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New school to meld Jewish, secular study

By JONATHAN MARK

Devora Steinmetz, who has gained an honored reputation for her pedagogical skills at the Drisha Institute and at the Jewish Theological Seminary, is planning to open a new Jewish day school in September. The non-denominational school, to be called Beit Rabban, will be geared to gifted, intellectual children.

Steinmetz says there is a need for a school in which "students will be immersed in the study of classical Jewish texts" within a seamless curriculum that will cross-reference sacred and secular studies.

The school, to be located on Manhattan's Upper West Side at a site to be determined, will commence with a combined kindergarten-first grade for girls and boys who will be 5 or 6 years old in September. Grades and classes will be added in future years. Steinmetz will not teach but will be the school's director.

She says that even in most intellectually oriented yeshivot, "Jewish studies and general studies are often taught very differently. In general studies, there's the sense that we have to question and be creative, asking for evidence, not just accepting what we are told. But in Jewish studies, the child is told exactly how to approach and think about everything — and not to question."

"If kids are taught this way, they eventually sense that there is something less serious or less strong about the Jewish studies. At some point they just turn off or maintain an elementary or childish approach

to their Judaism — even as they get more and more sophisticated in their general studies."

Steinmetz says students at Beit Rabban will emerge with "the skills and disposition to be ongoing learners and independent thinkers."

Those skills include a fluency in Hebrew that will allow the child not only to speak it, but to be able to read and decode rabbinic texts.

While teaching rabbinical students at the Jewish Theological Seminary, Steinmetz says, she noticed that "it was an incredible struggle for them to work through a text that an elementary school child should be able to work through without difficulty. There are certain ways that texts work that you have to get used to. If you get used to this early on, then later on the methodology is not a distraction."

At Beit Rabban, God will be introduced into discussions only after the children themselves bring God up, says Steinmetz. "You let the children say what they think, and then if they ask you what you think, you tell them. I think it's absurd to present one viewpoint, as if we have the definition of God, which no one really does."

Steinmetz, who has a doctorate in comparative literature, says that when teaching Bible to young children, "you can teach the Creation story in the context of other types of creation stories, other kinds of literature, other kinds of activities. There's a certain age where kids are very interested in origins. You can talk about different origin stories and what they tell us."

"What's interesting is that virtually all of the other creation stories

start with how God was created, while in the Torah God is doing the creating. I would want to make a connection between what is being taught in *limudei kodesh* [sacred studies] and what is being taught the rest of the day, in art, literature or whatever."

Steinmetz hopes to inculcate students with the philosophy that "learning is not just something that you do to 'get into' the next school or the first job, but something that is intrinsic to being Jewish. It has to be communicated that learning Torah is the most important thing in the world, something that is loved and not just another subject."

At Beit Rabban, she says, "I would hope to have in-service time for teachers to learn, time that is scheduled into the work week. A similar program could be set up for parents to increase the bridge between home and school."

Almost a year before the first class, Beit Rabban has started a lecture series to promote Jewish education within the larger community.

Steinmetz remembers that "when I was in [yeshiva] high school, kids were very turned off to learning in general, especially Jewish studies. Then one day, two boys went into the library and saw that two teachers had set up a *havruta* [a small, informal learning group], and the boys — who had never opened a Gemara in all the years of high school — asked the teachers if they could join. It occurred to the boys that learning was something that the teachers chose to do, not just because this was how they could scrounge for a living."

Beit Rabban, Steinmetz says, will be structured around a small teacher-student ratio, approximately 16 students and two teachers per class.

There will be a non-graded evaluation of student work, and students will be involved in community service projects to make tangible the numerous biblical injunctions in the realm of charity and ethics.

The school, however, plans to be religiously non-coercive. Steinmetz promises that there will not be any "tzitzis checks," a standard procedure

in virtually all classical yeshivot in which the teacher forces boys to open their shirts to check whether they are wearing the ritual stringed undergarments.

"I think it's bad to force someone who is uncomfortable with wearing tzitzis to wear it," she says, "but I hope to create an environment where a child would be comfortable wearing tzitzis."

Yarmulkes, however, will be required for boys. Girls will be permitted to wear yarmulkes, if they

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EDUCATION



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Although Steinmetz teaches at Drisha (an institute of higher Jewish learning for women) and her husband, Rabbi David Silber, is Drisha's director, Drisha and Beit Rabban will have no administrative connection.

And while the school promises to be "egalitarian," it seems to define the word only in terms of gender. Financially, the school will be highly exclusive, with a tuition of \$8,200 (with some financial assistance if

needed). Intellectually, Beit Rabban will be exclusive as well, geared to what most educators call "the gifted child."

"I don't like to use the word 'gifted' because it means too many things to too many people and implies that there is only one kind of gift," Steinmetz says. "But New York is a community that has plenty of day schools, so there isn't the need for every institution to feel it has to serve everybody. I prefer to serve the kids who are bright. I'm against separate tracking for fast and slow classes within the same school, but I'm not against separate schools altogether."

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Jewish schools are having problems, too

By Muriel Cohen
GLOBE STAFF

The problems challenging American public schools, from underfunding to demands for unprecedented services, have parallels in the nations Hebrew schools and Jewish education programs, according to a recent study of Jewish education in the United States and Canada.

And just as a flood of studies in the last decade has documented the flaws in the public schools and the pressures on them to provide services for children that home, church and community no longer are providing, so, too, the new study has concluded that Hebrew schools and other programs need a broader scope, higher standards and improved quality.

Because of the failings of the schools, said the study, "The commitment to basic Jewish values, ideals and behavior by large numbers of people may be diminishing at an alarming rate."

A Cleveland-based national commission listed as major problems of Jewish education the sporadic attendance by youngsters, deficiencies in curriculum, unqualified personnel filling many positions, a lack of community support and the absence of a research function.

Focusing on the classroom, the study said, "The presentation of the subject matter is often uninspiring and there is a

**'The Jewish
school is
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upon to do.'**

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Jewish schools having problems similar to those of public schools

Report urges fund-raising for new research, training

■ JEWISH

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dearth of high quality curricular and educational materials."

Conducted by a panel of 44 scholars, educators, philanthropists and community leaders, the survey called for raising \$25 million to \$50 million in the next five years to carry out the study recommendations under the leadership of a Council on Initiatives in Jewish Education.

The council would develop professional Jewish educators, conduct research into Jewish education and mobilize community support for effective Jewish education.

Headed by Morton Mandel, a Cleveland industrialist, the panel included Stuart Eizenstadt, formerly of the Carter administration; Charles R. Bronfman of Seagram's liquor; Chicago hotel magnate Lester Crown; Stanford University professor Seymour Lipset and Harvard University professor Isadore Twersky.

Stanford program in place

Stanford already has taken one step toward remedying some of the problems. With a \$700,000 grant over the next four years, the university has initiated an interdisciplinary concentration in Jewish education for doctoral students.

The Stanford School of Education will apply the broad knowledge of education research to Jewish education, according to professor Lee Shulman, who is also the head of a

national research project on the evaluation of teachers.

He said he hopes the combination of secular and religious scholarship will have a positive influence on the nature of religious education in general.

"It looks like an interest in religion is growing worldwide, though in many places in a highly fundamentalist and antidemocratic way," Shulman said. "I think those of us in a democratic society have to figure out ways of combining the very best elements of democratic education with some of the unique emphasis of religious education."

Broad mission

According to Daniel Margolis, director of the Bureau of Jewish Education, which oversees programs in Greater Boston, "Jewish education has a broader mission than it used to when entire community and family structures, because of history or neighborhoods, were permeated with a sense of Jewishness."

"In an open society, the Jewish school is called upon to do what the home was once called upon to do," he said. "The synagogues and community centers have to create a Jewish culture and lifestyle and not depend upon the family for the infrastructure."

Margolis said the bureau's service area comprises 120 school units, including 62 afternoon or weekend schools, with about 8,400 students in grades K-12. Eight day schools en-

roll more than 1,400 children.

Margolis estimated that about 70-80 percent of all Jewish youngsters get some formal Jewish education. While there is no required course of study, he said, schools spend between one and three hours per week on Hebrew language, reading from classical texts, prayer books, the Bible and some current reading.

Margolis said the rest of the time is divided among holiday and religious observances and Bible study with some history, social studies, American Jewish history, the Holocaust and anti-Semitism, depending upon the grade level.

He said two schools are experimenting with teaching such issues as animal care, evolution and creationism from the point of view of Jewish tradition.

Intermarriage poses challenge

The high rate of intermarriage poses a challenge for Hebrew schools. Admission of children with only one Jewish parent depends upon the congregation.

Also, said Margolis, "We have to deal with the new realities of children coming from broken and dysfunctional families."

Boston, Detroit and Los Angeles are the three cities where centers for Jewish family education are being developed to focus on families and pluralism.

The future of Jewish education has significant implications in Greater Boston, which, with 54 percent of the adult population under age 40, is the youngest Jewish community in the country, according to a 1985 census by the Combined Jewish Philanthropies.



GLOBE STAFF PHOTO / WENDY MAEDA

Carolyn Goodman conducts a Jewish education class at Temple Sinai in Sharon.

"Young adults who come to Greater Boston tend to remain here," according to the census. "Sixty percent of Jews in their 30s were here in 1975, and 70 percent expect to stay here for 10 years or more."

Jewish baby boomlet

The census noted that Boston was having a Jewish "baby boomlet. For every five children between the ages of 6 and 10, there are eight under the age of 6."

Sherry Israel, researcher for the Combined Jewish Philanthropies, said the result is growth in the school-age population.

"Nursery school enrollments have already grown and will probably stay high until the middle of the decade," she said. "Hebrew schools

are also showing growth and are expected to hold high enrollments until at least 1999, and high-school enrollments are not expected to decrease until after the turn of the century, meaning a need for more teachers and resources for Jewish education."

She said the Jewish population in the Boston area, from the North Shore, Framingham to the west and Bridgewater to the south and including college students living on campuses, is estimated at 240,000 to 250,000.

Among the more traditional couples are Robert and Doreen Soffer of Sharon, both Jewish, who send their three children to the Hebrew school at Temple Sinai, which is in the most liberal tradition of the Jewish religion.

Not getting enough

"They are getting some of what I had hoped they would get, but they are not getting enough to make them more interested in being Jewish," said Doreen Soffer, who grew up in Boston in a family that limited its observances to the major Jewish holidays, but did not belong to a temple. "I want them to have a stronger Jewish identity."

Many area schools teach issues related to the Holocaust and anti-Semitism, but "only my oldest daughter is aware of the prejudice," she said. Sharon's population is 60-70 percent Jewish, she said.

The Soffer children are among 400 enrolled at Temple Sinai, a reform congregation that has classes for kindergarten through 10th grade, a confirmation class.

Children in grades 3-7 attend three times weekly for a total of 4½ hours, according to Carolyn Goodman, education director.

"We have a complete Hebrew reading program, with an emphasis on prayer," Goodman said. "By the end of their schooling, children will have an overview of Jewish history from biblical to modern times, ethics and values, life cycles, holidays, rituals. We have many family workshops and parents invited to take part in special activities with children."

The school also has started a class for the children of Russian immigrants to teach them to read and write in Hebrew and help them learn about a religion about which they know little or nothing.

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Pitching in Everywhere

It all started on December 25, 1987, when a few young professionals from the Washington, D.C., area organized a group of volunteers to relieve Christian workers at nursing homes and homeless shelters on Christmas day. The organizers, part of the District of Columbia Jewish Community Center (DC-JCC), expected 30 or perhaps as many as 50 people to show up ready to work. Instead more than 120 people came out to cook and serve dinner, sort donated clothes, replace staff at nursing homes and clean, repair and paint homeless shelters. With this overwhelming response the **DC-JCC Community Services Department** was born.

Today the department is a sophisticated organization made up of multiple committees, chairpeople, a full-time community services director and hundreds of volunteers. According to Sha-

ron Brey, adult and community services director at the DC-JCC, the department offers numerous ways for people to get involved in volunteerism. There are one-day activities, like the December 25 project; monthly programs, such as visiting sick children at a hospital or elderly residents at a nursing home and a *mitzvah* corps to assist anyone with an immediate short-term need, like running errands for a bed-ridden adult. For volunteers interested in a long-term commitment, serving as a mentor to at-risk youths allows an ongoing relationship to develop as the volunteer helps a teen-age parent with study, employment and parenting skills.

"It's changed everything in my life," enthuses Rona Schmutter, a Washington, D.C., healthcare worker, about her volunteer involvement. "No matter how little you do, it can have an impact." Schmutter, who volunteered at the first December 25 program, became co-chairperson of the department, which enabled her to meet many like-minded people. "Most of our projects attract young professionals in their 20s and 30s," says Schmutter. "It's opened me up to a world of committed individuals, dedicated people who have become real friends."

Washington attorney David Orbuch is a typical volunteer. New to the city and not affiliated with a synagogue, he found volunteering a way to benefit his new

community while also meeting like-minded people. Orbuch, who met his wife Jill Steiger at the first December 25 program, says, "I've probably realized more from the time I spent volunteering than I could have possibly given."

For Karen Silberman, volunteer coordinator at the Coalition for the Homeless, the community services department has become invaluable. Volunteers spend thousands of hours each year cooking, painting, cleaning, tutoring and providing other services to residents in 28 family apartments, three emergency shelters and four transitional homes that the Coalition operates. "They're very consistent and thorough," says Silberman of the DC-JCC volunteers. "And there's always a big response. I find in my follow-up calls to the volunteers that they really enjoy it and feel gratified."

MOMENT recognizes the DC-JCC's Community Services Department for the active role the group has taken in enhancing the quality of life in Washington, D.C. ○

The judges for this category were Albert Erlick, managing editor, the Philadelphia Jewish Exponent; Michael C. Gelfand, M.D., associate professor, Georgetown School of Medicine; and Charlotte G. Holstein, member, board of governors, American Jewish Committee.

EDUCATION

ALVIN IRWIN SCHIFF



**Transforming Jewish
Education**

When he retires in May 1991 after 20 years as executive vice-president of the Board of Jewish Education (BJE) of Greater New York, **Alvin Irwin Schiff** will leave a parting shot and a prescription: "Jewish supplementary schools do a poor job in all subject areas and show no positive growth in children's Jewish attitudes." To succeed in educating our children, Schiff advises, "Transform the educational thrust to family education."

Schiff's recent work on supplementary education, after a lifetime devoted to day school education, made a major contribution to improving synagogue schools. Emanuel Goldman, executive director of the BJE of Baltimore, confirms: "Schiff's study was a milestone in assessing the status of the congregational and community religious schools. That study clearly set in motion a good hard look at educational programs. The

question remains how we can take the congregational school system and use the available instructional time to retrain the teacher so that the teaching experience between the student and the teacher expands to include parents."

Irwin Schiff's accomplishments are lasting innovations in Jewish education. He established the National Bible Contest and hosted Jewish history-oriented television shows in New York. The U.S. Army benefited from his leadership training programs. Generations of Jewish children have read his *World Over* magazine in Jewish schools. Schiff has "provided unique and strong leadership in Jewish education that transcends his role in the BJE," affirms MOMENT's judge Bennett Yanowitz.

Schiff moved to Oceanside, New York, some 30 years ago; he recollects that "Synagogues and Jewish organiza-

tions had no common agendas. So I organized the Jewish Community Council of Oceanside, the first community council on Long Island, and served as its president for five years. The Community Council presented forums with major speakers, formed Yiddish and Hebrew classes, designed dramatic programs for children and held political sessions and rallies."

Schiff achieved one of the most difficult objectives in the Jewish world. He brought educators from different denominational groups under one roof to work toward common educational goals. The Conference of Jewish Educator Organizations, established in 1975, became an umbrella group for the Reform National Association of Temple Educators, the Conservative Jewish Educators Assembly, the inter-ideological National Council for Jewish Educators and the Orthodox Educators Council of America.

One of the first in the establishment

to support the innovative, grassroots Coalition for Advancement of Jewish Education (CAJE) when it formed 15 years ago, Schiff was a scholar-in-residence at the first CAJE conference when others in educational bureaus shunned this maverick group.

Schiff began teaching in Passaic, New Jersey, in 1947. He has directed synagogue religious schools and youth activities and has been a professor of education, having earned his Ph.D. in educational administration from Yeshiva University in 1959. His most recent books are *Jewish Supplementary Schooling: An Educational System in Need of Change* (BJE of Greater New York, 1988) and *Issachar American Style: Contemporary Jewish Education* (Rossel Books/Behrman House, 1988). His first major book was *The Jewish Day School in America* (Jewish Education Committee Press, 1966) and to this day he feels day schools are one of the most important constructs in Jewish life. ○

"Ettenberg may never have thought of herself as a pioneer blazing a path for other women to follow, but her peers consider her one," says MOMENT's judge Rabbi Robert Abramson.

Just retired as dean of educational development and lecturer in Jewish education at JTS, Ettenberg developed new programs in education and supervised the Seminary's Melton Research Center, the Ramah camps and the Prozdor, the Seminary's high school division, which she also founded. She recruited graduate students and developed JTS's graduate program in Jewish education. MOMENT's judge Shulamith Elster recalled that "We used to joke that when and if Sylvia Ettenberg retired and people discovered how very many roles she played, it would probably take six of us 'young-uns' to fill her shoes; and that's what's happening now."

The Hebrew University honored Ettenberg with its most prestigious education award, the Samuel Rothberg Prize, in 1981. JTS presented her with an honorary doctor of humane letters degree in 1989. She receives the MOMENT International Community Service Award in education for her lifetime achievements. ○

SYLVIA C. ETTEMBERG



Educating through the Camp Experience

Sylvia Ettenberg spent her first summers after college graduation as a counselor at the Central Jewish Institute's Cejwin Camp, one of the first Jewish camps. "There," Ettenberg reminisces, "I decided that we must really use the summers for supplementary Jewish education. What we could do during those two months with students would be everlasting. That's what brought me to the idea of having a

summer Jewish studies program. And that's how we fashioned Ramah [the Conservative movement's Jewish camp]."

Thanks to Ettenberg, camping has become a center of great vitality in informal Jewish education. As much as possible, Hebrew is the official language of the camps. Campers participate in daily services, observe *kashrut* and Jewish rituals, study Hebrew and Judaica and participate in more typical camp activities—sports, crafts, music. Ramah, founded in 1947, strengthens the Conservative movement by acting as a lab school, educating Jewish youth and giving JTS Teachers' Institute students an opportunity to work with youngsters in an informal setting. Many campers later become recruits in JTS programs.

Now, as always, Ettenberg's telephone line is open—she takes help-me calls any time of the day or night from new teachers and is a national one-woman support group for Jewish educators. For 30 years she has given special encouragement to women who have aspired to become directors of Jewish supplementary and day schools, a field previously dominated by men, and has been a mentor to many.

At the time of her appointment as associate dean of JTS's undergraduate school, Ettenberg was the first woman in academic administration at JTS.

YOUNG JUDAEA

Keeping the Zionist Vision Alive

The nation's oldest Zionist youth movement, **Young Judaea**, through its clubs, camps, academic and leadership development programs, has kept Judaism and the Zionist vision of Jewish destiny alive for generations of American Jewish youth. Established more than 80 years ago, the organization, according to Larry Hoffman, director of the northeast region junior camp, has begun to reverse a declining growth rate and holds a renewed sense of optimism about its future.

Reflecting on how he felt about Young Judaea 30 years ago, David Ruderman, professor of the history of Judaism and chairperson of the Judaic studies program at Yale University, re-

calls that Young Judaea was "a moment of discovery—of self and of purpose—that remains a powerful and transforming event today."

Young Judaea is part of Hadassah's youth activities department, Hashachar, a coeducational youth movement whose operations include leadership training, summer camping, regional events and local clubs. Young Judaea is divided into 15 regions across the U.S., including Puerto Rico. The post-high school division, Hamagshimim, serves people up to 30 years old. Young Judaea has five junior camps for second through eighth graders and one senior camp, Tel Yehuda, in Barryville, New York.

Many Young Judaeans visit Israel to tour and learn together. The Year Study Course in Israel usually attracts more than 100 17-19-year-olds who study He-

brew, Judaism, history, geography and archeology and work as volunteers in *kibbutzim*, *moshavim* and in development towns. Israel programs are based in the Hadassah Youth Center on Mount Scopus, Jerusalem. About one fourth of Young Judaeans make *aliyah* (immigrate to Israel).

Kibbutz Ketura, founded in 1973 by Young Judaeans and *tsolim* (Israeli scouts), helps new American immigrants and native Israelis make the transition to the *kibbutz* way of life. Located on Israel's border with Jordan 20 miles north of Eilat, the *kibbutz* won the Knesset Prize in 1987 as a symbol of religious and political toleration.

Gidon Isaacs, recent past president of Young Judaea, says, "Once I was exposed to Young Judaea, my feelings about what it means to be a Jew and a

Zionist were changed forever. For me, it was the answer to that yearning for something more that everyone experiences at sometime or another. I found I had really deep feelings for Judaism, the Jewish community and Israel that were all my own. This is a crucial time of life when everything about you is coming together, solidifying. Really close ties develop very quickly, and in a very short time you discover that we have a very strong bond to build on. We're all out to make a difference." ○

The judges for this category were Rabbi Robert Abramson, director, United Synagogue of America department of education; Shulamith Reich Elster, headmaster, Charles E. Smith Jewish Day School; and Bennett Yanowitz, president, Jewish Education Service of North America.

SCHOLARSHIP

NEHAMA LEIBOWITZ



Making Biblical Commentaries Accessible

"Nehama Leibowitz is a Bible commentator in the traditional way. She is absolutely informed," declares Samuel Iwry, professor emeritus of Bible and Hebrew literature at Baltimore Hebrew University and Johns Hopkins University. "She makes a beautiful potpourri of the sources and brings everything that is worthwhile to know about the Bible together."

Leibowitz, who by reputation is the best Bible teacher in Jerusalem, taught at the Mizrahi Women Teachers'

Seminary in Jerusalem from 1930, when she arrived in Israel from Riga, until 1955. She was a regular weekly commentator on the Israel Broadcasting Service and for 30 years, from 1951, she published *sidra* (weekly Torah portion) study pages that reached students—factory workers, soldiers, kibbutzniks and scholars—worldwide. She taught Bible at Bar Ilan University in Tel Aviv and now—at age 86—teaches more than 20 hours a week at Hebrew University in Jerusalem. Her current students include rabbis enrolled in a special program at Yeshiva University, professional educators in the Jerusalem Fellows program, high school teachers from around the world, international college students in Hebrew University's one-year program and Israelis in adult education.

Leibowitz receives MOMENT's International Community Service Award for her lifetime accomplishments in Biblical scholarship. "Everyone reaches first for Nehama Leibowitz's [six-volume] *Studies in the Weekly Sidra* [WZO, 1981]. Her weekly radio shows in Israel opened the world of commentary to many who had no other access to it," says MOMENT's judge Deborah Lipstadt.

Vanessa Ochs, who explored women's opportunities to study Bible in Jerusalem in her book *Words on Fire* (Harcourt Brace Jovanovich, 1990), calls Leibowitz "the source, the real thing. To have studied with Nehama is to have been

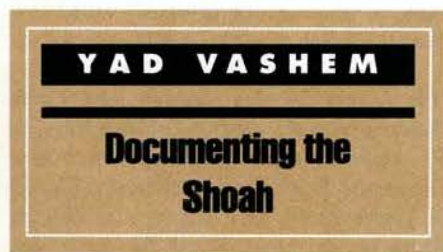
in analysis with Freud, to have been educated in nursery school with Maria Montessori, to have been inoculated against polio by Jonas Salk."

Rabbi Shlomo Riskin, dean of Ohr Torah Institution in New York and in Efrat, Israel, in May 1987, invited Leibowitz to give guest lectures in Bible to his rabbinical students. Although Rabbi Eliezer Schach, head of the Shas party, condemned Riskin and Rabbi Ovadiah Yosef, former Sephardic chief rabbi, said that a *mechitzah* (partition dividing the men's and women's sections) was needed in the classroom, Riskin told the men studying with her that if they were uncomfortable without a *mechitzah* separating her from them, they should sit behind it, not she. Consequently, said Riskin, "not only did Nehama teach the class, but she is still going strong, teaching the rabbinical students without a screen."

One of Leibowitz's former students, Rachel Salmon, now a lecturer at Bar Ilan University, praised her in the spring 1987 issue of *Kol Emunah*: "No literature teacher I had ever known had a sharper eye than [Leibowitz] for detail and for deviation in a text....No one could have as deep a commitment to any text as she had to the Bible. She was in constant conversation with the best rabbinical minds of the centuries. She brought them into the classroom, spoke to us in their voices and manifested, in her own devotion to the study

of Torah, what the *mitzvah* [commandment] of *ilimud Torah* [studying Torah] had been for them, and might be for us."

Not given to hyperbole, Leibowitz remarked about her award: "I like teaching. It is my greatest pelasure. I don't deserve an award. I am an old woman and have taught many people. That's all." ○



"Long before American Jews were interested in the Shoah, **Yad Vashem**, the Holocaust Martyrs' and Heroes' Remembrance Authority in Jerusalem, was gathering material. Yad Vashem deserves tremendous credit for keeping the memory of the Shoah alive," asserts MOMENT's judge Jonathan Sarna. "The project has had inesti-

mable influence on scholars."

Yad Vashem has a central archive for research purposes that contains more than 50 million documentary pages, microfilms, museum objects, films and records, a library with more than 35,000 books and periodicals and millions of Pages of Testimony with the names of Shoah victims. Its museum, memorial hall and monuments impart emotional as well as educational impact. Its photograph exhibit, "A Day in the Warsaw Ghetto: A Birthday Trip in Hell," is now touring the United States (see "A Birthday Tour of Hell," p. 22).

Yad Vashem's *Encyclopedia of the Holocaust* (Macmillan, 1990) presents condensed entries that include selected individual names, major events, the countries involved, the concentration camps, the ghettos, the external movements and trends and resistance movements. More than 200 scholars worldwide contributed to the work, led by editor in chief Israel Gutman, from Hebrew University's Institute of Contemporary Jewry. Almost every entry includes a bibliography. Maps, photographs, diagrams, a glossary and chronology supplement the entries. (See

review, p. 57.

The idea of establishing a center in Palestine to sustain the memory of the martyrs and for research and documentation came at a Zionist meeting in London in 1945, which charged the proposed center "to gather in material regarding all those Jewish people who laid down their lives, who fought and rebelled against the Nazi enemy and their collaborators and to perpetuate their memory and that of the communities, organizations and institutions which were destroyed because they were Jewish." The Knesset founded Yad Vashem in 1953, and it has since become the central memorial to the Shoah and the world's most complete repository of documents and exhibits detailing the destruction of European Jewry. "Yad Vashem remains the most important, the best, the most meaningful institution devoted to remembrance in the world," says Elie Wiesel.

New projects at Yad Vashem include:

- The 24-volume *Comprehensive History of the Holocaust*, which is planned as a definitive work on the Shoah. Archivists are scouring the sites of the annihilated communities to rescue and restore crucial documents that are crumbling or being destroyed; these documents tell the facts about Jewish life in Europe up to and during the Shoah.

- The Valley of the Destroyed Communities, a memorial to the 5,000 communities in 22 countries that were destroyed by the Nazis. Massive rock forms with the names of the destroyed communities engraved on them rise 20 to 30 feet from the valley's floor, recalling the ruins and rubble left by the Nazis.

- Expansion and renovation of the World Center for Teaching the Holocaust, which conducts daily seminars for 30,000 participants annually and runs intensive month-long international seminars in English, French and Spanish for selected leading educators who return to their home communities, extending Yad Vashem's educational outreach to the grassroots level worldwide. ○

The judges for this category were Deborah Lipstadt, director of research, Skirball Institute on American Jewish Values; Jonathan D. Sarna, professor of American Jewish history, Brandeis University; and Lawrence H. Schiffman, professor of Hebrew and Judaic studies, New York University.

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UPDATE

Issue 3 — Spring, 1991

Continental Conference Convenes In Cleveland

Shoshana Cardin and **Mort Mandel**, two of North America's most prominent Jewish leaders, are the featured speakers at the first Continental Leadership Conference on Jewish Education. **Rabbi Irving (Yitz) Greenberg**, President of the National Jewish Center for Leadership and Learning (CLAL), will serve as scholar. Sponsored by JESNA, it is billed as a "working conference on the Jewish future," taking place in Cleveland on June 9-11, 1991.

A vision of the Jewish community in the 21st century and the work of Jewish education in shaping that future, is the topic of Ms. Cardin's address. Mr. Mandel outlines the important role lay leadership must play in mobilizing for action and change. Entitled "Towards an Agenda for Jewish Education in the 21st Century," the conference is built around an in-depth examination of four key dimensions of the Jewish educational agenda: new program initiatives; the personnel crisis; marketing Jewish education; and effective planning, advocacy and funding. Other

(Continued on pg. 3)



Shoshana S. Cardin



Morton L. Mandel

JESNA Receives Wexner Grant

The Wexner Foundation Institutional Grants Program has awarded JESNA and the Council of Jewish Federations a planning grant to develop a training program for prospective executives in Federations and central agencies for Jewish Education. Also participating is the Association of Jewish Family and Children's Agencies.

The grant provides for a planning process which will lead to the development of an Executive Training program. The process will include a study designed to identify shared and distinctive elements of the knowledge, values and skills that senior level professionals in the three fields need in order to move into executive positions. Common learning experiences, as well as specialized areas for each of the settings, will be included in the program.

Joel Daner, Director of Personnel Services for CJF and Paul A. Flexner, Director of Human

(Continued on pg. 3)

APPELMAN, COHN AND SIMON NAMED

First Covenant Award Recipients

Harlene Winnick Appelman, a leader in Jewish family education in Detroit; Ateret Cohn, a former camp director, a fifth grade Bible teacher at the Milwaukee Jewish Day School; and Sara Rubinow Simon, a pioneer in special needs Jewish education, currently at the Board of Jewish Education of Washington, have been chosen as the first recipients of the Covenant Award for exceptional Jewish educators. The Awards, each worth \$20,000, will be presented at a gala dinner on June 9, 1991, at the Continental Leadership Conference on Jewish Education in Cleveland, sponsored by JESNA. Chosen from over 200 nominees from the United States and Canada, they represent the very best in Jewish education in 1991.

Appelman, now a senior consultant at the Jewish Federation of Detroit, is the

(Continued on pg. 8)

EXECUTIVE SUMMARY

Jonathan Woocher

As I write this, Jews around the world are breathing easier knowing that Israel is no longer in immediate danger from Saddam Hussein and his missiles. But the aftershocks of the Persian Gulf War, and especially what we have learned about Israel-Diaspora relations, should not be permitted simply to dissipate without some reflection. For Jewish education there are some important lessons and challenges.

The months from August through March exposed both the enduring strength and the tenuousness of American Jewry's relationship with Israel. I was fortunate to be in Israel both in January of this year, immediately before the outbreak of war, and again in February, during the midst of the conflict. I've also been involved, together with my colleagues at JESNA, in a major new effort, mounted by the CRB Foundation, the Jewish Agency, JESNA, and the JCC Association, to increase the numbers of American and Canadian youth who participate in educational programs in Israel.

To cut to the heart of the matter: As much as we (particularly the leaders) in the American Jewish community may feel that we have identified and agonized with Israel in its time of anxiety and exposure to attack, our collective performance greatly distressed and disappointed our fellow Jews in Israel. Yes, many North American Jews did come, many students stayed, and many personal expressions of concern and solidarity were proffered and gratefully received. But many more Jews stayed away and educational programs that are geared to Diaspora youth were pushed to the brink of disaster due to dramatically reduced enrollment.

This is not to be taken as a basis for self-flagellation. There are many and good reasons why even Jews who do care deeply about Israel will and should think twice about

(Continued on pg. 12)



Jonathan Woocher

Covenant Foundation Inaugurates Annual Grants

In an open invitation to the Jewish educational community issued this spring, the Covenant Foundation solicited proposals for the development and implementation of innovative programming in Jewish education. Letters of inquiry have been flowing steadily into the Foundation office at JESNA since March. Noting the resoundingly positive response, Susan Crown, president of the Arie and Ida Crown Memorial and a Covenant Foundation Board member, commented, "There is enormous creativity among Jewish educators. We hope to identify and support their best efforts that will keep the Jewish heritage alive and exciting for the coming generations."



Foundation staff and outside experts are now narrowing the field to the most promising programs, and their creators will be invited in late June to submit full proposals to the Foundation. After intensive review this fall, up to ten grants will be awarded in early December. The maximum grant to a three-year program is \$100,000. It is anticipated that successful programs will be sustained after the grant period by the sponsoring institution and that they will be designed as model programs that can be adapted by other groups. Educators interested in discussing ideas for next year's competition are urged to contact Dr. Judith Ginsberg, the executive director of the Covenant Foundation, at the JESNA office.

PRESIDENT'S MESSAGE

It's hard to believe that this year JESNA celebrates its 10th anniversary. It has been an incredible ten years. Over that period of time, JESNA has become increasingly involved, on the continental level, in promoting and guiding the revitalization of Jewish education.

JESNA stands at the cutting edge of Jewish educational thinking and planning, including promoting the importance of adult and family learning, showing how education can be more effective and accountable, exploring the potential of new technologies, creating consortia and networks to link different efforts, building educational bridges with Israel and developing close ties with private foundations.

Although the extent of our achievements over the past ten years is substantial, it is clear that we face a long-term crisis in the area of Jewish identity and affiliation and that Jewish education represents our most important weapon in mobilizing to face this broad challenge. In order to be the most effective organization it can be, JESNA faces the challenge of determining its own priorities and focusing its activities. JESNA cannot continue to try to be "all things to all people." It must begin thinking about future directions. As a result, we have begun a strategic planning process, the outcome of which will determine how we can better serve the Federation and education communities. I look forward to reporting the results of the committee's proceedings in the months ahead.



Neil Greenbaum

MANDEL RECEIVES FIRST MESORAH AWARD

Morton L. Mandel of Cleveland has been named the first winner of the Mesorah Award for Jewish Educational Leadership. Mandel, a prominent leader in Jewish communal life in North America and internationally, will receive this award from JESNA, the Jewish Education Service of North America, at its Continental Leadership Conference on Jewish Education, June 9-11, in Cleveland.

"Over the last decade," stated JESNA President Neil Greenbaum in announcing the award, "no one in the world has done more to advance the cause of Jewish education than Mort Mandel. JESNA inaugurated this award to dramatize the critical role that lay leaders play in supporting and promoting quality Jewish education. We could not have chosen a better exemplar of the impact that one leader can have than Mr. Mandel."

Mandel currently serves as Chair of the Council for Initiatives in Jewish Education, a new entity designed to spearhead Jewish educational renewal and development in North America. The Council is an outgrowth of the Commission on Jewish Education in North America, a body that Mandel also chaired, and which his family's Foundation co-sponsored. Previously, Mandel chaired the JCC Association's Commission on Maximizing the Jewish Educational Effectiveness of Jewish Community Centers and the Jewish Education Committee of the Jewish Agency for Israel.

"It is no accident that Mort Mandel has been at the head of each of these ventures," said Bennett Yanowitz, JESNA's immediate past president. "He has recognized that insuring the quality and vitality of Jewish life for the future is perhaps the most important role of Jewish leadership today. And he has had the courage, wisdom,

skill and determination to convince others to join him in carrying out this responsibility."

Mandel has been extensively involved in supporting Jewish education philanthropically as well as organizationally. The Mandel Associated Foundations have endowed a chair in Jewish education at the Hebrew University and recently established the Mandel Institute for the Advanced Study and Development of Jewish Education, located in Jerusalem. "[quote from Mandel]"

In addition to his contributions to Jewish education, Mandel has occupied many of the highest leadership positions in the North American Jewish community, including the presidencies of the Council of Jewish Federations and the JWB (currently, the JCC Association). He is also a past president of the Jewish Community Federation of Cleveland and the United Way of Cleveland. He has received numerous awards and honors, including honorary degrees from Brandeis University, Hebrew Union College, and Gratz College.

Mandel is the first recipient of the Mesorah Award, which was established by the Board of Directors of JESNA last Fall. "Mesorah" is a Hebrew word for "tradition," and comes from a root meaning "to transmit." "This is what Jewish education is about: transmitting our tradition from generation to generation," stated Greenbaum. "Through this award, we intend to draw attention both to the men and women who have made a difference for Jewish education and to the fact that leadership in Jewish education merits the highest honor and approbation that we can provide."

The Award will be given annually to honor a lay leader (or leaders) who has made an outstanding contribution to Jewish education, locally, continentally, or internationally.

Continental Conference Convened In Cleveland

(Continued from pg. 1)

outstanding presenters at the conference are Gary Tobin, Walter Ackerman, Barry Chazan and Jonathan Woocher. Charles Ratner of Cleveland serves as Conference chair. Program committee co-chairs are Barton Z. Cowan of Pittsburgh and Sandra Brown of Toronto.

JESNA president, Neil Greenbaum, reflecting on the participation of Cardin, Mandel and Greenberg, commented, "Having Shoshana Cardin and Mort Mandel as the keynote speakers and Yitz Greenberg as Scholar at this conference on Jewish education, conveys a clear message that Jewish education, as a major area of concern, has finally emerged at the top of the communal agenda. There is no challenge more critical to the future of the Jewish people in the decades ahead and into the 21st century than strengthening our educational system."

The Continental Leadership Conference is the culmination of a series of four regional conferences co-sponsored by JESNA in cooperation with the Federations and central agencies for Jewish education across the continent over the past two years.



Rabbi Irving Greenberg

JESNA Receives Wexner Grant

(Continued from pg. 1)

Resources Development for JESNA, will supervise the study. Two consultants, Carmi Schwartz, representing the field of Jewish communal service and Dr. Leslie Koltai, the area of executive management for education and the not-for-profit sector, have been engaged to conduct the study and will formulate detailed recommendations.

Following completion of the planning process, it is anticipated that a training program will be initiated to prepare a group of outstanding young leaders to assume executive positions in the three fields.

Council for Initiatives Mobilizes for Action

"We know what has to be done. Now we have to make it happen." With this sentiment as its watchword, the newly formed **Council for Initiatives in Jewish Education (CIJE)** is beginning its work to facilitate and guide the implementation of the recommendations of the Commission on Jewish Education in North America.

The Commission, chaired by Morton L. Mandel, completed its activities in November with the issuance of its report, **A Time to Act**. The report called for a multi-pronged, decade-long effort to revitalize Jewish education in North America, focusing on two "building blocks": building the profession of Jewish education and mobilizing community support. To flesh out and oversee the initiatives outlined in the Commission report, including the establishment of three to five "lead communities" that will serve as educational laboratories, the Commission created the Council for Initiatives.

The CIJE, chaired by Mr. Mandel and directed professionally by Stephen Hoffman, Executive Vice President of the Jewish Community Federation of Cleveland, will function as a catalyst and convener of the many agencies and organizations that will be involved in implementing the Commission's recommendations. Its board consists of distinguished communal and religious leaders, and it draws on the professional counsel of a broadly based group of educators who form a Senior Policy Advisors group. Dr. Shulamith Elster, currently Headmaster of the Charles E. Smith Day School, has accepted the position of Chief Educational Officer of the CIJE, and will assume that position on a full-time basis in July.

The initial agenda of the CIJE focuses on three major areas:

1. selecting and beginning work with the "lead communities," each of which will be engaged in a comprehensive local process of planning and program development;
2. designing strategies for building the profession of Jewish education, with a special emphasis on pre- and in-service training of educators; and
3. building a research capability and agenda to support the ongoing efforts to strengthen Jewish education locally and continentally.

The institutional partners in the Commission on Jewish Education, JESNA, the JCC Association and CJF, are all working closely with the CIJE and will play key roles in the implementation process. Neil Greenbaum, JESNA's President, serves as one of the vice-chairs of the CIJE.

HONORABLE Menschen

It is not often that a group or organization can boast of having among its adherents a person of the quality and caliber of Mandell (Bill) Berman. Throughout his long career providing leadership on the local, national and international scene, he has been and remains an ardent advocate of Jewish education.

Bill recently completed his term as president of the Council of Jewish Federations, leaving a legacy of outstanding leadership. For many years prior to his rise to that position, he served as chair of the National Governing Council of the American Association for Jewish Education (AAJE), JESNA's forerunner, and through its reorganization into JESNA in 1981. He was personally instrumental in moving the new agency to a place of recognition during those early years and continues to be so today.

In his hometown of Detroit, Bill served as president of its Jewish Federation, the Agency for Jewish Education (formerly United Hebrew Schools), served as an officer of Congregation Shaarey Zedek, and was honored with the Jewish community's Butzel Award. Among his most enduring achievements in

Detroit was the creation of the J.E.F.F. program — Jewish Education for Families. Recognizing the importance for families to identify with Judaism at home and in their everyday lives, Bill conceived of and was the benefactor for this program, first in his synagogue then through its development into an interagency community program. The J.E.F.F. program, which has received national recognition and serves as a model to hundreds of other institutions, could not have happened without Bill.

Bill has also been recognized on the international scene, serving on the Executive of the Jewish Agency for Israel and its Board of Governors. He was recently appointed to the Joint Authority for Jewish-Zionist Education, the new coordinating body for educational activities in the Diaspora of the Jewish Agency and the World Zionist Organization.

Last year JESNA named Bill as the agency's first honorary chair, in recognition of his ceaseless dedication and commitment to Jewish education. Bill — may you transmit to all who follow in your footsteps the warmth, enthusiasm and devotion that is so much a part of you. **Ya'asher Koach!**



Mandell Berman

Study Urges Major Push To Upgrade Jewish Ed

New York (JTA) — Following two years of study, the Commission on Jewish Education in North America has concluded that the current Jewish education system is beset by serious problems, and has recommended several strengthening steps, including raising \$25 million to \$50 million in funds.

The commission also created a new organization, the Council on Initiatives in Jewish Education, to implement its recommendations.

After two years of digesting commissioned reports and testimony from Jewish education professionals, sociologists and consultants — at a cost of approximately \$1 million — the commission cited deficiencies in funding, communal support and professionalism in Jewish education.

Two areas of Jewish education were singled out for specific recommendations:

building the Jewish education profession and mobilizing community support for Jewish education.

Expanding professional training institutions, raising the salaries and benefits of educational personnel and focusing on recruiting from new sources were some of the suggestions.

A Jewish Education Corps made up of outstanding college students, the commission says, would be a rich source of talent.

The commission, a group of 44 top educators, philanthropists and community officials, was assembled in 1988 by Morton Mandel, a Cleveland businessman and philanthropist.

Only about 40 percent of all the Jewish children in the United States, and about 55 percent of those in Canada, are currently enrolled in any Jewish school, and the problem becomes far more pronounced once kids are past Bar Mitzvah age.

Beeth more Jewish Times

Time for Jewish community to redirect its resources

By JEROME M. EPSTEIN

THE RECENT national survey on religious identification conducted by the Graduate School of the City University of New York — which concluded that only two-thirds of “ethnic” Jews identify themselves “religiously” as Jews — is bound to elicit consternation from some and a rebuttal from others.

The real challenge, however, lies not so much in being able to hear such unfortunate news without cringing or denying, but rather in being able to do something about it.

Surveys are wonderful tools for telling us what is. They can take a picture of the present and help us understand the reality. But surveys do not — and cannot — tell the future; that is determined by our response to the present.

The present reflected in the City University survey does not look as good as some would like. Accordingly, our challenge is to transform this bleak present into a promising future. To do that, we must re-examine the resources at our disposal.

The Jewish community is not impotent. On the contrary, we have the wherewithal to implement our highest priorities. And that ironically is the problem.

For the past several decades the

Rabbi Jerome M. Epstein is the executive vice president of The United Synagogue, the association of Conservative congregations.

Jewish community in America has been “other”-oriented. Synagogues, Jewish community centers and federations have encouraged Jews to express their Jewish commitment by reaching out to others.

Many Jews express their Judaism by giving money to Israel. Others have made Soviet Jewry their main priority. The plight of Ethiopian Jews has attracted the energies of others.

“Reaching out” has not been confined to Jews in foreign lands. We have also been taught to help Jews who are sick, who are alone or who are impoverished, wherever they may be found.

Each of these expressions of Judaism is meaningful and vitally important. But in directing the major part of our resources to helping Jews reach outward, we have neglected their equally compelling need to look inward.

Paralleling the approach of society as a whole, the Jewish community has also been youth-oriented. The emphasis in most Jewish institutions has been on programming for young people. The amount of money spent on youth education and youth programming far outpaces that spent on adult education and adult programming.

We reach out to our children — while they are children. But rarely do we make a concerted effort to touch them after they have grown up.

To reverse the dismal trend manifest in the City University survey, it is clear that we must expand our list

of priorities:

We must revamp our approach to Jewish education. Our goal must be to deal with the essence of Jewish

living so that we will motivate individuals to transform their lives. It is not enough to help people under-

(Continued on Page 27)



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Resources

(Continued from Page 24)

stand what Judaism has to say about our obligations to others. It is equally important to push people to confront what Judaism means to them as individuals.

We must teach adults how to utilize and benefit from Jewish texts that may enrich their lives. We cannot be satisfied with education merely as an intellectual activity. Rather, Jews must be stimulated to examine that which they learn, with the goal of applying it to their lives.

It is also essential that we refuse to be satisfied educating only those self-selected individuals who willingly come to our classes. We have to motivate the apathetic — to direct greater resources toward reaching them — so that ever-increasing

numbers of "secular" Jews will begin to explore their Jewish identity.

The North American Jewish community is generally able to meet its declared priorities. When something is important, we are able to achieve it.

Ensuring that Israel receives appropriate aid is a priority, and we can be proud of the way in which we have responded. Reaching out to Soviet Jews is a priority, and although the challenge has not yet been met we are well on the way toward meeting it. Building a strong, dynamic series of youth programs is

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a priority. And although there is a long way to go, we can marvel at the results already achieved.

When we are prepared to make Jewish living and Jewish identification a priority — to devote a greater share of our communal resources toward that end — we will begin to see success.

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A CORNER ON EDUCATION

RABBI ROBERT LAYMAN

What's a nice Jewish kid doing in a field like this?

At a meeting of the leaders of a major Jewish organization in this city, the speaker asked his audience several questions. (1) How many remember their Jewish education? Most of the hands went up. (2) How many have positive feelings about their own Jewish education? A few hands were raised. (3) How many of you would encourage your children to enter the field of Jewish education? There was no show of hands.

The American Jewish community is probably the most highly educated of all the ethnic groups in this country. About 90 percent of our high school graduates each year continue their education in college, and a high proportion of those go on to graduate school.

The large numbers in the traditionally "Jewish" professions — medicine, law, and accounting — have been joined in the present generation by engineers, business executives (an MBA has become *de rigueur*) and computer scientists.

But where are the truly Jewish professionals — the rabbis, cantors and educators?

While the rabbinate and the cantorate have been made more attractive in recent years by reasonably good remuneration and benefits, there is still a shortage in those two fields despite the inclusion of women in all but the Orthodox branch of Judaism.

In the field of Jewish education, the shortage of personnel has reached crisis proportions. As our standards have risen, the supply of qualified teachers and educational directors has diminished.

Gone are the days when religious schools would automatically hire any Israeli who applied for a job because he or she was fluent in Hebrew. Similarly, we no longer hasten to hire public school teachers because of their pedagogic skills without regard to their Judaic background.

Of late, school administrators and lay boards have generally been more discriminatory in their selection of staff. That fact should represent a positive challenge to young people to enter the profession of Jewish education.

Yet, the majority of our young people, even those with strong Jewish backgrounds and commitments, are seeking employment opportunities elsewhere — in fields that provide greater financial and emotional rewards. Such rewards are not to be found, they reason, in teaching in afternoon religious schools or day schools.

Why the turnoff? Part of the answer is alluded to in the response to the second question above: How many have positive feelings about their own Jewish education? If only a small percentage of the *leaders* of the Jewish community raised their hands, what can be said about the general community?

Most adults who grew up in the 1940s and '50s (and possibly before and after) have recollections of unhappy experiences in "Hebrew school" as it was commonly known.

Classes were held in the late afternoon after youngsters had spent a long day in public school. Their unaffiliated and non-Jewish friends were out playing or engaged in extracurricular activities. The lessons were boring; Hebrew was a difficult language to master; the teachers yelled a lot and were either too strict or inept at discipline.

Add to those recollections the knowledge that, like teaching in the secular schools, Jewish education as a profession carries little prestige and pays poorly, and one can readily understand why hardly any of us would encourage our children to enter the field.

Has anything changed in the past two decades? One basic flaw remains in the congregational religious school system and that is its very nature as a "supplementary" school — i.e. the timing of classes after secular school hours and on Sunday mornings. We do not teach the children when they are at their best and most receptive to learning.

Despite this built-in handicap, however, great strides have been made since the dismal days described above. Jewish education has been the beneficiary of gifted pedagogues who have created new techniques in teaching and variegated and attractive textbooks and resource materials.

Despite the perceived unattractiveness of the profession, there have been and continue to be dedicated men and women at all levels of Jewish education who have a sense of mission and who display *mesirut nefesh*, a total dedication to their tasks that outweighs the poor salaries and low esteem of their profession.

Some of these people may be found in our classrooms, some in school administration, some in the lay leadership of our congregation and communal agencies and a few in the highest echelons of our national educational organizations. Their numbers must be augmented by a concerted effort to prevent a catastrophe in Jewish education — the complete drying up of our supply of human resources.

There is enough evidence in this community and others that Jewish learning can be a pleasurable and productive experience for teacher and student alike, and there are sufficient examples of successful programs that can serve as models for schools of every ideological persuasion.

What is needed above all is a change in attitude on the part of the rank and file of the Jewish community toward Jewish schools and toward the profession of Jewish education. The funding priorities of our congregations and communal organizations must be reordered so that adequate salaries and benefits will provide the incentive for our young people to enter the profession. ■

Rabbi Robert Layman is the executive director of the Delaware Valley Region of United Synagogue of America.

Principals and poets, jugglers and storytellers: teachers all

By LAUREN BEST

What else but a CAJE conference could gather more than 2,000 Jewish educators—from teachers and principals to poets, storytellers and jugglers—for five days of serious and not-so-serious learning?

This year's Conference on Alternatives in Jewish Education, sponsored by the Coalition for the Advancement of Jewish Education (CAJE), brought people from throughout the U.S. and Canada to Hofstra University in Hempstead.

What keeps participants coming back, and what attracts new ones? The answer, after an admittedly unscientific survey, appears to be: these people are *into* it. They are looking for the fresh, the new and the dynamic. And that is exactly what they find at a CAJE conference.

Take Bruce Moses, a cattle farmer who teaches sixth grade Sunday school at Temple Beth Emeth in Albany. He attended last year's conference at the recommendation of his school principal.

"I came [to learn] classroom management, to keep the kids from climbing the walls," he said, and

he found the programs offered by CAJE "very helpful."

He came back this year because he thinks the conference "is super...It's not hooked up to any of the major Jewish institutions. It's not stale. I think that's the main thing."

The combination of classes, entertainment and a collective interest in Jewish education makes for an uplifting experience, according to Moses. "Judaism is very alive here," he said.

Jerrold Leeson, director of education and youth at Temple Beth Shalom in Sarasota, expressed similar enthusiasm. "This is where you have the most outstanding educators who provide the latest developments in Jewish education—all under one roof," he said. **Passionate About Learning**

This was the third CAJE conference for Shula Kalir-Merton, cantor at Temple Beth El in Mission Viejo, California.

"I generally have a lovely time," she said. "It gives me a chance to be a student." And what's more, she added, it gives Jewish educators "the chance to exercise our passion about learning."

Colleague Linda Kirsch, director of education at Temple Beth El and also a three-time CAJE participant, explained that "what I get from CAJE gives me the spark for the whole year. That's really how I feel. I'm so high when I leave."

"She sounds just like my mother," said Gayle Weisman of New City. A student at the University of Delaware, Weisman teaches third grade history and holidays as well as sixth grade Hebrew at Temple Beth El in Newark, Delaware.

She said her interest in attending the conference stemmed from her mother's enthusiasm about CAJE. "My mother has talked about this conference for years," she said. So when her principal suggested that Weisman attend, she jumped at the opportunity.

Joan Wolchansky, director of the Teacher Resource Center of the Central Agency for Jewish Education in St. Louis, came to the conference in search of new program ideas. "I am always looking for inspiration," she said.

Rabbi Marjorie Slome, education director at Brooklyn's Congregation Beth Elohim, said she came to the conference to pick up



SAM REUBEN

Reuben Bor, religious education director at Temple Beth El in Baltimore, and fellow CAJE delegate Eyal Bor. The conference swarmed with children, who were provided with their own full slate of childcare and activities.

new ideas for herself and the teachers at her temple and, specifically, to look for ideas for a youth service for Rosh Hashanah. She said she was "stimulated by all of the workshops and lectures."

Albany resident Eric Sims, 18, who attended a CAJE-sponsored pre-conference program called "Teen Experience," said that he "fell in love with CAJE. It's not about money, but learning."

Sims, who will begin his college studies at the State University of New York at Albany next week, says his interests focus on theater

and stand-up comedy. "This is the only place in the world where there's a glut of storytellers," he said.

He also said he enjoyed the conference "because it's nice to be around people with similar backgrounds and together find a new spiritual meaning in Judaism."

Social Networking

For many participants, the social aspect of the conference was no less important than the educational.

Lani Derby, director of education

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tion at the Wichita Community School, for example, came because "I've only been employed in this position for two weeks. I am looking for administrative and educational ideas—as well as social ones. In Wichita, there are very few Jewish professionals."

Of the mood of the conference, Derby said: "It's hectic. Two thousand people are a lot of people—but it's great."

Rabbi Joseph Ozarowski, spiritual leader at the Elmont Jewish Center, has been attending CAJE conferences for several years. He enjoys participating because it is "a lot of fun networking, learning and connecting with people doing similar things... For me it's also a

reunion with people I haven't seen in a long time."

This year, Ozarowski conducted workshops on *bikkur cholim* (visiting the sick) and on Judaism's response to hostage-taking.

For Howard Schwartz, a professor of English at the University of Missouri, where he also teaches Jewish studies, the most meaningful aspect of the conference was "getting to see friends I normally don't get to see."

Schwartz's a four-time conference-goer, also discussed both the benefits and the down-side of being surrounded by so much Jewish programming. It is no easy feat, he explained, to choose from among hundreds of courses, workshops

and presentations.

His secret? He reads the inch-thick, 400-page program book cover to cover and then makes his selections.

The tactic used by Mark Stadler, principal of United Hebrew School in Norfolk, Virginia, is somewhat more intricate. He goes through the book, writes down the programs that interest him most, and continues the narrowing-down process from there.

Miriam Silver teaches afternoon religious school at Temple Sinai in Dresher, Pennsylvania, and also teaches developmentally disabled adults and adolescents in a religious school program at Kneseth Israel in Melrose Park, Pennsylvania. She said that "it's a real problem" choosing programs. She tries to find something new at each conference—this was her 10th—and to hear someone she hasn't heard before.

Yonah Ander, director of Temple School in Toronto, sighed when asked how she picks programs. She said she was still trying to figure out a way to sift through the catalogue.

Asking around for tips on good speakers helps, she suggested, as does planning ahead. "I always have a backup," she explained. That way, if she does not feel that her first choice fits her needs, she can leave in time to catch another one on her list.

Despite being overwhelmed by all the choices, Ander said she really appreciated "meeting other Jewish educators and networking with other people...It created a positive feeling in me to be amongst these people from such a variety of backgrounds." □

part, lunge directly into the pursuit of a solution. But almost every question, statement or anecdote put forth by each of the 10 participants indicated a sharing of certain ideals, including good citizenship, interracial harmony, and knowledge of Jewish tradition.

The lead speaker was Eduardo Rauch, co-director of the Melton Research Center, assistant professor of Jewish Education at the Jewish Theological Seminary, and one of the founders of CAJE in 1976. He opened the discussion by urging that Jews return to the public school system—before it's too late.

"The city is the central form of life. As Jews left the cities and moved out to the suburbs, to private schools, and moved further from the people of the cities," he said, "racial and economic tensions have increased, and the decline of the cities and their schools became worse."

Since the city is where poverty, interracial violence and inadequate education take their greatest tolls, suburban Jews in "cars that are more armored, garages that are deeper" are, in Rauch's view, like soldiers retreating from a battle-front.

Several of the participants agreed with this viewpoint. One of them, Arthur Vernon, director of educational resources at Jewish Education Services of North America (JESNA), added: "People no longer feel a need to contribute to the national cause."

"Some 50 years ago, a Reconstructionist rabbi [Jack Cohen] said, 'If Jews leave the public schools, the public schools will die,'" Rauch continued. "Now, that prophetic assumption is almost fulfilled."

Rauch then pointed to the history of Jews in this country as proof of the value of public school education.

"Jews used the public schools as a bridge to success," he noted. "In that way, Jews found their way to prominence in this country. Their role in the public life has been the best protection for them. It has made them acceptable here like never before, in no other country."

As early as elementary school, Rauch said, Jews must enter the public world, "because that's where the necessary common ground between Jews and non-Jews is formed. Groups have to have shared experiences."

"Yes, it is a sacrifice, but it is also an investment one group makes to achieve free communication with other groups."

Too High a Price?

But, to a few participants, that price was too high.

"I don't think a public school education provides someone with the necessary Jewish background to enter society as Jews today," said Mark Weitzman, associate director of Educational Outreach at the Simon Wiesenthal Center.

One woman asked Rauch why he is not concerned that placing more Jewish students in public schools might increase assimilation.

"Assimilation is a personal decision," Rauch said. "It does not

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Public v. parochial: Which is better for the Jews?

By JEFF HELMREICH

One of the special features of this year's Conference on Alternatives in Jewish Education was a series of five-hour think tanks, consisting of a paper delivered by an expert in the field followed by a discussion with several pre-selected respondents. A major goal of the think tanks was to provide educators with "expert testimony" on vital topics that might help them make crucial funding and policy decisions.

One of the think tank topics was the "Collapse of the American public schools and the implied risks for the future of American Jewry," and its participants spent many hours exploring ways in which the Jewish community could influence American education and public life, without abandoning its commitment to Jewish education.

The panelists, representing a wide range of age groups and denominations, did not, for the most

CAJE 16

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NOMI BAREL

happen as a result of an open-minded public school education. That education does not tell you to do it. And diversity of Jewish life is also part of our heritage."

Rochelle Wynne of Dayton, Ohio, who teaches in both a Hebrew school and a public high school, said that she believes the decline in American public schools directly affects after-school Jewish education.

"I'm watching the collapse of the public school I've taught in for 27 years. I've watched how the reading level has dropped over the years along with critical thinking. These are basic skills that are necessary in Hebrew school education, as well. To learn Hebrew grammar, one has to understand

basic grammar to begin with."

Just as the problems of both Jewish and public school education are connected, said Wynne, so are their solutions.

"There are elements of Jewish tradition and education that would really be valuable if applied to non-Jews, as well," she said. "The bar mitzvah as a rite of passage is a great way for a kid to learn and appreciate responsibility. Non-Jews should also adopt a rite of passage, and I think the school can create one. Maybe some kind of test, or a special project administered at a certain age."

Wynne said that the opportunities offered by integrated public schooling are lost to students who attend Jewish day schools.

"I deliberately chose to live in a town where there are no Jews," she said. "I feel it's an obligation to let [non-Jews] know what we're all about. When I run a program for cancer victims, for example, and I'm a bit strict about the amount of effort I demand of every student, people say 'The reason she's so concerned about that is that she's Jewish and Jews believe in caring for the sick.'"

This positive representation of Jews, Wynne argued, could just as easily be accomplished by students.

According to Weitzman, however, Jews can begin to represent Judaism only once they've obtained sufficient knowledge of what Judaism is. Anything short of a day school education, he said, cannot provide that knowledge.

"Jews should enter American public life, and they should contribute to the public schools, but they should do so only after graduating from day school, so they'll know how to contribute as Jews," added Weitzman, himself an alumnus of Ramaz, a modern Orthodox day school in Manhattan.

Supplementary Schools

The majority of the participants, however, denounced the day school system as separatist or, as Vernon put it, "a retreat into solipsism."

Instead, many of the participants felt that supplementary school—Hebrew schools—can provide sufficient Jewish background for a public school student. But right now, they conceded, such schools are mostly not up to the task.

Hebrew schools, noted Shulamit Elster, headmistress at the Charles E. Smith Jewish Day School in Rockville, Maryland, have suffered a devastating 30 percent student loss in recent years. This, said Elster, incoming educational executive for the Commission on Initiatives in Jewish Education, is due both to the decline in public schools and to the rigorous schedules of secular private schools, that don't leave time for supplementary religious education.

Improvements in supplementary education soon became the focus of the discussion, with many participants hoping that this "golden mean" between day school and secular education will alleviate the Jewish parent's fear of assimilation, while allowing Jews to heed Rauch's words and help reverse the decline in public schools that they, in part, helped bring about.


But Weitzman, who once directed a supplementary school in Nassau County, called the system a "total failure," in which there is no room for improvement.

"Because it is referred to as 'supplementary,' a secondary thing, kids pick up on that," he said. "At best, it is considered a hobby."

At that point, a woman who had just entered shouted "Zionism is the only solution." □

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Are Jews getting a bum rap in the movies?

By SARAH GOLD

Jewish ambivalence towards Hollywood—and perhaps Hollywood's ambivalence towards Jews—seemed to be an underlying theme at a symposium on images of Jews in the movies, which took place at the recent Conference on Alternatives in Jewish Education at Hofstra University. The symposium, "A Portrait of Jews in Hollywood Films: A Review of the Last Twenty Years," was part of a one-day mini-conference on Ethics in the Media, and the question at hand was whether Hollywood has a responsibility to present accurate portrayals of Jews.

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NOMI BAR EL

As educators, the conference's organizers and participants are concerned with the powerful influence of movies and television and their impact on how Jewish youngsters perceive themselves as Jews. The symposium, along with a variety of workshops on other aspects of Jewish images in the media, was intended to aid teachers in understanding this influence so that they can teach students how to be critical and informed viewers.

Moderated by Gitty Bender, media coordinator of the Board of Jewish Education of Greater New York, the symposium focused on the narrower question of whether Jews are portrayed positively in the movies. The audience gave its own

informal evaluation to a montage of Jewish images from a dozen films of the last 20 years, which were variously greeted with noises of approval (*Avalon*), moans (*Down and Out in Beverly Hills*) and even hisses (*Portnoy's Complaint*).

In response to a question as to what movie has done the most to enhance the image of Jews, panelist Harry Medved, author of *50 Worst Films of All Time* and *Hollywood Hall of Shame*, replied that while compared with the past there are many images of Jews in films today, he was hard pressed to pick one that he found positive.

Medved expressed concern about the ramifications of two upcoming films that he feels portray Jews in a negative light: *Naked Tango*, about a Jewish prostitution ring in Buenos Aires, and *Homicide*, a David Mamet film about an alienated Jewish policeman who, as Medved put it, returns to his roots by joining a lawbreaking Zionist underground.

Accuracy in Film?

Actress Vivian Landau questioned the notion of accuracy when asked about the performer's responsibility to ensure that his or her parts are accurate portrayals. "Accurate to whom?" she asked. Landau, who appeared in *Splash* and *Love Story II*, also added a bit of hard-nosed reality to the discussion in stating that given the general scarcity of roles, she would



SAM REUBEN

A CAJE panel discusses "A portrait of Jews in Hollywood films: A review of the last 20 years" (l-r): Andrea Gronvall, Steve Brand, Vivian Landau, Harry Medved and Eric Goldman.

probably not turn down a part even if it was less than flattering to Jews.

But Landau also put the whole question of accuracy in a larger context. Referring to Spike Lee's film *Mo' Better Blues*, which was roundly criticized for portraying two Jewish brothers in the recording business as exploitative of black artists, Landau felt viewers should consider whether the film as a whole makes a point, "even if the character doesn't represent your people in the best possible mode."

Andrea Gronvall, producer of the "Siskel and Ebert Show," also questioned the possibility of setting

an objective standard for accuracy in such portrayals, rejecting the idea that there should be a rating system for accuracy as there is for sex and violence in films. In an era when, she pointed out, directors are already hemmed in by "fear of financial failure" and the need to reach as large an audience as possible, such a rating system might further jeopardize artistic license, Gronvall said, and affect the quality of what we see on the screen.

The focus turned inevitably to Woody Allen, who came in for almost unqualified praise from Eric Goldman, president of ERGO Media and author of *Visions, Images and Dreams: Yiddish Films Past and Present*. Allen, he stated, "has put his finger on the American Jewish problem of ambiguity." Early films such as *Sleeper*, according to Goldman, metaphorically illustrate the Jewish problem of being an outsider, of not fitting in. Later films like *Annie Hall* represent a desire to fit in and the hope that attaching oneself to the right woman can accomplish that goal. But at last, according to Goldman, Woody Allen has come to accept his Jewishness, as seen in *Hannah*

and *Her Sisters*.

Exploiting the Holocaust

Finally, the discussion turned to the question of whether Hollywood is, in Bender's words, "obsessed with the Holocaust." Steve Brand, who made the Holocaust film *Kaddish*, noted that with the violence inherent in the subject, the Holocaust is "rife material for exploitation." Goldman replied in a similar vein, stating that Hollywood, which is "having a hard time finding the bad guys" these days, has found the ideal real-life villains in the Nazis.

Despite the preponderance of Holocaust films, Medved noted that these movies, such as *Enemies: A Love Story* and *The Music Box*, do not do well at the box office.

There was an undertone of resignation throughout the discussion, based primarily on a general acknowledgement that Hollywood is driven by the profit motive and the consequent need to appeal to the broadest possible audience, and that films of artistic merit (and what were viewed as more accurate and positive images of Jews) do not have drawing power at the box office. □

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SAM REUBEN

Reeva Shafer of Larosh Judaica in front of her display of hand-woven tallitot and other ceremonial objects in the exhibit area.

The Tzedakah Fair: Pictures of reality and advice on how to change it

Among the myriad special events and programs at this year's CAJE conference—concerts, think tanks, an open university, Talmud study, a Lower East Side fair, the Israel tent—was the Tzedakah Fair.

Held in an open-air tent in a Hofstra University quadrangle, the fair's goal was to educate people on problems faced by Jews the world over, and to give examples of what a wide range of Jewish organizations and individuals are doing to confront those problems. There were more than a dozen presenters.

"We've been talking to people all over the United States," said

Janice Goldfarb, development associate at the Long Island office of New York UJA-Federation, one of the presenters at the fair. "We came here for exposure and to get a more educated Jewish population."

The money raised by UJA-Federation is used in a variety of ways. Examples range from senior-citizen care at old age homes in Israel to Passover food supplements for low income families in New York to medical care for poor Jews in Egypt.

She said that UJA-Federation helps 1.7 million people in New York, 800,000 people in Israel, one

out of every four Israelis and over 1.5 million Jews in 34 countries on an annual basis. It is the largest private philanthropic organization in the world.

"Beit Halochem [the house of the warriors] is dedicated to rehabilitating the disabled veterans of the Israel Defense Forces and their

continued on next page

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CAJE 16

Continued from page 25



continued from previous page families," said Ruth Isbitsky, who represented the Canadian office of Beit Halochem at the fair. "We want to provide the means and the facilities to integrate them back into everyday life."

Over the past year the organization has succeeded in providing rehabilitation equipment for veterans in Haifa. It has also gotten a retractable roof put over a pool in Tel Aviv, making it available for

rehabilitation therapy all year around.

"Just this past May we were fortunate to break ground in Jerusalem for a new facility to be built there during the next three years," Isbitsky added. "Beit Halochem Canada has undertaken to provide the equipment for this future house of the warriors. We will do so through special events and projects in our communities."

Isbitsky said that Canadian children have held swimathons, skateathons, falafel and latke sales, Purim carnivals, car washes and picnics to raise money for Beit Halochem.

Ranya Kelly, who spends a lot of her time distributing discarded shoes and clothing to the needy, shared stories of her battles with New York area retail store owners unwilling to give up even the merchandise that was earmarked for the trash bin.

Kelly, not affiliated with an organization, started to dive into dumpsters and rummage through the trash when she was told by such big name stores as Payless that their garbage was off limits. She



Four salespeople at CAJE EXPO 16, self-described long-term CAJE veterans: Selma Ehrenfreund of Deer Park, Muriel Wasserfall of Manhattan, Eunice Morris of Boca Raton, and Carole Rivel of White Plains.

says that the amount of useable footwear and clothing that ends up into the trash is shocking.

The tent was never empty. Representatives at each booth described their cause and entertained questions throughout the day.

The Tzedakah Fair embodied much of what the conference was all about: it presented people with both a picture of reality and advice on how to change it.

—Jody Schwartz



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Tours were set up for participants in last week's Conference on Alternatives in Jewish Education to visit such sites as Ellis Island and Hasidic New York. But for those who chose not to take the trip into the city from Hofstra, a small bit of the city came to them at the East Side Fair.

Complete with pushcarts, small children, old sights and older sounds, the fair attempted to recapture a time and place once at the center of American Jewish life and culture.

The pushcarts were actually used to carry books and toys across Hofstra's gym from CAJE Expo 16, the exhibit area, to makeshift shops at the fair site, and many of the children had come chiefly to grab some dinner. But that, said exhibit organizer Elan Mamber, was an integral part of the fair.

"The Lower East Side was very busy, with children running around in the streets, their parents opening up businesses left and right," Mamber said. "It was very poor, very immigrant. It was the step before becoming American, before succeeding. Yiddish was in the air. This fair helps to recapture some of that flavor and atmosphere."

Clarinetists and fiddlers set off the event, playing an upbeat combination of classical and Eastern European music of the type Mamber said was once known as "Jewish Jazz"—Klezmer. Among the performers were the Klezmer Plus and the Klezmatics orchestras.

Black and white blow-ups of

photographs posted all over one corner of the gym depicted a variegated potpourri of scenes and people from the Lower East Side, in the early years of this century, from community rabbis and leaders to poor Jewish children playing beside fire hydrants in the street.

Soon the Klezmer gave way to Jewish folk songs of the period, and some dozen yarmulke-clad children danced in circles beside the band, with several adults slowly joining in.

Some CAJE-goers talked about their roots in the Lower East Side community, but most of the people who visited the fair were much younger and gazed with fascination at the photos and the clippings from Yiddish newspapers.

Mamber, a cantor and Jewish folksinger, and several other people wore black vests and hats, imitating the garb displayed in the photos.

"There are still remnants of that culture in the Lower East Side today," Mamber, an Israeli immigrant, said of the place that caught his interest many years ago. "Some of the old stores are still there, and Yiddish can be heard in some places."

"But there is nothing today like the old Lower East Side," he added. "The closest thing is, maybe, the Carmel market place in Tel Aviv, but you really can't compare the Lower East Side to anything. It was a very unique part of Jewish history."

—Jeffrey Helmreich

5751: The Year in Review

Community

Tough times, tough choices in organized Jewish life

By Larry Yudelson
Special to the WJW

Walking through Hofstra University last month, you could see the recession reflected on the faces of the vendors selling posters, books and lesson plans to the 2,400 educators at the Conference of Alternatives in Jewish Education. The teachers weren't buying.

"In the past, many came with blank purchase orders, with signed checks," said CAJE director Eliot Spack. But this year "dollars are hard to come by."

And the conference itself suffered. The turn-out was well below the 3,000-plus anticipated. Several Jewish community federations sent their regrets. Although they wanted to support the conference

with grants or scholarships for their local teachers, "the priorities of Soviet resettlement drained their financial resources to the point where what they might have liked to do, did not necessarily emerge," said Spack.

That, in a nutshell, is the story from the American Jewish home front for the year 5751. The U.S. army fought its first Mideast war, Israelis sat through barrages of missile attacks in rooms sealed against poison gas, 180,000 Soviet Jews immigrated to Israel, thousands of Jews were dramatically airlifted from Ethiopia, and American Jews held their breath, watched CNN, and reached deep into their pockets.

In the excitement, it was easy to forget the domestic news, a dreary litany of retrenchments and budget cuts in agency after agency. The bad news was ignored, like so many hecklers trying to spoil a Kennebunkport vacation: How much easier to keep your eyes focused across the ocean, where the news, miraculously enough, was consistently good.

Israel Bonds, for instance, had raised \$500 million by mid-July. That's \$150 million more than the comparable period in last year's campaign and halfway to a record goal of \$1 billion. A two-week emergency campaign raised \$127 million while missiles were falling on Tel Aviv.

So far, Washington's Israel Bond sales are running about 14 percent ahead of this time last year.

See Community, page 19

been eclipsed by international appeals. And organizations headquartered in New York or Washington are convenient targets for budget cutters at local federations.

Nevertheless, the local budget cuts are far less than the added moneys raised by Operation Exodus to resettle Soviet Jews. But that is an issue few people are raising—even those bearing the brunt of the cuts.

Spack, of CAJE, disputed the notion that American Jews are paying to resettle Soviet Jews by mortgaging their future.

"The fact is, as a community we made the commitment to meet the challenge of Soviet arrivals. I think it's a matter of morality and integrity which dictated our response. We all marched, wrote letters, protested for Soviet Jewry, and we can't turn our backs on those efforts," he said.

"If it means some of us have to bite the bullet while this is happening, this is something we have to do," said Spack.

"It's true, raising dollars is more difficult than it has been in recent years," says Rabbi Daniel Syme, executive vice president of the Union of American Hebrew Congregations. "But I honestly believe that when Jews understand the situation is a matter of Jewish continuity, of saving Jewish lives, you'll find a pattern of sacrificial giving."

Besides the longtime federation donors, Operation Exodus is bringing in the biggest influx of new donors since the Yom Kippur war.

Some have suggested that the domestic fiscal crisis will have some benefits—pruning the American Jewish bureaucracy.

"Those hardest hit will be those organizations which are seen as overlapping and redundant," said one Jewish official, citing the American Jewish Committee as one organization undergoing major surgery.

This year the AJCommittee, in what may be an indication of how hard times can bring the community together, joined the Conference of Presidents of Major Jewish Organizations as a voting member, after maintaining a somewhat standoffish "observer" position since 1967.

Similarly, the AJCommittee closed its Kansas City office and incorporated the city's Jewish Community Relations Bureau as a Committee chapter. Under the agreement, officers of the JCRB will be required to contribute to, or become members of, the AJCommittee.

But there remains the worry that treating domestic concerns as a sorry second is just a device for American Jews to postpone the day of reckoning.

"I think the American Jewish community is a little burnt

out from going from one crisis to another, and most of these crises have been across oceans," said Aron Hirt-Manheimer, editor of *Reform Judaism* magazine. "We left our own back yards unattended, and now we look out of the window and we see a field of weeds."

"The question is, do we have the energy now to refocus and begin the very difficult process of figuring out what needs to be done to put our own house in order?" asked Hirt-Manheimer. "It's a lot easier to give money overseas than work on your identity here. It's time to consider the crisis at home as severe as the one abroad."

There were signs this past year that the American Jewish community is at least recognizing the crisis at home. The preliminary report of the National Jewish Population Study, which reported that intermarriage is well over 50 percent for marriages since 1985, jolted people who thought they already knew from intermarriage; the fuller report is just coming out and will no doubt make holiday reading for many community leaders.

And the report of the Commission on Jewish Education in North America spoke bluntly of "a crisis of major proportions," as large numbers of Jews are losing interest in Jewish values, ideals and beh-

avior. The commission set up an ongoing Council for Initiatives in Jewish Education, based in Cleveland and headed by Shulamith Elster, long-time headmaster of the Charles E. Smith Jewish Day School.

The commission, if nothing else, gave the field of Jewish education some long-term hope during the hard times, with plans to direct \$50 million towards professionalizing the field, setting up "lead cities" as experiments for new teaching methods, and the promise of communal leaders pushing education towards the top of the priority list.

Advocates of Jewish education can already draw some satisfaction from the fact that their programs were cut less than others—in Washington, 8 percent as opposed to 14 percent for social services; in New York, 8 percent as opposed to 35 percent for hospitals.

And there was further cause for optimism in what Rabbi Robert Abramson, director of education for the United Synagogue of America, described as "the growth of private foundation interest in Jewish education on a level that we couldn't imagine."

"It doesn't work for operating costs and so forth, but there is certainly money for special ideas and creative projects that hasn't been there recently," he said.

The new Council for Initiatives in Jewish Education is deeply involved in these developments. Initial funding and a large part of the ongoing work is being done by various family foundations represented on the council board. The Mandel Associated Foundations, for example, which are covering the initial administrative costs of the council, also just announced \$2.25 million in grants to the Jewish Theological Seminary, the Jewish Community Centers Association, and Yeshiva University to train educators.

None of this, of course, will help schools weather this year's fiscal crisis. But there is hope that when events abroad settle down, the American Jewish community will have the resources to start putting its own house in order.

The Mandel commission will reconvene in JANUARY and issue a progress report at that time.

ATIONWIDE

State Department post changes hands

WASHINGTON (JTA) — The Bush administration's Middle East policy is set to change much with the appointment of Edward Djerejian as assistant secretary of state for Near East and South Asian affairs, according to observers.

President Bush has nominated Djerejian, now ambassador to Syria, to replace John Kelly. If confirmed by the Senate, he would become the administration's top policy-maker on the Middle East.

In reality, Djerejian is likely to have only secondary influence, in the words of analysts. Secretary of State James A. Baker III prefers to involve only a small circle of people in Middle East policy-making, said Morris Jastrow, a pro-Israel lobbyist and former executive director of the American Public Affairs Committee.

Nevertheless, Djerejian is "likely to be a more activist assistant secretary," Kelly has been, said Marvin Feuerwerker, senior strategic fellow at the Washington Institute for Near East Policy, a pro-Israel think tank.

Feuerwerker cited Djerejian's experience as deputy press secretary from 1986 and his "extensive Middle Eastern background."

Djerejian has served since 1988 as ambassador to Syria, which Feuerwerker said is a "critical" post, especially if a Middle East peace conference is convened. He has also held posts in Lebanon and Jordan and served as a top spokesman at the State Department.

Americans think PLO should be replaced

NEW YORK (JTA) — Two-thirds of Americans surveyed in a new poll believe the Palestinians should choose a moderate group of leaders to replace the Palestine Liberation Organization as their representative, the AMI-Defence League reported this week.

The survey, conducted nationwide between Aug. 14 and 18, shows 55 percent of the respondents questioning "the wisdom of the Bush administration's efforts to bring Syria to the peace conference," according to Abraham H. Mann, the ADL's national director.

Americans are "skeptical of any change in Arab attitudes toward Israel," Mann said. "The readiness of some Arab countries to come to the peace table, however, is a good sign."

A hundred American voters were questioned by the poll, which was conducted by the Boston-based firm of Martilla & Riley.

Mann said the survey established that the American public sympathizes with Israel over the Arab states and with Israel over the Palestinians by a wide margin of 63 to 16 percent and 44 to 28 percent, respectively. Nevertheless, 63 percent of the respondents thought the Israeli government should announce it would consider trading land for peace.

Free grants given for Jewish education

NEW YORK (JTA) — Less than a year after a commission called for a "drive program" to revitalize American Jewish education, a Cleveland foundation has awarded \$2.25 million in grants to get the effort under way.

The grants of \$750,000 each were awarded by the Mandel Associated Foundations to Yeshiva University, the Jewish Theological Seminary of America and the Jewish Community Centers Association of North America. The prospective recipient, the Hebrew Union College-Jewish Institute of Religion, received a planning grant.

In November 1990, the Commission on Jewish Education in North America issued its report, "A Time to Act." Chaired by Cleveland businessman and philanthropist Morton Mandel, the 44-member panel concluded that Jewish education was underdeveloped as a profession, beset by deficiencies in staff and plagued by the absence of a research function to monitor results, the resources and plan improvements.

Mandel also chairs the foundation that awarded the grants. The report recommended building the Jewish education profession and increasing community support for Jewish education.

Yeshiva University will use their grants to help support new programs to prepare teachers, principals and others for work at the preschool, elementary and secondary levels. The JCC Association will establish a fund for recruiting and training executive directors of Jewish community centers.

Producers of video series agree to changes

LOS ANGELES (JTA) — The producers of a controversial series of animated Bible videos have agreed to try to remedy the series' alleged anti-Semitic stereotyping and story lines.

The animated "Stories From The New Testament," aimed at Christians, has drawn protests from the Simon Wiesenthal Center, the Anti-Defamation League and individual viewers who have seen the 30-minute video commercial promoting the series of 12 videos.

The characters in the videos who oppose Jesus are pictured with long, dark noses, whining voices and sinister looks. In contrast, the Jewish characters who accept Christianity have fair, all-American features, gentle and soft voices.

Producers at the Dallas-based Family Entertainment Network, which produced the videos, met with ADL leaders in New York and Wiesenthal Center leaders in Los Angeles.

The executives said their motivation was neither malicious nor anti-Semitic. They readily agreed to excise three particularly offensive segments from the series.

At the same time, Father Michael Manning, a Catholic television host, formally resigned from the executive advisory board for the video series due to what he called his "inability to detect the offensive stereotyping [that] astoundedly speaks of my inattentiveness to the faith and life of many Jews."

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Wednesdays	4/29/92-5/3/92	Beth Zion Beth Israel/CC

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JE C

Mandel's \$2.25 million to revitalize Jewish education

NEW YORK, (JTA) -- Less than a year after a broad-based commission called for a "massive program" to revitalize American Jewish education, a Cleveland-based foundation has awarded \$2.25 million in grants to help get the effort underway.

In all, three grants of \$750,000 each were awarded by the Mandel Associated Foundations to Yeshiva University, the Jewish Theological Seminary of America and the Jewish Community Centers Association of North America.

A fourth prospective recipient, the Hebrew Union College-Jewish Institute of Religion, received an initial planning grant and is expected to submit a proposal for a full grant some time next year.

The grants are the first to be awarded by a major

foundation in the wake of the report issued late last year by the Commission on Jewish Education in North America. The commission was chaired by Cleveland businessman and philanthropist Morton Mandel, who also chairs the foundation that awarded the grants.

Henry Zucker, consultant at the Mandel Associated Foundations, told the CJN that Clevelanders may benefit directly from the grants. "The training should start immediately," he said. "We hope that some Clevelanders will enroll in these programs and that some of the graduates would wind up in jobs here."

In November 1990, following two years of study, the commission issued its report, "A Time to Act." In it, the panel of 44 educators, philanthropists and commu-

nal leaders concluded that the current Jewish education system is beset by serious problems, including "deficiencies in educational content; an underdeveloped profession of Jewish education" and "the absence of a research function to monitor results, allocate resources and plan improvements."

Two areas of Jewish education were singled out for specific recommendations: building the Jewish education profession and mobilizing community support for Jewish education. Such support was obviously lacking, the report said.

The report expressed concern that Jews have "lost interest in Jewish values, ideals and behavior," saying this has "grave implications, not only for the richness of Jewish life, but for the very continuity of a large segment of the Jewish people." (Six out of every 10 eligible Jewish children in the United States do not receive any kind of formal Jewish education.)

Yeshiva University President Rabbi Norman Lamm said that Jewish philanthropists and federations until now have kept Jewish education on the "back burner" of allocation priorities. In this, they were mistaken, Lamm said, because education is virtually the only one of three major factors in the development of the Jewish personality — home, school and society — that can be changed.

"The variable is education," he said. "We can do very little about the others."

Both the seminary and Y.U. will use their grants mainly to help support programs that will prepare teachers, principals and other educators for work at the preschool, elementary and secondary levels.

The grant to the Jewish Community Centers Association (JCCA) will be used to establish a training program for recruiting and training executive directors of Jewish community centers.

Arthur Rotman, executive vice president of the JCCA, told the CJN that with the grant they will "recruit 10-12 highly qualified professional candidates annually. Within ten years, we hope to have a pool of qualified executive directors to assume the position of executive director at JCCs in large communities," he said.

Press Clips

(New York) Jewish Week Sept 20-26, 1991

Helping hand

\$2.25 million in grants starts revitalization of Jewish education

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"Can you imagine how sobering it was for us to discover, for example, that six out of every 10 eligible Jewish children in the United States do not receive any kind of formal Jewish education?" said Rabbi Ismar Schorsch, chancellor of the Jewish Theological Seminary and a commission member.

Another commission member, Yeshiva University President Rabbi Norman Lamm, said Jewish philanthropists and federations until now have kept Jewish education on the "back burner" of allocation priorities.

In this, they were mistaken, Lamm said, because education is virtually the only one of three major factors in the development of the Jewish personality — home, school and society — that can be changed.

"The variable is education," he said. "We can do very little about the others."

"The American Jewish educational system requires innovative new curricula, more qualified and highly motivated teachers, and administrators dedicated to constantly improving the quality of education in their schools," said Schorsch. It also requires a new approach to training educators and administrators, he said.

To that end, both the seminary and YU will use their grants mainly to help support programs that will prepare teachers, principals and other educators for work at the preschool, elementary and secondary levels.

The grant to the Jewish Community Centers Association will be used to establish a training program for recruiting and training executive directors of Jewish community centers.

Arthur Rotman, executive vice president of the association, said he hopes the program will create "an enhanced pool of executives" who are qualified both in administration and in passing on the Jewish experience.

The Mandel commission will reconvene in January and issue a progress report then. In the interim, the panel established the Council on Initiatives in Jewish Education to ensure that its work is carried out.

Jewish Telegraphic Agency

NEW GRANTS

CONTINUED

educational opportunities for students and teachers in Muskegon, Newaygo, and Oceana Counties in Michigan: \$238,056 to Muskegon Area Intermediate School District (Mich.).

Health care and services. To develop a program of computer-generated individualized care information for elderly patients, their families, and health-care providers: \$11,785 to Carnegie Mellon U. (Pittsburgh).

—To enable its academic medical centers to provide a program for inner-city residents using students in the health professions: \$59,063 to Columbia U. (New York).

—To implement a comprehensive community-wide health-services program for rural adolescents: \$32,000 to East Carolina U. (Greenville, N.C.).

—To establish a permanent secretariat for the European Healthcare Management Association: \$40,000 to Institute of Public Administration (Dublin).

—For a health program for Hispanic young people that provides access to health care, health education, health-care internships, and leadership development: \$671,676 to Latin American Youth Center (Washington).

—To improve rural access to comprehensive health and social services through a mobile outreach clinic and individual referrals and monitoring: \$1,736,762 to Medical College of Georgia (Augusta).

—To improve maternal and infant health among urban American Indians by identifying high-risk pregnant women and infants and providing a network of health and education services: \$17,400 to Milwaukee Indian Health Board.

—To improve maternal and child health in urban and rural communities through the training of nurse-midwives: \$33,320 to Natal U. Development Foundation (Durban, South Africa).

—To improve the health of inner-city high-school girls through self-help groups and summer health-care internships: \$38,365 to National Black Women's Health Project (Atlanta).

—To provide a group fellowship to enable professionals from various institutions to explore health-professions education and primary-care programs in Chile and Brazil: \$38,604 to Secretariat of Health and Social Security of the State of Guanajuato (Tamaulipas, Mexico).

—To improve the health of elderly people in long-term-care facilities through the training of geriatric nurse practitioners: \$89,000 to U. of California at San Francisco.

—To prepare nursing-faculty members and administrators for southern African countries through a faculty exchange with the University of Botswana: \$58,183 to U. of Illinois at Chicago.

—To place student interns in grassroots com-

munity health agencies: \$39,974 to U. of Michigan at Ann Arbor.

—To demonstrate and evaluate nurse-physician team training in family practice: \$18,266 to U. of Missouri at Columbia.

Leadership development. To identify and share effective decision-making strategies in order to increase effective participation of faculty members and administrators in higher-education governance: \$50,000 to Association of Governing Boards of Universities and Colleges (Washington).

—For a project and fellowship to develop leadership, skills, and commitment at the community level: \$48,000 to Dutch Reformed Mission Church Diocesan Services (Burgersdorp, South Africa).

—To help reduce the spread of gang violence and other negative behavior among at-risk black youths by providing leadership and peer-counseling training: \$100,000 to For Individuals Recovering Sound Thinking (Dorchester, Mass.).

—To provide leadership training to homemakers and others through the Family Community Leadership Project: \$50,000 to Louisiana Extension Homemakers Council (Many).

—To improve black African leadership by providing scholarships to undergraduates pursuing degrees in health professions and veterinary science: \$71,400 to Medical U. of Southern Africa (Medunsa).

—For grassroots leadership development and to provide mini-grants to local community organizations to strengthen their services: \$3,337,395 to National Center for Neighborhood Enterprise (Washington).

—To promote constructive social change by establishing an intercultural community-leadership project: \$774,846 to Santa Fe Community College (N.M.).

—To strengthen leadership in rural South African communities through educational outreach activities: \$38,000 to Tusangan Study Project (Jane Furse, South Africa).

—To evaluate the leadership program of the university's Hubert H. Humphrey Institute of Public Affairs: \$22,750 to U. of Minnesota at Minneapolis.

—To improve black African leadership by providing scholarships to undergraduates pursuing degrees in agriculture, health, business, and public administration: \$42,790 to U. of Natal (Durban, South Africa).

—To provide leadership-development opportunities to professionals in organizations that serve young people: \$629,096 to U. of Northern Iowa (Cedar Falls).

Philanthropy and volunteerism. To increase student volunteerism and community service by developing an undergraduate public-service curriculum and program: \$103,215 to Alma College (Mich.).

—To assist the foundation in its transition to full-time staffing and for its expanded community-leadership and problem-solving

roles: \$135,000 to Battle Creek Community Foundation (Mich.).

—To improve services for the homeless by developing technical-assistance materials and by providing a field-service worker to help set up volunteer networks: \$95,000 to Interfaith Hospitality Networks for the Homeless (Summit, N.J.).

—To develop and disseminate information about the volunteer sector to policy makers: \$105,641 to Union Institute (Cincinnati).

—To develop academic and professional training programs for non-profit management: \$832,016 to U. of San Francisco.

Rural development. To improve rural development in the Great Lakes States by integrating telecommunications and rural economic policy: \$25,000 to Council of Great Lakes Governors (Chicago).

—To train rural residents in agricultural technology, community services, and leadership development: \$398,076 to ENLACE Communication and Training (Mexico City).

—For a project to enable poor, rural young people to become successful small entrepreneurs: \$439,640 to National Foundation for Rural Youth Development (Santo Domingo, Dominican Republic).

—For an education and leadership effort for poor rural residents based on traditional and sustainable uses of cultural, agricultural, and natural resources: \$1,808,111 to New Mexico State U. (Las Cruces) and \$569,105 to New Mexico Community Foundation (Santa Fe).

HENRY LUCE FOUNDATION

111 West 50th Street, Room 3710

New York 10020

(212) 489-7700

American arts. For the exhibition, "Colonial Elegance: American Arts in the Age of Revolution": \$100,000 to Metropolitan Museum of Art (New York).

—To establish a computer system for the museum: \$200,000 to New Museum of Contemporary Art (New York).

—For the exhibition, "McKim, Mead, and White's New York": \$60,000 to New York Historical Society.

—For an exhibition of its collection in celebration of the library's recently completed major expansion and renovation: \$150,000 to Pierpont Morgan Library (New York).

MANDEL ASSOCIATED FOUNDATIONS

4500 Euclid Avenue

Cleveland 44103

(216) 391-8300

Jewish education. To establish a training program to recruit and develop future center executive directors: \$750,000 over three years to Jewish Community Centers Association of North America (New York).

—To provide training for day-school personnel: \$750,000 over four years to Jewish Theological Seminary of America (New York).

—For a comprehensive program to develop Jewish educators: \$750,000 over three years to Yeshiva U. (New York).

FAYE McBEATH FOUNDATION

1020 North Broadway

Milwaukee 53202

(414) 272-6235

Arts. To publish the second edition of an educational brochure to inform families about

arts and cultural activities in metropolitan Milwaukee: \$17,500 to Metro Milwaukee.

Children and youth. To construct a new day care center: \$20,000 to Children's Outreach Association (Milwaukee).

—To start up this youth center that serves Riverwest area of Milwaukee: \$25,000 Holton Youth Center (Milwaukee).

—To renovate and expand its treatment center for disabled children: \$30,000 to Penfield Children's Center (Milwaukee).

Criminal justice. To develop a program to provide work alternatives to jail sentences for first-time offenders who committed non-violent crimes: \$20,000 to Benedict Center (Milwaukee).

Education. For a continuing series of in-classroom activities and museum tours for middle school children that relate museum sources to the school curriculum in history, social studies, and language arts: \$20,000 over two years to Milwaukee Art Museum.

—For the JASON Project, which is designed to heighten student interest in science and mathematics through participation in scientific exploration and discovery with scientists and engineers: \$25,000 to U. of Wisconsin at Milwaukee Foundation.

Health care. For an internship program to familiarize student nurses with hospice nursing: \$13,000 to Milwaukee Hospice Home Care.

—To renovate and expand this health clinic: \$20,000 to Sixteenth Street Community Health Center (Milwaukee).

Vocational training. To purchase equipment for its vocational-training programs: \$10,000 to Waukesha Training Center (Wis.).

MEADOWS FOUNDATION

Wilson Historic Block

2922 Swiss Avenue

Dallas 75204-5928

(214) 826-9431

Leadership development. For its program to prepare students to assume leadership roles through volunteer work and service: \$70,000 to McMurtry U. (Abilene, Tex.).

MILWAUKEE FOUNDATION

1020 North Broadway

Milwaukee 53202

(414) 272-5805

Arts. To enable the company to organize professionally its work and management: \$100,000 over three years to Ko-Thi Dan Company (Milwaukee).

—To strengthen its marketing and development capacity: \$15,000 to Milwaukee Artists Foundation.

—To upgrade the position of general manager: \$10,000 to Milwaukee Chamber Theatre.

—For the premiere of Garcia Lorca's *Yerma* by guest artists who will also conduct classes and workshops at the Milwaukee High School for Arts and United Community Center: \$10,000 to Milwaukee Dance Theatre.

—For its capital campaign: \$10,000 to Milwaukee Institute of Art and Design.

—For an international exchange in which the Omsk State Drama Theater from Russia will produce a musical at the Pabst Theater with technical assistance and support provided by the Milwaukee Repertory Theatre: \$15,000 to Pabst Theater (Milwaukee).

—For a program to enable low-income minority youths to obtain specialized string-instrument training: \$10,000 to String Academy of Wisconsin (Milwaukee).

Children and youth. To construct a residential drug-abuse-treatment facility for inner-city young people: \$25,000 to Career Youth Development (Milwaukee).

—To construct a new day-care facility to allow for better integration of children with special needs into the program: \$20,000 to Children's Community Center (Milwaukee).



CALENDAR

Sept. 31-Oct. 5 -- Union of American Hebrew Congregations, 61st general assembly, Baltimore.

APPOINTMENTS

NEW ORLEANS (JTA) -- Alan Rosenbloom has been elected president of the Jewish Federation of Greater New Orleans.

\$2.25 MILLION IN GRANTS AWARDED TO HELP REVIVE JEWISH EDUCATION

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Two areas of Jewish education were singled out for specific recommendations: building the Jewish education profession and mobilizing community support for Jewish education. Such support was obviously lacking, the report said.

The report expressed concern that Jews have "lost interest in Jewish values, ideals and behavior," saying this has "grave implications, not only for the richness of Jewish life, but for the very continuity of a large segment of the Jewish people."

"Can you imagine how sobering it was for us to discover, for example, that six out of every 10 eligible Jewish children in the United States do not receive any kind of formal Jewish education?" said Rabbi Ismar Schorsch, chancellor of the Jewish Theological Seminary and a commission member.

Another commission member, Yeshiva University President Rabbi Norman Lamm, said that Jewish philanthropists and federations until now have kept Jewish education on the "back burner" of allocation priorities.

In this, they were mistaken, Lamm said, arguing that education is virtually the only one among three major factors in the development of the Jewish personality -- home, school and society -- that can be changed.

"The variable is education," he said. "We can do very little about the others."

"The American Jewish educational system requires innovative new curricula, more qualified and highly motivated teachers, and administrators dedicated to constantly improving the quality of education in their schools," said Schorsch.

It also requires a new approach to training educators and administrators, he said.

To that end, both JTS and Y.U. will use their grants mainly to help support programs that will prepare teachers, principals and other educators for work at the preschool, elementary and secondary levels.

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The Mandel commission will reconvene in January and issue a progress report at that time. In the interim, the panel established the Council on Initiatives in Jewish Education to ensure that its work is carried out.

NEW SEMESTER FINDS INVIGORATED JEWISH STUDIES PROGRAM AT STANFORD

By Leslie Katz
Northern California Jewish Bulletin

SAN FRANCISCO (JTA) -- Before 1986, a student looking for Judaica courses at Stanford University in Palo Alto would have found only lean pickings.

But as the fall 1991 semester opens, no fewer than 22 Jewish studies courses are being offered, 10 in history alone. With eight full-time faculty members, four newly hired, Stanford has become, in barely a half dozen years, one of the leading centers of Jewish scholarship in America.

Course topics include "The Body, Sex and Gender in Ancient Judaism," "The Biblical Presence in Modern Poetry" and "Eastern European Jewry Across Space and Time."

Stanford's achievements are "dramatic in a university that barely had anything in the way of Jewish studies six or seven years ago," said program Chair Steven Zipperstein, formerly of the department of Jewish studies at the University of California, Los Angeles.

The changes began in 1986 when the Koret Foundation, the Jewish Community Endowment Fund -- part of the San Francisco-based Jewish Community Federation -- and the Aaron-Roland Fund, among other contributors, offered to fund a full-fledged Jewish studies program.

Amos Funkenstein, a history professor from UCLA, was named to the first endowed chair of the new program, and Arnold Eisen, an Aaron-Roland fellow in religious studies, was appointed co-chair.

The university then acquired the private



Seminary Launches Major Education Initiative

Less than a year after a broad-based commission called for "a massive program...to revitalize Jewish education" in the United States, the Seminary is taking the lead in efforts to reinvigorate the American Jewish educational system.

The initiative is being advanced by a \$750,000 grant announced in September in Cleveland by the Mandel Associated Foundations.

Following two years of study, the Commission on Jewish Education in North America issued its report "A Time to Act" in November 1990. The commission concluded that the current Jewish education system is beset by serious problems, including "deficiencies in educational content; an underdeveloped profession of Jewish education...; and the absence of a research function to monitor results, allocate resources and plan improvements."

Two areas of Jewish education were singled out for specific recommendations: building the profession of Jewish education and mobilizing community support for Jewish education.

Sobering discovery

"We did not need the commission to tell us there were problems in Jewish education in America," says Chancellor Ismar Schorsch. "That's why the commission was formed. What we did not know is how extensive those problems were and how much work needed to be done by each stream individually and by the community as a whole."

Rabbi Schorsch was one of 44 educators, philanthropists and communal leaders who served on the commission, which was chaired by the Cleveland businessman and philanthropist Morton Mandel, who also heads the foundation awarding the grant.

"Can you imagine how sobering it was for us to discover, for example, that six out of every 10 eligible Jewish children in the United States do not receive any kind of formal Jewish education?" Rabbi Schorsch notes.

Even before the Mandel commission completed its work, the Chancellor says, the Seminary began "to plan to restructure and revitalize our own efforts" to meet the needs of American Jewry. Much of the emphasis will be on the day school system.

"We believe that the day school concept is gaining in importance in American Jewish life," Rabbi Schorsch says. "Even the Reform movement, which long resisted the day school approach, has turned to it. Look what has been happening in our own Conservative movement. Currently, we have 63 Solomon Schechter day schools; that number will increase to 70 in the next few years. We have about 16,000 students right now, and we add 1,000 more students every year.

"The American Jewish educational system requires innovative new curricula, more qualified and highly motivated teachers, and administrators dedicated to constantly improving the quality of education in their schools."

It also requires a new approach to training educators and administrators, Rabbi Schorsch adds.

"Almost as soon as we began to study the problem, we realized that we had been stuck too long in our ivory tower," the Chancellor says. "We were training education professionals of the highest caliber, but we were not able to provide them with everything they would need to be effective out there. Who are the students? What do they know? What will it take to motivate them to learn? We had no way of answering those and similar questions."

The \$750,000 grant from the Mandel Associated Foundations will help change that, says Rabbi Schorsch. The money will fund a four-year program to create "a new educational training model for day school teachers that connects the Seminary directly to the educational settings of American Jewry — a model that will create a partnership between the Seminary and individual day schools throughout North America."

The field training program is only part of the Seminary's effort. Rabbi Schorsch himself has raised over \$1 million for day school teaching fellowships. Last year, a chair in Jewish education was established with a generous gift from Theodore and Florence Baumritter.

With the help of a grant from the Wexner Foundation, the Seminary is also exploring the creation of a new School of Jewish Education that would have as its mandate the training of educational professionals, staff development, continuing education and research.

Insuring continuity

"The Mandel commission and other surveys and reports over the last few years have underscored Jewish education as the means to insure the continuity of our people," Rabbi Schorsch says. "That is how it has always been. The Torah, after all, enjoins us, 'And you shall teach them to your children and your children's children.'"

The Seminary is uniquely suited for the task, Rabbi Schorsch noted. Now in its second century, the Seminary is a university-level educational institution with broad-based undergraduate, graduate, rabbinical and professional programs designed to meet the diverse needs of traditional Jewish life in the modern world.

American Jewish education has always been one of the Seminary's prime mandates. Its masters program in Jewish education is the largest in North America, training Jewish educators who serve in afternoon schools, day schools, youth groups, adult education programs and summer camps. Its Melton Research Center develops curricular material used in hundreds of schools, conducts in-service training programs and teachers' retreats for Jewish educators, and publishes a highly respected education journal.

"We are grateful to the Mandel Associated Foundations for its generous grant," Rabbi Schorsch says. "And we're proud to have such a dedicated partner in our efforts to secure the Jewish future." ■

JESNA



JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

החברה למען החינוך היהודי
בצפון אמריקה

UPDATE

Issue 4 — Fall, 1991

Adult Jewish Learning Report Calls for New JESNA Role

Adult Jewish Learning: Reshaping the Future, the report of JESNA's Adult Jewish Learning Task Force, calls on JESNA to assist communities in convening broad-based coalitions to elevate the priority of adult Jewish learning and develop action plans for new initiatives in this area. The report, released at the General Assembly of the Council of Jewish Federations, marks the beginning of active engagement by JESNA with communities interested in stimulating adult Jewish learning programs locally.

The AdL Task Force, co-chaired by JESNA vice president, Dr. Lois Zachary and CJF vice president, Miriam Yenkin, past president of the Columbus Federation, completed its work and handed over leadership to a new committee, the Adult Jewish Learning Development Committee. Headed by Dr. Zachary, it will determine community readiness for initiatives in adult Jewish learning, develop guidelines for forming community coalitions, design activities to assess needs, develop strategies for implementation and monitor community efforts. Initial contacts with interested communities are planned for Spring '92. It is expected that between three and five communities will be planning actively for new initiatives in adult Jewish learning by the end of 1992.

In response to a Task Force recommendation to strengthen linkages between the continental and community arenas in adult Jewish learning, the Development Committee will engage in discussions with leading continental organizations to explore approaches for supporting initiatives at the community level.

JESNA's activity in adult Jewish learning is an outgrowth of the Midwest Regional Leadership Conference held in Chicago in March, 1989. The Task Force and the Development Committee emerged as a result of the Leadership Conferences, which identified "cutting edge" issues in Jewish education for the '90s and into the 21st century.



Dr. Lois Zachary

WELCOME TO NEW BOARD MEMBERS

Twelve new members were recently elected to JESNA's Board of Directors representing a variety of communities. Two new officers were also elected. Neil Greenbaum continues as the agency President for a second term.

Elected for a first two-year term were Sandra Brown, Toronto, day school President and Chair of Federation Educational Planning Committee; Fran Cohen, North Jersey, Chair of Federation Jewish Education Committee, Federation Secretary; Grace Ellowitz, El Paso, Federation President; Dr. Norma Furst, Philadelphia, Federation Executive Committee; Miriam Gafni,

Philadelphia, Chair of Personnel in Jewish Education Committee; Rachel Greenbaum, Chicago, past President of the BJE.

Also elected were Joseph Kanfer, Akron, Federation past President; Susan Resnick, Tucson, Chair of Federation Department of Jewish Education; Marvin Rosen, West Palm Beach, Chair of Commission for Jewish Education, past day school President and past Federation Vice President; Steven P. Rosenberg, Dallas, day school President, Federation Board member and member of UJA National Leadership Cabinet; Louise Stein, Milwaukee, Federation Vice

(Continued on pg. 11)

EXECUTIVE SUMMARY

Jonathan Woocher

The North American Jewish community — and with it Jewish education — is less than a decade away from a new millennium. In truth, the coming milestone (the year 2000 or 2001, take your pick) is not exactly a Jewish one. We're just moving along in the middle of our 58th century. But the temptation to use the millennial transition as an occasion for thinking about "big" things, including transformations of all sorts, is almost irresistible.

We at JESNA began thinking about the 21st century in 1987, for it was then that we began planning an initiative to examine the agenda for Jewish education as we envisioned life beyond the year 2000. We began with a fundamental premise that, given the magnitude and velocity of the changes taking place in Jewish life, there is no such thing as too much lead time when it comes to planning for our future.

The recently published findings of CJF's 1990 Jewish Population Survey confirm that we live today in a vastly different Jewish environment than we did only twenty years ago. North American Jewry is changing rapidly: demographically, socially, communally, and — most important — Jewishly. To say that Jewish continuity is endangered in North America by our very success in integration and assimilation is by now a truism. It has become equally axiomatic that if we are to be a flourishing Jewish community in the 21st century, it will be, in no small

measure, because we have succeeded in creating a vibrant, far-reaching, effective system of Jewish education for young and old.

The challenge of the 1990s is, therefore, to carry out this process of extending, expanding and, where necessary, revitalizing our Jewish educational enterprise. The question is, how?

JESNA planned and mounted the series of Leadership Conferences on Jewish Education that concluded this past June with the Continental Leadership Conference in Cleveland to help answer this question. Over the span of 27 months, and extending from coast to coast, the Leadership Conferences staked out a clear agenda for action that, if implemented successfully, promises to significantly transform the educational landscape.

JESNA did not create this agenda. Rather, it is the outgrowth of the experience and the deliberations of hundreds of participants in the Leadership Conferences. Reduced to a set of propositions, the agenda is deceptively simple. Through the Leadership Conferences we learned that we must:

1. make Jewish education a lifelong enterprise stretching literally from cradle to grave;
2. utilize the entire range of settings and methods now available to us to build Jewish identity, literacy, and commitment;

(Continued on pg. 12)



Jonathan Woocher

JESNA Collaborates on the Israel Experience Marketing Project

Significantly increasing the number of young people visiting and studying in Israel is the ultimate goal of a collaborative project in marketing Israel educational programs being coordinated by JESNA and the JCC Association. Sponsored by the CRB Foundation of Montreal and the Joint Authority for Jewish-Zionist Education, the project is designed to develop and pilot-test marketing techniques and themes applicable to a wide variety of educational programs.

Two "marketing audits" were conducted to help inform the process of developing marketing strategies and tactics. The Primary Marketing Audit was designed to identify elements of the most marketable appeals to potential consumers. Under the direction of Jay Levenberg

of JCC Association Marketing Services, this phase of research sought greater insights into what the target populations, i.e., affiliated and unaffiliated teens, college students and their parents, want and need regarding an Israel experience. Information on current marketing strengths and weaknesses from a variety of consumer perspectives will be collected through a questionnaire mailed to several thousand Jewish families.

A Secondary Marketing Audit, conducted by Leora Isaacs, JESNA's Director of Research, explored the marketing needs and perceptions of both the program sponsors and the institutions attempting to influence their constituencies to participate in Israel travel and study. Surveys were sent to over sixty program sponsors

in North America and Israel to collect data regarding marketing approaches, strategies and themes, as well as their perceptions of specific incentives and barriers to participation in Israel experiences, especially during periods of tension. In-depth follow-up interviews were conducted with key informants in a number of North American communities to better understand community experiences and the impact of community dynamics on the marketing process.

In October, \$150,000 in grants were awarded to communities and program sponsors by the CRB Foundation and the Joint Authority to support pilot tests of marketing strategies and techniques based on the results of the two marketing audits and findings from earlier marketing studies.

Covenant Foundation Announces 1992 Awards Competition

The Covenant Foundation, established by the Crown Family Foundation and JESNA in 1990, invites the Jewish community of North America to nominate outstanding Jewish educators for the 1992 Covenant Awards. The Foundation will make up to three awards.

Designed to honor and thank outstanding educators for their extraordinary contributions, each award carries with it a \$20,000 prize for the recipient and a \$5,000 prize for the organization that employs the award winner. All members of the community, both lay and professional, may nominate a professional they consider worthy of this prestigious award. The 1992 Covenant Awards packet, mailed in October to more than 10,000 educators and lay leaders, provides additional details about the nomination and selection process. Nomination packets are also available from the Foundation office. The recipients of the 1992 Awards will be announced in May, 1992.

The 1991 Covenant Awards were presented last June at JESNA's Continental Leadership Conference to: Harlene Winnick Appelman of Detroit, Michigan, an innovator in family education; Sara Rubinow Simon of Washington, D.C., a pioneer in special education; and Ateret Cohn, an outstanding classroom teacher in Milwaukee, Wisconsin.

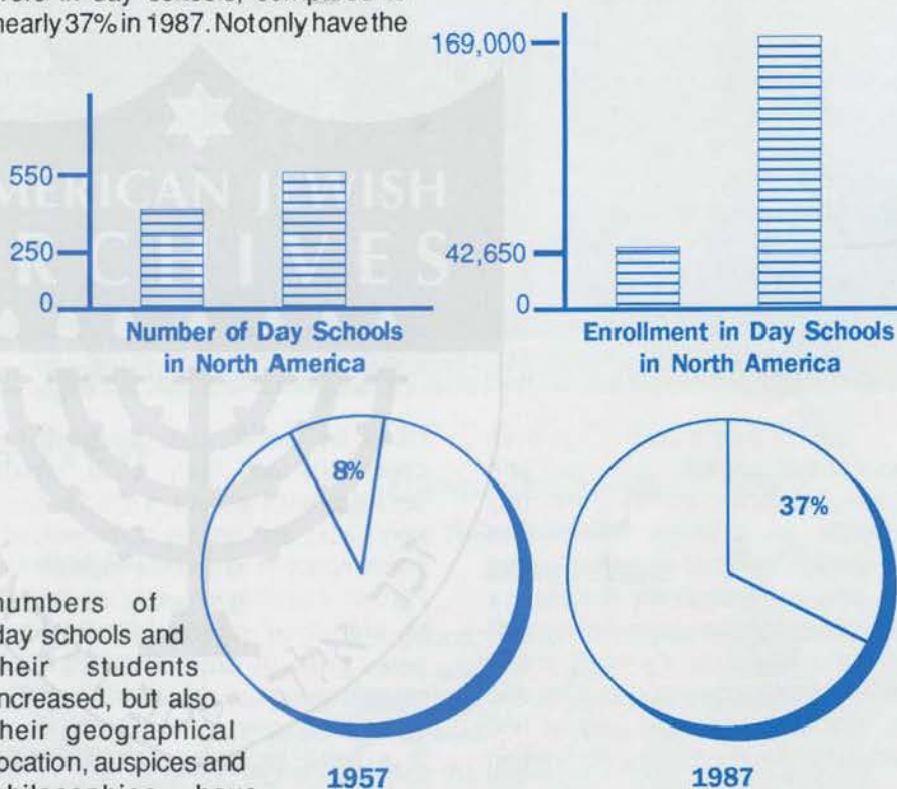
For further information, write or call Dr. Judith Ginsberg, Executive Director, The Covenant Foundation, 215 Park Avenue South, Suite 2016, New York, NY 10003; (212) 529-2000.



MAJOR STUDY OF DAY SCHOOLS UNDERWAY

The growth of the North American Jewish day school movement within the past generation has been astounding. Between 1957 and 1987 the number of day schools nearly doubled from 248 to over 550. Day school enrollment has increased four-fold from 42,650 to nearly 169,000. More significantly, in 1957 fewer than 8% of those enrolled in Jewish formal education programs were in day schools, compared to nearly 37% in 1987. Not only have the

continental educational bodies need data about existing conditions and developing trends to inform current practice as well as to guide policy decisions being made for the future. In response to this need, JESNA is undertaking the first major study of day schools in North America in nearly a decade. Federations and central agencies for Jewish education are



numbers of day schools and their students increased, but also their geographical location, auspices and philosophies have broadened to include schools in virtually all large and intermediate sized Jewish communities. Communal support for day schools has also increased, from very limited amounts in 1957 to \$35.5 million in 1989, representing on average 56.4% of communal allocations to Jewish education.

The exceptional growth and expansion of day school education in North America demands accurate and up-to-date monitoring of the phenomenon. Educational practitioners and policy makers in schools, central agencies, federations and

being asked to provide information on the federation allocations process for day schools. Results will be available in Winter, 1992. In the second phase of the study, extensive surveys will be mailed to day schools in North America to collect up-to-date data on such matters as school ideology, philosophy and structure, student body, personnel, financial operations and governance. This data will be of benefit to schools and communities in their efforts to plan for the future of day school education.

PRESIDENT'S MESSAGE

I recently read a brief paper put together by a group of concerned citizens in Chicago who responded to the devastating implications of the CJF 1990 National Population Study. People are stunned and I, for one, am scared by the Study results and the unquestionable continuing and growing assimilation in the Jewish community.

The Study found that 52% of Jews who married since 1985 married non-Jews, compared with 9% in 1964; 75% of the children of interfaith marriages are not raised as Jews; 41% are raised in other religions, usually Christian; and, 34% are raised in no religion. The Jewish population is shrinking due to the combined effects of an increasing divorce rate, a below replacement birthrate, and the effects of assimilation and intermarriage.

The paper indicates that if Jews do not maintain a strong sense of Jewish identity and raise their children as Jews, the Jewish community as it exists today will not survive into the next generation. These concerned Jews ask, where will the constituency and support be for our Federations, synagogues and other institutions — as well as for Israel?

As the paper points out, the Study shows that the rate of intermarriage is directly related to the type of Jewish education students receive. The more Jewish education one receives, the less likely he or she is to intermarry. 9%

of those who receive a day school education have intermarried as compared to 39% who attended a one-day-a-week supplementary school.

I'm sure it's no surprise to those of you reading this that Jewish parents must be convinced of the importance of giving their children an intensive Jewish education. We must strengthen our efforts to convince parents and their children of the importance of Jewish education beyond bar/bat mitzvah age, and to educate parents Jewishly in order for them to provide a Jewish environment for their children.

We must re-examine the funding patterns for Jewish education within our communities. A more intense Jewish education, and in particular a day school education, should not be denied anyone due to financial considerations. Our communities must develop a crisis attitude to support high quality Jewish education, a crisis attitude similar to the one that accompanies the exodus of Soviet Jews.

We can do it if we try! We can do it if we are committed to it! It is our responsibility as leaders in and advocates for Jewish education to make sure this message reaches the ears and hearts of the decision-makers nationally and in each of our communities.



Neil Greenbaum

Effective Jewish Education Requires Planning, and JESNA Can Help

The communal Jewish educational agenda is broad and comprehensive. Jewish continuity depends on it being carried out effectively. Doing so is difficult since the Jewish education enterprise operates within the context of a multi-denominational and voluntaristic delivery system. Decision-making and the allocation of limited human and financial resources must be done within a complex environment. Given the interplay of people, personalities and power, systematic and collaborative planning becomes essential.

"Planning" is one of those things we try to do, but often aren't sure how to. There are five basic steps: **1) needs assessment; 2) goal setting; 3) allocation of resources; 4) program implementation; and 5) evaluation.** Success depends on implementing all five steps.

Planning isn't easy. To begin with, **needs-assessments and evaluations** are very delicate matters, and always politically charged. The entire range of communal and institutional dynamics and concerns

must be dealt with sensitively, objectively and fairly. Next, when setting **goals** there is the need to face very basic, and usually controversial, issues concerning values and priorities. Further, planning effective responses to identified needs requires an awareness of current trends and comparative data about what is going on in similar communities. Finally, there is a need to be familiar with the techniques utilized when **designing and implementing** a planning process, including developing and analyzing needs-assessments and evaluation questionnaires or conducting key-informant interviews.

Communities often find that "outside" consultation services can be valuable in helping to overcome these hurdles. JESNA staff play such a role. They afford communities a rare blend of consultation benefits: a comprehensive knowledge of and experience with Jewish communal dynamics, fairness and objectivity emerging from extensive work with both communal and denominational stakeholders, and high levels of

technical skills.

JESNA's Department of Community Consultation and Planning specializes in providing this "outside" element. Consultations usually involve: 1) coordination with local staff and a lay study committee; 2) a consultation proposal; 3) a follow-up memo or report; and 4) ongoing follow-up contact. The focus may be the community, or a specific institution, in such areas as allocations, budgeting, ideology, mergers, administrative structure or board/staff roles. A consultation may involve a one-day visit or a year-long study and take the shape of a needs-assessment, evaluation, or crisis management intervention.

JESNA is prepared "to do the whole thing" or play some specific role by 1) providing orientation to current trends and issues; 2) providing data; 3) getting the process started; 4) helping identify issues and designing the process; 5) directing and/carrying out all or some of the various steps; or 6) gathering data through questionnaires or key-informant interviews.

HONORABLE Menschen

The Jewish community is indeed blessed to have Arthur Brody among its leadership. We at JESNA are particularly appreciative for his continuing commitment to our agency and to Jewish education.

Arthur was president of our predecessor organization, the American Association for Jewish Education (AAJE), in the late 1970s and early 1980s. During his tenure, he chaired a joint committee with the Council of Jewish Federations to study the future of AAJE. He served as president *pro tem* and with vision and wisdom, led the agency through its transition period to become JESNA in 1981.

The list of Arthur's accomplishments over the years is long and still growing, beginning over forty years ago when he was a worker in the Young Men's Leadership Division of the Jewish Community Federation of Metropolitan New Jersey. He rose through the ranks in the community (now MetroWest), serving on numerous boards and committees, receiving various awards, and ultimately becoming president of the Federation. Over the years he led leadership missions to Israel, Iran, Morocco and Poland on behalf of the United Jewish Appeal. He swiftly rose to positions on the national scene as well and continues to be



Arthur Brody

a vigorous leader in many agencies. He currently serves as a vice president of CJF, on the executive committees of the Joint Distribution Committee and National UJA, and remains actively involved with JESNA as a Life Member of the Board.

Arthur's unique talents have been recognized throughout the Jewish world, including Israel. Teddy Kolleck, Mayor of Jerusalem, was particularly impressed, and recruited Arthur to serve as president of The Jerusalem Foundation, based in New York, where he was responsible for raising substantial funds to support Teddy's special projects for the enhancement of Israel's beloved capital.

The field of Jewish communal service also claimed Arthur for a number of years. He served as special assistant to the executive vice president of the Philadelphia Federation and executive director for Campaign Planning and Development at New York UJA-Federation.

We wonder how Arthur is able to juggle all of this with his busy professional life in both the wine and vending businesses. And now, together with his lovely and talented wife, Jane, he is blessed with two married children and five grandchildren to make his life complete.

Our hats off to you Arthur — you're special to all of us!

JESNA Announces New Publication

This spring, a new magazine will emerge from JESNA entitled **Agenda: Jewish Education**. Successor to *The Pedagogic Reporter*, the magazine will address leadership issues in Jewish education and the implications of these issues at every level, including the classroom, school, community and continental levels.

Leadership of the magazine is vested in the Managing Board, chaired by JESNA Board member Dr. Norma Furst, President of Harcum Junior College, Philadelphia, and Rabbi Arthur Vernon, JESNA's Director of Educational Resources and Services, who serves as Executive Editor. A board of contributing editors, consisting of 15 prominent lay leaders, academicians and Jewish education professionals, will suggest themes for the magazine and assist in developing and reviewing articles. The magazine will appear three times annually, with the first issue scheduled for Winter '92.

The new focus and format is designed to broaden the readership of Jewish education periodicals by addressing emerging trends in Jewish education in North America, relevant perspectives from general education and new developments abroad. Reader reaction will be sought for each issue. Current subscribers to *The Pedagogic Reporter* will receive *Agenda: Jewish Education* for the term remaining on their subscriptions. New subscribers can enroll now by returning the order form to JESNA, att: Circulation Manager.



AGENDA: JEWISH EDUCATION

Subscription Order Form

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**"RENEW OUR DAYS :
Jewish Education i**



Covenant Foundation Award Winners with Robert Adler,
Chairman of the Board: Ateret Cohn, Harlene Appelman,
Sara Rubinow Simon

PERSONNEL - Andy Eisenberg and Sara Lee, Co-chairs. Partnerships must be created among institutions within the community to develop and adequately find educational positions. Participants urged that individual institutions not be made to bear alone the responsibility for providing appropriate salaries and benefits.



Educational leadership: Bennett Yanowitz, Dr. Jonathan Woocher, JESNA Executive Vice President; Neil Greenbaum, JESNA President; Dr. Alfred Gottschalk, Morton L. Mandel



Conference speakers: Dr. Donald Feldstein, Dr. Ron Wolfson, Sara S. Lee, Don Kent, Dr. Barry Chazan

MARKETING - Louise Stein and Harry Nadler, Co-chairs. Participants learned that effective marketing is not simply advertising, but a careful planning process in which information must first be gathered on the population to be served. Programs should be developed based on their needs. Providing what people want while, at the same time, maintaining integrity and substance in our programs, is the marketing challenge!

JESNA's Continental Leadership Conference on Jewish Education
tutors and lay leaders addressed the challenges facing Jewish education
revitalization are called for while at the same time maintaining our goal:
Jewish life and cannot maintain the status quo of how we provide Jewi
In-depth sessions were held during the provocative two days on fo

wards an Agenda for
the 21st Century”



Dr. Alfred Gottschalk presents JESNA's Mesorah Award to Morton L. Mandel

PROGRAM INITIATIVES -

Rachel Greenbaum and Dr. Cecile Jordan, Co-chairs. Educating for cultural identity as well as knowledge and ideological commitment is the direction in which we must move. Each life cycle stage requires both formal and informal programs. Modern technology and audio-visual resources should be basic educational tools.



Professional educators gathered: Dr. Emanuel Goldman, Dr. Cecile Jordan, Barbara Steinberg, Rabbi Leonard Matanky, Dr. Gerald Teller



Milwaukee well represented: Bonnie Shafirin, President of MAJE; Louise Stein, Claudia Cohen

PLANNING, ADVOCACY AND FUNDING

Lynn Korda Kroll and Dr. Sherry Israel, Co-chairs. Comprehensive, collaborative, communal planning is required as we prepare individuals and the Jewish community for the 21st century. Turf considerations must be minimized and take a back seat for the common good.

was held June 9-11, 1991, in Cleveland. Prominent scholars, educators we prepare for the 21st century. Speakers affirmed that change and core values. All present agreed that we are at a crossroad in education. r topics.

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Inside JESNA

Department of Communications and Organizational Relations

Just saying the name is a mouthful! Knowing the name of the department, however, does not guarantee knowing what goes on there.

This **JESNA Update**, for example, is the department's most visible product. **Who We Are, What We Do**, our recently revised brochure, is also from this department. Press releases, news stories, assisting others on staff with publications design, stationery design, all fall in the area of Communications.

What then is Organizational Relations? This includes preparing the information necessary and communicating with all the Federations in North America requesting the JESNA's Fair Share allocations and then acknowledging receipt of the communities' decisions and payments... a year-long process. It also includes contacting the central agencies and community schools for their annual dues to JESNA. Due to cutbacks from both sources, an expanded "**Friends of JESNA**" campaign has become a major priority of the department this year.

By now you know that **Rhea Zukerman** "is" the department. But she also seems to turn up in other areas that don't exactly fit into the above groupings. For example, when it came to preparing for the Leadership Conferences, she picked up on the organization and planning of the Northeast Regional Conference on Jewish Family Education during a transitional period of staff changes. For the Continental Conference, she was the professional who, with her committee, developed the focus area on Marketing. Of course, recruitment and publicity for all the conferences, being in the sphere of Communications, was her assignment as well.

You will find that Rhea is usually involved in anything that has to do with Board activities. Perhaps you've noticed the addition of new Board members to our fine roster over the last few years.

This was accomplished through the Nominating Committee process, a sensitive and detailed assignment, which is also in her department's bailiwick. She is always there to assist at Board meetings, and basically serves as liaison with Board members whenever any questions arise. If you've been to the General Assembly of CJF in recent years, you probably found yourself at JESNA's Oneg Shabbat, which gained the reputation of "the place to be" (at least for its great desserts!), which Rhea admits has always been fun to organize.

What does Rhea like most about being inside JESNA? Having formerly been a Federation professional, she loves working with lay people, although in a national agency it is somewhat limited. The variety of tasks keeps her jumping, but being in a place where the major issues of Jewish educational matters are being addressed, she considers to be the greatest dividend.

Long active in Jewish life in her home community, she has carried much of what she has learned in her professional world into her lay responsibilities. Currently serving as president of her congregation, she finds it fascinating to function in these two arenas simultaneously. "Having the opportunity to move from theory into practice," Rhea acknowledges, "is probably one of the most gratifying rewards of working in the Jewish community and particularly in Jewish education."



Rhea K. Zukerman

New Jewish Education Personnel

Welcome to our colleagues who have assumed new leadership positions as directors of central agencies, Federation departments of Jewish education and/or communal schools:

Baltimore BJE - Dr. Chaim Botwinick; Orange County (CA) BJE - Joan Kaye; Pittsburgh JEI - Meyer "Skip" Grinberg; Seattle JEC - Carol Oseran Starin; Columbus Commission on Jewish Education - Jeffrey Lasday; South Broward Federation in conjunction with Miami CAJE - Dr. Elliot Schwartz; Dallas Federation - Lawrence Katz; North Jersey Federation - Stan Beiner; Tucson Federation - Arthur Solomon; South Palm Beach County Federation - Dr. Leon Weisberg; and New Orleans Communal School - Sharon R. Brown.

In addition to these newly appointed directors, the Joint Personnel Committee of JESNA and the Council for Jewish Education played a role in the placement of many directors and staff members in schools and agencies throughout the continent. Among those who are assuming new positions are: Jan David Katzew - Director, Department of Secondary Education, Chicago BJE; Ed Goldman - Adult Education Specialist, St. Louis CAJE.



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JESNA UPDATE

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President Neil: Greenbaum
Executive Vice President: Jonathan Woocher
Editor: Rhea K. Zukerman
Computer Graphic Artist: Lucy Feliciano

FALLACIES and FACTS

FALLACY: "You can't earn a living in Jewish education."

FACT: Contrary to popular opinion, salaries for full-time Jewish educational administrators are very competitive. They average as much as \$70,000 for heads of mid-size and large day schools and central agencies for Jewish education. Average salaries for full-time supplementary school administrative personnel are in the \$40,000 - \$60,000 range. Benefits for full-time administrators are a standard for the field.

Full-time teachers' salaries, however, remain low, both in absolute terms and relative to public and private school teachers' salaries. In some communities public schools offer nearly double the salaries offered day school teachers with comparable credentials, experience and course loads. Starting salaries for full-time teachers in Jewish schools range (on average) between \$16,000 and \$22,000, compared to between \$19,000 and \$25,000 for public and private school beginning teachers. Furthermore, in many communities full-time teachers in Jewish schools do not receive any benefits beyond salary.

On the other hand, salaries for part-time teachers are quite good — as part-time salaries go. They range from \$15 to \$50 per hour of classroom instruction. It must be recognized, though, that preparation time remains uncompensated and benefits for part-time teachers are quite rare. A number of studies have shown that job



satisfaction issues are more critical to part-time teachers than salary.

FALLACY: Greater and greater percentages of Federation campaigns are going to Jewish education.

FACT: Communal funding of Jewish education agencies and programs has not kept pace with funding for other local agencies, despite pronouncements by leaders that Jewish education is the key to our collective survival. According to CJF's five-year analysis of Federation support to the field of Jewish education, the percent of total local allocations given to Jewish education has decreased from 26.4% in 1985 to 25.3% in 1989. Indications are that 1990 figures from CJF will demonstrate even greater decreases due to across-the-board cuts in local services in communities throughout North America.

RAVSAK Israel Seminar

The third JESNA-sponsored Israel Seminar for Jewish Educators will depart in December for two intensive weeks of discussions and networking with Israeli educational thinkers and practitioners.

This seminar, cosponsored by JESNA and the Jewish Community Day School Network (RAVSAK), is designed for principals, assistant principals and curriculum coordinators and will focus on schools in Israel with alternative programs similar to the programs found in

community day schools. Working with JESNA's Israel Representative, Dr. David Resnick and Seminar coordinator, Rabbi Arthur Vernon, the RAVSAK planning committee, chaired by David Meir-Levi of Palo Alto, has scheduled visits with Israeli educational leaders in the Ministry of Education, World Zionist Organization, universities and pedagogic centers. In addition, participants will spend a day visiting with educational leaders in their Project Renewal community or other special projects. Briefings on

Soviet and Ethiopian immigrant absorption and lectures with prominent scholars are also planned. The goal is for participants to gain resources and insights, enabling them to enrich programming and strengthen ties between Israel, the schools, teachers and students.

There are more than 80 community day schools in North America, about half of which are affiliated with RAVSAK. During the Seminar, RAVSAK will hold its annual meeting to install officers and conduct other business. This Seminar is supported, in

part, by a grant to JESNA from the Joint Program for Jewish Education of the Jewish Agency for Israel, World Zionist Organization, and government of Israel.



BRIEFLY SPEAKING . . .

Together with the Council of Jewish Federations and the Association of Jewish Family and Children's Service Agencies, JESNA received a Planning Grant from the **Wexner Foundation** for the purpose of developing an Executive Training Program for future central agency executives. A full report has been prepared by two consultants which is guiding the establishment of the training program, targeted for operation beginning in the summer of 1992.

Roberta Hurwitz, JESNA intern during Summer 1990, was awarded this year's Abraham A. Spack Fellowship. The Fellowship enables one or more college undergraduates who demonstrate outstanding potential as future Jewish educators to participate in the CAJE Conference. Roberta is a student at Johns Hopkins University and a teacher at Baltimore Hebrew Congregation.

The 1991-92 Directory of Central Agencies for Jewish Education is now available. Copies may be ordered through David-Shriner Cahn at JESNA for \$10.00 a copy.

Congratulations to Lenore Gladstone who is celebrating her 15th anniversary with JESNA this year. Lenore is the Administrator of our Visiting Teachers Program. We thank her for her commitment, hard work and years of dedicated service. Mazal Tov!



Congratulations to Board members Sam Sudman, Bernie Yenkin and Lois Zachary.

Sam, past president of the Bureau of Jewish Education of Cincinnati, was elected President of the Jewish Family Service.

Bernie, a past president of the Columbus Federation, was appointed Chair of the community's newly created Commission on Jewish Education.

Lois was the recipient of the Syracuse Federation's prestigious Roth Leadership Award. She has served as a synagogue president, Chair of the Syracuse Hebrew Day School, and many other leadership positions in the community. She currently serves as a vice president of JESNA and Co-chair of the Adult Jewish Learning Development Committee.

JESNA at CAJE

JESNA staff were active and visible at the CAJE Conference held at Hofstra University in August.

Paul A. Flexner was a featured presenter at a Central Agency Personnel Network meeting and joined with representatives of the training institutions in describing the wide variety of options open to



college students at the first College Students Program. He participated in the "think tank" on Informal Education, led a Havaya to New York City that visited Hebrew Union College-Jewish Institute of Religion, Yeshiva University's Azreali Graduate School

of Education and the Jewish Theological Seminary, and facilitated two sessions on "Moving Up The Career Ladder" and "Techniques for School Leadership and Effectiveness."

Dr. Leora Isaacs was a panelist in the "think tank" titled "Jewish Family Life through Jewish Family Education." She represented JESNA at "A Slice of the Big Apple," a fair featuring representatives of major North American Jewish agencies with headquarters in New York. Along with Zvi Levran, JESNA's Coordinator of Israel and Zionist Education, she served on the

Conference Program Committee, planned and organized "The Israel Pavilion" (even if it was "done in" by Hurricane Bob!).

Dr. Judith Ginsberg, Executive Director of the Covenant Foundation, offered an introduction to grantwriting to a standing-room-only crowd. She also participated in the "think tank" on "The Quasi-Corporation Mentality in the Jewish Educational System: Does it Work?," as an invited respondent.

Rabbi Art Vernon participated as a panelist in the "think tank" called "Collapse of the American Public Schools and the Implied Risks for the Future of American Jewry." At the "Slice of the Big Apple" exhibit and fair he represented Histadruth Ivrit, of which JESNA is a constituent organization.

Israel: A Course of Study Available Through JESNA Israel Network

Israel: A Course of Study, currently available to educators from JESNA and the Teaching of Israel Network, consists of six units for use in the elementary through senior high school levels. These units, some of which have been field-tested and rewritten, each deal with a different aspect of Israel crucial to the understanding of the modern Jewish State. The topics are arranged in a sequential manner, such that the units can be used individually or as a more complete course of study of contemporary Israel.

The units focus on the individual and collective significance of Israel for the Jewish child in the Diaspora, with emphasis placed on the child's personal relationship with the land and with Israeli society.

Each unit has a teacher's guide encompassing 10-15 lessons. Teachers are provided with background material and didactic suggestions, and encouraged to use a variety of teaching techniques including games, discussions, simulation exercises, lectures and analyses of historical documents. Materials for actual use, such as readings, exercises and audio-visual aids are also available. Units are flexible and adaptable, so as to take into account both alternative teaching styles and dynamic developments in the life of Israel.

Grade Two: My Jewish Friends Around the World

Explores what the Jewish child in the Diaspora has in common with Jewish children in Israel and around the World.

Grade Three: Let's Celebrate Independence Day

An exploration of what Israel's Independence means to Jewish children and how this can be expressed in the celebration of Independence Day.

Grade Five: One People Many Faces

A look at how the State of Israel



brings together Jews from many different ethnic backgrounds, who yet constitute one people.

Grade Six: A People Builds its Land

The story of the birth of the State of Israel, through a study of the Israeli Declaration of Independence and other materials.

Grades Eight/Nine: Why Hebrew

An effort to bridge the gap between the student and the Hebrew language. The unit aims at helping the student understand the reasons for studying Hebrew and why Hebrew is central to the Jewish people.

Grades Ten-Adult: The Israel Connection: Issues in Israel-Diaspora Relations

An exploration of the relationship between Israel and contemporary Jewish life, focusing on the student's relationship to Israel.

For order forms and/or more information on the curriculum units or the Teaching of Israel Network, please contact Zvi Levran at JESNA. In addition, orders can be placed directly with Naomi Rubinstein at the Boston Bureau of Jewish Education, (617) 965-7350.

WELCOME TO NEW BOARD MEMBERS (Continued from pg. 1)

President, Chair of Human Resource Development Cabinet and past President of the central agency for Jewish education; Martin Trossman Buffalo, past President of the BJE, Vice President of Federation.

New officers are Sue Glick Liebman of Baltimore, Assistant Secretary and L. William Spear of Miami, Assistant Treasurer.

Organizational appointments include Natalie Berman, RAVSAK (Jewish Community Day School Network) and Dr. Susan Shevitz, the Association of Institutions of Higher Learning for Jewish Education.

Early Childhood Educators Gather in Israel

"The trip was unforgettable. I feel I have grown as a person, an educator and, most importantly, as a Jew." "The seminar increased my understanding of Israel in light of current political realities." "I feel more connected with Israel and with being Jewish. I'll be back when I'm able, and will carry this enthusiasm into my daily life and teaching."

These are just a few of the comments made about the overwhelmingly successful JESNA - JCC Association Summer Seminar in Israel for Early Childhood Educators. The 16-day seminar, which was held in July, represented the first such effort of JESNA and JCC Association in cosponsoring an Israel seminar for early childhood professionals in Jewish settings.

A joint effort of the North American and the Israel offices of the two organizations, the program provided opportunities for participants to learn about Israeli early childhood educational practices and theories, while developing a deeper understanding of the modern Jewish experience and Israel. Highlights of the seminar included site visits to Ethiopian and Soviet immigrant absorption centers, *kibbutzim*, home day care and community center facilities, and the opportunities to discuss issues of concern in early childhood education with Israeli colleagues. Caren Levine of JESNA, and Jane Perman, JCC Association, staffed the Seminar. Dr. Miriam (Miki) Rosenthal, Director of the Early Childhood Department, Schwartz Program at the Hebrew University, was the scholar-in-residence.

Participants in the Seminar included Gale Bier, Newport Beach, CA; Mindy Zana Elins, Arlington, MA; Iris Greenbaum, Albany, CA; Jean and Sam Leivick, Highland Park, IL; Lisa Levine, Silver Spring, MD; Rhonda Mlodinoff, Evanston, IL; Roslyn Prince, Tenafly, NJ; Susan Suzan, Washington Township, NJ; Julie Thurer, Alexandria, VA; Fanny Yacher, W. Palm Beach, FL; and Lucille Yaffe, Newport Beach, CA.

EXECUTIVE SUMMARY

(Continued from pg. 2)

3. sharpen our capacity to hear and to speak to the many Jews whose lives can be enriched by Jewish education, but whose attachments to Jewish life and learning are today tenuous;

4. create and sustain quality programs of every type — have high standards and hold ourselves accountable for achieving them;

5. make being a Jewish educator an attractive, respected, rewarding profession and avocation;

6. strengthen communication and collaboration among Jewish education's many stakeholders and practitioners;

7. excite the imagination and enlist the support — financial and human — of all those in the community who can help Jewish education fulfill its enormous potential and awesome responsibility.

As we moved through the Conference process, and especially when all of the pieces were brought together in Cleveland, it was striking how powerful the consensus of lay and professional leaders was on these broad outlines of what must be done.

But, of course, saying so doesn't make it so. JESNA, together with all of the many other forces engaged in planning and working for the improvement of Jewish education today, has a formidable task ahead to translate these themes into effective action.

This is what we have begun to do. JESNA has developed an initial six-point action plan — ranging from dissemination of the Conference outcomes to agency-wide strategic planning to new programmatic initiatives in professional and lay leadership development — that represents the first steps in our own efforts to place the Leadership Conference agenda at the core of our work.

We will hardly be working alone. That too was gratifyingly demonstrated throughout the Conference process. There is enormous talent, energy, and insight already being mobilized in our educational and communal institutions. Learning from one another, sharing our successes (and failures), will be critical elements in the strategy for change. JESNA will also be working with some powerful new partners like the Council for Initiatives in Jewish Education, which will be guiding the implementation of the recommendations of the Commission on Jewish Education in North America that JESNA cosponsored.

The next ten years will be challenging ones for Jewish education and for JESNA. We will have to work at the cutting edge of social and technological developments, even as we maintain our commitment to the core experiences of Jewish learning and teaching. We will have to become experts in marketing, media, computer technologies, and creative financial resource development, as we continue to champion the place of text study, historical consciousness, and spiritual

values in shaping a mature Jewish commitment.

I'm glad that we have the target of the year 2000 to shoot at, artificial though it may be, because it can lend our efforts that air of both urgency and excitement we will need to face the challenges ahead. More than ever, I believe, we know what must be done — for Jewish education, for the Jewish future. This is perhaps the primary lesson of the Leadership Conferences. All that's left is doing it, together.

Resource News

The third Jewish Community Resource-Media Center Conference of the **Jewish Media Resource Network** was held in August in Hempstead, New York. A highlight of the conference was the presentation of the **Jewish Heritage Video Collection**, a project of the **Jewish Media Fund** and the **Charles H. Revson Foundation**. The collection will consist of a library of film and television programs selected for their ability to highlight themes of Jewish interest. It will be used to develop a series of videotapes and curricular materials packaged thematically for educational use in Jewish and secular institutions and in the home. Network members provided feedback to the directors of the program, Eli Evans and Carol Weiland.

Other features of the conference included the opportunity for Network members to share initiatives from their local communities and discuss developments and trends in Jewish educational resources.

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\$2.25 million in grants awarded to help revive Jewish education

NEW YORK(JTA) — Less than a year after a broad-based commission called for a "massive program" to revitalize American Jewish education, a Cleveland-based foundation has awarded \$2.25 million in grants to help get the effort under way.

In all, three grants of \$750,000 each were awarded by the Mandel Associated Foundations to Yeshiva University, the Jewish Theological Seminary of America and the Jewish Community Centers Association of North America. A fourth prospective recipient, the Hebrew Union College-Jewish Institute of Religion, received an initial planning grant and is expected to submit a proposal for a full grant some time next year.

THE GRANTS are the first to be awarded by a major foundation in the wake of the report issued late last year by the Commission on Jewish Education in North America. Not surprisingly, the commission was chaired by the Cleveland businessman and philanthropist Morton Mandel, who also chairs the foundation that awarded the grants.

In November 1990, following two years of study, the commission issued its report, "A Time to Act." In it, the panel of 44 educators, philanthropists and communal leaders concluded that the current Jewish education system is beset by serious problems, including "deficiencies in educational content; an underdeveloped profession of Jewish education" and "the absence of a research function to monitor results, allocate resources and plan improvements."

TWO AREAS OF Jewish education were singled out for specific recommendations: building the Jewish education profession and mobilizing community support for Jewish education. Such support was obviously lacking, the report said.

The report expressed concern that Jews have "lost interest in Jewish values, ideals and behavior," saying this has "grave implications, not only for the richness of Jewish life, but for the very continuity of a large segment of the Jewish people."

"CAN YOU IMAGINE how sobering it was for us to discover, for example, that six out of every 10 eligible Jewish children in the United States do not receive any kind of formal Jewish education?" said Rabbi Ismar Schorsch, chancellor of the Jewish Theological Seminary and a commission member. Another commission member, Yeshiva University President Rabbi Norman Lamm, said that Jewish philanthropists and federations until now have kept Jewish education on the "back burner" of allocation priorities.

In this, they were mistaken, Lamm said, because education is virtually the only one of three major factors in the development of the Jewish personality — home, school and society — that can be changed. "The variable is education. We can do very little about the others," he said.

"THE AMERICAN Jewish educational system requires innovative new curricula, more qualified and highly motivated teachers, and administrators dedicated to constantly improving the quality of education in their schools," said Schorsch. "It also requires a new approach to training educators and administrators," he said.

To that end, both the Seminary and Yeshiva will use their grants mainly to help support programs that will prepare teachers, principals and other educators for work at the preschool, elementary and secondary levels.

The grant to the Jewish Community Centers Association will be used to establish a training program for recruiting and training executive directors of Jewish community centers. Arthur Rotman, executive vice president of the Association, said he hopes the program will create "an enhanced pool of executives" who are qualified both in administration and in passing on the Jewish experience.

THE MANDEL COMMISSION will reconvene in January and issue a progress report at that time. In the interim, the panel established the Council on Initiatives in Jewish Education to ensure that the its work is carried out.

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Dear Garry,

This is an article for Jewish Education Magazine - a response to some 14 articles about the Commission. Could you kindly distribute it today to MCM, HCLZ, SHH and SRE - with VFL first.

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Of interest —

OCTOBER 30, 1991 • EDUCATION WEEK 9

New Early-Childhood Institute To Focus on Training

By Deborah L. Cohen

To respond to a shortage of teachers with specialized training in early-childhood education and a lack of coordination among existing training systems, the National Association for the Education of Young Children has launched a new National Institute for Early Childhood Professional Development.

The goal of the effort is to "work more systematically toward developing a more consistent and better quality professional-development system for early-childhood educators spanning the whole range of children from birth through [age] 8," said Sue Bredekamp, the N.A.E.Y.C.'s director of professional development.

Ms. Bredekamp is heading the new institute, which is being funded with a two-year, \$425,000 grant from the Carnegie Corporation of New York.

Announcing the institute in the September issue of its journal *Young Children*, the N.A.E.Y.C. cited research showing that specialized training is a "critical predictor" of high-quality early-childhood programs.

"Unless concerted effort is direct-

ed toward improving the preparation and stability of the early-childhood workforce, the field will never achieve its goal of ensuring high-quality, developmentally appropriate care and education for all children," the association said.

A major focus of the effort, the

**\$425,000 from
the Carnegie
Corporation is
underwriting
the center.**

N.A.E.Y.C. stated, is to help unify the "hodgepodge" of existing training paths that are "often not congruent in content or focus."

The group pointed to a shortage of teachers with sufficient preparation to fill vacancies in child-care centers, Head Start programs, public and private preschools, and primary-grade

classrooms, "much less to address future needs" as early-childhood programs continue to proliferate.

Few Specialized Certificates

While growing numbers of programs now serve 3-year-olds and more than half of the states serve 4-year-olds in public schools, only half of the states offer specialized early-childhood certification, the group noted.

Only those programs in colleges of education affiliated with the National Council for Accreditation of Teacher Education must conform with N.A.E.Y.C. guidelines, it added. Also, many baccalaureate early-childhood-education programs "are really add-ons to elementary-education degrees and define early childhood as kindergarten."

In addition, the group noted, many early-childhood professionals are trained in associate-degree programs that lack consistency and rarely are coordinated with four-year degree institutions.

The N.A.E.Y.C. has developed guidelines for associate-degree programs, but there is no system for enforcing them or recognizing institu-

tions that adopt them.

The staffs of child-care centers and preschools, the group noted, get most of their training through non-credit courses or workshops designed to meet state licensing standards. In-service training, it said, varies widely in quality, lacks comprehensiveness, and tends to be geared to specific work settings.

To address these issues, the institute's plans include:

- Developing standards to improve pre-service and in-service training and exploring a review system for training programs and trainers;
- Working with community leaders to advocate for effective training;
- Developing and distributing information on training models;
- Coordinating N.A.E.Y.C.'s professional-development efforts with those of other groups;
- Advocating for federal and state policies and financial incentives that support an accessible, coordinated early-childhood training system.

Ms. Bredekamp noted that a position statement on early-childhood certification will appear in the November issue of *Young Children*.

Women's League

OUTLOOK

VOL. 62 NO. 2
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In This Issue:

**A Focus on
Women's
Health**

**An Update
on the
Masorti
Movement**

**The State of
Jewish
Education**

Education

BY SHULAMITH REICH ELSTER, Ed.D

PRIZES ONLY FOR

"Our goal should be to make it possible for every Jewish child and adult to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence and to the power and profundity of Jewish faith."

—Professor Isadore Twersky,
Director of the Center for
Jewish Studies at Harvard
University, member of the
Commission on Jewish
Education in North America

Within the past decade, there have been significant changes in Jewish education. Talented people and fine institutions have been responding to the many challenges facing the North American community identifying possibilities and opportunities that will enable the adoption of a formal agenda for Jewish education for the 1990s and beyond.

In an informal assessment, while there is much to celebrate, there is also much that is problematic. The

Shulamith Reich Elster Ed.D. is the Chief Education Officer of the Council for Initiatives in Jewish Education. Before joining the Council, she served as Headmaster of the Charles E. Smith Jewish Day School in Washington, D.C. (1982-1991). She has been on the faculty of the Graduate School of J.T.S., George Washington University, American University, and Youngstown State University. Dr. Elster is married to Rabbi Sheldon Ephraim Elster, and is a member of Congregation B'nai Israel of Rockville, MD.

optimist will find the cup half full while the pessimist will find it half empty.

Social scientists report that concern for Jewish continuity is very much a concern of the Jewish community. In discussions about Jewish education, the term "continuity" often indicates meaningful Jewish survival. For many Jews today, this survival has come to mean only those activities likely to produce Jewish grandchildren. Therefore, discussions most often focus on the education of our very young children.

"My definition of education projects us beyond the schools and colleges to the multiplicity of individuals and institutions that educate—parents, peers, siblings and friends as well as...synagogues, libraries, museums, summer camps, benevolent societies, fairs...radio and television."

—Dr. Lawrence Cremin
of Columbia University's
Teachers College

The following pieces, when put together, begin to illustrate the complexity of the current status of Jewish education.

- Although supplementary school enrollment has dropped, Jewish day schools have increasingly found favor with parents. For instance, in the Washington, D.C. community, a teenager can choose from three excellent high school day schools.

- The Ramah Camps and the camps of the other movements including the Zionist youth organizations and local Jewish Community Centers are operating at full capacity.

- Most young people assume that their education will include an Israeli experience during their high school or college years.

- Twenty-five years ago, there were five full-time Hebrew teachers

at Brooklyn, New York's Tilden High School. Now, there are none.

- The rabbi of Manhattan's Temple Emanuel instituted a program some five years ago to produce Hebrew language classes in nearby secular independent schools to provide instruction to the children of congregants not enrolled in his synagogue's supplementary school, and therefore not receiving any Jewish education.

- While programs, centers and chairs of Jewish studies have increased on college campuses, they reach less than 25 percent of the estimated 400,000 American Jewish college students.

- A parent recently reflected that her synagogue school's three-day a week requirement conflicts with her daughter's cooking and gymnastic lessons.

- Synagogues, retreat centers and community organizations have developed serious adult education programs to attract the Jewish population, which is so well-schooled on a secular level.

Complex changes within the general society have made an impact on our Jewish educational systems and institutions. Out of necessity, the number of very young children enrolled in Jewish child care or pre-school programs has multiplied dramatically. Synagogues and Jewish community centers even have waiting lists.

However, for this critical entry point into formal Jewish education, there is a severe shortage of trained early childhood educators as well as candidates for the all too few programs to prepare them.

Despite pronouncements to the contrary, and even considering recent progress, communal leadership has not rallied to the cause of Jewish education. Moreover, it is difficult to know which programs are successful

BUILDING ARKS

because there has been little formal research in the field. In 1988 the Commission on Jewish Education in North America was established to investigate these special issues. While considering the diversity of the Jewish community and the complexity of a serious study of Jewish education, the Commission dealt with many problems, including sporadic participation, deficiencies in course content, inadequate community support, the lack of reliable data, and concern for the profession of Jewish education. *Et La'asot - A Time To Act* is the Commission's report, published in 1990.

The Commission concluded that although most American Jews attend some Jewish schooling at one time in their lives, attendance is short-lived and sporadic. At any given time, less than 50 percent of all Jewish children attend Jewish schools. Furthermore, the curriculum fails to inspire the students or to change their patterns of commitment.

The question was, "Where to begin?" Dozens of needs and target areas were suggested, from improving programs to expanding summer camping opportunities to the better utilization of media and technology.

Two areas of intervention which could impact all age groups in all settings were identified by the Commission. Needed are well trained, dedicated educators, and community leadership that will fund and support a climate for Jewish education. With this in mind, the Commission worked out a blueprint - an action plan - for Jewish education that included efforts to enhance the profession of Jewish education, to mobilize community support, to develop a research capability, and to establish model communities in various locations throughout the continent.

Most important is the question of who will teach and who will teach the teachers. As the late Abraham

"Education in its broadest sense will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community."

—Professor Twersky

Joshua Heschel, of blessed memory, reminded us: "Everything depends on the person who stands in front of the classroom...it is the personality of the teacher which is the text that the pupils read: the text that they will never forget." In a return to a traditional appreciation for learning, is a renewed respect for all who learn as well as for those who teach. Attention must be paid to the recruitment, training and retention of outstanding people. Trained educators should be recruited for second careers in Jewish education.

Each of us can encourage better Jewish education in our synagogues and communities. Synagogues can re-emphasize their classic role as a *Beit Midrash*. Sisterhood members can influence the programmatic direc-

tions of congregations and can themselves become models of the life-long student. Participation in formal study can be a requirement of leadership, and perhaps one day, of membership as well. Moral and financial support through gifts of time, talent and energy will encourage our educational institutions.

Jewish education must be vastly improved. The joint efforts of the religious movements, organizations, institutions, and foundations who have pooled their energy and resources is an unprecedented undertaking to improve the quality of Jewish education in North America.

To turn Jewish education around, we need to adopt the legendary Noah Principle: "No more prizes for predicting rain. Prizes only for building arks."

AMERICAN
ARCHIVE



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The Family

CAMP RAMAH

THE ULTIMATE EDUCATIONAL RESOURCE

BY RABBI SHELDON DORPH, Ed.D.

Starting with a single camp in Conover, Wisconsin in 1947, the Ramah Camping Movement has grown to a network attracting over 4,000 campers and 1,250 college and graduate students annually to its rich and exhilarating educational environments. These camps are now entering an era of growth and development which will influence the future of the Jewish community. Since celebrating its 40th anniversary, Ramah has undergone an evolutionary change, not only in leadership, but also in its relationship with the Seminary and the entire Conservative/Masorti family.

In reflecting on Camp Ramah's centrality to the Movement, Jewish Theological Seminary Chancellor

Ismar Schorsch said: "I am firmly convinced that in terms of social import, and the lives affected, Ramah is the most important venture ever undertaken by the Seminary.... Ramah uniquely afforded...the opportunity to experience the uplift that comes from living as a Jew in a community governed by the rhythm and parameters of *halakhah*...(This) experience, rooted in the forms of Jewish living and the freedom of Jewish thinking, in the passion for commitment and the respect for diversity, in the power of community and the integrity of the individual, is not an inconsequential response." (from *The Ramah Experience: Community and Commitment*)

THE WHAT OF RAMAH

The camping experience is based on

the philosophy that, while schools teach and youth groups socialize, only communities have the power to shape identity. In the prevailing social climate of "me-ism" and self-indulgence, Ramah has made remarkable efforts to create an environment in which people learn to live committed Jewish lives.

The program is a synthesis of educational and Jewish elements. It includes regular study for everyone, from camp director to youngest camper; participation in "joyous Jewish living"; accessible role models; commitment to social justice and ecology; and a willingness to undertake reflective innovations in both the educational and religious spheres. This total experience of Jewish communal living yields a long-term influence.

Rabbi Sheldon Dorph, Ed.D. is the National Director of Camp Ramah. He has been Director of Camp Ramah in the Berkshires, Principal of the Los Angeles Hebrew High School and Principal of the Golda Meir Day High School, also in Los Angeles.

(Left) Two youngsters learn about nature while another (right) has batting practice at Camp Ramah in Nyack.





THE WHERE OF RAMAH

The proper setting is a crucial resource. In addition to the six overnight camps in North America (the Berkshires, Canada, Southern California, New England, Poconos, and Wisconsin) there is the Ramah Day Camp in Nyack which serves children ages 4 - 12 from the Metropolitan New York area. Each camp incorporates the usual panoply of camping experiences with a Jewish lifestyle.

Moreover, Ramah is recognized across the country for its leadership in special education. In New England, Wisconsin and Southern California (as well as in Israel) the Tikvah camping program for children with special needs re-enforces Judaic learning with the fun of camping by mainstreaming over 125 youngsters with their peers whenever possible.

Ramah's programs in Israel offer camping opportunities for visiting Americans and for Israelis. In addition to the Ramah Summer Seminar for students entering 11th and 12th grades, the Ramah High School in Jerusalem has a fully accredited curriculum of general and Jewish studies, SAT preparation and tutorials.

Day camps for Israeli youngsters are organized in cooperation with various Masorti congregations. The Israel Goldstein Youth Village in Jerusalem is home to a day camp for visiting English-speaking children, an



(From top to bottom)
Rabbi Mitchell Cohen,
Director of Camp
Ramah in Canada,
looks on as Yosef
Begun addresses the
camp staff.

Twelve year olds host
Russian youngsters
from the Toronto
J.C.C.

Under the exercise
parachute in Nyack.

Campers in Nyack
enjoy their own trip
to London.



Israeli day camp, and the Tikvah day camp. The year-round staff specializes in educational trips for congregational, family, school, and communal groups.

THE WHO OF RAMAH

The essence of Ramah is its people: its campers, staff, and lay and professional regional leadership who reach a widening circle of alumni, supporters and families. Each of Ramah's camp directors holds at least a master's degree in Judaica and/or education. Most are former Ramah campers, bunk counselors or administrators.

While setting out to be counselors, specialists and teachers of younger children, the staff, in fact, continues educating itself through its own classes. This interaction has a profound effect on career goals and living patterns for many during their college years.

Recognizing the home and synagogue as the primary institutions within Conservative Judaism, the Ramah Camps advance the communal experience of our youth. No hotel, secular retreat site or convention can create the Jewish feeling of living in

a Ramah community. Ramah represents a total Jewish environment in which young people practice modern Jewish living; where song and study, dancing and dining, Torah

reading and exercise are the fabric of daily life. It is to this that Ramah, its directors, lay leadership, staff, and The Jewish Theological Seminary are committed. □

A musical interlude (top) and a natural place for *t'fillah* (bottom) at Camp Ramah in the Poconos.

