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Steering committee. 16 October 1996. Planning notes and
correspondence, October 1996.

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Morton Mandel

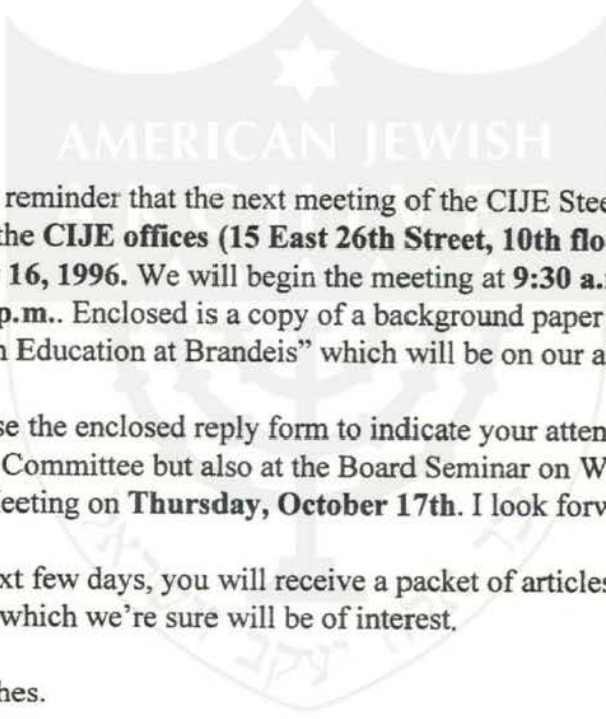
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DATE: October 2, 1996
TO: Members of the CIJE Steering Committee
FROM: Josie Mowlem
SUBJECT: October 16th Steering Committee Meeting


 This is a reminder that the next meeting of the CIJE Steering Committee will take place at the **CIJE offices (15 East 26th Street, 10th floor) on Wednesday, October 16, 1996.** We will begin the meeting at **9:30 a.m.** and conclude by **3:30 p.m.** Enclosed is a copy of a background paper on the "Planning Process in Jewish Education at Brandeis" which will be on our agenda on October 16th.

Please use the enclosed reply form to indicate your attendance, not only at the Steering Committee but also at the Board Seminar on Wednesday evening and the Board Meeting on **Thursday, October 17th.** I look forward to seeing you.

In the next few days, you will receive a packet of articles and other reading material which we're sure will be of interest.

Best wishes.

Chair
Morton Mandel

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MEMO

To: CIJE Steering Committee Members
From: Nessa Rapoport
Date: October 4, 1996
Re: Report on CIJE Publications

Best Practices: Jewish Education in JCCs:

In April, CIJE published 5000 copies of this volume in our new format. We have already distributed 4000, most upon request.

I met with Mark Charendoff of the JCCA to get a report on the 1200 copies which the JCCA ordered and distributed. These copies went to all executive directors of JCCs; JCC presidents; JCC Jewish educators; the JCCA national board; and the JCCA Jewish education committee.

Mark indicated that the volume is being used in two ways:

1. As a source of inspiration, to show people what is possible.
2. "But much more valuable," Mark says, "it's being used as a yardstick. People say to me: 'We want to be serious about Jewish education; who is doing a good job? What should we be comparing ourselves to?' In the past I have been able to give people very accurate statistics (How many JCCs have a full-time educator? How many are using this program?), but until this publication, I have not been able to place before them a picture of success."

Mark describes the use of the BP volume as "goal-setting"; that is, the volume helps to establish goals for Jewish education in JCCs. When Mark used to speak of goals at centers, people assumed he meant numbers: How many people attend the programs? Mark would say in response: "Numbers are part of the 'how.' Before the 'how,' you need to ask: Where do you want to get to?"

Mark reports that when people ask for an example of goals, this volume is invaluable.

"In terms of *tachlis* use," he says, "it's been a very important document. People have been telling us how to use it. Other than COMJEE II, I use *Best Practices: Jewish Education in JCCs* more than any other publication. It's been a great success."

The CIJE office has received requests for 60-100 copies from JCCs across the country who wish to distribute it to their entire board, as well as from many individuals.

The Best Practices Series:

The *Wexner Heritage Review* (distributed to all Wexner fellows and alumni) will describe and give information about all three redesigned Best Practices volumes. The newly revived journal of the Melton Center at the Jewish Theological Seminary will feature excerpts of the three volumes, with information about how to obtain them.

The CIJE Manual for the Study of Educators:

The CIJE Manual is now being used in five new cities, in addition to Atlanta, Baltimore and Milwaukee: Chicago, Cleveland, Columbus, Kansas City and Seattle.

A Great Awakening:

Among the more recent requests for this volume: Dr. Sara Lee, of HUC's Rhea Hirsch School of Education, requested copies of Jonathan Sarna's essay for 200 HUC students as curriculum for their introductory year in Israel.

The Milwaukee Lay Leadership Planning Team requested copies for each member of the team as inspiration for their challenge.

Transforming the Aleph:

Requests are coming in daily for Arthur Green's just-published essay. Our main distribution will take place shortly after the Board Meeting.

Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions:

This essay by Seymour Fox with William Novak illuminates the centrality of vision to transforming Jewish education by offering a concrete example. The essay will be a joint publication of CIJE and the Mandel Institute in the late fall. In addition to its importance to the Goals Project, the publication coincides with the 50th anniversary of Camp Ramah, which provides a further opportunity.

Reforming Jewish Education:

Walter Ackerman's article, commissioned by CIJE, is the main feature of the forthcoming issue of JESNA's *Agenda: Jewish Education*, which reaches approximately 10,000 readers.

Among our most recent distributions: Kits of CIJE materials were sent with a cover letter from Alan Hoffmann to approximately 300 senior educators in North America, Israel and elsewhere. In addition, the CIJE staff was interviewed for an extensive article on day school education that will appear in *Moment*.

For your interest, we have enclosed the following materials:

Rabbi Alvan Kaunfer's Yom Kippur Sermon at Temple Emanu-el in Providence; it prominently invokes the CIJE Goals Seminar in July.

"*Connector*," the newsletter of Jewish Educational Services in Atlanta, whose lead article features CIJE, Harvard and TEI (pp. 1, 6) with an additional full page devoted to *A Time to Act* and data from Atlanta's Educators Survey (p. 4).

An article in the *New York Times* that Gail Dorph distributed to the staff for the resemblance of these reported findings to the data in our Policy Brief.

Finally, I am pleased to enclose the paper that will be discussed at the first meeting of Year 2 of the CIJE Luncheon Seminar on October 21. This invitational seminar meets four times a year to bring together academics and policy-makers in the areas of Jewish education and continuity to reflect upon current research and thinking in the field.

"Beyond Denomination: Emerging Models of Contemporary American Jewish Identity," by Dr. Bethamie Horowitz, argues that by investigating the persistence of Jewish life in North America, rather than focussing exclusively on assimilation, we may learn new and interesting lessons about Jewish identity formation. Dr. Horowitz is intrigued by the disparity between the conventional sociological measures of American Jewish commitment (such as ritual practice and institutional affiliation) versus other less visible markers of connection and allegiance to Judaism (such as having a sense of shared fate with other Jews). Her paper is based on in-depth interviews with 90 people conducted as part of the "Connections and Journeys Study: Assessing Critical Opportunities for Enhancing Jewish Identity." The study is sponsored by the Jewish Continuity Commission of UJA-Federation New York, where Dr. Horowitz was Director of Planning and Research from 1992-96.

A PUBLICATION OF

JEWISH EDUCATIONAL SERVICES

ATLANTA, GA

FALL, 1996/ 5757

the Connector

THE NEW YEAR

LOOKING BACK...LOOKING FORWARD

The new year is always a time for reflection. At this season I am frequently reminded of how awesome and wonderful is the Jewish way. It is truly a time of *t'shuva*—return. We begin the process of return, sometimes in new directions and sometimes continuing on our paths.

It all involves great preparation. In the month of Elul the shofar is sounded each morning to remind us to wake up, take stock of our lives and our deeds. As we come closer to the high holy days we are expected to do more reflection. When the heavens open up on Slichot, God is ready to hear our penitent prayers. Judaism has withstood the test of time and has succeeded in sustaining us as a culture and a people as well.

Here at Jewish Educational Services we have been taking stock of our work. We have been assessing what we have done in the past and begun to look towards the future. An exciting Strategic Planning Committee has been meeting to determine both short and long term directions for the agency. In the next few months you will hear more about this. There are other exciting plans as well. As you look through the next few pages, you will get an idea of what is in store.

JES has been mandated by the community to enhance the capacity of Jewish educators through professional development. In cooperation with the Council on Initiatives in Jewish Education—CIJE—several innovative things have been happening and will continue to happen in Atlanta.

In the last two years 22 educational leaders from day schools, supplementary

schools and pre-schools were privileged to attend a week long seminar at the Harvard Principal's Center. In the first year the theme was "Building a Community of Learners: Creating a Shared

Vision." As a follow-up to these two seminars, the participants have formed a Leadership Group which meets regularly to read articles and talk about their work. It is open to all of the educational leaders in the community.

This coming year there will be two similar seminars sponsored by the CIJE. Past participants will be invited for a two day retreat with lay leadership. Together they will discuss how to continue to create a vision for their institutions. Later on in the year, there will be another week long retreat.

Another CIJE sponsored project is the Teacher Education Institute—TEI. This is an intensive program designed to help educational leaders work with their staffs on teacher education. The Institute leaders are Dr. Gail Dorph, from CIJE; Dr. Sharon Feiman Nemser and Dr. Deborah Ball, both from Michigan State University. As a team they bring the latest information on integrating pedagogy with content to maximize a teacher's potential and growth.

Continued on page 6



*Janice P. Alper,
Executive Director
Jewish Educational
Services*



Jewish Educational Services

4549 Peachtree Dunwoody Road

Atlanta, Georgia 30338

(770) 677-9480

Fax (770) 677-9499

email: jes@netime.com

Jewish Educational Services

Our mission:

To enhance Jewish education in metropolitan Atlanta. This will be accomplished through the establishment of professional support, consultative services, and resources provided to educators, educating institutions and the community.

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An Agency of the
 Atlanta Jewish Federation

Affiliated with the Jewish
 Education Services of America

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PRESIDENT'S MESSAGE

As I enter into the second year of my presidency of Jewish Educational Services, I feel it is appropriate to reflect on this experience. Thus far, it has been a privilege to be part of such a vibrant, dynamic and valuable community agency.

Although the agency has only been in existence for three years, it has developed and matured at a furious pace. Entrusted with the responsibility of enhancing the delivery of education to Atlanta's Jewish community heightens our awareness of community needs.

The establishment of the Task Force for Children Who Learn Differently was a direct response to a vital community need. The expansion of this task force to include community classes, seminars and lectures for both lay and professionals continues to provide a meaningful and enriching program for our Jewish youth.

Our new facility has provided a beautiful and user-friendly home for HaMakor, the Jewish Community Library/Resource Center. The Center, now fully computerized and on line, offers reference and lending capability in both print and video.

JES is extremely proud to be the lead agency for professional development in our community. We continue to expand teacher

in-service programs for academic credit and provide region-wide Jewish education conferences. This fall we will initiate The Florence Melton Adult Mini-School for Jewish Teachers. This is an intensive two year content and pedagogic course for professionals. Atlanta is one of only four sites in the United States to offer this program.

Our agency continues to administer and coordinate numerous professional educator councils and networks. Our very competent and dedicated staff continue to provide the highest level of professionalism and the opportunity to work with them has been very gratifying.

The Atlanta Jewish Community has recognized Jewish education as a top priority. As the central agency responsible for this task, we possess the necessary expertise, skills and vision to provide the community with the best possible model to accomplish this. With the continued support of our Federation, the dedication and creative work of our board and our excellent staff, we can place the Atlanta Jewish Community on the cutting edge of Jewish education.

I invite you to join us in our meaningful work through your financial support and volunteer efforts. Come learn more and get involved with the agency responsible for improving and ensuring the highest quality of Jewish education for our community.

All the best for a happy, healthy and wonderful new year. May it be filled with joy and learning.

—Linda Bressler

Who We Serve:

PreSchools

AJCC, Le Keshet Academy
 AJCC, Sunshine School
 AJCC, Zaban
 Chabad-Chaya Mushkah PreSchool
 Congregation Beth Jacob
 Congregation B'nai Torah
 Congregation Etz Chaim
 Dunwoody Prep
 Greenfield Hebrew Academy
 Schiff PreSchool of Temple Emanu-El
 Temple Kol Emeth PreSchool
 Temple Sinai PreSchool
 The Epstein School
 The Gan—Congregation Shearith Israel

Synagogue Schools

Ahavath Achim Congregation
 Atlanta Hebrew Schools
 Chattanooga Jewish Community Religious School
 Congregation Bet Haverim
 Congregation Beth Shalom
 Congregation B'nai Israel
 Congregation B'nai Torah
 Congregation Etz Chaim
 Congregation Or v'Shalom
 Congregation Shearith Israel
 Congregation Shir Shalom
 Congregation Temple Beth David
 Temple Beth Tikvah
 Temple Emanu-El
 Temple Kehillat chaim
 Temple Kol Emeth
 Temple Sinai
 The Temple
 Tichon Atlanta

Day Schools

The Davis Academy
 The Epstein School
 Greenfield Hebrew Academy
 Torah Day School
 N.E. Miles Jewish Day School
 Yeshiva Atlanta

AJYP—Atlanta Jewish Youth Professionals
 Hadassah—Training Wheels
 Day School Presidents Council
 Atlanta Area Jewish School Technology Network

and anyone who needs
 assistance with Jewish
 Education in Atlanta

Chaverim – TASK FORCE FOR CHILDREN WHO LEARN DIFFERENTLY

JES TASK FORCE



Linda Zimmerman,
Special Needs
Coordinator

As you can see, this Task Force has a new name, indicative of the many changes in the past year. Chaverim has developed into a strong voice in the community for children and adults who learn differently. In September, 1995 Linda Zimmerman was hired as the Special Needs Coordinator for JES. She has worked diligently with Sid Besmertnik and Abbe Tobin, the co-chairs of the Task Force to create opportunities for all children and adults in the community to receive a quality Jewish education.

One of the major changes was the Task Force reorganization. It is now made up of three committees, each with specific directions and goals.

The **Community and Family Education Committee**, chaired by Dr. Debra Wall-Rosenstein and Theresa Shartar, organizes the **Gesher Series**, a program designed to provide information and support to parents, teachers and professionals in the community who work with children and adults who learn differently. The 1996/1997 series is subdivided into three parts, each consisting of three monthly seminars on related topics. This year the topics will be: Fall — Community Resources, Winter — Planning Ahead and Spring — The Family That Lives Differently. Brochures detailing the series have already been sent out and can also be obtained from the JES office, or you can look on page 7.

The **Teacher Education Committee**, chaired by Barbara Greenblatt and Phyllis Isenberg, has developed the **Teacher Education Series**. A survey was conducted of the 400 teachers of the Jewish Day Schools, Pre-Schools and Supplementary Synagogue Schools in the Atlanta area to determine teachers' educational needs. There was a

strong indication that teachers want to have training in basic strategies to use in the classroom in order to enable all children to reach their ultimate potential. Twelve topics are being offered the first year, including: Judaism's Approach to Education and Discipline, How to Deal With Problem Behavior in the Classroom, The Parent-Teacher Connection, What is a Learning Disability and How to Promote Social Skills in the Classroom.

The **Long Range Planning Committee**, chaired by Sheryl Falik and Marguerite Merlin, is assessing the special educational needs of the community. It is the responsibility of this committee to research sources of funding both in and outside the Jewish community in order for Chaverim to continue to provide quality services to children and adults with special needs.

In addition to these three committees and their programs, the Task Force has begun to publish a quarterly newsletter to inform the community of its programs and of other services available in Atlanta. Laurie Besmertnik is the newsletter coordinator. Annette Marcus is the Task Force publicity coordinator.

And last but certainly not least is **Yad B'Yad and Shomrim**. **Yad B'Yad** serves children in grades three through six who are currently enrolled in their synagogue's religious school program. It is designed to assist children in need of additional help in Hebrew and Judaic studies. The class provides for individualized and small group instruction in a weekly community based setting in addition to the synagogue's regular Sunday program. Our first year was a success and we are currently working on expanding the program for the coming year.

Shomrim is an educational program designed to instruct tenth grade students in how

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Teacher Education Series 1996/1997

A Project of **Chaverim – The Task force for Children Who Learn Differently**

- Judaism's Approach to Education and Discipline
- How to Deal with Problem Behavior in the Classroom — Strategies That Work
- The Parent-Teacher Connection
- What is a Learning disability: Behavior vs. Disability
- Conflict Resolution
- How to Promote Social Skills in the Classroom – Building Self-Esteem
- How to Better Serve Each Child – Making Modifications
- Student Evaluation Plan – How to Create and Implement a Plan
- The Role of Occupational Therapy in the Classroom
- Health Related Issues – How to Treat a Medical Emergency
- Early Intervention
- Documentation Skills – How to Document Behavior and Learning Styles Objectively

To arrange for a speaker, call Linda Zimmerman at JES at (770) 677-9483.

From the Agency Administrator



Ginny Stebbins,
Agency
Administrator

JES has been in its new facility on Chamblee Dunwoody Road for a year now, and we feel most of the quirks of moving have been ironed out. Thanks for your patience. It is a real pleasure to work in a newly re-modeled and decorated building located at the Perimeter.

The Administrative Office is excited about the acquisition of two new Pentium PC computers and the upgrade of the entire office to Windows 95 and Microsoft Office Professional software. We are utilizing college and high school student resources for our office help on a part time as needed basis, together with any office volunteers we are able to recruit. Should you be able to volunteer in the office for any length of time, please do give me a call on Extension 481. Any help is greatly appreciated.

Please be sure to take a minute when you are out this way to stop by, say hello and introduce yourself to those in the office who are ready to assist you in your contacts with JES.

We hope you have enjoyed this edition of "The Connector." It serves as a keshet for the Jewish educational community in Atlanta. In order to continue our work, we need your support. Please send your contributions to:

Jewish Educational Services
4549 Chamblee Dunwoody Road
Atlanta, GA 30338

We also welcome your comments and suggestions.

NOW IS THE TIME TO ACT

In 1990, the Commission on Jewish Education in North America released a report entitled *A Time to Act* which called for dramatic change in the scope, standards, and quality of Jewish education. It concluded that the revitalization of Jewish education will depend on **building the profession of Jewish education and mobilizing community support for Jewish education.** Thus, the Council for Initiatives in Jewish Education was established. Since 1992, CIJE has been working with three communities, one of which is Atlanta, to create models of systemic change at the local level. We engaged in a pioneering, comprehensive study of our educational personnel in day schools, supplementary schools, and pre-schools. The goal was to create a communal plan of action to build the profession in our community and thereby develop a model for North American Jewish communities that wish to embark on this process.

The survey indicated that only 19% of teachers in Jewish schools have professional training in both education and Jewish studies. Thirty-five percent have a degree in education but not in Jewish studies. Twelve percent have a degree in Jewish studies but not in education. It was also shown that present levels of in-service training do not compensate for the background deficiencies.

Atlanta offers a number of valuable in-service opportunities for its teachers. We have city-wide, one-day teacher conferences and a variety of workshops throughout the year. These often tend to be helpful, but isolated events, lacking the continuity of an overall system and plan for professional development.

JES is committed to helping the teachers in Jewish settings in our area to further their professional development. We are participating in various programs and workshops to address the individual needs of our directors and teachers.

JES is committed to helping the teachers in Jewish settings in our area to further their professional development. We are participating in various programs and workshops to address the individual needs of our directors and teachers.

One such program is the CIJE's Teacher Educators Institute in which five Jewish educators from Atlanta are participating. This group meets periodically in Cleveland, Ohio with 67 colleagues from all over N. America to deal with the following questions:



Donna Linder Jaffe,
Professional
Development
Coordinator

What kind of teaching and learning are we trying to foster in our institutions?

What kind of professional development opportunities are most likely to foster this kind of teaching and learning?

The goal of this program is to affect the education of the teachers through the trickle down method of educating the supervisors who in are in positions to create professional development opportunities for their faculties and communities.

A program that is coming this fall for the first time in Atlanta is The Florence Melton Adult Mini-School for Jewish Teachers. The curriculum focuses on a core knowledge of Judaism with a pedagogic component which will enable teachers to translate the knowledge gained into the classroom. It is an intensive two year joint pilot project of The Council For Jewish Continuity, Jewish Educational Services, and The Florence Melton Adult Mini-School Institute of Hebrew University, Jerusalem.

The Commission's report indicated that teachers in Jewish schools are highly committed to the profession of Jewish education. Sixty-nine percent of full-time teachers view Jewish education as their career. Even among part-time teachers, over half described Jewish education as their career. Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can yield rich results.

THE MARCH OF THE LIVING REVISITED

This year JES was privileged to be the lead agency for March of the Living. This is an international program that brings teens and adults from all over the world to commemorate Yom HaShoah in Poland, then on to Israel for Yom HaZikaron and Yom Ha'atzmaut. Below is a reflection written by one of Atlanta's participants, Nathan Alexander.

Nathan is a graduate of the Galloway School and will be entering Florida State University in the Fall.

History is so intricate and complex that even to study it for a lifetime is to gain only a partial understanding of what actually happened. On any given event in history, so many sides may be told that one could write many volumes on that single subject. For a history teacher, the job is to condense that information and present it in lectures, short, concise, but telling what needs to be told. For some subjects, however, the entire story may never be told. Certain subjects are simply not given the classroom coverage, in fact, the worldwide coverage that is needed. There are many people today who do not know enough about the Holocaust. There exists in this world a great number of people who do not know what the Holocaust was. And there is a percentage of the population that denies that the Holocaust even existed.

If it had been your people that was all but wiped out of central Europe, you too would be concerned about the public's knowledge of the events. It was my own concern, and my thirst for more knowledge, that led me to apply to go on a trip, an educational journey to the Nazi camps of Poland, and on to the green mountains of Israel. The March of the Living lasts for two weeks, and it takes 5,000 Jewish teens worldwide to see the harsh realities of the events commonly referred to as the Holocaust or the Shoah. I saw with my own eyes the camps of Auschwitz, Birkenau, Lublin-Majdanek, and Treblinka. I walked into gas chambers and crematoriums, but unlike so many others, I walked out alive.

Why? Why on earth would so many teenagers be interested in seeing all that? No one can say teenagers don't depress easily. Well, the experience wasn't depressing. It's an extraordinary feeling to be a Jew walking through the streets and countryside of Poland, a country where there was once such a strong Jewish presence. We were that presence, come back to show that we are still alive.

It's not easy to put into words what I experienced for two weeks in April. The March of the Living was a collage of feelings, thoughts, and images, but few words. During the two weeks of the trip, I bonded with the most remarkable group of people that I have ever had the pleasure to meet. After going through so much together, there were things that we knew without having to say anything. The March was about the life and culture and the endurance of the Jewish people throughout history. And after walking through hell in Poland, we made the symbolic and spiritual passage, from darkness to light, from bondage to freedom, from Poland to Israel.

Israel is like nothing I have ever seen before. People who had been to Israel before said that it seemed different, that they were seeing Israel through the lens of the Holocaust. Seeing the atrocities of what occurred in the 1930's and 40's in Europe made me and my group feel such a tie to Israel, the Jewish homeland. We realized the value of a thriving Jewish culture, and we knew that we were in the middle of it.

The strong contrast between Israel and Poland is what made my Israel experience so unique. The March of the Living was like two sides of a coin, opposite, but connected. Perhaps it took something as devastating as the Holocaust to make the world recognize the need for a Jewish state. I have learned so much, but I've only gained a partial understanding of what happened. I have learned that there is still much to learn.



*Rabbi Fred Guttman at the
Rappaport Memorial in Warsaw*



High Holiday Reading

The materials listed below are just a sampling of the resources available at HaMakor: The Jewish Community Library Resource Center. The library also has a variety of Mahzorim. Short story collections are also a good source of High Holiday reading:

Adult:

Agnon, Shmuel Yosef. **Days of Awe: Being a treasury of traditions, legends and learned commentaries concerning Rosh Ha-Shanah, Yom Kippur and the days between culled from three hundred volumes ancient and new.** New York: Schocken Books, 1948.

A hidden treasure we found when moving the library by the noted Nobel Prize winner. The subtitle describes it well.

Goodman, Philip. **The Rosh Hashanah Anthology.** [1st. ed.] Philadelphia: Jewish Publication Society, 1971.

Rosh Hashanah in literature of all ages, in many lands—classical and modern. Also includes short stories and poetry to share with all the family as well as programming ideas.

Hoffman, Lawrence A. **Gates of Understanding 2 [Shaare Binah] : Appreciating the Days of Awe.** New York: CCAR, 1977-1984.

A commentary on **Gates of Repentance**, the High Holiday prayer book used by most Reform congregations.

Children:

Goldin, Barbara Diamond and Jeanette Winter. **The World's Birthday: A Rosh Hashanah Story.** San Diego: Harcourt Brace Jovanovich, 1990. A story for young children about Rosh Hashanah, the birthday of the world.

Kimmel, Eric A. and Erika Weihs. **Days of Awe: Stories for Rosh Hashanah and Yom Kippur.** New York: Viking, 1991.

Three tales illustrate the concepts of repentance, prayer and charity

Ruthen, Gerald C. and Marlene Lobell Ruthen. **Daniel and the Silver Flute: an old Hassidic Tale.** New York: United Synagogue Commission on Jewish Education, 1986.

A touching story about a child who has difficulty reading the prayers but who communicates with God nevertheless. A wonderful story for all those young and old who have or have had difficulty following the service.

Videos:

The New Beginning. Created by Rita Rosen. New York: Image Communications, 1994. 60 mins. Color.

Outlines the ancient origin, evolution, symbols, and traditions of the High Holy Days. Illustrates the holidays with prayer, song, art, literature, custom and ritual.

New Year's Leave. Produced by Telma Steklov. Teaneck, NJ: Ergo Media. 30 mins. Color. An American sailor spends his Rosh Hashanah leave experiencing life in Israel.

The New Year continued from page 1

One of the hallmarks of the work of JES is the Kallot, the day long conferences. Three years ago a kallah for pre-school and early childhood teachers was initiated. This has been enormously successful. Last year for the first time we co-sponsored a Yom Iyun—a Day of Learning—in cooperation with the Day School Council.

By the time you read this, the Pre-School Kallah will be over. Dr. Marilyn Gootman of the University of Georgia, as the keynote speaker, Q'ed everyone into integrating the Jewish Quotient into learning. Other outstanding presenters from many facets of the community also participated in this event including Janet Schatten, Dr. Judy Wolman, Rabbis Stanley Davids and Kalmen Rosenbaum, and Catherine Baer, among others.

The next major kallah will take place on January 5 with Rabbi Sam Joseph as the keynote speaker. The Yom Iyun will be repeated this year on February 14 with Dr. Mel Levine, Director of the Clinical Center for the Development of Study and Learning at the University of North Carolina. At both kallot there will be time for teachers to network with each

other and to study together.

In response to several meetings with directors and teachers of early childhood and pre-school programs, we will be initiating a program called "Opening the Text—The Early Childhood Torah Institute." Participants will be meeting bi-weekly to study Torah texts. The program is being facilitated by Janet Schatten.

Families are still the core of Jewish continuity and identity. To this end we inaugurated a Family Education Network. It is made up of teachers, directors and lay people. The group meets about four times a year to study, learn about the mechanics of family education and to share program ideas. Watch your mail for upcoming dates and times.

There is much more to tell and share with you. Many more highlights of the work of JES are featured here. In this season of *t'shuva*—return, I hope you will commit yourself to supporting Jewish education in our community and especially the work of Jewish Educational services.

I wish you and your family all the best for 5757. *Shana tova.*

Chaverim – Continued from page 3

to become effective tutors. It provides tutors for Jewish schools in the community by teaching young adults the importance of donating their time and resources to the community at large. The students attend a 12 week course offered through Tichon Atlanta that includes topics such as: The importance of Mitzvot, What is a Visual or Auditory Learner, How to Assist the Child with Learning Disabilities and How to Teach a Language. Dr. Sandra Schoicket is the Chaverim coordinator for these two programs.

The Special Needs Department of Jewish Educational Services is part of the Coordinated Network for Persons With Disabilities made up of the four Jewish communal agencies in Atlanta: Jewish Educational Services, Jewish Vocational Services, Jewish Family Services and the Atlanta Jewish Community Center.

Chaverim mission statement: *To create opportunities to enable every Jewish individual to receive a quality Jewish Education. It is enough that an individual is disabled, let us not disable him or her as a Jew as well.*

THE FLORENCE MELTON ADULT MINI-SCHOOL FOR JEWISH TEACHERS

Courses to be presented during the first year of a two-year program:

Rhythms of Jewish Living

The traditional pattern of observances connected with the cycle of the year and the life cycle.

The Purposes of Jewish Living

Essential Jewish beliefs and ideas as they unfold in the bible and other sacred texts.



NEW BEGINNINGS

After the summer, something will be noticeable by its absence in the library. The card catalog will be gone! It will be replaced by our new OPAC or Online Public Access Catalog. To put it simply, it will be replaced by a computer.

We have spent the last year putting the catalog online, not a simple task. The process has paid many dividends. We have discovered some hidden treasures which had never been cataloged. It has also given us an opportunity to critically look at our collection and to weed out outdated books. We will have greater access to the materials both in the library and the resource center as we add games, posters, maps, and other instructional aids to our catalog. By entering a few key words a patron will be able to find a listing of all the various materials in a variety of media on a particular subject available at HaMakor.

How quickly the process of entering all the data into the computer and bar-coding the entire collection will proceed depends in large part on how many volunteers we have to help with the procedure. Volunteers who have some experience using a computer are needed for data entry and we welcome your assistance with this project. The sooner we complete this task the sooner the entire collection will be accessible to the public.

Down the road we also hope to have dial-up access to the HaMakor catalog so you can check from home whether or not the book or other material you need is in the library.

The library is currently on the internet and we can help you locate sources of Jewish information on the net. Check with us for the addresses of some particularly helpful websites.

This fall we are planning some exciting story hours for young children. Evi Reznick "Story Spinner & Story Snipper" will present a program of "Stories for the Sukkah" on Tuesday, October 10th at 10 a.m. for children ages 2-5. A program of "Noah Stories" will be presented in the Library/Resource Center for young children during the week of Parshat Noach, Oct. 18. We want to make HaMakor a fun place for children to visit and get them excited about books, particularly Jewish books. We are also planning some book talks and or book discussion groups that will particularly appeal to the retired in our community. If any particular topics or books interest you, call Paula Sandfelder, librarian, at 770-677-9487 with your suggestions. This is YOUR library and we want to serve YOU.

For our teachers, a variety of new children's books are currently on order and should be on our shelves before school starts. We have also recently acquired a number of children's books published in Canada about Jewish life north of the border as well as the two latest Sydney Taylor Award winning books, *Dancing on the Bridge of Avignon* and *Star of Fear, Star of Hope*.

HAMAKOR

HaMakor

The place for Creative Problem Solving for Educators in Jewish Settings

This resource center offers teachers and directors an opportunity to enrich their classrooms, lessons, and programs by taking advantage of a collection of a variety of games and activities. With the help of knowledgeable consultants such as Stacy Eskovitz who will be joining our staff this fall, an educator can spend time creating instructional aides that can be customized to fit his/her individual needs. The resource center staff works in conjunction with the library staff to offer a complete package of educational opportunities designed to enhance any Jewish setting.

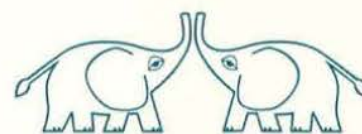
Children's Stories

"Stories from the Sukkah" featuring Story Spinner and Story Snipper Evi Reznick and



her very special apron and magical scissors. Tuesday, October 1st at 10 a.m. Punch and cookies will be served in the

Sukkah after the story hour. All children ages 3 to 5 are invited. Free, but reservations are required. 4549 Chamblee-Dunwoody Rd. 770-677-9487.



Children's Story hour on Thursday, October 17th at 2 p.m. featuring "Noah Stories." After the story, and singing, children will make an animal puppet and enjoy animal crackers.

The Gesher Series

The Community and Family Education Committee of chaverim has been busy planning the 1996/1997 Gesher Series. Each three part segment focuses on specific areas of interest to families and educators of children with special needs. The Fall series is an overview of available resources in the community for families and educators.

Community Resources

Sept. 9, 1996

- Public School Resources for the Child Who Learns Differently
- Georgia Learning Resource System
- Early Intervention Services

Oct. 14, 1996

- Lekotek
- Parent to Parent
- CHADD
- Learning Disabilities Assn. of GA

Nov. 11, 1996

- Resources in the Jewish Community
- Day Schools, Respite, social Sports
- Coordinated Network: JES, JFS, JVS, JCC

All meetings will begin at 7:30 p.m. at JES.

Linking the Present and the Future...

In one of the last Torah readings of the year cycle, Nitzavim, (Deut. 29:9-30:20) Moses reminds the people that the covenant they are making with God is not just for them who are standing at Sinai that day, but with all future generations. You have an opportunity to create a covenant with future generations through a generous endowment to Jewish Educational Services. Here are some of your opportunities:

HaMakor—the Jewish Community Library/Resource Center

Endow a collection: \$40,000
Bible, Rabbinics and Liturgy; The Arts; Childrens Books; Israel; Modern Jewish History; Professional Resource and Reference Library

Your Name on the Resource Center: \$100,000

The best place for all your creative solutions to teaching and learning

Your Name on the Library \$250,000

Early Childhood Kallah \$25,000

Region Wide Kallah \$35,000

Yom Iyun—a Day of Study for Day School Teachers \$15,000

Chaverim—The Task Force for Children Who Learn Differently

Quarterly Newsletter \$10,000

Gesher Series—a monthly series of community programs about children with disabilities \$20,000

Early Childhood Teacher Institute \$50,000

Provides intense coursework in Judaica for teachers in early childhood programs and assists them with a learning experience in Israel.

JES STRATEGIC PLANNING COMMITTEE

In the three years since JES was formed, the agency has made great strides in carrying out its mission of enhancing the delivery of Jewish education in metropolitan Atlanta. JES is providing professional support and consultation services to synagogue schools, day schools and preschools. The agency has developed teacher education programs, a community class for children who learn differently, and sponsored the March of the Living. The question is: where do we go from here?

It is time to review what we've done and what we've learned, to determine which of our programs were successes and which were not, to assess our strengths and weaknesses, and to set long and short term goals.

To accomplish this, the JES Board has formed a Strategic Planning Committee whose members have expertise in marketing, finance, education and business. Some committee members have been closely involved with JES. Others have not been directly involved but have experience with the Atlanta Jewish Federation or with other Jewish agencies.

Under the guidance of Robert Schwartz, a professor of business at Mercer University, the Committee held its first meeting on July 15th. We had a general discussion of all of the concepts that must be addressed in a strategic plan, including financial strategy, agency management, and competition in the educational environment.

The Committee also discussed an important issue which the JES Board has been debating for some time—who should the agency be serving? With our broad agency mission statement, we could be doing almost anything related to Jewish education, from providing classes in pedagogy for teachers, to assisting school directors with programming for family education, to working with youth group advisors. But with limited staff and

funds, we must be wary of overextending ourselves and must utilize our resources to have the greatest possible impact.

To help answer the important questions, "What should JES do?" and "Who should JES do it for?" the Strategic Planning Committee will look at the many possible JES

constituencies. The Committee will assess the needs of each group, determine whether JES is addressing those needs, and, if JES is not addressing those needs, the Committee will advise the Board as to whether the agency should consider doing so.

To conduct this kind of assessment, the Committee will be seeking input from those involved in the various aspects of Jewish education, including teachers, parents, synagogue education boards and day school boards. Membership on the Committee will be expanded to include ultimate users of JES services. Anyone interested in working with the Strategic Planning Committee should contact Debbie Robinson at (404)364-4622.

It is time to review what we've done and what we've learned, to determine which of our programs were successful...to assess our strengths and weaknesses, and to set long and short term goals.

For further information or inquiries regarding these endowments please contact Kevin King, Vice-President and Development Chair for Jewish Educational Services at 770-677-9480.

Jewish Educational Services
4549 Chamblee Dunwoody Road
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Education Panel Sees Deep Flaws In Training of Nation's Teachers

Quarter of New U.S. Teachers Lack Skills, Report Contends

By PETER APPLEBOME

Continued From Page A1

More than a quarter of newly hired teachers enter their classrooms with inadequate teaching skills or training in their subjects, according to a new report issued today by a nonpartisan national education panel.

"States pay more attention to the qualifications of veterinarians treating the nation's cats and dogs than to those of teachers educating the nation's children and youth," said the report by the National Commission on Teaching and America's Future, a nonpartisan panel of governors, educators and business leaders.

The report, "What Matters Most: Teaching for America's Future," also said that fewer than half the nation's 1,200 teacher's colleges met professional standards of accreditation and that in recent years more

than 50,000 teachers who lacked the training for their jobs had entered teaching annually on emergency or substandard certification.

The report recommends setting strict accountability and licensing standards for teachers and the education schools that train them, reformulating teachers' education to include a yearlong internship, giving financial rewards to good teachers and making it easier to dismiss incompetent teachers and close substandard schools of education.

Coming as a new baby boomlet and an aging teaching population means the nation will need 2 million new teachers over the next 10 years, the report argues that efforts to upgrade American education have faltered over the last decade because they have consistently overlooked the most important element: the training, recruitment and quality of the nation's 3.1 million teachers.

"If we get the teachers right, everything else will fall into place," said Gov. James B. Hunt Jr. of North Carolina, chairman of the commission, which was financed by the Rockefeller Foundation and the Carnegie Corporation of New York. "We've focused on test scores and all these other things, but we've too

often forgotten the single most important thing, which is the teachers."

The commission itself has no formal authority, but seven states — Indiana, Ohio, Illinois, Kentucky, North Carolina, Maine and Missouri — have already agreed to work with it to implement its findings and others are likely to.

The report, issued against a backdrop of increasingly politicized debate about schools, indicates that the problems in education stem not from systemic flaws in American education like a lack of school choice or too-powerful unions but from a basic failing in recruiting, nurturing and training good teachers and giving them supportive work environments.

President Clinton, at a campaign stop at an elementary school in Fresno, Calif., praised the report, saying it "makes it clear that we should have high standards for teachers,

A call for strict accountability standards in class.

Continued on Page A26, Column 1

but that too often teachers are not rewarded when they do a good job." He added, in a veiled dig at Bob Dole's repeated attacks on the National Education Association: "We ought to find ways to identify and reward good teachers. We should be lifting our teachers up, not bashing them."

Conservative critics, like Chester Finn, an Assistant Secretary of Education in the Bush Administration, said the report's panel of education experts, politicians, business leaders and teachers union representatives reflected the status quo and constituencies who benefited from it.

The commission included Governor Hunt, a Democrat, and Gov. Jim Edgar of Illinois, a Republican; the longtime heads of the two teachers unions, Albert Shanker of the American Federation of Teachers and Keith Geiger of the National Education Association; former Senator David Boren, now the President of the University of Oklahoma; prominent educators like James P. Comer of Yale University, and others including Hugh B. Price, President of the National Urban League.

"If you put out a 10-most-wanted

list of who's killing American education, I'm not sure if you would have the teachers unions or the education school faculties higher on the list," Mr. Finn said yesterday. "That's basically what you have here, with a few token mild shaker uppers."

But commission members said the recommendations, particularly those making it easier to dismiss incompetent teachers and close schools of education, represented anything but the status quo.

The report said that more than 40 states allowed districts to hire teachers who had not met basic education requirements and that more than 12 percent of new teachers nationwide began with no training at all.

It found that nearly one in four high school teachers did not take enough college courses to major or minor in their main teaching field and that more than half of high school students taking physical science were taught by teachers who had not specialized in the field.

As remedies, the commission called for states to establish professional standards boards that would set high, mandatory standards for teachers, to develop pay plans that would reward knowledge and skills and to establish licensing and review procedures that would make it easier to remove incompetent teachers. It also said American schools had too many administrative and support personnel and not enough teachers compared with other countries.

It put a \$5 billion price tag on programs to provide scholarships to recruit students to high-need areas and fields, improve teacher education including yearlong internships, establish new licensing assessments for beginning teachers and finance programs to improve the skills of current teachers.

Christine Gutierrez, a high school teacher in South-Central Los Angeles, and one of three teachers on the 26-member commission, said she felt the agenda was largely on track and was optimistic that it would play a significant role in improving education. But she cautioned that problems outside the schools could derail innovations in them.

"But what I'm afraid is that people will either underestimate or oversimplify the challenges," she said. "The other big piece is the external forces working against the kids, the anti-intellectualism, the idea that it's O.K. to be stupid, the kind of entertainment they watch. You can't separate what you can do in the classroom with what goes on outside. Maybe we need another commission on that."

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Esther Leah Ritz
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Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

DATE: October 2, 1996
TO: Members of the CIJE Steering Committee
FROM: Josie Mowlem
SUBJECT: October 16th Steering Committee Meeting

This is a reminder that the next meeting of the CIJE Steering Committee will take place at the **CIJE offices (15 East 26th Street, 10th floor) on Wednesday, October 16, 1996.** We will begin the meeting at **9:30 a.m.** and conclude by **3:30 p.m.** Enclosed is a copy of a background paper on the "Planning Process in Jewish Education at Brandeis" which will be on our agenda on October 16th.

Please use the enclosed reply form to indicate your attendance, not only at the Steering Committee but also at the Board Seminar on Wednesday evening and the Board Meeting on **Thursday, October 17th.** I look forward to seeing you.

In the next few days, you will receive a packet of articles and other reading material which we're sure will be of interest.

Best wishes.

PLANNING PROCESS IN JEWISH EDUCATION AT BRANDEIS

OVERVIEW—DRAFT

The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior. Many experts in the field agree that Jewish education is an important means of addressing this crisis. With the publication of *A Time to Act* (1990), the Commission on Jewish Education in North America called for the Jewish community to place Jewish education at the top of its priority list. The Commission identified a series of concrete steps that the Jewish community should take to respond successfully to the challenge of revitalizing the education of its people. These steps included building the profession of Jewish education and developing a capacity for researching and evaluating Jewish education. Brandeis University is extremely qualified to begin to address these steps, due both to its considerable existing resources and its ongoing engagement with the American Jewish community.

As the only non-denominational, Jewish-sponsored research university in North America, Brandeis is uniquely positioned to make a significant impact on the community's educational landscape. In addition, the university's long-standing commitment to the highest level of scholarship has resulted in characteristics that prepare it to adopt an undertaking of this magnitude. Chief among these are a substantial research capacity across the disciplines; a record of interdisciplinary, collaborative approaches to problems; a history of partnerships beyond the university; a commitment to pluralism; and a national reputation for independence and innovation in the Jewish and general scholarly communities.

In the spring of 1995, Brandeis began a series of conversations with the Council for Initiatives in Jewish Education (CIJE) about the expansion of the university's capacity and impact in Jewish education. Last November, Brandeis submitted a funding proposal to the Mandel Associated Foundations to plan for Brandeis's future in Jewish education. The primary deliberative body of the planning process, the task force on Jewish education at Brandeis, met for the first time in December 1995.

The primary purpose of the university planning process for Jewish education is to determine what Brandeis's priorities should be in serving the educational needs of the Jewish community. The process is overseen by a task force of Brandeis faculty and leaders of the Boston-area Jewish educational community, a steering committee made up of five members of the task force, and two consultants from the CIJE.

The task force is considering the following questions:

- What are Brandeis's current involvements in Jewish education?
- What are the educational needs of the North American Jewish community?

- How can Brandeis build upon its strongest resources to meet a set of identified needs of the Jewish community?
- What are the University's highest priorities in developing its resources to serve the identified educational needs of the Jewish community?

Under the leadership of Brandeis president Jehuda Reinharz, the planning process involves a valuable collaboration between the university and the CIJE. CIJE consultants are working closely with the task force on identifying the Brandeis resources most appropriate for addressing the community's educational needs, targeting areas for most immediate attention, and developing a framework for the university's Jewish educational initiatives.

Following this planning process, Brandeis intends to put these resources to work on meeting the specific programming, training and research needs in North American Jewish education. Specific goals will include:

- the formulation and dissemination of ideas, policies and programs toward a reinvigoration of American Jewish education and the American Jewish community;
- research and scholarship on education in the contemporary Jewish community;
- an increase in the number and quality of professional Jewish educational leaders; and
- an increase in the knowledge, interest and support of lay leaders in Jewish education.

The needs of the community are vast and areas of potential involvement are many. Part of this planning process has involved selecting domains for intervention that are most likely to yield early, significant results. At this stage in the planning process the areas of education for adolescence and youth, school leadership, and teacher training are receiving sustained attention. All age groups are under-served, but it is during adolescence and young adulthood that Jewish identity undergoes critical development. Yet existing programs reach relatively few young people. Training and professional development programs for teachers and school leaders (i.e., principals and educational directors) will address immediately a severe shortage of educators in day schools, synagogue schools and other educational settings.

Brandeis is currently considering how most effectively to implement its plans. Any effort undertaken by the university will entail broad university involvement in a coordinated, focused and evaluated initiative. This summer, the steering committee has been examining university-based research and policy centers around the United States to assess the range of possibilities for funding, structuring, and governing such a broad-based, impact-focused enterprise.

It has been clear from the beginning that a strong connection to the national Jewish community and its leadership will be crucial to the success of the planning process and the range of ventures that will result. To aid in this effort, Brandeis is actively seeking to create a lay advisory board whose members will contribute their expertise and advice. The lay board's input will be sought around questions such as:

- What are the existing, outstanding models of university-community partnerships, either in the business world or elsewhere?
- What areas in Jewish education most need long-term attention?
- What role should research play in Brandeis's Jewish education initiatives?
- How can Brandeis maximize the impact of its activities in Jewish education?

Because of its resources and its place in the American Jewish community, Brandeis is poised to make a serious, high-profile commitment to Jewish education in North America and to the vibrancy of the North American Jewish community. No effort can succeed, however, unless it is closely coordinated with the central institutions and lay leadership of the Jewish community. With that coordination and support, the university can address the community's needs for educational leadership in its broadest sense and make a major impact.



Task Force Roster

Joyce Antler, American Studies
Marc Brettler,* Near Eastern and Judaic Studies
Joshua Elkin, Solomon Schechter Day School/Hornstein Program
Sylvia Barack Fishman, Near Eastern and Judaic Studies
Arthur Green, Near Eastern and Judaic Studies
Irving Epstein, Provost
Alan Hoffmann,* Council for Initiatives in Jewish Education
Barry Holtz,* Council for Initiatives in Jewish Education
Edward Kaplan, Romance and Comparative Literature
Daniel Lehman, Head, New Jewish High School in Boston
Daniel Margolis, Bureau of Jewish Education/Hornstein Program
Alan Mintz, Near Eastern and Judaic Studies
Jehuda Reinharz, President
Joseph Reimer,* Hornstein Program in Jewish Communal Service
Shulamit Reinharz, Women's Studies/Sociology
Bernard Reisman, Hornstein Program in Jewish Communal Service
Myron Rosenblum, Department of Chemistry
Jonathan Sama, Near Eastern and Judaic Studies
Leonard Saxe, Heller School
Susanne Shavelson,* Hornstein Program in Jewish Communal Service
Susan Shevitz,* Hornstein Program in Jewish Communal Service
Larry Sternberg, Cohen Center for Modern Jewish Studies/Hornstein Program
Robert Szulkin, Department of Germanic and Slavic Languages
Daniel Terris,* Assistant Provost, Rabb School
Stephen Whitfield, American Studies
Peter Witt, Education Program

* member of steering committee

MASTER SCHEDULE CONTROL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 8/9/96

--- 1996 ----- / ----- 1997 -----															
ELEMENT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1. Steering Committee 9:30 AM - 4:00 PM	N.Y. 10/16		N.Y. 12/5		N.Y. 2/6		N.Y. 4/9		N.Y. 6/26		N.Y. 8/7				N.Y. 12/3
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/16						N.Y. 4/9								
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 3:30 PM	N.Y. 10/16 - 17						N.Y. 4/9 - 10								N.Y. 12/3 - 4
4. Sub-Committees:															
A. Building the Profession	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
B. Community Mobilization	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
C. Content & Program	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
D. Research & Evaluation	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4

MINUTES: CIJE STEERING COMMITTEE
DATE OF MEETING: August 15, 1996
DATE MINUTES ISSUED: October 10, 1996
PARTICIPANTS: Morton L. Mandel (Chair), Sheila Allenick, Karen Barth, John Colman, Gail Dorph, Ellen Goldring, Lee M. Hendler, Allan Hoffmann, Barry Holtz, Josie Mowlem (sec'y), Dan Pekarsky, Dalia Pollack, Lester Pollack, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Richard Shatten, Jon Woocher

COPY TO: Dan Bader, Seymour Fox, Adam Gamoran, Annette Hochstein, Stephen Hoffman, Henry Zucker

I. Master Schedule Control

The master schedule control for 1997 was reviewed. The current thinking is to hold all of our Steering Committee meetings in New York. The chair noted that the October 1997 date needs to be rescheduled.

II. Announcements

Mr. Mandel warmly welcomed Karen Barth, who has joined the leadership team of CIJE, initially as a Senior Consultant. Karen is part-time leading to full-time by 1997. Until recently, Karen has been a Senior Engagement Manager with McKinsey and Co. and has specialized in helping organizations (both profit and non-profit) through change processes.

III. Minutes and Assignments

The minutes and assignments of June 26 were reviewed.

IV. Early Childhood

CIJE has committed itself to continuing to search for a person to head up an early childhood initiative and gather information and advisors to work together in this project.

Assignment Staff will make a recommendation at a subsequent meeting on this topic.

V. The Professors: Summer 1996 and Beyond

Barry Holtz briefly described the context of the Summer Program for Professors, noting that the project grew out of an enduring issue: the "capacity problem", or who will do the work. There are only 30 professors of Jewish education in the country, so we needed to find another way to draw more into our orbit. The idea is to recruit outstanding professors of education who are also Jewish and give them an opportunity to contribute to the Jewish community in their area of expertise. We recruited a group of 12-15 people, all of whom were excited and want to be involved. Of this group, 9 were able to participate in the summer

program, which was a joint project of CIJE and the Center for Advanced Professional Educators (CAPE) of the Mandel Institute.

Barry then introduced Susan Stodolsky, Professor of Education and Psychology at the University of Chicago, who does observational and survey research and teaches program evaluation and other research methods. Ms. Stodolsky said that she was thrilled to become more directly engaged in Jewish education, both personally and professionally, because this gave her a new context for her professional skills. The program was an extraordinary chance to interact with outstanding colleagues. Although she expressed her initial misgivings as to how the program would come together, she was impressed at the way the curriculum was structured to address educational and Jewish ideas of importance. She noted that a variety of structures were used: large groups and small groups; there were great teachers and field visits. The program, whose theme was pluralism, was demanding and intense. She said that the participants want to continue to be involved and need to determine the best way for each of them to contribute.

Barry Holtz reported that these sentiments were shared by all the participants, and that a meeting will be planned in the winter, at which time we may include those professors who did not attend this summer. There is the issue of how to integrate new people into the group and this will be discussed further. In response to a question about venue (Jerusalem), the answer was that it is very important to conduct such a seminar in a retreat format, and to take advantage of the unusual resources of people and facilities which Jerusalem offers.

It was suggested in the discussion that the participants should document the process of their own education as adult Jewish learners. This will form the basis of a valuable record for future training. In addition, the possibility of a similar program for lay leaders, to help make them partners in this enterprise, was raised. Mr. Mandel noted that lay leaders are critical, because it is they who set the policy and direction, which is then jointly executed. It is hoped that the summary of the program will include the outcomes and findings and a proposal for new initiatives for lay leaders.

We need to find a way to capture not only the "glow", but also the substance and content to give to others outside of CIJE the idea of what an exceptional program this was.

VI. Planning Process for 25 Year Vision

Mr. Hoffmann said that this is the first time at an August meeting of the Steering Committee that the following year's work plan is being presented. He noted that the staff had just completed a three day retreat devoted to this topic. In his introductory comments, he said that in November 1993, a 10 year total vision was developed and the programs of 1994, 95 and 96 grew out of that plan.

CIJE is now at the next step, to set our course on a multi-year vision and plan for 1997 and beyond. The staff discussion had focused on: what would success look like down the road? whether or not the domains are the right way to talk about the work of CIJE? what we have accomplished? what was not done and why?

Ms. Barth has designed a process to articulate CIJE's role into the future. This will require the involvement of the members of the Steering Committee in a 5-6 month process. This will incorporate both planning and strategic thinking in a process which will pull in staff, consultants and experts as well. She noted that there are 4 phases:

- I. Vision - what will the North American Jewish community look like if we succeed? What is our "emerald city"?
- II. Change Process - what is the process of getting from here to there?
- III. CIJE Mission and Vision - what is CIJE's role in making it happen?
- IV. CIJE Strategy - How will CIJE work towards fulfilling this role? How to refine this strategy on an ongoing basis? This phase is the basis for our work. It is the skills, the funding, and the human resources to get the job done.

Ms. Barth reviewed each phase in depth.

I. Phase I - Vision

Objective: Describe what the North American Jewish community will look like in 25 years if we succeed, with an emphasis on envisioning the educational system and where it fits in.

Key Issues: The role of education in Jewish life, education models, profession, institutional landscape and funding.

Activities: Interview staff, consultants, Steering Committee; synthesize into "strawman" option/s; one-day workshop; Steering Committee discussion.

II. Phase II - Change Process

Objective: Describe the change philosophy for getting from here to there.

Key Issues: New vs. existing institutions; level of focus (institution, movement);

steps in change process; building/ energizing leadership; pilot vs. national; addressing cultural issues and other barriers to change; measuring success;

Activities: Summarize lessons learned; understand educational change/ review literature; map landscape of existing change efforts, best practices and stumbling blocks; estimate number of people and dollars currently involved; one day workshop; Steering Committee discussion.

III. Phase III - CIJE Mission and Vision

Objective: Describe CIJE's role in the next 5-10 years in facilitating that change process and what CIJE will look like in 5-10 years

Key Issues: CIJE tasks/role; functions needed to accomplish this role: in-house, spin-off; out-source; key skills; CIJE structure

Activities: Interview staff and consultants; draft strawman mission/vision; one-day staff workshop; Steering Committee discussion

IV. Phase IV - CIJE 5 Year Strategy

Objective: Describe how CIJE will work towards accomplishing vision and mission

Key Issues: Major change initiatives to be completed over next 5 years; building CIJE: Board, reputation, fundraising; ongoing refinement of vision and strategy

Activities: Discuss with consultants, staff and Steering Committee; one day staff workshop; Steering committee.

The deadlines for completing each of the four phases are built around the dates of Steering Committee meetings in 1996-97. Current CIJE staff will be deeply involved in the process, but in order to do much of the legwork, Ms. Barth suggested engaging a full-time person for 5 months to gather the data, do the synthesis and the writing of the final document. An effort will be made to reach out and take a broad scan of the community. There was acknowledgment that the proposed timetable is very tight. It was noted that the planning process for change is the first part of the implementation process. In order to get the best available thinking, a wide range of thinkers, educators and lay leaders will be contacted.

The "Emerald City" vision is a collective of every local community's vision and communities should be encouraged to follow this process as well. The capacity question was raised and tabled for a future meeting.

VII. 1997 Work Plan - Strategic Thrusts

Mr. Hoffmann said that the staff had begun preparing the 1997 work plans by responding to several questions: what remains to be done in 1996 and what will not be accomplished; 1997 proposals and outstanding issues.

Gail Dorph presented the staff work plan for Building the Profession. For the remainder of 1996, there are several consultations on the schedule; an active search is underway for a person to work on early childhood; three seminars - TEI in December, leadership and professors in January. In 1997, the following is on the docket: ongoing planning and consultation; TEI (including 5-6 seminars and the creation of a package of 5 video tapes); leadership seminars; and several planning projects - JEWEL (national center of Jewish educational leadership), early childhood and TEI spin-offs. TTT will not take place in 1996. Critical issues for this domain are how to find the staff to work on these projects; how to bring in staff to support the TEI work and finding the time for excellent planning in 1997.

Barry Holtz presented the Best Practices workplan. Still to be accomplished in 1996 are the redesign of the first two Best Practices volumes: Supplementary Schools and Early Childhood Jewish Education; develop a concept and plan for the dissemination of the above as well as for their use in other CIJE projects and plan for a policy brief type publication on best practice in contemporary general education with implications for Jewish education.

In 1997, Barry Holtz proposed the following: implement the dissemination plan for the volumes; implement the plan for the use of the BPs in CIJE projects; write the "policy brief" type publication referred to above. Not in the plan are a "Best Practices" on professional development and a BP on Hebrew in Day Schools, as originally suggested. The issue facing the domain is if and how we would develop new BP volumes in the future.

Dan Pekarsky presented the Goals Project workplan. From August to December, the following items remain: integration into other CIJE domains; continue to work on pilot projects and publications; build capacity by identifying new resources and encourage new vision-guided institutions. 1997 projects will include continued involvement in ongoing CIJE projects, continuation of the three pilot projects, publications, building capacity and encouraging new vision-driven institutions. Not in the workplan are the development of a consortium of vision-driven institutions, a strong community vision emphasis and denominational work. Issues include: how much capacity will the pilot projects require and the involvement of other CIJE domains in pilot projects.

Nessa Rapoport reported on Community Mobilization, listing the following items for 1996: develop the Milwaukee leadership project; create a publications and

dissemination plan; publish Art Green's essay, Ramah essay and the Integrated Teacher Report; complete the CIJE database; plan GA participation; hold two luncheon seminars and the Board seminar/ meeting. 1997 plans include: create a design for increasing the involvement of communal leadership and begin to implement it; continue to add to the Steering Committee; implement the Milwaukee project; edit, publish and disseminate 1997 publications, including annual report; develop CIJE/CJF/JESNA relationship; hold two luncheon seminars and Board Seminar and meeting. Not in the 1997 work plan are new communities beyond current pilots and no "CIJE on the road."

Ellen Goldring reported on the Research and Evaluation workplan, listing the following for 1996: evaluation of CIJE's Teacher-Educator Institute; write three reports on TEI. On the 1997 workplan are: the ongoing evaluation of TEI, two TEI reports; consultations to consider building an infrastructure for a National Center for Research in Jewish Education; complete "Policy Brief on Early Childhood Education and on Educational Leaders in Schools" and continue planning the Evaluation Institute. Evaluation of other CIJE pilot projects and initiatives will not take place in 1997. Issues include: how to use documents, data and information from research and evaluation for maximum impact and as we plan, how can we move comprehensively to evaluate progress toward our vision of success.

Assignment

Revised copies of the workplan will be mailed out before the next meeting. At a future meeting, we will need to consider the major issue of hiring additional core staff.

VIII. Goals Seminar

Dan Pekarsky reported on the Goals Seminar which took place in Jerusalem following the Professors Seminar. He noted that there are enormous needs for written materials and for consultants to work with institutions. This seminar also was a collaborative process with CAPE. The participants were high quality professionals, who are in the process of building new institutions or revitalizing existing ones.

Mr. Pekarsky introduced Rabbi Daniel Lehmann who is the founding Headmaster of the new Jewish High School of Greater Boston, a community Jewish day high school. Rabbi Lehmann said that he owed a debt of gratitude to CIJE for the Seminar, which was not only a learning experience but also an opportunity for networking with colleagues. The content of the Seminar has helped to answer some of his questions and produced a whole new series of questions. He noted that by bringing together people engaged in these projects, CIJE is influencing a new level of infrastructure in North America.

IX. Board Redesign

This item was deferred for another agenda. In the meantime, we will add two more people to this group.

X. Next meeting

The next meeting of the Steering Committee will be October 16; followed by the Board Seminar in the evening and the Board meeting the following day.



ASSIGNMENTS

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Function:	CIJE STEERING COMMITTEE		
Subject/Objective:	ASSIGNMENTS		
Originator:	Josie Mowlem	Date:	8/15/96

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
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1.	Send copy of Professor Art Green's paper to Luncheon Seminar invitees.		NR	6/26/96	9/9/96
2.	Prepare 1997 Work Plan for discussion at Steering Committee		ADH	8/15/96	10/16/96
3.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee, after the policy brief is drafted.		AG/NR	6/8/95	TBD
4.	Prepare plan for major initiative in Early Childhood.		ADH/ GZD	5/1/96	TBD
5.	Develop plan with Dr. Devorah Steinmetz to design educational component of training day school teachers.		GZD	3/6/96	TBD
6.	Show TEI video tape to Steering Committee.		GZD	6/26/96	TBD
7.	Send out article by Adam Gamoran printed in "Journal of Religious Education."		ADH	6/26/96	TBD

YOM KIPPUR SERMON - 5757

Rabbi Alvan H. Kaunfer

Tomorrow we will read the moving description of how the High Priest would enter the Holy of Holies -- on this, the most holy day in the Jewish year -- and would atone for his individual transgressions and for the collective transgressions of the entire people of Israel. *V'khipper ba'ado u-v'ad kol kehal Yisrael.*

His concern was for the soul -- the Jewish life of the individual and of the entire community. For the High Priest knew that without the cleansing of the transgressions of the past and spiritual sustenance for the future there would be no community; there would be no Jewish people.

That message echoed loudly from Jerusalem, the center; and that message radiated out from Jerusalem to the entire Jewish world. The power of a renewed Jewish spirit and purpose for the individual and for the Jewish community was a message that sustained and directed the people as they faced the New Year.

We, too, are searching for a powerful and renewed Jewish spirit to sustain us and our Jewish community as we enter our New Year.

I had the privilege of spending time this summer in Jerusalem. There I saw the concerns over the iniquities of the past. The spectre of Rabin's assassination and the bus bombings still lingered as a cloud. The split in political camps was deep and divisive: Netanyahu supporters were delighted; Labor supporters were depressed and worried. Religious-secular tensions preoccupied news broadcasts and talk shows while I was there. The attempt to close Bar Ilan Street on Shabbat by the ultra-Orthodox Haredim brought to the fore the most acrimonious conflicts between the religious and the secular communities. The concerns, the transgressions, and iniquities of the past were palpably visible.

But that was not the only Israel I experienced. I was able to see another segment of Israel that was looking for a spiritual message and a positive vision for the future of the Jewish people. Jerusalem, as it had been in the past, was also a place that could be the center for the creation of positive messages that could radiate to the Jewish community throughout Israel and the Diaspora.

I participated in a conference of the Council for Initiatives in Jewish Education -- a group with an American and an Israeli counterpart -- that was searching for ways to revitalize

Jewish life in Israel and in the Diaspora. The premise of the conference was simple but bold: Jewish life can be revitalized only when we become guided by powerful visions of what Jewish life can be for individuals and for communities. If we truly want to change Jewish life for the better, we need strong images of what an ideal Jewish human being and an ideal Jewish community can be.

It seemed so appropriate, and positive, that such a discussion should take place in Jerusalem. From ancient times that is where the concerns for the future of the Jewish people were expressed. That was where not only the iniquities of the past were atoned for, but where a vision for a Jewish future was formulated. The challenge of creating a vision of a vibrant Jewish life is central to the future of Israel as well as the future of Diaspora Jewry. Both communities need that vision to confront their futures.

What can Jewish life be? What would be an ideal of a modern Jew? These are questions both simple and complex. Think about them. What would your answer be? How would you answer for yourself what an image of a creative, vibrant Jewish human being might be? What might you want for yourself or your child? What kind of vibrant Jewish community would you imagine in the ideal -- a vision to impel the collective energies of a Jewish community? And if we, as both individual Jews and as Jewish communities here and in Israel, were driven by this vision of Jewish life, what would our futures be like?

This conference posed those questions to a group of top Judaic thinkers, ranging from Orthodox to secular Zionist. What would they imagine as a vision of an ideal modern Jew, a vision rooted in genuine Jewish ideas? Here's one.

Moshe Greenberg, an eminent Bible scholar whose father was Simon Greenberg, vice chancellor of the Jewish Theological Seminary and whose son is the prominent journalist, Joel Greenberg, tried to synthesize his years of study and thinking about the essence of Judaism.

Judaism is a response to one of life's basic needs -- the need to find meaning and purpose in our lives. We all search for that meaning. We all long to find places in our lives that provide guideposts along the way as we search for ultimate answers. Judaism has several basic elements that provide for a meaningful Jewish and human existence.

The first element Judaism contains is key stories and texts that open windows to ultimate meaning. The stories and texts we find in the Bible, in the Midrash, the Talmud, and other classics of Jewish tradition contain prototypes of eternal ideas and eternal truths. It

is through studying and interacting with these texts of Torah, in its broadest sense, that we can encounter eternal truths and timeless values and make them part of ourselves -- part of our own search for meaning and purpose in life. The vision of the ideal Jew is a person who is engaged in studying these texts.

The second element that is central in Jewish life is practicing rituals that are entrance-ways to the transcendent realm. When we make Shabbat a day to recall creation, we open a window onto the divine realm. When we are sensitive to what and how we eat, we appreciate the world, nature, and life itself on a deeper level. When we delve into the meaning of prayer, we enter the realm of the soul and the spirit that connects us to the wonders and mysteries of life. These symbolic rituals help us to see that the common belief that there is nothing beyond ourselves is a narrow misconception. We need to connect to something larger -- to the mysteries of life and the universe. Through Shabbat, Kashrut, prayer, we make those connections. The vision of an ideal Jew is a person who is attached to ritual.

A third element in an ideal Jewish life would be to find guides to personal morality in the laws and ethics of Judaism. The Bible gave us the basic moral truth that all humans are infinitely valuable. In the Biblical idiom: "Humans are created in the image of God." "Love your neighbor as Yourself" was, to Rabbi Akiva, the greatest principle of the Torah. The Ten Commandments are the basic fabric of a moral society. Isaiah, say the Rabbis, reduced the 613 commandments to just two: "Thus says the Lord: Keep justice," and "do righteousness." These are some of the moral truths and ethical wisdom that Judaism provides as the basis of human behavior and interpersonal action. The rest, as Hillel said, is commentary. It is for us to go learn and to make that morality part of our lives. The vision of an ideal Jew is a person whose actions are guided by the ethical principles of our tradition.

A fourth focus of Judaism is community. Jewish life cannot be lived in a vacuum -- it cannot be lived alone. Jewish life can be fulfilled only in a caring, cohesive community, a community that participates in very primal ways in the joys and sorrows of its members. A bris, a Bar Mitzvah, a wedding, and a funeral all take place in the context of community. They are ways in which Judaism has infused life with meaning and purpose through communal ritual. We come together around those life-cycle events and face the crises, the joys, and the grief with other Jews and with patterned Jewish behaviors that help us to make meaning out of our often chaotic existence.

We read each day in the Siddur the basis of our communal values : "These are the things that yield fruit in this world and the next -- honoring parents; deeds of lovingkindness; providing hospitality; visiting the sick; attending the dead; making peace between one person and another; and the study of Torah outweighs them all." Those values became concretized in the institutions of the Jewish communities of the past and here in Providence, as well. "Hachnoset Orchim" welcomed new immigrants, and the Chevra Kadisha still ushers the dead to their final resting place. The vision of an ideal Jew is a person who is part of a concerned community.

Finally, Jewish life will be vital only if we have a strong relationship to the Jewish people both in Israel and in the Diaspora. Ultimately, our origins and our destiny here and in Israel are one and are linked. We have a common peoplehood and a common covenant that goes back to Abraham and to Sinai. We have a common problem as well -- that too many Jews both here and in Israel are not connected to that common Judaic heritage. When Jews in Israel and Jews in the Diaspora recognize our shared past and our common values, then we will continue to be one people with a common destiny.

These basic elements of Judaism constitute a vision that can impel our Jewish selves and our Jewish communities to live vital and vibrant Jewish lives. It is a vision based on the search for timeless truths through eternal texts, and the practice of rituals that reach out to a transcendent realm. It is a vision of a society based on seeing humanity as God's image, and fostering relationships founded on law, justice, love, and righteousness. It is a vision where life is lived in communal contexts of mutual support, celebration, and comfort. And it is a vision where Jews around the world share a common past, a connected present, and a shared vision of future redemption.

The High Priest, when he entered the Holy of Holies on Yom Kippur and sought to atone for the individual and collective iniquity of the past, also provided a vision of a Jewish future that was clear, clean, and redemptive.

We, too, need to atone for the iniquities of the past. But we will only succeed in forging a vital future for ourselves here in America and for our brethren in Israel when we create a vision of Jewish life that is clear; a vision that is rooted in Jewish texts and in genuine Jewish insights; a vision that serves as an ideal, an ideal to strive for; and a vision that can guide us and our community as we try to fulfill our human need to find meaning and purpose in our lives. Only then will we enter the New Year like the Kohen Gadol, with a sense of atonement for the past -- and a vision for the future.

Alvan Kaunfer is a rabbi at Temple Emanu-el in Providence, Rhode Island, where he oversees educational programming. He was the founding director of the Solomon Schechter Day School in Rhode Island. He completed his doctoral dissertation on the teaching of Midrash at the Jewish Theological Seminary and has published several articles on Midrash and its teaching. He was a participant in the July 1996 Goals Seminar, "Philosophy and Practice in Jewish Education."

