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MINUTES: Senior Policy Advisors, Commission on Jewish Education  
in North America

DATE: February 15, 1990

DATE MINUTES ISSUED: March 2, 1990

PRESENT: Morton L. Mandel, (Chair), David S. Ariel, Seymour Fox,  
Mark Gurvis, Annette Hochstein, Stephen H. Hoffman,  
Joseph Reimer, Arthur Rotman, Herman D. Stein, Jonathan  
Woocher, Henry L. Zucker, Virginia F. Levi (Sec'y)

GUEST: David Finn

COPY TO: Martin S. Kraar

*Correcop,  
Minutes, Reports  
Feb 1990 - May  
1990*

I. Impressions of the February 14 Commission Meeting

There was general agreement that the meeting went well and that commissioners demonstrated a real investment in the Commission process. There was broad agreement with the elements of the report and a reiteration of support for the focus on enabling options.

It was noted that the following concerns remain:

- A. A sense that the Commission's recommendations remain too vague and general, and a desire for more specific recommendations.
- B. Tension between a desire for the final report to serve as an advocacy document laying out a broad agenda, and a preference for concrete, clearly delineated recommendations and steps for achieving them.
- C. Some concern with timing in light of the current financial focus on the needs of Soviet immigrants.
- D. Lack of clarity in the financial involvement of the facilitating mechanism in local community efforts.
- E. Lack of total agreement about whether the successor mechanism should be independent and over its role as a force for change and a catalyst for implementation. There was a general desire for more details on the mechanism, including the proposed size and scope of the mechanism.
- F. A need to fully define Jewish education--to clarify that we mean to include the informal, as well as the formal.
- G. Uncertainty about how to address the programmatic areas, both in the final report and through the implementation mechanism.

## II. Preparation of Final Report

David Finn spoke of his firm's role of translating what has been written into an important report, put in concrete terms.

It was agreed that it would be unrealistic to expect the final version of the report to be ready for a Commission meeting in June. It was suggested, however, that a draft could be ready to be mailed about June 1 and presented for approval at the June 12 meeting. Ideally, by the June meeting a first draft will have been reviewed and approved by Fox, Hochstein, Hoffman, and Zucker; a second draft will have been reviewed by senior policy advisors, and a third draft will have been sent to commissioners. Mr. Finn suggested that a more realistic time table could be developed toward the end of March.

It was suggested that the June meeting be the final formal meeting, at which the Finn draft will be presented to commissioners for feedback. This might be followed in the fall of 1990 by a press conference and celebration of the printed final report, possibly followed immediately by the first meeting of the board of the implementation mechanism.

In the time between the February and June Commission meetings, we will send to commissioners the research papers which have been produced for the Commission.

## III. General Discussion

The question of whether or not to place the recommendations of the Commission in the context of a ten-year plan was discussed. It was suggested that the recommendations constitute an approach to Jewish education, not a plan, and that a specific time frame may create unrealistic expectations. It was suggested, however, that some milestone dates might be useful. It was concluded that it would be appropriate for Mr. Finn to help us to decide whether to write the final report in terms of a specific time frame.

In discussing the timing of issuance of the report in light of the current situation with Soviet emigration, it was agreed that it would indeed be appropriate to issue our report when it's ready. It will take some time for local communities to be ready to participate, and the sooner we begin to deal with the issues raised by the Commission, the sooner Jewish education can begin to benefit from the process.

We were reminded that the implementation mechanism will have access to funds which will have been set aside by individual funders for specific purposes. In addition, it will have a pool of discretionary funds and a core budget. One role of the mechanism will be to match ideas generated by local communities and national organizations with prospective donors.

#### IV. Research

The following approach will be taken to the review of research papers:

- A. Fox and Hochstein will review each paper and may ask the author to make revisions.
- B. When a paper has been approved by Fox and Hochstein, Gurvis will circulate it to senior policy advisors for their reactions.
  - 1. If all agree with the paper as submitted, it will be distributed to commissioners.
  - 2. Minor disagreements will be discussed among Fox, Hochstein, and Gurvis, who will decide whether to recommend revisions to the author.
  - 3. Any major disagreements by senior policy advisors will be sent by Gurvis or Hochstein back to the author for possible revision of the paper.
- C. Gurvis and Hochstein will decide if people other than senior policy advisors should be asked to review specific papers.
- D. Selected papers will probably be published as a supplement to the Commission's report.

#### V. Outreach and Public Relations

It was agreed that no additional groups would be involved in outreach until after the June Commission meeting. We will try to respond to communities which press us for input to their local processes, but will not seek additional meetings with communities. One possible exception: Assignment Zucker will consult with John Colman on the desirability of a meeting with Chicago before June.

It was noted that Philadelphia, Boston, Toronto, and Metro West New Jersey are undertaking local efforts to improve Jewish education. These are communities with which the implementation mechanism should be in touch.

#### VI. Introduction of Mandel Institute for the Advancement and Development of Jewish Education

Mr. Mandel reported that the Mandel Associated Foundations have been considering how to impact Jewish education issues worldwide. An organization is being formed, with an international board of directors, to consider this further.



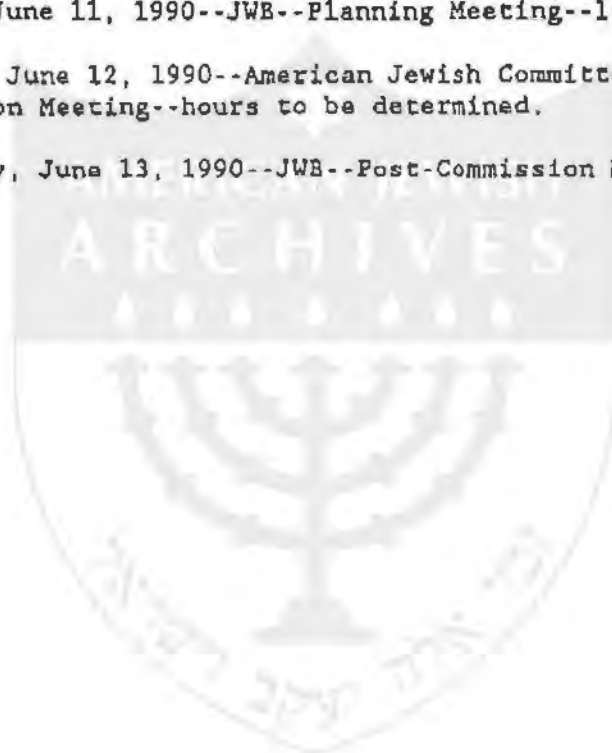
Annette Hochstein explained one idea currently under review to establish a Jewish education computer network for the exchange of ideas worldwide. Jon Woocher volunteered to consult on the project based on his experience and involvement with an already existing system.

VII. Future Meetings

A meeting of the senior policy advisors was set for Sunday, April 22, 10:30 a.m. - 3:30 p.m. at the Sheraton Hopkins Airport, Cleveland.

Senior policy advisors are reminded of the following meetings:

- A. Monday, June 11, 1990--JWB--Planning Meeting--1:30 - 5:00 p.m.
- B. Tuesday, June 12, 1990--American Jewish Committee, New York--Commission Meeting--hours to be determined.
- C. Wednesday, June 13, 1990--JWB--Post-Commission Meeting--8:30 a.m. - 12 noon.



# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

## Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
John C. Cohn  
Maurice S. Corson  
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Joshua Filkin  
Eli N. Evans  
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## In Formation Senior Policy Advisors

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Annette Hochstein  
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Martin S. Kraar  
Arthur Rorman  
Carmi Schwartz  
Jonathan Woocher  
Henry L. Zucker

## Director

Henry L. Zucker

## Staff

Mark Gurvis  
Victoria E. ...

MEMO TO: David Finn  
FROM: Mark Gurvis *MG*  
DATE: March 2, 1990  
SUBJECT: Community Planning in Jewish Education

I am enclosing two papers which should help clarify for you the environment within local communities in which the Commission on Jewish Education in North America is and will be operating. First is Henry L. Zucker's paper on Community Organization for Jewish Education, which looks at leadership, financing, and structural issues. Second is Joel Fox's paper on Community Planning in Jewish Education. Joel is the planning director of the Cleveland Federation. Also, I am enclosing the local commission report from Cleveland, which will give you an example of what got produced as a planning document within one of the stronger North American Jewish communities.

As you will see from Joel's paper, there are numerous models that communities have recently used to engage in more intensified planning efforts in Jewish education. Some have established local commissions on Jewish education, identity, or continuity; others have ongoing Jewish education committees within the federation structure that have been reenergized around particular initiatives or studies. Following is a breakdown of these categories.

Local commissions--The following communities now have a commission on Jewish education or continuity: Boston, Cleveland, Columbus, Detroit, Los Angeles, Syracuse. They are all at different stages of development. Boston had its first meeting in late January. Cleveland, which started in 1985 is now in the process of implementing a four-year, \$4.3 million program. Syracuse has created a standing Jewish Education Committee which is implementing its commission's recommendations. As a result of the work of the Commission on Jewish Education in North America, a number of communities have expressed interest in becoming community action sites and in starting this kind of intensive, comprehensive community planning process, including: MetroWest New Jersey, New York, San Francisco, and Toronto.

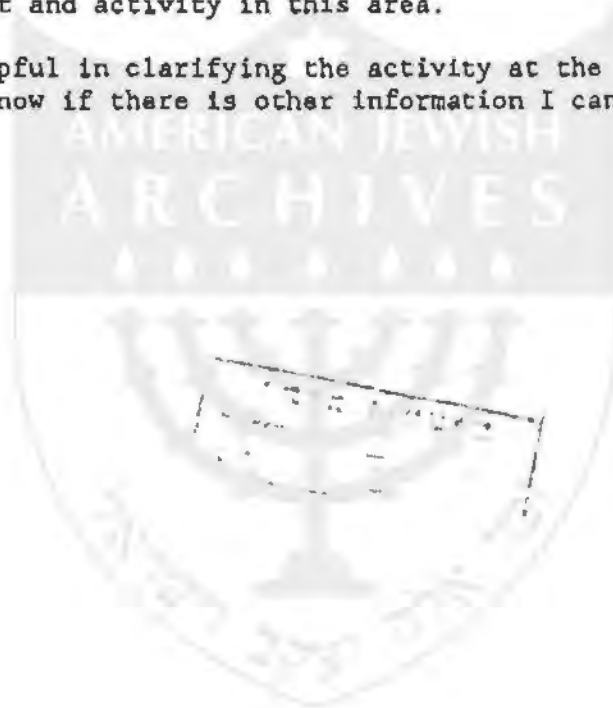
Page 2

Communities with other approaches--A number of other communities have ongoing Jewish education committees which have recently undertaken significant planning studies, including: Buffalo, Dallas, Miami, Philadelphia, Pittsburgh, Richmond, and West Palm Beach.

There have always been some communities which looked at Jewish education issues from time to time. However, the Commission arose at a time when several local community efforts were coinciding, and its work has intensified the interest and activity in this area.

I hope this will be helpful in clarifying the activity at the local level. Please let me know if there is other information I can provide.

cc: Seymour Fox



cc: Seymour Fox ✓  
Mark Gurvis

TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 3/2/90  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

Eliot Spack, director of CAJE, has informed Mark Gurvis that there is a kind of implementation mechanism following the work of the National Citizens Committee on Education based in Columbia, Maryland. Mark is checking this out and I have asked him to share the information with Steve Hoffman.

Spack would like to have a presentation on the work of the Commission at the next CAJE conference which will take place in August 1990 in Columbus, Ohio. I believe that it would be useful to make such a presentation, either by you or Steve Hoffman.

The CAJE people wish to have feedback on the work they have done on the programmatic options. Mark will try to give this to them sometime after we have the reactions of our policy advisors and the Commission.

IN THE OFFICE OF THE SECRETARY OF DEFENSE



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LIST OF PEOPLE TO RECEIVE COMMISSION MATERIAL  
FROM COMMISSION MEETING - FEBRUARY 1990

DISTRIBUTION LIST

FOR MATERIALS FROM PROF. FOX AND ANNETTE HOCHSTEIN

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Prof. Hannan Alexander (U. of Judaism)  
Prof. James Coleman  
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Sharon Feinman-Nemzer (Michigan State U.)  
Prof. Samuel Heilman  
Alan Hoffmann (until summer 1990)  
Dr. Barry Holtz (Melton Center, JTS)  
Steve Huberman (L.A. Federation)  
Prof. Joe Lukinsky (JTS)  
Prof. Danny Pekarsky (U. of Wisconsin)  
Bernard Reisman (Hornstein Program, Brandeis U.)  
Marc Rosenstein (Akiba Hebrew Academy)  
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Jerusalem Fellows in U.S.

CAJE - participants in Dec. meeting in Cleveland

Harlene Appelman

Ephraim Buchwald

Lynda Cohen

Lavey Darby

Elliot Dorph

marvell Ginsburg

Roberta Goodman

Janet Harris

Charles Herman

Jo Kay

Earl Lefkowitz

Lenny Matanky

Ron Reynolds

Lisa Schachter

Elliot Spack

Bobi Stern

Joy Wasserman

Gary Wexler

Ron Wolfson

Lois Zachary



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FOR MATERIALS FROM MORTON MANDEL

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77D

underlined = new

3/1/90

## COMMUNITY ORGANIZATIONS FOR JEWISH EDUCATION

## Leadership, Finance and Structure

by

Henry L. Zucker

Executive Vice President Emeritus

Jewish Community Federation of Cleveland

and

Consultant, the Mandel Associated Foundations

prepared for Commission on Jewish Education

The Commission selected from a long list of option papers produced for its December 13, 1988 meeting what the Commission believes to be the "enabling options," those which are basic to improvement in the programmatic options. The "enabling options" have to do with personnel and with community and financing. Jewish education progress depends on improvement in teaching and administrative personnel, and on the ability of the Commission to raise the priority and funding levels which the American Jewish community assigns to Jewish continuity and Jewish education. Setting a higher community priority on Jewish education is a pre-condition to developing better quality Jewish education personnel.

On December 13, 1988, we listed options under the titles "to deal with the community--its leadership and its structures--as major agents for change in any area," and "to generate significant additional funding for Jewish education "

This paper combines these two options under the new title "Community Organization for Jewish Education--Leadership, Finance and Structure."

minor changes  
on this page  
Page 2

This paper complements the content of the previous option papers with what has been learned from commissioners and staff in meetings and in individual discussions.

### Community

What is the community we are talking about in connection with formal and informal Jewish education?

By community, we mean not only the general Jewish community, but especially the organized Jewish community as it relates to the issues of Jewish continuity, commitment and learning, and to the organizations and persons engaged in these issues. The Commission's target population includes, especially, the professional and lay leaders who create the climate for Jewish formal and informal education and its content. This means teachers, principals, <sup>(switched)</sup> rabbis, communal workers, academics, leaders of institutions of higher learning, denomination and day school leaders and the leaders of the American Jewish community who are involved in planning for and financing Jewish education. The chief <sup>(switched)</sup> local institutional targets are the synagogues, Jewish community centers, camps, schools, including day schools, agencies under communal sponsorship, Jewish community federations and bureaus of Jewish education, <sup>(particularly...)-CUT</sup> and major Jewish-sponsored foundations. At the continental level they are JWB, JESNA, CJF, the chief denominational and congregational bodies, training institutions, and associations of educators and communal workers who are engaged in formal and informal Jewish education.

[ Missing paragraph - pg. 1

-Missing paragraph  
-1st 2 paragraphs  
new.

The North American Jewish community has a proven excellent <sup>change in</sup> ~~cs~~ with major problems when they are addressed by the very top <sup>Synagogue</sup> ~~of~~ leaders. This same highest level of community leadership is <sup>things are</sup> ~~to~~ establish the necessary communal planning and funding priority <sup>switched around</sup> ~~in~~ education. Indeed, the involvement of top community leadership <sup>add as</sup> ~~is~~ raising the quality of Jewish education in North America. <sup>per page</sup>

Most observers believe that there is a decided trend toward the involvement of more and more top leaders in Jewish education. Although many key lay leaders do not yet see Jewish education as a top community priority, it is felt generally that the battle to create a very high communal priority for Jewish education is well on its way to being won.

[ NO TITLE ]

- ✓ Prior to World War II, a large proportion of the leadership of the organized American Jewish community was indifferent to community support for Jewish education. <sup>switched</sup>
- ✓ In the early days of federation, some were even antagonistic. Their emphasis was on the social services and on the Americanization of new immigrants.
- ✓ Just before and during World War II and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation and reconstruction and then nation-building in Israel. <sup>included</sup>  
More recently, community leaders have become concerned with issues related to Jewish survival and continuity, and they are now putting a higher premium on Jewish education.

[ Missing ]

3 paragraphs  
Missing

3 paragraphs  
missing.  
- 2 new  
paragraphs

A number of federations are currently involved in comprehensive their community's Jewish education programs and others are in e of organizing comprehensive studies. JESNA, JWB, and CJF are e nationally in efforts to examine related issues.

- Changes in  
Syntax

- Much  
missing/changes in  
Financing

Generally, we have not yet developed community structures that are adequate to effect the necessary improvements in Jewish education, either at the local or continental level. The following areas [require continuing examination] and updating:

### Structure

1. The relationship among federations, bureaus of Jewish education, communal schools and congregations.
2. The place of federations in planning and budgeting for Jewish education and in financing Jewish education. Missing
3. The need for forceful national leadership in establishing standards for the Jewish education field, in promoting, encouraging and evaluating innovations, and in spreading over the continent the application of best

Missing paragraph  
Financing

Very little hard information is available about overall financing of Jewish education in North America. Informed guesses about the total annual

Many  
changes in  
syntax,  
inclusions,  
exclusions, etc.  
in Financing

New expenditures for formal and informal Jewish education in North Am  
from \$500 million to \$1 billion dollars.

- [ ... ]
- (missing)
- ✓ Congregational funding, tuition payments, and agency and school fundraising
  - ✓ (especially by day schools), are the mainstays of Jewish education
  - ✓ <sup>New</sup> financing. It is to be expected that these sources will produce more funding
  - ✓ as the community gives Jewish continuity and Jewish education a higher
  - ✓ <sup>switched</sup> priority. These sources of support are crucial and need to be encouraged.
- ✓ There is consensus that needed improvements in Jewish education will require
- ✓ considerable additional funding, a substantial part of which must come from changes,
  - ✓ federations as the primary source of organized community funding, and from switches
  - ✓ private foundations and concerned individuals.

Communal patterns of funding may need to be altered, and changes in

- ✓ organizational relationships are necessary to accommodate this. For example,
  - ✓ greater cooperation among the congregations, schools, agencies and the
  - ✓ federations is basic to developing and allocating the funds needed to improve
- Jewish education.

syntax  
changes

[ Missing paragraph ]

- ✓ From its very beginning, the Commission has expressed its intention to be
  - ✓ proactive in efforts to improve Jewish education. This includes encouraging
  - ✓ additional funding, and initial steps have been taken in this direction.
- (for traditional sources)



Page 6

- ✓ The Commission is optimistic that greater funds can be generated for Jewish
- ✓ education, in spite of the current great demand for communal funding for
- ✓ other purposes (i.e., Russian emigration). There have always been and there
- ✓ always will be great demands on limited communal funds. We should not allow
- ✓ ourselves to be put off by the pressing needs of the moment from facing the
- ✓ very urgent need for adequate support of Jewish education.

new

- ✓ A number of communities have already begun to place a higher funding priority
- ✓ on Jewish education, both by raising new funds and by allocating greater
- ✓ general Jewish communal funds to Jewish education. There is also the
- fortuitous circumstance that federation endowment funds--a relatively new
- ✓ source of communal funds--are growing at a good pace and can be an important
- ✓ source of support for Jewish education in the future. Simultaneously, there
- ✓ is a relatively new growth of large family foundations--a post World War II
- phenomenon--which has accelerated in recent years and promises to be an
- important new funding resource for Jewish education. It appears likely,
- therefore, that additional funding can be made available for well considered
- programs to improve and expand Jewish education.

syntax

and these funds

new

syntax

(to meet Jewish communal needs)

The Commission recognizes that pressures on federations' annual operating  
funds make it very difficult to set aside substantially larger sums for  
Jewish education in the near term.

new

[Missing paragraph]

It is expected that private foundations and concerned individuals, federation endowment funds, and special communal fundraising efforts will play the major role in supplying the near term additional financing, (and some of the long term financing), while federations as the organized community's expression of

<sup>New</sup> the community's will to improve Jewish education, gear up to meeting the basic longer term funding needs. Federations also have a key role in encouraging and bringing together private and communal funding sources into coalitions for support of Jewish education, and in leveraging support from the different sources.

[MISSING PARAGRAPHS (pg. 4)]

Finally, a new element in funding Jewish education, especially day school <sup>New</sup> education, is government funds which come in a variety of forms. These funds are expected to grow in the long term and to become a significant factor in the total picture of financial support for Jewish education.

changes in syntax, moved around

✓ It needs to be noted that some members of the Commission are concerned that

✓ "throwing money" at Jewish education will not by itself do the job. There

needs to be a careful review of current programs and administrative

✓ structures to see how these can be improved. Projects aimed at improving

Jewish education need to be monitored and evaluated. Careful attention to

quality, and honest and perceptive evaluations are needed, both to get

appropriate results for what is being spent, and also to encourage funding

sources.

↓ all new

### Recommendations

It is recommended to the Commission with reference to community and financing that:

1. The Commission encourage the establishment of additional local committees or commissions on Jewish education, the purpose of which is to bring together communal and congregational leadership in wall-to-wall coalitions to improve the communities' formal and informal Jewish education programs.
2. The Commission encourage every community to seek aggressively to include top community leadership in their local Jewish education planning committee and in the management of the schools and local Jewish education programs.
3. The Commission recommend that as federations identify priority needs and opportunities, they should provide greater sums for Jewish education, both through their annual allocations and by special grants from endowment funds and/or special fundraising efforts on behalf of Jewish education.
4. The Commission and its anticipated implementation mechanism encourage private foundations and philanthropically-oriented families to set aside substantial sums of money for Jewish education for the next five to ten

years. (This process has begun and it is believed that prior to the Commission's meeting on June 12, 1990, a number of foundations will have agreed to set aside not less than a total of \$25 million during the next five years for programs of their choice from among those recommended in the Commission process.)

5. The Commission recommend that private foundations establish a fund to finance the Commission's implementation mechanism and modest subsidies for community action sites and other projects. This recommendation has already been responded to favorably by a number of foundations.
6. The Commission recommend that community action sites be established to demonstrate models of programs and funding partnerships to show what improvements in Jewish education can be accomplished under favorable conditions.

Includes Abby's annotated comparisons  
NEW

MEMO TO: David Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein,  
Stephen H. Hoffman, Martin S. Kraar, Virginia F. Levi,  
Morton L. Mandel, Joseph Reimer, Arthur Rotman, Herman Stein,  
Jonathan Woocher

FROM: Henry L. Zucker

DATE: February 28, 1990

I have been asked to update the paper I produced for the Commission under the title "Community Organization for Jewish Education: Leadership, Finance, and Structure." If approved, this paper will be submitted to the Commission and incorporated in the supplement to the Commission's report.

My redraft is enclosed. I hope you will take the time to review it and make suggestions for improving it. I would appreciate having your written comments by March 15.

Many thanks.



35C

FAX SENT

DATE: .....

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: 27 February, 1990

FROM: Jill Berinson

NO. PAGES: 1

FAX NUMBER: 216-361 9962

Dear Ginny,

Could you please make a hotel reservation for Professor Fox for next Tuesday and Wednesday nights (6th and 7th March) in Cleveland. Please confirm his reservation by fax and let us know which hotel you have booked him into.

Many thanks,

*Jill*





FAX SENT

DATE: 22.2.90  
187

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

19D

TO: Mark Gurvis

DATE: February 22, 1990

FROM: Annette Hochstein

NO. PAGES: 3

FAX NUMBER: 216-361-9962

● Hello Mark,

Many thanks for yesterday's fax. Your summary of the process for the research program is right on target. Attached is a status report that you may want to share with Hank and Ginny. Hope you find it useful. Any corrections, suggestions etc. are welcome.

Best Regards

Annette

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

Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
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F. A. Yonowitz  
Isaiah Zeldin

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Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvin  
Virginia E. Levi  
Joseph Reimer

March 2, 1990

Dear

I believe we were able to cover a lot of ground at the February 14 meeting of the Commission. The very rich and full discussions we had will shape our progress in the next few months.

Enclosed are minutes of the meeting. You can also expect, over the next two months, to receive copies of the research papers we have commissioned. As you read through the papers, feel free to share your reactions with staff.

At this point in time, we hope to submit the Commission's draft report at our final meeting on June 12 in New York. Please note the date on your calendar and plan to be with us.

Morton L. Mandel  
Chairman

Enclosure

Mailed to all commissioners

Convened by Mandel Associated Foundations, JWB and JESNA in collaboration with CJF

FAX SENT

DATE: 22.2.90

380

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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ירושלים

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Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Arthur Rotman

DATE: 21 February, 1990

FROM: Seymour Fox

NO. PAGES: 1

FAX NUMBER: 212-481 4174

AMERICAN JEWISH  
ARCHIVES

Dear Art,

I believe I left you a note about Mittelberg but if I did not, this fax can serve that purpose.

Mort Mandel agreed that \$3,000 of the \$6,000 that was allocated to David Mittelberg should go to David personally for consultation services. Since I know that he is pressed for funds I would appreciate it if he could be paid as soon as possible.

Thank you,

Seymour Fox

AX SENT

DATE: 2/2/90  
1990

400

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: 21 February, 1990

FROM: Seymour Fox

NO. PAGES: 1

FAX NUMBER: 216 361 9962

Dear Ginny,

Although we expect to speak to you some time soon, I thought it was important that I clear up my schedule:

1. I have arranged to have dinner alone with Hank on March 6.
2. I have arranged to have dinner and an afternoon meeting with MLM on March 7.
3. I thought that we (you, Mark and I) could profitably use the morning and early afternoon of the 7th for Commission or other Cleveland Jewish education business.

Thank you for the information about Mexico. I will probably leave Thursday a.m.

Regards,



THE COMMISSION'S RESEARCH PROGRAM:

Status Report and Assignments

1. **Walter Ackerman: The Structure of Jewish Education**

Status: Draft completed. Needs minor revisions prior to review by Senior Policy Advisors.

Assignments: (a) SF to ask WA for revisions.  
(b) WA to revise and send draft.  
(c) MG to send to Senior Policy Advisors for review.

2. **Isa Aron: Finding of the L.A. BJE Teacher Census**

Status: Draft completed.

Assignments: (a) SF and AH to review and send to MG.  
(b) MG to send to Senior Policy Advisors for review.

3 **Isa Aron: Studies of Personnel in Jewish Education: A Summary Report**

Status: Draft completed. Collection of background data for report. Not to be distributed.

Assignments: None.

4. **Isa Aron: Towards the Professionalization of Jewish Teaching**

Status: Draft completed. Paper sent for review to Senior Policy Advisors.

Assignments: MG to collect responses and forward to AH.

5. **Aryeh Davidson: The Preparation of Jewish Educators in North America: A Research Study**  
Status: Draft completed. Paper sent for review to Senior Policy Advisors.  
Assignments: MG to collect responses and forward to AH.
6. **J. Fox: Federation-Led Community Planning for Jewish Education, Identity and Continuity**  
Status: Completed.  
Assignments: SF to consider with HLZ if changes required.
7. **J. Reimer: The Synagogue as a Context for Jewish Education**  
Status: Phase I draft completed.  
Assignments: JR to research and write phase II.
8. **B. Reisman: Informal Jewish Education**  
Status: Draft to be completed by 3/1.
9. **Israel Scheffler & Seymour Fox: The Relationship Between Jewish Ed and Jewish Continuity**  
Status: Transcripts completed.  
Assignments: SF and IS to edit first draft -- 3/15.
10. **H.L. Zucker: Community Organization for Jewish Education in North America; Leadership, Finance and Structure**  
Status: Completed.  
Assignments: SF to consider with HLZ if changes required.



# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

1500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

## Commissioners

Morton I. Mandel  
Chairman  
Mona Riklis Ackerman  
Donald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
John C. Colman  
Maurice S. Corson  
Aster Crown  
David Dublin  
Stuart E. Eizenstat  
Joshua Elkin  
Eli N. Evans  
Lewis S. Field  
M. L. Fisher  
Alfred Gottschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gruss  
Robert I. Hiller  
David Hirschhorn  
Daniel M. Josephson  
Henry Koschitzky  
Mark Lathner  
Norman Lamm  
Sara S. Lee  
Seymour Martin Lipset  
Isaiah Lookstein  
Robert E. Loup  
Matthew J. Maryles  
Florence Melton  
Donald R. Mintz  
Aster Pollack  
Charles Ratner  
Isaiah Leoh Ritz  
Harriet L. Rosenthal  
Alvin I. Schiff  
John H. Schipper  
Samuel Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Margaret W. Tishman  
Sadore Tversky  
Bennett Yanowitz  
Isaiah Zeldin

## Commission Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Martin S. Kraar  
Arthur Rosman  
Darmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

## Director

Henry L. Zucker

## Staff

Mark Gurvis  
Virginia F. Levi  
David Rotman

February 19, 1990

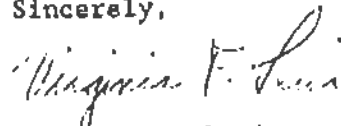
Professor Steven M. Cohen  
162 Cleveland Road  
Newhaven, CT 06515

Dear Professor Cohen:

Annette Hochstein thought you might be interested in receiving the enclosed copy of the most recent progress report of the Commission on Jewish Education in North America.

At its meeting on February 14, the Commission discussed these proposed recommendations for its final report. We will keep you abreast as the work progresses and would be happy to receive your comments and reactions.

Sincerely,



Virginia F. Levi  
Commission staff

Enclosure

Professor Steven M. Cohen  
162 Cleveland Road  
Newhaven, CT 06515

Dr. Linda Darling-Hammond  
The Rand Corporation  
2100 "M" Street N.W., 8th Floor  
Washington, D.C.

Dr. David Mittelberg  
Harvard University  
108 Vansger Hall  
10 Divinity Avenue  
Cambridge, MA 02138

Dr. Jacob B. Ukeles  
4555 Henry Hudson Parkway, Apt. 1003  
Riverdale  
New York, NY 10471

*Sent all  
background  
materials*

Mr. Gidon Elad  
American Zionist Youth Foundation  
515 Park Avenue  
New York, NY 10022

*Annette Hochstein letter*

Professor Lee Shulman  
School of Education  
Stanford University  
Stanford, CA 94305-2384

Professor Ted Sizer  
Coalition for Essential Schools  
Brown University  
21 Manning Walk  
Providence, RI 02906

Dr. Marc Rosenstein  
Principal  
Akiba Hebrew Academy  
223 N. Highland Avenue  
Merion Station, PA 19066

Professor Hanan Alexander  
University of Judaism  
15600 Mulholland Drive  
Los Angeles, CA 90077

Professor James Coleman  
Department of Sociology  
University of Chicago  
1126 East 59th Street  
Chicago, IL 60637

Professor Samuel Heilman  
Department of Sociology  
Queens College CUNY  
Flushing, NY 11367

Dr. Barry Holtz  
Melton Research Center  
Jewish Theological Seminary  
3080 Broadway  
New York, NY 10027

Dr. Steven Huberman  
Jewish Federation-Council  
6505 Wilshire Boulevard  
Los Angeles, CA 90048

Professor Joe Lukinsky  
School of Education  
Jewish Theological Seminary  
3080 Broadway  
New York, NY 10027

Professor Daniel Pekarsky  
Chairman, Dept. of Education  
Policy Studies, Education Building  
University of Wisconsin  
Madison, WI 53706

Professor Israel Scheffler  
Harvard University Graduate School of Ed.  
Larsen Hall  
Appian Way  
Cambridge, MA 02138

Mr. Barry Shrage  
Combined Jewish Philanthropies of  
Greater Boston, Inc.  
One Lincoln Plaza  
Boston, MA 02111

Ms. Linda Schaffzin  
Executive Editor  
Schaffzin & Schaffzin, Publishers  
37 Overbrook Parkway  
Overbrook Hills, PA 19151

Rabbi Dr. Henry Shreibman  
Director of Special Projects  
Bureau of Jewish Education  
618 S. Michigan Avenue  
Chicago, IL 60605

Dr. Mark Smiley  
Principal  
Millel Day School  
32200 Middle Belt Road  
Farmington Hills, MI 48018

Professor Moshe Sokolow  
WZO Torah Education Department  
515 Park Avenue  
New York, NY 10022

Ms. Susan Wall  
Principal  
Ezra Academy  
Rimmon Road  
Woodbridge, CT 06525

Dr. Robert Abramson, Director  
United Synagogue Commission on  
Jewish Education  
155 Fifth Avenue  
New York, NY 10010

Dr. Isa Aron  
Hebrew Union College  
Jewish Institute of Religion  
3077 University Avenue  
Los Angeles, CA 90007

Dr. Sharon Feinman-Nemser  
Department of Education-Ericson Hall  
Michigan State University  
East Lansing, MI 48824

Mr. Alan Hoffman  
1322 Brooklyn Street  
Ann Arbor, MI 48104

Dr. Aryeh Davidson  
Jewish Theological Seminary  
3080 Broadway  
New York, NY 10027-4649

Dr. Barnard Reisman  
Brandeis University  
P. O. Box 9110  
Waltham, MA 02254-9110

SF & AH



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PREMIER INTERNATIONAL CORPORATION  
**REQUEST FOR TELEX/MAILGRAM/FAX**  
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NO. OF PGS. 1  
(INCL. COVER SHEET)

DATE RECEIVED 2/20/90  
EFFICIENT Time sensitive Must be at once  
☐ REGULAR - Send at time rates are most economical

**TO:**  
NAME Seymour Fox  
COMPANY Nativ  
STREET ADDRESS \_\_\_\_\_  
CITY, STATE, ZIP Jerusalem  
PHONE NUMBER \_\_\_\_\_

**FROM:**  
NAME Mark Curvis  
COMPANY Premier  
DEPARTMENT \_\_\_\_\_  
COST CENTER 090

TELEX NO.: 6872015 PREMI LW

FAX NO.: 2163918327

TIME SENT: \_\_\_\_\_

**MESSAGE:** Following are connections to Mexico City from Cleveland:

Wednesday, March 7 - Continental 1075/145 - leaves Cleveland 5:50 p.m. connecting through Houston to arrive at 10:58 p.m. in Mexico.  
- Delta 1081/385 leaves 4:05 p.m. connecting through Atlanta to arrive 9:20 p.m.

Thursday, March 8 - American 508/429 - leave Cleveland 6:52 a.m. through Dallas arrive at 12:17 p.m.  
- Continental 1071/899 - leaves 7:50 a.m. through Houston. arrive at 12:50 p.m.

HLZ will not be in Cleveland on March 7, so before you make arrangements, we should sort out whether you should still come to Cleveland, or whether a conference call from Columbus or elsewhere will make more sense.

\*\* TOTAL PAGE.01 \*\*



FEB 20 '90 10:11

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PAGE.01

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(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACE6) OR PRINT CLEARLY

## TO:

NAME ANNETTE HOCHSTEIN

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

## FROM:

NAME GINNY LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

## MESSAGE:

Annette - Attached are the letter I sent with background material (some referring to SF) to both of you, as previously advised) and a list of the people to whom they were sent. You said you'd do the overseas letters. Let me know if we missed anyone.

Hope your trip home went smoothly. I know you're glad to be there.

GINNY

SENT

TE:

20/2/90

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Mark Gurvis

DATE: 20 February, 1990

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 216-361 9962

Dear Mark,

I am pleased to inform you that we have received Isa Aron's last paper. We will send a hard copy to you within a week.

Best regards,

*Annette*

\* Analysis of LA Teachers survey.

2/12/90

Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89	+	Plans for 2/14/90
Mona Ackerman	SF	X	X			SF	Hat
Ronald Appleby	SHH	*	X				No
David Arrow	AH		X	X	X		Yes
Mandell Berman	JW	X	X	X		JW	No
Jack Bieler	JR	X	X	X	X		Yes
Charles Bronfman	SF	X	X	X	X	SF	Yes
John Colman	HLZ	X	X	X	X		Yes
Maurice Corson	JW	X		X	X		Yes
Lester Crown	HLZ	X			X	HLZ	S. Crown
David Dubin	JW	X	X		X		No
Stuart Eizenstat	AR		X				No
Joshua Elkin	JR	X	X	X	X		Yes
Eli Evans	AR	X	X	X	X	HLZ	Yes
Irwin Field	JR						No
Max Fisher	MLM	X	X				No
Alfred Gottschalk	SF		X	X		SF	Yes+Steinberg
Arthur Green	JR		X	X	X		Yes
Irving Greenberg	JW		X				After 2:00
Joseph Gruss	MLM	*					No
Robert Hiller	SHH	X	X	X	X		Yes
David Hirschhorn	SF	X	X	X	X	SF	Yes
Carol Ingall	JR		X	X	X		Yes
Ludwig Jesselson	MLM	X					No
Henry Koschitzky	AH	X	X			SF	No

\* Not yet a commissioner

+ Assigned to call about 2/14/90 attendance

2/12/90

## Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89	+	Plans for 2/14/90
Mark Lainer	JR	X	X	X		HLZ	Yes
Norman Lamm	AH	X	X	X	X		Yes + Hirt
Sara Lee	SF		X	X	X		Yes
Seymour Martin Lipset	SF	X	X	X			No
Haskel Lookstein	AH	X	X	X			Yes
Robert Loup	AH	X	X				No
Morton Mandel	AH	X	X	X	X		Yes
Matthew Maryles	AH		X	X	X	AH	Yes
Florence Melton	AH	X	X	X	X	AR	No
Donald Mintz	AR	X	X	X			No
Lester Pollack	JW	X			X	AR	Yes
Charles Ratner	SF	X	X	X		SH	Yes
Esther Leah Ritz	AH	X		X	X		Yes
Harriet Rosenthal	JW	X	X	X	X		Yes
Alvin Schiff	JR	X	X	X	X		Yes
Ismar Schorsch	AH	X	X	X	X	AH	Yes+Abramson
Harold Schulweis	JR						No
Lionel Schipper	JR	*					No
Daniel Shapiro	AR	X		X		HLZ	Yes
Peggy Tishman	AH	X	X	X			No
Isadore Twersky	SF	X	X	X			Yes
Bennett Yanowitz	JW	X	X	X	X	SH	Yes
Isaiah Zeldin	JR						No

\* Not yet a commissioner

+ Assigned to call about 2/14/90 attendance



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
List of Commissioners as of  
September 20, 1989

B Mona Ackerman New York, New York	A Arthur Green Wyncote, Pennsylvania	A Florence Melton Columbus, Ohio
C Ronald Appleby Toronto, Canada	C Irving Greenberg New York, New York	A Donald Mintz New Orleans, Louisiana
A David Arnow New York, New York	C Joseph Gruss New York, New York	A Lester Pollack New York, New York
B Mandell Berman Southfield, Michigan	A Robert Hiller Baltimore, Maryland	A Charles Ratner Cleveland, Ohio
A Jack Bieler New York, New York	A David Hirschhorn Baltimore, Maryland	A Esther Leah Ritz Milwaukee, Wisconsin
A Charles Bronfman Montreal, Quebec	A Carol Ingall Providence, Rhode Island	A Harriet Rosenthal South Orange, New Jersey
A John Colman Glencoe, Illinois	C Ludwig Jesselson New York, New York	A Alvin Schiff New York, New York
A Maurice S. Corson Columbus, Ohio	B Henry Koschitzky Ontario, Canada	O Lionel Schipper Toronto, Canada
A Lester Crown Chicago, Illinois	B Mark Lainer Encino, California	A Ismar Schorsch New York, New York
B David Dubin Tenafly, New Jersey	P Norman Lamm New York, New York	O Harold M. Schulweis Encino, California
C Stuart Eizenstat Chevy Chase, Maryland	A Sara Lee Los Angeles, California	A Daniel Shapiro New York, New York
A Joshua Elkin Newton, Massachusetts	P Seymour Martin Lipset Stanford, California	B Peggy Tishman New York, New York
A Eli Evans New York, New York	P Haskel Lookstein New York, New York	A Isadore Twersky Cambridge, Massachusetts
C Irwin S. Field Norwalk, California	B Robert Loup Denver, Colorado	A Bennett Yanowitz Cleveland, Ohio
C Max Fisher Detroit, Michigan	A Morton Mandel Cleveland, Ohio	C Isaiah Zeldin Los Angeles, California
A Alfred Gottschalk Cincinnati, Ohio	A Matthew Maryles New York, New York	

LIST OF PERSONS ATTENDING MEETING OF  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
ON FEBRUARY 14, 1990

Robert Abramson	Norman Lamm
David Ariel	Sara Lee
David Arnow	Virginia Levi
Jack Bieler	Haskel Lookstein
Charles Bronfman	Robert Loup
John Colman	Morton Mandel
Maurice Corson	Matthew Maryles
Susan Crown	Lester Pollack
Joshua Elkin	Charles Ratner
Eli Evans	Joseph Reimer
David Finn	Esther Leah Ritz
Seymour Fox	Harriet Rosenthal
Alfred Gottschalk	Arthur Rotman
Arthur Green	Alvin Schiff
Irving Greenberg	Ismar Schorsch
Mark Gurvis	Daniel Shapiro
Kathleen Hat	Stephen Solender
Robert Hiller	Herman Stein
David Hirschhorn	Paul Steinberg
Robert Hirt	Isadore Twersky
Annette Hochstein	Jonathan Woocher
Stephen Hoffman	Bennett Yanowitz
Carol Ingall	Henry Zucker
Martin Kraar	
Mark Lainer	



# SUGGESTED BREAKDOWN FOR PANELS

ON 2/14/90

## COMMUNITY/FINANCE

R (M. Mandel, Chair, M. Gurvis,  
S. Hoffman, M. Kraar,  
H. Zucker)

Charles Bronfman  
Susan Crown  
Robert Hiller  
Mark Lainer  
Matthew Maryles  
Lester Pollack  
Charles Ratner  
Daniel Shapiro  
Steve Solender

## PERSONNEL

S. Lee  
(~~Chair~~, chair, D. Ariel,  
S. Fox, A. Rotman, H. Stein)

Maurice Corson  
Joshua Elkin  
Fred Gottschalk  
Arthur Green  
Robert Hirt  
Sara Lee  
Haskel Lookstein  
Harriet Rosenthal

## Add

Robert Abramson  
David Finn  
Robert Loup  
Paul Steinberg

## RESEARCH AND PROGRAMMATICS

~~Evans~~  
(B. Yanowitz, chair, A. Hochstein,  
V. Levi, J. Reimer, J. Woocher)

David Arnow  
Jack Bieler P  
John Colman  
Eli Evans  
Yitz Greenberg  
Kathleen Hat  
David Hirschhorn  
Carol Ingall  
Norman Lamm P  
Alvin Schiff  
Ismar Schorsch P  
Isadore Twersky P

gen  
Chair  
Gottschalk  
Abramson  
Loup

CAST + FM

+  
specific

2/5/90

MLM REMARKS  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
FIFTH MEETING, FEBRUARY 14, 1990

I. OPENING PLENARY

A. WHERE WE ARE TODAY - MLM (10 minutes)

1. Recognize debt of gratitude to the Commission--their faithfulness to the process, attendance, and good ideas. MLM's personal satisfaction from the contributions each of the commissioners has made to this effort.
2. Note that today's critical meeting reflects our readiness to organize our ideas into a cohesive and coherent structure. Today we will talk about our recommendations and the means for their implementation.
3. Emphasize that our process has focused on two major priorities--sparking community activity and support for Jewish education, and addressing critical personnel needs. These are at the heart of our recommendations. We have also focused on community action sites, research, programmatic areas, and an implementation mechanism. These are part of our recommendations.
4. Review today's schedule as follows: Following MLM remarks, Annette Hochstein will summarize the recommendations outlined in the background materials. Commission will discuss these

in plenary session and in smaller groups. Solicit comments: Does the document accurately reflect the Commission's thinking? Are there key points that were missed? In the afternoon we will hear from the smaller groups, discuss the process for getting to a final report, and get into the subject of implementation.

5. Emphasize outreach, in line with our action orientation. We are easing the way for the implementation mechanism by sharing the Commission's work at the CJF General Assembly with federation leadership, the Jewish Press Association, and bureau directors; by a presentation in December to the Council of Jewish Educator Organizations and by several recent meetings with denominational Jewish educators. Also, several communities have indicated an interest in serving as community action sites. We are also meeting with several communities to help them focus on their own local education planning process. We have also taken preliminary steps in financing--more about that later.
6. Note that a number of research papers were commissioned as background for the development of our report. These are now being finished and will be circulated to the Commission as they become available. Some may be appropriate for inclusion with our final report.

B. VISION FOR THE FUTURE - THE COMMISSION'S RECOMMENDATIONS - MLM

(15-20 minutes)

1. Introduce Annette Hochstein to summarize the recommendations. Note that we want to focus on substantive issues, and that editorial and stylistic comments should be made by giving a marked-up copy of the background materials to a staff member.
2. Annette speaks
3. Invite plenary discussion. (30 minutes)
4. Close plenary discussion. The Commission has been divided into ~~four~~ <sup>three</sup> groups. Each group will discuss community and personnel and also look at one or two other sections of the report. The groups will meet promptly at 12:00 a.m., break for lunch at 12:30 p.m., and reconvene at 1:00 p.m. The full group will reconvene at 3:00 p.m.

NO  
only  
substantive

2 hour

BREAK - Group meetings/lunch

II. CLOSING PLENARY

A. GROUP REPORTS - MLM (45 minutes)

1. Welcome everyone back, and call for reports from the group leaders (John Colman, Esther Leah Ritz, Bennett Yanowitz, Morton Mandel - MLM report last).

prepare 6 questions  
for MLM

2. Thank the group leaders, ask for comments on the recommendations, and reactions to the group reports.

B. PROCESS BETWEEN NOW AND JUNE - MLM (30 minutes)

1. Note that we have engaged a professional writer to produce our final report. David Finn of Ruder & Finn has agreed to place his firm at our service. This will ensure an exciting and dramatic report that will reflect well on this Commission. (Introduce Finn if he is present.)
2. Indicate that Seymour and Annette will develop their final staff draft of the report. This will be turned over with all of our documentation to Finn, who will then produce a draft report which will be shared by mail with the commissioners. Commissioners will have an opportunity to write or call in their comments and questions. These will be factored into a second draft, which will be mailed prior to our closing meeting on June 12, and acted upon at that meeting.
3. Preliminary thinking about the June 12 meeting is that there should be time to discuss and critique the final draft. We would also expect to focus on some of the implementation issues, to give thought to public relations, and perhaps to have a public celebratory event to present the report. It is critically important to have a full attendance at the June 12 meeting.

(Invite comments from the Commission.)

4. Update the group on the noon meeting with funders.
  5. Introduce Steve Hoffman as the interim director for the implementation mechanism, and indicate that this arrangement will help us to get a quick start on the implementation work of the Commission. Steve will be working after today's meeting on the governance and staff structure for the implementation mechanism.
  6. Open for final plenary discussion. (10 minutes)
- C. D'VAR TORAH (15 minutes)
- Call on Rabbi Haskel Lookstein.



2/6/90

Proposed Agenda  
Senior Policy Advisors  
Thursday, February 15, 1990  
8:30 a.m. - 12:00 noon

	<u>Assignment</u>
I. Reactions to Commission meeting	MLM
II. Action needed	SF/AH/HLZ
A. Preparation of final report	
- Redraft of recommendations by SF/AH	
- Review of redraft by Senior Policy Advisors	
- Submission of redraft to D. Finn	
- Timetable and process for Finn writing and review	
B. Action to be taken on funding between now and June 12	HLZ
C. Establishing an implementation mechanism	SHH
III. Research	SF/AH
A. Progress report	
B. Next steps	
IV. Preliminary discussion of June 12 Commission meeting	MG
V. Outreach/ Public Relations	MG
VI. Set next meeting of Senior Policy Advisors	VFL

# Board of Jewish Education of Greater New York



426 West 58th Street / New York, NY 10019 / (212) 245-8200 / FAX # (212) 247-6562

February 6, 1990

*includes  
Two articles*

DR. ALVIN I. SCHIFF  
Executive Vice President

TO: Morton Mandel

FROM: Alvin I. Schiff

ITEM: PERSONNEL AND COMMUNAL FINANCIAL SUPPORT ARE THE  
TWIN MAJOR CHALLENGES (ENABLING OPTIONS) IN JEWISH  
EDUCATION IN NORTH AMERICA.

## I. PERSONNEL

### A. Professional Status

- C
- aug?*
1. Improving image of educators, particularly teachers. Strategies to raise their social status must be developed. (Rabbis were able to achieve this.) Improving the image of the Jewish educator might be accomplished directly by a campaign highlighting the importance of the role of the Jewish educator in ensuring Jewish continuity, and indirectly by demonstrating the critical importance of Jewish education in the Jewish community.

Allied to this challenge is the need to help Jewish educators, particularly teachers, to enhance their own self-image. A variety of self-help procedures must be advanced.

2. Recognizing and rewarding excellence, particularly for teaching.

B

Currently, the major and frequently the only way of recognizing instructional excellence is promotion to an administrative position. Not all excellent teachers become excellent administrators. More often than not, the opposite is true. Needed is the institution of a communal approach which will reward teaching by "lateral promotion" (financial rewards, communal recognition and new instructional opportunities) that will help retain excellent teachers as teachers.

Excellent teachers must be rewarded for what they do best - teach! And they must be retained for what they do best - teach!

This procedure, once it becomes well known, will attract more talented young people to the field of Jewish teaching.

To: Morton Mandel

-2-

Feb.6, 1990

**B. Professional Needs**

1. Providing effective preservice preparation and inservice training.

- a) The need here is to provide quality preservice programs - to prepare classroom teachers for effective instruction via the combined use of formal and informal techniques of teaching. Similarly, informal Jewish educators must be trained to function effectively in informal educational settings.

Moreover, quality preservice programs are needed to prepare Jewish educators for effective educational leadership.

- b) The training must include the sensitizing of teachers to be responsive to special individual needs of students and to the special needs of Jewish families. This latter need suggests the training of a cadre of Jewish family educators who will be able to function effectively in a classroom setting, combining formal and informal instructional approaches and working effectively with parents according to their Jewish needs.

2. Empowering educators - facilitating autonomous performance.

Essentially this means enhancing the role of Jewish educators, particularly teachers, by giving them greater latitude and responsibility in planning and implementation of their own programs. With greater responsibility goes increased accountability for the results of their work and increased gratification for their productivity.

3. Increasing opportunities for professional growth.

One of the critical shortcomings of the formal Jewish educational system is the lack of opportunities for professional growth within individual schools. In part, this is caused by small school size. Nevertheless, in all schools, competence and effective performance should be rewarded with increased school-wide pedagogic responsibility - such as,

To: Morton Mandel

-3-

Feb.6, 1990

- a) serving as mentor to new teachers;
- b) becoming a 'lead teacher';
- c) developing experimental programs;
- d) creating and implementing family-education programs; and
- e) integrating formal and informal activities synagogue and school settings.

4. Developing effective recruitment strategies.

Greater effort to recruit and place Jewish educators involves a variety of activities including,

- a) career day forums at the rabbinic seminaries and selected universities with significant Jewish student populations;
- b) career guidance activities at Jewish Day High Schools and Jewish youth organizations (B'nai Brith Youth, Zionist youth groups, ideological youth groups);
- c) distribution of career opportunity materials to adult Jewish organizations, ideological movements, Zionist groups.
- d) incentive programs providing scholarships for Jewish education study with concomitant commitment to teach for 3-5 years.
- e) salary incentive programs for beginning teachers.
- f) public relations media programs aimed at Jewish teenagers.
- g) missions to Israel (and to Poland and Israel a la the March of the Living) for prospective Jewish educators.

To: Morton Mandel

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Feb. 6, 1990

## II COMMUNAL/FINANCIAL SUPPORT

- A. Sensitizing the Jewish community to the need for and the value of the Jewish educator - fostering respect, esteem (including self-esteem among teachers.)

Here is the dual challenge of raising the consciousness of the Jewish community about

- 1) the critical need for effective, quality Jewish education; and
- 2) the vital importance of effective, high-calibre Jewish educators.

While financial support is not the only way to demonstrate community awareness of the dual significance of quality education and skilled educators, it is a conditio sine qua non for attracting and retaining quality professionals.

### B. ECONOMIC NEEDS

Essentially there are three levels of economic needs. Each must be addressed so that the "financial package is attractive.

- 1) making entry salaries competitive to compete with the marketplace;
- 2) providing adequate fringe benefits to include pension benefits, medical and dental insurance, life insurance, and long-term disability insurance, in addition to social security, statutory insurance programs for unemployment, disability and workmen's compensation;
- 3) offering competitive salary increments - especially to increase earning power of teachers.

Without sufficient incentives to remain in Jewish education, the best Jewish educators will leave. Retaining skilled teachers is most critical.

**EDITORIAL ESSAY**

ALVIN I. SCHIFF

## TEACHERS AND PRINCIPALS — THE CRUCIAL LINK TO THE BUREAUS

**Some Assumptions**

- The current condition of teachers and principals in Jewish schools is not the making of Jewish educators.
- While very critical, this condition is improvable.
- Teachers and principals in Jewish schools are, by and large, devoted, dedicated and committed Jewish communal personnel, anxious to be effective and to succeed — to contribute to Jewish continuity and to enhance the quality of Jewish life.
- Many Jewish educators continuously search for ways to be more effective and to grow professionally.
- Jewish educators need and deserve much more support from the Jewish community than they presently receive.

**Challenge and Response**

The following is essentially a set of challenges and potential responses to the critical condition of Jewish school personnel. Based largely on my own experience in New York, as per the suggestion of Dr. Emanuel Goldman, chairman of this annual meeting, they are framed as a conversation — a presentation in the making — to be completed after serious deliberation by bureau directors.

**THE CHALLENGES**

The formal Jewish education vocation has evolved into disparate types of jobs or work styles varying in nature, scope and time commitment. These are: day school teaching, day school principalship, day school administra-

tion, supplementary school teaching, supplementary school principalship, early childhood teaching and early childhood directorship.

There are some commonalities and generalizations that apply in full, or in part, to each of these employment arrangements. The common or vocational characteristics can be summarized in one overarching statement: *Working as an instructor or supervisor in a Jewish school is not really a profession.*<sup>1</sup>

Essentially there are eight criteria that characterize a true profession. They are:

1. Rigorous preparation
2. Rigorous entry requirements
3. Supervised induction
4. Carefully developed certification procedures
5. Peer defined standards of practice
6. Autonomous performance
7. Rigorous evaluation, and
8. Assignment of greater responsibility to practitioners with increased competence.<sup>2</sup>

1. Working as an instructor or director in a Jewish early childhood program may be an exception to this generalization. According to the director and staff of the Jewish Early Childhood Center of BJE of Greater New York, early childhood teaching and directorship qualify to be called professions when measured against the criteria in this presentation. In terms of rigorous preparation, all early childhood directors in New York, with rare exception, and most head teachers working in JCC's synagogue programs, modern Orthodox and Conservative day schools have a Master's degree in education — a requirement for New York State Certification. Entry requirements for early childhood teaching are explicit. In the large majority of schools, where there are early childhood directors, supervised induction does occur. Professional growth opportunities are available on the early childhood level. Advancement is possible from assistant teacher to head teacher to assistant director to director — the steps of the early childhood education ladder.

2. Linda Darling-Hammond, "Beyond the Commission Reports — The Coming Crisis in Teaching," The Rand Corporation, July 1984, p. 17.

DR. SCHIFF is executive Vice President of the Board of Jewish Education of Greater New York. This paper was presented at the annual meeting of the Bureau Directors' Fellowship New Orleans, November 20, 1988



Let us apply these guideposts to teaching and principaling in Jewish schools.

### 1. Rigorous preparation.

Excluding the one- and two-year pre-service programs in the right-wing orthodox teacher training schools for women in New York,<sup>3</sup> there are no large-scale pre-service programs for teachers in Jewish schools in North America.

To be sure, currently, in 1988, there are only 45 bachelor level students enrolled in all the Hebrew colleges on this continent. Most of the 101 master degree students in the colleges are already teaching in Jewish schools. A large number of these are Israelis not particularly interested in full-time careers in Jewish education. Moreover, there are hardly any young people preparing for careers in Jewish education in American universities.

Compare this reality with Hebrew college enrollment two decades ago. In 1966, there were 1800 bachelor level students in the 14 accredited Hebrew teachers colleges. All of these institutions have since dropped the word "Teachers" from their official names.<sup>4</sup>

In the three postgraduate programs of the rabbinic seminaries (Hebrew Union College — Jewish Institute of Religion, Jewish Theological Seminary and Rabbi Isaac Elchanan Theological Seminary, Yeshiva University), only a very few students are being prepared for supervisory and administrative roles.

### 2. Rigorous Entry Requirements

Given the shortage of personnel, Jewish schools generally settle for almost anyone interested in becoming a teacher or principal. Most teachers begin their careers with minimal Judaic backgrounds. A recent study of Jewish education in Cleveland showed that 53

percent of all teachers had no Jewish education beyond high school.<sup>5</sup>

The Jewish Supplementary School Study in Greater New York demonstrated that over 80 percent of the teachers had only elementary or high school Jewish education. Eleven percent had no formal Jewish education at all.<sup>6</sup> Moreover, most teachers lack adequate knowledge of Jewish pedagogy and most principals do not have sufficient knowledge of supervision of instruction in Jewish studies and Hebrew language programs.<sup>7</sup>

There are, of course, exceptions to settling for unqualified teachers. One example of this is the principal of a yeshiva high school in New York who interviewed 35 applicants for a *Tanach* teaching position. Not finding a suitable candidate, he finally went to Israel to recruit a teacher.

### 3. Supervised Induction

Induction procedures vary greatly from school to school. In some schools, careful step-by-step orientation is provided by principals and/or senior faculty and/or bureau staff. In the vast majority of our educational institutions, there are inadequate or no induction procedures at all.

### 4. Carefully Developed Certification Procedures

To begin with, there are a very small number of certified teachers and principals in our schools. Moreover, there is no standardization of certification procedures. The current national, regional and ideological certification practices are entirely inadequate or irrelevant to the vast majority of Jewish schools. To its credit, the national Board of License of Jewish schools is currently initiating a self-study to remedy this situation.

While much different in scope and nature than that of the public schools, the problem of certification in Jewish schools can be in-

3. Bais Yaacov Academy, Bais Yaacov Seminary of Boro Park, Sara Schenirer Teachers' Seminary, Beth Rivkah Teachers' Seminary, Bnos Leah Seminary of Prospect Park and Rika Breuer's Teacher's Seminary. These seminaries have a total enrollment of approximately 500 students.

4. A.I. Schiff "Career Choice and The Students of The Hebrew Colleges" in Oscar Janowsky, ed. *The Education of American Jewish Teachers*, Boston, Mass., Pilgrim Press, 1967.

5. *The Report of the Joint Federation/Planning Commission on Jewish Continuity*, Jewish Community Federation of Cleveland, October 1988.

6. A.I. Schiff, et. al., *Jewish Supplementary Schooling: An Educational System in Need of Change*, Board of Jewish Education of Greater New York, June 1987.

7. *Ibid.*

formed by the current certification dilemma in general education. In the public school arena, education leaders ask, "Should we tighten certification requirements which is needed, or should we loosen them to counteract the teacher shortage?" Jewish education's response to this dilemma has been to relax them altogether.

In public schools the greatest shortage is in the districts that serve the most disadvantaged. In Jewish education, using the term "Jewishly disadvantaged," we might make the same observation.

#### 5. Peer-defined Standards of Practice

This is nonexistent in Jewish education.

#### 6. Autonomous Performance

This is nonexistent in Jewish education. Moreover, there is little or no teacher empowerment in our schools.

#### 7. Evaluation Process

Carefully planned and implemented personnel evaluation is the exception and not the rule. By and large, there are no regularized, effective evaluation procedures for teacher or principal performance.

It is no consolation that the conditions regarding peer-defined standards of practice, autonomous performance, teacher empowerment and evaluation are not much better in general education. In the public schools teachers are not generally involved in defining standards of instructional practices, teacher evaluation and staff development. As a rule, they "lack power and input in all the important decisions" about their schools. To be sure, teachers in the public schools are frustrated "about their powerlessness in teaching."<sup>8</sup>

#### 8. Assignment of Greater Responsibility to Practitioners with Increased Competence.

One of the earmarks of Jewish education is

8. Ernest Boyer, *The Condition of Teaching — A State-by-State Analysis*, 1988, The Carnegie Foundation for the Advancement of Teaching, 1988.

the lack of growth opportunities for teaching personnel.

How do bureau directors view these eight criteria of professionalism? How important is their fulfillment for the advancement of Jewish educators and for the enhancement of Jewish schooling? How do central agencies currently relate to each of the criteria? What differential roles might bureaus play regarding the application of each criterion to school-based procedures? to community-wide practices? to continental activity?

Developing responses to these questions is a necessary step in ameliorating the condition of Jewish school personnel. It is a major challenge to Jewish educational leadership and should be one of the immediate tasks of BDF. To underscore the need to place this challenge on future agenda of BDF let us briefly highlight the professional characteristics of the persons employed in instructional and supervisory positions in Jewish schools on this continent.

#### Characteristics of the Jewish Education Non-Profession

1. Teaching and principaling in most Jewish schools is, at best, a part-time vocation. The vast majority of Jewish educators teach 12 hours or less. The New York Jewish Supplementary School Study found that there are no full-time teachers in these schools. Only one-third of the principals are full-time and this percentage is declining.<sup>9</sup>

The only full-time career educators are in the day schools and the bureaus.

2. Teacher salaries are absolutely and relatively low — averaging \$21,000 to \$23,000 for 30 hours of teaching in day schools and \$9,000 for 12 hours of supplementary school instruction. There is a wide gap between teachers' and principals' salaries, particularly in the day school, where principals earn, on the average, between \$55,000 and \$65,000 annually. In some day schools, administrators earn as much as \$80,000 and more.

3. Fast-tracking to principalship and even to bureau positions is a growing vocational phenomenon. On the one hand, the reasons

9. A.I. Schiff, et al. *Jewish Supplementary Schooling*.



for this are the lack of qualified, experienced candidates for senior positions and inadequate career ladder opportunities. On the other hand, ambitious teachers are not satisfied with their income potential if they remain teachers. The logical step within the Jewish education enterprise is to aspire to an administrative post even if they lack the necessary qualifications.

4. Neither teachers nor principals enjoy the kind of social status or communal recognition they deserve. This generally results in low self-image and low self-esteem.

5. Jewish school teachers work under great stress. The sources of the stress are essentially the principal, parent and school board member. In the supplementary school it is the rabbi as well.

6. Turnover is very high. The recent Cleveland study found a 20 percent turnover annually in Jewish schools.<sup>10</sup> In Greater New York 62 percent of Jewish supplementary school teachers have been in their respective schools two years or less and 83 percent four years or less.<sup>11</sup>

7. Jewish education does not attract new young talented persons. However, interestingly, some young committed Jews do choose to become Jewish school teachers. Witness the young people at the conferences of the Coalition for the Advancement of Jewish Education.

8. There are some good and some excellent teachers and some good and effective principals in both the day schools and supplementary schools. I have an ambivalent feeling when generalizing about teachers and principals in Jewish schools because of this minority population. I must admit that when I attend teachers' and principals' meetings and conferences, I often get a good feeling. Many of the participants are truly committed and dedicated. Many are enthusiastic about their work. But, in reality, the vast majority of teachers and principals need significant improvement and upgrading.

The challenges here are: How do we up-

grade current Jewish school personnel as quickly and effectively as possible? How do we attract new, vital talent into our field?

### THE RESPONSES

Looking at the development and progress of the medical profession since the Flexner Report in 1904, the advantages of professionalization stare at us boldly. The question is: Can Jewish education ever become so professionalized? Should it make attempts at such professionalization?

On the other hand, perhaps *laissez faire* is the best approach in the voluntary setting in which Jewish education operates. Perchance, we have the best situation that can obtain. Some Jewish educators will pull themselves up by the bootstraps without imposition of professional criteria upon our vocation. The vast majority of Jewish educators will never be fully professionalized, particularly since Jewish education will remain a part-time profession for most Jewish school personnel.

If we feel, however, that Jewish education must be professionalized, what course of action should we take?

The following is a set of potential responses by the bureaus to this challenge. The responses are presented as opportunities and possible strategies leading to professionalization.

#### 1. Advocacy

The first response mode is making active advocacy a central agency priority on both lay and professional levels, a) to improve the image of Jewish educators, b) to increase significantly their earning capacity, and c) to improve their working conditions. Basic to this priority program is an understanding of the cultural and social contexts within which schools function. A fundamental contradiction inheres in the American societal context. On the one hand, the American people place a high value on education. They feel strongly about the need for an educated citizenry; they appreciate the importance of education as a factor for national strength. On the other hand, Americans consider teaching, in the words of a former U.S. Commissioner of Education, "a profession entirely appropriate for

10. *The Report of the Joint Federation/Planning Commission on Jewish Conferences*, Cleveland, 1988.

11. A.I. Schiff, et al., *Jewish Supplementary Schooling*.

persons of second and third rate ability, and therefore have all too commonly proceeded to provide them with second or third rate educations and pay them third or fourth rate salaries."<sup>12</sup>

The perennial question of teacher compensation is more than a dollars and cents issues. According to the New York State Association of Independent Schools it is "not fundamentally managerial or economic or political." This prestigious organization of elite private schools where teacher salaries, like those in other school systems, is low claim that teachers' compensation is basically a moral issue. "When heads and trustees finally decide on next year's teacher salaries let them ask themselves without obfuscation and without rationalization: Are we doing the *best* we can?"<sup>13</sup>

The question Jewish communal leaders should ask is "Are we doing the *best* we must do in order to insure quality Jewish education and Jewish continuity?"

The advocacy mode on the local and national levels suggests a) launching think tanks comprised of top community lay leaders; b) utilizing top public relations firms to develop specialized communications techniques; c) organizing communal task forces; and d) sponsoring Town Hall type meetings.

The targets of the advocacy program are synagogue and day school lay leaders, rabbis and Federation lay and professional leadership. Jewish school personnel and potential Jewish educators — high school and college students — should also be targets of the advocacy program. In the 1966 study of 1800 students in the Hebrew teachers colleges only 15 percent finally chose to enter Jewish education. For the vast majority of potential Jewish educators, Jewish education lacks adequate salary inducements, sufficient communal recognition and satisfactory working conditions.<sup>14</sup>

12. Sterling McMurrin, "Introduction," in James D. Koerner, *The Miseducation of American Teachers*, Boston. Houghton, Mifflin, 1963, p. x.

13. Frederick C. Calder, *Bulletin No. 134*, The New York State Association of Independent Schools, December 1988.

14. A.I. Schiff, "Career Choice and the Students of the

The study findings demonstrate that four conditions are necessary to convince Jewish youth with intensive Judaic backgrounds to make Jewish school career choices:

- (a) a competitive salary structure, including competitive entry level salaries, good fringe benefits and long term annual salary increments;
- (b) social status at least equal to that of rabbis and top Jewish communal professionals;
- (c) good working conditions and potential for job satisfaction; and
- (d) professional growth opportunities.

A recent study of young professionals in Jewish communal service concludes that these are the very same characteristics that will attract and keep young Jewish professionals in Jewish communal service.<sup>15</sup>

In this regard, the efforts of the Conference of Jewish Educator Organizations during the last two years are noteworthy. The "Year of the Jewish Educator" plan should be wholeheartedly supported by bureau directors and their staffs. Unfortunately, this is not the case.

In addition to the above goals for the advocacy program, one other purpose is self-evident: making Jewish education a full-time career for a significantly larger number of educators. This requires providing full-time career opportunities to many supplementary school personnel by expanding the job description of an increasing number of Jewish school teachers and principals to include Jewish education activities and curriculum development. This is one of the recommendations of the Greater New York study of Jewish Supplementary Schools.<sup>16</sup>

It is obvious that even after significant efforts are made to provide full-time career opportunities to increasingly larger number of Jewish school personnel, for the foreseeable future, most teachers in Jewish supplementary schools will be part-time and avocational personnel. Special attention must be given to the needs of these educators, particularly since so many of them have such minimal Judaic backgrounds. How the bureau can effectuate the

Hebrew Colleges."

15. Bernard Reisman, personal communication, October 31, 1988.

16. A.I. Schiff, et al., *Jewish Supplementary Schooling*.

necessary upgrading of their basic Judaic knowledge is a question that may be beyond the challenge of professionalization. Nevertheless, it requires an immediate response.

## 2. Innovative Recruitment Programs

Closely associated with advocacy plans are active efforts to recruit new talent.

This means developing creative strategies for reaching high school and college students, utilizing young, effective teachers and administrators to communicate the positive message of a Jewish education career and the potential the future holds for Jewish educators.

This challenge is underscored by the nature of the recent award winners of the Wexner Foundation Graduate Fellowship Program. Forty-nine percent of all applicants and 71 percent of the award recipients were candidates for rabbinical schools. Of the 14 fellowships, 10 were awarded to rabbinical aspirants and two each to aspiring Jewish communal workers and educators.<sup>17</sup>

## 3. Pre-Service, Early Service and In-Service Training

Needed are pre-service programs for potential educators and early in-service education for newly appointed teachers requiring additional preparation in content and methodology to guarantee their effectiveness and success in teaching.

Several creative programs sponsored by the BJE of Greater New York Early Childhood Education Center might well inform the rest of the Jewish education enterprise. About a decade ago, realizing the ongoing need for early childhood teachers with both Judaic and general education backgrounds, the Early Childhood Education Center of BJE established a teachers' training program at Stern College, Yeshiva University. Currently, in the 1988-89 School Year, 27 teachers are enrolled in this program. BJE staff give some of the course offerings, make all the student-teaching placements and supervise the student teachers. As incentives, BJE arranges for sti-

pends paid by the host school, where appropriate, especially to those student teachers who work as assistants. As an added incentive, the Jewish Early Childhood Association (the organization of Jewish early childhood educators) provides grants to assistant teachers and head teachers — who do not have sufficient background to be certified — to encourage them to return to college and begin or continue their studies toward certification. As far as in-service education is concerned, the Center offers basic skills courses to teachers in need. The Directors' Support Network sponsored by the Center enables new directors to acquire or reinforce supervisory and administrative skills.

The two-year old Holmes group of 100 universities working in five regional groupings may be an instructive model for central agencies. Noting the serious problems in teacher preparation and teacher readiness in general education, the Holmes group is "looking for a new vision of teaching" and "is seeking a new alliance to make that vision come true." A crucial element of the Holmes group effort is "schooling at the grass roots" with genuine school-university collaboration.

To achieve this purpose, a number of universities in the Holmes group are forming partnerships with public school systems to create "professional development centers" that function like teaching hospitals.<sup>18</sup> In effect, this is a unique way of uniting theory and practice in education.

In Jewish education, lacking strong university teacher education settings, we might ask: Is creating such centers a desirable or realistic goal? If it is, how should we go about achieving it? The New York Supplementary Education Action Plan proposal for a BJE Teacher Center Institute in cooperation with local universities and the three New York based rabbinical seminary educator training programs might serve as the model for Jewish education.<sup>19</sup>

18. Judith E. Lanier and Joseph Featherstone, "A New Commitment to Teacher Education," *Education Leadership*, 46:3, November 1988, p. 19-22.

19. *Supplementary Education Action Plan*, Board of Jewish Education of Greater New York, September 1987.

17. Bernard Reisman, lecture to National Jewish Executives Group, at UJA-Federation, New York, November 3, 1988.

Another strategy that might be emulated by bureaus is New York BJE's Interschool Visitation Program (IVN) for Day School teachers, sponsored with the Yeshiva Elementary and High School Principals Councils. IVN's program objectives are:

- (a) To reduce the burnout rate among novice teachers in day schools;
- (b) to designate veteran "master" teachers as mentors to new teachers and to create a rubric wherein they can share their knowledge and experience with others; and
- (c) to raise the level of knowledge and skill among novice teachers, specifically in the areas of teaching methodology.

IVN's Major Program Activities include:

- (a) annual identification of about 50 new teachers and 15 veteran "master" teachers;
- (b) five full-day programs of school visits, consisting of model lessons in the classroom by master teachers, followed by post-lesson analysis and discussion;
- (c) a series of ten evening seminars and hands-on workshops on teaching methodology in Bible, Prophets and Hebrew language; and
- (d) a full day's visit to BJE's Teacher's Center, including a hands-on workshop on curriculum materials development.

Incentives are provided to new teachers and master teachers participating in the program. Veteran teachers are compensated for their efforts and novice teachers given stipends for the purchase of books, materials and for transportation costs.

Since its inception in 1980-81, the program has served 200 new teachers and cultivated 26 master teachers. According to teacher-participants and their principals, IVN has generated a renewed sense of excitement, professionalism and challenge about the teaching of Judaic Studies. The most eloquent testimony to IVN's success is the fact that of all participants since 1980, only one has left the field of Jewish education.

Already, some of the program's graduates have assumed leadership positions. One master teacher is now principal and two others are assistant principals of major day schools. Others

are the "star" teachers in their respective schools and motivate their peers to attend continuing education programs.

Another approach to pre-service and early in-service training in Jewish schools might be patterned after the Alternative Teacher Certification Programs of the State of California. Originated as the Teacher Trainee Program and renamed the District Intern Program, it embraces four basic elements of training for novice teachers:

- (a) Teaching and learning processes: (classroom management and student diagnosis);
- (b) Curriculum development and instructional techniques;
- (c) Planning the classroom environment; and
- (d) Working with parents<sup>20</sup>

The California program features the pairing of mentors with novice teachers over a one to two year period. This strategy has proven to be very effective in early childhood programs in New York. During the past five years, New York BJE's Early Childhood Center has been operating a "one-on-one" program in which selected experienced teachers meet individually on a regular basis with new instructors, exchange classroom visitations and meet as a group to share ideas and experiences. The one-on-one program, under the guidance of a BJE early childhood specialist, has had a salutary effect upon both the novice teachers and the mentors, the latter group being groomed for directorship positions.

Developing in-service strategies for principals also requires the immediate attention of bureau directors. In this regard, the Principals' Center concept innovated at Harvard University's School of Education in 1980 might serve as a model for Jewish schools as it has in general education.

The value of this concept is confirmed by our experience in New York. Our Principals' Center, developed with Harvard University, is a self-motivated, self-directed program of professional growth by and for principals of Jewish schools. Over the years, it has develop-

20. Michael D. McKibbin, "Alternative Teacher Certification Programs," *Education Leadership*, 46:3, November 1988, p. 32-33.

ed programmatically in two directions — as a resource center for a variety of support services and as an information center. The year-round regional sharing programs include in-depth exploration of relevant topics. The highlight of the Principals' Center activity is the annual university-based two-and-a-half-day conference at end of the school year utilizing university faculty. To date the conferences have been held twice with Harvard and once each at University of Pennsylvania and Columbia.

### 3. *Autonomous Performance and Teacher Empowerment*

Providing opportunities for teacher autonomy and the enabling of teacher empowerment will give a new face to the teaching experience in Jewish schools. With the exception of Detroit, teachers' unions present no problem in effectuating new status for teachers in Jewish schools.

Autonomous performance is a hallmark of the professions in the American free enterprise system. Medicine, law, accounting, engineering thrive on it. Similarly, industry and corporate life encourage it. Professional empowerment goes hand in hand with autonomous performance.

In facilitating both of these aspects of professionalism for teachers, new roles for principals might also be developed. Principals can serve as facilitators and real change agents by providing opportunities for teachers to observe each other, work in teams, make choices, plan their own work and help beginning teachers adjust to their teaching loads.

Moreover, teachers can become involved in selecting teachers and administrators in their schools and invited to participate in such crucial matters as teacher evaluation, staff development, school budgets and student promotion, procedures. Also, teachers can have a voice in what they are expected to teach and can regularly participate in textbook and curriculum decisions. Providing teachers with significant roles in shaping school policies would be the best expression of empowerment.

Teacher autonomy and empowerment are based on the assumption that teachers are pro-

fessionals who are accountable for what goes on in their classrooms. Working on this assumption, the Rochester (New York) School District is creating a revolution in teacher professionalism in the public sector. It substantially raises salaries, guaranteeing that by 1990, teachers will earn an average of \$45,000. Lead teachers will be able to earn up to \$70,000 by that time.

In the new Rochester contract with teachers, traditional guarantees associated with seniority and tenure are eliminated. Instead there is a career ladder that bases advancement on performance rather than years of service and education credits. The accountability agreement requires teachers to put in five additional days for in-service training. Lead teachers must work as mentors with beginning teachers and those who need improvement. Part of the contract is a home-base guidance system.

The Rochester experiment can well serve as a model to bureaus for what might be accomplished in Jewish education.

### 4. *Strategies for Teacher and Principal Evaluation*

A recent survey of 42 public school systems in Pennsylvania found that the vast majority of teachers earned top ratings in the teacher evaluations concluded in these districts. "Was this the birth of a new (and long awaited) excellence in teaching or were there other ways of interpreting the data?" was the question asked by the surveyors.<sup>21</sup>

Their conclusion was that the teacher ratings are the sign of a problem, not a solution. Moreover, the surveyors felt that "school executives don't know how to evaluate" and that "supervision and evaluation have become empty, time-stealing rituals."<sup>22</sup>

Jewish education doesn't have the problem of a poor rating system. We simply don't rate teachers. But we do have a problem of teacher evaluation. Our challenge is to help principals learn to be real supervisors and teacher evaluators.

21. Donald E. Langlois and Mary Rita Colarusso, "Improving Teacher Evaluation," *Executive Educator*, May 1988, p. 32, 33.

22. *Ibid.*



The Pennsylvania surveyors recommended three strategies to improve teacher evaluation:

- (a) Institute a team approach to evaluation.
- (b) Put teacher supervision and evaluation at the top of the principals many tasks.
- (c) Free up time for evaluation by cutting down on other administrative activities.<sup>23</sup>

Given the value of these recommendations, we might ask the same question posed by the surveyors for general education. "Even if the principal gets the time to do real evaluation, does he have the know-how?"

This, then, forms the substance of another critical challenge — principal evaluation. It is especially significant in a voluntary system like Jewish education where school-based management is a general practice. Developing methods of assessing the effectiveness of principals without compromising their supervisory roles is a matter of extreme importance. Given the small size of Jewish schools and the overall administrative responsibilities of the principals, their position and potential as change agents are critical to the well-being and effective operation of their respective institutions. One of the ways to make principal evaluation a nonthreatening procedure is to help principals become involved in self-evaluation.

In developing methods for initiating educator evaluation, the possibility of peer evaluation strategies should be explored thoroughly.

### 5. Professional Growth Opportunities

Two approaches may be used in responding to the need to provide professional growth opportunities for teachers. The first is developing an instructional ranking model à la university teaching, as this writer has recommended on numerous occasions: teacher, senior teacher, master teacher and distinguished teacher; or associate teacher, staff teacher, senior teacher or master teacher.<sup>24</sup>

Teacher ranking might use the medical profession's terminology as did the city of Rochester, New York: intern teacher, resident teacher, professional teacher and lead teacher

— the latter term taking a leaf from the Carnegie Report on teaching.<sup>25</sup>

Creating the category of lead teachers is an excellent way of rewarding outstanding service and competence. Given their pedagogic experience and effectiveness, lead teachers can provide educational leadership in a variety of ways including teacher training, curriculum development and teacher evaluation.

Another approach to providing teacher growth opportunities has been recommended by Lee Shulman who notes that the teachers he respects most are uncomfortable with the ladder idea. "They want opportunities to differentiate their functions during the course of the careers, but not necessarily in a one way fashion. We probably need a new metaphor: a ladder may be misleading because ladders go up, suggesting something else is down. We need a model like the one in medicine, where getting better and more respected as a physician does not mean that you've stopped caring for patients. The chief of medicine at a good hospital takes on leadership responsibilities, but continues to be fully involved in practice."<sup>26</sup>

Using the lead teacher idea as a lateral concept with differentiated pay for added pedagogic curriculum and administrative responsibilities is one way of implementing this nonladder approach to growth.

Regarding principals, professional growth — and empowerment — might be achieved via principals' councils established and staffed by the bureau. A cost effective way of involving principals, in their own self-development, the council acts as a support group, a sharing mechanism and a learning environment. Within the council setting, principals can work on common projects, develop self-growth activities in a nonthreatening climate and initiate program proposals for implementation in individual schools

23. *Ibid.*

24. A.I. Schiff, "On the Making of the Jewish Teaching Profession," *Jewish Education*, 53:3, Fall 1985.

25. *A Nation Prepared: Teachers for the 21st Century*, the Report of the Task Force on Teaching as a Profession, Carnegie Forum on Education and the Economy, 1986.

26. Ron Brandt, "On Assessment of Teaching: A Conversation with Lee Shulman," *Education Leadership*, 46:3, November 1988, p. 44.

*Afterword*

If one applies the criteria of a profession to Jewish education, we find, indeed, that it is wanting all the attributes that characterize a true profession.

Given the current level of awareness by Jewish communal leadership of the importance of Jewish education for Jewish continuity and for the enhancement of the quality of

Jewish life, there is reason to believe that support will be forthcoming to help professionalize the Jewish education vocation.

The key to upgrading the career of Jewish educators lies, in great measure, in the hands of the respective bureaus of Jewish education. Individually and collectively, it is both a challenge and an opportunity.



ALVIN I. SCHIFF

## The Manpower Crisis in Jewish Education:

### *Real Problems and Realistic Solutions*

#### INTRODUCTION

JEWISH EDUCATION in the United States has undergone many changes since the days of the *siddur peddler* and *heder melamed*. These may be classified under three broad headings: quantitative, institutional and organizational. Some of the changes have been purely *quantitative*. There have been increases in the number of pupils—from 45,000 in 1900 to 550,000 in 1968, and increases in the percentage of Jewish school-age children attending a formal Jewish school during a given year—from about 20% in 1900 to approximately 50% in 1968. The number of schools has also increased dramatically.

Changes in the *nature* of the Jewish educational institution have taken place.

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The first half of the 20th century has seen the rise and decline of the *heder*, and the almost total disappearance of the private *melamed*. It has witnessed the growth and gradual deterioration of the communal Talmud Torah, the development of the less intensive congregational Hebrew school and the one-day-a-week school and the remarkable growth of the Jewish Day School movement which now claims more than 300 schools and departments and about 65,000 pupils.

Changes in the *organization* of Jewish education have occurred. A variety of ideological and central educational agencies and departments, national commissions of education, and local bureaus of Jewish education made their appearance on the American scene during the last six decades.

The quantitative growth, the institutional developments and organizational changes in Jewish education were not accompanied by substantial increases in the number of competent instructors and supervisors. On the contrary, the ranks of qualified Jewish school personnel have become depleted gradually during the last 25 years. The major source of teachers and administrators for American Jewish schools disappeared with the annihilation

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of the Central and East European Jewish communities. Neither the American Jewish community nor the State of Israel has been able to keep pace with the growing personnel needs of Jewish education in the United States and Canada.

The shortage of Jewish school personnel has been a leading topic of discussion in Jewish educational circles for more than a decade.

As one educator has noted, "all that can be said on this subject has already been said. It has been wrung dry."<sup>1</sup> Nevertheless, we persist to discuss it in the hope that, in our typical Jewish stubbornness, we will some day discover the *one drop of mayim hayim*.

Permit me, therefore, to raise a number of issues in the expectation that they will yield sufficient reaction—either in support of, or in opposition to my views—to embark upon the improvement of a condition we have been bemoaning individually and collectively for so many years. Recently, I addressed a meeting of the Praesidium of the World Council on Jewish Education on the topic of recruitment and teacher education.<sup>2</sup> My remarks today incorporate much of what I said at that world conclave, since they are pertinent to the focus of this workshop.

The forum provided by this conference seems especially conducive to the launching of an all-out thrust towards a solution or to a series of solutions to the problems to which we address ourselves today.

While I am aware that this conference represents a cross-sectional interest in the problems of recruitment and training of teachers, I am not especially conversant with the needs of the Reform schools, particularly of the one-day-a-week schools, and am therefore happy that Rabbi Schindler is a discussant for this session.

At present, the Orthodox and Conservative schools and some of the Reform schools draw upon the same undifferentiated sources for their teaching personnel. This condition is a dimension of the seriousness of the manpower problem. At the height of an era of great ideologic-

al divergence and rapid tri-directional growth, the various Jewish movements still depend, for the most part, upon old, slow-moving processes for the production of their educational personnel.

## THE RECRUITMENT PROBLEM

To begin with, let us clearly focus on the problems of recruitment. Each of the problems suggests a target for the American Jewish community to reach.

*TARGET 1: Collect and Analyze Information About Teacher Personnel.*

What are the facts? There is no real objective data. This, in itself, is a problem that deserves attention. A recent educated guess supplied by the American Association for Jewish Education to the Jewish Telegraphic Agency has it that there are 13,000 licensed and unlicensed Jewish teachers in the United States and Canada. Dr. Alexander Dushkin estimates that there are about 19,000 Jewish teaching posts in the United States of which 6,500 are in afternoon schools and 3,000 are in Jewish Day Schools.<sup>3</sup> Last night we heard from one "informed" speaker that there were 17,000 Jewish school personnel in this country. While exact current figures are not available, the percentage of non-licensed teachers is staggering indeed. Licensing per se does not indicate effective performance, as non-licensed status does not preclude quality teaching. Nevertheless, certification is the best means presently at our disposal for measuring, however, roughly, the degree of minimal acceptable performance.

The most recent information indicates that there is a need (due to annual teacher attrition) for approximately 900 teachers each year. During the past decade, the Hebrew teacher colleges have graduated annually between 100 and 150 young people eligible for certification by the National Board of License or by approved local licensing agencies. According to informed sources, between one-third and

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one-half of these graduates assume teaching posts in Jewish schools. However, no more than 15%—20% of the graduates become career teachers.

The other sources of recruitment are the *yeshivot gedolot*, the rabbinical seminaries which ordain between 150-200 young rabbis each year, a large percentage of whom go into teaching. Five of the larger seminaries in cooperation with Torah Umesorah, have recently organized teacher training programs for their students. In addition, there are the Beth Jacob teacher seminaries which supply about 50 teachers a year, particularly for the Beth Jacob movement. Finally, there is the Israel teachers' exchange, which in 1964-65, supplied 187 Israeli teachers for American schools. During the current school year 126 Israelis are teaching via the exchange program.

Simple arithmetic shows that, according to the most optimistic estimate, there is an annual deficit of approximately 500 teachers.

These positions are filled by a variety of "recruits", although known to us, might be identified for the purposes of this paper. They are:

- a) the American version of the *lo yutzlah*;
- b) the enterprising young person with some Judaic knowledge eager to supplement his income;
- c) public school teachers with varying degrees of Jewish education;
- d) young people with Hebrew background who need part-time jobs while they prepare for more lucrative and more intellectually satisfying experiences;
- e) young girls with some Hebraic knowledge biding their time before marriage;
- f) young religious men with intensive emotional attachments to Judaism and equally strong traditional Jewish background, who are not professionally trained to do anything else, and to whom teaching is a kind of "path of least vocational resistance", and

g) Israeli immigrants (differentiated from the Israeli exchange teachers) who for the most part, do not meet the religious requirements of the great majority of schools. Many of them lack basic knowledge of Jewish religious life and observances and do not have the necessary pedagogic training for effective teaching in American schools. Generally, they lack sufficient fluency in the English language to meet the needs of schools in which English is the medium of instruction. In addition, they generally do not have serious career commitment to Jewish education. They are either graduate students or businessmen (or spouses of students or businessmen) who plan to leave Jewish education as soon as their educational and/or professional goals are attained.

Direct recruitment from Israel also takes place. A number of large Hebraic day schools, regularly send their principals to Israel to engage teachers for short term periods. This procedure, at most, accounts for 20 teachers a year.

Why is there a shortage of trained teachers? Of all the answers, all too well known to us, two are particularly vexing. First, there is a shortage of inspired young people in the Hebrew high schools, the solitary American source from which the Hebrew teachers colleges recruit their prospective students.

Secondly, there is a shortage of inspired students in the teacher training schools. The drop out rate in Hebrew teacher colleges was reported by the National Committee on Teacher Education and Welfare of the American Association for Jewish Education to be between 30-43% in 1957-58. I would venture to say that this is a rather conservative estimate. Moreover, the fact that to begin with, a large percentage of the students in some of the Hebrew teacher colleges are Israelis underscores the seriousness of the problem.

These reasons for the shortage sharply indicate that *the Jewish community must tap more effectively the existing sources of teacher personnel.*

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**TARGET 2: *Recruit Students in the Hebrew Teachers Colleges for Jewish Education Careers.***

What is needed is an intensive, continuous campaign to recruit prospective teachers from the student bodies currently enrolled in the various teacher training schools. We must lay claim to the students in our teachers' institutes. They are a captive audience.

When Rabbi Joseph Baer Soloveichick, the father of Chaim Brisker, was asked by a delegation from Brisk to leave Vilna and become the Rav of the Brisk community, he refused. Soon, another delegation was dispatched to try to convince him. Again he refused. Whereupon, one member of the delegation got up enough courage to say "Rabbi, we cannot bring a 'no' report to the 4,000 Jews in Brisk eagerly awaiting your arrival. You can't say 'no' to 4,000 people". To this plea Rabbi Soloveichick had no *breyrah* but to acquiesce.

It is in this spirit of commitment, brought about by inspired teaching and personal guidance that students must be won over to the teaching field. If we will not be able to win over those already in our schools to careers in Jewish education, whom will we be able to recruit?

**TARGET 3: *Make Course Work in Hebrew Teachers Colleges More Relevant to Needs of Prospective Teachers.***

In this regard, there must be greater realization on the part of the already dedicated faculties in our Hebrew colleges of the specific role of their college in preparing teachers. Helping the teachers to understand their role and to interpret it effectively is a challenge to a combined effort. In every course they must engender the feeling regarding the pragmatic value of the subject, that it is being studied so that the student can eventually utilize this knowledge in his own teaching. Teacher college faculty should become more involved in the pedagogies of instruction.

They must kindle the spark of love for Hebrew teaching by serving as models for their students. Intensified efforts should be made to encourage students in the Jewish studies programs (in schools where these exist) to transfer to the teacher training programs.

**TARGET 4: *Prepare Students in Mesivtot for Careers in Jewish Education.***

What is needed also is the recruiting and training of young scholars in the various Mesivtot for teaching careers. It is for this very reason that special Master's degree programs in Jewish pedagogy have been initiated by the Department of Religious Education of the Ferkauf Graduate School of Yeshiva University. These programs, however, serve a small segment of the *Mesivta* population since they are limited to ordained rabbis who have a collegiate undergraduate background. The training of young rabbinical students for educational careers must become a community-wide concern.

**TARGET 5: *Establish a National Foundation to Provide Scholarships to Prospective Teachers on the Basis of a Student Benefit Theory.***

What is needed is the development of a viable program to recruit high school pupils into colleges.

Realism is often harsh, especially to sensitive people. We Jews are a sensitive people and the realities of teacher recruitment are indeed harsh. It is a sad commentary on life that monetary means must be used to entice young people to prepare for a profession that requires much idealism. But, without competitive scholarships the American Jewish community will lose many prospective students for its Hebrew teachers colleges.

What is needed is the establishment of a national foundation to sponsor a large scale scholarship program for future teachers. What is needed is a communal foundation to allocate funds on the basis of

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a student-benefit theory. This would have the dual effect of attracting individual students and motivating current schools to recruit new students more actively.

The teacher training schools should not have to go pleading to the existing funds and agencies for scholarship aid. Neither should they have to compete for the same money that is made available for European lands. A case in point is the Memorial Foundation for Jewish Culture with limited funds to serve world Jewry.

**TARGET 6: Reclaim the Unqualified Teachers Via an Intensive Crash Program of Re-education.**

What is needed, then, is an *American* fund sponsored by *American* Jews to meet *American* Jewish needs.

The teacher-retention power of Jewish schools is sadly wanting. The turnover of young teachers is practically severe. They leave teaching after a few years, often to be replaced by other temporary recruits or by some unqualified or untrained persons, who, for the lack of other professional opportunity, remain Jewish school teachers. With proper training many of this latter group *can* achieve instructional competence.

What is needed is a crash program to reclaim the unqualified. This means, recruiting, as it were, a select number of young teachers—presently unqualified because of inadequate preservice preparation—for intensive reeducating. These people are a captive audience. They are already teaching in our schools. If 100 such teachers were to be retrained during the next two years, that would be considerably more teachers than the number of graduates of Hebrew teacher colleges who enter the ranks of career teachers during a two year period. Following this plan, it is conceivable that 500 teachers could be recruited into the ranks of the qualified from the unqualified during the next ten years. Such a program would demand the cooperation of Hebrew teacher colleges,

local bureaus, the National Board of License, communal certifying agencies and individual schools.

I am not unmindful of the in-service programs sponsored by the Jewish Agency, the local bureaus, Torah Umesorah, Yeshiva University, United Synagogue (particularly in conjunction with the Melton Program), the Union of American Hebrew Congregations, and the college-conducted in-service courses in a number of cities, principally New Haven, Springfield, Mass., Providence, Washington, and Milwaukee. These are already *in-service* courses. They are significant developments and should be continued and improved upon. However, these will not give the necessary relief. What is needed is an *all-out massive campaign to retrain* large groups of teachers. The incentives for this retraining must be provided by the respective schools in collaboration with the local bureaus and supported by a special fund set up for this purpose. This teacher reclamation fund might be known by a prestigious name to lend weight to the project. It is not a new idea. But, I would be remiss if I were not to mention its *sine qua non* importance. Who knows? The sheer incidence of repetition may one day yield an appropriate response.

**TARGET 7: Refocus Israel Teacher Exchange Program to Meet Needs of American Jewish Community.**

More effective tapping of existing sources means also the better utilization of the Israeli teacher-exchange program. However competent Israeli teachers may have been in Israel, they pose a serious problem vis-a-vis meeting the needs of Jewish education in the United States and Canada. They frequently lack the appropriate linguistic, social and religious orientation for effective performance in the variety of American Jewish schools. What is needed in the case of the exchange teachers is vital meaningful recruitment based on two criteria: selectivity and orientation. Prospective Israeli personnel

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must be carefully screened in Israel, even at the possible expense of a reduction of the number of recruits. Our major interest is in choosing the appropriate applicants. The selection of teachers must be done via an ongoing year-round recruitment process which might involve face-to-face interviews, on-location appraisal of teaching performance, and receipt of appropriate recommendations.

Once chosen, the Israeli teachers should be properly oriented for the kind of work for which they are being recruited. A team consisting of former teachers in the exchange program and American educators should be co-opted to develop and supervise such a program. The exchange program should be reviewed also for the purpose of establishing limits for length of service.

**TARGET 8: Send Qualified American Teachers to Israel for a One Year Exchange Visit.**

Concerning the Israel teacher-exchange idea, I wish to underscore the need of an activity for which I have been campaigning vigorously for the last 5 years. The real meaning of *exchange* must be introduced to Jewish education. The Israel exchange program must become a regular—albeit limited—two way street.

Principals should be encouraged to send qualified teachers to Israel for short-term (one year) exchange visits. This can best be implemented on a national scale via the existing exchange program. In addition to the obvious benefits to the individual teacher and school, such an arrangement would create a vital bridge between the American Jewish community and Israel.

The tapping of existing sources must be accompanied by other long-awaited measures.

**TARGET 9: Establish a Vital, Central Placement Service.**

What is needed is an intensive, ongoing vital central placement service. This means the setting up of a central registry, the pooling of information about available

positions and personnel by each of the national and local agencies. It is a difficult task involving reappraisal and fundamental readjustment of their go-it-alone policies and practices.

**TARGET 10: Establish a National Fund Based on a Teacher Benefit Theory for the Enhancement of Teacher Status.**

What is needed are drastic, shocking changes in the attractiveness of the Hebrew teaching profession—a long range national program for the enhancing of teacher status and for the raising and equalizing of teacher salaries both within the Jewish teaching profession and in relation to prevailing standards of public education. This may sound like a pie in the sky. It will take millions of dollars to implement it. This program begs to be initiated. And it must be developed on the basis of a teacher-benefit theory. If it cannot be done with all teachers, it should be achieved with a significant segment of the teaching force. Whatever may be said regarding the impracticability of such a recommendation must be weighed in light of the fact, that for years all the *practical* approaches have been to little avail.

When the status and financial position of the Jewish educational functionary becomes at least equal to that of the Rabbi, then can we hope to attract the serious, superior prospective educator so vitally needed to assume leadership roles in Jewish education in the years to come. Steps in this direction have already been taken by the American Association for Jewish Education via the National Committee on Teacher Education and Welfare. The Committee has published and distributed a series of important promotional materials, chief among them was the appearance for several years of the semi-annual newsletter *Our Teachers*. It instituted a national pension plan. It organized a recruitment program. It adopted a guide to a code of practices and established Yom Hamoreh. Steps were taken to resolve

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the problem. But, in face of its size and severity, these were baby steps. According to the American Association for Jewish Education orientation memorandum for this conference, "The dimensions of this crisis (the teacher shortage), which grew larger with each passing year, mitigated against the Committee's successful effort."

What is needed, *rabbotai*, are giant steps: giant steps to initiate a national and comprehensive insurance and pension system for licensed teachers and principals; giant steps to insure a minimal wage; giant steps to refine, implement and strengthen the national code of practice; giant steps to provide fulltime employment opportunities in Jewish education. (In regard to the latter need we must explore the possibility of cooperation with Jewish communal centers and YMHA's.)

The giant steps must be giant. They must be national in scope and non-ideological in structure and intent. To this end, the current plans of National Council for Jewish Education, National Association of Temple Educators, Educators Assembly, the fledgling *Hemed* (*Hever Morim Dattir-im*), and the bureaus should be studied to determine possibilities of conversion to, or conjunctive arrangements with a national program.

While it is improbable and unrealistic and not desirable from my personal point of view to try to overcome ideological differentiation via common school programs, it is not unrealistic, nor should it be impossible to express one phase of the "unity in diversity" thesis via uniform and/or cooperative personnel practices. It is in this area that the American Association for Jewish Education, in its efforts to reorganize, can make a vital contribution to the improvement of Jewish education.

American Jewish life, like all life, is era-oriented. American Jewry has been through many periods of change in a relatively short time. It has been witness to the eras of early settlement, social integration, mass immigration, Americaniza-

tion, economic growth, demographic mobility and internal diversity. Currently we are at the peak of the era of great diversity. The next era must be one of consolidation. New ideas, new approaches, new organizational patterns must be directed towards increasing the probability and reality of joint-communal effort. Jewish education is one area where consolidation might begin to take place.

American Jewry has shown the capacity, ability and resiliency necessary for cooperative ventures. I refer to the heightened Zionist efforts on behalf of Israel. Although cooperation in the instance of Israel was peripheral philanthropic and temporal, the American Jewish community rose to the challenge. It is not too early to demonstrate this same ability again. And a new program or new guidelines such as we may initiate during our deliberations can well serve our cause. One way to cut across ideological boundaries is to finance the recruitment of teachers and the improvement of their status on an individual basis (student benefit or teacher benefit) rather than via group or institutional arrangement. This is definitely feasible. The machinery to deal with 1500 students and approximately 8,000 teachers (excluding one-day-a-week instructors) need not be overly cumbersome. It is easily managed in public education and properly organized can be a source of infinite blessing to Jewish education.

## TEACHER EDUCATION\*

*Teacher-Education in the 1960's*

Permit me now to turn your attention to teacher education. In the history of American teacher education, the 1960's will be recorded as the decade of intensified examination, experimentation and criticism. During the past six years there have been a plethora of major conferences on teacher education. Many important

\* For amplification of some aspects of this part of paper, see this writer's article, "New Concepts in Teacher Education," *Jewish Education*, 38:1, January, 1968.

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books and articles have been written on the subject. The 1960's are witnessing heightened teacher education activity on the part of such prestigious groups as the National Commission on Teacher Education and Professional Standards of the National Education Association, the Fund for the Advancement of Education, the Ford Foundation and American Association of Colleges for Teacher Education. Books like James B. Conant's *The Education of the American Teacher* and James B. Koerner's *The Miseducation of American Teachers* have become household topics of conversation.

Currently, teachers and teacher educators are exposed to public scrutiny more than ever before in the United States.<sup>4</sup> This creates a problem in Jewish education as it does in general education. The problem, put simply, is that "unlike any other professional group, we educators deal with substance that is not only critical to the public at large, but is also perceived by many as part of the public competence rather than as specialized expertise."<sup>5</sup>

The topic of teacher education assumes particular importance against the background of social changes relevant to teacher education, the outstanding of which is the accelerated democratization of higher education. The dramatic initiation of massive government programs—the Economic Opportunity Program, the expanded National Defense Education Act, the Elementary and Secondary Education Act of 1965, the Higher Education Facilities Act, the Higher Education Act of 1965, all have direct implications for Jewish teacher education.

New institutions have sprung up to meet new social demands, such as the Job Corps program, Project Headstart and community action programs.

This too has bearing on our Jewish teacher education problem. Whereas there is increased ferment, heightened activity, and massive funding in general education, no such parallel can be drawn for educating the "Jewishly disadvantaged", for founding research projects in Jewish

schools of higher learning, for Jewish teacher scholarship incentive programs, for experimentation in Jewish pedagogy.

It is interesting to note that all of the new government programs for education avoid entering into formal relationships with existing schools and teacher-education programs because they view "the establishment" as resistive to change and unable to respond quickly to the new requirements of the present situation.<sup>6</sup>

Jewish teacher education establishments must respond to new needs. They must readjust to the new requirements of the present American Jewish community. Like the problems of recruitment, these needs also suggest targets for the Jewish community to achieve,

**TARGET 11:** *Study the Current Teacher Programs in Light of American Jewish Needs.*

Currently, there is painfully little research about Jewish teacher education. What is needed is basic investigation into the various phases of teacher preparation.

**TARGET 12:** *Develop an Operational Definition for Desirable Professional Behavior.*

In examining Jewish teacher education, one is struck by the fact that we are not certain that we have been preparing the kind of teachers that are required to meet our current needs. Moreover, there is uncertainty and lack of agreement with respect to what knowledge is most pertinent to the professional education of teachers. In this, we are not alone. Presently, this subject is a burning question in general education.<sup>7</sup> What is needed in Jewish education is an operational definition of desirable professional behavior program. This involves the developing of a model or a number of models of appropriate teacher performance.

The suggestion to establish a new conceptual framework for the professional training of Hebrew teachers is not new. The National Committee for Teacher Education and Welfare in 1958 called for



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"total reorientation on the part of our teacher training schools".<sup>8</sup> It strongly recommended "that a conference of deans, registrars and other administrative heads of the various teacher colleges be convened for the purpose of discussing such recommendations."<sup>9</sup> A number of such meetings did take place. But the effort died or was killed because of the unreadiness of the American Jewish community to finance the implementation of the recommendations. *Ve-hamayvin yavin.*

Any recommendations of this paper will also remain academic unless firm measures are taken to implement them. The specific restructuring of programs would involve relatively small expenditures. It would call on the special talents of teacher-educators, behavioral scientists and subject matter specialists rather than administrators.

The Hebrew teachers college must become a professional school. It must become professionally oriented without sacrificing the scholarly approach.

The programs must provide the unique bodies of knowledge and the unique skills required by the prospective Hebrew teacher that is not needed by the typical graduate not planning to make Jewish education a career.

**TARGET 13: Develop a Conceptual Framework for Teacher Preparation.**

The programs must be geared to the increasing challenges of all day Jewish education. They must be geared to the expanding concept of the role of the Jewish teacher in supplementary Jewish education. This has been indicated on numerous occasions during the past two decades but has yet to be implemented effectively.

In 1958, the subcommittee on Teacher's Professional Training of the National Committee on Teacher Education and Welfare recommended the training of *teacher-education workers or multi-skilled education workers.* The Committee noted that it was aware of the criticism of this

approach and stated, nevertheless, "that equipping a substantial segment of the teaching profession with at least one allied skill not only constitutes a partial answer to the problem of creating full-time economic opportunities—a condition which is indispensable to the professionalization of Jewish teaching—but is a genuine response to a truly felt need in our day."<sup>10</sup>

Such skills include group work, adult education, recreational and cultural programming. Last week I participated in a 3-day conference of executives of Jewish community centers and YMHA's (convened by the Jewish orientation and Training Seminars which is sponsored jointly by the Jewish Education Committee of New York and the New York metropolitan section of the National Jewish Welfare Board) on the topic "Jewish Content in Youth Activities." In my presentation I challenged the executive director to engage Jewish educational personnel on their staffs. From indications of their favorable response it seems that the Center movement is prepared to consider seriously the employment of "Jewish value specialists". This area of activity must be explored fully by the Jewish education community.

**TARGET 14: Prepare Teacher-Scholars.**

One of the serious shortcomings of the teacher colleges is that they do not produce teacher-scholars. For this informed audience there is no need to make any lengthy analyses of this situation. One example will suffice.

The 1958 study made by the National Committee on Teacher Education and Welfare indicates that Hebrew College graduates are rarely engaged to teach classes beyond the 4th grade in a yeshivah. It is the exceptional graduate who is equipped knowledge-wise to teach in the upper elementary grades and in the junior and senior high school levels of the Jewish day school. My own experience between 1956 and 1965 with teacher placement in the day schools of greater New York



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via the Department of Yeshivoth of the Jewish Education Committee, adequately bears this out. On the other hand, the *musmachim* of the various mesivtot who are employed to teach the upper grades are not adequately prepared—neither Hebraically nor pedagogically. If the day schools are important to American Jewry in terms of reversing a downward trend in Jewish education, if they are significant as the single elementary educational institution (or almost the only elementary school-type) to provide intensive Jewish education, if the Jewish day schools represent American Jewry's answer to the training of future Jewish leaders, if they are a factor in our creative survival—then preparing teachers for this type of school must be a primary concern of teacher education.

The dual function of teacher-scholar has been suggested as the necessary minimum for effective general education. Should it be less for Jewish education?

## NEW TEACHING TECHNOLOGY

**TARGET 15: Introduce New Teaching Media into Hebrew Teacher Programs.**

The past decade has been witness to rapidly changing educational technology. This is generally not reflected in Hebrew teacher education programs. What is needed is the development of new media for making the preparation of teachers more effective. The adaptation of new educational devices to the needs of Hebrew teacher training appears to be a necessary step at this time. Programmed instruction, kinescope recordings by remote control of student teachers as developed recently by Hunter College in New York City, the wise use of films and recordings, the introduction of one-way mirror demonstration centers as now planned by the Ferkauf Graduate School of Yeshiva University—all of these media and many more—must be studied and adapted to the specific needs of Hebrew teacher education.

## STUDENT-CENTERED APPROACH

**TARGET 16: Establish Effective Guidance Programs in the Hebrew Teachers College.**

Unlike the general college of education, our Jewish training schools, with one exception<sup>11</sup>, are small institutions and do not share in the general trend of developing into large institutions. One of the serious criticisms leveled against the American teacher colleges is the depersonalization caused by their increasing size. While it does not augur well for the much needed mass output of teachers, the smallness of our schools has a definite plus value. Small student bodies are conducive to intensive guidance, to a one-to-one faculty-student relationship. It is this student centered-guidance approach, more than any other factor that is responsible for the large number—80%—of all graduates of Yeshiva University's Teachers Institute for Women between 1956-1968—who are currently teaching.

To be successful, guidance—in which all faculty members according to their ability are assigned a number of students whom they get to know on a very personal level—must be initiated during the students' first year in school. Beginning as academic counselling this procedure progressively involves the social emotional and cultural-religious facets of the students' lives. In its final form the guidance is vocation-centered and continues even during the first few years of their employment.

At the core of the guidance program is the principle that basic responsibility for learning rests with each student. One aim of the student-centered approach is to help the student learn how to learn, and develop a thirst for further learning.

**TARGET 17: Explore Possibility of Individualizing Programs of Teacher Preparation**

Another personal dimension in teacher education must be considered. That dimension, which is receiving serious atten-

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tion in general education. is building curriculum in terms of "each prospective teacher-scholar's unique conceptual scheme."<sup>12</sup> In light of this principle, it is recommended that "when we plan our programs we cannot operate under the illusion that we create a single curriculum best suited to all students. Instead, we must plan teacher education in such a way that we systematically provide opportunities to know what differences exist within each of our students and develop flexible programs which offer a wide variety of approaches for reaching the professional goals of teacher-scholar."<sup>13</sup> The immediate reaction of Jewish teacher-educators might be to dismiss this suggestion as irrelevant, for no other reason than the basic physical limitations of our programs. Before that is done I would urge careful study of the implications of such a statement for Jewish teacher training.

Underlying the success of a viable guidance program—and here lies the difficulty—there needs to be the promise of long-range support—intellectual, emotional and financial.

## DIRECT EXPERIENCE

"Only student-teaching should serve as a stipulated certification requirement for future teachers in each state."<sup>14</sup> This was James B. Conant's sole positive finding concerning licensing requisites when he lashed out against current certification requirements in the respective states of the Union.

*TARGET 18: Develop Meaningful Student Teaching Programs.*

One may draw a parallel need in Jewish education regarding the reappraisal of the certification requirements for Hebrew teachers' licenses, but this is not within the scope of this paper. What definitely is our concern, however, is the importance of direct experience in teacher education. Without the variety of direct experiences—pre-teaching, student-teaching, internship, supervised teaching during the first

years of professional employment—we cannot hope to prepare teachers who can adequately meet the challenges of the Jewish school.

The laboratory-type experience which has no substitute and must be cooperatively planned by supervisor, host school and cooperating teacher, depends largely on student feedback for its effectiveness. Receiving the feedback, analyzing it, reacting to it are time consuming matters. For this alone it pays to extend Hebrew teacher preparation to a five year program. Gaining competence with the basic tools necessary for teaching, practicing fundamental skills, analyzing teaching situations, apprenticeship in the sense of "trying one's wings", should all be accomplished during the student's residence in the teacher college and not after he graduates from it. *V'dai Lahakima.*

The direct experience component of the professional preparation of teachers can best be controlled and supervised via demonstration schools in which the education faculties of the respective teacher colleges have policy-making and decision-taking roles. Sufficiently large demonstration schools have other significant values for Jewish education, a discussion of which is not within the scope of this paper.

## TEACHER EDUCATION ECONOMICS

*TARGET 19: Improve Status of Faculties of Hebrew Teachers Colleges in Order to Attract Superior Teachers.*

Since I have used general education for the framework of my few remarks I cannot but enter a plea for a good infusion of the American college into the Hebrew teacher training school with respect to faculty status. What our training schools need to attract outstanding people are fewer hours of teaching, more time for individual guidance and research and better pay and welfare benefits. What they need is the establishment of appropriate requirements for new and old faculty. What our training schools need is the establishment of full-time professorships

## THE MANPOWER CRISIS IN JEWISH EDUCATION 23

in education manned by scholar teacher-educators. Since this breed of person is almost non-existent, the implications for preparing or encouraging the training of these kinds of people are clear.

Much has been said and written about scholarship and stipend programs to attract students to our teachers colleges. Nevertheless, I would feel remiss if I did not state emphatically that the value of full-scale financial support for teacher education students must not be underestimated. It is an absolute necessity in an educational-funding oriented age.

## THE ROLE OF THE TEACHER TRAINING SCHOOL

TARGET 20: *Expand the Role of the Hebrew Teachers College.*

If the Hebrew Teachers Colleges are to assume a new leadership role in the Jewish educational community—and they must assume leadership responsibility for the theory and practice of Jewish education—then they must be equipped to do so. The first step in this direction is the establishment of full-scale Departments of Education manned by full-time educational professionals in each of our teacher training establishments. In cities which have such schools, in-service programs should be their responsibility and under their sponsorship with the assistance and support of the bureaus. A metropolis like New York is beset by special problems regarding in-

service offerings. These can be best resolved by close working relationship with the teachers colleges in the area, provided they have the necessary manpower to make a significant contribution in the direction of meeting in-service and retraining needs of teacher personnel.

## CHARGE TO THE AMERICAN JEWISH COMMUNITY

All this adds up to a significant challenge to the American Jewish community. If we have the courage to act, to stir, to create, to dramatically stimulate massive movement to improve teacher recruitment and teacher education, then, in the years to come this meeting and others like it will go down as the most crucial conferences in American Jewish history. We must be ready as a community to emulate the tremendous financial support that the American government is giving secular educational institutions, even if it means changing the entire concept of the organization of Jewish charity, and changing the operation of the federation and welfare funds. You and I know that this may no longer be a dream. Jewish and non-Jewish experts alike, have made strong recommendations in this regard. The solutions to the Jewish educational personnel dilemma must come from the community. They cannot be forthcoming from the Hebrew teachers colleges or from the Jewish education profession.

## REFERENCES

- (1) Joseph Lookstein, "The Jewish Teacher." Paper read at Department of Religious Education, Ferkauf Graduate School, May 4, 1964.
- (2) Alvin I. Schiff, "Some Modest Proposals for the Improvement of the Pre-Service Education and Recruitment," World Council for Jewish Education, December 12, 1965.
- (3) "Supply and Training of Teachers for the Jewish Schools in the Diaspora," *Jewish Education*, Fall 1964, p. 24.
- (4) Margaret Lindsay, *The Substance of Professional Study for Teachers*. Proceedings of conference honoring Florence B. Stratemeyer, French Lick, Indiana, June 10-12, 1965.
- (5) *Ibid.*
- (6) Richard E. Lawrence, *Teacher Education and the National Scene*, *op. cit.*
- (7) Herman Hermanowicz, "Studies of Teaching and Their Impact on Teacher Education," *op. cit.*
- (8) National Committee for Teacher Education and Welfare, *Current Needs in Hebrew Teacher Education*, American Association for Jewish Education, 1958, p. 14.
- (9) *Ibid.*
- (10) *Ibid.*
- (11) Teachers Institute for Women, Yeshiva University.
- (12) Dean Corrigan, *op. cit.*
- (13) *Ibid.*
- (14) James B. Conant, *The Education of American Teachers*, N.Y. McGraw Hill, 1963, p. 271.



# What is our D'mut Atzmit Quotient?

by Alvin I. Schiff

A healthy self-image is basic to teacher effectiveness, so let's start working on d'mut atzmit now.

A positive self-concept is essential in arenas—in the community and in the classroom. First it means *believing in the absolute worthwhileness of what we do.*

Unfortunately, many Jewish educators are adversely affected by the low esteem in which they are held in the community. . .

Jewish education is the key to the very existence of the Jewish community and is the cornerstone of Jewish enrichment. As we interface with parents, lay leaders and communal professionals, our self-concept should radiate our feelings about the value of our work. Moreover, we must be prepared to articulate effectively the significance of Jewish education as a *mitzvah sine qua non* for a viable Jewish community.

Unfortunately, many Jewish educators are adversely affected by the low esteem in which they are held by the community—a universal problem in the teaching profession. The resolution of this problem in the Jewish community must begin with Jewish educators—with our perception of our self-worth and of our contribution we make to Jewish continuity.

If I am not for myself who will be for me? is an apt motto for us. This is one of the reasons the Conference of Jewish Educational Organizations (COJEO)—with the active and prominent participation of the Jewish Education Council—has launched the "Year of the Jewish Educator" during the Hebrew calendar year *Tishmat*.

Secondly, a positive self-image means believing in ourselves, in our ability to lead and impact the lives of our students and their families. This assumes, of course, that we continuously work to improve our Judaic and educational

knowledge and improve our instructional skills.

*Imitatio Dei* is a powerful Judaic principle. After all, man was made in the image of God. Having "His likeness" places an awesome responsibility upon Homo sapiens, especially on people whose mission it is to influence the behavior of others.

Emulating God, as a Jewish concept, finds its early expression in a Talmudic interpretation of a verse in Moses' song after crossing the Red Sea. "This is my God and I will glorify him" (*Exodus 15:2*). According to Abba Shaul, glorifying God means "Be like him. Even as He is gracious so you be gracious; even as He is merciful, you be merciful" (*Babylonian Talmud, Tractate Shabbat 133:b*).

On the one hand, human beings are encouraged to imitate the attributes of the Almighty. On the other hand, people often imitate other persons, especially those whom they respect. Young children are prone to follow the example of adults—particularly in a school setting. In this regard, teachers teach more through

Liking oneself as a teacher in a Jewish school, and having self-assurance vis-a-vis the instructional role, are crucial dimensions of a teacher's behavior.

what they are than through what they communicate. Listen to Abraham Joshua Heschel as he places the teacher's role in proper perspective:

... everything depends on the person who stands in the front of the classroom. The teacher is not an automatic fountain from which intellectual beverages may be obtained. He is either a witness or a stranger. To guide a pupil into the

promised land, he must have been there himself. When asking himself: Do I stand for what I teach? Do I believe what I say? He must be able to answer in the affirmative.

What we need more than anything else is not textbooks but *text-people*. It is the personality of the teacher which is the text that the pupils read; the text that they will never forget. The modern teacher, while not wearing a snowy beard, is a link in the chain of a tradition. He is also the creator of the future of our people. He must teach the pupils to evaluate the past in order to clarify their future.

*The Insecurity of Freedom* (New York, The Noonday Press, Farrar Strauss and Giroux, p. 237.)

An anonymous poet expresses this thought beautifully.

No spoken word nor written plea  
Can teach young hearts what man  
should be;  
Not all the books on all the shelves,  
But what the teachers are themselves."

And "what teachers are themselves" significantly involves their feelings about "themselves". Liking oneself as a teacher in a Jewish school, and having self-assurance vis-a-vis the instructional role, are crucial dimensions of a teacher's behavior. Indeed, there is a relationship between believing in oneself and being effective, as there is a relationship between believing strongly in a cause and achieving the goals of that cause.

As teachers, we communicate our feelings to our pupils via our everyday contact with them. Willy-nilly, we are models for our children. Self-confidence (based upon sound Judaic knowledge and pedagogic skill) will help us translate our teaching into positive pupil behavior. Without a positive self-image, teachers cannot possibly maximize instructional impact. The message from all this is simple. Let's all start working to improve our d'mut atzmit. ■

Alvin Schiff is Executive Vice President of the Board of Jewish Education of Greater New York.

**\*KEY TO STRATEGIES**

- 1) Develop vignettes of Jewish education professionals and disseminate them to target populations, the Anglo-Jewish press and cable TV.
- 2) Organize a letter writing campaign.
- 3) UJA-Federation involvement:
- a) Motivate educators to be active in local Federation campaign and activity; develop and distribute guidelines to Jewish educators.
  - b) Encourage Federation to involve Jewish educators in community work and in campaign activity.
- 4) Encourage local and national institutions to honor educators; develop and distribute guidelines to all communities; make inventory of community activities regarding the honoring of educators.
- 5) Compile and distribute information about income potential for various occupations; compare to Jewish education. Compile, distribute information and prepare manual on available scholarships in regards to Jewish educator training.
- 6) Orient and train Jewish educators regarding the process of resource development for educator enhancement.
- 7) Guide Jewish educators re: personal, professional, self-growth and financial planning.
- 8) Prepare guidelines and distribute information re: full-time positions.

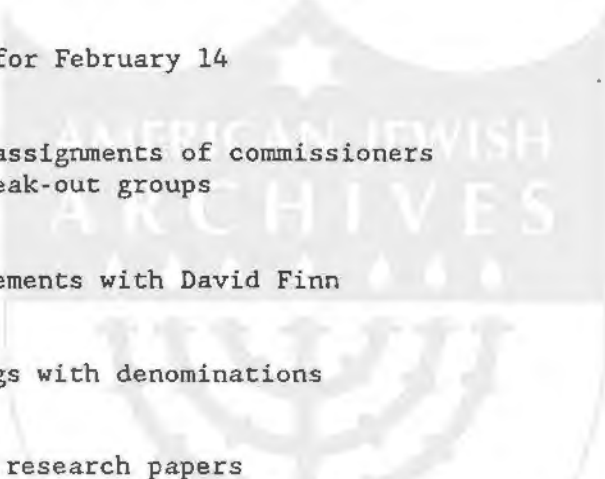
2/6/90

Proposed Agenda

Senior Policy Advisors

Tuesday, February 13, 1990  
1:30 - 5:00 p.m.

Assignment

- |   |     |
|---|-----|
| I. Review minutes and assignments from 1/23                                       | VFL |
| II. Discuss desired outcomes of meeting   | MLM |
| III. Review schedule for February 14  | HLZ |
| IV. Review proposed assignments of commissioners<br>and staff to break-out groups | VFL |
| V. Update on arrangements with David Finn   | SF  |
| VI. Report on meetings with denominations   | MLM |
| VII. Status report on research papers   | AH  |
- 

2/5/90

Proposed Agenda  
Commission Staff  
Wednesday, February 7, 1990

✓ I. Minutes and assignments of 1/23

VFL

II. Commission meeting of 2/14 - Review the day

A. Desired outcomes

*approval of rec. + content of report*

B. Agenda

1. Plenary 1 (9:30 - ~~10:30~~ <sup>12<sup>00</sup></sup>)

a. MLM opening remarks - critique

b. AH presentation

c. Full group discussion <sup>10<sup>15</sup> - 12</sup>

2. Group discussion (~~1100~~ <sup>1-3</sup> noon)

a. assignment to groups (3 or 4?)

b. group leaders

c. leader preparation - discussion guide

d. assignment of recorders

3. Lunch (12 - 1:00)

4. Funders luncheon (12 - 1:00)

a. desired outcomes

b. agenda

c. staffing

d. attendance

e. impact on remainder of program

5. Group discussions resume (1 - 2:50)

HLZ

6. Plenary 2 (3:00 - 5:00)

- a. reports of panels (~~45~~<sup>30</sup> min.)
- b. report on funders meeting
- c. discussion
- d. review process for now to June 12
- e. announcement re interim director for implementation
- f. D'var Torah - Lookstein

C. Logistics

VFL

III. Arrangements with David Finn

- A. How will we work with him?
- B. Calendar for production
  - timing of first draft, review process, second draft - quick review, then to commissioners in time for written reaction before 6/12
- C. Photographer for 2/14

*Logistics for annual  
photography 730*

IV. Research update

- A. status report
- B. procedures for review and publication
- C. suggested format

V. Agendas for Senior Policy Advisors - 2/13 and 2/15

IV. Set next staff meeting



2/5/90

Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89	+	Plans for 2/14/90
Mona Ackerman	SF	X	X			SF	Hat
Ronald Appleby	SHH	*	X				No
David Arnow	AH		X	X	X		Yes
Mandell Berman	JW	X	X	X		JW	No
Jack Bieler	JR	X	X	X	X		Yes
Charles Bronfman	SF	X	X	X	X	SF	Yes
John Colman	HLZ	X	X	X	X		Yes
Maurice Corson	JW	X		X	X		Yes
Lester Crown	HLZ	X			X	HLZ	S. Crown
David Dubin	JW	X	X		X		No
Stuart Eizenstat	AR		X				No
Joshua Elkin	JR	X	X	X	X		Yes
Eli Evans	AR	X	X	X	X	HLZ	Yes
Irwin Field	JR						No
Max Fisher	MLM	X	X				No
Alfred Gottschalk	SF		X	X		SF	Yes+Steinberg
Arthur Green	JR		X	X	X		Yes
Irving Greenberg	JW		X				After 2:00
Joseph Gruss	MLM	*					No
Robert Hiller	SHH	X	X	X	X		Yes
David Hirschhorn	SF	X	X	X	X	SF	Yes
Carol Ingall	JR		X	X	X		Yes
Ludwig Jesselson	MLM	X					No
Henry Koschitzky	AH	X	X			SF	No

Follow-up

yes

yes

yes

yes - JW

yes, JR

yes AH

MLM & HLZ

yes - maybe

yes AH?

yes -

\* Not yet a commissioner

+ Assigned to call about 2/14/90 attendance

2/5/90

## Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89	+	Plans for 2/14/90
Mark Lainer	JR	X	X	X		HLZ	Yes
Norman Lamm	AH	X	X	X	X		Yes + Hirt
Sara Lee	SF		X	X	X		Yes
Seymour Martin Lipset	SF	X	X	X			No
Haskel Lookstein	AH	X	X	X			Yes
Robert Loup	AH	X	X				?
Morton Mandel	AH	X	X	X	X		Yes
Matthew Maryles	AH		X	X	X	AH	Yes
Florence Melton	AH	X	X	X	X	AR	No
Donald Mintz	AR	X	X	X			No
Lester Pollack	JW	X			X	AR	Yes
Charles Ratner	SF	X	X	X		SH	Yes
Esther Leah Ritz	AH	X		X	X		Yes
Harriet Rosenthal	JW	X	X	X	X		Yes
Alvin Schiff	JR	X	X	X	X		Yes
Ismar Schorsch	AH	X	X	X	X	AH	Yes+Abramson
Harold Schulweis	JR						No
Lionel Schipper	JR	*					No
Daniel Shapiro	AR	X		X		HLZ	Yes
Peggy Tishman	AH	X	X	X			No
Isadore Twersky	SF	X	X	X			Yes
Bennett Yanowitz	JW	X	X	X	X	SH	Yes
Isaiah Zeldin	JR						No?

\* Not yet a commissioner

+ Assigned to call about 2/14/90 attendance

SF

AH

MCM call

yes

Agenda

Senior Policy Advisors

Tuesday, February 13, 1990

1:30 - 5:00 p.m.

Assignment

- |   |     |
|---|-----|
| I. Review minutes and assignments from 1/23                                       | VFL |
| II. Discuss desired outcomes of meeting   | MLM |
| III. Review February 14 Program   | HLZ |
| IV. Review proposed assignments of commissioners<br>and staff to break-out groups | VFL |
| - group discussion guides   | AH  |
| V. Update on arrangements with David Finn   | SF  |
| VI. Report on meetings with denominations   | MLM |
| VII. Status report on research papers   | AH  |

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

AGENDA

WEDNESDAY, FEBRUARY 14, 1990

9:00 A.M. TO 5:00 P.M.

UJA/Federation of Jewish Philanthropies of New York  
130 East 59th Street  
New York, New York

- |      |                            |              |
|------|----------------------------|--------------|
| I.   | Registration; Refreshments | 9:00 - 9:30  |
| II.  | Plenary Session            | 9:30 - 12:00 |
|      | A. Introduction            |              |
|      | B. Discussion              |              |
| III. | Luncheon                   | 12:00 - 1:00 |
| IV.  | Discussion Groups          | 1:00 - 3:00  |

Group A - Weiler Room  
Research, the Programmatic Arenas,  
Implementation Mechanism, Community Action Sites  
Chair: Eli Evans

Group B - Rosenwald Room  
Personnel, Implementation Mechanism,  
Community Action Sites  
Chair: Sara Lee

Group C - Reception Room F  
Community and Financing, Implementation Mechanism,  
Community Action Sites  
Chair: Morton Mandel

- |     |  |             |
|-----|--|-------------|
| V.  | Plenary Session                              | 3:00 - 4:50 |
|     | A. Summary Reports                           |             |
|     | B. Discussion                                |             |
| VI. | Concluding Comments - Rabbi Haskel Lookstein | 4:50        |

LIST OF PERSONS ATTENDING MEETING OF  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
ON FEBRUARY 14, 1990

Robert Abramson

David Ariel

David Arnow

Jack Bieler

Charles Bronfman

John Colman

Maurice Corson

Susan Crown

Joshua Elkin

Eli Evans

David Finn

Seymour Fox

Alfred Gottschalk

Arthur Green

Irving Greenberg

Mark Gurvis

Kathleen Hat

Robert Hiller

David Hirschhorn

Robert Hirt

Annette Hochstein

Stephen Hoffman

Carol Ingall

Martin Kraar

Mark Lainer

Norman Lamm

Sara Lee

Virginia Levi

Haskel Lookstein

Morton Mandel

Matthew Maryles

Lester Pollack

Charles Ratner

Joseph Reimer

Esther Leah Ritz

Harriet Rosenthal

Arthur Rotman

Alvin Schiff

Ismar Schorsch

Daniel Shapiro

Stephen Solender

Herman Stein

Paul Steinberg

Isadore Twersky

Jonathan Woocher

Bennett Yanowitz

Henry Zucker



## THE GALLUP (ISRAEL) POLL

I WOULD LIKE TO SHARE WITH YOU SOME DRAMATIC DATA THAT ILLUSTRATES THE URGENCY OF OUR SITUATION. AS YOU KNOW WE HAVE UNDERTAKEN A RESEARCH PROGRAM. UNEXPECTEDLY WE HAVE HAD THE OPPORTUNITY OF INCLUDING A FEW QUESTIONS IN A GALLUP POLL UNDERTAKEN AMONG AMERICAN JEWS LAST MONTH.

THOUGH THE DATA IS NOT YET FULLY ANALYZED THE FOLLOWING EMERGES:

28% OF YOUNG JEWS UNDER THE AGE OF 40 ARE INTERMARRIED. ANOTHER 11% ARE MARRIED TO SPOUSE WHO HAVE CONVERTED TO JUDAISM. WE ARE TALKING OF 39% OF THE JEWS UNDER 40,

FOR THOSE BETWEEN THE AGES OF 40 AND 59 -- 16% INTERMARRIED + 3% CONVERTED;

FOR THOSE OVER 60 - 11% INTERMARRIED, 2% CONVERTED  
AS YOU CAN SEE THE TRENDLINES RISE, THE YOUNGER THE PEOPLE.  
MOREOVER JEWISH EDUCATION OF THE CHILDREN OF THE INTERMARRIED IS ONLY A FRACTION OF THAT OF THE REST OF THE POPULATION.

OLDEST CHILD UNDER 17 ATTENDS:

	SPOUSE	
	JEWISH	NOT JEWISH
PRE SCHOOL	62	31
DAY SCHOOL	34	6
SUPPLEMENTARY SCHOOL	46	16
CAMP	50	16
JCC	50	30

Agenda

Senior Policy Advisors

Thursday, February 15, 1990

8:30 a.m. - 12:00 noon

Assignment

- |  |           |
|--|-----------|
| I. Reactions to Commission meeting                         | MLM       |
| II. Action needed  |           |
| A. Preparation of final report                             | SF/AH/HLZ |
| B. Action to be taken on funding between now and June 12   | HLZ       |
| C. Establishing an implementation mechanism                | SHH       |
| III. Research  | SF/AH     |
| A. Progress report   |           |
| B. Next steps  |           |
| ✓ IV. Preliminary discussion of June 12 Commission meeting | MG        |
| ✓ V. Outreach/ Public Relations                            | MG        |
| ✓ VI. Introduction to Mandel Institute                     | MLM       |
| ✓ VII. Set next meeting of Senior Policy Advisors          | MLM       |

72/4 Cleveland  
↳ either  
telecommunication

## INITIAL SUGGESTIONS FOR THE CLOSING MEETING

### GOALS

1. Provide opportunity for Commission to formally adopt the final report and determine how it is to be presented to the public and to special publics;
2. provide opportunity for Commission members to give guidance and blessing to implementation efforts;
3. focus public attention on the work of the Commission, its recommendations, funding, and start of the implementation entity;
4. determine future of the Commission;
5. thank commissioners and others involved in the process for their efforts.

### Suggested schedule of events for June 12

- 9:00 a.m.-noon -- Senior policy advisors meeting  
noon-1:00 p.m. -- Lunch break  
1:00-4:00 p.m. -- Commission meeting with following agenda:
- a. opportunity for Commission comments on final draft,
  - b. presentation on IJE and on future of Commission and commissioner response,
  - c. opportunity for Commission comments on overall process.
- 4:00 p.m. -- Press conference with Commission leaders  
6:30 p.m. -- Celebratory event--open to commissioners, policy advisors, staff, researchers, outreach contacts, community leaders, etc.

Public relations component -- The press conference should provide an opportunity to present the final report to the public. The key elements should be:

- a. completion of study,
- b. development of implementation entities,
- c. securing of initial funding for five-year period,
- d. statements of support by key commissioners.

While the press conference should catch the daily news opportunities, June 12 should also be the focus of feature stories on the Commission in the New York Times, Wall Street Journal, major Jewish periodicals, and local Jewish papers.

Issue -- Should celebratory event await the printing of the final report, presumably some weeks after June 12?



Update on Organizational Contacts

<u>Organization</u>	<u>Contact</u>	<u>Proposed Contacts</u>
1. JESNA	Jon Woocher	Presentation by MLM scheduled for April board meeting.
2. JWB	Art Rotman	Presentation by MLM scheduled for April annual meeting.
3. Federation Planners	Norbert Freuhaft	Consider distributing fifth meeting materials to key planners for comment and reaction. Follow up with meeting at April CJF quarterly.
4. Federation Executives and Presidents	Marty Kraar/ Steve Hoffman	Meeting at April quarterly with executives. Meetings scheduled with individual communities (Los Angeles, San Francisco, New York).
5. Bureau Directors Fellowship	Jon Woocher	Consider distributing fifth meeting materials to key BJE directors for comment and reaction.
6. CAJE	Elliott Spack	No further action suggested at this time.

7. AIHLJE	Sara Lee/ David Ariel	Briefing provided at February meeting.
8. COJEO	Jack Sparks/ Alvin Schiff	No further action suggested.
9. Reform Movement	Alfred Gottschalk/ Art Rotman	Gottschalk convening meetings with Reform Jewish educators.
10. Conservative Movement	Ismar Schorsch/ Jon Woocher	No further action suggested.
11. Orthodox Movement	Norman Lamm/ Art Rotman	No further action suggested.
12. Reconstructionist Movement	Arthur Green	MLM to meet with Green.



## Public Relations Efforts

### I. Recent

- A. Articles appeared in co-sponsor publications (JWB Circle, JESNA's Trends, and CJF Newsbriefs).
- B. Feature articles appeared within last month in several local Jewish community newspapers (Cleveland, New York, Washington, D.C.).

### II. Between Now and June

- A. Continue effort to spark local feature stories.
- B. Contact JTA about series on developments in Jewish education.
- C. Major publications -- begin contacts with New York Times and Wall Street Journal.
- D. Jewish publications -- begin contacts for features in Moment, Hadassah Magazine, Present Tense, BBI's Jewish Monthly, Reform Judaism, etc.
- E. Develop series of news releases as various pieces of Commission's work fall into place. Possible ideas include:
  - 1. Ruder and Finn to produce final report.
  - 2. Stephen Hoffman named interim director of facilitating mechanism.
  - 3. Individual research pieces announced and available as approved.
  - 4. Expectation of funding support for implementation of recommendations.

### III. June Meeting and After

- A. Work with Ruder and Finn and with CJF to set press conference for June 12.
- B. Consider CJF satellite broadcast after report is issued.

TO: MARK GURVIS  
FROM: JOE REIMER  
DATE: 2/6/90  
RE: PLANNING FOR 2/14/90

My view of what Commissioners want from this meeting may be skewed by my seeing a lot of professionals. Yet, my sense is that for the small group sessions, we'd do best to prepare guided questions that allow a chair to lead the group in a detailed discussion of the proposed recommendations.

Allow me to use the Facilitating Mechanism as an example. There seem to be a host of questions that Commissioners can sink their teeth into and give us important feedback.

Examples:

- 1) Given the functions proposed for the FM, what should its professional staff be in terms of size, function and expertise?
- 2) Given the functions and a professional staff, how should the "active board" be constituted and in what ways should the board be "active"?
- 3) Given the task of helping to put in place Community Action Sites, how facilitative versus driving might this mechanism need to be?
- 4) How might the FM most productively work alongside existing agencies such as JWB, CJF, JESNA? What are its unique functions and what (eg. research, diffusion) should be shared or given over to others?
- 5) In simultaneously working to establish C.A.S. and offering assistance in developing programmatic arenas, should the FM's focus remain in the selected sites or might the FM be working in both several CAS and several programs located elsewhere?
- 6) How does the FM insure that its tasks remain clear and doable and that the mechanism not become overwhelmed by too much to do or having to answer to too many constituencies?
- 7) What would adequate yearly funding for an FM have to be for these plans to be realized?

- 8) Will the authority of the FM stem primarily from its financial resources or the prestige of its board and staff? What will it take to get these ambitious plans off the ground and moving?

These may not be the exact right questions; but what I hope to indicate is the level of questioning that we do at a Senior Policy Advisors meeting: open-ended and genuinely grappling.

JR:ls





PREMIER INDUSTRIAL CORPORATION

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**TO:**NAME Annette Hochstein (Guest)COMPANY Mayflower Hotel

STREET ADDRESS \_\_\_\_\_

CITY, STATE, ZIP New York

PHONE NUMBER \_\_\_\_\_

**FROM:**NAME Ginny LeviCOMPANY Premier

DEPARTMENT \_\_\_\_\_

COST CENTER 090216 361 9962**TELEX NO.: 6873015 PREMI UW****FAX NO.: 216 361 9962****TIME SENT:****MESSAGE:**

Following are days and times for Seymour's phone calls:

Tuesday, 2/6 - Gottschalk - 2 p.m. (513) 221-1875  
Lee - 2:30 p.m. (11:30 CA time) (213) 749-3424  
Corson - 3 p.m. (614) 461-8112

Wednesday, 2/7- Koschitzky - 2:30 p.m. (416) 781-5545  
Ackerman - 8:30 p.m. Home # (212) 861-1595

Friday, 2/9 - Hirschhorn - 9:30 a.m. (301) 347-7200

Steve Huberman's home phone no. in L.A. is (213) 936-8521

If there are any changes we will be notified then we will notify you.

\*\* TOTAL PAGE.01 \*\*

FEB 2 '90 14:00

PREMIER CORP. ADMIN.

PAGE.01



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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

**TO:**

NAME Annette Hochstein

COMPANY Mayflower Hotel

STREET ADDRESS

CITY, STATE, ZIP New York

PHONE NUMBER

**FROM:**

NAME Mark Gurvis

COMPANY Premier

DEPARTMENT

COST CENTER 090

**TELEX NO.: 6873015 PREMI UW****FAX NO.: 2163918327****TIME SENT:****MESSAGE:**

✓ Attached is a draft of an outline for the opening and closing plenary sessions on February 14. Please share your comments with me on Monday a.m. You can reach me at Premier between 10 a.m. and noon.

✓ Ludwig Jesselson would like to meet with you after 2/15, if possible. Please call his office on Monday to discuss. (212) 575-5900

✓ Hotel reservations have been made for you and Seymour at the Clinic Inn for the nights of February 6 and 7.



STANDARD TELETYPE CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

(USE DOUBLE SPACES) OR PRINT CLEARLY

ANNETTE HOCHSTEIN  
NY NATIV  
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DATE, ZIP JERUSALEM  
NUMBER

TELETYPE NO.  
☐ MAILGRAM  
FAX NO. 972 2699951  
NO. OF PGS. 1  
(INCL. COVER SHEET)

DATE RECEIVED 2/1/90  
☐ REGULAR - Send at time rates are most economical

EX NO.: 6873015 PREMI UW

FAX NO.: 2103910027

TIME SENT:

## SAGE:

Due to a convention at the Bond Court, it is necessary for reservations to be made at the Clinic Inn, East 96th and Carnegie. Reservations have been made for you and Seymour for the night of Tuesday, February 6. A reservation has been made for Alan Hoffmann for the night of Wednesday, February 7.

Van service is available from the airport to the hotel and from the hotel to Premier.

AMERICAN JEWISH  
ARCHIVES

\*\* TOTAL PAGE.01 \*\*

3  
Nativ Policy and Planning Consultants  
Jerusalem, Israel

6 MW  
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ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: 4 February, 1990

FROM: Annette Hochstein

NO. PAGES: 2

FAX NUMBER: 216-361 9962

Dear Ginny,

These are suggestions for the staff meeting agenda.

Regards,

Annette

→ yours

5. Senior Policy Advisors Meeting - February 13
6. Next staff meeting

MEMO TO: David Ariel, Seymour Fox, Annette Hochstein, Stephen H.  
Hoffman, Martin S. Kraar, Virginia F. Levi, Morton L. Mandel,  
Joseph Reimer, Arthur Rotman, Herman D. Stein, Jonathan  
Woocher, Henry L. Zucker

FROM: Mark Gurvis

DATE: February 2, 1990

---

The enclosed article from the Fall 1989 issue of the Journal of Jewish  
Communal Service caught Herman's attention.

Also enclosed is an article from the January 25, 1990 issue of the  
Washington Jewish Week.



FAX SENT  
DATE: 1/22

תשובה ✓

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Jerusalem, Israel

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ירושלים

Tel.: 972-2-662 296; 699 951  
Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: February 2, 1990

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 216 361-9962

Dear Ginny,

Received your note re reservations at the Clinic Inn.

Seymour and I need reservations for both February  
6 and 7.

Thanks,

Annette

Annette





PREMIER INDUSTRIAL CORPORATION

**REQUEST FOR TELEX/MAILGRAM/FAX**

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2/1/90

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**TO:** Annette Hochstein

NAME Seymour Fox

COMPANY Nativ

STREET ADDRESS

CITY, STATE, ZIP Jerusalem

PHONE NUMBER

**FROM:**

NAME Mark Gurvis

COMPANY Premier

DEPARTMENT

COST CENTER 090

216 361 9962

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 972 2 699951NO. OF PGS.  
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical**TELEX NO.: 6873015 PREMI UW****FAX NO.: 2163619962****TIME SENT:****MESSAGE:**

The enclosed memo accompanied materials from Egon Mayer that I shared with you. Since we will see Arnow in a few weeks, we should think about some way of recognizing his interest and initiative. Please let me know.

Can we, should we share Aryeh's paper with the AIHLJE for their Feb. 11-12 meeting?

AMERICAN JEWISH  
ARCHIVES

36 C

MEMO TO: Seymour Fox, Annette Hochstein  
FROM: Mark Gurvis *MG*  
DATE: December 19, 1989

David Arnow has encouraged Egon Mayer to share with us some of his the nature of the connection between Jewish education and Jewish continuity. It is worth taking a quick look at the materials and seeing whether some of the questions should be factored into the interview/paper with I. Scheffler.

Also, please let me know if there is any particular response we can or should make to Arnow or Mayer. Perhaps it should be included in the discussion during Arnow's next interview.

cc. Henry L. Zucker



MINUTES: Senior Policy Advisors, Commission on Jewish Education  
in North America

DATE: January 23, 1990

DATE MINUTES ISSUED: February 2, 1990

PRESENT: Morton L. Mandel, (Chair), David S. Ariel, Mark Gurvis,  
Stephen H. Hoffman, Joseph Reimer, Arthur Rotman, Herman  
D. Stein, Jonathan Woocher, Henry L. Zucker, Virginia F.  
Levi (Sec'y), Seymour Fox and Annette Hochstein by  
Conference Telephone

COPY TO: Martin S. Kraar

I. The minutes and assignments of December 6, 1989, were reviewed.

II. Update on Public Relations and Outreach

A. Public Relations

It was reported that articles on the Commission have appeared recently in The New York Jewish Week, the Cleveland Jewish News, and JWB Circle and that an article is underway by the Washington D.C. newspaper. It was suggested that journalists be encouraged to refer to as many commissioners as possible, and that we approach the local Jewish newspaper of every commissioner to report on the Commission's work.

MG will send copies of the articles to commissioners and will distribute the Cleveland Jewish News editorial to senior policy advisors.

It was reported that we are considering ways of making the final Commission meeting a public event. It was suggested that at that meeting there could be a display of articles which have appeared on the Commission.

It was suggested that the implementation mechanism consider distributing a newsletter periodically to keep interested people aware of its activities and of issues in Jewish education.

B. Outreach

1. Meetings have been scheduled with representatives of the Orthodox, Conservative, and Reform movements.
2. David Ariel will represent the Commission at the February 11 meeting of the Association of Institutions of Higher Learning. It was agreed that he should share the background materials and appropriate research reports with that group.



Assignment

be articulated clearly, but left open for further discussion at the meeting of the Commission on February 14. VFL will send detailed notes of this review, along with senior policy advisors' written suggestions on style, to SF and AH.

VI. Progress Report on the Research Program

Following is a report on the status of each of the studies being undertaken for the Commission:

- A. The Relationship Between Jewish Education and Jewish Continuity (Scheffler and Fox)--in progress.
- B. Organizational Structure of Jewish Education in North America (Ackerman)--SF and AH will report on this on February 13.
- C. Community Organization for Jewish Education in North America: Leadership, Finance, and Structure (Zucker)--may be revised in light of the final report.
- D. Federation-led Community Planning for Jewish Education, Identity, and Continuity (J. Fox)--may be revised in light of the final report.
- E. The Synagogue as a Context for Jewish Education (Reimer)--paper has been drafted and sent to both Cleveland and Jerusalem.
- F. Approaches to Training Personnel and Current Training Opportunities (Davidson)--paper has been drafted and sent to Jerusalem and Cleveland.
- G. Assessment of Jewish Education as a Profession (Aron)--paper has been completed and sent to senior policy advisors.
- H. Data Gathering, Analysis and Report on the Field of Jewish Education in North America (Aron)--paper has been completed and submitted to Jerusalem and will be used as a basis for a paper on the state of the field.
- I. Informal Jewish Education (Reisman)--paper should be completed by 2/15/90.
- J. Gallup Poll--results have been submitted to Jerusalem and will be ready for discussion at a later date.
- K. CAJE recommendations based on meetings of December 4 and 5 in Cleveland--just received in Jerusalem. It is anticipated that this will provide some useful information for the final report.
- L. Analysis of personnel surveys conducted in North American cities (Aron)--in process.

A question was raised about the process to be followed in reviewing and responding to research papers prior to their distribution to commissioners. This process will be developed by Commission staff and senior policy advisors will be notified how to proceed.

VII. Plans for Commission Meeting of February 14

A proposed agenda for the February 14 Commission meeting was reviewed and discussed.

A. Plenary Session 1

It was agreed that the meeting would open with a plenary session, which would begin with an opening statement reviewing the history, process and progress of the Commission followed by a presentation of where we are today and where we anticipate being in ten years. It was suggested that the recommendations incorporated in the background materials be reviewed in this session, followed by discussion by the entire group.

B. Group Discussions

It was suggested that the group be divided into four well-staffed panels. Each would be asked to discuss the implementation mechanism and community action sites. In addition, each would be assigned one of the following topics:

1. Community/Financing
2. Personnel
3. Research
4. Programmatic Arenas

C. Plenary Session 2

The meeting will conclude with a second plenary to include the following:

1. Reports of panels
2. Discussion
3. Report on Commission research projects
4. Comments on the Commission report
5. Announcement of next meeting

D. Haskel Lookstein will be asked to make concluding comments.

E. Attendance and Communication with Commissioners

1. It was suggested that commissioners unable to attend this meeting, who have been active in the past, should be visited following the meeting to keep them involved and to get their reactions to Commission recommendations.
2. It was noted that commissioners planning to attend the meeting of February 14, who have not been to previous meetings, should be carefully prepared. AH agreed to meet with Jesselson. Commission staff will review the list of expected attendance to determine which other commissioners should be singled out for special treatment.

VIII. Plans for IJE Interim Direction

It was announced that Steve Hoffman has agreed to serve as interim director of the implementation mechanism. This will ensure that implementation can begin immediately, will enable us to move more quickly to involve federations in the implementation process, and will give us the time to develop an organization which will attract a top-notch permanent director. It was noted that this appointment is not to be made public prior to the meeting of February 14.

It was suggested that a small advisory group might be formed to work with SHH in developing ground rules and beginning to build the organization.

IX. Future Meetings

Senior policy advisors were reminded of the following meetings:

- A. Tuesday, February 13--JWB--Planning meeting--1:30 - 5:00 p.m.
- B. Wednesday, February 14--UJA/Federation--Commission meeting--9:00 a.m. to 5:00 p.m.
- C. Thursday, February 15--JWB--Post-Commission meeting--8:30 a.m. - 12:00 noon.

In addition, it was announced that the final Commission meeting has been scheduled for Tuesday, June 12, 1990. Space has been reserved at the American Jewish Committee offices in New York. Senior policy advisors were asked to reserve Monday, June 11, and Wednesday, June 13, as well. The format for this final meeting will be discussed on February 15.



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☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL

DATE 1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Hold meeting with Twersky.		MLM	2/9/89	TBD	
2.	Travel to the west coast to meet with with LA and San Francisco leadership.		MLM	5/7/89	4/30/90	
3.	Attend JESNA and JWB Board meetings in April to discuss Commission.		MLM	7/5/89	4/30/90	
4.	Hold individual meeting with Wexner.		MLM	11/8/89	TBD	

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☐ FUNCTIONAL SCHEDULE

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FUNCTION	Commission on Jewish Education in NA	
SUBJECT/OBJECTIVE	Fox Assignments	
ORIGINATOR	VFL	DATE 1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"> <li>- Mona Ackerman</li> <li>- Charles Bronfman</li> <li>- Lester Crown</li> <li>- Eli Evans</li> <li>- Alfred Gottschalk</li> <li>- David Hirschhorn</li> <li>- Sara Lee</li> <li>- Seymour Martin Lipset</li> <li>- Charles Ratner</li> <li>- Isadore Twersky</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		SF	10/24/89	2/1/90	
2.	<p>Discuss with David Finn a photographer to take appropriate pictures for final report.</p>		SF	12/6/89	1/15/90	



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☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL DATE 1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"><li>- David Arnow</li><li>- Ludwig Jesselson</li><li>- Henry Koschitzky</li><li>- Norman Lamm</li><li>- Haskel Lookstein</li><li>- Robert Loup</li><li>- Morton Mandel</li><li>- Matthew Maryles</li><li>- Florence Melton</li><li>- Esther Leah Ritz</li><li>- Ismar Schorsch</li><li>- Peggy Tishman</li></ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		AH	10/24/89	2/1/90	





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FUNCTION	Commission on Jewish Education in NA		
SUBJECT/OBJECTIVE	Zucker Assignments		
ORIGINATOR	VFL	DATE	1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <p>- John Colman</p> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		HLZ	10/24/89	2/1/90	
	<p>Consider establishing a task force to work on an approach to developing federation support for Commission outcomes.</p>		HLZ	10/24/89	1/15/90	





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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Reimer Assignments

ORIGINATOR VFL DATE 1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"><li>- Jack Bieler</li><li>- Josh Elkin</li><li>- Arthur Green</li><li>- Carol Ingall</li><li>- Mark Lainer</li><li>- Alvin Schiff</li><li>- Lionel Schipper</li></ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		JR	10/24/89	2/1/90	
2.	<p>Take responsibility for completing the original option papers.</p>		JR	8/24/89	1/15/90	



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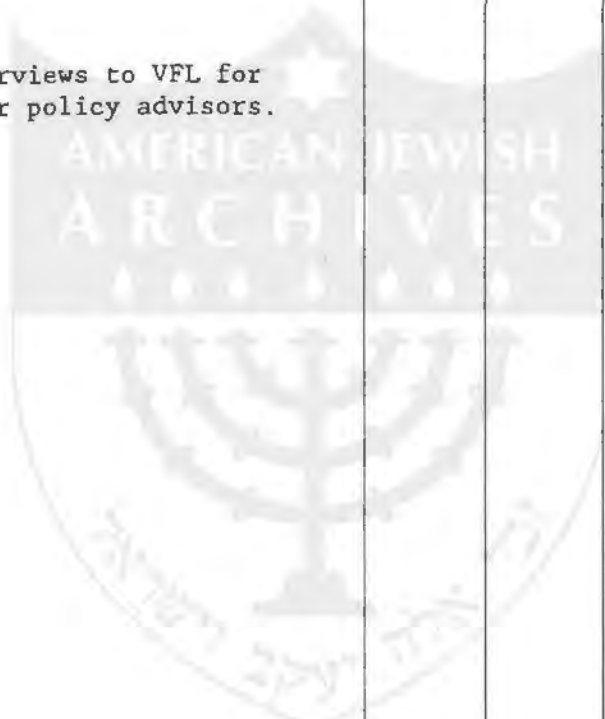
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FUNCTION	Commission on Jewish Education in NA	
SUBJECT/OBJECTIVE	Rotman Assignments	
ORIGINATOR	VFL	DATE 1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"><li>- Stuart Eizenstat</li><li>- Donald Mintz</li><li>- Daniel Shapiro</li></ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		AR	10/24/89	2/1/90	





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FUNCTION	Commission on Jewish Education in NA	
SUBJECT/OBJECTIVE	Woocher Assignments	
ORIGINATOR	VFL	DATE 1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"><li>- Mandell Berman</li><li>- Maurice Corson</li><li>- David Dubin</li><li>- Irving Greenberg</li><li>- Lester Pollack</li><li>- Harriet Rosenthal</li><li>- Bennett Yanowitz</li></ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		JW	10/24/89	2/1/90	



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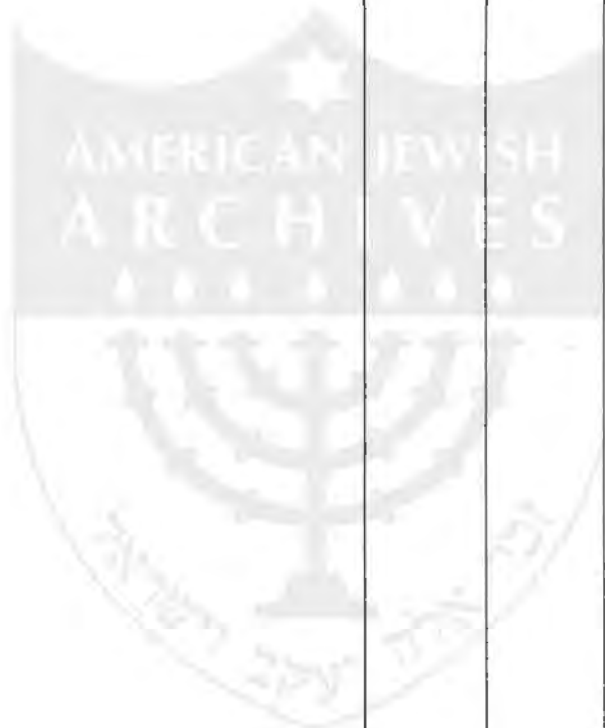
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FUNCTION	Commission on Jewish Education in NA		
SUBJECT/OBJECTIVE	Levi Assignments		
ORIGINATOR	VFL	DATE	1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Send detailed notes of senior policy advisors' review of background materials and their suggestions on style to SF and AH.		VFL	1/23/90	1/26/90	






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FUNCTION	Commission on Jewish Education in NA		
SUBJECT/OBJECTIVE	Stein Assignments		
ORIGINATOR	VFL	DATE	1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
						



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Gurvis Assignments

ORIGINATOR VFL

DATE 1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Coordinate development of a PR plan through 1990.		MG	7/5/89	ongoing	
2.	Work with David Ariel and Sara Lee on Commission report at February 11 AIHLJE meeting.		MG	8/24/89	2/11/90	
	Serve as contact person for researchers on administrative matters.		MG	7/30/89	ongoing	
4.	Review approach used to publicize Carnegie Report.		MG	10/24/89	2/28/90	
5.	Develop plans for involving key commissioners in representing the Commission to communities throughout North America.		MG	11/8/89	2/28/90	
	Collect other Commission reports to use as prototypes.		MG	11/8/89	3/1/90	
7.	Develop a log sheet on each of the top 30 federations, to record communication and evaluate the potential for their increased support for Jewish education.		MG	11/8/89	2/28/90	
8.	Work with JW to organize meetings with bureau directors and planners to present draft of Commission's recommendations.		MG	12/6/89	2/14/90	
9.	Send copies of articles on the Commission in <u>The New York Jewish Week</u> and <u>Cleveland Jewish News</u> to commissioners and the <u>Cleveland Jewish News</u> editorial to senior policy advisors.		MG	1/23/90	2/2/90	





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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hoffman Assignments

ORIGINATOR VFL DATE 1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <p>- Ronald Appleby - Robert Hiller</p> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		SHH	10/24/89	2/1/90	

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Kraar Assignments

ORIGINATOR VFL

DATE 1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Meet with Richard Joel of Hillel to inform him about Commission and to ask him to consult on college youth paper.		MK	10/24/89	1/15/90	
2.	Contact assigned commissioners for follow up to October 23 meeting. - Max Fisher		MK	1/23/90	2/1/90	

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FUNCTION	Commission on Jewish Education in NA		
SUBJECT/OBJECTIVE	Ariel Assignments		
ORIGINATOR	VFL	DATE	1/23/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE

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TO: SEYMOUR FOX  
 NAME ANNETTE HOCHSTEIN  
 COMPANY NATIV  
 STREET ADDRESS  
 CITY, STATE, ZIP JERUSALEM  
 PHONE NUMBER

FROM: GINNY LEVI  
 NAME  
 COMPANY PREMIER  
 DEPARTMENT  
 COST CENTER 090  
 216 3619962

TELEX NO.: 8873015 PREMI UW

FAX NO.: 2103910327

TIME SENT:

## MESSAGE:

S+A - Here are MLM's + HLZ's notes on background materials. I'm attaching only pages on which changes were marked. Also attached is a new draft of HLZ's paper.

Seymour - you have a confirmed appointment with Eli Evans for breakfast on Tues, 2/6, at 8:20 a.m. at the Yale Club - 45 Vanderbilt Ave.

P.S. Florence Melton's card says she's not coming on 2/14. *Ginny*  
 Do you know anything about this?

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Mark Gurvis

DATE: 1 February, 1990

FROM: Annette Hochstein

NO. PAGES:

FAX NUMBER: 216-361 9962

Dear Mark,

Re: Meeting with Finn

Thursday is fine for meeting with Finn. The time scheduled is 3:30p.pm - but this may still change. I will of course inform you.

David Finn is trying to change an important prior engagement he has for the 14th. Sofar there is no change. We will let you know otherwise as soon as we know.

Take Care,

Annette



PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

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5/11

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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: SEYMOUR FOX  
NAME ANNETTE HOCHSTEIN  
COMPANY NATIV  
STREET ADDRESS  
CITY, STATE, ZIP JERUSALEM  
PHONE NUMBER

FROM: GINNY LEVI  
NAME  
COMPANY PREMIER  
DEPARTMENT  
COST CENTER 090  
216 361 9962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2403518327

TIME SENT:

## MESSAGE:

- The minutes of this morning's meeting.
- I hope you received the fax with comments of JW, AR, HS + JR on chapter 3. Comments today suggested that you hadn't.
- Annette, please be in touch about any changes in your list of interviewees.

NOE CAR  
Ginny

MINUTES: Senior Policy Advisors Teleconference

DATE OF MEETING: May 11, 1990

DATE MINUTES ISSUED: May 11, 1990

IN CLEVELAND: Mark Gurvis, Stephen H. Hoffman, Virginia F. Levi  
(Sec'y), Herman Stein, Henry L. Zucker

IN JERUSALEM: Seymour Fox, Annette Hochstein

IN NEW YORK: Marty Kraar, Joseph Reimer, Arthur Rotman,  
Jonathan Woocher

COPIES TO: David Ariel, Morton L. Mandel

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I. Status of Final Report and Plans for June 12 Commission Meeting

A. Status of Report

It was reported that chapter 2 is being redrafted on the basis of comments by senior policy advisors and that revisions have begun of chapter 3. (Policy advisors were asked to submit any additional comments on chapter 3 directly to SF and AH.) Work is now in process on drafting chapters 4 and 5 for submission to senior policy advisors by May 25. Chapter 1, a brief philosophical statement and chapter 6, concluding remarks, are still to be drafted and will be available for senior policy advisors on June 4. Chapters 2 through 5 should be ready to mail to commissioners on June 4.

B. Plans for June 12 Commission Meeting

The discussion that followed focused on whether to proceed with arrangements for a Commission meeting on June 12, in light of this timetable. Arguments for postponement are that (1) the report which will be available for issuance to commissioners on June 4 will not be of the writing quality we seek in the final product and, (2) the timing of mailing will make it virtually impossible for key parts of the report to be discussed with key commissioners before the June meeting.

Arguments for proceeding with the meeting on June 12 include (1) concern that momentum will be lost if the meeting is postponed, (2) that finding another date during the summer will be difficult, and (3) the desire to gain approval for proceeding with the development of the implementation mechanism. It was suggested that the eloquence of the draft report is less essential than the importance of moving the process along.

Senior Policy Advisors Teleconference  
May 11, 1990

Page 2

In further discussion it was suggested that if commissioners have at least an outline of the entire report, with extensive drafts of those parts of the report that are available, it should be possible to obtain the Commission's authorization to complete and issue the report. If it appears that significant concerns remain at the conclusion of the meeting, a small committee of commissioners might be established to serve as an editorial board to work with the authors of the final report. The report would be rewritten in more eloquent prose for publication and presentation at a celebratory event to be scheduled for October.

It was noted that a portion of the Commission meeting should be devoted to presenting plans for the implementation mechanism and for future funding. SHH and HLZ were asked whether postponing the meeting until August would make any real difference in the status of these areas. It was suggested that we have encouraging prospects to report in June.

It was concluded that, assuming a good attendance on June 12, the meeting should proceed as scheduled. At that time we should be prepared to indicate to commissioners what the complete report will contain, including all recommendations. It was suggested that funders be invited to meet before or following the meeting to discuss potential support for the implementation mechanism and to solicit their involvement on the Board.

Following the meeting it was concluded that the June 12 Commission meeting would be scheduled for 10:00 a.m. to 3:00 or 3:30 p.m. (at the latest) and that the decision to hold a meeting of funders would be postponed for further discussion with MLM.

#### C. Commissioner Interviews

It was suggested that interviews be scheduled and held with commissioners, to take place as soon as possible. Interviewers should plan to discuss the format of the meeting and to present the general approach of the final report. They should make clear that the document will not be in final form, but that it is hoped it can be approved for final editing at this meeting. An update on the status of the implementation mechanism and fundraising can be made. It may also be useful to review the recommendations which were discussed at the February meeting. In addition, commissioners should be asked about attendance plans and should be strongly encouraged to attend the meeting on June 12.

The proposed interview assignments were reviewed and slightly revised as indicated in Exhibit A, attached.

Interviewers are asked to report the outcomes of these meetings to VFL as quickly as possible.



MAY 11 '90 16:37

PREMIER CORP. ADMIN.

SPECIFY HOW TO SEND MESSAGE

PAGE 01  
DATE REQUESTED

PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

72343 (REV. 2/88) PRINTED IN U.S.A.

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 9722699951NO. OF PGS. 7  
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must be sent☐ REGULAR - Send at time rates are more economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: SEYMOUR FOX		FROM: GINNY LEVI	
NAME ANNETTE HOCHSTEIN		NAME	
COMPANY NATIV		COMPANY PREMIER	
STREET ADDRESS		DEPARTMENT	
CITY, STATE, ZIP JERUSALEM		COST CENTER 090	
PHONE NUMBER		2163619962	
TELEX NO.: 6873015 PREMI UW		FAX NO.: 2163618327	
		TIME SENT:	

## MESSAGE:

- The minutes of this morning's meeting.
- I hope you received the fax with comments of JW, AR, HS + JR on chapter 3. Comments today suggested that you hadn't.
- Annette, please be in touch about any changes in your list of interviewees.

No Cae  
Ginny

MINUTES: Senior Policy Advisors Teleconference

DATE OF MEETING: May 11, 1990

DATE MINUTES ISSUED: May 11, 1990

IN CLEVELAND: Mark Gurvis, Stephen H. Hoffman, Virginia F. Levi  
(Sec'y), Herman Stein, Henry L. Zucker

IN JERUSALEM: Seymour Fox, Annette Hochstein

IN NEW YORK: Marty Kraar, Joseph Reimer, Arthur Rotman,  
Jonathan Woocher

COPIES TO: David Ariel, Morton L. Mandel

I. Status of Final Report and Plans for June 12 Commission Meeting

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Senior Policy Advisors Teleconference  
May 11, 1990

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Interviewers are asked to report the outcomes of these meetings to VFL as quickly as possible.

## EXHIBIT A

5/11/90

## Commissioner Interview Assignments

Sr. Policy Advisor/StaffCommissioner

Seymour Fox

Mona Ackerman  
Charles Bronfman  
Eli Evans  
Alfred Gottschalk  
David Hirschhorn  
Sara Lee  
Seymour Martin Lipset  
Isadore Twersky

Mark Gurvis

Charles Ranter

Annette Hochstein

David Arnow  
Henry Koschitzky  
Norman Lamm  
Haskel Lookstein  
Robert Loup  
Morton Mandel  
Matthew Maryles  
Florence Melton  
Esther Leah Ritz  
Ismar Schorsch  
Peggy Tishman

Stephen Hoffman

Ronald Appleby  
Max Fisher  
Robert Hiller

Joseph Reimer

Jack Bieler  
Josh Elkin  
Arthur Green  
Carol Ingall  
Mark Lainer  
Alvin Schiff  
Lionel Schipper

5/11/90

Page 2

Sr. Policy Advisor/StaffCommissioner

Arthur Rotman

Stuart Eizenstat  
Donald Mintz  
Daniel Shapiro

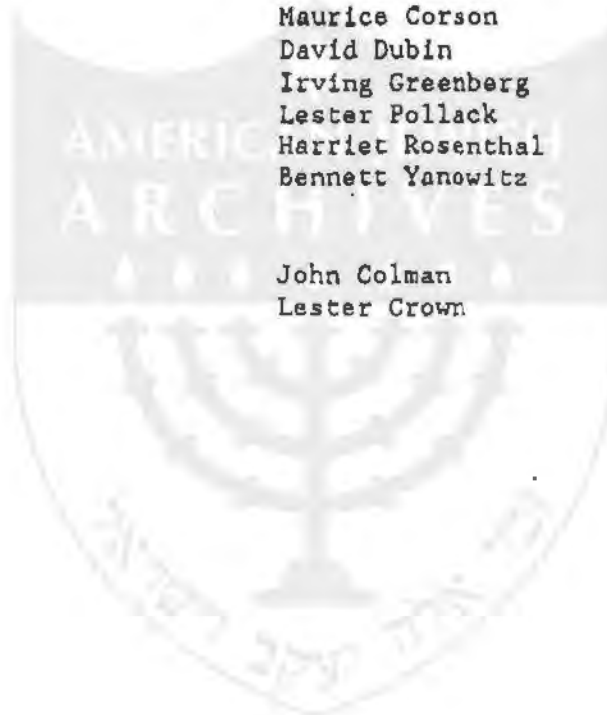
Alvin Schiff

Joseph Gruss

Jonathan Woocher

Mandell Berman  
Maurice Corson  
David Dubin  
Irving Greenberg  
Lester Pollack  
Harriet Rosenthal  
Bennett Yanowitz

Henry Zucker

John Colman  
Lester Crown

MAY 9 '90 9:50 PREMIER CORP. ADMIN.

PAGE.01



PREMIER INDUSTRIAL CORPORATION

**REQUEST FOR TELEX/MAILGRAM/FAX**

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DATE REQUESTED

5/9/90

☐ TELEX NO.

☐ MAILGRAM

☒ FAX NO. 972 2699951

NO. OF PGS.  
(INCL. COVER SHEET) 6

☒ URGENT - Time sensitive - must go at once

☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO  
NAME SEYMOUR FOX  
ANNETTE HOCHSTEIN  
COMPANY NATIV  
STREET ADDRESS  
CITY, STATE, ZIP JERUSALEM  
PHONE NUMBER

FROM:  
NAME GINNY LEVI  
COMPANY PREMIER  
DEPARTMENT  
COST CENTER 090  
2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2105910327

TIME SENT:

MESSAGE:

Please copy for MLM

TO: Senior Policy Advisors  
FROM: Virginia F. Levi *Handwritten signature*  
DATE: May 9, 1990  
SUBJECT: Teleconference scheduled for May 11

-----

Attached are the following documents for use at the May 11 teleconference of senior policy advisors:

1. Agenda
2. Proposed agenda for June 12 Commission meeting
3. Proposed commissioner interview assignments

In addition, please bring to the meeting your copies of chapters two and three of the final report.

Please plan to be at your site by 9:00 a.m. The teleconference will begin promptly at 9:10 a.m.





5/9/90

Agenda  
Senior Policy Advisors Teleconference  
9:10 a.m.  
Friday, May 11, 1990

[Expected participation: In Jerusalem -- Fox, Hochstein, Mandel  
In Cleveland -- Gurvis, Hoffman, Levi, Stein, Zucker  
In New York City -- Kraar, Reimer, Woocher  
In Upstate New York -- Rotman  
-- at a separate location -- Dena Merriam of Ruder, Finn  
Ariel unable to participate]

Assignment

- |   |     |
|---|-----|
| I. Update on Research                                     | AH  |
| II. Status of IJE   | SHH |
| III. Status of funding                                    | HLZ |
| IV. Discussion of Finn draft of final report              | SF  |
| V. Plans for June 12 Commission meeting                   | HLZ |
| A. Format and content                                     |     |
| B. Attendance   |     |
| C. Senior Policy Advisors meetings of 6/11 & 6/13         |     |
| D. Contact with commissioners                             |     |
| 1. Purpose - Prepare for 6/12 meeting; confirm attendance |     |
| 2. Assignments  |     |

DRAFT 5/7/90

Proposed Agenda  
Commission on Jewish Education in North America  
Tuesday, June 12, 1990  
10:00 a.m. - 4:00 p.m.  
American Jewish Committee  
165 East 56th Street  
New York, New York

Suggested Format:

Meet in plenary session all day, with a break for lunch

I. Morning Session

A. Opening Statement and Chairman's Report

MLM

- Brief review of the history, process and progress  
of the Commission

- Status of funding of implementation

B. Presentation of Draft Report

SF/AH/Finn

C. Discussion

MLM

1. Reactions to document as a whole

2. Review of each chapter

II. Lunch Break

[Participants will be asked to move into foyer while the room is  
rearranged for lunch. Following lunch, the room will be reset to the  
open square for continuation of the plenary session.]

III. Afternoon Session

A. Continue morning discussion

MLM

B. Report on status of implementation mechanism

SRH

C. Good and Welfare

Commissioners will be asked to express their views  
about the work of the Commission and their evaluations  
of the process, and to make specific suggestions for  
follow-up.

IV. Concluding Comments - Isadore Twarsky (must be asked)

5/3/90

Proposed  
Commissioner Interview Assignments

Sr. Policy Advisor/StaffCommissioner

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Charles Bronfman  
Eli Evans  
Alfred Gottschalk  
David Hirschhorn  
Sara Lee  
Seymour Martin Lipset  
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Isadore Twersky

Annette Hochstein

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Irwin Field  
Ludwig Jesselson  
Henry Koschitzky  
Norman Lamm  
Haskel Lookstein  
Robert Loup  
Morton Mandel  
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Robert Hiller

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Josh Elkin  
Arthur Green  
Carol Ingall  
Mark Lainer  
Alvin Schiff  
Lionel Schipper

5/3/90

Page 2

Sr. Policy Advisor/Staff

Commissioner

Arthur Rotman

Stuart Eizenstat  
Max Fisher  
Donald Mintz  
Daniel Shapiro

Alvin Schiff

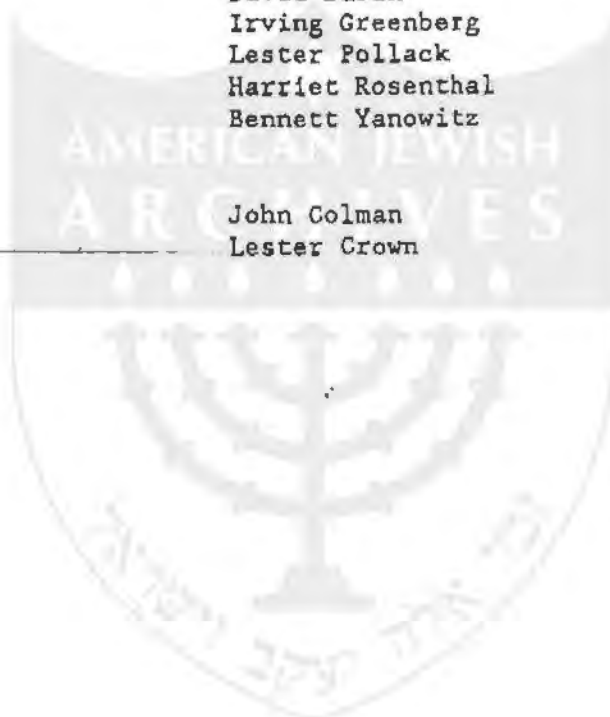
Joseph Gruss

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Maurice Corson  
David Dubin  
Irving Greenberg  
Lester Pollack  
Harriet Rosenthal  
Bennett Yanowitz

Henry Zucker

John Colman  
Lester Crown



MEMO TO: David Finn  
FROM: Seymour Fox  
DATE: March 7, 1990  
-----

I am continuing with the questions that I did not answer before I left Israel. I am beginning with question No. 11. When we speak about encouraging local committees to involve top community leadership, we mean some of the following. The fact that the Cleveland Commission on Jewish Continuity (a commission that was established and completed its work before our North American Commission got started) accomplished what it did, which is to build a comprehensive plan that I think is going to make a big difference and to get it funded is because the first meeting was convened by Mort Mandel and he managed to get outstanding leaders to join the Commission and undertake responsibility for the Commission.

I think that this is something that, if replicated throughout North America, would make all the difference in the world. In other words, if Charles Bronfman took leadership in Montreal and Lester Crown in Chicago, this would change the status of Jewish education, the way funds were allocated for Jewish education, and this in turn would make a big difference as far as personnel is concerned. That is, when young people recognize that the top leadership cares about Jewish education and is making this a serious issue, then I think that we will be able to attract a different kind of person into the field of Jewish education.

Also, the North American Commission demonstrated how well scholars, community leaders, educators and rabbis can work together. And this is what is needed on the local scene and in as many communities as is possible in North America. When we're speaking of the organized Jewish community now, we're not only speaking about the conventional participants, that is outstanding lay leaders and rabbis and educators, but also artists, academics and intellectuals. They are waiting to be invited in and by and large the organized Jewish community has invited them in only for fundraising. Obviously, they don't feel comfortable in this role, not only because they are not able to make significant contributions, but because they are interested much more in the content issues. Jewish education offers an ideal platform for them to join and they could play an important role in helping to define the content of Jewish education dealing with questions of the effectiveness of Jewish education, etc.

Now the Commission has established relationships with the present thirteen or more local commissions on Jewish education. You can see this in the paper written by Joel Fox and by Henry L. Zucker. If you do not have those papers, then Mark Gurvis or Ginny Levi at the Cleveland office will be happy to see that you get them.

Page 2

In these commissions such as Los Angeles, top lay leaders are already involved and Mort Mandel, for example, is going out to Los Angeles to speak to that commission in April as he spoke to the New York Federation the other day.

Question No. 12: The four bullets on page 11 may appear in every report on education in North America. The difference is that we intend to respond to the problem of personnel in a comprehensive way. That is, I know of no attack where the issue was approached in terms of recruitment, training, profession-building and retention at the same time. The various reports have often dealt with these problems separately. And one of the reasons why this cannot happen in general education is because each of these areas belong to a different group or vested interest group in the United States. For example, training belongs to the university; recruitment belongs to the local boards of education; the salaries of profession-building belong either to the teachers or to the boards of education.

Here in Jewish education, because of the work of this Commission and because of the fact that you are asking the community to take leadership, you can mount an attack on the local scene and that's what we will be doing in these lead communities where all of these matters would be attacked simultaneously. And thus we could learn in practice to what extent is salary and fringe benefits very important. How is status given to people. To what extent would great figures in the training institutions make a difference, both in terms of encouraging people to go into the field, and also seeing to it that they were properly inspired. In other words, the comprehensive approach is what we are talking about here.

Now I have not responded here to the question of improving the content of education. That I think we picked up someplace else in the earlier material I've written to you. If you need more of that I'd be happy to. However, it is important that you understand that what we are up to here is a comprehensive approach in attacking the problem of personnel involving all of the four elements that I mentioned.

Question No. 13: There is nothing similar to a profession of Jewish education and that's why we've emphasized it here. There is a profession in general education. There is a profession of the rabbinate. There is a profession of social workers in Jewish education. There is a profession of people working in the federation movement, but not for Jewish education. ~~education. There is a profession of people working in the federation movement, but not for Jewish education.~~ but also important in terms of dealing with the problem.

One of the suggestions we are making, and I think we've mentioned it several times, is that one of the ways needed to build this profession is by virtue of creating many jobs that do not exist presently in Jewish education such as people who are experts in the media, in the Israel experience, in early childhood education, in teacher education and

curriculum development, and above all the building of the professors of education. Thus, we are talking not only of a linear approach to the profession which is disastrous. That is, a linear approach to advancement which is teacher, assistant principal, principal where many people are not appropriate to move up that way but, if there were an expert in the teaching of the Bible, that person could be a teacher who, instead of being forced to move up into an administrative role could be a person who would have an impact on a school or many schools by virtue of being an expert in the teaching of Bible history, Hebrew, Jewish values, etc.

Question No. 14: I am beginning by following the bullet points on page 12. The material which indicates that there are no more than 15 or something like that professors of Jewish education today and that you can't undertake the assignment with that number of people.

We expect to attack this problem in a very practical and organized manner. For example, we would like to serve as shadchan between the foundations and the institutions of higher Jewish learning. For example, could we get the Riklis Foundation to invest in Yeshiva University for a program in early childhood education. Could we locate the proper people who might serve as faculty for Yeshiva University in this program. Thus, for example, a Jerusalem Fellow like Cindy Levine who comes from Seattle, Washington, was trained at the Jerusalem Fellows for the past three years, could come back to Yeshiva University and serve as a member of the faculty of its early childhood education specialty which would be financed by the Riklis Foundation.

Similar examples could take place at the seminary, Hebrew Union College, Brandeis, etc. There are almost no specialists in the various fields that are needed to build these faculties. For example, specialists in early childhood education and informal education, etc. But we would identify people in general education who might be willing to make a contribution ~~first on a part-time basis~~ and later by taking leaves of absence and finally some of them by finding that this is the way they would like to spend their lives. For example, we are currently negotiating with the head of the Department of Education at the University of Wisconsin, Professor Daniel Pekarsky, to take a three-year leave of absence to go into Cleveland and serve as kind of intellectual leader of Cleveland as a lead community.

The idea here again is to use the vast brain power of Jewish intellectuals and academics for Jewish education. They, as we all know, are the leaders in the social sciences, education and the humanities and it is these fields that are necessary to help build the training institutions. Also, the thought would be to take outstanding practitioners and move them up into the training institutions, the combination of scholars of Judaica that currently exist in these training institutions, Jewish academics who are working at the Stanfords, Harvards, etc. And practitioners would be the way that we would attack the problem of developing the faculty for Jewish education programs and creating the specialized tracks.



As far as improving the quality of training opportunities by creating partnerships between training institutions in North America and Israel, for example in a lead community, the Hebrew University and the Jewish Theological Seminary might take the responsibility for the lead community in Detroit. Tel Aviv University and Yeshiva University might take the responsibility for the lead community in Cincinnati. These are just very gross examples, but they indicate the kind of partnerships that could take place.

Since so much talent exists in Israel today for Jewish education in the diaspora, both as a way to launch the activity in the United States and since Israel, to the minds of many American Jews and particularly members of the Commission, is important for Jewish education, this is the way that we could build partnerships, research networks in consortia. By the way, the consortia in the United States for research could involve a secular university like Stanford, the University of Judaism, Hebrew Union College on the west coast, and the Hebrew University. All those possibilities exist and they are quite realistic.

If you look at the next point, the training programs exist. There is one in Cleveland but none in the Florida area which represents the third largest concentration of Jews in North America. So there has got to be a reconsideration of the geographic distribution and the needs that this brings to bear. It could either mean creating such institutions or building branches of the seminary, etc.

As far as developing and supporting training, it's interesting that the Wexner Foundation is giving money for elites and we were under the impression that there was enough money available for people that wanted to go into the field of Jewish education. But we learned that students who want to go into the field are often left with enormous debts when they finish their education of \$30-50,000 in a profession that doesn't pay too much. Therefore a large amount of money has got to be invested in fellowships for people who want to train, to go into the field. That is, for tuition and for living expenses while they are students.

The last point: Stanford University just received a grant from the Wexner Foundation to build a speciality in Jewish education. I know they've approached Harvard. York University has a program. George Washington University has a program.

On page 13, as far as inservice training programs are concerned. Several of the commissioners like Twersky think that inservice education is really the way to go. That is, that there are many more teachers in the field right now who should be upgraded than there are people who would ever get into training programs. As far as inservice training programs are concerned, the use of the summers to build seminars such as those that exist in general education, Yale University has a wonderful seminar for the teachers of literature and Stanford has one for the teachers of mathematics. Supposing we had programs at general universities where they

have great Judaica programs such as Harvard running a program for the teaching of Jewish thought and NYU running one on the teaching of Jewish history, and the Jewish Theological Seminary running one on the teaching of Jewish values, and Hebrew Union College running one on the teaching of the Holocaust. These are all examples of the way the summer could be used for large numbers of teachers coming to study. Other vacation periods could be used as well and, of course, Israel has hundreds of teachers that are now coming. This should be changed into thousands of teachers. The same holds true for the administrators, the principals of schools and above all the informal educators who work at the Jewish Community Centers.

As far as the recruitment plan is concerned, it is my understanding that we may even be able to announce that the Wexner Foundation has undertaken the entire program. That could be an important announcement of the work of the Commission giving appropriate credit to the Wexner Foundation. Furthermore, other foundations such as Bronfman will probably be ready to announce their programs and show the relationship to the work of the Commission so when the Commission announces its report, it might be able to say in addition to the work of the Commission, the following foundations have undertaken a, b, and c which have emanated from the work of the Commission or are related to the work of the Commission.

Question No. 15: The Carnegie report did a very interesting analysis of teacher salaries as compared to other professions and I think that ought to be looked at. I don't remember what pages it was on but it's there. As a result of their work, they came up with the notion of paying lead teachers somewhere around \$70,000 a year. A lead teacher is not a regular teacher. It is a teacher who plays a leadership role by virtue of guiding younger teachers, doing curriculum work, participating in the administration of the school, etc.

However, the city of Rochester, I think, is already paying \$70,000 a year this year to teachers and many university professors in the area went into teaching, not only because of the salary but they were then able to do what they wanted to do originally because the salaries were now the kind that they could live on.

So the question really for the Commission to figure out, or rather the successor of the Commission the IJE to figure out, is what are the kinds of salaries that will be competitive and who should receive them. I don't think every teacher should receive outstanding salaries. We ought to build a ladder of salaries built on training and the kind of role that a teacher would play. But the important point is that you're going to have to dramatically change the salaries, fringe benefits, etc. of teachers.

One of the things we found out, for example, is that less teachers have been to Israel than community leaders and the reason is essentially financial. They don't have the money for the trip and they can't take the time off because during the summers when they might go, they use this time to make extra money by going to camps, etc. So the question of what are the salaries that teachers should receive is wide open but there's no

doubt that a very significant change will have to characterize the salaries of teachers.

I'm not going to edit this, David. I'm going to send it as it is because I don't have that much time in Cleveland. I will be in touch with you next week and I will be available to continue the conversation, either on the phone or in person.

Best regards.

MEMO TO: Seymour Fox, Annette Hochstein, Henry L. Zucker

FROM: ~~TO~~ : Mark Gurvis *my*

DATE: March 6, 1990

SUBJECT: Dissemination of Papers

-----

Bernie Reisman would like to be able to share his paper with a number of professionals he contacted in the course of his study who are interested in seeing the results of his research. I have told Bernie that after we share the report with commissioners it would probably be okay to also share the studies with other professionals in the field, but that I would need to check with you on this. Please let me know if you think this will be okay.

Response:

Dear Mark,

I suggest Bernie be told what our process is until publications. He should not share the report until published. After that it will be a public document for anyone interested. In short, I agree.

*Annette*

TO: Morton L. Mandel, Chair, David S. Ariel, ✓ Seymour Fox, Mark Gurvis,  
✓ Annette Hochstein, Stephen H. Hoffman, Martin Kraar, Joseph Reimer,  
Arthur Rotman, Herman D. Stein, Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi *VF*

DATE: March 6, 1990

-----

Enclosed are (1) the minutes of the Commission meeting of February 14, (2) the cover letter that accompanied the minutes, and (3) the minutes of the senior policy advisors meeting of February 15. A copy of the updated assignments will be sent to you shortly.

MINUTES  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
FEBRUARY 14, 1990  
AT UJA/FEDERATION OF JEWISH PHILANTHROPIES  
NEW YORK CITY  
9:30 a.m. - 5:00 p.m.

Attendance

Commissioners: Morton L. Mandel, Chair, David Arnow, Jack Bieler, John Colman, Maurice Corson, Joshua Elkin, Eli Evans, Alfred Gottschalk, Arthur Green, Irving Greenberg, Robert Hiller, David Hirschhorn, Carol Ingall, Mark Lainer, Norman Lamm, Sara Lee, Haskel Lookstein, Matthew Maryles, Lester Pollack, Charles Ratner, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Ismar Schorsch, Daniel Shapiro, Isadore Twersky, Bennett Yanowitz

Policy Advisors and Staff: David Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein, Stephen Hoffman, Martin Kraar, Virginia Levi, Joseph Reimer, Arthur Rotman, Herman Stein, Jonathan Woocher, Henry Zucker

Guests: Robert Abramson, Susan Crown, David Finn, Kathleen Hat, Robert Hirt

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I. Introductory Remarks

Mr. Mandel called the meeting to order at 9:40 a.m. He welcomed participants and introduced first-time attendees and guests: Rabbi Robert Abramson, Director of United Synagogue Commission on Jewish Education; David Finn, Partner in Ruder & Finn, the firm assisting in editing the Commission's final report; Dr. Robert Hirt, Vice President for Administration and Professional Education at the Rabbi Isaac Elchanan Theological Seminary of Yeshiva University.

The Chair noted that this Commission had been convened on the assumption that the time was right to address the concerns of the North American Jewish community for Jewish continuity and Jewish education. Could we convene a high-powered, pluralistic group, which could agree on a common basic agenda for Jewish education in North America?

We have learned that the answer is yes! Commissioners have agreed on two major priorities: addressing critical personnel needs and enhancing the role of community and financial leadership in support of Jewish education. It is now felt that this Commission may be able to make a difference by identifying these central issues, and causing steps to be taken to bring about important change in these areas.

The purpose of today's meeting was to elicit commissioners' thoughts on the recommendations for action set forth in the background materials. These responses would then be factored into the Commission's recommendations and final report.

A systematic approach is being followed to reach out to interested "publics." Meetings have been held or are scheduled with federation leadership, the national Jewish press, leaders of denominational education groups, and with a number of communities seeking assistance as they focus on their own local education planning process. In addition, meetings have occurred with a variety of associations related to Jewish education and finally, with the leadership of JWB and JESNA.

A number of research papers have been commissioned as background to the Commission's work. These will be circulated to Commission members as they are completed. Raw data (not yet analyzed) from a recent Gallup poll suggests that the relationship of intermarriage to a declining commitment to Judaism may be even greater than previously thought.

Mr. Mandel concluded his remarks by noting that he is encouraged about the future of Jewish education in North America.

## II. Vision for the Future--The Commission's Recommendations

Annette Hochstein, consultant to the Commission, briefly summarized the proposed action plan.

### A. The plan contains four elements:

1. Mobilizing the community for Jewish education.
2. Building the profession of Jewish education in North America.
3. Intervening in promising programmatic arenas.
4. Establishing a research capability.

### B. The plan contains the following concrete recommendations:

1. Involve top lay leadership in support for local Jewish education and identify both private and community sources of funding to support these efforts.
2. Facilitate various strategies for improving personnel, including development of training opportunities, recruitment of appropriate candidates, increasing salaries and benefits, and improving the status of the profession of Jewish education in North America.
3. Establish a facilitating mechanism to implement the Commission's recommendations. This body, to be in place before the completion of the Commission's work, is seen as the catalyst to implementing the Commission's recommendations.



4. Develop a research capability for Jewish education in North America. There is a need to develop a broader knowledge base for Jewish education, including gathering data, and monitoring and evaluating programs which have been undertaken.
5. Develop criteria for, and identify and establish community action sites. The facilitating mechanism will work with local communities to identify needs and opportunities with respect to personnel and community leadership, and will help those communities begin to address those needs. The facilitating mechanism will help structure ways for other communities to implement the lessons learned in community action sites.
6. The Commission has identified a number of programmatic areas within the field of Jewish education which require further study and intervention. Initial studies have been undertaken of several of these areas. It is anticipated that the facilitating mechanism will continue to develop this agenda and to facilitate further work by local communities and a variety of Jewish education institutions. It will also serve as an "honest broker" between projects and potential funders.

### III. General Discussion

Discussion of the proposed recommendations followed.

It was suggested that we must create an atmosphere in which Jewish education is a high priority. Our task is to increase the numbers and leadership quality of people committed to Jewish continuity. The enabling options--personnel and community--depend on each other. Jewish education is a value in itself and should be enhanced for itself rather than only for Jewish continuity.

#### A. Community

The following points were made regarding community leadership:

1. Community support is the over-arching enabling option, essential to allowing us to focus on personnel, and other objectives.
2. We must educate potential leadership to the importance of Jewish education for developing future generations of leaders.
3. The support of local lay leadership is necessary to improve standards and compensation for education personnel.
4. The report should clearly define community leadership to include scholars, educators, and rabbis, in addition to lay leadership. Educators, in particular, need to be involved at all levels.

5. In response to comments on the importance of forming coalitions of community organizations, the Cleveland approach to Jewish education was described as follows:
  - a. The Cleveland commission began by building coalitions among the bureau of Jewish education, the J.C.C., the local College of Jewish Studies, synagogues, and the Federation.
  - b. It determined that personnel and profession building were the keys to change. (Money alone could not accomplish the goals.)
  - c. The Commission decided to work toward elevation of salaries in day schools to match those in public schools, while working to build the profession with special incentives for teachers to participate in training opportunities.
  - d. It also established the Cleveland Fellows Program to prepare a small number of highly trained professionals to work within the community, raising the status of Jewish education.

B. Personnel

The following points were made with respect to personnel:

1. Initial funding should be directed specifically toward personnel.
2. We should consider establishing national standards for salaries. Fringe benefit issues such as health insurance and retirement benefits might be handled nationally; a funding source might be identified to establish a benefit plan similar to the Teachers Insurance Annuity Association/College Retirement Equity Fund.
3. The average Jewish communal worker or religious school educator completes his schooling with a debt of \$50,000 to \$60,000 and a starting salary of \$18,000 to \$22,000. We must develop fellowship and scholarship support, plus partial or full debt forgiveness, to attract more capable people to the field.
4. The creation of more full-time positions depends in part on the professionalization of the field.
5. Problems of retention should be addressed in a variety of ways, including continuing education.

C. Mechanism for Implementation

In discussing the implementation mechanism, the following points were made:

1. There was wide agreement that an implementation mechanism is appropriate.
2. Concern was expressed that we not establish "another bureaucracy." While some commissioners spoke in favor of incorporating the mechanism into an existing national organization, most argued for keeping it independent.
3. Helping to educate local leadership to the urgency of a national recruitment effort is also a responsibility of the implementation mechanism. It was suggested that funding might be available to support a national recruiting effort.

D. Report

The following suggestions were made regarding the Commission's final report:

1. Begin with a description of the genesis of the Commission, including how commissioners were selected and why they accepted. Go on to list the Commission's accomplishments: (a) establishment of funding to enable us to begin to implement goals with respect to personnel and community, (b) establishment of an implementation mechanism, and (c) other projects which have already been accomplished. Conclude with a call to the North American Jewish community to join in these urgent efforts.
2. Clarify what is meant by Jewish education--that it includes the informal as well as the formal.
3. Capture the importance of involving the total community.
4. Focus on the need for excellence in Jewish education for its own sake, not just for Jewish survival.
5. Focus on a need for improvement or enhancement of Jewish education, rather than just change.
6. Take a positive approach to personnel, in addition to making the need for improvement clear. It is possible to include the many positive things happening in Jewish education today and the opportunities for qualified personnel now existing within the field.
7. Maintain a balance among the importance of teacher training, service delivery at the local level, and research and the training of professors of Jewish education.

8. Refer to literature on general education, which indicates that salaries alone are not the answer.
9. Address new technology.
10. Include projected costs for achieving various recommendations.
11. Serve as an advocacy document.
12. The issue of timing should be considered. The Commission's report will be released in the midst of efforts to fund the absorption of Soviet Jews. On the other hand, there will always be crises in the Jewish world, so the time to issue a report is when it is ready.
13. The use of a ten-year time frame was questioned. Do we need to do this? It would require the establishment of measurable goals and, therefore, might not be a good idea unless we are prepared to set such goals at this point in time.

#### IV. Reports of Discussion Groups

Discussion then continued in three separate groups. Each group was asked to discuss recommendations relating to the implementation mechanism and community action sites, and also to discuss one or more of the recommendations of the proposed report, as indicated below. Reports of these group discussions were later presented to the full Commission.

##### A. Group A--Research and the Programmatic Arenas--Eli Evans, Chair

Mr. Evans reported that the group recommended that this section of the final report should be rich, varied, and detailed. A study of best practices might provide a basis for creating the programmatic arenas. Group members encouraged a focus on preschoolers and early teens, with an important focus on involving the family. Others suggested a look at the later teenage years as an area not now receiving adequate attention. The role of research will be especially important as we learn how to assess and evaluate our impact on these programmatic areas.

##### B. Group B--Personnel--Sara Lee, Chair

Mrs. Lee reported that the group looked at the four assumptions presented in the background materials and suggested that these be placed in the context of the urgency to act now and of the goals to be achieved. The group found in-service education and training to be a high priority, noting that Jewish educators already on hand need an opportunity to grow and improve. It was suggested that the needs of Jewish educators be looked at comprehensively as we consider the kind of professional education current teachers need to meet the demands of the future. It was also suggested that salary and benefits be treated as incentives to encourage continuing commitment and quality.

There is a critical need for training Jewish education personnel. The group suggested that a cooperative effort be developed among colleges of Jewish studies, seminaries, and secular colleges and universities for this purpose.

Recruitment must be addressed immediately and comprehensively, and profession building, essential for effective recruitment, must be addressed simultaneously.

The group also discussed community action sites and the challenge of working with the many institutions and organizations which exist in any community. It suggested the importance of clarifying the goals of the community as an important first step.

Finally, the group questioned the use of a ten-year time frame as noted in the Commission's background report.

In addition, one member of the group suggested that people who devote their lives to Jewish education should be provided a free Jewish education for their children.

d. Group C Community and Financing--Morrison I. Mandel Chair

Mr. Mandel reported that this group believes that detailed planning is now called for to enable the recommendations to be implemented, and that the completion of the Commission's work is just the beginning of making an impact on Jewish education.

It is important that all segments of a community be included in the planning process. The report should urge federations to give leadership to seeing that the proper elements in a community are all convened to focus on Jewish education.

Community action sites should be distributed geographically and demographically. The group felt that a community action site could also be a "cut" into a community, e.g., a focus on the supplementary school. Top lay leadership of the community will play a critical role in the community process and must, therefore, be involved and committed, if a community action site is to be a successful project.

The facilitating mechanism is envisioned as an organization with a small, highly qualified staff, which would accomplish its goals largely by working through other organizations such as JWB, JESNA, CJF, the denominations, etc. It would play a facilitating and advocacy role rather than be a major service provider, and would also seek to ensure that an evaluation system is in place. Its primary purpose would be to help "energize the system."

D. Funding Possibilities

Mr. Mandel noted that over the long term, federations and community endowment funds are the most likely source of increased support. However, during the period in which federations step up to this challenge, it is anticipated that initial funding and some ongoing funding for implementation will come from private family foundations and endowment funds.

Mr. Mandel reported that he has been in touch with a few large family foundations about setting aside sums of money to support implementation of the Commission's recommendations. Three have already or will set aside \$5 million each over a period of 5 years for this purpose, subject to the individual foundation's control. Mr. Mandel noted that he is seeking a total of \$25 to \$30 million for early funding and believes that this will be attainable.

In addition, a few family foundations have agreed to assist in underwriting the facilitating mechanism. Some have expressed an interest in working through the mechanism to fund appropriate projects. Other potential funders will be convened in the months ahead for the purpose of discussing this funding further.

E. General Discussion

It was suggested that the facilitating mechanism should work closely with existing organizations. It should take the lead in involving local communities as extensively as possible, with an eye toward continuing implementation of the Commission's goals most effectively at the local level. The mechanism, as an independent body, should be able to work with a range of constituents. It should work closely with continental bodies, and the communities. It should serve as a catalyst.

Most commissioners saw the mechanism as a free-standing organization with its own board and its own source of funding.

It was suggested that the term "mechanism" may be too neutral. One commissioner suggested that it be described as a "force" to disseminate the message of the Commission. Another suggested that it be viewed as a vehicle to facilitate change by enhancing existing institutions. Its functions could include advocacy, standard setting, conducting research and evaluation, and perhaps establishing a national benefits program.

It was suggested that the final report should be written for supporters of the Commission's recommendations as well as for potential implementers. For both purposes, it should set high but realistic goals, should clearly state the steps we recommend to achieve those goals, and should indicate the Commission's readiness to promote financial backing to accomplish these goals. The report

should be very specific in describing the mechanism and should try to set a timetable for accomplishing its goals. The report should list its recommendations, and the actions to be taken, such as the establishment of the facilitating mechanism, of community action sites, and of an early availability of funds.

In summarizing, the Chair noted that many issues have been illuminated at this meeting which will require careful consideration in the weeks ahead. He noted that Stephen Hoffman, currently Executive Vice President of the Jewish Community Federation of Cleveland, has agreed to serve as interim director of the facilitating mechanism on a part-time basis, to help define that body, to help develop a governance process and board, and to begin to answer questions about its role relative to national and local bodies. He noted further that David Finn will assist in the process of writing a final report, translating the many views expressed into the final document. He noted, finally, that at the next meeting of the Commission, scheduled for Tuesday, June 12, 1990, commissioners will have an opportunity to discuss a draft of the final report, which will be mailed to the commissioners prior to the meeting.

V. D'var Torah

The meeting concluded with an inspirational D'var Torah delivered by Rabbi Haskel Lookstein, Principal of the Ramaz School and Rabbi of Congregation Kehilath Jeshurun.



MAR 23 '90 14:34

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PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

## TO:

NAME A. HOCHSTEIN, S. FOX

COMPANY NATIV

STREET ADDRESS JERUSALEM, ISRAEL

CITY, STATE, ZIP

PHONE NUMBER

## FROM:

NAME V. LEVI

COMPANY PREMIER FND.

DEPARTMENT

COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

## MESSAGE:

Seymour -

Aryeh could talk with you at his home for 1/2 hr.  
on Tues, 3/27, at 7:00 a.m. (his time), at home on  
Fri, 3/30, between 7:00 a.m. + 8:30 a.m., or at his office  
(also on Fri.) between 9:30 a.m. + noon.

Home #: 212-864-6257  
Office #: 212-678-8029

Gunny

cc: Henry L. Zucker

TO: Seymour Fox, Mark Gurvis, Annette Hochstein

FROM: Virginia F. Levi *Jimmy*

DATE: March 23, 1990

SUBJECT: HIGHLIGHTS OF TELEPHONE CONVERSATION OF MARCH 22, 1990

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Below is a brief summary of our telephone conversation of March 22, including reminders of assignments each of us has agreed to.

1. Research Status

- AH Done*
- A. Ackerman--AH will Federal Express a copy to us for distribution to senior policy advisors.
- AH Done*
- B. Aron on professionalization--AH has sent a revised list of senior policy advisors and instructions for printing. This will be ready to duplicate and distribute after SF calls Herman Stein and reviews and comments on the proposed cover letter.
- C. Aron--Teacher Census--Comments have been received from some senior policy advisors. MG will check with others. SF and AH are still considering whether or not this should be published.
- D. Davidson--He has comments from senior policy advisors. The next step is for SF to talk with him about the changes to be incorporated in the next draft. MG will check with Davidson on convenient times for a teleconference on March 27, 28, or 30 and will fax that information to SF.
- E. Zucker and Fox papers--It was agreed that these will not be reproduced and distributed to commissioners at this time.
- F. Reimer--SF will call and reinforce a deadline several days in advance of the April 22 senior policy advisors meeting.
- G. Reisman--MG will circulate the paper to policy advisors for comments.
- H. CAJE--This paper will not be published, but will provide useful material for lead communities. AH will discuss this with Elliot Spack.
- Do when I return*
- I. Fox/Scheffler paper--On schedule; should be in Cleveland by April 5, 1990.
- J. If we have not heard from MLM about the printing of report covers by the end of the day today (March 23), VFL will fax a copy of the memo recommending this process to SF for his use in talking with MLM on March 26.

- K. VFL and MG will send SF a summary of the research budget.
2. Finn--SF reported that he had had a long meeting with Finn and his staff last week and has a teleconference scheduled for today. He and HLZ will talk in detail about Finn's progress on the final report. Following HLZ's return to Cleveland, we will talk concretely about a schedule for that report.
  3. Interview Schedule--SF and All agreed that this would be completed after Passover, in advance of the senior policy advisory meeting of April 22.
  4. Plans for Meeting of April 22--We will decide during the teleconference on April 12 whether or not to proceed with the meeting. Current agenda items include:
    - A. Review interview schedule and assignments to commissioners
    - B. Status of final report
    - C. Time line and MO from April 1, 1990 to December 31, 1990
    - D. Funding
    - E. Update on IJE activity
    - F. Plans for June meeting
  5. VFL agreed to call Loup's secretary to ensure that the correct Commission date is on his calendar.

An Agenda for TeleCom with Commission staff -- March 22, 1990

1. ~~The research program~~  
~~See board~~
2. Senior Policy Advisors
3. The report
4. Other

Cleveland

5

A) plans

B) H. L. Z. + wings  
in H.

2 Fin

22nd

12th

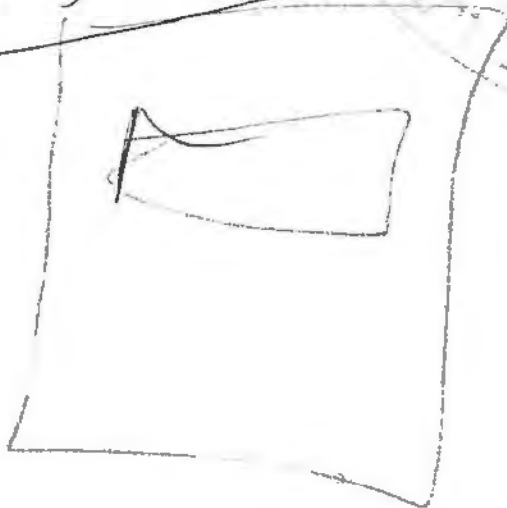
Phone conv.

interview.

Schedule

Adm Draft to  
Cleveland

Cedar/Scheffer  
my report



MAR 22 '90 12:06

PREMIER CORP. ADMIN.

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PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: **SEYMOUR FOX**  
NAME **ANNETTE HOCHSTEIN**  
COMPANY **NATIV**  
STREET ADDRESS  
CITY, STATE, ZIP **JERUSALEM**  
PHONE NUMBER

FROM:  
NAME **GINNY LEVI**  
COMPANY **PREMIER**  
DEPARTMENT  
COST CENTER **090**  
**216 361 9962**

TELEX NO.: 6873015 PREMI UW

FAX NO.: ~~2168940007~~

TIME SENT:

## MESSAGE:

Attached are the current Commission senior policy advisor and staff assignments, organized in alphabetical order.

We are expecting you to call us on Thursday, March 22 at 9:45 a.m. our time.





PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS  
☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Ariel Assignments

ORIGINATOR VFL

DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE



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73890 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to February 14 meeting.</p> <ul style="list-style-type: none"><li>- Mona Ackerman</li><li>- Charles Bronfman</li><li>- Eli Evans</li><li>- Alfred Gottschalk</li><li>- David Hirschhorn</li><li>- Sara Lee</li><li>- Seymour Martin Lipset</li><li>- Charles Ratner</li><li>- Isadore Twersky</li></ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		SF	2/15/90	5/31/90	
2.	Work with David Finn on preparation of draft of final report		SF	2/15/90	5/1/90	
3.	Complete draft of Fox/Scheffler paper on Jewish education/continuity.		SF	3/6/90	4/5/90	





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FORM NO. 1 (FEBRUARY 1989) PRINTED IN U.S.A.

FUNCTION	Commission on Jewish Education in NA	
SUBJECT/OBJECTIVE	Curriculum Assignments	
ORIGINATOR	VFL	DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Coordinate development of a PR plan through 1990.		MG	7/5/89	ongoing	
2.	Serve as contact person for researchers on administrative matters.		MG	7/30/89	ongoing	
3.	Develop plans for involving key commissioners in representing the Commission to communities throughout North America.		MG	11/8/89	TBD	
4.	Develop a log sheet on each of the top 40 federations, to record communication and evaluate the potential for their increased support for Jewish education.		MG	11/8/89	ongoing	



PREMIER INDUSTRIAL CORPORATION

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☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

73490 (REV. 10/85) PRINTED IN U.S.A.

FUNCTION	Commission on Jewish Education in NA	
SUBJECT/OBJECTIVE	Rohstein Assignments	
ORIGINATOR	VFL	DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to February 14 meeting.</p> <ul style="list-style-type: none"><li>- David Arnow</li><li>- Irwin Field</li><li>- Ludwig Jesselson</li><li>- Henry Koschitzky</li><li>- Norman Lamm</li><li>- Haskel Lookstein</li><li>- Robert Loup</li><li>- Morton Mandel</li><li>- Matthew Maryles</li><li>- Florence Melton</li><li>- Esther Leah Ritz</li><li>- Ismar Schorsch</li><li>- Peggy Tishman</li></ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		AH	2/15/90	5/31/90	
2.	Review drafts of research papers and work with MG to see that they are reviewed by senior policy advisors and distributed to commissioners.		AH	2/15/90	Ongoing	
3.	Prepare interview schedule for use in follow up with commissioners. Suggest commissioners to be contacted, with SF.		AH	3/6/90	4/10/90	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS  
☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hoffman Assignments

ORIGINATOR VFL DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to February 14 meeting.  - Ronald Appleby - Robert Hiller  Send summary of interviews to VFL for circulation to senior policy advisors.		SHH	2/15/90	5/31/90	
2.	With SF, meet individually with Evans, Twersky, and other commissioners identified for special attention.		SHH	2/14/90	6/1/90	
3.	Determine preliminary steps for organization of implementation mechanism, with MLM and HLZ.		SHH	2/14/90	ongoing	



PREMIER INDUSTRIAL CORPORATION

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- ☐ ASSIGNMENTS  
☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Kraar Assignments

ORIGINATOR VFL

DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to February 14 meeting.</p> <ul style="list-style-type: none"><li>- Max Fisher</li><li>- Joseph Gruss</li></ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		MK	2/15/90	5/31/90	



PREMIER INDUSTRIAL CORPORATION

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☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL

DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE



PREMIER INDUSTRIAL CORPORATION

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FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS  
☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL

DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Hold meeting with Twersky.		MLM	2/9/89	TBD	
2.	Travel to the west coast to meet with with LA and San Francisco leadership.		MLM	5/7/89	4/30/90	
3.	Attend JESNA and JWB Board meetings in April to discuss Commission.		MLM	7/5/89	4/30/90	
4.	Hold individual meeting with Wexner.		MLM	11/8/89	TBD	

- ☐ ASSIGNMENTS
- ☐ ACTIVE PROJECTS
- ☐ RAW MATERIAL
- ☐ FUNCTIONAL SCHEDULE

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FUNCTION	Commission on Jewish Education in NA	
SUBJECT/OBJECTIVE	Reimer Assignments	
ORIGINATOR	VFL	DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contract assigned commissioners for follow up to February 14 meeting.</p> <ul style="list-style-type: none"> <li>- Jack Bieler</li> <li>- Josh Elkin</li> <li>- Arthur Green</li> <li>- Carol Ingall</li> <li>- Mark Lainer</li> <li>- Alvin Schiff</li> <li>- Lionel Schipper</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		JR	2/15/90	5/31/90	
2.	<p>Take responsibility for completing the original option papers.</p>		JR	8/24/89	4/15/90	





PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 4.5  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS
- ☐ ACTIVE PROJECTS
- ☐ RAW MATERIAL
- ☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to February 14 meeting.</p> <ul style="list-style-type: none"> <li>- Stuart Eizenstat</li> <li>- Donald Mintz</li> <li>- Daniel Shapiro</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		AR	2/15/90	5/31/90	







PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 6.5  
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OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS  
☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL

DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to February 14 meeting.</p> <ul style="list-style-type: none"><li>- Mandell Berman</li><li>- Maurice Corson</li><li>- David Dubin</li><li>- Irving Greenberg</li><li>- Lester Pollack</li><li>- Harriet Rosenthal</li><li>- Bennett Yanowitz</li></ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		JW	2/15/90	5/31/90	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☐ ASSIGNMENTS  
☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

7/30/90 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL

DATE 3/15/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to February 14 meeting.  - John Colman - Lester Crown  Send summary of interviews to VFL for circulation to senior policy advisors.		HLZ	2/15/90	5/31/90	
2.	Consider establishing a task force to work on an approach to developing federation support for Commission outcomes.		HLZ	10/24/89	TBD	
3.	Arrange individual meetings of potential funders with MLM and HLZ.		HLZ	3/6/90	5/31/90	
4.	Consult with John Colman on desirability of a meeting before 6/12 with Chicago participants in local commission process.		HLZ	3/6/90	5/31/90	

FAX SENT

DATE: 21/3/90

SENT

Mandel  
Associated  
Foundations

קרן מנדל

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-699951

Tel.: 972-2-668728

To: Ms. Virginia Levi	Date: March 21, 1990
	Urgent Very
From: Annette Hochstein	Regular
Fax No.:	Time Sent:

## Message

Dear Ginny,

Garry Stock is a member of the Board of the Mandel Institute in Jerusalem. He is currently in the U.S. and would like a copy of the Commission document of February 14, 1990.

Could you please federal express a copy for him to the following address:

Mr. Garry Stock  
c/o Mr. Alan Hoffmann  
1322 Brooklyn St.  
Ann Arbor, MI 48104

Thanks. *Annette*

P.S. He had not received the materials in Australia prior to his departure last week. Have they been sent by Mort to all Board members? (Isaac Joffe, South Africa; Jaime Constantiner, Mexico; Felix Posen, England; Garry Stock and Marc Besen, Australia).

Best  
*A*

MAR 20 '90 13:46 PREMIER CORP. ADMIN.

PAGE. 11



PREMIER INDUSTRIAL CORPORATION

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**TO:**

NAME Seymour Fox

COMPANY Nativ

STREET ADDRESS \_\_\_\_\_

CITY, STATE, ZIP Jerusalem

PHONE NUMBER \_\_\_\_\_

**FROM:**

NAME Mark Gurvis

COMPANY Premier

DEPARTMENT \_\_\_\_\_

COST CENTER 090

216 361 9962

**TELEX NO.: 6873015 PREMI UW****FAX NO.: 2163619962****TIME SENT:****MESSAGE:**

I spoke with Alvin Schiff about Mervin Schick. In Alvin's view there is not much point to meeting with Schick. He is not viewed favorably by the moderate or centrist Orthodox community, and has a solid reputation for being anti-community and anti-federation. If we feel we need to reach out to Torah U'nesorah as a response to Schick's column, this isn't the right guy.

Let me know what you think our next step ought to be.

3/20/90

REVISED

COMMUNITY ORGANIZATIONS FOR JEWISH EDUCATION

Leadership, Finance and Structure

by

Henry L. Zucker  
Executive Vice President Emeritus  
Jewish Community Federation of Cleveland  
and  
Consultant, the Mandel Associated Foundations

Prepared for Commission on Jewish Education in North America

The Commission on Jewish Education in North America selected from a long list of option papers produced for its December 13, 1988 meeting what the Commission believes to be the "enabling options," those which are basic to improvement in all areas of Jewish education. The "enabling options" have to do with personnel and with community and financing. Jewish education progress depends on improvement in teaching and administrative personnel, and on the ability of the Commission to raise the priority and funding levels which the American Jewish community assigns to Jewish continuity and to Jewish formal and informal education. Setting a higher community priority on Jewish education is a pre-condition to developing better quality Jewish education personnel.

Community

What is the community we are talking about in connection with formal and informal Jewish education?



By community, we mean not only the general Jewish community, but especially the organized Jewish community as it relates to the issues of Jewish continuity, commitment and learning, and to the organizations and persons engaged in these issues. The Commission's target population includes, especially, the professional and lay leaders who create the climate for Jewish formal and informal education and its content. This means teachers, principals, rabbis, communal workers, academics, leaders of institutions of higher learning, denomination and day school leaders and the leaders of the North American Jewish community who are involved in planning for and financing Jewish education. The chief local institutional targets are the synagogues, Jewish community centers, camps, part-time schools, day schools, agencies under communal sponsorship, Jewish community federations and bureaus of Jewish education, and major Jewish-sponsored foundations. At the continental level they are JWB, JESNA, GJF, the chief denominational and congregational bodies, training institutions, and associations of educators and communal workers who are engaged in formal and informal Jewish education.

North American Jewry has a proven capacity to deal with major problems when they are addressed by the very top community leaders. This same highest level of community leadership is needed to establish the necessary communal planning and funding priority for Jewish education. Indeed, the involvement of top community leadership may well be the key to raising the quality of Jewish education in North America.

Most observers believe that there is a decided trend toward the involvement of more and more leaders in Jewish education. Although many key lay leaders do not yet see Jewish education as a top community priority, it is felt generally that the battle to create a very high communal priority for Jewish education is well on its way to being won.

Prior to World War II, a large proportion of the leadership of the organized Jewish community was indifferent to community support for Jewish education. In the early days of federation, some were even antagonistic. Their emphasis was on the social services and on the Americanization of new immigrants. Just before and during World War II and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation and reconstruction and then nation-building in Israel. More recently, community leaders have become concerned with issues related to Jewish survival and continuity, and they are now putting a higher premium on Jewish education.

A number of federations are currently involved in comprehensive studies of their community's Jewish education programs and others are in earlier stages of organizing comprehensive studies. JESNA, JWB, and CJF are engaged continentally in efforts to examine related issues.

Generally, we have not yet developed community structures that are adequate to effect the necessary improvements in Jewish education, either at the local

or continental level. The following areas require aggressive continuing examination and updating:

1. The relationship among federations, bureaus of Jewish education, communal schools and congregations.
2. The place of federations in planning and budgeting for Jewish education and in financing Jewish education.
3. The need for forceful continental leadership in establishing standards for the Jewish education field, in promoting, encouraging and evaluating innovations, and in spreading over the continent the application of best practices as they are discovered.
4. The need to establish at the continental level the leadership and a mechanism to encourage appropriate personnel standards, salaries, benefits and working arrangements.

#### Financing

Very little hard information is available about overall financing of Jewish education in North America. Informed guesses about the total annual expenditures for formal and informal Jewish education in North America range from \$500 million to \$1 billion dollars. A few general observations about financing are useful. There is consensus that needed improvements in Jewish

education will require considerable additional funding, a substantial part of which must come from federations as the primary source of organized community funding, and from private foundations and concerned individuals.

Congregational funding, tuition payments, and agency and school fundraising (especially by day schools), are the mainstays of Jewish education financing. These, by and large, represent the consumers' share of the cost. It is to be expected that these sources will produce more funding as the community gives Jewish continuity and Jewish education a higher priority. These sources of support are crucial and need to be encouraged.

Communal patterns of funding may need to be altered, and changes in organizational relationships are necessary to accommodate this. For example, greater cooperation among the congregations, schools, agencies and the federations is basic to developing and allocating the funds needed to improve Jewish education. There may be need of change in traditional programming and funding relationships between federations and congregations. Shared staff, jointly sponsored training opportunities for lay and professional leaders, and joint adult education programs are examples of program ideas which should be encouraged.

From its very beginning, the Commission has expressed its intention to be proactive in efforts to improve Jewish education. This includes encouraging additional funding, and initial steps have been taken in this direction.

The Commission is optimistic that greater funds can be generated for Jewish education, in spite of the current great demand for communal funding for other purposes (i.e., Soviet Jewish emigration). There have always been and there always will be great demands on limited communal funds. However, we should not allow ourselves to be put off by the pressing needs of the moment from facing the very urgent need for adequate support of Jewish education.

A few communities have already begun to place a higher funding priority on Jewish education, both by raising new funds and by allocating greater general Jewish communal funds to Jewish education. There is also the fortuitous circumstance that federation endowment funds--a relatively new source of communal funds--are growing at a good pace and can be an important source of support for Jewish education in the future. Simultaneously, there is a relatively new growth of large family foundations--a post World War II phenomenon--which has accelerated in recent years and promises to be an important new funding resource for Jewish education. It appears likely, therefore, that additional funding can be made available for well considered programs to improve and expand Jewish education.

The Commission recognizes that pressures on federations' annual operating funds make it very difficult to set aside substantially larger sums for Jewish education in the near term. Accordingly, it is expected that private foundations and concerned individuals, federation endowment funds, and special communal fundraising efforts will play the major role in supplying

the near-term additional financing, (and some of the long-term financing), while federations as the organized community's expression of the community's will to improve Jewish education, gear up to meet the basic longer-term funding needs. Most importantly, federations will need to play the key role in encouraging and bringing together private and communal funding sources, building coalitions for support of Jewish education, and leveraging support from the different sources.

Finally, some persons believe that government funds will be a growing source of funds for Jewish education, especially day school education, and that they may eventually become a significant factor in the total picture of financial support for Jewish education.

Some community leaders caution that "throwing money" at Jewish education will not by itself do the job. There needs to be a careful review of current programs and administrative structures to see how these can be improved. Projects aimed at improving Jewish education need to be monitored and evaluated. Careful attention to quality, and honest and perceptive evaluations are needed, both to get appropriate results for what is being spent, and also to encourage funding sources.

Recommendations

It is recommended to the Commission on Jewish Education in North America, with reference to community and financing that:

1. The Commission encourage the establishment of additional local committees or commissions on Jewish education, to bring together communal and congregational leadership in broad, inclusive coalitions to improve the communities' formal and informal Jewish education programs.
2. The Commission encourage every community to seek aggressively to include top community leadership in their local Jewish education planning committee and in the management of the schools and local Jewish education programs.
3. The Commission recommend that as federations identify priority needs and opportunities, they should provide greater sums for Jewish education, through their annual allocations, by special grants from endowment funds, and/or through special fundraising efforts on behalf of Jewish education.
4. The Commission and its anticipated implementation mechanism encourage private foundations and philanthropically-oriented families to set aside substantial sums of money for Jewish education for the next five to ten

years. (This process has begun and it is believed that prior to the Commission's meeting on June 12, 1990, a number of foundations will have agreed to set aside a substantial sum during the next five years for programs of their choice from among those recommended in the Commission process.)

5. The Commission recommend that private foundations establish a fund to finance the Commission's implementation mechanism and modest subsidies for community action sites and other projects. This recommendation has already been responded to favorably by a number of foundations.
6. The Commission recommend that community action sites be established to demonstrate models of programs and funding partnerships to show what improvements in Jewish education can be accomplished with special efforts.



MEMO TO: Annette Hochstein  
FROM: Mark Gurvis *mg*  
DATE: March 20, 1990  
SUBJECT: Additional comments on research paper

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1. CAJE -- Although they have not provided anything in writing, both David Ariel and Stephen Hoffman have expressed that the CAJE material is not suitable for publication, or for dissemination under the Commission's auspices.
2. Aron -- On Isa's second paper, Jon Woocher has some reactions to share. He believes the work is very competently done. However, Jon was expecting more of a comparison between Los Angeles and the other cities (Miami, Philadelphia). Without more extensive comparisons, Jon is concerned that the paper's use is limited for the Commission, since it reflects a picture of one community with some unique characteristics. In that sense, the paper is an initial effort requiring follow-up analysis.



MAR 19 '90 11:34 PREMIER CORP. ADMIN.

PAGE.02

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**TO:**

NAME Annette Hochstein

COMPANY Nativ

STREET ADDRESS \_\_\_\_\_

CITY, STATE, ZIP Jerusalem

PHONE NUMBER \_\_\_\_\_

**FROM:**

NAME Mark Curvis

COMPANY Premier

DEPARTMENT \_\_\_\_\_

COST CENTER 090

216 361 9962

**TELEX NO.: 6873015 PREMI UW****FAX NO.: 2163619962****TIME SENT:****MESSAGE:**

Annette,

Seymour was to have talked with Herman Stein during his trip. If that discussion has taken place with no further corrections indicated, then we are ready to go with Isa's paper.

Mark

cc: HLZ and VFL



M E M O

March 9, 1990

JEWISH EDUCATION  
SERVICE OF  
NORTH AMERICA, INC.

חברת שירות חינוכי  
יהודי צפון אמריקה

TO: Mark Curvis  
FROM: Jonathan Woocher  
RE: Reaction to "Field Notes"

Enclosed is a copy of the comments made by Caren Levine, our Resource Coordinator, on the media and technology section of the "Field Notes." Not all of it may be relevant to the question of how to handle the "Notes," but I thought you might be interested anyway because of the many issues it raises.

I really had hoped to get staff comments on other sections, but most have been so busy with conferences, travel, et al, that they haven't had a chance to respond in writing. If they do, I'll pass them on.

All the Best.

730 BROADWAY  
NEW YORK, NY 10003-9540  
Distance 418 Lafayette Street  
(212) 529-2000

DR. JONATHAN S. WOOCHEER  
Executive Vice President



### Introduction

We are living in what is termed as the Information Age. How we, as Jewish educators, harness these new (and old) resources now available to us is a question of utmost importance and requires good analytic and creative responses.

It is apparent that a lot of thought and enthusiasm went into the creation of the report, *Media and Technology*. The committee is to be commended for the work it generated after only two days of intensive collaboration.

The following are thoughts on how the report might be better structured and fleshed out for further recommendations and subsequent action.

In general, it would be useful to examine what other research currently exists. The Memorial Foundation for Jewish Culture produced a 'not for publication' report, *The 1988*. The report presents a good overview of available materials and bibliography, literature on the subject of media and technology. ~~It is a good starting point for research~~ give it context and to bolster the content.

The results of a review of research should answer questions such as:

What is the effect of a treatment on average?  
Where and with whom is a treatment particularly effective or ineffective?  
 Will it work here? What are practical guidelines for implementing a treatment in a particular place?<sup>1</sup>

*Power On: New Tools for Teaching and Learning* was published in 1988 by the U.S. Congress, Office of Technology Assessment. The OTA report gives a good assessment of what is happening in the public education sector regarding learning technologies, potential uses and criteria for evaluation. The OTA report could also serve as a good model for research in the Jewish sector.

From resources such as the OTA we can gain a good overview of what is actually 'out there' and an understanding of how technologies are being used in general. Although the U.S. Government has its own agenda, many of its concerns are similar to those of the Jewish community. These findings include the following selected

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<sup>1</sup> Richard J. Light and David B. Pillemer, *Summing Up: The Science of Reviewing Research* (Cambridge: Harvard University Press, 1984), p.13

observations:

- The technical quality of most commercially produced software is quite good. However, there is a general consensus that most software does not yet sufficiently exploit the capacity of the computer to enhance teaching and learning.
- It will be difficult to justify the costs of acquiring and implementing new interactive learning tools unless they can be shown to depart from conventional learning materials. However, innovative software that departs from familiar teaching methods, and that may be highly respected by computer scientists and educational technologists, is not necessarily selected by teachers. Pressured to raise test scores and meet other performance mandates, many teachers prefer software that is closely tied to the curriculum; and software publishers can usually strengthen their market position by developing products that are linked to textbooks and other familiar instructional materials.
- While commercial software publishers are reluctant to take risks with innovative software, many of the available titles are attractive and fun to use, even if they are geared toward familiar objectives. Even the most rudimentary drill and practice programs have been proven effective in raising some children's basic quantitative and language skills.
- In the category of didactic programs, the vast majority of titles aim at basic skills. Software to teach "higher order" skills, such as hypothesis testing and problem solving, is in much shorter supply. Drill and practice software continues to dominate all subject areas, to the chagrin of many educators and educational technologists.
- The demand side of the software market consists of thousands of independent school districts with varying administrative rules, serving a diverse population of school children with differing needs, talents and learning styles.
- The number of children in a given grade, learning a particular subject, represents a small fraction of the total student population. An even smaller proportion have regular access to computers, a fact that poses a formidable problem to software developers and vendors. Teachers, computer coordinators, and instructional design experts are concerned that in trying to serve such a fragmented market software publishers will be

Inclined toward increasingly homogeneous and less innovative products.

- While the cost of developing software (especially the type marketed on floppy discs) has dropped considerably due to advances in programming environments and the know-how of programmers, marketing to the educational sector remains a costly, sometimes prohibitive factor.
- The existence of numerous information channels makes it difficult for software producers to receive clear market signals and to adjust their designs accordingly. State and local initiatives to define curriculum needs and invite target software development have met with mixed results.
- A limited survey of software publishers indicates that the larger concerns are typically both more rigid (bureaucratic) and less innovative than smaller firms. Evidence of the performance of firms of different sizes and market share is mixed and inconclusive.
- The problem of unauthorized copying (piracy) continues to undermine investments in new product development, especially among smaller publishers with little experience in the school market.
- The principal factors that will determine the structure and quality of the educational software industry are: high development costs for innovative state-of-the-art applications; marketing advantages that accrue to incumbents in the school market; risks associated with idiosyncratic acquisition policies and procedures; small demand for subject and grade specific products; and the difficulty of appropriating the returns to investments in software that is easily copied.<sup>2</sup>

The OTA report includes a 'Summary' of its findings, "Interactive Technology in Today's Classrooms," "The Impact of Technology on Learning," "Cost-Effectiveness: Dollars and Sense," "The Teacher's Role," "Software: Quantity, Quality, and the Marketplace," "Research and Development: Past Support, Promising Directions," "Technology and the Future of Classroom Instruction," and various appendices.

In evaluating anything, much less the state of the field, it is important to develop criteria for evaluation. The OTA report provides a very useful itemization of "Characteristics Considered in Evaluating Educational Software." Other resources include the *Electronic*

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<sup>2</sup> OTA Project Staff, *Power On! New Tools for Teaching and Learning* (Washington, DC: Congress of the United States), pp.122-3.

*Learning Laboratory's "Criteria for Educational Software."*

Finally, the Commission on Jewish Education in North America's report calls for production by committee. This is one option and would appear to be pedagogically sound. There are, however, other artistic, creative considerations to take into account. Tom Snyder, a leading designer of educational software offers several caveats against committee-based production in his discussion of educational computer game design:

There are plenty of good teachers in this world, plenty of computer wizards, inventors of games, subject matter experts, and obsessive, driven workers, but it is a rare person who combines all their attributes and is still able to walk in a straight line. When such a person is found, he or she must then be managed, which is in itself a tall order. Artists -- and game designers are software artists - are notoriously unmanageable, and when that factor is compounded with the notorious unpredictability of software projects, the situation becomes so wooly that managers rush to find alternatives.

Hence the tendency of publishers to use committees, with agenda and specifications they can pass on down the hierarchy to arrive at the jerry-built stuff that passes for educational software. They do this not only out of economic necessity but under a mistaken belief in the divisibility of the medium.

A computer game looks as if it has handles to grab hold of and places to sit down. The uninitiated may conclude that it is therefore divisible into manageable units, each of which can be designed quickly and to spec by a subcommittee, then joined to the other units. "Because the medium is tractable," writes Frederick Brooks, "we expect few difficulties in implementation; hence our pervasive optimism."

The group starts out with a set of learning objectives or license to use a children's book as the basis for their game. An in-house developmental psychologist identifies the possibility of teaching A, B, and C skills and meeting X, Y, and Z objectives. Additional input from educational experts, software engineers and designers is pulled together into one very tight, very detailed specification which in turn is handed to programmers to implement. Implementers are coding slaves, at the bottom of the heap.

This approach is disastrous, as we saw with CAI [computer assisted instruction]. Committees are famous for stifling initiative and creativity, and educational software committees are no exception. All the experts in the world can't guarantee a good program any more than they can a good children's book. They shoot down new ideas because they're new, not bad, and therefore are

threatening on some level, if only because they require attention. Alternatively, the committee gives a project so much attention it withers under "analysis paralysis." Whatever the project or the configuration of the group, there is never any shortage of reasons why *not* to do something. Harvard's John Steinbrunner put it this way in *The Cybematic Theory of Decision*: "It is inherently easier to develop a negative argument than to advance a constructive one."<sup>3</sup>

Snyder further suggests "it is not sufficient that educators be used merely as focus groupies and advisors. Their involvement must be more fundamental. Educators should visit development areas and learn more about the technology of which they are making such demands. And the programmer must find ways to keep in constant touch with the educational realm, with the issues, the educators, and the children."<sup>4</sup>

### General Comments

The paper on *Media and Technology* seems to have relied more on anecdotal information than analytic data. A stronger paper would define its terms and not be as generic. It is not always clear when 'media' is referred to in a specific instance, as to what kind of media is intended nor is it always easy to distinguish the targeted audience or the learning situation, or environment. The paper does not call upon the current thinking in the 'secular' world on educational theories regarding technologies and various media. For instance, many academics and practitioners are in the process of examining and evaluating the effect of teacher-student roles and expectations, effective use of technologies, and how new technologies might reflect and/or redirect learning theories (i.e., cooperative learning, coaching, teacher training, etc.).

It is important to understand that technologies are tools which can be used to facilitate learning and stimulate creative pedagogy. They are not the miracle cure to save Jewish education; rather, they are a means of communicating culture and learning. These tools must be used properly and contextually, not as the end to a means, but as the means itself. These tools, or resources, represent a piece of the whole education agenda and deserve prominence. Yes, the technologies might interest some people because of the novelty or because it has a nice gimmick and maybe interesting graphics. But these superficial features can become tiresome quickly. The challenge is to produce resources rich in quality content and pedagogically sound environments

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<sup>3</sup> Tom Snyder and Jane Palmer, *In Search of the Most Amazing Thing: Children, Education, & Computers* (New York: Addison-Wesley Publishing Co., 1989), pp. 125-126.

<sup>4</sup> Snyder, p. 127.



inclusive of, but not limited to, an attractive appearance.

### The Report

The following remarks are based on the *Media and Technology* report. A copy of the report is attached for easier reference.

#### Page 39:

If we are to understand media as a system of communication, and technology as the means of delivering this system, it is not possible to regard the two as one and the same. A clear understanding of what 'media' is and how it interacts with technology is the key to our comprehension of the uses (and abuses) that this amalgam affords us in education, Jewish or otherwise. To contend that "media and technology are currently nearly non-existent and therefore, obviously, under utilized, for Jewish educational purposes" seems not only subjective, but inaccurate. As far as media is concerned, taken at its most basic meaning, there is a great amount of printed materials and, granted to a lesser extent, video, audio (a category seemingly overlooked in this report) and computer materials. At least one of these media is used on a regular basis. Settings are not clearly delineated in the report, but it would appear that the intention was to cover formal and informal learning environments, including the home. Most schools, home, JCCs, even synagogues have some type of technology available, whether it be a computer, walkman, VCR, overhead projector, or an old fashioned film projector. Issues of equipment are a small but not insignificant, part of the whole.

It would be helpful if for example, the report described the different functions and design of media and technology. If we wish to write a note, we don't pick up the end of a telephone receiver and glide it across a piece of paper. Similarly, if we wish to speak with someone across town, we won't talk into a stylus unless we are James Bond. If, however, we do this, and in fact the stylus is a radio in disguise, then we have indeed chosen a proper method of expressing our communication. It is suggested that the report elucidate how different technologies can augment education given the strengths that define them. They should be prepared to explain why one means is chosen over another.

It is not at all clear what criteria was used to judge the quality of existing materials or what sort of research was performed that produced the results.

It would be interesting to learn what led the writers to the conclusion that "production in all areas except for the Holocaust is decreasing." Yehuda Wurtzel, for one, has been quite productive. His latest venture, *Moonbeams*, is targeted for active community participation. A new selection of *Shalom Sesame* videotapes is currently under

development. Israel Television is a great resource. Although it may be untapped by Jewish educators in the classroom, ITV does supply materials for Jewish cable television networks, which, while few in number, do exist, and will probably enjoy a period of growth within the next few years.

"Projected video" does not appear to have "fallen into disuse," at least not in several situations of which I am aware. In fact, with the assistance of an LCD display device, one computer screen can be displayed for all to view through an old-fashioned overhead projector. Another example of good usage of projected video can be found with NewsCurrents. NewsCurrents is a (secular) news program which is delivered weekly to subscriber schools. The program package consists of a Discussion Guide which is accompanied by a filmstrip. In addition to supplementing the Discussion Guide, teachers and students can also use the filmstrip to develop their own current events lessons.

Educators also use transparencies for teaching and delivering presentations. Transparencies allow educators and learners to use their imaginations to design creative, potentially reusable materials at a low cost. Commercially produced transparencies are also helpful. For example, social studies material on the ancient world can be very useful for teaching about ancient Israel and its culture.

The report holds that 80% of Jewish software is of the drill and practice variety. If so, this number probably reflects the secular market. It would be helpful to know what kind of inventory was taken.

The report does not address audio tapes or games. I would be interested to learn not only about the inventory of software evaluated, but the criteria for judging their 'professional' quality and worth.

Page 40:

Many sophisticated electronic learning materials were not mentioned. ABC News developed interactive software on the Arab-Israeli conflict. Bet Hatfutsot has computerized learning centers and the Museum of Jewish Heritage is developing their own extensive learning centers. Numbers 2000 is a project which is taking advantage of the new technologies to promote the transmission of Jewish culture and history. These projects would be most interesting to include as state of the art developments, not just in Jewish education but in the general field of instructional technology. In some areas, Jewish education is indeed on the cutting edge! Let's promote this, but realistically (without breast-beating, without complacency).

- B. Examples of how media and technology lag in Jewish education relative to the secular setting would be helpful, as would information which would help us to

interpret this lag. What proof do we have that we are behind; in which areas: software development, teacher training, etc.? How is the cocular environment different?

- C. "Mass Culture" is slowly but surely reflecting some kind of Jewish concern in television and film production. One reason that has been given is Jewish television writers are beginning to explore their own relationships to Judaism. At least one organization, Jewish Televimages, actively seeks out producers and advocates sensitivity to Jewish concerns.

~~Some secularly created material could be incorporated into Jewish curriculum -~~  
social studies transparencies, the bar-mitzvah episode of *The Wonder Years*, etc.

Jewish Televimages also runs workshops specifically designed to incorporate mass media into a Jewish context. Other developments in mass culture do include a burgeoning market of books and magazines directed toward preadolescents and teens. Quantity, however, often bears little relationship to quality.

Contrary to the bad press the young generation has been given, I suspect they (and Jews in general) still read.

Page 41:

- A. It would be most helpful if the report cited key examples of the "unique qualities and abilities" that media (and presumably technology) have to enhance Jewish education. I am still unsure as to the meaning of 'professional quality media,' a phrase which is used repeatedly without any explanation or guidelines.
- A 1. It may, in fact, be more advantageous to incorporate the less mobile or immobile populations. Media and technology does have many contributions to make as tools of outreach, but these should be carefully outlined and discussed.
- A 2. What does it mean to say that media is fluid? How has it been used in this context, and what is its potential (including timeframes for timely response to the needs of the Jewish community)?
- A 4. What does it mean to aver that "professional quality media"... may "appeal and therefore attract greater numbers of sensitive and intelligent individuals (sic) currently alienated from or marginally affiliated with Jewish life"? There is no indication of how success is defined or what constitutes professional quality. A given media event may be slick and showcased as a motivational technique, but

then what? Where's the substance? Media and technology should go hand in hand with content, and that includes selecting the media design to complement the content.

- A 6. What evidence is there that "professional quality augments the desire of people to study...?"
- A 7. The technology requires a context for learning. How does "professional quality media creates greater understanding..." about Judaism.

Page 42:

- A 8. "Professional quality media involves....creative individuals," should include educators and should delineate the different aspects of producing this media.
- B. These goals are murky. They need to be more carefully outlined. Absent in the report is a discussion of databases, electronic bulletin boards and networks such as GesherNet, audio materials, other models of interactivity i.e.,(games) as well as budding resources such as the San Francisco BJE's Family History Video Project.
- C. The ideas behind this section are good and seem to be based on a Schwabian model of commonplaces. The matter of interpreting 'professional production of material' remains essential. "Hollywood" productions can be pretty vacuous.

Pages 43 - 44:

In terms of production, it might be interesting to develop a "CTW" for Jewish education materials, or perhaps a creative design consortium, (similar to the structure of the JESNA Israel Consortium) but why centralize production? We want to advocate a nurturing, creative, supportive environment and often large companies sacrifice this for other concerns.

- D. The design model proposed by the report represents one option. The steps need to be fine-tuned and alternatives would be interesting. Where are the needs assessment and market research components? Goal setting, idea generation and consultation should not be perceived as a separate piece, but as several individual steps. Where are the educators in the creative production? What about evaluation and user training? Marketing (and previous to that, design,) should consider that not all media is equally appropriate for all audiences.

If the process is truly cyclical in nature, it does not reach "completion through the

use of media." Instead, feedback is continually generated and incorporated into future versions.

- E. A key issue is how to use and integrate any type of auxiliary material, like computer assisted instruction, into the curriculum. Thought should be given to the intrinsic characteristics within one tool that makes it qualitatively different than another. In other words, consideration of what makes a computer program a better way of learning a particular content should be incorporated into the *raison d'être* of its design.

### Conclusion

The development of visual, audio and interactive materials to further the promotion of Jewish continuity and culture is truly an exciting prospect. The possibilities are endless, limited only by the imagination and the available technology. Wouldn't it be grand to have a "Where in the World is Benjamin Tudelo" or an inter-active Israeli archaeological site similar to the "Palenque" surrogate travel program developed by Bank Street!

The Field Notes presented to the Commission on Jewish Education in North America on this topic exhibit a goodly amount of thinking. I believe this report would benefit from the incorporation of current research, and the further examination and definition of terminology, technologies and criteria, into a more focused presentation.

Caren N. Levine  
JESNA  
3/9/90

cc: Henry L. Zucker

TO: Morton I. Mandel FROM: Mark Gurvis DATE: 3/19/90  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION  
REPLYING TO  
YOUR MEMO OF:

SUBJECT: COMMISSION RESEARCH REPORTS

After checking a number of sources, Dann Peglar has found the best prices for acceptable quality printing and binding of Commission research reports. The figures listed below are for 500 copies of each of 5 reports, or a total of 2,500 documents. We believe that this is a reasonable number of each report to order, considering mailing to commissioners, federation planners, and response to requests for reports. We suggest not producing and distributing Joel Fox's and Henry Zucker's papers this way, since they have been seen by commissioners and others already. These papers could still be included in an appendix or separate research report.

The cost for 2,500 covers printed with the Commission's name and the conveners and with a die-cut window (see attached sample), including blank back sheets, is approximately \$450. The cost for the die-cut window (included in the \$450) is \$100. We recommend opting for the window as the best means of differentiating among reports.

The best option we found for binding is the use of plastic spiral binders at 90 cents per document. For 2,500 reports, binding would cost \$2,250.

The JCF does not have the capacity to duplicate the quantity of documents under consideration. Dann has a source that estimates \$2,500 for the duplication (estimating 50 pages per report). This is a cost of 2 cents per page. It is strictly a per page charge, so will vary directly with the length of each report. We believe we are estimating the number of pages high.

For duplication, covers, and binding of 2,500 documents, the estimated cost is \$5,200, or approximately \$2.00 per report. If all we did was duplicate and staple, the cost would be approximately \$2,550. Given that we have more than \$5,200 in the research budget that we don't anticipate spending, we believe that the more professional look is preferable.

If you agree, we will order the covers as soon as possible, so that we are ready to duplicate and assemble the reports as they arrive. The first report is due from Israel next week, and in order to proceed with well-timed mailings, we should proceed relatively quickly to order the covers. Please let us know if you agree with this recommendation.

MAR 15 '90 12:15

PREMIER CORP. ADMIN.

PAGE 01



PREMIER INDUSTRIAL CORPORATION

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MEMO TO: Annette Hochstein  
FROM: Mark Curvis *MC*  
DATE: March 13, 1990  
SUBJECT: EPA Reactions to CAJE Material

-----

At this point I have received feedback on CAJE's materials from Joe Reimer and Jon Woocher. In general, there are questions about how we will be able to use this material. Given the variable quality, it should probably not be shared with commissioners or distributed publicly, but rather should be shared with the IJE for its internal use as it pursues the programmatic areas.

Reimer -- See attached sheets.

Woocher -- Jon found the material to be of uneven quality. There are lots of claims and assumptions throughout which are unsubstantiated. Since many of the recommendations included are based on such claims and assumptions, the material doesn't hold up well under scrutiny. By section:

- A. Supplementary Education--The entire section is weak; don't use it.
- B. Early Childhood Hospital list at the end on children for excellent programs which should be up front; training model provided is extremely simplistic.
- C. Family Education--Pretty good, but the analysis provided doesn't represent the kinds of issues and questions about family education now being raised by analytic thinkers.
- D. Adult Education--Best of the sections.
- E. Media--Too anecdotal; not well developed analytically; not grounded in the available literature. There are further comments on the media section coming from Jon's staff.
- F. Summary--Excellent, well written.

I will be checking with the other policy advisors for comments on these materials in the next week.



TO: MARK GURVIS  
FROM: JOE REIMER (3/8/90)  
RE: FIELD NOTES FROM CAJE

Field Notes is a highly uneven piece of work. Some of its sections are fundamentally well-written and organized, while others are barely usable. I will briefly comment on each section, leaving specific editorial comments for another occasion.

~~-----~~

I thought they began well by laying out some of the seeming successes of this area as well as some of the underlying weaknesses. The claim that this field is "under-professionalized" is unclear in the question of whether existent personnel have not received adequate early childhood training, Judaic training or both. Are these avocational teachers or professional teachers with little Jewish background?

In "a proposal for action", the authors jump to a single solution: a national Office of Early Childhood Jewish Education. While I cannot evaluate the efficacy of such a move, the case for it is not clearly made in the paper. Why do the authors believe that investing in a single centralized Office is the optimal way to provide the multiplicity of services they enumerate? What makes them think that such an Office would have the authority to mandate standards to local communities or training institutions or would be the most effective advocate for the cause of early childhood? Why are no alternatives posed?

## 2. Supplementary Education

This section is organizationally weak. E.g., there is a detailed list of programs on the first three pages which give much more detailed information than the reader can use and obscure the progress of the argument. One senses this is a defense of the supplementary school, but what are the convincing arguments that persuade one of the school's viability and vitality? A list of programs?

We are made to realize the supplementary school is a victim of negative stereotyping. We are told it "can make a difference." But what difference can it make and what evidence is there to make that claim? What kind of research do we need to convince the

community that their perceptions of this schooling are misguided, ~~uninformed?~~

"Must" is an often-used word in this section. Why "must" we show faith in the potential of the system? What is the powerful motivator behind all the "musts"? How will lay leaders be drawn in to share this faith?

Are there priorities here? Do some "musts" precede others in an action plan? Can all the recommendations be carried out, and if not, which should be seen as coming first or taking precedence? Where in this section, loaded as it is with recommendations, do we find the blueprint - the key points which show a strategy for change over time?

### 3. Family Education

Here comes unmitigated advocacy, the crew cheering on their own team. Can family education do all they claim and still be human? I doubt it.

There are valid points made: the effects of a weakening family context, the problem of turf, the need for the rabbi's support and so on. But how do they establish that "Jewish family education works"? Why should courses in training "be required?" Why is "the position of Family Educator" so singularly essential? All these are unsubstantiated claims.

I do not know what "scope and sequence maps" are, but wonder if we are getting a clear message of what curricular materials are needed for which contexts? I'm not sure if we need Jewish Nintendo and wonder if all Jewish home videos are worth investing in? I know there are community models for providing family education, but wonder why one particular model is being suggested as the way to go?

Above all, how do we know educating by family will be the greatest thing to happen since the invention of the printing press?

### 4. Adult Education

Organization and a reasonable writing style reappear in this section. The authors seem to have a vision of what adult Jewish education is and offer some map of the existing territory, a diagnosis of weaknesses and suggestions for improvement.

They envision adult Jewish education as a field unto itself - with its own curricula, personnel, etc. Is it most advisable and feasible to carve out a new field or to add an adult component to existing units? Can day or supplementary school teachers or rabbis be trained to teach adults as well? Can they adapt existing curricular materials to that end?

The authors provide a long list of criteria for what constitutes good adult Jewish education. I personally agree, but wonder: do they provide reasons to believe that these approaches will work better to achieve specific ends? So, too, in their plan for action: are these sequential steps and is there a sense of order or priority in this long list?

The model idea is nicely drawn and intriguing. It is to be located in a community possibly as part of a Community Action Site. But where will it be institutionally located? Is there an organization or a consortium of organizations in the community that ought to house the model center?

#### 5. Media and Technology

I liked this section and found it well-organized and essentially well-argued. My only caution is that the claims for how media could enhance Jewish education should be stated as what "might" or "may" happen, since these are really untested conjectures.

\*

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I found the concluding section to be well-written and thoughtful.

I'm not sure how to proceed from here but am available to assist.

JR:ls

MEMO TO: Seymour Fox, Annette Hochstein, Virginia Levi, Henry L. Zucker  
FROM: Mark Gurvis *MG*  
DATE: March 13, 1990  
SUBJECT: Cover letters for research papers

.....

Following are drafts for cover letters to accompany the first two research papers. Please feel free to make suggestions for revisions, particularly on the capsule information provided on the content of the papers.



3/13/90 DRAFT LETTER TO COMMISSIONERS

Dear

The next research paper we are able to share with you is Dr. Aryeh Davidson's study on training of Jewish educators. Aryeh is on the faculty *member* of the Jewish Theological Seminary of America.

This paper ~~represents an important contribution to the field, in that it catalogues, for the first time, the scope of professional training activity at institutions of higher learning in Jewish education in North America. Even though data is not provided by institution (the need for confidentiality to gain data precludes such disclosure), the aggregate data tell a very compelling story about the need for further development in this area. Particularly rich with implications for our work are the sections profiling students and faculty at the institutions.~~

I hope you will feel free to share your reactions to the papers with me or with staff.

MORTON L. MANDEL

3/13/90 DRAFT LETTER TO COMMISSIONERS

Dear

As you know, a series of papers were commissioned during the past year to provide important background information for our process and final report. All of the papers are nearing completion, having undergone extensive review by our staff and senior policy advisors. I am pleased to forward the first of the papers to you.

Dr. Isa Aron is a professor at the Rhea Hirsch School of Education of Hebrew Union College in Los Angeles. Isa had two assignments for us. First was an explanation of how the goal of "professionalism" relates to the field of Jewish education. The second was an analysis of data from the field on characteristics of the people now working in Jewish education. The first paper, titled "Towards the Professionalism of Jewish Teaching" is enclosed for your review.

The first three sections of the paper consider definition of profession in terms of three commonly accepted criteria, and analyze the ways in which Jewish teaching meets those criteria. Section three, which looks at the criterion of commitment, encompasses a particularly <sup>INTERESTING</sup> fascinating discussion of the unique dimensions of Jewish teaching. Finally, the last section points toward ways in which policy-makers in Jewish education can work to increase professionalism.

*I would  
delete*

Please share your thoughts on this and further papers with me or our staff.

MORTON L. MANDEL

community that their perceptions of this schooling are misguided, uninformed?

"Must" is an often-used word in this section. Why "must" we show faith in the potential of the system? What is the powerful motivator behind all the "musts"? How will lay leaders be drawn in to share this faith?

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The authors also provide a long list of criteria for what constitutes good adult Jewish education. It is to be



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FROM: JOE REIMER (3/8/90)  
RE: FIELD NOTES FROM CAJE

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DATE: 13.3.90

FROM: ANNETTE HOCHSTEIN

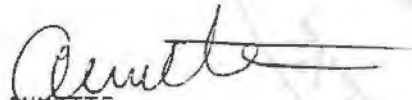
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DEAR GINNY,

I AM FAXING A COPY OF THE INVOICE FOR MY FEBRUARY EXPENSES.  
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BEST REGARDS,

  
ANNETTE



## APPENDIX B

### ANNOTATED BIBLIOGRAPHY OF JOURNAL ARTICLES

Argyris, Chris. "Some Limitations of the Case Method: Experiences in a Management Development Program," Academy of Management Review, v.5 n.2, 1980, pp. 291-298.

--Argyris argues that the use of cases in management development programs has the following limitations: The case method may 1) "facilitate learning that does not question the underlying values of executives or the policies of their organizations," and 2), it may inhibit the learning that would enable the executives to "apply the new learning in the home organization."

Blum, Bill, and Gina Lobaco. "The Case Against the Case System," California Lawyer, (4), 1984, pp. 30-34.

--Blum and Lobaco argue that the overreliance on the case method has caused law schools "to de-emphasize practical training in basic courtroom skills," thereby creating a generation of lawyers who are incompetent in many of the skills that the practice of law demands. Blum and Lobaco argue further that second and third year student boredom in law schools can be attributed to the case method. They claim that clinical education is more attuned to the problems that future lawyers will face in practice.

Broudy, Harry. "Case Studies -- Why and How," Teachers College Record vol.91, no. 3, spring 1990, p. 449 -459.

--From the abstract: Broudy argues that the persistent criticism of teachers and teacher education programs is due in part to the absence of a "consensus of the learned" about how teachers should be educated. Broudy's position is that a working consensus could be established through a case-study method in teacher education if cases were developed to portray important problems -- identified by teachers as typical and recurrent in their professional practice.

Carter, Kathy and Rick Unklesbay. "Cases in teaching and law," Journal of Curriculum v.21, no.6, 1989, pp. 527-536.

-- From the introduction: "The paper opens with a discussion of claims in law and teaching concerning the educative power of cases and the role they should play in professional preparation. The discussion then turns to the case method, that is the ways in which cases can be used in the pedagogy of professional education, and the issues surrounding the consequences and effectiveness of this method. Finally, the case traditions in law and teaching are compared. . . We

conclude with a discussion of the lessons that can be learned from law about the application of case methods to teacher education."

Connelly, Michael and Jean Clandinin. "Stories of Experience and Narrative Inquiry," Educational Researcher, June-July, 1990, pp. 2-14.

--I quote from the published abstract: "Although narrative inquiry has a long intellectual history both in and out of education, it is increasingly used in studies of educational experience. One theory in educational research holds that humans are storytelling organisms who, individually and socially, lead storied lives. Thus, the study of narrative is the study of the ways humans experience the world. This general concept is refined into the view that education and educational research is the construction and reconstruction of personal and social stories . . . In this paper, we briefly survey some forms of narrative inquiry . . . risks, dangers, and abuses possible in narrative studies are discussed . . ."

Dente, James M. "A Century of Case Method: An Apologia," Washington Law Review (50); 1974, pp. 93-107.

--Dente argues that, contrary to critics of the case method in legal education, the case method is indeed a powerful way of equipping the student "with the necessary skills so that he can determine for himself, from the cases and statutes" what the law is. Dente claims that case methods, documents of real appellate decisions, are "an effective corrective to unreal and fantastic speculation," a "dangerous tendency of academic education."

Florio-Ruane, Susan. "Creating Your Own Case Studies: A Guide for Early Field Experiences," Teacher Education Quarterly (17), 1990, 1:29-43.

-- Florio-Ruane provides step-by-step suggestions to guide pre-service teachers in observations of classrooms and in writing case studies of their observations.

Florio-Ruane, Susan, and Christopher M. Clark. "Using Case Studies to Enrich Field Experience," Teacher Education Quarterly (17), 1990, 17-29.

-- Argues that cases studies can be used in conjunction with field work in teacher education programs to "approximate the immediacy of actual experience while attempting to sample systematically from the complexities of the school environment." Shows how a specific case, "Diary Time," might be used in three different education courses, for three different pedagogical purposes.

Hirschhorn, Larry. "Organizing Feelings Toward Authority: A Case Study of Reflection in Action," in The Reflective Turn: Case Studies in and on Reflective Practice, Donald Schon, ed.

-- Hirschhorn's chapter "suggests how psychoanalytically informed consulting practice can illuminate the prospects and dilemmas of organizational democracy. It addresses the reader at three levels: first describing a case of organizational consultation focused on the problem of authority; second, highlighting the choices that I, the consultant and author, made in taking up my consultant role; and third, examining the role that case narratives such as this chapter play in helping me reflect on my practice."

Jarvis, Oscar T. "A New Impasse in Negotiations," "The Transfer Dilemma" and "The Giant See-Saws," from Cases in Elementary School Administration. Dubuque, Iowa: Brown, 1971.

--Three cases, each two pages in length, describing moments demanding decision-making on the part of an elementary school administrator.

Lingren, Janet S. "Beyond Cases: Reconsidering Judicial Review," Wisconsin Law Review, 1983, pp. 583-638.

-- Argues, based on a study of due process judicial review in New York between 1870 and 1920, that the dominance of the use of cases in legal training and scholarship both ignores the importance of legislation in legal matters, and detracts from imaginative legal thinking.

McAninch, Amy Rath. "Casebooks for Teacher Education: the Latest Fad or Lasting Contribution?" Journal of Curriculum Studies v. 23 n.4, 1991, pp. 345 - 355.

McAninch reviews four casebooks -- Studies for Teacher Decision Making by Greenwood and Parkay; Studies on Teaching by Kowalsky, et. al; The Mentor Teacher Casebook, Shulman and Colbert, eds., and The Intern Teacher Casebook Shulman and Coldbert, eds. The author argues that some of the casebooks "reduce potentially significant concerns about teaching or schooling into narrow instructional issues or 'sticky situations' in dealing with colleagues, parents, and administrators." For some of the casebook authors, "teaching with cases seems to be a mere instructional device." In other casebooks, "the special power and promise of cases," their relationship to theory, is not tapped. Nonetheless, the author concludes that "there is little doubt that teaching with cases can be a powerful advancement for teacher education."

McCorcle, Mitchell. "Stories in Context: Characteristics of Useful Case Studies for Planning and Evaluation," Evaluation and Program Planning, v. 7, 1984, pp. 205-208.

--From the abstract: "Although case studies have long been important tools of the natural and social sciences, their varied uses have made them difficult to define (and to write.) The case study is herein defined as a detailed description of some evaluation or planning process in its real life context. This article then describes the advantages and attributes of useful case studies and proposes case writing guidelines for authors who might wish to prepare and submit case studies for possible publication in future issues of this journal." This paper refers to and critiques the paper listed below, Tellado, 1984.

Merseeth, Katherine. The Case for Cases in Teacher Education. American Association for Higher Education and American Association of Colleges for Teacher Education, 1990.

-- Merseeth defines the case method, exploring the relationship between teaching with cases and teaching through discussion. Merseeth goes on to survey the use of cases in various fields, and claims that highly contextualized cases fit the nature of highly situated teacher knowledge. The paper argues that case methods of instruction could be used profitably in teacher education programs, among other reasons, because cases help students develop ability in critical analysis, because cases encourage reflective practice, and because case-based instruction involves students in their own learning. The paper goes on to discuss the institutional commitment which will be required to support the use of cases in the teacher education community.

Morgan, Dr. Daniel, and Dr. Lawrence Roder. "The Case Study Approach to the Training of School Business Officials," School Business Affairs, v. 55 n. 8, pp. 10-13, Aug. 1989.

--Argues that cases can help bridge the gap between theory and practice in the training of educational administrators. Includes a brief case called "Overspending the Greenacres Budget," followed by questions for discussion.

Sargent, Cyril, and Eugene Belisle. "Overview: Cases and Concepts," in Educational Administration: Cases and Concepts. New York: Houghton Mifflin, 1955.

--Argues in favor of the use of cases in training educational administrators, based on the idea that "the study of concrete situations may yield significant insights and facets of knowledge which can elude even the most successful attempts to educate through communicating

generalizations and presumed norms about administrative situations and behavior." The chapter includes one sample case, "The Letter."

Shreve, Gene. "Bringing the Educational Reforms of the Crampton Report into the Case Method Classroom--Two Models." Washington University Law Quarterly, vol. 59 n. 2.

-- Shreve argues that conventional case methods leave lawyers without necessary skills. He suggests alternatives to the case method -- a "litigation workshop" and the "choice of law trial."

Shulman, Judith. "Cases as Catalysts for Cases: Inducing Reflection in Teacher Education," Action in Teacher Education, vol. XI, no. 1, spring 1989, pp. 44-52.

--Shulman describes the process used to support the writing of cases by mentor teachers. She argues that the cases, used in continuing staff development "can be powerful tools to stimulate discussion of mentor issues and reflection on personal practices. Cases also serve as potential precedents for future action." Further, the author asserts that such cases can be used to spur the writing of more cases by other teachers, and that the writing process itself provides an opportunity for valuable reflection.

Shulman, Lee. "Toward a Pedagogy of Cases," in Case Methods in Teacher Education, Judith Shulman, ed. New York: Teachers College Press, 1992.

-- Shulman examines the history of the use of cases in training in various professions. Finds that cases are primarily employed to teach 1) principles or concepts of a theoretic nature; 2) precedents for practice; 3) morals or ethics 4) strategies, dispositions, habits of mind; 5) visions or images of the possible. The author also examines the question of why case-based approaches should be effective tools in teacher education, citing current understandings in cognitive psychology.

Spiro, Rand, et. al. "Multiple Analogies for Complex Concepts: Antidotes for Analogy-induced Misconception in Advanced Knowledge Acquisition," in Similarity and Analogical Reasoning Stella Vosniadou and Andrew Ortony, eds. Cambridge: Cambridge University Press, 1989.

-- The authors discuss the use of analogies in advanced knowledge acquisition, concluding that first, "there are serious hazards involved in the use of analogies. In particular, the employment of a single analogy for a complex concept may impede the acquisition of more advanced understandings of that concept and engender misconceptions.

Second, access to fuller and more immediate comprehension of conceptual complexities may be achieved by systematic employment of integrated sets of multiple analogies." (One might assume that the benefits and dangers of using analogies in advanced knowledge acquisition are similar to those involved in the use of cases.)

Stake, Robert. "Case Study Methods in Educational Research: Seeking Sweet Water," in Complimentary Methods for Research in Education, ed. Richard Jaeger. Washington: American Educational Research Association, 1988.

-- Stake describes the paper as a "hypothetical dialog in which I discuss case study methods with my colleagues and students. Together we explore the vast expanses of the case study methodology, 'seeking sweet water' for educational research. We speak of the relevance of the case study approach while confronting the objections to this method of research."

Sykes, Gary and Tom Bird. "Teacher Education and the Case Idea," in Review of Research in Education, Gerald Grant, ed. Washington: American Educational Research Association, 1992.

--The authors define four different conceptions of and rationales for the use of cases, as follows: 1) Cases are seen as instances of theory. 2) Cases present problems, calling for action. 3) Cases are seen as literature, open to interpretation like other narratives. 4) Cases are used for purpose of analogy, and one learns to reason from case to case. Sykes and Bird explore claims that case study is especially appropriate for the education of teachers, and suggest means for teachers, researcher and teacher educators to "jointly pursue the case idea."

Teich, Paul. "Research on American Law Teaching: Is there a Case Against the Case System?" Journal of Legal Education v. 36, 1986, pp. 167-188.

--Teich cites research into teaching at law schools which suggest that when measured by performance on examinations, there is no discernible difference between "the case method, the problem method, the lecture, programmed instruction, and audio-visual methods." Assumptions that any of one these methods is clearly superior to any of the others are therefore unfounded at this point. The author advocates more rigorous and reliable research.

Tellado, George. "An Evaluation Case: The Implementation and Evaluation of a Problem-Solving Training Program for A Adolescents," Evaluation and Program Planning, v. 7, 1984, pp. 179-188.



--From the abstract: "This study recounts the implementation and evaluation of a problem-solving skills training program for adolescents. Sixty-six students from the seventh, eighth, and ninth grades of a local junior high school were identified by guidance counselors as needing problem-solving training--48 male and 18 female students between the ages of 11 and 16. The hypothesis that the students included in the training sessions would demonstrate better problem solving skills, a more internal locus of control, and a higher level of self-esteem than control group students was tested. . . Implications for program modification and the limitations of the evaluation findings are discussed." For a critique of this case, see McCorcle, 1984.

Toulmin, Stephen. The Place of Reason in Ethics, "Preface."  
Chicago: University of Chicago Press, 1986.

--Toulmin describes the distaste that philosophers at Cambridge have typically had for the use of cases in moral arguments since the 1860s. (Before that time, case reasoning was a dominant mode of inquiry in moral philosophy.) The economy of principles was preferred to the "baroque complexity" of cases. Toulmin's book nonetheless, originally published in 1946, heralds a revival of "casuistry."

Towl, Andrew R. To Study Administration by Cases. Boston: Harvard University Graduate School of Business Administration, 1969.  
TABLE OF CONTENTS ONLY.

--This book is out of print, but is owned by the Education Library on Mt. Scopus. Included here is the table of contents. The book attempts to be a thorough description of the case method as used at the Harvard Business School, from case development through classroom implementation.

White, James. "The Study of Law as an Intellectual Activity,"  
Journal of Legal Education v. 32, 1982, pp. 1-10.

-- This article is a transcript of a speech given to an entering class of law students. White suggests that the students regard the law "not as a set of rules to be memorized, but as an activity, something that people do with their minds and with each other as they act in relation to a body of authoritative legal material and to the circumstances and events of the actual world." White presents this suggestion as a partial explanation of the case method of learning law, and further explores the value of the case method.

Wilson, Suzanne. "A Conflict of Interests: The Case of Mark Black,"  
Educational Evaluation and Policy Analysis, v.12 n.3, fall

1990, pp. 309-326.

--Quoting from the abstract: "In this paper, the author describes the case of a teacher, Mark Black, as he struggles to adapt to the calls for the reform of teaching in California....The author explores how Mark enacts the curriculum of Real Math, the textbook that his school district recently adopted. Through the lenses of his beliefs about the nature and structure of mathematical knowledge, his beliefs about how students best learn mathematics, and his beliefs about his role as a teacher, Mark transforms the innovative textbook into a more familiar, traditional elementary mathematics curriculum. The author discusses four real and perceived constraints that influence Mark's ability to enact the curricular policy proposed by the Framework and argues that teachers are themselves learners who need to be supported and nurtured as they try to change their practice."

Wineberg, Samuel, "From Fieldwork to Classwork--Cathy: A Case Study of a Beginning Social Studies Teacher" paper written as part of the "Knowledge Growth in Teaching Project," Stanford University, March 1987.

--From the introduction: "This case study chronicles Cathy's development as a teacher, from the beginning of her teacher education program to the end of her first year of full-time teaching. It registers her metamorphosis from a passionate anthropology major, concerned primarily with archeology and fascinated with ancient and exotic civilizations, to a young teacher branching out, learning new things to be able to teach them, and rethinking the goals and purposes of the social studies."

Wineberg, Samuel and Suzanne Wilson. "Subject Matter Knowledge in the Teaching of History," in Advances in Research on Teaching, J.E. Brophy, ed. Greenwich, CN: JAI, 1988.

--Wineberg and Wilson present detailed sketches of the classrooms of two different teachers of American History whose styles of pedagogy differ markedly from one another. The authors ask what is the "professional knowledge base" and "pedagogical content knowledge" that motivates the work of both these teachers. They conclude, among other things, that "Knowledge of the subject matter is central to teaching but expert knowledge of content is not the single determinant of good teaching."

Zuelke, Dennis, and Marvin Willerman. "The Wrong Four," "Honesty is the Best Policy," and other cases from Conflict and Decision Making in Elementary Schools: Contemporary Vignettes and Cases for Administrators, Univeristy Press of America, 1987.

-- Included are six cases, each less than one page in length, outlining sticky problems for elementary school administrators. Cases are accompanied by questions for discussion.

APPENDIX C: ANNOTATED BIBLIOGRAPHY OF BOOKS AND CATALOGS

Bruner, Jerome. Actual Minds, Possible Worlds. Cambridge, MA: Harvard University Press, 1986.

--\_In its opening chapters, posits that there are two chief modes of writing, the paradigmatic and the narrative. The paradigmatic "tends to choose words with the object of assuring clear and direct reference and literal sense." The intention of narrative, on the other hand, "is to initiate and guide a search for meanings among a spectrum of possible meanings." Bruner seeks to unravel the nature of mental activity involved in the narrative mode.

Cases in Management 1991. Bedford, England: The European Case Clearing House Ltd, 1991.

--A catalog of cases collected from a number of European business schools. The cases are indexed in categories such as "Supervisory Management," "Finance," "Human Resources," and "Marketing."

Christensen, Roland C. Teaching and the Case Method. Boston: Harvard University Business School Publishing Division, 1987.

-- Christensen presents a rationale and methodology of teaching with cases. The book includes essays by experienced case-teachers, and collections of cases on teaching intended for use in two separate seminar programs -- one for liberal arts instructors, one for instructors in professional schools.

Harvard Business School 1992-93 Catalog of Teaching Materials. Cambridge, MA: President and Fellows of Harvard College, 1992.

-- This is a current listing of cases, articles, and books published by the Harvard Business School. Cases are indexed according to such topics as "Finance," "Organizational Behavior," and "Marketing."

Kennedy School of Government Case Catalog, third edition. Cambridge, MA: Kennedy School of Government, 1992.

-- This is a current listing of cases and teaching notes published by the Kennedy School of Government. Cases are indexed according to such topics as "Policy Analysis and Design," "Public Values and Professional Ethics," and "Strategy and Organizational Leadership."

Kowalski, Theodore J. Case Studies on Educational Administration. New York: Longman, 1991.

-- This is a collection of twenty-five cases, each approximately five pages in length. Each case is followed by discussion questions and a bibliography of recommended readings. Titles include, for example, the following: "The Principal Changes Some Valued Rules," "Program Expansion or Budget Cuts," and "Differing Perspectives of Teacher Effectiveness." Russel, John R. Cases in Urban Management.

Shulman, Judith (ed.). Case Methods in Teacher Education. New York: Teachers College Press, 1992.

--Judith Shulman has collected essays by teacher educators who use case studies in their work. Lee Shulman introduces the collection with "Toward a Pedagogy of Cases," a brief history and rationale for the use of cases in training of professionals. The rest of the book is divided into three main sections -- "Cases as Teaching Tools," "Cases as Learning Tools," and "Prospects and Limitations."

Shulman, Lee (ed.). Education 269 Casebook: Foundations of Learning for Teaching. Unpublished casebook for classroom use, Stanford University, spring 1992.

--The casebook contains cases written by pre-service teachers, by experienced teacher, and by university researchers. All of the cases focus on particular challenges of instruction in each of the major (American public school) subject areas. Most of the cases involve high school teaching, though a few depict elementary classrooms. "One Struggle After Another," a novice teacher's description of her attempt to teach Shakespeare to ninth graders, and "When the Problem is Not the Question," an experienced teacher's (and university researcher's) description of her attempt to create a "community of

mathematicians" in her fifth grade class.

Stanford Teacher Education Program Cases in Instruction.

Unpublished casebook compiled from cases written as a class assignment by pre-service teachers in the Stanford Teacher Education Program.

--Forty cases dealing with problems of instruction in the high school teaching of English, Mathematics, Social Sciences, Science, and Foreign Language in Northern California. Several of the cases include commentaries by colleagues and/or supervisors. Cases are five to fifteen pages in length.

BOOKS ON ORDER, (or to be purchased when published)

Bridges, Ed. In press.

Christensen, C. Roland. Education for Judgement: The Artistry of Discussion Leadership. Cambridge: Harvard Business School Press, 1991.

Christensen, C. Roland, (ed.). "Instructor's Guides" to be used in conjunction with Teaching and the Case Method.

Jonsen, Albert. The Abuse of Casuistry: a history of moral reasoning. Berkeley: University of California Press, 1988.

Merseeth, Katherine. In press.

Paisey, A. School Management, A Case Approach, Paul Chapman, London, 1984.

## APPENDIX D: ANNOTATED BIBLIOGRAPHY OF CASES

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Below is an annotated list of all the cases currently held on the Mandel Institute's "case shelf." Cases are to be found in one of the following three places on the shelf, and are designated as such:

JOURNAL ARTICLES BINDER -- two large binders containing articles filed alphabetically by author. These binders contain both articles containing cases, as listed below, and articles about cases, as listed in a separate "case articles" bibliography.

K SCHOOL -- two large binders containing cases published by the Kennedy School of Government at Harvard University. These cases are filed alphabetically by the name of the case. Annotations for these cases can be found on attached pages.

CASE SHELF -- contains the above sets of binders, along with reference books on the subject of case studies, many of which contain examples of cases, as listed below.

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Auditing the Auditors: Program Evaluation of the Community Accountability Program.

Plus: Public Sector Program Evaluation. K SCHOOL

Budgeting and Financial Management in a Non-Profit Organization.

Plus: Supplement, Assessing Financial Health in Service-Oriented Organizations. K SCHOOL

The Boston School Bus Drivers Strike 1980. K SCHOOL

Case Development and Teaching: Communicating the Results.

in OVERSIZE BIN -- "Four Notes on the Case Method"  
K SCHOOL.

Case Methods in Teacher Education, Judith Shulman, ed, on  
CASE SHELF.

-- While most of the pieces in this book are articles about how and why to use cases in teacher education, most of the articles include samples of cases to illustrate how cases can be used, for example, to encourage

reflection, to teach about subject matter, to foster decision-making skills, to deepen collegial relationships.

**The Case of the Disgruntled Employee.** In OVERSIZE. K SCHOOL

Cases in Instruction, A Case Reader written by pre-service teachers in the Stanford Teacher Education Program, shelved in blue "CASES IN INSTRUCTION" BINDER.

-- Forty cases dealing with problems of instruction in the high school teaching of English, Mathematics, Social Sciences, Science, and Foreign Language in northern California. Several of the cases include commentaries written by colleagues and/or supervisors. Cases are five to fifteen pages in length.

Cases in Urban Management, by John Russel, on CASE SHELF.

-- Includes lengthy, heavily documented descriptions of such services as sanitation, addiction control, housing rehabilitation, and ambulances, among others, provided by New York City. Most cases are accompanied by "raw data," graphs, charts, and maps.

Case Studies on Educational Administration, Theodore Kowalski.

-- The collection includes twenty-five cases of approximately five pages in length, with such titles as the following: "Program Expansion or Budget Cuts?" "Trying to Prevent Unionization," "Setting Higher Standards," and "Using Committees to Make Decisions." Each case is followed by discussion questions and a bibliography of related readings.

**Choosing the Elite, A and B.** K SCHOOL

**Conflicting Findings: Evaluating WIC.** K SCHOOL

**A Conflict of Interests: The Case of Mark Black,** by Suzanne Wilson, in JOURNAL ARTICLES BINDER.

-- Describes a teacher, Mark Black, as he struggles to adapt to the calls for the reform of teaching in California. The author explores how Mark enacts the curriculum of Real Math, the textbook that his district recently adopted. The author discusses



constraints that influence Mark's ability to adapt the curricular philosophy espoused by the new text.

Cornwall County School District.

Plus: Teaching Note. K SCHOOL

Eastern Tennessee University, A, B, and C. K SCHOOL

Education 269 Casebook: Foundations of Learning for Teaching,

Lee Shulman, ed. Used as reader in course presented to students of the Stanford Teacher Education Program in spring, 1992, on CASE SHELF.

-- Contains cases written by pre-service teachers, by experienced teachers, and by university researchers. All of the cases focus on particular challenges of instruction in each of the major subject areas. Most cases involve high school teaching, though a few depict elementary classrooms. Examples include "One Struggle After Another," a novice teacher's description of her attempt to teach Shakespeare to ninth graders, and "When the Problem is Not the Question," an experienced teacher's (and university researcher's) description of the dynamics in a fourth grade math class.

Ethical Problems in Public Careers: Lying. K SCHOOL.

An Evaluation Case: The Implementation and Evaluation of a Problem-Solving Training Program for Adolescents, by George Tellado, in JOURNAL ARTICLES BINDER.

-- This study recounts the implementation and evaluation of a problem-solving skills training program for adolescents (ten pages).

Federal Financial Aid for Postsecondary Education. K SCHOOL in OVERSIZE.

From Fieldwork to Classwork--Cathy: A Case Study of a Beginning Social Studies Teacher, by Samuel Wineberg, in JOURNAL ARTICLES BINDER.

-- This case study chronicles Cathy's development as a teacher, from the beginning of her teacher education program to the end of her first year of full-time teaching. It registers her metamorphosis from a passionate anthropology major, concerned primarily with archeology and fascinated with ancient and

exotic civilizations, to a young teacher branching out, learning new things to be able to teach them, and rethinking the goals and purposes of the social studies.

The Giant See-Saws, in Oscar Jarvis, Cases in Educational Administration, in JOURNAL ARTICLES BINDER.

-- A principal tries to alleviate a safety hazard at his school, with no cooperation from the district administration.

Graduate Student Fee Differentials in California Public Higher Education. K SCHOOL  
Plus: Teaching Note.

The Haven Hill Resignation, in Oscar Jarvis, Cases in Educational Administration, in JOURNAL ARTICLES BINDER.

-- A principal contends with a teacher's threatened resignation following a change in policy which the principal had instituted (two pages).

HSA Meets the Press, A, B, and Teaching Note. K SCHOOL

Implementing Budget Reform in Boston Schools. K SCHOOL

Integration Incentives in Suburban Cleveland. K SCHOOL

Jean Elkins and the Family Learning Center, A, B, and Epilogue. K SCHOOL.

Kennedy and the Bay of Pigs, and Teaching Note. K SCHOOL

Keynes and Friedman on the Great Depression.

Plus: Three Economists, Teaching Note. K SCHOOL

Keynes and Friedman: Two Economists. K SCHOOL

Labor Relations in the United States Employment Service Reorganization, 1975-76, A and B. K SCHOOL

Language and the Melting Pot: Florida's 1988 "Official English" Referendum; in OVERSIZE. K SCHOOL.

The Letter, in Cyril Sargent and Eugene Belisle, Overview: Cases and Concepts, in JOURNAL ARTICLES BINDER.

-- The case presents a school superintendent faced with a complaint from a parent that another family's child received preferential treatment in being placed in one of the

districts more prestigious high schools (5 pages).

Marxism-Leninism. K SCHOOL

The Massachusetts Medical School, Sequel and Teaching  
Note. K SCHOOL.

A New Impasse in Negotiations, in Oscar Jarvis, Cases in  
Elementary School Administration, in JOURNAL ARTICLES  
BINDER.

-- Describes the deliberations of the president of a principals' association as he prepares to meet with the superintendent (two pages).

Note on Television Network News. K SCHOOL

Overspending the Greenacres Budget, in Daniel Morgan and  
Lawrence Roder, "The Case Study Approach to the Training  
of School Business Officials," in JOURNAL ARTICLES  
BINDER.

-- A new business manager in a school district faces a budget prepared by a predecessor which does not allocate enough money for teachers salaries (two pages).

Paul A. Samuelson. K SCHOOL

Pendelton State School. K SCHOOL

Placing People, Teaching Note. K SCHOOL

Preparing Cases in Public Policy. In OVERSIZE, "Four Notes on  
the Case Method." K SCHOOL

Preparation of Teaching Notes. K SCHOOL

Public Policy for Day Care, and Sequel. K SCHOOL

Selling the Reorganization of the Post Office, and  
Sequel. K SCHOOL

Subject Matter Knowledge in the Teaching of History, by  
Samuel Wineberg and Suzanne Wilson, in JOURNAL ARTICLES  
BINDER.

-- The authors present detailed sketches of the classrooms of two different teachers of American History whose styles differ markedly from one another. While both teachers are

considered excellent, one leads an almost entirely "teacher-centered" class, the other a "student-centered" one.

Teaching and the Case Method: Text, Cases and Readings, C.

Roland Christensen, on CASE SHELF.

-- This book contains a series of "case modules" intended for use in a seminar program for liberal arts instructors, and another set of cases to be used with instructors in professional schools. All of the cases have as their subject the use of cases in higher education classrooms. Titles include "One Teacher's Nightmare" "The Case of the Dethroned Section Leader," and "The Handicapped Heckler," among many others.

Three Cases About Sexual Harassment. K SCHOOL

Timothy Brown: Classroom Style and Student Perception, A,B,C.

Carl Briscoe: A Student's Challenge and the Question of Relevance, and Sequel.

David Wilkerson: The Class Plan Interrupted.

Bill Ketcham: Handling the Inappropriate Response, and Sequel. K SCHOOL

The Transfer Dilemma, in Oscar Jarvis, Cases in Elementary School Administration, in JOURNAL ARTICLES BINDER.

-- A principal considers a parent's request to transfer her son to a different teacher's classroom.

US Analyses of the Soviet Economy. K SCHOOL

What Makes a Good Case? In OVERSIZE, "Four Notes on the Case Method." K SCHOOL

William D. Ruckelshaus and the EPA. K SCHOOL

Wood Roofing: What Price Public Safety? K SCHOOL

The Wrong Four; Honesty is the Best Policy; and other cases from Dennis Zuelke and Marvin Willerman, Conflict and Decision-Making in Elementary Schools: Contemporary Vignettes and Cases for Administrators, in JOURNAL ARTICLES BINDER.

-- Included are six cases, each less than one page in length, outlining sticky problems for elementary school administrators. Cases are accompanied by questions for discussion.

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TO: Mark Gurvis

DATE: March 11, 1990

FROM: Caroline Napadoff

NO. PAGES: 1

FAX NUMBER: 216-361-9926

We have received Bernie Reisman's paper. Could you please  
send a copy to David Finn.

Thank you,  
Caroline

3/8/90

Dear Annette,

Following is a list information items and assignments that resulted from the meetings of the past several days.

1. I am arranging to pay Nussbacher by 4/1.
2. We scheduled a teleconference for you and SF with MG and me on Thurs., March 22, at 8:30 a.m. our time, to discuss the CAJE paper.
3. SF promised that the Fox/Scheffler paper will be ready for distribution to policy advisors by April 5.
4. A teleconference has been scheduled for Thurs., April 12, 7:30 a.m. our time, for you and SF on your end, with MLM, HLZ, SHH (Hoffman), MG and me. The purpose is to discuss the IJE.
5. SF volunteered you (with him) to prepare an interview schedule or talk piece for policy advisors to use in following up on the commission meeting. He said you'd also suggest a list of commissioners to be contacted. These should be ready for review on April 12.
6. The senior policy advisors meeting scheduled for April 22 is being arranged as a teleconference. It's not yet clear that we have enough of an agenda, so your thoughts on the purpose of that meeting would be helpful. I think we need to discuss follow up with commissioners, the status of plans for the IJE, and - if anything is ready - a draft of the final report.
7. Please remind SF that he owes us bills for Ackerman and Scheffler.

I think that's everything. Enjoy the calm of the next week or two.

Ginny

