

MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980 – 2008. Series E: Mandel Foundation Israel, 1984 – 1999.

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CJENA reports and meeting. CIJE transition documents, 1990.

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3101 Clifton Ave, Cincinnati, Ohio 45220 513.487.3000 AmericanJewishArchives.org October 29, 1990 2:00 PM Ladies and Gentlemen,

(1.why the Commission was convened)

The Commission on Jewish education in North America was convened \* to confront the crisis facing the Jewish community in North America.

\* to study the problems of Jewish education and

\* to develop a program that could revitalize Jewish education -thereby enabling it to perform a pivotal role in the meaningful continuity of the Jewish people in North America.

(2.what the Commission has done: 2 years of work; a blueprint; steps to implementation)

[SLIDE of these three items]

In the next few minutes I will try to summarize

- \* the work this commission has accomplished over the past two years
- \* the blueprint it has prepared for the future
- \* the steps it has undertaken towards implementation

3.The crisis [slide]

Large numbers of Jews have lost interest in Jewish

values, ideals and behavior, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfillment and communality.

Given a social setting where neither family nor neighborhood or community plays the major role they used to play in the transmission of a system of values, the responsibility for developing Jewish identity and instilling a commitment to Judaism now rests primarily with education.

\* \* \*
4.The field; its problem

The Commission studied the field of Jewish education. It found it to be an extensive and diverse field [slide 2] with thousands of institutions many formal and informal settings tens of thousands of educators and hundreds of thousands of students.

It also learned that there is a core of deeply committed Jews who have established day schools, yeshivot, teacher seminaries and whose very way of life ensures meaningful Jewish continuity from generation to generation.

It learned of outstanding educators and of some great programs.

However, the Commission also found that by and large the system of Jewish education fails to engage a critical segment of the Jewish population.

Why is this? Several problems beset the field of Jewish education -- the Commission studied them under five headings: [SLIDE

- \* Sporadic Participation
- Deficiencies in Educational Content
- Inadequate Community Support
- \* An Underdeveloped Profession
- The Lack of Reliable Data]

Let's look at them one by one

### \* <u>Sporadic</u> <u>Participation</u>:

Though most American Jews have attended some form of Jewish schooling at one time in their life, for many attendance is short-lived and sporadic. Jewish education cannot permit this. How can we ensure the transmission of the great ideas of the Jewish traditions if at any given time less than 50% of Jewish children attend Jewish schools?

\* <u>Deficiencies in Educational Content</u>:

The Commission learned that much of the curriculum of Jewish education fails to inspire students. At times it is confined simply to teaching facts about Jewish

history and holidays and some study of the Hebrew language. Elements that are central to the mission of Jewish education--Jewish values and ideals, the attachment to the State of Israel, concern about Jews throughout the world--are often lacking.

### \* Inadequate Community Support:

The top community leadership has not yet rallied to the cause of Jewish education. They have failed to make the connection between the educational process and the knowledge that leads to commitment. We have not as yet convinced them of the [vital] link between Jewish education and meaningful Jewish continuity. As a result, the environment in the Jewish community is not sufficiently supportive of the massive investment required to bring about systemic change. This affects the priority given to Jewish education, the status of the field of Jewish education, and the level of funding that is granted.

Inevitably, insufficent community support limits the aspirations, inhibits the vision, and stifles the creativity of those involved in all aspects of Jewish education.

\* <u>An Underdeveloped Profession:</u>

There is severe shortage of talented, well-trained, and committed personnel for the field of Jewish education. This is true for every age group, every setting, for formal and informal education. The training programs graduate insignificant numbers of people. Educators are underpaid. The vast majority work part-time; few enjoy the status and conditions that would enable them to carry out their work effectively and creatively. This leads many of them to question whether they can make a real difference.

\* <u>The Lack of Reliable Data</u>:

There is a paucity of data about Jewish education. Decisions have to be taken in Jewish education without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring and evaluation. For example, we do not know what people want to learn and we seldom know enough about what works in Jewish education. This is because very little research on Jewish education is being carried out in North America.

> 5. The difficulty of the problem: how do you address -- what principles can guide the choice?

Our problem then was how to begin. [What do we mean by that?] The problems are formidable--which do we choose to address? Some or all? At one point Commissioners suggested as many as 23 possible areas for

intervention ranging from the improvement of the supplementary school to the expansion of summer camps, and the introduction of the media for Jewish education.

The challenge was within this complex picture. Amid all of these challenges and opportunities, could one identify areas of intervention that would be likely to have across-the-board and comprehensive impact and effect the whole system?

6. The building blocks

We found after analysis that two areas meet this requirement and clearly cut across all age-groups, setting and programs -- we called these the building blocks of Jewish education : [SLIDE] These building blocks are 1) personnel--well-trained and dedicatred educators, and 2) the community--funding, leadership, and a supportive climate.

What emerged was a plan whose core is to infuse Jewish education with large numbers of talented and dedicated educators. They are needed in every area and it is they who will inspire and educate students, develop curriculum, and design and carry out innovative programs.

This will happen when/if the leadership of the community provides the necessary fundung and support and develops a congenial environment for education.

7.The blueprint: a.its principles short-long;localcontinental; feasible

On this basis, the Commission prepared a blueprint. It includes both shortand long-range elements, both local and continental components. Implementati is beginning immediately because initial funding has already been provided, people have been recruited for the task and a mechanism has been set up to facilitate implementation.

8. The blueprint: what it is going to achieve:

What is the Commission suggesting? What are we going to do?

\* We are going to change the personnel situation by building the profession

\* We are going to make Jewish education into a top priority through work with the community

\* In several lead communities, to demonstrate what Jewish education at its best can do, the difference it can make to the lives of children and their parents.

\* We will change the style of working in Jewish education -through data and research, we will make informed decisions, we will learn of the impact of educational efforts, we will monitor the implementation of programs.

\* Why are we so optimistic? Because we've created a locus of

responsibility: the Council for Initiatives in Jewish Education has been set up to insure implementation of the program.

9. The blueprint : a roadmap for action

New and expanded training programs etc.. (see Alissa's list)

The program involves many concrete steps -- numerous ideas have been presented -- some more tentative/some more certain. Let me give some examples [slide road map] in each of the areas of the blueprint.

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* Building the profession:
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\* We will develop new sources of personnel by creating 4 programs:

Fast-Track Programs aimed at young men and women majoring in Judaica at colleges and universities will steer students toward some of the prime educational positions that will be created as a result of the Commission's plan.

Career-Changers Programs that will offer individuals in their thirties and forties who are interested in making major career changes will be a promising source for new personnel for Jewish education.

It was suggested to create

Fellows of Jewish Education, young Jews who are outstanding

academics and professionals in the humanities and social sciences, could bring their expertise to the field of Jewish education in areas such as curriculum, teaching methods, and the media.

Jewish Education Corp, similar to the Peace Corps, takes advantage of college students specializing in Judaica, or graduates of day schools and Hebrew speaking camps. They will undergo special training, commit a fixed number of teaching hours a week for a set number of years, and receive appropriate remuneration while also continuing their general studies.

\* Training Programs in North America and Israel will be enlarged, improved, new ones created so that the number of graduates will be increased from 100 to 400 per year (within 5 years?)

Steps are already under way with the Institutions

Programs similar to the Jerusalem Fellows and the Senior Educators in Israel will recruit promising candidates at mid-career for tailor-made programs in North America.

The number of educators of educators for Jewish education
 will be increased up from the current number of 18 professors to
 40

\* In-service education will be made available and for all

educators in the field, then it will be mandatory/standard practice for all of those working in formal and informal education.

Salaries and benefits will be improved. First standards will be developed -- today, educators in our system are sorely underpaid -- they earn far less on the average than their counterparts in the general education system. Then federations will be engaged to develop and fund new salary scales. Examples exist in several communities and encourage us to believe that this can be done.

Gifted educators will be empowered; talented people will be attracted to the profession when they believe they can make a difference and are given the means to do so.

In order to increase the number of people in training, a marketing study and recruitment plan will immediately be undertaken to identify those most likely to be attracted to the profession and enlist them into the rolls of professionals in Jewish education.

### Community support

\* Top community leaders are being individually recruited to the cause of Jewish education.

\* A substantial increase in funding will see to it that teachers' salaries, pensions, and other benefits are upgraded, as well as an increased faculty at training institutions, fellowships for

students, and new training programs

\* The community's attitude is undergoing change. The sucess and readiness to meet of the Commission has created a climate condusive to major change. Updates and communication with the public will provide a continuing flow of information.

Lead communities: This is where we're going to show, experiment and develop "best practices" \* There will be 3 to 5 "local laboratories" which will discover the educational practices and policies that work best.

Once they are chosen, a public announcement will be made.

\* Local planning committees will decide on a plan of action which will address the specific educational needs of the community.

"Best educational practices" will be discovered as a result of this testing ground.

### Research

A research capability will be developed, the results of which will be disseminated throughout the Jewish community for use in short- and long-term planning. This is to be developed at universities, by professional research organizations, and by indi-

vidual scholars.

**CIJE** -- to be an advocate on behalf of Jewish education, etc. (Do we put at top)?

The Council for Initiatives in Jewish Education will see to it that the plan of the Commission is implemented both on the continental and local levels. It will serve as a catalytic agent. It will be an independent body.

The Council will also set up a process whereby communities across the country will be able to learn, adapt, and replicate the ideas, findings, and results of the Lead Communities

This is the way the Commission plans to begin.

\* Diffusion and programmatics

The Commission's strategy is built upon the deeply held conviction that when the Jewish community at large sees what can be -funding will be forthcoming.

The Commission has been able to capitalize upon the work of so many

Most important the Commission is convinced that there is will and that the time to act is now. WHAT CRISIS

#### WHAT PROBLEMS

THE CHALLENGE:

WHAT COULD BRING ABOUT IMPROVEMENT?

HOW TO DO IT

### A BLUEPRINT

#### THE CRISIS

Large numbers of Jews have lost interest in

Jewish values, ideals and behavior, and there

are many who no longer believe that Judaism

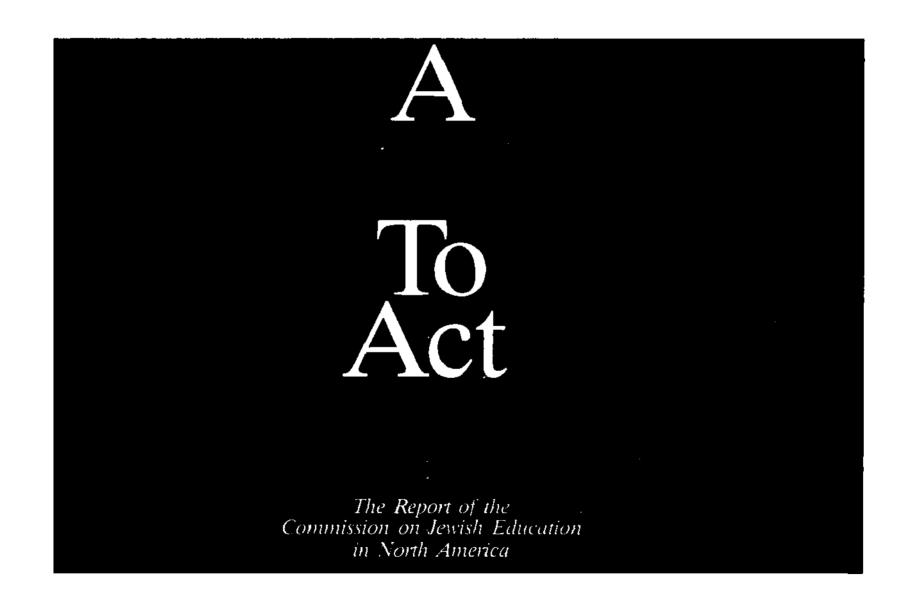
has a role to play in their search for per-

sonal fulfillment and communality.

### AH Presentation--Logic/Summary

- 1. Why the Commission was convened
- What the Commission has done: 2 years of work; a blueprint; steps to implementation
- 3. The crisis
- 4. The field; its problems
- 5. The difficulty of the problem: how do you address -- what principles can guide the choice?
- 6. The building blocks
- 7. The blueprint: a. its principles short-long; localcontinental; feasible
- 8. The blueprint: what it is going to achieve
- The blueprint: a roadmap for action
   New and expanded training programs etc.





## THE COMMISSION REPORT

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The Crisis Facing the Jewish Community in North America

The Crucial Importance of Jewish Education in Contemporary Jewish Life

A Vast Field - Beset by Several Problems

A Program to Revitalize Jewish Education

# 1

# THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA 1988 - 1990

Two Years -- Six Plenary Meetings -- Ongoing Consultations

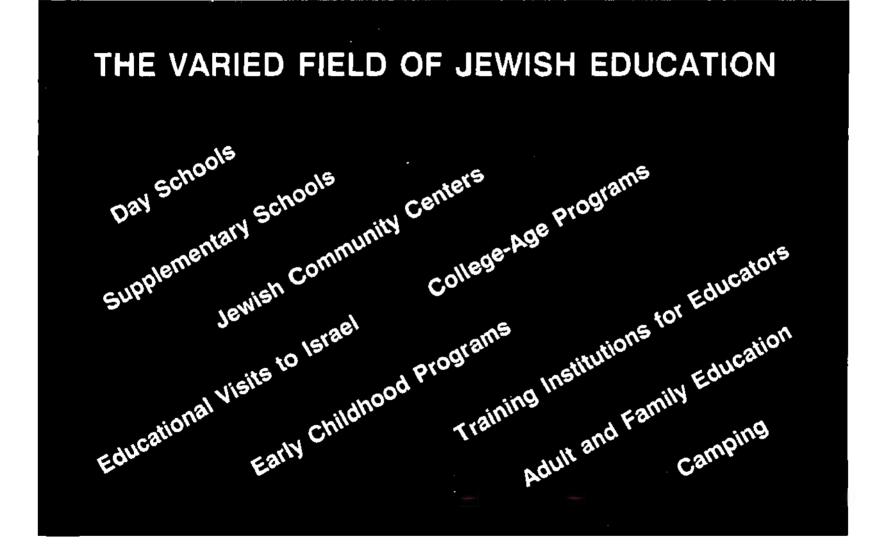
A Blueprint for the Future

Steps to Implementation

## THE CRISIS

12....

Ъ..... ј. Large numbers of Jews have lost interest in Jewish values, ideals and behavior, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfillment and communality.



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## Jewish Education Today Fails to Engage a Critical Segment of the Jewish Population

### PROBLEMS

Sporadic Participation

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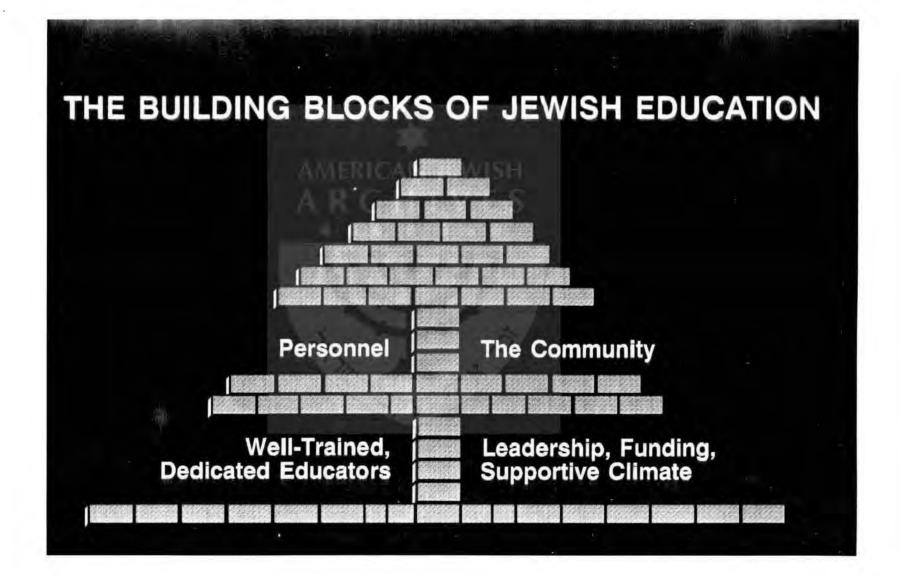
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Deficiencies in Educational Content

Inadequate Community Support

An Underdeveloped Profession of Jewish Education

The Lack of Reliable Data



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## BUILDING THE PROFESSION OF JEWISH EDUCATION

Status:

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Improve Salaries and Benefits

**Empowerment Policy** 

Marketing and Recruitment: Identify Potential Educators

**Develop Recruitment Programs** 

## BUILDING THE PROFESSION OF JEWISH EDUCATION

Training:

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- Fast Track Programs
- Career Changers Programs
- Fellows of Jewish Education
- Jewish Education Corps
- Educational Leadership Programs
  - In Service Training for All
- More Scholars and Professors of Jewish Education

what will all this mean in practice

## A BLUEPRINT FOR THE FUTURE

- I. Building a Profession of Jewish Education
- II. Mobilizing Community Support

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Way?

- III. Establishing Lead Communities
- IV. Developing a Research Capability
- V. Creating The Council for Initiatives in Jewish Education

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see report

## MOBILIZE THE COMMUNITY FOR JEWISH EDUCATION

### Leadership:

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- Individual Recruitment of Community Leaders
- Seminars and Conferences Throughout the Continent
- Ongoing Flow of Information
- Publicize the Report
- Annual Meeting of the Commission
  - -- To Report on Progress

## MOBILIZE THE COMMUNITY FOR JEWISH EDUCATION

Funding:

...]

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**Private and Family Foundations** 

**Gradual Increase of Federation Allocations** 

Tuition Income; Congretional Budgets; Special Fundraising

### 11

## LEAD COMMUNITIES

Establish 3 - 5 Lead Communities to Engage in the Process of Redesigning and Improving the Delivery of Jewish Education:

**Define Criteria and Select Communities** 

Form Local Planning Committees

Adopt Best Practices -- Programs That Work

**Recruit Qualified Educators** 

Encourage and Test Innovative Ideas and Programs

**Diffuse Innovation Throughout North America** 

TEKTRONIX

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TEKTRONIX

11/8/90 Meeting of the Commission on Jewish Education in North America

Annette Hochstein

Ladies and Gentlemen,

The Commission on Jewish Education today issued its report entitled "A Time to Act -- Et La'asot." In the report we have tried to communicate the following:

The Commission was convened to confront the crisis which is today facing the Jewish community of North America. It recognized the crucial importance of Jewish education in contemporary Jewish life -- and the link between Jewish education and meaningful Jewish continuity. The Commission studied the field of Jewish education and found it to be a vast field beset by several serious problems. It developed a program to revitalize Jewish education, thereby enabling it to perform a pivotal role in the meaningful continuity of the Jewish people in North America.

The Commission on Jewish Education in North America met from 1988 until 1990. During the two years of its work, it held six plenary meetings, countless ongoing consultations by telephone, mail and in person. It prepared a blueprint for the future and undertook first steps for implementation. I will now try to briefly summarize the findings of the Commission.

The Commission defines the crisis facing Jews in North America: Large numbers of Jews have lost interest in Jewish values, ideals and behavior, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfillment and communality.

Given a social setting where neither family nor neighborhood or community plays the major role they used to play in the transmission of a system of values, the responsibility for developing Jewish identity and instilling a commitment to Judaism now rests primarily with education.

The Commission studied the field of Jewish education. It found a very extensive and diverse field with thousands of institutions (there are as many as 2600 or 2700 schools) of formal and informal settings (day schools, supplementary schools, Jewish Community Centers, educational visits to Israel, college-age programs, early childhood programs, training institutions for educators, adult and family education, camping programs and many more). In addition, there are tens of thousands of educators with hundreds of thousands of students.

Further, the Commission learned that there is a core of deeply committed Jews who have established day schools, yeshivot, and teacher seminaries and whose very way of life ensures meaningful Jewish continuity from generation to generation.

It learned of outstanding educators and of some great programs.

However, despite this, the Commission also found that by and large the system of Jewish education fails to engage a critical segment of the Jewish population.

It found that several problems beset the field of Jewish education and proceded to study them under five headings:

- \* Sporadic participation in educational programs
- \* Deficiencies in educational content of programs
- \* Inadequate community support for Jewish education
- \* An underdeveloped profession of Jewish education
- \* The lack of reliable data upon which to base decisions

Let's look at them one by one:

\* Sporadic participation:

Though most American Jews have attended some form of Jewish schooling at one time in their life, statistics tell us that, for many, this attendance is short-lived and sporadic. Jewish education cannot afford this. How can we ensure the transmission of the great ideas of the Jewish traditions if, at any given time, less than 50% of Jewish children attend Jewish schools?

\* Deficiencies in educational content:

The Commission learned that much of the curriculum of Jewish education fails to inspire students. We all know that. At times, it is confined simply to teaching facts about Jewish history and holidays and some study of the Hebrew language. Elements that are central to the mission of Jewish education -- Jewish values and ideals, the attachment to the State of Israel, concern about Jews throughout the world, and others -- are often lacking.

\* Inadequate community support:

The top community leadership has not yet rallied to the cause of Jewish education. They have failed to make the connection between the educational process and the knowledge that leads to commitment. They have yet to be convinced of the vital link between Jewish education and meaningful Jewish continuity. As a result, the environment in the Jewish community is not sufficiently supportive of the massive investment required to bring about systemic change. This affects the priority given to Jewish education, the status of the field, and the level of funding that is granted.

Inevitably, insufficent community support limits that aspiration, inhibits the vision, and stifles the creativity of those involved in all aspects of Jewish education.

There is a severe shortage of talented, well-trained, and committed personnel for the field of Jewish education. This is true for every age group, every setting, for formal and informal education. Given the size of the field, the training programs have been graduating insignificant numbers of people. Educators are sorely underpaid; the vast majority work part-time; few enjoy the status and conditions that would enable them to carry out their work effectively and creatively. This leads many of them to question whether they can, in fact, make a real difference.

\* And the last point -- the lack of reliable data: There is a paucity of data about Jewish education. Decisions therefore have to be taken without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring and evaluation. We do not know what people want to learn and we seldom know enough about what works in Jewish education. This is because very little research on Jewish education is being carried out in North America.

The challenge facing the Commission given these problems was considerable. In light of this complex picture, where should one begin? At one point, commissioners suggested as many as 23 or 24 possible areas for intervention ranging from the need to develop educational programs for early childhood, to the improvement of

the supplementary schools, to the need to expand summer camps, to the need to introduce the use of the media technology for Jewish education.

The question was, could one identify areas of intervention that would be likely to have across-the-board and comprehensive impact and effect the whole system at the same time.

After analysis, it appeared that two areas meet this requirement and clearly cut across all age-groups, all setting and programs. We have called these, as you can see, the building blocks of Jewish education.

These building blocks are personnel -- by which we mean welltrained and dedicated educators, and the community -- by which we mean leadership, funding, and a supportive climate.

What emerged was a plan whose core is to infuse Jewish education with large numbers of talented and dedicated educators. They are needed in every area and it is they who will inspire and educate students, develop curriculum, and design and carry out innovative programs.

However, in order for this to happen, the leadership of the community will need to provide the necessary funding and support and a congenial environment for Jewish education.

On this basis of these findings, the Commission prepared a blueprint. It includes both short- and long-range elements, both local and continental components. Implementation is beginning immediately because initial funding has already been provided, people have been recruited for the task and a mechanism has been set up to facilitate implementation.

Practically speaking, what does all this mean? What is the Commission undertaking to do? There are five major components to the blueprint which form the Commission's strategy for change and improvement. The first one was the recognition that in order to change the personnel situation, we must build a profession of Jewish education. How will this be accomplished? The Commission suggests that an infrastructure be built in North America for expanded training and recruitment of talented young people to the profession of Jewish education. Today there are about 100 people who graduate annually from corp training programs of Jewish education in North America. The Commission wants this number to reach 400 by 1995. Therefore, work has already begun in several training institutions for the creation of larger and at times specialized and new programs. There are several documented examples in the report, but I will present a few examples here.

The question is, can North America find and attract a large number of young people, give them the adequate type of training, jobs that will pay well and that hold a future for them, so that Jewish education will be staffed adequately 5-10 years from now?A number of elements go into bringing about these changes.

The first is the expansion of training. Suggestions have been made for one plurality of training programs. For example, could a program be set up, and we are discussing this at this point, for several hundred young people who are studying Judaica at very many campuses throughout North America. We want fast-track programs to attract them into Jewish education; we want these programs for career-changers. We are suggesting that this might be possible. We want to build upon the nation's idealism of talented young Jews, much like what is going on with some heavily publicized programs these days in North America such as Teaching for America. We want to attract talented young college students to give some of their time, a year, two years, four years, to Jewish education and through those years work with them, train them and reward them adequately for the job.

A major marketing study and recruitment study will be undertaken. We want to identify where the potential pool of educators is located and we also want to identify the conditions that will blend them into the field. Now it is clear that talented people will only join the field of Jewish education if the conditions under which they work are adequate. That means adequate salaries. Certain communities and certain institutions have begun to do this experimentally, and the results are quite convincing. So the first question is, can one give them the financial conditions and rewards, can one lend them the status and the empowerment that will make the profession a rewarding one for them, one in which they can grow.

The total picture then that the Commission suggests is one for a complex of activities aimed at recruiting, training, rewarding and defining jobs for a new pool of young Jews to enter the field.

The second crucial point involves mobilizing the community. In order to raise Jewish education higher on the communal agenda, the blueprint includes a number of programs to mobilize community support. The idea is to recruit many more leaders to Jewish education. Some community leaders are being individually recruited to the cause of Jewish education. Seminars and conferences will be held throughout the continent because we have learned how leadership in North America is not aware of the ocmplexity of the problems in Jewish education nor of the moves available to address them. There will be an ongoing flow of information coming from the Council and we will talk about that later, to the community, to inform the community about these programs, about what is being done. The report of the Commission, A Time to Act, will be publicized throughout the community. And the Commission will hold an annual meeting to report on progress and to review the state of the field.

Now these two elements, living the profession of Jewish education and mobilizing community support, will be dealt with at the continental and national levels. But there will also be major activity at the local level where education takes place.

The Commission suggests the establishing of three to five Lead Communities which will act as laboratories where Jewish education will be redesigned and where the best in Jewish education, "best educational practices," will be brought together. Further, the Lead Communities will be a major testing ground for the new sources of personnel that will be developed. All of us will then learn what can happen when we significantly improve the beleaguering Jewish education.

Fourth, a research capability will be developed, the results of which will be disseminated throughout the Jewish community, for use in short- and long-term planning. This is to be developed at universities, by professional research organizations, and by individual scholars. As such, the theoretical and practical knowledge base indispensible for change and improvement will be created.

Finally, the Council for Initiatives in Jewish Education, an independent body, will serve as the advocate on behalf of Jewish education. CIJE will see to it that the plan of the Commission is implemented both on the continental and local levels; it will serve as a catalytic agent. The Council will also set up a process whereby communities across the country will be able to learn, adapt, and replicate the ideas, findings, and results of the Lead Communities and research institutions.

The Commission's strategy is built upon the deeply held conviction that when the Jewish community at large sees what can be

accomplished, funding will be forthcoming. Most importantly, the Commission is convinced that there is will and that the time to act is now. Ladies and Gentlemen,

o The Commission on Jewish education issues its report today

E WART ?!

(slide 1)

"a time to act -- et laasot".

o In the report we have tried to communicate the following:

(slide 2)

1. The Commission was convened to confront the crisis facing the

Jewish community in North America Today

2. It recognized the crucial importance of Jewish education in contemporary Jewish life -- and the link between Jewish education and meaningful Jewish continuity.

- The commission studied the field of Jewish education and found it be a vast field -- beset by several problems
- 4. It developed a program to revitalize Jewish education, thereby enabling it to perform a pivotal role in the meaningful continuity of the Jewish people in North America.

(SLIDE 3]

· THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

met from 1988 -- 1990

 During these two years it held 6 plenary meetings and innumerable consultations (phone, mail, personal)
 It prepared a blueprint for the future

3. It undertook steps to implementation

- 1

[SLIDE 4]

o How do we define the crisis? What is it?

o How do we define the crisis? What is it?

large numbers of Jews have lost interest in Jewish values, ideals and behaviour, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfilment and communality.

Given a social setting where neither family nor neighbourhood or community plays the major role they used to play in the transmission of a system of values, the responsibility for developing Jewish identity and instilling a commitment to Judaism now rests primarily with education.

o The Commission studied the field of Jewish education.

It found it to be an extensive and diverse field

with thousands of institutions (as many as 2,500 schools) many formal and informal settings [slide 5 settings] tens of thousands of educators and hundreds of thousands of students.

o It also learned that there is a core of deeply committed Jews who have established day schools, yeshivot, teacher seminaries and whose very way of life ensures meaningful Jewish continuity from generation to generation.

o It learned of some outstanding educators and of some great programs.

o However, the Commission found that by and large the system of Jewish education fails to engage a major segment of the Jewish population.

o Why is this?

Several problems beset the field of Jewish education

-- the Commission studied them under five headings:

- \* Sporadic Participation
- \* Deficiencies in Educational Content
- Inadequate Community Support
- \* An Underdeveloped Profession
- \* The Lack of Reliable Data

Let's look at them one by one

\*\* Sporadic Participation:

# Though most American Jews have attended some form of Jewish schooling at one time in their life, for many attendance is short-lived and sporadic. Jewish education cannot permit this. How can we ensure the transmission of the great ideas of the Jewish traditions if

at any given time less than 50% of Jewish children attend Jewish schools?

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The Commission learned that much of the curriculum of Jewish education fails to inspire students. At times it is confined simply to teaching facts about Jewish history and holidays and some study of the Hebrew language. Elements that are central to the mission of Jewish education--Jewish values and ideals, the attachment to the State of Israel, concern about Jews throughout the world--are often lacking.

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\*\* The Lack of Reliable Data:

There is a paucity of data about Jewish education. Decisions have to be taken in Jewish education without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring and evaluation. For example, we do not know what people want to learn and we seldom know enough about what works in Jewish education. This is because very little research on Jewish education is being carried out in North America.

o The difficulty of the problem -- where to begin

Given these formidable problems the challenge to the Commission was where to begin? What to addres line. Man a point Commission CRS <sup>331</sup>Ohers suggested as many as 23 possible areas for

> intervention ranging from programs for early childhood; improvement of the supplementary school to the expansion of summer camps, and the introduction of the media for Jewish education.

> The challenge was : within this complex picture, amid all of these challenges and opportunities, could one identify one or more areas of intervention that would be likely to have acrossthe-board and comprehensive impact and effect the whole system?

o The building blocks of Jewish education

After analysis the Commission found that two areas meet this requirement, and clearly cut across all age-groups, setting and programs -- we called these the building blocks of Jewish

education :

[slide 7]

These building blocks are

1) personnel--well-trained and dedicated educators,

2) the community--funding, leadership, and a supportive climate.

o What emerged was a plan whose core is to infuse Jewish education with large numbers of talented and dedicated educators. They are needed in every area and it is they who will inspire and educate students, develop curriculum, and design and carry out innovative programs.

This will happen when/if the leadership of the community provides the necessary funding and support and develops a congenial environment for education.

o The blueprint

On this basis, the Commission prepared a blueprint. It includes both short- and long-range elements, both local and continental components. Implementation is beginning immediately because initial funding has already been provided, people have been recruited for the task and a mechanism has been set up to facilitate implementation.

What is the Commission suggesting? What are we going to d There are five components : together a strategy for change:

The program involves many concrete steps -- numerous ideas have been presented -- some more tentative/some more certain. Let me give some examples in each of the areas of the blueprint. see book)

SLIDE

- -- BUILDING THE PROFESSION OF JEWISH EDUCATION
- -- MOBILIZING THE COMMUNITY FOR JEWISH EDUCATION
- -- ESTABLISHING LEAD COMMUNITIES
- -- DEVELOPING A RESEARCH CAPABILITY
- -- CREATING THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

ISOME DETAILS -- SLIDES AVAILABLE FOR EACH]

o To change the personnel situation by building the profession of Jewish education

setting up in North America an infrastructure to recruit, train and retain, improve salaries, empower (see book) Lots of suggestions: fast track programs; Fellows of Jewish education; Jewish education corps etc. The purpose : to raise the annual number of graduates from 100 to 400 by 1995. Identify pools of potential educators and create new sources of personnel-~ market and recruit

o To make Jewish education into a top priority on the communal agenda through work with the community :

-- recruitment of leadership; spreading the word: information; the report; conferences

-- funding from conventional sources -- tuition, congregational budgets -- family foundations (tell the story) and increased federation allocation.

o In several lead communities, demonstrate what Jewish education at its best can do, the difference it can make to the lives of children and the life-styles of their parents.

Build them as laboratories to test best practices, infuse with qualified educators, encourage innovation. Monitor, evaluate, diffuse.

o The commission has created a locus of responsibility: the Council for Initiatives in Jewish Education has been set up to ensure and facilitate implementation of the program.

oo Most of all -- the commission is convinced that the will is there and the time to act is now.

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Planning Meeting 9:00 PM Wednesday, November 7, 1990 Grand Hyatt, Royale Room Agenda

Expected Attendance: MLM, SF, AH, SHH, DPK, AR, VFL

- I. Review plans for each segment of November 8
  - A. 8:30 AM breakfast meeting
  - B. 9:30 AM press conference
  - C. 10:30 AM meeting

-

- D. 12:15 PM luncheon meeting
- II. Review in detail MLM's and AH's presentations

Breakfast Meeting 8:30 AM Thursday, November 8, 1990 Grand Hyatt, <u>Majestic</u> Room Configure Level Agenda

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[Note room change.]

Expected Attendance: MLM, Gottschalk, Green, Lamm, Schorsch, Berman, Yanowitz, Royman, Woocher, SHH, (SF), AL, DFK, VFL, Strober, Hart-Strober, Nagel -

V Purpose: Review plans for 9:30 press conference

- I. MLM will give opening statement
  - A. What MLM saw as the problem in 1987
  - B. How we organized to address the problem
  - C. What we found
  - D. Plan of action and recommendations

II. MLM will open for questions, turning to others for responses

A. Review anticipated questions

TIL gours when. MCM fields Qu's

# Press Conference 9:30 - 10:15 AM Thursday, November 8, 1990 Grand Hyatt, Broadhurst/Belasco Room Agenda

Expected Attendance: MLM, Gottschalk, Green, Lamm, Schorsch, Berman, Yanowitz, Rotman, Woocher, SHH, SF, A, DPK, Strober, members of the press

I. Opening Remarks - MLM

- Introduce participants:

Mandell L. Berman, President, Council of Jewish Federations

Alfred Gottschalk, President, Hebrew Union College-Jewish Institute of Religion

Arthur Green, President, Reconstructionist Rabbinical College

Norman Lamm, President, Yeshiva University

Ismar Schorsch, Chancellor and Professor of Jewish History, Jewish Theological Seminary of America

Bennett Yanowitz, Immediate Past President, Jewish Education Service of North America

II. Questions and answers - chaired by MLM

AGENDA

THURSDAY, NOVEMBER 8, 1990

10:00 A.M. to 2:30 P.M.

Grand Hyatt New York Park Avenue at Grand Central New York, New York

- I. Registration; Refreshments 10:00 10:30 Regency Room
- - A. Introductory Remarks Morton L. Mandel
  - B. Review of Commission Report Annette Hochstein
  - C. Discussion

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- D. Introduction of Council for Initiatives Stephen H. Hoffman in Jewish Education
- E. Discussion
- III. Luncheon Meeting Ballroom A 12:15 - 2:30
  - A. The Commission in Perspective Morton L. Mandel
  - B. Jewish Education and Community Leadership Max M. Fisher
  - C. Good and Welfare
  - D. Concluding Comments Rabbi Irving Greenberg

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# Attendance list for Nov. 8, 1990

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| Name      |              | Source          | Home   |
|-----------|--------------|-----------------|--------|
| Robert    | Abramson     | JTS             | NY     |
| Robert L. | Adler        | JCCA            | IL     |
| David     | Ariel        | SPA             | он     |
| David     | Arnow        | Commissioner    | NY     |
| Thomas    | Axworthy     | CRB Fdn.        | Mont.  |
| Mandell   | Berman       | Commissioner    | MI     |
| Mordechai | Besser       | CAJE            | NY     |
| Jack      | Bieler       | Commissioner    | DC     |
| Arthur    | Brody        | JESNA           | NJ     |
| Charles   | Bronfman     | Commissioner    | MONT.  |
| John      | Colman       | Commissioner    | IL     |
| Jaime     | Constantiner | Institute       | Mexico |
| Rachel    | Cowan        | Cummings Fdn    | NY     |
| Arych     | Davidson     | Research        | NY     |
| Amira     | Dotan        | Jewish Agency   | NY     |
| David     | Dubin        | Commissioner    | NJ     |
| Gidon     | Elad         | WZO             | NY     |
| Joshua    | Elkin        | Commissioner    | MA     |
| Shulamith | Elster       | Educator        |        |
| Sylvia    | Ettenberg    | JTS             | NY     |
| Eli       | Evans        | Commissioner    | NУ     |
| Ted       | Farber       | Fed. Exec.      | MD     |
| Max       | Fisher       | Commissioner    | MI     |
| Joshua    | Fishman      | Torah Umesorah  | NY     |
| Sylvia    | Fishman      | Forum           | MA     |
| Paul      | Flexner      | Consultant      | NY     |
| Seymour   | Fox          | SPA             | Israel |
| Norbert   | Freuhauf     | CJF             | NY     |
| Billie    | Gold         | JESNA           | NY     |
| Arthur    | Green        | Commissioner    | PA     |
| Irving    | Greenberg    | Commissioner    | NY     |
| Sol       | Greenfield   | Forum, JCCA     | NY     |
| Kathleen  | Hat          | Riklis Fdn.     | NY     |
| Thomas    | Hausdorff    | Jim Joseph Fdn. | NJ     |
| Sam       | Heilman      | Forum           | NY     |
|           |              |                 |        |

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| Frank            | Heller                | JESNA           | NY     |
|------------------|-----------------------|-----------------|--------|
| David            | Hirschhorn            | Commissioner    | MD     |
| Robert           | Hirt                  | Yeshiva         | NY     |
| Annette          | Hochstein             | SPA             | Israel |
|                  |                       |                 |        |
| Stephen          | Hoffman               | SPA             | OH     |
| Avraham          | Infeld                | Forum           | Israel |
| Carol            | Ingal1                | Commissioner    | R1     |
|                  |                       |                 |        |
| Hirsh            | Jacobson              | CAJE            | ŊJ     |
| Ludwig           | Jesselson             | Commissioner    | NY     |
| Richard          | Joel                  | Hillel          | DC     |
| D                | 77 )                  |                 |        |
| David            | Kasakove              | UAHC            |        |
| Bea<br>Israel    | Katcher               | Staff           | Israel |
| Israel           | Katz                  |                 | istaei |
| David            | Kleinman              | Staff           | OH     |
| Martin           | Kraar                 | SPA             | NY     |
| Lynn             | Kroll                 | UJA-FED         | NY     |
|                  |                       |                 |        |
| Norman           | Lamm                  | Commissioner    | NY     |
| Sara             | Lee                   | Commissioner    | CA     |
| Virginia         | Levi                  | Staff           | 011    |
|                  |                       |                 |        |
| Alfred           | Levy                  | JCCA            | NY     |
| Barry            | Levy                  | AIHLJE          | MONT.  |
| Ricki            | Lieberman             | UJA-FED         | NY     |
| S. Martin        | Lipse⊏                | Commissioner    | DC     |
| Haskell          | Lookstein             | Commissioner    | NY     |
| Joseph           | Mandel                | Founding Funder | ОН     |
| 001001           | TRAINE F              | rounding runder |        |
| Jack             | Mandel                | Founding Funder | OH     |
| Morton           | Mandel                | Commissioner    | OH     |
| Richard          | Marker                | Hillel          | IL     |
|                  |                       |                 |        |
| Matthew          | Maryles               | Commissioner    | NY     |
| Dena             | Merriam               | Writer          | NY     |
| Leon             | Meyers                | Scheuer Fdn.    | NY     |
| , .              | W 1                   | D. 55           |        |
| Josie            | Mowlem                | Staff           | 8737   |
| Lester<br>Yaacov | Pollack<br>Rebinevitr | Commissioner    | NY     |
| TAACOV           | Rabinowitz            | AIHLJE          | NY     |
| Joseph           | Reimer                | Staff           | MA     |
| Bernard          | Reisman               | Brandeis        | MA     |
| Esther Leah      |                       | Commissioner    | WI     |
|                  |                       |                 |        |
| Harriet          | Rosenthal             | Commissioner    | LИ     |
| Arthur           | Rotman                | SPA             | NY     |
|                  |                       |                 |        |

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| Alvin    | Schiff      | Commissioner    | NY     |
|----------|-------------|-----------------|--------|
| Ismar    | Schorsch    | Commissioner    | NY     |
| Carmi    | Schwartz    | Was SPA         | NY     |
| Daniel   | Shapiro     | Commissioner    | NY     |
| Barry    | Shrage      | Fed. Exec.      | MA     |
| Richard  | Siegel      | N.Fdn.J.Culture | NY     |
| Klara    | Silverstein | JCCA            | NY     |
| Eliot    | Spack       | CAJE            | NY     |
| Jack     | Sparks      | COJEO           | NY     |
| Herman   | Stein       | SPA             | OH     |
| Paul     | Steinberg   | нис             | NY     |
| Larry    | Sternberg   | Forum           | MA     |
| Peggy    | Tishman     | Commissioner    | NY     |
| Danny    | Tropper     |                 | Israel |
| Isadore  | Twersky     | Commissioner    | MA     |
| Jacob    | Ukeles      |                 | NY     |
| Howard   | Wasserman   | UJA - FED       | NY     |
| Jonathan | Woocher     | SPA             | NY     |
| Reuven   | Yalon       | CAJE            | IJ     |
| Donna    | Yanowitz    | AIHLJE-Brd      | ОН     |
| Bennett  | Yanowitz    | Commissioner    | он     |
| Henry L. | Zucker      | Director        | он     |
|          |             |                 |        |

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INTRODUCTION

1. WELCOME

MENTION COMPOSITION OF AUDIENCE -- COMMISSIONERS PLUS OTHERS

ISHOULD COMMISSIONERS BE THANKED AT THIS POINTI

2. INTRODUCE GUESTS

DECIDE WHO

CONSTANTINER - KATE AND OTHER ISRAELIS (TROPER; INFELD)

- 3. DESCRIBE THE REFORT -- THE PURPOSE OF TODAY'S GATHERING (THEY ALL HAVE ONE IN FRONT OF THEM)
- 4. GO OVER AGENDA FOR THE DAY

-- EXPLAIN HAMMER'S ABSENCE -- MINISTERS AT THIS TIME PREFER NOT TO TRAVEL FAR FROM ISRAEL (YOU MAY WANT TO READ HIS LETTER)

\* \* \* \* \* \*

1. WE ARE MEETING TODAY TO PRESENT OUR REPORT AND TO LAUNCH THE IMPLEMENTATION OF OUR PLAN. AT THE VERY FIRST MEETING. OF. THE COMMISSION, WE ANNOUNCED OUR INTENTION TO BE PROACTIVE. WE INTENDED NOT ONLY TO ISSUE A REPORT, BUT ALSO TO SEE TO ITS IMPLEMENTATION. I THINK WE HAVE BEEN FAITHFUL TO OUR MISSION AND ARE ON OUR

WAY - AS I BELIEVE YOU WILL SEE DURING THE DAY.

- 2. We have done what we started out to do:
  - a. Formed a Commission.
  - b. Involved a superior group who worked hard and worked well together.
  - c. Adhered to some principles that were key factors for success.
    - 1) Diversity
    - 2) Pluralism
    - 3) Respect for each other's point of view
  - .4 PRIVATE -- COMMUNAL

COMPOSITION OF COMMISSION:

OUTSTANDING COMMUNITY LEADERS SCHOLARS EDUCATORS



RABBIS LEADERS OF THE DENOMINATIONS (ORTHODOX, CONSERVATIVE, REFORM, RECONSTRUCTIONIST) HEADS OF LEADING FOUDNATIONS

MAF. JESNA, JCC ASSOCIATION, CJF

IT IS CLEAR THAT THE IMPLEMENTATION OF THIS REPORT WILL REQURIE A MAJOR EFFORT AND SIGNIFICANT FUNDING. DURING THE DAY WE WILL DEAL WITH BOTH. LET ME ASSURE YOU THAT WE RECOGNIZE TTHAT THE PREPARATION OF THE REPORT IS MERELY A FIRST STEP. WE ARE NOW UNDERTAKING THE EXCITING ASSIGNMENT OF IMPLEMENTATION AND FUINDING. WE WILL RETURN TO THIS TOPIC AFTYER WE HEAR A SUMMARY OF THE REPORT BY ANNETTE HOCHSTEIN -- WHO WAS RESPONSIBLE FOR RESEARCH AND PLANNING OF OUR WORK.

PRESENTATION BY ANNETTE

DISCUSSION

[IF THE ISSUE OF FUNDING IS RAISED DURING THE DISCUSSION, YOUR STATEMENT ON FUNDING SHOULD BE MADE AT THAT POINT. IF NOT, STEVE HOFFMAN SHOULD PRESENT THE CIJE NOW.

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INTRODUCE STEVE HOFFMANN

DISCUSSION



The CIJE is expected to stimulate increased funding for Jewish education in North America.

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We recognize that the bulk of the funding for Jewish education traditionally has come from fees, and from institutional and congregational subsidy and fundraising. Community funding through federations has been an important and growing resource. There is a growing awareness in federations of the importance of Jewish education, and there can be substantial increases in federation and community-wide support in the coming years.

We will work with federations to encourage involvement of important leadership in Jewish education, and increased financial support.

A relatively new development is the growth of private, family and other foundations which have a special interest in Jewish education, and which have already begun to fund innovative and promising Jewish education programs. We have begun discussions with about a dozen such foundations to encourage general support from these foundations, to give a "quick start" to program improvements.

## The Council sees itself as:

- A resource to facilitate family foundation grants to Jewish education.
- 2. A resource for the development of programs which merit increased support.
- A provider of information to foundations.
- 4. A liaison between the family foundation funders and the program

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The Council looks on each provider and each funder as completely independent bodies which will make all decisions regarding program requests and responses to those requests.

We hope that the result of the Council efforts, those up to now and those which will be pursued in the future, will encourage a healthy relationship between the funding sources and service providers, and generous support of Jewish education by family foundations.

At the present time, a number of foundations have already committed themselves to support the CIJE as an organization, and others are considering such support. Several foundations have already undertaken important education projects, and we believe that these private foundations, and others, will invest not less than \$25-50 million of new funds in Jewish education during the next five years.

We are optimistic that generous support will be coming from private foundations, and that the amount of such support will grow in the coming years.

4500 Euclid Avenuc Cleveland, Ohio 44103 216/.391-8300

Morton L. Mandel Chairman Mona Riklis Ackerman Ronald Appleby David Arnow Mandell L. Berman CONTACT: David Kleinman FOR IMMEDIATE RELEASE Jack Bieler (216) 831 0700 Charles R. Bronfman John C. Colman Maurice S. Corson Deborah/Jerry Strober Lester Crown (212) 679 6122 David Dubin Stuart E. Eizenstat Joshua Eikin Eli N. Evans FOLLOWING TWO-YEAR STUDY, COMMISSION ON JEWISH EDUCATION frwin S. Field IN NORTH AMERICA ISSUES REPORT; CITES DEFICIENCIES IN Max M. Fisher FUNDING, COMMUNAL SUPPORT AND PROFESSIONALISM; RECOMMENDS Alfred Gottschalk Arthur Green MASSIVE PROGRAM, INCLUDING RAISING OF \$25-50 MILLION, AND Irving Greenberg CREATES ENTITY TO IMPLEMENT REPORT Joseph S. Gruss Robert I. Hiller David Hirschhorn Carol K. Ingall NEW YORK - November 8, 1990.....The Commission on Jewish Ludwig Jesselson Education in North America, a body composed of 44 leading scholars, educators, philanthropists and community Henry Koschitzky Mark Lainer Norman Lamua officials, today announced the findings of an Seymour Martin Lipser unprecedented, two-year study undertaken to enlarge the Sara S. Lee scope, raise the standards and improve the quality of Haskel Lookstein Robert E, Loup-Jewish education in the United States and Canada. Matchew J. Maryles Florence Molton The Commission's Report, made public at a news conference Donald R. Mintz at the Grand Hyatt Hotel, noted significant deficiencies Lester Pollack in the system of Jewish education in North America, Charles Rather Esther Leah Ritz particularly in areas of funding, communal support and Harriet L. Rosenthal professional training and expressed concern that as a Alvin L Schiff result of these failings "the commitment to basic Jewish Lionel H. Schipper Ismae Schorsch values, ideals and behavior by large numbers of people may Harold M. Schulweis be diminishing at an alarming rate." Daniel S. Shapiro Margaret W. Tishnian Isaclore Twersky The Commission recommended a massive program to Bennett Yanowitz revitalize Jewish education, including the raising of Isajah Zeldm \$25-\$50 million over the next five years, the In Formation Senior Policy Advisors professionalization of Jewish education, the raising of Jewish education to the top of the communal agenda, the David S. Ariel development of a research capacity and the establishment Seymour Fox of three to five "lead communities" to function as local Annette Huchstein Stephen H. Hoffman laboratories. In a major step, the Commission created the Marrin S. Kraar Council on Initiatives in Jewish Education, an entity that Arthur Rotman will operate as a catalytic agent, working through the efforts of other groups to ensure the implementation of Carmi Schwartz Herman D. Stein-Jonathan Woocher the Commission's Report. Henry L. Zucker Director Henry L. Zucker

#### Staff

Mark Gurvis Vitginia E Levi Joseph Romer

Commissioners

Commenting on the Report, Morton L. Mandel, a Cleveland, Ohio industrialist and past president of the Council of Jewish Federations, who with his brothers Jack N. Mandel and Joseph C. Mandel, conceived the idea of forming the Commission and provided its funding through the Mandel Associated Foundations, stated: "The responsibility for developing Jewish identity and instilling a commitment to Judaism in a large segment of the Jewish population rests primarily with Jewish education. Unfortunately, as we have discovered, the system of Jewish education is plagued with many problems and due to its inadequacies, is failing to engage the minds of a critical segment of the Jewish population. It is to this central issue that our study and its recommendations are addressed.

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The Commission is confident that its blueprint is realistic and feasible, and will indeed provide the foundation for a new era in Jewish education. An enormous investment of resources and energies will be required to bring this about. But the Commission is convinced that the will is there and the time to act is now."

In its report, the Commission found that Jewish education is beset by the following major problems:

\* <u>Sporadic Participation</u>. The pattern of involvement in Jewish education is intermittent and often short-lived.

\* <u>Deficiencies in Educational Content</u>. The presentation of the subject matter is often uninspiring, and there is a dearth of high quality curricular and educational materials.

\*The Underdeveloped Profession of Jewish Education. While there are many dedicated educators in the system, a large number of positions are filled by unqualified personnel

\*Inadequate Community Support. Jewish education is woefully underfunded, and Jewish leadership relatively uninvolved.

\* The absence of a Research Function to Produce Reliable Data. Without such data it is difficult to monitor results, allocate resources, and plan improvements.

After analyzing these problems, the Commission decided to focus its efforts on the two building blocks upon which the system rests -- developing the profession of Jewish education, and mobilizing community support to meet needs and goals. The profession of Jewish education will be built by creating an infrastructure for recruiting and training qualified personnel; expanding the faculties and facilities of training institutions; raising salaries and benefits of educational personnel and increasing the empowerment of educators.

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The Commission believes that community support can be mobilized by recruiting major leaders to the cause of Jewish education, by creating a positive environment for effective Jewish education and by providing substantially increased funding from federations, private family foundations and other sources.

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A list of the members of the Commission, which met eight times during the two years, is attached.

A lifetime resident of Cleveland, Ohio, Morton L. Mandel was born September 19, 1921. He was educated in the Cleveland Public Schools and at Case Western Reserve University. Mr. Mandel is a founder of Premier Industrial Corporation, Cleveland, Ohio. He is Chairman of the Board and Chief Executive Officer.

### AWARDS

Presidential Award for Private Sector Initiatives, 1988 George S. Dively Award for Corporate Leadership in Urban Development, 1986 Business Statesman of the Year, Harvard Business School Club of Cleveland, 1985 Best Management Performance Award, Case Western Reserve University, Weatherhead School of Management, 1982 Charles Eisenman Award, Cleveland Jewish Community Federation, 1977 Civic Leader of the Year, Cleveland Jewish Community Federation, 1977 Civic Leader of the Year, Cleveland, Ohio, 1983 Ben-Gurion Centennial Medal, State of Israel Bonds, 1986 Humanitarian of the Year, Cleveland Chapter, Anti-Defamation League, 1980 Frank L. Weil Award, Jewish Welfare Board, 1974 Citizen of the Year, Cleveland Board of Realtors, 1974 Businessman of the Year, Cleveland Urban League, 1973 Outstanding Young Man of the Year, Cleveland Junior Chamber of Commerce, 1956

### HONORARY DEGREES

Doctor of Humane Letters, Brandeis University, Boston, MA, 1989 Doctor of Humane Letters, Hebrew Union College, Cincinnati, OH, 1986 Doctor of Humane Letters, Gratz College, Philadelphia, PA, 1984

#### DIRECTORSHIPS

| Premier Industrial Corporation      | 1946 - present     |
|-------------------------------------|--------------------|
| Central National Bank of Cleveland  | 1968-1979          |
| Centran Corporation                 | 1 <b>968-</b> 1979 |
| Cleveland Electric Illuminating Co. | 1969–1979          |

#### COMMUNITY ACTIVITIES

#### Cleveland

Cleveland Museum of Art, Trustee, 1990 - present Musical Arts Association, Trustee, 1990 - present Cleveland Tomorrow, Vice Chairman, 1982 - 1988; Trustee, 1982 - present MidTown Corridor, Founder, 1982; Chairman 1982 - 1985; Trustee, 1982 - present Clean-Land, Ohio, Founder, 1981; Trustee, 1981 - present City of Cleveland Project MOVE (formerly Mayor's Committee on Volunteerism), Founder, 1981 United Way Services, Life Trustee; Chairman of the Board, 1979 - 1981; President, 1977 - 1979

COMMUNITY ACTIVITIES (continued)

Cleveland (continued)

Case Western Reserve University, Trustee, 1977 - present Jewish Community Federation, Life Trustee; President, 1974 - 1977 Jewish Community Center of Cleveland, Life Trustee; President, 1952 - 1957 City of Cleveland Operations Improvement Task Force, 1980 Mt. Sinai Medical Center of Cleveland, Trustee Emeritus, 1979 - present Cleveland Commission on Health and Social Services, 1970 - 1971

#### National

Council of Jewish Federations, Life Trustee; President, 1978 - 1981 JCC Association, Honorary President; President, 1970 - 1974 United Way of America, Trustee, 1985 - present; Executive Committee, 1986 - present; Chairman, National Resource Development Committee, 1986 - 1989

Commission on Jewish Education in North America, Chairman, 1988 - present

#### International

The Jewish Agency, Board of Governors, 1979 - 1988; Chairman, Jewish Education Committee, 1984 - 1988; Chairman, Steering Committee, Joint Program for Jewish Education, 1979 - 1988

Operation Independence (Economic Task Force for Israel), Founding Co-Chairman, 1985 - 1988

World Conference of Jewish Community Centers (Jerusalem), Honorary President; Founding President, 1977 - 1981

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Center for Social Policy Studies (Jerusalem), Trustee, 1983 - present

August 1990

# I. <u>Mis</u>sion

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The CIJE has six basic roles to fulfil -- advocacy on behalf of Jewish education; initiating action on the specific recommendations on personnel and community development called for by the Commission on Jewish Education in North America; forging new connections among communities, institutions and foundations; establishing and acting on a new research agenda; helping to facilite synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

# A. Advocacy

The best lay and professional leadership of the Jewish community need to be attracted to the cause of Jewish education. Visions of what should and can be achieved in the 21st century need to be repeatedly placed before our communities' leadership and the wherewithal to do so obtained. The CIJE can provide a unique blend of individual and institutional advocacy in North America.

#### B. Initiatives

Several specific recommendations are being promoted by the Commission on Jewish Education in North America. These include the need to radically strengthen personnel in the field and deepen local community leadership's commitment to Jewish education. Through comprehensive planning programs and experimental initiatives in designated lead communities, CIJE will bring together continental institutions and other experts to yield breakthroughs in Jewish education development at the local level.

### C. Connections

Creative people, institutions, organizations and foundations are all acting on new ideas in Jewish education. The CIJE seeks to provide a meeting place that will bring together:

- Funders and those with proposals for action;
- Proven ideas developed through foundation initiatives and communities eager to know what works;

 Institutions that are developing new approaches and the personnel and resources to make breakthroughs possible.

The CIJE will be a setting where funders can share accomplishments and possibly agree to join together in supporting new undertakings of large magnitue.

### D. Research

While there are many people engaged in Jewish education research, there still appears to be no coordinated, systematic analysis of what works in Jewish education. Research interests have been understandably idiosyncratic. The Commission on Jewish Education in North America found gaping holes in what we can say we know with real confidence, rather than relying on conventional wisdom. A comprehensive, multi-year research agenda needs to be outlined by the best thinkers on the continent, assigned to the most promising talent, supported, and the findings critically examined and disseminated.

### E. Synergism

One of the most exciting new developments in Jewish education -- one that holds great promise for the field -- is the serious entry of strong private foundations into Jewish life in general and Jewish education in particular. This is an unprecedented development. The foundations are deploying creative staffs and developing recognizeable signatures of their interests and accomplishments. Recruitment, day schools, media, training high potential professionals, identifying master teachers and programs, and Israel experiences are just a few of the interests being pursued. The richness of foundation endeavors is a real blessing. Through the synergy of coming together at the CIJE, foundations could efficiently diffuse their best innovations throughout the lead communities and should they desire it even help each other advance their agendas by consulting with each other, exchanging professional resources, avoiding recreating notions, etc.

### F. Energize

Through the work of the Commission on Jewish Education in North America and the work of other entities, a new group of professionals for Jewish education has begun to be identified. Generally these are people who are experts in general education who have an interest in Jewish affairs. Also, academicians with expertise in Judaica, the humanities, and social sciences want to contribute. CIJE will seek to identify these people and provide them with effective avenues to use their talents on behalf of the Jewish people, much the way we now benefit from many of the best lay leaders in the business community and other professions.

Further CIJE will attempt to generate new financial resources within local communities in partnership with existing resources and on a continental basis to back the ideas that are proven to work in Jewish education.

CIJE hopes to energize new professional and financial resources to add to the gifted people already at work. Ultimately local federations, school supporters, congregations, and consumers will need to commit more resources to accomplish the Jewish education agenda for the next century. This will not be an easy thing to achieve. It is hoped that CIJE will be able to facilitate foundations interested in providing a quick start to the development of new innovative efforts and then provide some longer term support.

### II. Method of Operation

The CIJE will not be a big new comprehensive direct service provider. It isn't seeking to displace any existing institution or organization. Rather, CIJE expects to operate with a very small core staff --no more than 3 or 4 professionals -- and work through the efforts of others -- JESNA, JCCA, CJF, Yeshiva University, JTS, HUC-JIR, Reconstructionist College, Torah U Mesorah, denominational departments of education, Brandeis, Stanford, Harvard, Spertus, Boston Hebrew College, educator organizations, etc. This list could go on and on! The need is not for a new service delivery mechanism but for a catalytic agent -- one that can convene meetings of peer organizations on the national scene, including denominational institutions and departments, communal agencies, foundations, and the like.

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No existing organization plays this role today in Jewish education. CIJE, building upon the already successful engagement of these entities through the Commission on Jewish Education in North America, can play this role. The identity of all partners would be preserved and their missions enhanced. The rich diversity of foundation interests would be infused into the consciousness of the established community.

# III. Structure

A simple structure to govern the CIJE is envisioned.

A. Board

Approximately 20 to 30 people will govern the CIJE. They will be drawn from among the leaders of the foundation community, continental lay leaders, outstanding Jewish educators, and leading Jewish academicians.

# B. Senior Policy Advisors

A group of 10 to 12 senior policy advisors will provide ongoing professional guidance to the professional staff and board of the CIJE. They will be drawn from the ranks of the continental organizations and institutions and outstanding individual professionals.

### C. CIJE Fellows

Beyond the Senior Policy Advisors group, the CIJE intends to assemble 50 or so fellows to provide intellectual, educational content to its work. These Fellows would be identified from among the people currently at work in Jewish education, and leading academicians and practitioners in general education, Judaica, humanities, and social sciences with a strong interest in Jewish life. In addition to providing ongoing advice to CIJE, the Fellows should be a rich resource for consultants for lead communities, foundation initiatives, the research agenda of CIJE, and the institutional objectives of CIJE working in concert with others.

# D. Advisory Council

At least once a year CIJE will reconvene the members of the Commission on Jewish Education in North America, augmented with other key figures in Jewish education. This will provide an opportunity to check on the progress of implementing the Commission's recommendations and provide fresh insight on new developments that should be on CIJE's agenda.

# E. Staff

The staff of CIJE will consist of a chief professional officer (initially Stephen Hoffman, the Executive Vice-President of the Cleveland Federation); a chief educational officer; and a planner. Appropriate support staff would be in place as well. An initial budget is attached.

8/28/90

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Att.

### ON THE GOALS OF JEWISH EDUCATION

"Our goal should be to make it possible for every Jewish person, child or 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. As a motto and declaration of hope, we might adapt the dictum that says, 'They searched from Dan to Beer Sheva and did not find an am ha'aretz!' 'Am ha'aretz,' usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, and unconcerned with Jewish destiny. 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."

> Presented by Professor Isadore Twersky, Member of the Commission, at the meeting of June 12, 1990

MEETING DATES

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The full Commission met six times over a period of two years, as follows:

August 1, 1988

December 13, 1988

June 14, 1989

October 23, 1989

February 14, 1990

June 12, 1990

### EXECUTIVE SUMMARY

1.1

The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfillment and communality. 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. Over the last several decades, intermarriage between Jews and non-Jews has risen dramatically, and a major proportion of children of such marriages no longer identify themselves as Jews.

It is clear that there is a core of deeply committed Jews whose very way of life ensures meaningful Jewish continuity from generation to generation. However, there is a much larger segment of the Jewish population which is finding it increasingly difficult to define its future in terms of Jewish values and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism for this population now rests primarily with education.

The Jews of North America have built an extensive and diverse system of education that takes place in many formal and informal settings. Outstanding educators who are excellent teachers and role models for young people and adults can be found throughout North America in classrooms and community centers, on educational trips to Israel, and in summer camps. However, the system of

Jewish education is plagued by many problems, and because of its inadequacies it is failing to engage the minds of a critical segment of the Jewish population who have no other way of experiencing the beauty and richness of Jewish life.

Careful study of the current state of Jewish education reveals that much of the system, in its various forms and settings, is beset by these problems -- sporadic participation; deficiencies in educational content; an underdeveloped profession of Jewish education; inadequate community support; the absence of a research function to monitor results, allocate resources, and plan improvements.

Recent developments throughout the continent indicate that a climate exists today for bringing about major improvements. However, a massive program will have to be undertaken in order to revitalize Jewish education so that it is capable of performing a pivotal role in the meaningful continuity of the Jewish people. It was to achieve this goal that the Commission on Jewish Education in North America was established.

After analyzing the problems, the Commission decided to focus its effort on the two building blocks upon which the entire system rests -- developing the profession of Jewish education and mobilizing community support to meet the needs and goals of Jewish education. In order to secure these essential building blocks, a blueprint for the future consisting of a series of concrete steps was worked out by the Commission. The plan includes both short - and long - range elements, and

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implementation can begin immediately with initial funding already provided.

The core of the Commission's plan is to infuse Jewish education with a new vitality by recruiting large numbers of talented and dedicated educators. These educators need to work in a congenial environment, sustained by a Jewish community that recognizes Jewish education as the most effective means for perpetuating Jewish identity and creating a commitment to Jewish values and behavior.

The plan developed by the Commission includes the following elements:

1. <u>Building a profession of Jewish education -</u> By creating a North American infrastructure for recruiting and training increasing numbers of qualified personnel; expanding the faculties and facilities of training institutions; intensifying on-the-job training programs; raising salaries and benefits of educational personnel; developing new career track opportunities; and increasing the empowerment of educators.

2. <u>Mobilizing community support</u> By recruiting top community leaders to the cause of Jewish education; raising Jewish education to the top of the communal agenda; creating a positive environment for effective Jewish education; and providing substantially increased funding from federations, private foundations, and other sources.

3. <u>Establishing three to five Lead Communities</u> - To function as local laboratories for Jewish education; to determine the educational practices and policies that work best; to redesign

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and improve Jewish education through a wide array of intensive programs; to demonstrate what can happen where there is an infusion of outstanding personnel into the educational system, with a high level of community support and with the necessary funding. ÷.,

4. <u>Developing a research capability</u> - By drawing up a comprehensive research agenda for Jewish education; creating the theoretical and practical knowledge base needed to monitor results and make informed decisions; conducting ongoing studies on the state of Jewish education in general, and on the progress of each component of the Commission's plan.

5. <u>Creating the Council for Initiatives in Jewish Education</u> - A new entity that will operate as a catalytic agent, working mainly through the efforts of others to ensure the implementation of the Commission's plan; helping to secure necessary funding; overseeing the establishment of Lead Communities; coordinating research activities; providing a setting in which creative people, institutions, organizations, and foundations can work together to develop new undertakings in Jewish education; and helping to replicate the successful experiences in Lead Communities throughout North America.

The Commission is confident that its blueprint is realistic and feasible, and will indeed provide the foundation for a new era in Jewish education. An enormous investment of resources and energies will be required to bring this about, but the Commission is convinced that the will is there and the time to act is now.

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## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Commission Members

<u>Mona Riklis Ackerman</u> (Ph.D.), Riklis Family Foundation, 725 Fifth Avenue, 25th Floor, New York, NY 10022-2533, (212) 735-9540 Dr. Ackerman is a clinical psychologist and President of the Riklis Family Foundation. She is active in UJA/Federation of Jewish Philanthropies of New York and American Friends of Rechov Sumsum.

<u>Ronald Appleby</u> Q.C., Robins, Appleby & Taub, 130 Adelaide Street, West, Suite 2500, Toronto, Ontario M5H 2M2, (416) 360-3333 Mr. Appleby is chairman of the law firm of Robins, Appleby & Taub, involved mainly in business income tax consultations; he speaks and writes regularly on this subject. He is active in many civic and Jewish causes, including the Toronto Jewish Congress, Jewish National Fund, Council of Jewish Federations, and United Jewish Appeal.

<u>David\_Arnow</u> (Ph.D.), 1114 Avenue of the Americas, New York, NY 10036, (212) 869-9700 Dr. Arnow is a psychologist, President of the New Israel Fund and chair of the UJA/Federation of Jewish Philanthropies of New York Subcommittee on Governance.

<u>Mandell L. Berman</u>, 29100 Northwestern Highway #370, Southfield, Michigan 48034, (313) 353-8390 Mr. Berman was President of Smokler Corporation, a real estate developer. He is Chairman of the Skillman Foundation, President of the Council of Jewish Federations, and past President of the Detroit Federation. He served as Chairman of the American Association of Jewish Education and is Honorary Chairman of JESNA.

<u>Jack Bieler</u> (Rabbi), Hebrew Academy of Greater Washington, 2010 Linden Lane, Silver Spring, Maryland 20910 (301) 649-3044 Rabbi Bieler is Coordinator of Judaic Studies and Supervisor of Instruction at the Hebrew Academy of Greater Washington. He has served as Chairman of the Talmud Department at Ramaz Day School and was a Jerusalem Fellow.

Charles R. Bronfman, 1170 Peel Street, Montreal, Quebec H3B 4P2, (514) 878-5271

Mr. Bronfman is Go-Chairman and Chairman of the Executive Committee of The Seagram Company, Ltd., Chairman of The CRB Foundation and Honorary Chairman, Canada-Israel Securities Ltd. He is Director of the Canadian Council of Christians and Jews, and active in many civic and Jewish causes. John C. Colman, 4 Briar Lane, Glencoe, Illinois 60022, (312) 835-1209 Mr. Colman is a private investor and business consultant. He is a member of the Executive Committee of the American Joint Distribution Committee and is active in a wide variety of Jewish and general institutions.

<u>Maurice S. Corson</u> (Rabbi), The Wexner Foundation, 41 S. High Street, Suite 3390, Columbus, Ohio 43215, (614) 461-8112 Rabbi Corson is President of the Wexner Foundation. He was a director of the Jewish Community Relations Council of Philadelphia, United Israel Appeal of Canada, and B'nai B'rith. He is active in many Jewish and civic causes.

Lester Crown, 222 North LaSalle Street, Suite 2000, Chicago, Illinois 60601, (312) 236-6300 Mr. Crown is President of Henry Crown and Company, Chairman of the Board of Material Service Corporation and Executive Vice-President of General Dynamics. He has served as Chairman of the Board of The Jewish Theological Seminary of America.

<u>David Dubin</u>, JCC on the Palisades, 411 E. Clinton, Tenafly, New Jersey. 07670 (201) 569-7900 Mr. Dubin is Executive Director of the Jewish Community Center on the Palisades and author of several articles in <u>The Journal of Jewish Communal Service</u> on Jewish education within Jewish community centers.

<u>Stuart E. Eizenstat</u>, Powell, Goldstein, Frazer & Murphy, 1001 Pennsylvania Avenue, N.W., Sixth Floor, Washington, D.C. 20004, (202) 347-0066 Mr. Eizenstat practices law in Washington, D.C. and teaches at the Kennedy School of Government at Harvard University. He was Director of the domestic policy staff at The White House under the Carter Administration. He is active in many civic and Jewish organizations and speaks and writes widely on public policy.

Joshua Elkin (Rabbi, Ed. D.), 74 Park Lane, Newton, Massachusetts 02159, (617) 964-7765 Rabbi Elkin is Headmaster of the Solomon Schechter Day School of Boston. He has taught in the Jewish Education program at the Hornstein Program in Jewish Communal Service at Brandeis University and has just completed a year as a Jerusalem Fellow.

<u>Eli N. Evans</u>, Charles H. Revson Foundation, 444 Madison Avenue, New York, NY 10022, (212) 935-3340 Mr. Evans is President of the Charles H. Revson Foundation which supports programs in urban affairs, Jewish and general education, and biomedical research policy. He has written two books on the history of Jews in the American South. <u>Irwin S. Field</u>, Liberty Vegetable Oil Company, P. O. Box 4236, Cerritos, California 90703, (213) 921-3567 Mr. Field is President of Liberty Vegetable Oil, and Chairman of the Executive Committee of Luz International Ltd. He is Vice Chairman of the Jewish Federation of Los Angeles and a past National Chairman of the United Jewish Appeal. He serves many other national and international organizations.

<u>Max M. Fisher</u>, Fisher Building, 27th Floor, 3011 Grand Boulevard, Detroit, Michigan 48202, (313) 871-8000 Mr. Fisher was Chairman of the Board of Governors of The Jewish Agency for Israel, President of the Council of Jewish Federations, and President of the United Jewish Appeal. He was Chairman of United Brands Company and has been involved with many other corporations and civic and Jewish organizations.

<u>Alfred Gottschalk</u> (Rabbi, Ph.D.), Hebrew Union College, 3101 Clifton Avenue, Cincinnati, Ohio 45220-2488, (513) 221-1875 Dr. Gottschalk is President of the Hebrew Union College-Jewish Institute of Religion and Professor of Bible and Jewish Religious Thought. He is founder of the School of Jewish Communal Service, Chairman of the Academic Council of the U. S. Holocaust Memorial Council. He also serves as Vice President of the World Union for Progressive Judaism. He has written extensively on education and Jewish intellectual history.

Arthur Green (Rabbi, Ph.D.), Reconstructionist Rabbinical College, Church Road and Greenwood Avenue, Wyncote, Pennsylvania 19095, (215) 576-0800 Dr. Green is President of the Reconstructionist Rabbinical College and the author of many books and articles including <u>Tormented Master</u>; <u>A Life of Rabbi</u> <u>Nahman of Bratslay</u>.

<u>Irving Greenberg</u> (Rabbi, Ph.D.), The National Jewish Center for Learning and Leadership, 421 Seventh Avenue, New York, NY 10001, (212) 279-2525 Rabbi Greenberg is President and co-founder of CLAL: The National Jewish Center for Learning and Leadership. He founded and chaired the Department of Judaic Studies at City College and has taught and written widely on Jewish thoughts and religion.

<u>Joseph S. Gruss</u>, Gruss & Company, 900 Third Avenue, New York, NY 10022, (212) 688-1500

Mr. Gruss is former head of Gruss & Company. He established the Fund for Jewish Education in New York in association with UJA/Federation of Jewish Philanthropies. He has provided full medical and financial support to Jewish educators, grants to 400 Jewish Day Schools and Yeshivot and to community organizations dedicated to Jewish outreach, and funds for school building renovations. He supports Jewish educators through scholarships for high school and college students. Robert I. Hiller, Zanvyl Krieger Fund, 101 W. Mount Royal Avenue, Baltimore, Maryland 21201, (301) 727-4828 Mr. Hiller is a consultant to non-profit organizations and President of the Zanvyl Krieger Fund. He has been chief professional officer of the Council of Jewish Federations and the Jewish Federations in Pittsburgh and Baltimore.

David Hirschhorn, The Blaustein Building, P. O. Box 238, Baltimore, Maryland 21203, (301) 347-7200 Mr. Hirschhorn is Vice Chairman of American Trading and Production Corporation. He is a Vice President of the American Jewish Committee and active in Jewish education in Baltimore.

<u>Carol K. Ingall</u>, Bureau of Jewish Education of Rhode Island, 130 Sessions Street, Providence, Rhode Island 02906, (401) 331-0956 Mrs. Ingall is Executive Director of the Bureau of Jewish Education of Rhode Island, curriculum consultant to the Jewish Theological Seminary and representative of the Council for Jewish Education to the Conference on Jewish Communal Service.

Ludwig Jesselson, Philipp Brothers, Inc. 1221 Avenue of the Americas, New York, NY 10020, (212) 575-5900 Mr. Jesselson has served as Chairman of Philipp Brothers, Inc., Chairman of the Board of Governors of Bar Ilan University, Treasurer of the Board of Yeshiva University and President of UJA/Federation of Jewish Philanthropies of New York Joint Campaign.

<u>Henry Koschitzky</u>, 1 Yorkdale Road, #404, Toronto, Ontario M6A 3A1, (416) 781-5545 Mr. Koschitzky, a former Rhodes Scholar, is President of Iko Industries Ltd. He has served as Chairman of the Board of Jewish Education in Toronto.

<u>Mark Lainer</u>, 17527 Magnolia Boulevard, Encino, California 91316, (818) 787-1400 Mr. Lainer is an actorney and real estate developer. He is an officer of the Jewish Federation of Los Angeles and Vice President of JESNA. He was founding president of Abraham Joshua Heschel Day School, Vice President of Education at Temple Valley Beth Sholom, Encino, and Chairman of the Bureau of Jewish Education of Los Angeles.

Norman Lamm (Rabbi, Ph.D.), Yeshiva University, 500 West 185th Street, New York, NY 10033, (212) 960-5280 Dr. Lamm is President of Yeshiva University, founder of <u>Tradition</u> magazine and the author of many books including <u>Faith and Doubt</u>. He was a member of the President's Commission on the Holocaust and lectures extensively on Judaism, law and ethics. <u>Sara S. Lee</u>, Rhea Hirsch School of Education, Hebrew Union College, 3077 University Avenue, Los Angeles, California 90007-3796, (213) 749-3424 Mrs. Lee is Director of the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles and Vice Chairman of the Association of Institutions of Higher Learning in Jewish Education. She is a frequent contributor to conferences and publications on Jewish education.

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<u>Seymour Martin Lipset</u> (Ph.D.), Stanford University, 213 Hoover Memorial Building, Stanford, California 94121 (415) 723-4741 Professor Lipset is a Senior Fellow in political science and sociology at the Hoover Institution at Stanford University. He has been co-editor of <u>Public</u> <u>Opinion</u> and author of many books including <u>Political Man</u> and <u>The Politics of</u> <u>Unreason</u>.

<u>Haskel Lookstein</u> (Rabbi, Ph.D.), Ramaz School, 125 East 85th Street, New York, NY 10028, (212) 427-1000 Rabbi Lookstein is Principal of Ramaz School and Rabbi of Congregation Kehilath Jeshurun. He teaches at Yeshiva University and has served in leadership roles with the National Rabbinic Cabinet, the New York Board of Rabbis, the Coalition to Free Soviet Jews and the UJA-Federation of New York.

<u>Robert E. Loup</u>, Loup-Miller Construction Company, 10065 E. Harvard Avenue, Suite 900, Denver, Colorado 80231, (303) 745-7000 Mr. Loup is a real estate developer. He is life president of the Allied Jewish Federation of Denver, National Chairman of CLAL, and past national chairman of the United Jewish Appeal.

<u>Morton L. Mandel</u>, Premier Industrial Corporation, 4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300 Mr. Mandel is Chairman of the Board of Premier. He has been President of the Jewish Community Federation of Cleveland, the Council of Jewish Federations, and JWB.

<u>Matthew J. Maryles</u>, Oppenheimer and Company, Inc., 1 World Financial Center, 200 Liberty Street, New York, NY 10281, (212) 667-7420 Mr. Maryles is a Managing Director of Oppenheimer and Company, Inc., a New York investment banking firm. He is President of Yeshivah of Flatbush, Chairman of the Fund for Jewish Education and Vice President of UJA/Federation of Jewish Philanthropies of New York.

Florence\_Melton, 1000 Urlin Avenue, #1505, Columbus, Ohio, 43212, (614) 486-2690

Mrs. Melton is the founder of R. G. Barry Corporation where she serves as Design Consultant. She has served on the Board of Huntington National Bank, Columbus, and is an inventor who holds a number of patents. Through her philanthropic efforts, she has initiated numerous innovative projects in Jewish and secular education, including a research project at Ohio State University designed to increase the self-image of junior high school children. She has served on many national education boards. Donald R. Mintz, Sessions & Fishman, Thirty-Fifth Floor, 201 St. Charles Avenue, New Orleans, Louisianna 70170-3500, (504) 582-1571 Mr. Mintz is a senior partner of Sessions & Fishman and a Professor at Tulane University Law School. He was President of the Jewish Federation of Greater New Orleans and is the immediate past president of Jewish Community Centers Association of North America (formerly JWB).

Lester Pollack, Lazard Freres & Company, One Rockefeller Plaza, New York, NY 10020, (212) 632-4829 Mr. Pollack is a General Partner of Lazard Freres and Chief Executive Officer of Centre Partners. He is Vice President of the JWB and of UJA/Federation of Jewish Philanthropies of New York.

<u>Charles Ratner</u>, Forest City Enterprises, Inc., 10800 Brookpark Road, Cleveland, Ohio 44130, (216) 267-1200 Mr. Ratner is Executive Vice President of Forest City Enterprises, Inc. He is Vice President of the Jewish Community Federation of Cleveland, Chairman of the Cleveland Commission on Jewish Continuity, and of the Cleveland Jewish Welfare Fund campaign. He is active in other civic and Jewish organizations.

Esther Leah Ritz, 929 N. Astor Street, #2107-8. Milwaukee, Wisconsin 53202. (414) 291-9220 Mrs. Ritz has been President of JWB and Vice President of the Council of Jewish Federations. She is Vice Chairman of Wurzweiler School of Social Work at Yeshiva University and is a Past President of the Jewish Federation in Milwaukee.

<u>Harriet L. Rosenthal</u>, 363 Woodland Place, South Orange, New Jersey, 07079 (201) 762-7242 Mrs. Rosenthal is a Vice President of JWB. She was a delegate of the National Council of Jewish Women to the Conference of Presidents, and serves on the Board of The National Conference on Soviet Jewry.

<u>Alvin I. Schiff</u> (Ph.D.), Board of Jewish Education of Greater New York, 426 West 58th Street, New York, NY 10019, (212) 245-8200 Dr. Schiff is Executive Vice President of the Board of Jewish Education of Greater New York, Editor of <u>Jewish Education</u> and Professor of Jewish Education at Yeshiva University. He is past president of the Council for Jewish Education.

<u>Ismar Schorsch</u> (Rabbi, Ph.D.), Jewish Theological Seminary, 3080 Broadway, New York, NY 10027, (212) 678-8072 Dr. Schorsch is Chancellor and Professor of Jewish History at the Jewish Theological Seminary of America. He has served as President of the Leo Baeck Institute and has published in the area of European Jewish history. Daniel S. Shapiro, Schulte, Roth & Zabel, 900 Third Avenue, New York, NY 10022, (212) 758-0404 Mr. Shapiro is a partner in Schulte, Roth and Zabel. He has served as President of the Federation of Jewish Philanthropies of New York and is Vice President of the Council of Jewish Federations.

<u>Margaret W. Tishman</u>, 1095 Park Avenue, New York, NY 10028, (212) 980-1000 Mrs. Tishman is President of the UJA/Federation of Jewish Philanthropies of New York. She has served in leadership roles with the Jewish Community Relations Council of New York, the Jewish Theological Seminary, and Yeshiva University.

<u>Isadore Twersky</u> (Rabbi, Ph.D.), Harvard University, Center for Jewish Studies, 6 Divinity Avenue, Cambridge, Massachusetts 02138, (617) 495-4326 Professor Twersky is Nathan Littauer Professor of Hebrew Literature and Philosophy and Director of the Center for Jewish Studies at Harvard University. He has written numerous scholarly books and studies in Jewish philosophy and law.

<u>Bennett Yanowitz</u>, 2600 Erieview Tower, Cleveland, Ohio 44114, (216) 696-3311 Mr. Yanowitz is a principal in the firm of Kahn, Kleinman, Yanowitz and Arnson. He is President of JESNA. He has served as Vice President of the Jewish Community Federation of Cleveland and Chairman of the National Jewish Community Relations Advisory Council.

## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

| Morton L. Mandel                      |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      | 21    | 6/39  | 1-8   | 300          |                 |     |   |
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| Chairman                              |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Mona Riklis Ackerman                  |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Ronald Appleby<br>David Arnow         |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Mandell L. Berman                     |        |       |                | _   |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
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| Charles R. Bronfman                   |        |       |                | (21 | 6)    | 83    | 31    | 070   | 0     |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| John C. Colman                        |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
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| Lester Crown                          |        |       |                |     |       |       |       |       |       | 1.01 | JEI |     |               |     |      |      |       |       |       |              |                 |     |   |
| David Dubin                           |        |       |                | (21 | 41    | 0/    | 9     | 612   | 2     |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Stuart E. Eizenstat                   |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Joshua Elkin                          |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Eli N. Evans                          | FOLL   | OWIN  | NG             | TWO | -YE   | AR    | S. 2. | TUD   | Υ.    | COL  | MM  | IS: | 510           | NC  | DN   | JE   | WI:   | SH    | EDI   | JC           | ATI             | ON  |   |
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| Max M. Fisher                         | FUND   |       |                |     |       |       |       |       |       |      |     | *   |               |     |      |      |       |       |       |              |                 | NDS |   |
| Alfred Gottschalk<br>Arthur Green     |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Irving Greenberg                      | MASS   |       |                |     |       |       |       |       |       |      |     |     |               | UF  | 32   | 3 -  | vc    | 14.1  | ليكما | 19           | :Ч <sub>9</sub> | ANU |   |
| Joseph S. Gruss                       | CREA   | TES   | EN             | TIT | Y T   | r0 .  | IM    | PLE   | MEN   | IT 1 | RE  | POF | T I           |     |      |      |       |       |       |              |                 |     |   |
| Robert I. Hiller                      |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| David Hirschhorn                      |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
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| Ludwig Jesselson                      |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     | - |
| Henry Koschitzky                      | Educ   | atic  | o n            | τn  | NOT   | · C N |       | ner   | TCa   | 2.   | a   | 000 | iy .          | CON | 1p o | se   |       | JT    | 44    | 11           | ead             | ing |   |
| Mark Lainer                           | scho   |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       | 11    | У            |                 |     |   |
| Norman Lamm                           | offi   | cial  | ls,            | to  | day   | / 3   | inni  | oun   | ced   | t    | he  | -fi | ind           | ing | IS   | of   | ar    | ٦     |       |              |                 |     |   |
| Sara S. Lee<br>Seymour Martin Lipset  | unpr   | eced  | den            | ted |       | wo    | - V i | ear   | st    | u d  | V I | und | ler           | tak | en   | t    | 0     | enl   | ar    | ae           | th              | e   |   |
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| Robert E. Loup                        | Jewi   | c , 1 | a i i<br>a d u | 30  | 10110 |       | - G G | tha.  | 1 9 9 | 1 4  | ad  | C 4 | upro<br>Kaste | 010 | 20   | d d  | 641   | a a d | 1 43  |              |                 |     |   |
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| Florence Meiton                       |        | -     |                |     |       |       | -     |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Donald R. Mint:                       |        | Con   |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     | e |
| Lister Pollack                        | at t   | he G  | Gra            | n d | Hya   | itt   | : Ho  | ote   | Ι,    | not  | te  | d s | sig           | nif | ic   | an   | t (   | lef   | ic    | ie           | nci             | es  |   |
| harles Rarner                         | in t   | he s  | SVS            | tem | 01    | 1 L   | lew   | ish   | ed    | uc   | at. | ior | n i           | n N | lor  | th   | Ar    | ner   | ici   | a .          |                 |     |   |
| Esther Leah Ritz                      | part   |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              | and             |     |   |
| Harriet L. Resenthal                  | prof   |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Alvin L Schiff                        |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 | ch  |   |
| Lionel H. Schipper                    | resu   |       |                |     |       |       |       | -     |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Ismar Schorsch<br>Harold M. Schulweis | valu   |       |                |     |       |       |       |       |       |      |     |     |               |     | านก  | be   | rs    | of    | p     | eo           | ple             | ma  | У |
| Daniel S. Shaptro                     | be d   | imir  | nis            | hin | ga    | at    | an    | al    | arm   | lin  | g   | rat | te.           | RU  |      |      |       |       |       |              |                 |     |   |
| Margaret W. Tishman                   |        |       |                |     | -     |       |       |       |       |      | -   |     |               |     |      |      |       |       |       |              |                 |     |   |
| Isadore Twersky                       | The    | Con   | i mm           | ssi | 0.7   | re    | col   | nme   | nde   | d    | a   | mas | ssi           | VP  | nr   | na   | ra    | n t   | 0     |              |                 |     |   |
| Bennett Yanowit:                      | revi   |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              | of              |     |   |
| Isaiah Zeldin                         |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       | 1.113 | 9            |                 |     |   |
| In Formation                          | \$25-  |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 | ~   |   |
| Senior Policy Advisor                 | prof   |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
|                                       | Jewi   | sh e  | edu            | cat | 101   | n 1   | 0     | the   | to    | p    | of  | tł  | ne            | CON | nmu  | na   | 1     | age   | nda   | а,           | th              | e   |   |
| David S. Ariel                        | deve   | 100   | nen            | t o | f     | i r   | es    | ear   | ch    | ca   | pa  | cit | ty            | and | i t  | he   | e     | sta   | b1.   | isi          | hme             | nt  |   |
| Seymour Fox<br>Annette Hochstein      | of t   |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Stephen H. Hoffman                    |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 | th  | 3 |
| Martin S. Kraar                       | labo   |       |                |     |       |       |       | -     |       |      | *   |     |               |     |      |      |       |       |       |              |                 |     |   |
| Arthur Rotman                         | Coun   |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     | C |
| Carmi Schwartz                        | will   | ODE   | era            | te  | as    | a     | ca    | tal   | yti   | C    | ag  | ent | t,            | WOY | · ki | ng   | ti    | nro   | ugi   | h            | the             |     |   |
| Herman D. Stein                       | effo   | rts   | of             | ot  | hei   | • (   | gro   | ups   | to    | e    | ns  | ure | et            | he  | ាំ៣  | ıp Ì | em    | ent   | at    | to           | n o             | f   |   |
| Jonathan Woocher                      | the    |       |                |     |       |       |       |       |       | 2    |     |     |               |     |      |      |       |       |       | _            |                 |     |   |
| Henry L. Zucker                       |        |       |                | 5.0 |       | - 1   |       |       | •     |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Director                              |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |
| Henry L. Zucker                       |        |       |                |     |       |       |       |       |       |      |     |     |               |     |      |      |       |       |       |              |                 |     |   |

Staff

Mark Gurvis Virginia F. Levi Joseph Reimer

Commissioners

Commenting on the Report, Morton L. Mandel, a Cleveland, Ohio industrialist and past president of the Council of Jewish Federations, who with his brothers Jack N. Mandel and Joseph C. Mandel, conceived the idea of forming the Commission and provided its funding through the Mandel Associated Foundations, stated: "The responsibility for developing Jewish identity and instilling a commitment to Judaism in a large segment of the Jewish population rests primarily with Jewish education. Unfortunately, as we have discovered, the system of Jewish education is plagued with many problems and due to its inadequacies, is failing to engage the minds of a critical segment of the Jewish population. It is to this central issue that our study and its recommendations are addressed.

The Commission is confident that its blueprint is realistic and feasible, and will indeed provide the foundation for a new era in Jewish education. An enormous investment of resources and energies will be required to bring this about. But the Commission is convinced that the will is there and the time to act is now."

In its report, the Commission found that Jewish education is beset by the following major problems:

\* <u>Sporadic Participation</u>. The pattern of involvement in Jewish education is intermittent and often short-lived.

\* Deficiencies in Educational Content. The presentation of the subject matter is often uninspiring, and there is a dearth of high quality curricular and educational materials.

\*The Underdeveloped Profession of Jewish Education. While there are many dedicated educators in the system, a large number of positions are filled by unqualified personnel

\*Inadequate Community Support. Jewish education is woefully underfunded, and Jewish leadership relatively uninvolved.

\* The absence of a Research Function to Produce Reliable Data. Without such data it is difficult to monitor results, allocate resources, and plan improvements.

After analyzing these problems, the Commission decided to focus its efforts on the two building blocks upon which the system rests -- developing the profession of Jewish education, and mobilizing community support to meet needs and goals. The profession of Jewish education will be built by creating an infrastructure for recruiting and training qualified personnel; expanding the faculties and facilities of training institutions; raising salaries and benefits of educational personnel and increasing the empowerment of educators. The Commission believes that community support can be mobilized by recruiting major leaders to the cause of Jewish education, by creating a positive environment for effective Jewish education and by providing substantially increased funding from federations, private family foundations and other sources.

A list of the members of the Commission, which met eight times during the two years, is attached.

