Commission will be to undertake to study, guide and review its progress, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

The study should take approximately eighteen months, during which the Commission would meet four to six times. Three meetings would be scheduled during the first year.

The staff will include a study director, consultants, and appropriate administrative and research personnel. They will be responsible for:

Preparing the appropriate background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.

- ⁶ Gathering and organizing the pecessary data that is relevant to the work of the Commission, including existing studies and analyses, of which there are many.
- * Initiating and inviting position papers and studies as required by the agenda and the decisions of the Commission.
- ^o Undertaking a series of consultations among appropriate individuals and groups of scholars, educators, and policymakers, and reporting to the Commission on these consultations.
- Preparing a list of publics in North America that need to be informed and involved, including selected organizations and institutions, lay leaders, scholars. Jewish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other nations to serve as corresponding members.
- ° Developing draft reports and preparing the final report of the Commission.

PAPERS TO BE COMMISSIONED

This list will be developed as we decide on the scope of the work of the Commission. The following suggested papers are meant to serve as examples:

- A careful analysis of what is required to create a serious profession of Jewish education.
- Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

- 3. A scenario for the year 2000: What Jewish education could be if optimal and feasible conditions were created. This paper could describe what tomorrow's institutions would be like, and how they would impact their constituencies.
- 4. The economics of Jewish education. Though the subject matter of this paper will have to be very carefully limited, it is important to develop some conception of what reform will cost.
- 5. The state of the field. This paper will establish the parameters of our problem, indicating the distance between the present situation and the desired situation (e.g., number of qualified personnel versus the number needed). The paper could document the rate of attrition, length of service, and other issues.
- 6. Building lay leadership. This paper could describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

Some or all of these papers would be discussed at workshops or consultations.

APPENDICES

- I. Proposed Candidates for the Position of Study Director
- II. Proposed List of Candidates for Commission Membership
 - A. Lay Leaders
 - B. Scholars and Educators
 - 1. General Scholars/Others
 - 2. Jewish Scholars
 - 3. Jewish Educators

A. LAY LEADERS

Appleby, Ronald --- Canada Berman, Mandell L. -- Detroit Busis, Sid -- Pittsburgh Cardin, Shoshana -- Baltimore Colman, John C. -- Glencoe, Illinois Comay, Shalom -- Pittsburgh Eisenman, Lillian -- New York Feldman, Jesse -- San Francisco Goodman, Henry J. -- Cleveland Grossman, Steve -- Boston Hermelein, David -- Detroit Kleinman, Harold -- Dallas Lainer, Mark --- Los Angeles Laxer, Carl -- Hontreal Loup, Robert E. -- Denver Mandel, Morton L. -- Cleveland (Chairman) Mannikin, Richard -- Baltimore Mintz, Donald -- New Orleans Newman, Donald -- Tulsa Ostrow, Gerald -- Pittburgh Peck, Judy -- New York Pollack, Lester -- New York Ratner, Charles -- Cleveland Ritz, Esther Leah -- Milwaukee Rosenthal, Harriet -- Metro West, New York Rubin, Len --- New Jersey Schlessel. Mark Shalom, Steven -- New York Sherman, Jane Smith, Robert -- Washington Tishman, Peggy -- New York Wexler, Richard -- Chicago. Yanowitz, Bennett -- Cleveland

B. SCHOLARS AND EDUCATORS

1. General Scholars (and Others)

Arrow, Kenneth -- Nobel Laureate in Economics - Stanford University Boschwitz, Rudy -- U. S. Senator Chinitz, Benjamin -- Dean, School of Management - Lowell University; Past President of Boston Bureau of Jewish Education Cohen, David -- Distinguished Policy Analyst and Historian - Michigan State University Lawrence Cremin -- Distinguished Historian of Education: Past President of Teachers' College - Columbia University; President of the Spencer Foundation Danishevsky, Sam Eizenstadt, Stu Glazer, Nathan -- Distinguished Sociologist on the Faculty of Harvard University Lipset, Seymour Martin - Distinguished Sociologist on the Faculty of the Hoover Institute, Stanford University Nobel Laureate -- From the Natural Sciences or Medicine Nozzick, Robert -- One of the Distinguished Philosophers on the Faculty of Harvard University Putnam, Hilary -- One of the Distinguished Philosophers on the Faculty of Harvard University; Key in Hillel Sheffler, Israel -- The Outstanding Philosopher of Education in the (Rabbi) United States; On the Faculty of Harvard University Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the Faculty of Stanford University Stein, Herman -- Case Western Reserve University Yalow, Rosalyn (Nobel Laureate) Waltzer, Michael -- Distinguished Political Scientist; Political Philosopher on the Faculty of Princeton University

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2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley Dash-Moore, Deborah Gottschalk, Alfred Lamm, Norman Schorsh, Ismar Septimus, Beryl Tobin, Gary Twersky, Itzhak -- Expert in Jewish Thought - Harvard University Wiesel, Eli -- Nobel Laureate - Boston University Weiss, Ruth -- Association of Professors of Jewish Education

3. Jewish Educators

Ariel, David -- College of Jewish Studies - Cleveland Brooks, Michael -- Hillel Dubin, Davld Elkin, Josh Garr, Burt Gold, Ben-Zion (Rabbi) Kleinman, David -- Jevish Community Center - Cleveland Kosman, Barry Lee, Sara -- Head of the Department of Education - Hebrew Union College, Los Angeles Levy, Harold Lipstadt, Deborah Ponet, Jim -- Yale Ritterband, Paul Rosenstein, Mark -- Principal Schaffler, Sam Schiff, Alvin -- Head of Jewish Education in New York City

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Schiff, Gary Solomon, Bennett -- Principal Steinmetz, Ira (Thurz, Daniel)

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TO: Seymour Fox, Annette Hochstein, Morton L. Mandel, Herman D. Stein, Arthur J. Naparstek, Henry L. Zucker

FROM: Virginia F. Levi VFA

SUBJECT: Current Drafts

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11/9/87

Attached is a newly revised draft of the MI-NA design document incorporating changes received from Seymour Fox. Also enclosed is a revised draft of the design document for MI-G, also for discussion at our next meeting. The progress report referred to on page 13 of the MI-G draft as well as a tentative budget and timetable for MI-NA will be distributed at our meeting on November 17.

Revised 11/9/87

MANDEL ASSOCIATED FOUNDATION - PROPOSED INITIATIVE IN CONJUNCTION WITH JWB AND JESNA

DESIGN DOCUMENT

INTRODUCTION

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FOR DISCUSSION ONLY

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This new reality, where Jews are fully integrated in their society, makes it possible for them to choose whether and to what extent they are to identify as Jews. Over the past few decades a considerable number of them have chosen not to associate with Judaism or to identify minimally with it. The multiplicity of options--and distractions--in our open society makes it increasingly easy for the marginally committed Jew to "slip away."

Page 3

There has not been a sufficient investment of thought, energy, and money to respond to these new and different conditions. The organized Jewish community has not devoted the kind of attention required for developing a new education that could respond adequately to the new reality of Jewish life in North America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders are beginning to devote increasing amounts of their time and resources to Jewish education.

Though there are notable and impressive examples of programs and institutions that excel, these are exceptions and do not reflect the general situation. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel. Those who have developed the curriculum and educational methods of many institutions have not taken advantage of promising advances in the field of education and the social sciences. They have not learned how to use the contribution of Jewish scholarship or the enormous educational potential of the state of Israel. The structure, the content and personnel of many institutions are not able to meet the challenge that must be faced if we are to avoid losing large numbers of Jews.

Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would entail. Only if the ideas of Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew.

Page 4

FOR DISCUSSION ONLY

Page 5

To meet the challenge of educating Jews who are fully accepted in an open society, the organized Jewish community must be prepared to make a greater investment of thought, energy and money in the agencies that have the greatest potential for rallying our youth and their parents--schools, camps, community centers. Our goal must be to develop a new <u>kind</u> of education that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders recognize the critical nature of the situation, and are beginning to devote increasing amounts of their time and resources to Jewish education.

Because ensuring the meaningful continuity of Jewish life is a high priority of the Mandel Associated Foundations, we plan to respond to today's educational crisis in the ways we feel we can be most helpful. As a first step, we will participate in establishing a Commission, the purpose of which will be threefold: to suggest policies that will guide the development of a new thrust for Jewish education; to detail the necessary steps and interventions; and to develop plans and programs for the implementation of these policies.

It is not our intention to become operational except in encouraging practical means to implement the report's recommendations; the role we have chosen is to help develop a knowledge base, and to engage in the kind of strategic thinking and advocacy that will lead to positive change.

THE PURPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the new reality of Jewish life in North America will require interventions on many different fronts and on several levels. The institutions involved in education will need to be strengthened and supported. It may even be necessary to design and develop new institutions in response to emerging needs. The discoveries and insights of the humanities and the social sciences, as well as those of Jewish scholarship, will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish education. Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and invigorate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

There is wide agreement, in the fields of general and Jewish education, that the educator is a critical factor in the success or failure of any educational endeavor.

It is clear that, for Jewish education, there is a severe shortage of qualified, inspired, and trained personnel. The shortage is a global one that exists on all levels--from early childhood education through the university--and in all educational settings, whether formal or informal. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders, and community center directors. While some of these educators are dedicated, competent, and enthusiastic, they are generally insufficiently trained, inadequately paid, and sometimes demoralized. Under these circumstances, recruitment is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being trained at this time for positions in Jewish education.

The first target of an effort to improve Jewish education should therefore be the recruitment, training, and retention of the outstanding personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be considered by the Commission:

- 1. The development of the profession of Jewish education.
- 2. The recruitment and retention of qualified personnel.
- 3. The education of educators.
- 4. The environment and the agents for change.

1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education will have to be introduced; other elements will have to be developed and expanded. A system of certification, based upon accepted norms and standards, is an essential step towards the professionalization of the Jewish educator.

2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and give incumbents good reason to leave it. Moreover, the feeder system (youth movements, summer camps, etc.) is not effective. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

3. The education of educators.

There are very few institutions for the preparation of Jewish educators in North America. Fewer than 100 people graduate annually from these institutions. Students must be trained for existing positions as well as for the emerging needs of the field of Jewish education (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). The variety of needs require multiple solutions. Strategies for development should be outlined and plans should be considered that could include proposals for:

Page 8

- * the expansion of existing institutions
- * the development of new programs
- * the design of systematic, comprehensive approaches for in-service education.
- 4. The environment and agents for change.

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of community awareness and commitment. The key opinion makers, community leaders, academics and educators will have to be identified. They will have to be engaged in the process initiated by the commission and convinced to join and play an active role in support of this effort. They are indispensable if the process is to lead to change. One of the important assignments of the commission will be to identify those individuals, constituencies, institutions and organizations that can help effect change. Strategies will have to be devised to involve them in all of the stages of the commission's work and ultimately in the implementation of its findings.

THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to impact significantly the effectiveness of Jewish education. The Commission will need to decide how to undertake the assignment, what is the appropriate point of entry, and whether to examine the entire range of Jewish educational personnel, or focus on a strategic segment, such as senior personnel.

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

- Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
- Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.

 The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

The counter-argument would claim that:

- 1. The teacher and youth-leader are the front-line educators.
- Improvements to date in status and salary have been made only in the area of senior personnel.
- The work of so important a Commission could impact Jewish educators as a whole, and therefore the problem of the teacher should remain within its scope.

A third approach might be to create a new category of "leading educators" that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff. These leading educators would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, they might include innovative teachers who could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education.

THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have enormous impact. If the report produced by the Commission not only projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is every reason to believe that resources would be made available so that key findings could be operationalized.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized American medical education. As a result of the Flexner report, the Rockefeller Foundation invested fifty million dollars and convinced other sources to invest an additional five hundred million.

FOR DISCUSSION ONLY

Page 10

Once the report of the proposed Commission on Jewish education and Jewish continuity has been issued, the Mandel Associated Foundations will undertake to sponsor and fund one or more recommendations. The report may also inspire other entities to join in the enterprise, thus producing a leveraging effect within the organized Jewish community.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly auspicious moment.

THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its 30 members will be men and women, chosen ad personam, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and respond to papers and reports.

The function of the Commission will be to undertake to study, guide and review its progress, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

The study should take approximately eighteen months, during which the Commission would meet four to six times. Three meetings would be scheduled during the first year.

The staff will include a study director, consultants, and appropriate administrative and research personnel. They will be responsible for:

* Preparing the appropriate background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.

Page 11

- ° Gathering and organizing the necessary data that is relevant to the work of the Commission, including existing studies and analyses.
- * Initiating and inviting position papers and studies as required by the agenda and the decisions of the Commission.
- ^o Undertaking a series of consultations among appropriate individuals and groups of scholars, educators, and policymakers, and reporting to the Commission on these consultations.
- Preparing a list of publics in North America that need to be informed and involved, including selected organizations and institutions, lay leaders, scholars, Jewish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other countries to serve as corresponding members.
- ° Developing draft reports and preparing the final report of the Commission.

PAPERS TO BE COMMISSIONED

This list will be developed as we decide on the scope of the work of the Commission. The following suggested papers are meant to serve as examples:

- A careful analysis of what is required to create a serious profession of Jewish education.
- Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

- 3. A scenario for the year 2000: What Jewish education could be if optimal and feasible conditions were created. This paper could describe what tomorrow's institutions would be like, and how they would impact their constituencies.
- 4. The economics of Jewish education. Though the subject matter of this paper will have to be very carefully limited, it is important to develop some conception of what reform will cost.
- 5. The state of the field. This paper will establish the parameters of our problem, indicating the distance between the present situation and the desired situation (e.g., number of qualified personnel versus the number needed). The paper could document the rate of attrition, length of service, and other issues.
- 6. Building lay leadership. This paper could describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

Some or all of these papers would be discussed at workshops or consultations.

APPENDICES

- I. Proposed Candidates for the Position of Study Director
- II. Proposed List of Candidates for Commission Membership
 - A. Lay Leaders
 - B. Scholars and Educators
 - 1. General Scholars/Others
 - 2. Jewish Scholars
 - 3. Jewish Educators

II. PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

A. LAY LEADERS

Appleby, Ronald -- Canada Berman, Mandell L. -- Detroit Busis, Sid -- Pittsburgh Cardin, Shoshana -- Baltimore Colman, John C. -- Glencoe, Illinois Comay, Shalom -- Pittsburgh Eisenman, Lillian -- New York Feldman, Jesse -- San Francisco Goodman, Henry J. -- Cleveland Grossman, Steve -- Boston Hermelein, David -- Detroit Kleinman, Harold -- Dallas Lainer, Mark --- Los Angeles Laxer, Carl -- Montreal Loup, Robert E. -- Denver Mandel, Morton L. -- Cleveland (Chairman) Mannikin, Richard -- Baltimore Mintz, Donald -- New Orleans Newman, Donald -- Tulsa Ostrow, Gerald -- Pittburgh Peck, Judy -- New York Pollack, Lester -- New York Ratner, Charles -- Cleveland Ritz, Esther Leah -- Milwaukee Rosenthal, Harriet -- Metro West, New York Rubin, Len -- New Jersey Schlessel, Mark Shalom, Steven -- New York Sherman, Jane Smith, Robert -- Washington Tishman, Peggy -- New York Wexler, Richard -- Chicago. Yanowitz, Bennett -- Cleveland

B. SCHOLARS AND EDUCATORS

1. General Scholars (and Others)

Arrow, Kenneth -- Nobel Laureate in Economics - Stanford University Boschwitz, Rudy -- U. S. Senator Chinitz, Benjamin -- Dean, School of Management - Lowell University; Past President of Boston Bureau of Jewish Education Cohen, David -- Distinguished Policy Analyst and Historian - Michigan State University Lawrence Cremin -- Distinguished Historian of Education; Past President of Teachers' College - Columbia University; President of the Spencer Foundation Danishevsky, Sam Eizenstadt, Stu Glazer, Nathan -- Distinguished Sociologist on the Faculty of Harvard University Lipset, Seymour Martin - Distinguished Sociologist on the Faculty of the Hoover Institute, Stanford University Nobel Laureate -- From the Natural Sciences or Medicine Nozzick, Robert -- One of the Distinguished Philosophers on the Faculty of Harvard University Putnam, Hilary -- One of the Distinguished Philosophers on the Faculty of Harvard University; Key in Hillel Sheffler, Israel -- The Outstanding Philosopher of Education in the (Rabbi) United States; On the Faculty of Harvard University Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the Faculty of Stanford University Stein, Herman -- Case Western Reserve University Yalow, Rosalyn (Nobel Laureate) Waltzer, Michael -- Distinguished Political Scientist, Political Philosopher on the Faculty of Princeton University

2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley Dash-Moore, Deborah Gottschalk, Alfred Lamm, Norman Schorsh, Ismar Septimus, Beryl Tobin, Gary Twersky, Itzhak -- Expert in Jewish Thought - Harvard University Wiesel, Eli -- Nobel Laureate - Boston University Weiss, Ruth -- Association of Professors of Jewish Education

3. Jewish Educators

Ariel, David -- College of Jewish Studies - Cleveland Brooks, Michael -- Hillel Dubin, David Elkin, Josh Garr, Burt Gold, Ben-Zion (Rabbi) Kleinman, David -- Jewish Community Center - Cleveland Kosman, Barry Lee, Sara -- Head of the Department of Education - Hebrew Union College, Los Angeles Levy, Harold Lipstadt, Deborah Ponet, Jim -- Yale Ritterband, Paul Rosenstein, Mark -- Principal Schaffler, Sam Schiff, Alvin -- Head of Jewish Education in New York City

PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP Page 4

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Schiff, Gary Solomon, Bennett -- Principal Steinmetz, Ira (Thurz, Daniel)

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TELECOPIER COVER SHEET

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	Arthur J. Naparstek,	Herman D.	Stein, Henry L.	Zucker
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FROM:	Virginia F. Levi	Summy		
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DATE:	November 30, 1987	ſ		

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Attached is a revised copy of the design document for MI-NA. This has been altered in light of our discussion on November 17. Changes of substance have been indicated in the margins so that you may direct your attention to these sections, in particular.

We plan to send the next draft to the larger planning group on Friday, December 4, in order that they may have time to review it prior to our meeting in New York on December 11. I would appreciate receiving your comments on the current document as soon as possible, hopefully no later than Wednesday, December 2. The next version will be more "public" so please advise on appropriate wording as well as substance.

FOR DISCUSSION ONLY

Revised 11/30/87

MANDEL ASSOCIATED FOUNDATIONS - PROPOSED INITIATIVE IN <u>COOPERATION</u> WITH JWB AND JESNA DESIGN DOCUMENT

INTRODUCTION

1

The Mandel Associated Foundations ("MAF"), supporting foundations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel.

JWB is the major national service agency for Jewish community centers, YM and YWHAs, and camps in the United States and Canada. JWB is also the U.S. Government-accredited agency serving religious and Jewish educational needs of military personnel and their families and Jewish patients in Veterans Administration hospitals.

Jewish Education Service of North America ("JESNA") is the national service agency of the Bureaus of Jewish Education, the coordinating bodies for Jewish education in their local communities. At the national level, JESNA serves to coordinate and advocate support for Jewish education.

The MAF, in cooperation with JWB and JESNA, plan to undertake a major initiative in Jewish continuity-education.

Jewish continuity--the meaningful survival of the Jewish people, their religion, culture, values, and traditions--is a prime concern of the MAF. In our dynamic, open, and mobile society, individuals enjoy a vast array of personal and professional options. The American Jew, faced with a wide range of competing demands and opportunities, finds it increasingly difficult to maintain his or her religious and cultural identity. Given these conditions, how much of our Jewish heritage will be transmitted to future generations remains an open question.

Identity as Jews varies among individuals. It may be manifested through involvement with organized religious activities, and formal religious training and practice. It may center on involvement in the organized Jewish community and its health, welfare, educational and cultural activities. Neighborhood is an important influence on Jewish identity for some. One's social activities and associations are crucial for others. For many, each news event about Israel or about Russian refuseniks is cause for Jewish identification, and a visit to Israel and identification with it may serve to reinforce that identity. Finally, pressures from the outside world--anti-Semitism and the fear of anti-Semitism--are powerful forces in reinforcing Jewish identification and commitment.

Because the major factors affecting Jewish identity vary so greatly among Jews, and because our open society tends to pull away from commitment to Jewishness, the search for a means to keep Jewish identity thriving in future generations poses a challenge.

Page 2

In response to this situation, the Trustees of MAF, in cooperation with JWB and JESNA, have decided to look closely at one of the key factors affecting the potential for meaningful Jewish continuity in America: Jewish education. For the purposes of this concept paper, Jewish education is seen as including not only the formal instruction that is offered in the classroom, but also the learning that can take place in virtually any setting, informal or formal--within the family circle, at Jewish camps and community centers, through Israel-related activities, at community events, and so on. It is assumed that effective Jewish education, broadly defined will increase the level of commitment among American Jews and encourage the development of a positive identity.

Statement of the problem.

New

moved from p. 8

Jewish education cannot be only for children. It must reach children, families, adults, and senior citizens. It should be accessible through schools, JCCs, child care centers, synagogues, clubs, and nursing homes. The potential is great as more children than ever before enroll in Jewish pre-schools, day schools, and high schools. Yet, we are training fewer teachers than we were several decades ago.

For Jewish education, there is a severe shortage of qualified, inspired, and trained personnel. The shortage exists on all levels--from early childhood education through the university--and in all educational settings, whether formal or informal. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders, and community directors. While some of these educators are dedicated, competent, and enthusiastic, they are generally insufficiently trained, inadequately paid, and sometimes demoralized. Under these circumstances, recruitment is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being trained at this time for positions in Jewish education.

from p. 8

The MAF, having identified Jewish continuity as a major programmatic interest, propose to establish a national Commission, in cooperation with JWB and JESNA, to review the current condition in the U.S. and Canada, and recommend ways in which to improve it and make it a more powerful force in the meaningful continuity of Jewish life in our society. The work-product of the Commission--a report containing a series of practical recommendations--will help to guide the MAF and hopefully our funding sources to apply resources effectively to improve the Jewish education resources in the U.S. and Canada.

It is proposed that the Commission conduct an investigation which will look closely at the field of Jewish education and recommend realistic ways to improve it. It is hoped that the Commission will produce a landmark study with recommendations for practical actions. It is expected that the product will be of interest and practical value to Jewish educators, lay and professional community leaders, foundations and other interested funders.

Page 4

A thoughtful study of Jewish education is particularly timely because the subject of Jewish continuity is now widely perceived by American Jewish leaders as an issue of cardinal importance. Jewish community federations, individual Jewish philanthropists and Jewish foundations are ready to increase the financial resources which will no doubt be needed to improve current Jewish education programs. Funders appear to be prepared to apply greater resources for innovative programs and projects that will have a positive impact upon the quality of Jewish education in America.

JEWISH EDUCATION FOR THE 21ST CENTURY

The multiplicity of options in our society referred to above makes it increasingly easy for the marginally committed Jew to "slip away." There has not been sufficient investment of thought, energy, and money to respond to these new and different conditions. The organized Jewish community has not devoted the kind of attention required for developing a new education that could respond adequately to the new reality of Jewish life in North America.

Though there are notable and impressive examples of programs and institutions that excel, these do not reflect the general situation. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel. The curriculum and educational methods of many institutions have not taken advantage of promising advances in the fields of education and the social sciences. They have not benefitted from the contribution of Jewish scholarship or the enormous educational potential of the State of Israel. We must find ways to engage Jews of all ages in exploring their Jewishness. (It has been noted that fewer Jews over age 65 light Shabbat candles than younger couples without children.) With the influence of home, neighborhood, and school so different from what it was for earlier generations, we must take active steps to encourage Jews to make the choice to remain Jewish.

To meet the challenge of educating Jews in the years ahead, the organized Jewish community must be prepared to make a greater investment of thought, energy and money in the agencies that have the greatest potential for rallying our youth and their parents--schools, camps, community centers, and others. Our goal must be to develop a new <u>kind</u> of education that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders recognize the critical nature of the situation and are beginning to devote increasing amounts of their time and resources to Jewish education.

Because ensuring the meaningful continuity of Jewish life is a high priority of the MAF, we plan to respond to today's educational crisis in the ways we feel we can be most helpful. As a first step, we will participate in establishing a Commission to suggest policies that will guide the development of a new thrust for Jewish education; to detail the necessary steps and interventions; and to develop plans and programs for the implementation of these policies.

Page 6

It is not our intention to become operational except in encouraging practical means to implement the report's recommendations. The role we have chosen is to help develop a knowledge base, to engage in the kind of strategic thinking and advocacy that will lead to positive change, and to be proactive in encouraging funders to support the Commission's findings.

THE PURPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the reality of contemporary Jewish life in North America will require interventions on many different fronts and on several levels. Some institutions involved in education will need to be strengthened and supported. It may be necessary to design and develop new institutions. The discoveries and insights of the humanities and social sciences, as well as those of Jewish scholarship, will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish education.

Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and invigorate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

There is wide agreement in the fields of general and Jewish education that the educator is a critical factor in the success or failure of any educational endeavor.

Next paragraph moved p. 3

A first target of an effort to improve Jewish education could therefore be the recruitment, training, and retention of the outstanding personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics are illustrative of subject matter which might be considered by the Commission:

- 1. The development of the profession of Jewish education.
- 2. The recruitment and retention of qualified personnel.
- 3. The education of educators.

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- Historical perspective and an analysis of the current structure of Jewish institutions.
- 5. Building a coalition for change.

1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education would have to be introduced; other elements would have to be developed and expanded.

2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and give incumbents good reason to leave it. Moreover, the feeder system (youth movements, summer camps, etc.) is not as effective as it could be. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

3. The education of educators.

There are very few institutions for the preparation of Jewish educators in North America. Fewer than 100 people graduate annually from these institutions. Students must be trained for existing positions as well as for the emerging needs of the field of Jewish education (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). The variety of needs deserve multiple solutions. Strategies for development might be outlined and plans might be considered that include proposals for:

- * the expansion of existing institutions
- * the development of new programs
- * the design of systematic, comprehensive approaches for in-service education.

4. <u>Historical perspective and an analysis of the current structure of</u> <u>Jewish institutions</u>.

Each generation of American Jews has dealt with issues of assimilation

differently. In many cases, we continue to work with institutions which were created two or three generations ago, some of which no longer address Jewish continuity issues effectively. A look at the past might help to assess current structures and assist in the development of policies for guiding in establishing new structures.

5. Building a coalition for change.

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of greater community awareness and commitment through effective marketing and promotional activities. The key opinion makers, community leaders, academics and educators might be identified, engaged in the process initiated by the Commission, and convinced to join and play an active role in this effort. They are indispensable if the process is to lead to change. Strategies might be devised to involve them in all stages of the Commission's work and ultimately in the implementation of its findings.

THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to impact significantly the effectiveness of Jewish education. The Commission will need to decide how to undertake the assignment, what is the appropriate point of entry, whether to examine the entire range of Jewish educational personnel or focus on a strategic segment, such as senior personnel, and what place institutional framework has in its deliberations.

Page 10

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

- Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
- Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.
- The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

The counter-argument would claim that:

- 1. The teacher and youth leader are the front-line educators.
- Improvements to date in status and salary have been made only in the area of senior personnel.
- 3. The work of so important a Commission could impact Jewish educators as a whole, and therefore the problem of the teacher should remain within its scope.

Still another approach might be to create a new category of senior educators and "mentor teachers " that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff. These leading educators would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, they might include innovative teachers who could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education.

THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have enormous impact. If the report produced by the Commission not only projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is every reason to believe that resources would be made available so that key findings could be operationalized.

We believe, further, that the outcome of the study may encourage the MAF, and perhaps other funding sources, to fund one or more of the Commission's recommendations. This may involve additional funding for existing institutions or, possibly, the creation of one or more new entities.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly auspicious moment.

Page 13

THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its approximately 30 members should be men and women, chosen <u>ad personam</u>, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and respond to papers and reports.

The function of the Commission will be to undertake a study, guide and review the study, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

It is believed that the study will take approximately eighteen months, during which the Commission would meet four to six times. Three meetings would be scheduled during the first year.

The staff might include a study director and appropriate consultant, administrative and research personnel. They will be responsible for:

.. Preparing the background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.

- .. Gathering and organizing the necessary data that is relevant to the work of the Commission, including existing studies and analyses.
- .. Undertaking a series of consultations among appropriate individuals and groups of scholars, educators and policymakers, and reporting to

the Commission on these consultations.

- .. Preparing a list of publics in North America that need to be informed and involved, including selected organizations and institutions, lay leaders, scholars, Jewish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other countries to serve as corresponding members.
- .. Developing draft reports and preparing the final report of the Commission.

PAPERS TO BE COMMISSIONED

This list will be developed in the course of the work of the Commission. The following are examples of possible subjects for study by the Commission. Some or all of these papers might be discussed at workshops or consultations.

- 1. Historical perspective on the current state of Jewish education.
- A careful analysis of what is required to create a serious profession of Jewish education. Review might look at the profession from a multi-tier approach; full-time, part-time, avocational.

- 3. Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education as well as family and adult education.
- 4. A scenario for the year 2000: What Jewish education could be if optimal and feasible conditions were created. This paper could describe what tomorrow's institutions would be like and how they would impact on their constituencies.
- 5. The economics of Jewish education. Though the subject matter of this paper will have to be very carefully limited, it is important to develop some conception of what reform will cost.
- 6. The state of the field. This paper would establish the parameters of our problem, indicating the distance between the present situation and the desired situation (e.g., number of qualified personnel versus the number needed). The paper could document the rate of attrition, length of service, and other issues.
- 7. Building lay leadership. This paper could describe the present reality and suggest strattegies for involving the top lay leadership in Jewish education.
 - Incentives for full-time professionals: benefit packages, salaries, sabbaticals, in-service training, etc.

- 9. Feasibility of establishing Mandel Teacher Centers in Jewish communities of significant size. Centers might develop curricula materials, texts, computer software, media. they might also train family educators from pre-school to senior adults and fund Israel study programs for people of all ages.
- 10. Feasibility of establishing a Jewish Peace Corps or voluntary Jewish service for motivated ex-campers, returnees from Israel, etc. They might be sent into the field for two years to work in Jewish schools and teacher centers.
- 11. Examine the possibility of a loan and scholarship fund similar to ROTC. This program would support people in Judaic studies, perhaps supporting a year of college for every year they "pay back" to the community by teaching.

APPENDICES

- I. Persons suggested as possible candidates for the position of Study Director
- II. Proposed List of Candidates for Commission Membership
 - A. Lay Leaders
 - B. Scholars and Educators
 - 1. General Scholars/Others
 - 2. Jewish Scholars
 - 3. Jewish Educators

II. <u>PROPOSED LIST OF CANDIDATES FOR</u> COMMISSION MEMBERSHIP

A. LAY LEADERS

Appleby, Ronald -- Canada Berman, Mandell L. -- Detroit Busis, Sid -- Pittsburgh Cardin, Shosana -- Baltimore Colman, John C. -- Glencoe, Illinois Comay, Shalom -- Pittsburgh Eisenman, Lillian -- New York Feldman, Jesse -- San Francisco Goodman, Henry J. -- Cleveland Grossman, Steve -- Boston Hermelein, David -- Detroit Kleinman, Harold -- Dallas Lainer, Mark -- Los Angeles Laxer, Carl -- Montreal Loup, Robert E. -- Denver Mandel, Morton L. -- Cleveland (Chairman) Mannikin, Richard -- Baltimore Mintz, Donald -- New Orleans Newman, Donald -- Tulsa Ostrow, Gerald -- Pittsburgh Peck, Judy -- New York Pollack, Lester -- New York Ratner, Charles -- Cleveland Ritz, Esther Leah -- Milwaukee Rosenthal, Harriet - Metro West, New York Rubin, Len -- New Jersey Schlessel, Mark Shalom, Steven -- New York Sherman, Jane Smith, Robert -- Washington Tishman, Peggy -- New York Wexler, Richard -- Chicago Yanowitz, Bennett -- Cleveland

B. SCHOLARS AND EDUCATORS

1. General Scholars (and Others)

Arrow, Kenneth -- Nobel Laureate in Economics -Stanford University

Boschwitz, Rudy -- U. S. Senator

Chinitz, Benjamin -- Dean, School of Management - Lowell University; Past President of Boston Bureau of Jewish Education

Cohen, David -- Distinguished Policy Analyst and Historian -Michigan State University

Cremin, Lawrence -- Distinguished Historian of Education; Past President of Teachers' College - Columbia University; President of the Spencer Foundation

Danishevsky, Sam

Eizenstadt, Stu

- Glazer, Nathan -- Distinguished Sociologist on the faculty of Harvard University
- Lipset, Seymour Martin -- Distinguished Sociologist on the faculty of the Hoover Institute, Stanford University

Nobel Laureate -- From the Natural Sciences or Medicine

- Nozzick, Robert -- One of the Distinguished Philosophers on the faculty of Harvard University
- Putnam, Hilary -- One of the Distinguished Philosophers on the faculty of Harvard University; Key in Hillel
- Sheffler, Israel (Rabbi) -- The Outstanding Philosopher of Education in the United States; on the faculty of Harvard University
- Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the faculty of Stanford University

Stein, Herman -- Case Western Reserve University

Yalow, Rosalyn -- Nobel Laureate

Waltzer, Michael -- Distinguished Political Scientist, Political Philosopher on the faculty of Princeton University

PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

2. Jewish Scholars

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Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley Dash-Moore, Deborah Gottschalk, Alfred Lamm, Norman Schorsh, Ismar Septimus, Beryl Tobin, Gary Twersky, Itzhak -- Expert in Jewish Thought - Harvard University Wiesel, Eli -- Nobel Laureate - Boston University Weiss, Ruth -- Association of Professors of Jewish Education 3. Jewish Educators Ariel, David -- College of Jewish Studies - Cleveland Brooks, Michael -- Hillel Dubin, David Elkin, Josh Garr, Burt Gold, Ben-Zion (Rabbi) Kleinman, David -- Jewish Community Center - Cleveland Kosman, Barry Lee, Sara -- Head of the Department of Education - Hebrew Union College, Los Angeles Levy, Harold Lipstadt, Deborah

Ponet, Jim -- Yale

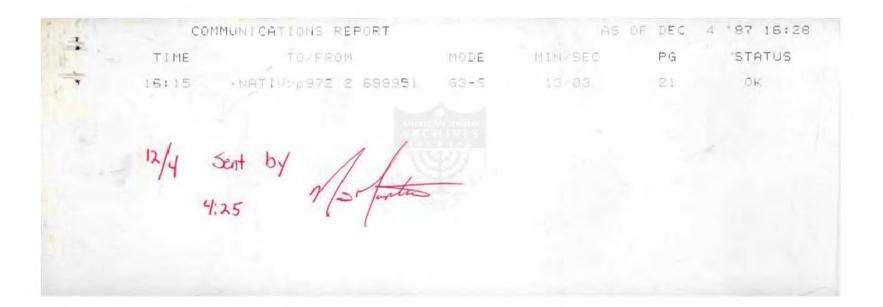
PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

19 - 19 m

Ritterband, Paul Rosenstein, Mark -- Principal Schaffler, Sam Schiff, Alvin -- Head of Jewish Education in New York City Schiff, Gary Solomon, Bennett -- Principal Steinmetz, Ira (Thurz, Daniel) TO: Morton L. Mandel, Seymour Fox, Annette Hochstein, Arthur J. Naparstek, Herman D. Stein, Henry L. Zucker
FROM: Virginia F. Levi hump
DATE: November 30, 1987 28-

Attached is a revised copy of the design document for MI-NA. This has been altered in light of our discussion on November 17. Changes of substance have been indicated in the margins so that you may direct your attention to these sections, in particular.

We plan to send the next draft to the larger planning group on Friday, December 4, in order that they may have time to review it prior to our meeting in New York on December 11. I would appreciate receiving your comments on the current document as soon as possible, hopefully no later than Wednesday, December 2. The next version will be more "public" so please advise on appropriate wording as well as substance.



- MEMO TO: David Ariel, Seymour Fox, Stephen Hoffman (for information only), Morton L. Mandel, Arthur Naparstek, Charles Ratner, Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher, Bennett Yanowitz, Henry L. Zucker
- FROM: Virginia F. Levi
- SUBJECT: Design Document
- DATE: December 4, 1987

Enclosed is the design document to be discussed at our meeting on <u>Friday</u>, <u>December 11, 1987</u>. Please review the document and bring it with you to the <u>Fiorello A Room adjacent to the Terrace Restaurant at LaGuardia</u> <u>Airport</u>. The meeting is scheduled to begin at 9 o'clock a.m. and to end at 12 o'clock noon.

Revised 12/4/87

DESICN DOCUMENT

PROPOSED INITIATIVE ON JEWISH CONTINUITY/JEWISH EDUCATION*

INTRODUCTION

The Mandel Associated Foundations (MAF), supporting foundations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel.

JWB is the major national service agency for Jewish community centers, YM and YWHAs, and camps in the United States and Canada. JWB is also the U.S. Government-accredited agency serving religious and Jewish educational needs of military personnel and their families and Jewish patients in Veterans Administration hospitals.

Jewish Education Service of North America ("JESNA") is the national service agency of Bureaus of Jewish Education, the coordinating bodies for Jewish education in their local communities. At the national level, JESNA serves to coordinate and advocate support for Jewish education.

MAF, in cooperation with JWB and JESNA, plan to undertake a major initiative in Jewish continuity/Jewish education.

*A project of the Mandel Associated Foundations in cooperation with the Jewish Education Service of North America and JWB.

Jewish continuity--the meaningful survival of the Jewish people, their religion, culture, values, and traditions--is a prime concern of MAF. In our dynamic, open, and mobile society, individuals enjoy a vast array of personal and professional options. The range of competing demands and opportunities create obstacles for American Jews to maintain their religious and cultural identity unless there is a strong commitment to such identity. Such commitment cannot be generally observed. Given these conditions, how much of our Jewish heritage will be transmitted to future generations remains an open question.

Identity as Jews varies among individuals. It may be manifested through involvement with organized religious activities, and formal religious training and practice. It may center on involvement in the organized Jewish community and its health, welfare, educational and cultural activities. Neighborhood is an important influence on Jewish identity for some. Social activities and associations are crucial for others. For many, each news event about Israel or about Russian refuseniks is cause for Jewish identification, and a visit to Israel and identification with it may serve to reinforce that identity. Finally, any recall of the Holocaust or pressures from the outside world--anti-Semitism and the fear of anti-Semitism--are powerful forces in reinforcing Jewish identification and commitment.

Page 2

Because the major factors affecting Jewish identity vary so greatly among Jews, the search for more effective ways to keep Jewish identity thriving in future generations is both a challenge and an opportunity.

In response to this challenge, the Trustees of MAF, in cooperation with JWB and JESNA, have decided to look closely at one of the key factors affecting a meaningful Jewish continuity in America--Jewish education. For the purposes of this concept paper, Jewish education includes not only the formal instruction that is offered in the classroom, but also the learning that can take place in virtually any setting, informal or formal--within the family circle, at Jewish camps and community centers, through print or electronic media, and through Israel-related activities. It is assumed that more effective Jewish education, broadly defined, will increase the level of Jewish commitment among American Jews and encourage the development of a more positive identity.

Statement of the problem.

Jewish education must reach children, families, adults, and senior citizens. It should be accessible through schools, JCCs, child care centers, synagogues, camps, and nursing homes. The potential is great as more children than ever before enroll in Jewish pre-schools, day schools, and high schools. Yet, we are training fewer teachers than we were several decades ago.

For Jewish education, there is a severe shortage of qualified, inspired,

Page 3

and trained teaching personnel. The shortage exists on all levels--from early childhood education through the university--and in all educational settings, whether formal or informal. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders, and community directors. While some of these educators are dedicated, competent, and enthusiastic, most are insufficiently trained, inadequately paid, and often demoralized. Under these circumstances, recruitment and retention of qualified people is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being professionally trained at this time for positions in Jewish education.

MAF, having identified Jewish continuity/Jewish education as a major programmatic interest, propose to establish a national Commission, in cooperation with JWB and JESNA, to review Jewish education in the U.S. and Canada, and recommend ways in which to improve it and make it a more powerful force in enhancing the meaningful continuity of Jewish life in our society. The work-product of the Commission--a report containing a series of practical recommendations--will help to guide MAF and hopefully other funding sources to apply their resources more effectively toward these goals.

It is proposed that the Commission conduct an investigation which will look closely at the field of Jewish education and recommend realistic ways to improve it. It is hoped that the Commission will suggest policies that will guide the development of a new thrust for Jewish education; to detail the necessary steps and interventions; and to develop plans and programs for the implementation of these policies. It is expected that the product will be of interest and practical value to Jewish educators, lay and professional community leaders, foundations and other interested funders.

A thoughtful study of Jewish education is particularly timely because the subject of Jewish continuity is now widely perceived by American Jewish leaders as an issue of cardinal importance. Jewish community federations, individual Jewish philanthropists and Jewish foundations are ready to increase the financial resources which will no doubt be needed to improve current Jewish education programs. Funders appear prepared to apply greater resources for innovative programs and projects that can have a positive impact upon the quality and quantity of Jewish education in America.

JEWISH EDUCATION FOR THE 21ST CENTURY

Though there are some notable and impressive examples of programs and institutions that excel, these do not reflect the general situation. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel. The curriculum and educational methods of many institutions have not taken advantage of promising advances in the fields of education and the social sciences. They have not benefitted from the contribution of Jewish scholarship or the enormous educational potential of the State of Israel.

Page 5

We must find ways to engage Jews of all ages in exploring their Jewishness. With the influence of home, neighborhood, and school so different from what it was for earlier generations, we must take active steps to encourage Jews to make the choice to remain Jewish.

To meet the challenge of educating Jews in the years ahead, the organized Jewish community must be prepared to make a greater investment of thought, energy and money in the agencies that have the greatest potential for rallying our youth and their parents--schools, camps, community centers, and others. Our goal must be to develop a new <u>kind</u> of education that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders recognize the critical nature of the situation and are beginning to devote increasing amounts of their time and resources to Jewish education.

It is not the intention of MAF to become operational except in encouraging practical means to implement the report's recommendations. The role we have chosen is to help develop a knowledge base, to engage in the kind of strategic thinking and advocacy that will lead to positive change, and to be proactive in encouraging other funders, along with ourselves, to support the Commission's findings.

THE PURPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the reality of

contemporary Jewish life in North America will require interventions on many different fronts and on several levels. Some institutions involved in education will need to be strengthened and supported. It may be necessary to design and develop new institutions. The discoveries and insights of the humanities and social sciences, as well as those of Jewish scholarship, will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish education.

Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and invigorate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

A first target of an effort to improve Jewish education should be the recruitment, training, and retention of the qualified personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics are illustrative of subject matter which might be considered by the Commission:

1. The development of the profession of Jewish education.

2. The recruitment and retention of qualified personnel.

Page 7

- 3. The education of educators.
- Historical perspective and analysis of the evolving structure of Jewish institutions in the United States.
- 5. Building a coalition for change.

1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education would have to be introduced; other elements would have to be developed and expanded.

2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and give incumbents good reason to leave it. Moreover, the feeder system (youth movements, summer camps, etc.) is not as effective as it could be. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

3. The education of educators.

There are very few institutions for the preparation of Jewish

educators in North America. Fewer than 100 people graduate annually from these institutions. Students must be trained for existing positions as well as for the emerging needs of the field of Jewish education (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). The variety of needs deserve multiple solutions. Strategies for development might be outlined and plans might be considered that include proposals for:

- * the expansion of existing institutions
- * the development of new programs
- * the design of systematic, comprehensive approaches for in-service education.

<u>Historical perspective and an analysis of the current structure of</u> <u>Jewish institutions</u>.

Each generation of American Jews has dealt with issues of assimilation differently. In many cases, we continue to work with institutions which were created two or three generations ago, some of which no longer address Jewish continuity issues effectively. A look at the past might help to assess current structures and assist in the development of policies for guiding in establishing new structures.

5. Building a coalition for change.

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of greater community awareness and commitment through effective marketing and promotional activities. The key opinion makers, community leaders, academics and educators might be identified, engaged in the process initiated by the Commission, and convinced to join and play an active role in this effort. They are indispensable if the process is to lead to change. Strategies might be devised to involve them in all stages of the Commission's work and ultimately in the implementation of its findings.

THE SCOPE OF THE COMMISSION'S STUDY

The Commission will decide how to undertake the assignment, what is the appropriate point of entry, whether to examine the entire range of Jewish educational personnel or focus on a strategic segment, such as senior personnel, and what place the institutional framework has in its deliberations.

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

- Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
- Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.

 The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

The counter-argument would claim that:

- 1. The teacher and youth leader are the front-line educators.
- Improvements to date in status and salary have been made only in the area of senior personnel.
- 3. The work of so important a Commission could impact Jewish educators as a whole, and therefore the problem of the teacher should remain within its scope.

Still another approach might be to create a new category of senior educators and "mentor teachers " that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff leaders. These leading educators would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, they might include innovative teachers who could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education.

THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have large-scale impact. If the report produced by the Commission not only

projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is reason to believe that resources would be made available so that key findings could be operationalized.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly auspicious moment.

THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its approximately 30 members should be men and women, chosen <u>ad personam</u>, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and respond to papers and reports.

The function of the Commission will be to guide and review the study, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

It is believed that the study will take approximately eighteen months, during which the Commission would meet four to six times. Three meetings would be scheduled during the first year. The staff might include a study director and appropriate consultant, administrative and research personnel. They will be responsible for:

- .. Preparing the background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.
- .. Gathering and organizing the necessary data that is relevant to the work of the Commission, including existing studies and analyses.
- .. Undertaking a series of consultations among appropriate individuals and groups of scholars, educators and policymakers, and reporting to the Commission on these consultations.
- .. Preparing a list of publics in North America that need to be informed and involved, including selected organizations and institutions, lay leaders, scholars, Jewish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other countries to serve as corresponding members.
- .. Developing draft reports and preparing the final report of the Commission.

PAPERS TO BE COMMISSIONED

It is possible that in the course of the Commission's work, a number of

papers may be commissioned, on subjects such as the economics of Jewish education, building lay leadership, and incentives for full-time professionals.

APPENDICES

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- I. Persons suggested as Commission staff
 - A. Possible Candidates for Commission Director
 - B. Possible Candidates for technical staff positions
- II. Proposed List of Candidates for Commission Membership
 - A. Lay Leaders
 - B. Scholars and Educators
 - 1. General Scholars/Others
 - 2. Jewish Scholars
 - 3. Jewish Educators
 - C. Foundation Professionals
- III. Proposed Timetable

II. <u>PROPOSED LIST OF CANDIDATES FOR</u> <u>COMMISSION MEMBERSHIP</u>

A. LAY LEADERS

Appleby, Ronald -- Toronto Arnow, Robert -- New York Berman, Mandell L. -- Detroit Bronfman, Charles -- Montreal Busis, Sid -- Pittsburgh Cardin, Shosana -- Baltimore Colman, John C. -- Glencoe, Illinois Comay, Shalom -- Pittsburgh Eisenman, Lillian -- New York Feldman, Jesse -- San Francisco Goodman, Corky -- Chicago Goodman, Henry J. -- Cleveland Grossman, Steve -- Boston Hassenfeld, Sylvia -- New York Kleinman, Harold -- Dallas Lainer, Mark -- Los Angeles Laxer, Carl -- Montreal Loup, Robert E. -- Denver Mandel, Morton L. -- Cleveland (Chairman) Mannikin, Richard -- Baltimore Mintz, Donald -- New Orleans Newman, Donald -- Tulsa Ostrow, Gerald -- Pittsburgh Peck, Judy -- New York Pollack, Lester -- New York Ratner, Charles -- Cleveland Ritz, Esther Leah -- Milwaukee Rosenthal, Harriet - Metro West, New York Rubin, Len -- New Jersey Schlessel, Mark Shalom, Steven -- New York Smith, Robert -- Washington Swig, Mel -- San Francisco Tishman, Peggy -- New York Wexler, Richard -- Chicago Yanowitz, Bennett -- Cleveland

B. SCHOLARS AND EDUCATORS

- 1. General Scholars (and Others)
 - Arrow, Kenneth -- Nobel Laureate in Economics -Stanford University
 - Chinitz, Benjamin -- Dean, School of Management Lowell University; Past President of Boston Bureau of Jewish Education
 - Cohen, David -- Distinguished Policy Analyst and Historian -Michigan State University
 - Cremin, Lawrence -- Distinguished Historian of Education; Past President of Teachers' College - Columbia University; President of the Spencer Foundation
 - Danishevsky, Sam
 - Glazer, Nathan -- Distinguished Sociologist on the faculty of Harvard University
 - Lipset, Seymour Martin -- Distinguished Sociologist on the faculty of the Hoover Institute, Stanford University
 - Nozzick, Robert -- One of the Distinguished Philosophers on the faculty of Harvard University
 - Putnam, Hilary -- One of the Distinguished Philosophers on the faculty of Harvard University; Key in Hillel
 - Sheffler, Israel (Rabbi) -- The Outstanding Philosopher of Education in the United States; on the faculty of Harvard University
 - Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the faculty of Stanford University
 - Stein, Herman -- Provost and University Professor, Case Western Reserve University
 - Waltzer, Michael -- Distinguished Political Scientist, Political Philosopher on the faculty of Princeton University

Yalow, Rosalyn -- Nobel Laureate

2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley Dash-Moore, Deborah Gottschalk, Alfred Lamm, Norman Rosovsky, Henry Schorsh, Ismar Septimus, Beryl Tobin, Gary Twersky, Itzhak -- Expert in Jewish Thought - Harvard University Weiss, Ruth -- Association of Professors of Jewish Education 3. Jewish Educators Ariel, David -- College of Jewish Studies - Cleveland Brooks, Michael -- Hillel Dubin, David Elkin, Josh Garr, Burt Gold, Ben-Zion (Rabbi) Kleinman, David -- Jewish Community Center - Cleveland Kosman, Barry Lee, Sara -- Head of the Department of Education - Hebrew Union College, Los Angeles Levy, Harold Lipstadt, Deborah Ponet, Jim -- Yale

PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

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Ritterband, Paul Rosenstein, Mark -- Principal Schaffler, Sam Schiff, Alvin -- Head of Jewish Education in New York City Schiff, Gary Solomon, Bennett -- Principal Steinmetz, Ira

C. FOUNDATION PROFESSIONALS

- Ackerman, Mona
- Corson, Maurice
- Evans, Eli
- Hiller, Robert
- Mogulof, Mel
- Moses, Larry

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MEMO TO: Seymour Fox, Annette Hochstein

FROM: Virginia F. Levi

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DATE:

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SUBJECT: MINA Design Document

January 5, 1988

Herewith I am transmitting to you Art Naparstek's redraft of the MINA design document. I have penciled in a few minor corrections, including Mort's initial additions. If you could take a quick look at this and provide me with your suggestions and comments in the next day or two, we will stay on schedule and distribute the revised document to the planning group next week.

I look forward to hearing from you.

PROPOSED INITIATIVE ON JEWISH CONTINUITY/JEWISH EDUCATION

-1

INTRODUCTION

Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life?

This is a pressing question for the North American Jewish community. In response, the Mandel Associated Foundations (MAF), in cooperation with the Jewish Weltare Board (JWB) and the Jewish Education Service of North America (JESNA), propose an initiative to explore our capacity to maintain a vibrant Jewish life.

This paper recommends the formation of a national Commission. charged to conduct and involve the North American Jewish community in a comprehensive study of Jewish education as a primary means for building Jewish identity and expression.

The Mandel Associated Foundations, supporting foundations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Farbara Mandel.

JWB is the national service coordinating agency for Jewish community centers, YM/YWHA's and camps in the U.S. and Canada. It is also the U.S government-accredited agency serving the religious and educational needs of Jewish military personnel, VA hospital patients and their families. JENNA is the organized Jewish community's planning, service and coordinating agency for Jewish education. It works directly with local federations and the agencies and institutions they create and support to deliver educational services.

THE CHALLENGE: JEWISH CONTINUITY

Jewish continuity --the creative vitality of the Jewish people. its religion, culture, values and traditions-- is an issue of cardinal important to American Jewish leaders.

The central challenge we face is **increasing the numbers of Jews** who choose an active commitment to Jewish identity. At the heart of that commitment is the Jewish community because, ultimately, being Jewish is a collective, not an individual venture.

In our society, the connections to and expressions of Jewish identity are highly individual. Some Jews are linked by traditional religious practice, some through participation in communal organizations. Others find their consciousness aroused by Israel, by Soviet Jewry or by memories of the Holocaust and continuing manifestations of anti-Semitism. For many, association with other Jews is an important mode of participation. Our efforts on behalf of Jewish continuity must strengthen as many of these links in as many American Jews as possible. It is a substantial challenge. Because Jewish identification is a matter of choice today, we must provide a persuasive rationale for why commitment and involvement are important. Because modes of Jewish self-expression are diverse and individual, we must also provide models of how to be Jewish.

We have shown our capacity to succeed in community work. Now we must bring the same energy and creativity to the challenge of encouraging Jews to choose a strong Jewish identity.

THE KEY: EDUCATION

In response to the challenge of Jewish continuity, the Trustees of MAF. in cooperation with JWB and JESNA, have identified an existing resource with great power to transmit the living values of our culture: Jewish education.

As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, <u>education is our best</u> means of belping Jews to develop and sustain a commitment to active Jewish self-expression. both individually and communally. Jewish education, as it is understood today, includes not only classroom instruction but <u>all the settings in which learning</u> takes place-- within the family circle, at camps and community centers, through print and electronic media, and in encounters with Israel. Jewish education also has the capacity to reach into <u>every aspect and stage of Jewish life</u>-- from children to senior citizens, from individuals to families, in schools, JCC's, synagogues, camps, nursing homes and child care centers.

Jewish Education Today

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More than 30,000 teachers, principals, and agency leaders represent Jewish education in the United States today. Many of them are dedicated, competent and enthusiastic but insufficiently trained and poorly paid. At the same time, institutions that prepare Jewish educators have fewer students and faculty than ever before.

On all levels and in all settings, Jewish education suffers a shortage of qualified, trained teachers with opertunities for professional growth. Although there are some impressive programs, many institutions have been unable to assimilate advances in education, technology, social sciences and Jewish scholarship or to tap the educational promise of the State of Israel.

The Potential for Tomorrow

If we are to create an educational environment that can respond to the diverse realities of Jewish life in America, <u>the organized</u> <u>Jewish community must be prepared to invest resources</u> --thought, energy and money.

The potential is there. Today, Jewish education appears on the agendas of major Jewish forums. Key community organizations and leaders are beginning to increase time and resources devoted to Jewish education. Jewish community federations, individual philanthropists and Jewish-sponsored foundations appear ready to increase financial support for initiatives that can have a positive impact on the range and quality of Jewish education. The critical question is: <u>What initiatives will be meaningful?</u> The Mandel Associated Foundations, in cooperation with JWB and JESNA, propose an approach that will help guide MAF and other supporters toward a practical application of resources to the needs of Jewish education.

A STRATEGY: COOPERATIVE EFFORT

We propose the establishment of a national Commission to review Jewish education in North America and recommend ways to make it a more powerful force in preserving the continuity of Jewish life in our society.

The Purpose

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Although a concensus on the importance of Jewish education is emerging, we need a catalyst to identify the issues, point to practical opportunities and engage key people and institutions in positive action. The catalyst: <u>a 30-member national Commis-</u> <u>sion of outstanding educators. community leaders. and profes-</u> <u>sionals</u>. They will be men and women chosen <u>ad personam</u>, whose competence, influence and institutional connections are clear.

Such a Commission will have a threefold mission:

to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the process, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with a communal effort expressing the interests and practical needs of involved institutions and individuals.

THE STUDY: CREATING CONDITIONS FOR CHANGE

Freparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission conduct a study to examine Jewish education and recommend realistic ways to improve it. The Commission will guide the study, develop programs and plans in cooperation with the Jewish community, and encourage implementation of its recommendations.

The Work

To accomplish its study goals over a period of 18 months, the Commission will meet four to six times and direct the activities of a study director and appropriate supporting staff. Their activities will include preparing background papers, gathering and organizing data, consulting with contributing scholars, educators and policymakers, and coordinating the ongoing participation of important Jewish publics.

The Focus: People and Institutions

A study undertaken for the purpose of positive change must begin with a fundamental question: Who holds the key to change? When the issue is education, it is educators who must engage in the development of new strategies. But they can only do so with the support of communal leadership committed to invigorating existing institutions and creating new ones.

The focus of the Commission study must be an examination of what $\mathcal{L}_{\mathcal{L}}$. $\mathcal{L}_{\mathcal{L}}$ Jewish educational institutions must be and do <u>to build the</u> <u>profession of Jewish education</u> and to <u>attract</u>, <u>inspire and</u> <u>encourage professionals</u> to meet the demands of a dynamic society. Guided by these central questions, the Commission study may address four issues:

- 1. The historical development and current structure of Jewish institutions. To plan and manage change, we need first to understand how our educational institutions developed, how they work and what needs they were designed to serve. This gives us a context in which to evaluate where we are effective in today's world and where we need to develop new structures to respond to new issues of continuity.
- 2. Professional opportunities in Jewish education. A profession is characterized by formalized standards of knowledge and training, a code of ethics, institution-alized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to build the profession.

- 3. The recruitment and retention of qualified educators. Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small pool of interested talent Jewish education now attracts. Moreover, we need to explore the potential for using our feeder system --youth movements, camps, community organizations-- more effectively.
- 4. The education of educators. Today, fewer than a dozen North American institutions graduate fewer than 100 Jewish educators annually. We need to look at what help these institutions must have to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education.

TOWARD TOMORROW

Our community services experience has shown that North American Jews, thinking and acting together, can make things happen. Today we know that something <u>must</u> happen if we are to transmit the riches of Jewish experience to future generations.

As always, our own tradition is the key. We have established organizations --service, educational and philanthropic-- under energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life.

Our traditions give us the resources we need. A leadership Commission can coalesce the interests and needs of all who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

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

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JAN 11 '88 15:42 NATIV CONSULTANTS

Art Naparstek Virginia Levi Mandel Associated Foundations

January 8, 1988

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Dear Art and Virginia,

We hope that we are not upsetting the timetable. We all agreed that it is important for us to spend time clarifying issues of content, orientation and emphases. I am sure we will be able to deal with this matter as scon as possible.

We believe that the document we received is a much more effective communicative tool than previous versions. Our corrections are concerned with the fact that we do not want to give the impression that:

1. We are undertaking a scholarly study (e.g.p7,*1.The historical development and current structure of Jewish institutions.")

2. We are going to undertake anything like a comprehensive study or survey of Jewish education.

3. We know how to develop or maintain a vibrant Jewish life.

4. In addition we want to avoid distinctions or connections that are academically controversial.

These matters and others are likely to become clear if we re-read the various drafts which represent a history of the evolution of our thinking. When we meet we may decide that doing this together could be an effective way for us to develop a common language. We are sure that if we combine our experience and specialties we will only enhance the outcome of this project.

Now to a few specifics :

1. The first paragraph arrived partly garbled on the fax. Based on what we could read we re-wrote it -- but we may have missed the point. IT is NOT & SUFFICIENTLY cohevent WITH THE REST OF THE DECWHENT

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2. The title of the paper was not readable.

3. There is only a very brief reference (p.5) to the fact that MAP will be involved in the implementation of at least 1 or 2 projects resulting from the study. In the earlier versions this point was more prominent. It might be important to reintroduce the point.

Looking forward to talking to you in the next few days.

Anne

200 Seynour Fox



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INTROPUCTION

In our open, dynamic, and mobile society, individuals enjoy a vast array of personal and professional options. Amid the competing demands and opportunities, what binds the individual to Jewish life? The range of competing demands and opportunities create obstacles for Amarican Jews to maintain their religious and cultural identity, unless there is a strong commitment to such identity. Given these conditions, how much of our Jewish heritage will be transmitted to future generations remains an open question.

In response to this challenge the Mandel Associated Foundations (MAF), in cooperation with the Jawish Walfare Board (JWE) and the Jawish Education Service of North America (JESNA), propose an initiative to explore one of the important factors affecting a meaningful Jawish continuity in America -- Jawish Education.

It is proposed to establish a matical Commission that will involve the North American Jawish community in a study of Jawish education. This policy oriented study will recommend practical steps and interventions necessary for the improvement of Jawish education.

The Mandel Associated Foundations, supporting foundations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel.

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JWB is the national service coordinating agency for Jewish community centers, YN/YWHA's and camps in the U.S. and Canada. It is also the U.S. government-accredited agency serving the religious and educational needs of Jewish military personnel, VA hospital patients and their families.

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

THE CHALLENGE: JEWISH CONTINUITY

Jewish continuity — the creative vitality of the Jewish people, its religion, culture, values and traditions— is an issue of cardinal importance to the American Jewish community. The central challenge we face is <u>increasing the numbers of Jews</u> who <u>choose an active commitment to Jewish life.</u> In our society, connections to the Jewish Community and expressions of Jewish identity vary among individuals. Some Jews are linked by traditional religious practice, some through participation in communal organizations. Others express their involvement through Israel, Soviet Jewry or memories of the Molocaust. For many, association with other Jews is an important mode of participation. Our efforts on behalf of Jewish continuity must strenghten as many of these links in as many American Jews as

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possible. It is a webstantial challenge. Because Jawish identification is a matter of choics today, we must provide a persuasive rationale for why commitment and involvement are important.

We have shown our capacity to succeed in community work. Now we must bring the same energy and creativity to the challenge of Jewish continuity.

THE KEY: EDUCATION

in response to the challenge of ensuring a meaningful Jawish continuity, the trustees of MAF, in cooperation with JWB and JESNA, have decided to study Jewish Education and recommend ways to improve it. As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, <u>ecucation is our hest means of helping Jaws is develop and austain a construction but all the estimates in</u> <u>which learning takes place</u> — within the family circle, at camps and community events and in encounters with Israel. Jewish education also has the capacity to reach into <u>every memoriand</u> state of <u>Jawish life</u> from children to senior citizees, from individuals to families, in schools, Jewish Community Centers, synagogues, camps, nursing homes and child care centers.

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Jewish Education Today

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More than 30,000 teachers, principals, and agency leaders staff Jewish education in the United States today, While there are educators are dedicated, competent, and entrusiastic, many are insufficiently trained and poorly paid. Under these circumstances, recruitment and retention of qualified people is extranely difficult. At the same time, institutions that prepare Jawish educators have fewer students and faculty than ever before.

Do all levels and in all settings, Jewish education suffers a <u>shortage of qualified</u>, <u>trained personnel with opportunities for</u> <u>professional growth</u>. Although there are some impressive programs, many institutions have been <u>unable to assimilate advances in</u> <u>education</u>, <u>technology</u>, <u>social sciences and lewish scholarabic</u> or to tap the aducational promise of the State of Israel.

The Potential for Tomorrow

If we are to develop the kind of Jewish education that can respond to the diverse realities of Jewish life in America, <u>the</u> <u>organized Jewish community must be prepared to invest resources</u> -- thought, energy and money.

The potential is there. Today, Jewish education appears on the agendas of major Jewish forums. Key community organizations and leaders are beginning to increase time and resources devoted to

Jewish education. Jewish community federations, individual philenthropists and Jewish-sponsored foundations appear ready to increase financial support for initiatives that can have a positive impact on the range and quality of Jewish education.

The critical question is: <u>What initiatives will be meninoful?</u> The Mandel Associated Foundations, in cooperation with JWB and JESNA, propose an approach that will help guide MAF and other supporters toward an application of resources likely to significantly improve Jewish education.

A STRATEGY: COOPERATIVE EFFORT

We propose the establishment of a <u>maticnal Commission that will</u> <u>study Jewish education in Worth America and will recommend ways</u> to make it a more powerful force for enhancing the maningful continuity of Jewish life in our society.

The Purpose

Although a concensus on the importance of Jewish education is emerging, we need a catalyst to identify the issues, point to practical opportunities and engage key people and institutions in positive action. The catalysts <u>a 30-member national Commission of</u> <u>outstanding community leaders, scholars, educators and other</u> <u>professionals</u>. They will be men and women chosen <u>ad personam</u>, whose competence, influence and institutional connections are

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Such a Commission will have a fourfold missions

 to review the field of Jewish education in the context, of contemporary society and contemporary Judaism

- to recommend practical policies that will set clear directions and guide a new thrust for Jawish education
- to develop plans and programs for the implementation of these policies
- to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the process, it will also make it a perticipatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with a communal effort expressing the interests and practical meeds of involved institutions and individuals.

THE STUDY: CHEATING CONDITIONS POR CHEMICE

Preparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission conduct <u>a</u> <u>study to examine Jewish education and reconneed realistic wave to</u> <u>improve it</u>. The Commission will guide the study, develop programs and plans in cooperation with the organized Jewish community, and encourage implementation of its recommendations.

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The Work

To accomplish its goals over a period of 18 months, the Commission will meet four to six times and direct the activities of a study director and appropriate supporting starf. Their activities will include proparing background papers, gathering and organizing data, consulting with contributing scholars, adducators and policymakers, and coordinating the organizparticipation of important Jawish publics.

The Forus: People and Institutions

A study undertaken for the purpose of positive change must begin with a fundamental question: Who holds the teve to change? When the issue is education, it is educators and must encaue in the development of new strategies, But they can only as #4 will the support of new strategies, But they can only as #4 will the institutions and creating new ones. Together they will want to invite scholars to join in the endeavor.

The focus of the Commission study must be an examination of what communities and Jawish educational institutions and to and do to build the profession of Jawish education and to attract. train. Imapire and retain professionals to meat the demands of a dynamic about the Buided by these central questions, the Commissions study may adress five issues:

1. Professional opportunities in Jewish education.

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- 2. The recruitment and retention of qualified personnel.
- 3. The education of educators

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- 4. Historical perspective and current structure of Jewish institutions.
- 5. Creating the conditions for change,

1. Professional poportunities in Jewish education.

A profession is characterized by formalized standards of knowledge and braining, a code of wthics, institutionalized forme of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to build the profession.

2. The recruitment and retention of qualified educators

Such factors as low status, low selary and limited potential for advancement have a two-fold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small pool of interested talent that Jewish education now attracts. Moreover, we need to explore the potential for using our feeder system -- youth movements, camps, community organizations -- more effectively.

3. The education of educators. Today, fewar than a dozen North American institutions graduate fewer than 100 Jewish educators annually. We need to look at what help these institutions must have to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education. In addition, new programs or institutions may have to be created.

4. Historical perspective and current structure of Jawish institutions,

Each generation of American Jews has dealt with issues of involvement and assimilation differently. In many cases, we continue to work with institutions which were created two or three generations ago, some of which no longer address Jewish continuity issues effectively. A look at the past might help to assess current structures and assist in the development of policies for guiding in establishing new structures.

5. Oresting the conditions for change.

Though a consensus is emerging concerning the need to upgrade Jewish education, any drametic change will require the development of greater community awareness and commitment.

The key opinion makers, community leaders, ecademics and educators should be (dentified, angaged in the process initiated by the Commission, and convinced to join and play an active role in this effort. They are indispensable if the process is to lead to change. Strategies should be divised to involve them in all stages of the Commission's work and ultimately in the implementation of its findings.

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Our community services experience has shown that North American Jews, thinking and acting together, can make things happen. Today we know that something <u>must</u> happen if we are to transmit the riches of Jewish experience to future generations.

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

A leadership Commission can coalesce the interests and needs of those who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

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

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PROPOSED INITIATIVE ON

JEWISH CONTINUITY/JEWISH EDUCATION

January 14, 1988

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INTRODUCTION

Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life? How much of our Jewish heritage will be transmitted to future generations? These questions challenge the North American Jewish community. It is time to respond with enthusiasm and energy. The Mandel Associated Foundations (MAF), in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), propose an initiative to explore an important factor affecting Jewish continuity in America -- Jewish education. MAF is now prepared to form a national Commission to involve the North American Jewish community in a policy-oriented study of Jewish education. This study will recommend practical steps and interventions for the improvement of Jewish education.

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

JWB is the national service coordinating agency for Jewish community centers, YM/YWHA's and camps in the U.S. and Canada.

It is also the U.S government-accredited agency serving the religious and educational needs of Jewish military personnel, VA hospital patients and their families.

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

THE CHALLENGE: JEWISH CONTINUITY

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

In our society, connections to and expressions of Jewish identity are highly individual. Some Jews are linked by traditional religious practice, some through participation in communal organizations. Others express their involvement through Israel, Soviet Jewry or memories of the Holocaust. For many, social and business associations with other Jews are important modes of participation.

Our efforts on behalf of Jewish continuity must strengthen as many of these links in as many American Jews as possible. It is a substantial challenge. Because Jewish identification is a

Page 2

matter of choice today, we must provide a persuasive rationale for why commitment and involvement are important.

We are convinced that, as a people, we have the vision and the resourcefulness to accomplish this aim. Jews have shown their capacity to succeed in community work. Now we have an opportunity to apply the same energy and creativity to the challenge of encouraging Jews to choose a strong Jewish identity.

THE KEY: EDUCATION

The Trustees of MAF, in cooperation with JWB and JESNA, have identified Jewish education as a potent resource for transmitting the living values of our culture.

As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, <u>education is our best</u> <u>means of helping Jews to develop and sustain a commitment to</u> <u>active Jewish self-expression</u>, both individually and communally. Jewish education includes not only classroom instruction but <u>all</u> <u>the settings in which learning takes place</u>-- within the family circle, at camps and community centers, through print and electronic media, and in encounters with Israel. Jewish education also has the capacity to reach into <u>every aspect and</u> <u>stage of Jewish life</u>-- from children to senior citizens, from individuals to families, in schools, community centers, syna-gogues, camps, nursing homes and child care centers.

Jewish Education Today

More than 30,000 teachers, principals, and agency leaders are involved in Jewish education in the United States today. Many of them are dedicated, competent and enthusiastic but many are also insufficiently trained and poorly paid. At the same time, institutions that prepare Jewish educators have fewer students and faculty than ever before.

On all levels and in all settings, Jewish education suffers a shortage of qualified. trained teachers with opportunities for professional growth. Although there are some impressive programs, many institutions have been <u>unable to assimilate advances</u> in education. technology. social sciences and Jewish scholarship or to tap the educational promise of the State of Israel.

The Potential for Tomorrow

There is no doubt that we can envision an educational environment reponsive to the diverse realities of Jewish life in America. To make it a reality, <u>the organized Jewish community must be</u> <u>prepared to invest substantial new resources</u> of thought, energy and money.

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

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The critical question is: <u>What initiatives will be meaningful</u>? MAF, in cooperation with JWB and JESNA, proposes an approach that will help guide MAF and other supporters toward a practical application of resources to the needs of Jewish education.

A STRATEGY: COOPERATIVE EFFORT

We propose the establishment of a national Commission to review Jewish education in North America and recommend ways to make it a more powerful force for enhancing the continuity of Jewish life in our society.

The Purpose

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Emerging consensus on the importance of Jewish education makes this an auspicious time for a catalyst to identify the issues, point to practical opportunities for improvement, and engage key people and institutions in positive action. The catalyst: <u>a 30-</u> <u>member national Commission of outstanding educators. community</u> <u>leaders. and professionals</u>. They will be men and women chosen <u>ad</u> <u>personam</u>, whose competence, influence and institutional connections are clear.

Such a Commission will have a fourfold mission:

- . to review the field of Jewish education in the context of contemporary society and contemporary Judaism
- . to recommend practical policies that will set clear directions for Jewish education

. to develop plans and programs for the implementation of these policies

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. to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with a communal effort expressing the interests and practical needs of involved institutions and individuals.

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

That is the ultimate purpose of the Commission: <u>to offer</u> <u>concrete recommendations for strengthening Jewish education</u>. MAF is prepared both to commit its own resources and to inspire others to support the implementation of projects and programs proposed by the Commission.

THE STUDY: CREATING CONDITIONS FOR CHANGE

Preparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission begin with <u>a study to examine Jewish education and recommend realistic</u> .

<u>ways to improve it</u>. The Commission will guide the study, develop programs and plans in cooperation with the Jewish community, and encourage implementation of its recommendations.

The Work

To accomplish its goals over a period of 18 months, the Commission will meet four to six times and direct the activities of a study director and appropriate supporting staff. Their activities will include preparing background papers, gathering and organizing data, consulting with contributing scholars, educators and policymakers, and coordinating the ongoing participation of important Jewish publics.

The Focus: People and Institutions

A study undertaken for the purpose of positive change begins with a fundamental question: Who holds the keys to change? When the issue is education, it is educators who must engage in the development of new strategies. But they can only do so with the support of communal leadership committed to invigorating existing institutions and creating new ones.

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

Guided by these central questions, the Commission study may address four issues: Historical perspective and current structures of Jewish educational institutions. We need to begin with an understanding of the goals of Jewish education and how effectively existing structures promote those goals. A look at the past can help to assess current institutions and guide us in establishing new structures that respond to new issues of continuity.

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- 2. Professional opportunities in Jewish education. A profession is characterized by formalized standards of knowledge and training, a code of ethics, institution-alized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to professionalize our educational services.
- 3. The recruitment and retention of qualified educators. Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small pool of interested talent Jewish education now attracts. We also need to explore the potential for making more effective use of our feeder system --youth movements, camps, community organizations.
 - 4. The education of educators. Today, fewer than a dozen North American institutions graduate fewer than 100 Jewish educators annually. We need to look at what help these institutions must have to fill the demand for qualified

people in both existing and emerging positions, and to provide continuing professional education.

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TOWARD TOMORROW

Our community services experience has shown that North American Jews, thinking and acting together, can make positive things happen. Today we know that something <u>must</u> happen if we are to transmit the riches of Jewish experience to future generations. We have established organizations --service, educational and philanthropic-- under energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life.

Our traditions offer the resources we need. A leadership Commission can coalesce the interests and needs of all who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

This paper invites a communal venture: the deliberate shaping of new connections between individuals and the community of Jewish experience. Thinking and acting together, we can make Jewish education a sustaining force for Jewish life, as rich and dynamic as the society in which it exists. MEMO TO: David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman, Morton L. Mandel, Arthur J. Naparstek, Charles Ratner, Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher, Bennett Yanowitz, Henry L. Zucker

FROM: Virginia F. Levi Jum

SUBJECT: MINA: Design Document and Next Meeting

DATE: January 20, 1988

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Enclosed is the penultimate draft of the design document, "Proposed Initiative on Jewish Continuity/Jewish Education." Please review the document and bring it to our next meeting.

That meeting is scheduled for <u>Thursday, February 4, 1988, 11:00 a.m. to</u> <u>3:00 p.m</u>. The meeting will take place at the <u>Sheraton Hopkins Airport</u> <u>Hotel, Room F</u>. The room is on the second floor of the hotel.

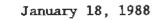
If you have not already done so, please let me know as soon as possible who your top 6-8 choices are for Commission membership. The current list of proposed candidates appears as Appendix II to the design document.

Please notify me no later than Wednesday, January 27 if you will be unable to attend the meeting on February 4.

FOR DISCUSSION ONLY

PROPOSED INITIATIVE ON

JEWISH CONTINUITY/JEWISH EDUCATION



INTRODUCTION

Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life? How much of our Jewish heritage will be transmitted to future generations?

These questions challenge the North American Jewish community. It is time to respond with enthusiasm and energy. The Mandel Associated Foundations (MAF), in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), propose an initiative to explore an important factor affecting Jewish continuity in America--Jewish education.

MAF is prepared to form <u>a national Commission to involve the North</u> <u>American Jewish community in a policy-oriented study of Jewish education</u>. This study will recommend practical steps and interventions for the improvement of Jewish education.

The Mandel Associated Foundations are supporting foundations of the Jewish Community Federation of Cleveland. They were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel as a primary means of handling their philanthropic interests. JWB is the national service coordinating agency for Jewish community centers, YM/YWHA's and camps in the U.S. and Canada. It is also the U.S. government-accredited agency serving the religious and educational needs of Jewish military personnel, VA hospital patients and their families.

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

Page 2

Our efforts on behalf of Jewish continuity must strengthen as many of these links in as many American Jews as possible. It is a substantial challenge. Because Jewish identification is a matter of choice today, we must provide a persuasive rationale for <u>why commitment and involvement</u> <u>are important</u>.

We are convinced that, as a people, we have the vision and the resourcefulness to accomplish this aim. Jews have shown their capacity to succeed in community work. Now we have an opportunity to apply the same energy and creativity to the challenge of encouraging Jews to <u>choose</u> a strong Jewish identity.

THE KEY: EDUCATION

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

As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, <u>education is our best means of helping</u> <u>Jews to develop and sustain a commitment to active Jewish</u> <u>self-expression</u>, both individually and communally. Jewish education includes not only classroom instruction but <u>all the settings in which</u> <u>learning takes place</u>--within the family circle, at camps and community centers, through print and electronic media, and in encounters with Israel. Jewish education also has the capacity to reach into <u>every</u> <u>aspect and stage of Jewish life</u>--from children to senior citizens, from individuals to families, in schools, community centers, synagogues, camps, nursing homes and child care centers.

Jewish Education Today

More than 30,000 teachers, principals, and agency leaders are involved in Jewish education in the United States today. Many of them are dedicated, competent and enthusiastic but many are also insufficiently trained and poorly paid. At the same time, institutions that prepare Jewish educators have fewer students and faculty than ever before.

On all levels and in all settings, Jewish education suffers <u>a shortage of</u> <u>qualified, trained teachers with opportunities for professional growth</u>. Although there are some impressive programs, many institutions have been <u>unable to assimilate advances in education, technology, social sciences</u> <u>and Jewish scholarship</u> or to tap the educational promise of the State of Israel.

The Potential for Tomorrow

There is no doubt that we can envision an educational environment responsive to the diverse realities of Jewish life in America. To make

Page 5

it a reality, <u>the organized Jewish community must be prepared to invest</u> <u>substantial new resources</u> of thought, energy and money.

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

The critical question is: <u>What initiatives will be meaningful</u>? MAF, in cooperation with JWB and JESNA, proposes an approach that will help guide MAF and other supporters toward a practical application of resources to the needs of Jewish education.

A STRATEGY: COOPERATIVE EFFORT

We propose the establishment of a national Commission to review Jewish education in North America and recommend ways to make it a more powerful force for enhancing the continuity of Jewish life in our society.

The Purpose

Emerging consensus on the importance of Jewish education makes this an auspicious time for a catalyst to identify the issues, point to practical opportunities for improvement, and engage key people and institutions in positive action. The catalyst: <u>a 30-member national Commission of</u> <u>outstanding educators, community leaders, and professionals</u>. They will be men and women chosen <u>ad personam</u>, whose competence, influence and institutional connections are clear.

Such a Commission will have a <u>fourfold mission</u>:

' to review the field of Jewish education in the context of contemporary Judaism

- to recommend practical policies that will set clear directions for Jewish education
- to develop plans and programs for the implementation of these policies
- to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with a communal effort expressing the interests and practical needs of involved institutions and individuals.

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

That is the ultimate purpose of the Commission: <u>to offer concrete</u> <u>recommendations for strengthening Jewish education</u>. MAF is prepared both to commit its own resources and to inspire others to support the implementation of projects and programs proposed by the Commission.

THE STUDY: CREATING CONDITIONS FOR CHANGE

Preparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission begin with <u>a study to examine Jewish</u> <u>education and recommend realistic ways to improve it</u>. The Commission will guide the study, develop programs and plans in cooperation with the Jewish community, and encourage implementation of its recommendations.

The Work

To accomplish its goals over a period of 18 months, the Commission will meet four to six times and direct the activities of a study director and appropriate supporting staff. Their activities will include preparing background papers, gathering and organizing data, consulting with contributing scholars, educators and policymakers, and coordinating the ongoing participation of important Jewish publics.

The Focus: People and Institutions

A study undertaken for the purpose of positive change begins with a fundamental question: <u>Who holds the keys to change</u>? When the issue is education: <u>it is educators who must engage</u> in the development of new strategies. But they can only do so <u>with the support of communal</u> <u>leadership</u> committed to invigorating existing institutions and creating new ones.

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

Guided by these central questions, the Commission study may address four issues:

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

guide us in establishing new structures that respond to new issues of continuity.

TOWARD TOMORROW

Our community services experience has shown that North American Jews, thinking and acting together, can make positive things happen. Today we know that something <u>must</u> happen if we are to transmit the riches of Jewish experience to future generations.

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

Our traditions offer the resources we need. A leadership Commission can coalesce the interests and needs of all who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

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

APPENDICES

- I. Persons suggested as Commission staff
 - A. Possible Candidates for Commission Director
 - B. Possible Candidates for technical staff positions
- II. Proposed List of Candidates for Commission Membership
 - A. Lay Leaders
 - B. Scholars and Educators
 - 1. General Scholars/Others
 - 2. Jewish Scholars
 - 3. Jewish Educators
 - C. Foundation Professionals
- III. Proposed Timetable

II. <u>PROPOSED LIST OF CANDIDATES FOR</u> <u>COMMISSION MEMBERSHIP</u>

A. LAY LEADERS

Appleby, Ronald -- Toronto Berman, Julius Arnow, Robert -- New York Berman, Mandell L. -- Detroit Bronfman, Charles -- Montreal Busis, Sid -- Pittsburgh Cardin, Shosana -- Baltimore Colman, John C. -- Glencoe, Illinois Comay, Shalom -- Pittsburgh Eppler, Heinz Eisenman, Lillian -- New York Feldman, Jesse -- San Francisco Goodman, Charles H. -- Chicago Goodman, Henry J. -- Cleveland Grossman, Steve -- Boston Hassenfeld, Sylvia -- New York Hershorn, Michael -- Montreal Kleinman, Harold -- Dallas Koshitsky, Julie -- Toronto Lainer, Mark -- Los Angeles Laxer, Carl -- Montreal Loup, Robert E. -- Denver Lysoff, Norman Mandel, Morton L. -- Cleveland (Chairman) Mannikin, Richard -- Baltimore Markowitz, Alan Melton, Sam Mintz, Donald -- New Orleans Newman, Donald -- Tulsa Ostrow, Gerald -- Pittsburgh Peck, Judy -- New York Pollack, Lester -- New York Ratner, Charles -- Cleveland Ritz, Esther Leah -- Milwaukee Rosenthal, Harriet - Metro West, New York Rubin, Len -- New Jersey Schlessel, Mark Shapiro, Dan Smith, Robert -- Washington Taub, Henry Tisch, Billie Wexler, Richard -- Chicago Weiss, Morris Yanowitz, Bennett -- Cleveland

PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

B. SCHOLARS AND EDUCATORS

1. General Scholars (and Others)

Arrow, Kenneth -- Nobel Laureate in Economics -Stanford University

Blau -- Columbia University

Chinitz, Benjamin -- Dean, School of Management - Lowell University; Past President of Boston Bureau of Jewish Education

Cohen, David -- Distinguished Policy Analyst and Historian -Michigan State University

Cremin, Lawrence -- Distinguished Historian of Education; Past President of Teachers' College - Columbia University; President of the Spencer Foundation

Etzione -- D.C.

- Glazer, Nathan -- Distinguished Sociologist on the faculty of Harvard University
- Lipset, Seymour Martin -- Distinguished Sociologist on the faculty of the Hoover Institute, Stanford University
- Nozzick, Robert -- One of the Distinguished Philosophers on the faculty of Harvard University
- Putnam, Hilary -- One of the Distinguished Philosophers on the faculty of Harvard University; Key in Hillel

Sheffler, Israel (Rabbi) -- The Outstanding Philosopher of Education in the United States; on the faculty of Harvard University

- Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the faculty of Stanford University
- Stein, Herman -- Provost and University Professor, Case Western Reserve University
- Waltzer, Michael -- Distinguished Political Scientist, Political Philosopher on the faculty of Princeton University

Yalow, Rosalyn -- Nobel Laureate

PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley Cohen, Steven M. -- Queens College Dash-Moore, Deborah Eisen, Arnold -- Stanford Gerber, Jane -- Association of Jewish Studies Gottschalk, Alfred Herman, Paula -- Yale Lamm, Norman Levine, Hillel -- Boston University Meyer, Michael -- Hebrew Union College Rosovsky, Henry Schorsh, Ismar Septimus, Beryl Tobin, Gary Twersky, Itzhak -- Expert in Jewish Thought - Harvard University Weiss, Ruth -- Association of Professors of Jewish Education

PROPOSED LIST OF CANDIDATES FOR Page 4 COMMISSION MEMBERSHIP 3. Jewish Educators Aaron, Isa Ariel, David -- College of Jewish Studies - Cleveland Brooks, Michael -- Hillel, Michigan Dubin, David Elkin, Josh Garr, Burt Kleinman, David -- Jewish Community Center - Cleveland Lee, Sara -- Head of the Department of Education - Hebrew Union College, Los Angeles Levy, Harold Lipstadt, Deborah Maras, Alvin Ponet, Jim -- Yale Poupko, Yehiel -- Chicago Rosenstein, Mark -- Principal Ruskay, John Schaffler, Sam Schiff, Alvin -- Head of Jewish Education in New York City Schiff, Gary Solomon, Bennett -- Principal Steinmetz, Ira

C. FOUNDATION PROFESSIONALS

Ackerman, Mona

Corson, Maurice

Evans, Eli

Hiller, Robert

Mogulof, Mel

Moses, Larry

D. JEWISH COMMUNAL PROFESSIONALS

Hoffman, Steven

Shrage, Barry

III. PROPOSED TIMETABLE

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<u>Who</u>	<u>Elements</u>	<u>Due Date</u>
VFL, AJN, DA	Revision of draft and comments	1/10/88 (including timetable)
VFL, AJN, DA	New draft	1/20/88
MLM, Woocher, Rotman	Firm up involvement of JESNA and JWB	1/15/88
Planning group HLZ & AJN	Selection of director and associates	1/15/88
Director	First meeting of Commission	3/1/88

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firginia Levi Mandel Associated Foundations

March 1, 1988

P.2/3

Dear Virginia,

Thanks for the MI-NA document of February 25. We believe that the job is complete. However since we have decided to read it as the introductory paper for potential Commission members, you might want to consider some of the following suggestions -- matters of emphases rather than changed content. Perhaps an attempt to strengthen the inspirational aspect.

Reading through the document, thinking of "outside" readers, we felt that two messages ought to be strengthened (though both appear in the paper):

1. That there are real problems with the field of Jewish Education

2. That we are inviting the reader to participate in a programs that will lead to action.

One possibility would be for an insert in the first page (following the third paragraph: "... encounters with Israel")

"Many of these settings do not have the personnel, the programs, the content and the strategies needed to meet the challenge of educating Jews who are fully accepted in an open society."

In addition the paragraph on p4 (bottom) and p5 (top) should reflect the problem in active rather than passive terms (the factors in the last sentence "are missing" from Jewish education rather than "not being adequately associated " with it.)

In a similar vein, page 11 might benefit from a more direct statement of what is proposed:

"What is suggested is a leadership Commission that would take the take cognizance of the challenges facing Jewish education and suggest means for dealing with the?" Such a Commission can coalesce..."

Some additional minor points which you may want to consider include:

On p.4, (Paragraph 2, line 1), we find the term "involved" more (appropriate than "employed".

In the same paragraph, instead of 500 million dollars - which may not be a dependable figure - one may write "hundreds of millions

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of dollars are spent annually".

On page 8, at the end of the first paragraph, "encourage others" might be more appropriate than "inspire others".

On page 9 paragraph 2 should include "train" on the last line.

We hope that this is helpful, Looking forward to talking to you in the next few days.

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Anneter Adenat in

PROPOSED INITIATIVE ON

JEWISH CONTINUITY/JEWISH EDUCATION

February 15, 1988

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INTRODUCTION

Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life? How much of our Jewish heritage will be transmitted to future generations?

These questions challenge the North American Jewish community. It is time to respond with enthusiasm and energy. The Mandel Associated Foundations, in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), propose an initiative to explore an important factor affecting Jewish continuity in America--Jewish education.

Jewish education includes not only classroom instruction but <u>all the</u> <u>settings in which learning takes place</u>--within the family circle, at camps and community centers, through print and electronic media, and in encounters with Israel.

The Mandel Associated Foundations are prepared to form <u>a national</u> <u>Commission to involve the North American Jewish community in a</u> <u>policy-oriented study of Jewish education in a variety of settings</u>. This study will recommend practical steps and interventions for the improvement of Jewish education. The Mandel Associated Foundations are supporting foundations of the Jewish Community Federation of Cleveland. They were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel as a primary means of handling their philanthropic interests.

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

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

THE CHALLENGE: JEWISH CONTINUITY

Jewish continuity--the creative vitality of the Jewish people, its religion, culture, values and traditions--is an issue of cardinal importance to the American Jewish community. The central challenge is <u>improving the means by which the Jewish community promotes an active</u> <u>commitment to Jewish identity</u>. In our society, connections to and expressions of Jewish identity are highly individual. Some Jews are linked by traditional religious practice, some through participation in communal organizations. Others express their involvement through Israel, Soviet Jewry or memories of the Holocaust. For many, association with other Jews is an important mode of participation.

Our efforts on behalf of Jewish continuity must strengthen as many of these links in as many American Jews as possible. It is a substantial challenge. Because Jewish identification is a matter of choice today, we must provide a persuasive rationale for <u>why commitment and involvement</u> are important.

We are convinced that, as a people, we have the vision and the resourcefulness to accomplish this aim. Jews have shown their capacity to succeed in community work. Now we have an opportunity to apply the same energy and creativity to the challenge of encouraging Jews to <u>choose</u> a strong Jewish identity.

THE KEY: EDUCATION

The Trustees of the Mandel Associated Foundations, in cooperation with JWB and JESNA, have chosen to focus on Jewish education as a potent resource for transmitting the living values of our culture. As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, <u>education is our best means of helping</u> <u>Jews to develop and sustain a commitment to active Jewish self-</u> <u>expression</u>, both individually and communally. Jewish education also has the capacity to reach into <u>every aspect and stage of Jewish life</u>--from children to senior citizens, from individuals to families, in schools, community centers, synagogues, camps, nursing homes and child care centers.

Jewish Education Today

More than 30,000 people are employed in Jewish education today. These include teachers, school directors, teacher trainers, specialists, educational planners, and professors of education as well as personnel in community centers, camps and retreat centers. Jewish education is conducted throughout North America in a variety of settings in and outside the classroom. Most Jewish children receive some Jewish education at some point in their lives. More than \$500 million is spent anually on Jewish education. The field of Jewish education is a large enterprise throughout the North American Jewish community.

Still, Jewish education throughout North America suffers from a shortage of qualified, well-trained educators. The few institutions which train Jewish educators have fewer faculty and students than at any time in the recent past. Professional standards, meaningful positions, adequate salaries and compensation packages, career advancement possibilities and professional status are not adequately associated with the field of Jewish education. It is difficult to recruit and retain young men and women to the field.

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

The Potential for Tomorrow

We believe that it is possible to establish an educational environment that will be responsive to the current realities of Jewish life in America. To make it a reality, <u>the organized Jewish community must be</u> <u>prepared to invest substantial new resources</u> of thought, energy and money.

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

The critical question is: <u>What initiatives will be meaningful</u>? The Mandel Associated Foundations, in cooperation with JWB and JESNA, propose an approach that will help guide them and other supporters toward a practical application of resources to the needs of Jewish education.

A STRATEGY: COOPERATIVE EFFORT

We propose the establishment of a national Commission to review Jewish education in North America and recommend ways to make it a more powerful force for enhancing the continuity of Jewish life in our society.

The Purpose

Emerging consensus on the importance of Jewish education makes this an auspicious time for a catalyst to identify the issues, point to practical opportunities for improvement, and engage key people and institutions in positive action. The catalyst: <u>a 30-member national Commission of</u> <u>community leaders, outstanding educators, and other professionals</u>. They will be men and women chosen <u>ad personam</u>, whose competence, influence and institutional connections are clear and impressive.

Such a Commission will have a fourfold mission:

- to review the field of Jewish education in the context of contemporary Jewish life
- to recommend practical policies that will set clear directions for Jewish education
- to develop plans and programs for the implementation of these policies
- to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with a communal effort expressing the interests and practical needs of involved institutions and individuals.

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

That is the ultimate purpose of the Commission: <u>to offer concrete</u> <u>recommendations for strengthening Jewish education in all its forms and</u> <u>settings</u>. The Mandel Associated Foundations are prepared both to commit their own resources and to inspire others to support the implementation of projects and programs proposed by the Commission.

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Preparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission begin with <u>a study to examine Jewish</u> <u>education and recommend realistic ways to improve it</u>. The Commission will guide the study, develop programs and plans in cooperation with the Jewish community, and encourage implementation of its recommendations.

The Work

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

The Focus: People and Institutions

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

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

The Commission study may address four issues:

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- 3. <u>The education of educators</u>. Today North American institutions graduate fewer than 100 Jewish educators annually. We need to look at how to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education.
- 4. <u>Historical perspective and current structures of Jewish educational</u> <u>institutions</u>. We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs and guide us in establishing any new structures that might be needed to respond to today's needs.

TOWARD TOMORROW

Our community services experience has shown that North American Jews can cooperate to make positive things happen. Today we know that something <u>must</u> happen if we are to transmit the riches of Jewish experience to future generations.

We have established organizations--service, educational and philanthropic--with energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life. A leadership Commission can coalesce the interests and needs of those who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

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PROPOSED INITIATIVE ON

JEWISH CONTINUITY/JEWISH EDUCATION

March 1, 1988

INTRODUCTION

Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life? How much of our Jewish heritage will be transmitted to future generations?

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Thus, an important part of the Commission's initiative will be gathering opinion makers, community leaders, scholars and educators to play active roles in all stages of its work, including the implementation of its recommendations. That is the ultimate purpose of the Commission: to offer concrete recommendations for strengthening Jewish education in all its forms and settings. The Mandel Associated Foundations are prepared both to commit their own resources and to encourage others to support the implementation of projects and programs proposed by the Commission.

THE STUDY: CREATING CONDITIONS FOR CHANGE

Preparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission begin with a study to examine Jewish education and recommend realistic ways to improve it. The Commission will guide the study, develop programs and plans in cooperation with the Jewish community, and encourage implementation of its recommendations.

The Work

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

The Focus: People and Institutions

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

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

The Commission study may address four issues:

- Professional opportunities in Jewish education. A profession is characterized by formalized standards of knowledge and training, a code of ethics, institutionalized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to professionalize our educational services.
- 2. The recruitment and retention of qualified educators. Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small

pool of interested talent Jewish education now attracts. We also need to explore the potential for making more effective use of our feeder system--youth movements, camps, community organizations.

- 3. <u>The education of educators</u>. Today North American institutions graduate fewer than 100 Jewish educators annually. We need to look at how to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education.
- 4. <u>Historical perspective and current structures of Jewish educational</u> <u>institutions</u>. We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs and guide us in establishing any new structures that might be needed to respond to today's needs.

TOWARD TOMORROW

Our community services experience has shown that North American Jews can cooperate to make positive things happen. Today we know that something <u>must</u> happen if we are to transmit the riches of Jewish experience to future generations.

We have established organizations--service, educational and philanthropic--with energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life. We propose to establish a leadership Commission to assess the challenges facing Jewish education and suggest methods for dealing with them. Such a Commission can coalesce the interests and needs of those who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

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