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Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

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FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: June 3, 1990

FROM: Alissa Burstein

NO. PAGES: 1

FAX NUMBER: 216-361-9962

Thank you for sending us Mr. Mandel's letter. Unfortunately, it arrived garbled; would you please send us another copy of it so that we can prepare a package for David Arnow.

If the report material was sent by Federal Express on Friday to Esther Leah Ritz, she will have it. If not, please send it via Federal Express to the following address: c/o Rachel Roth, 166 E. 63rd Street, New York, NY 10022. Annette will be meeting her in New York.

Annette asked that I relay to you that she could meet Rabbi Lookstein also on Thursday morning.

Thank you.

Al

FAX SENT

DATE:

3.6.90

6/1/90 or 6/4/90

Memo from MLM to Commission on Jewish Education in North America

Enclosed is a working paper which will be discussed at the sixth and final meeting of the Commission on Jewish Education in North America on Tuesday, June 12 from 10:00 a.m. to 3:00 p.m. at the American Jewish Committee office, 165 East 56th Street, New York. PLEASE NOTE THE CHANGE IN LOCATION.

This working paper supplies the background material for the Commission's final report. After we have the input of the Commission, we will proceed to prepare a final report for presentation to leaders of the North American Jewish community at a meeting in October or November.

I look forward to a fruitful meeting on June 12, which I hope will lead to important improvements in Jewish education throughout North America.

JUN 1 '90 13:35

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PAGE 01

SF.



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TO:

NAME Seymour Fox
 COMPANY NATIV
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 CITY, STATE, ZIP Jerusalem
 PHONE NUMBER _____

FROM:

NAME GINNY LEVI
 COMPANY PREMIER
 DEPARTMENT _____
 COST CENTER 090
2163619962

TELEX NO.: 8873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

MESSAGE:

- [PS - We're using the alternate Chapt. 6]
 + appropriate Table of Contents.
- Seymour -
- Hirschhorn is expecting your phone call at home on Sun., 6/10, between 1:00 + 1:30. 301-486-5383. If his plans change, he'll leave a message for you at the Mayflower.
 - Gottschalk will not be in Cincinnati or NY the week of 6/4. He's travelling. I said you'd call his office if you wanted to schedule a phone call. 513-221-1875.

Ginny

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. Colman
Maurice S. Corson
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Jonathan Woocher
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gureis
Virginia F. Levi
Joseph Reimer

TO: Members of the Commission on Jewish Education
in North America

FROM: Morton L. Mandel, Chair

DATE: June 1, 1990

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TO:

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.: 8873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

MESSAGE:

Annette -
Each month Federation asks me for back-up
for the amount you request for local phone calls.
Could you fax me your phone bill, with
a conversion to \$, so they have some support
for that amount? Thanks. I hope the MLM
visit went well.
Ginny

** TOTAL PAGE.01 **



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TO:

NAME Annette Hochstein

COMPANY Nativ

STREET ADDRESS

CITY, STATE, ZIP Jerusalem

PHONE NUMBER

FROM:

NAME Mark Gurvis

COMPANY Premier

DEPARTMENT

COST CENTER 090

2-16 361 9962

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

1. Bernie Reisman can be reached May 23 - June 14 through a contact in Australia, where he will be traveling. Contact: Dr. Hilton Immerman
Shalom College,
University of New South Wales
P. O. Box 1
Kensington, NSW
2033 Australia
Phone: 61-2-663-1366
Fax: 61-2-313-7145
2. Can we distribute draft of Reimer paper to senior policy advisors?

** TOTAL PAGE.01 **

MAY 9 '90 10:42

PREMIER CORP. ADMIN.

PAGE.01



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T Seymour Fox
NAME Annette Hochstein
COMPANY Nativ
STREET ADDRESS _____
CITY, STATE, ZIP Jerusalem
PHONE NUMBER _____

FROM:
NAME Mark Gurvis
COMPANY Premier
DEPARTMENT _____
COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 216 361 7764

TIME SENT:

MESSAGE:

1. Following is a copy of chapter 3 with comments from VFL, HLZ and me.
We are now checking with SPAs for additional comments and will fax that to you tomorrow.
2. I'll be checking with Reimer on his Friday deadline.
3. Did you get Reisman's paper?

CHAPTER 3: JEWISH EDUCATION - WHERE IT STANDS TODAY

The Need for Reliable Data

In order to understand the context in which the Commission would have to approach its task, it was necessary to obtain as much information as possible about the state of Jewish education in North America today. This ~~would~~ include a description of the various components that make up Jewish education, an analysis of the reach and effectiveness of those components and an appraisal of major problems each of them faces.

As the Commission began its work it realized that there was a paucity of data on the facts and scope of Jewish education and almost no research on the impact of the various forms of Jewish education. Every attempt was made to gather the data that was available and in addition the following research papers were commissioned:

The Relationship Between Jewish Education and Jewish Continuity (I. Scheffler, Harvard University; S. Fox, The Hebrew University)

This paper was commissioned to respond to the questions raised by commissioners about the nature of the evidence that links Jewish education to Jewish continuity.

The Structure of Jewish Education in North America (W. Ackerman, Ben Gurion University)

DO WE NEED
TO COMMENT ON
WHETHER & HOW
THESE PAPERS ARE
AVAILABLE.

LIST FULL
NAMES OF
AUTHORS

A.

A historical perspective on the structure of Jewish education with particular reference to the role of bureaus of Jewish education, the religious denominations and the federation movement.

Towards the Professionalization of Jewish Teaching (I. Aron, Hebrew Union College, Los Angeles)

An analysis of the status of Jewish teachers and of the issues involved in the creation of a profession for Jewish teachers.

Studies of Personnel in Jewish Education: A Summary Report (D. Markovic and I. Aron, Hebrew Union College, Los Angeles)

A survey of the available data on Jewish educational personnel, their educational background, salary and benefits.

Community Organization For Jewish Education in North America: Leadership, Finance, and Structure (H.L. Zucker, Director, Commission on Jewish Education in North America)

An analysis of the role that the organized Jewish community has played in Jewish education as well as a projection of future trends and opportunities.

Federation-Led Community Planning for Jewish Education: Identity and Continuity (J. Fox, Jewish Community Federation of Cleveland)

A report on the status and significance of the recently established local commissions on Jewish education/Jewish continuity.

The Synagogue as a Context for Jewish Education (J. Reimer, Brandeis University)

A study of the impact of three supplementary schools whose synagogues have offered them strong support.

The Preparation of Jewish Educators in North America: A Research Study (A. Davidson, Jewish Theological Seminary of America)

A comprehensive study of the fourteen teacher-training institutions in North America, their student body, faculty, curriculum and plans for the future.

Finding of the Los Angeles BJE Teacher Census (I. Aron)

and B. Phillips, Hebrew Union College, Los Angeles)

An analysis of the data gathered by the bureau of Jewish education of Los Angeles on the teachers in the city's Jewish schools.

Informal Education in North America (B. Reisman, Brandeis University)

A study of the issues involved in informal education in North America with particular reference to the Jewish community centers, the youth movements, camping, family and adult education.

A Poll of the Jewish Population of the U.S.A. - A Pilot Poll (Gallup (Israel), December 1989)

The Commission participated in a Gallup Poll of the Jewish population in North America, introducing questions that are of importance for the issues and policies of Jewish education.

The Known Facts and Figures of Jewish Education

The following is a brief overview of the various elements of Jewish education that were studied in these reports, as well and gathered from other sources.

The traditional audience for general education in North America consists of individuals between the ages of three (pre-school training) and 22 (college graduation). However, ~~in accordance with~~ ^{In} traditional Jewish thinking the audience for Jewish education includes all age groups, and the affiliated as well as the non-affiliated -- in other words the entire Jewish population.

HL2

However, the major emphasis has been on school age children, frequently only through Bar or Bat Mitzvah or Confirmation.

MG - the generalization includes adult educ offerings in every community in the No. American

Formal Jewish education in North America consists of two major types of schools: the day-school, which is an all-day educational institution teaching both general and Jewish subjects; the supplementary school, which meets one to three times a week after public school hours and/or on Sunday mornings for instruction on Jewish subjects.

There are close to one million Jewish children of school age in North America (900,000 for the U.S. and 57,000 for Canada). Most of these children, perhaps as many as 90%, have attended some form of Jewish schooling at least one time in their lives. However, for many, attendance is often short-lived and sporadic. Only 350,000 to 400,000 in the U.S. (about 40% of all Jewish children), and 32,000 in Canada (about 55%) are currently enrolled in any Jewish school. This is even more of a problem with children over Bar or Bat Mitzvah age (12 or 13) when attendance drops by 60 - 70%.

Enrollment in Day Schools & Supplementary Schools, U.S.A. (1982)



Enrollment in Day Schools & Supplementary Schools, Canada (1982)

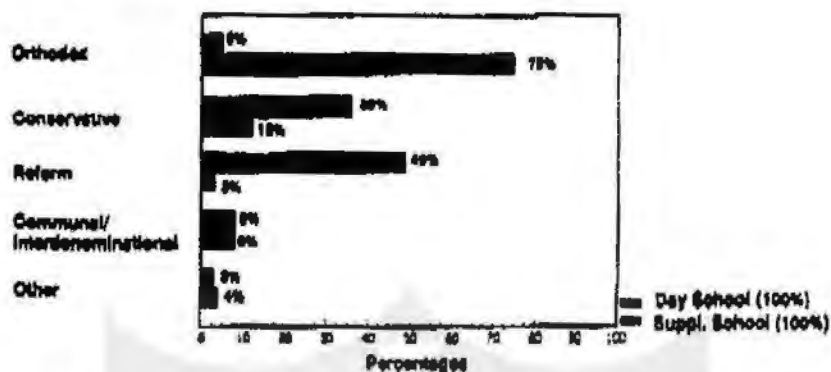


Over a twenty year period, from 1962 to 1982, enrollment in Jewish schools in the U.S. dropped from approximately 600,000 to approximately 400,000, an overall decline of nearly 35%. This sharp decline reflects negative demographic trends (i.e., the end of the baby boom), and also a lessening interest in Jewish schools. It is interesting to note that the most extensive form of Jewish education, the supplementary school, declined by about 50%, from 340,000 to 295,000; while day school enrollment rose from 60,000 to 105,000, a rise of approximately 90%.

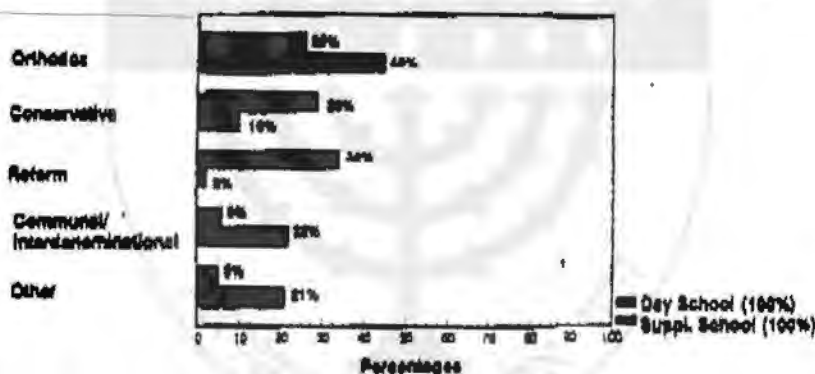
Most Jewish schools are associated with one of the three major denominational movements - the Orthodox, the Conservative, and the Reform. It is estimated that in the early 1980s, there were approximately 1,800 supplementary schools and close to 600 day schools in the United States. The overwhelming majority of day schools (75%) were Orthodox. Children attending Reform and Conservative supplementary schools comprised 85% of the supplementary school popula-

tion.

United States: Enrollment by Denominational Affiliation by Type of School (1963)



Canada: Enrollment by Denominational Affiliation by Type of School (1982)



There are many important forms of Jewish education outside the elementary and secondary school settings. These include Jewish Community Centers, camps, youth movements, educational visits to Israel, college and university courses, Hillel Houses and other on-campus organizations, adult and family education programs, nursery and pre-school education.

The most far reaching of these are the approximately 170

Jewish Community Centers (JCC) throughout North America that reach an estimated 1,000,000 members. As indicated in Bernard Reisman's Paper "Informal Education in North America," Community Centers were first established in the middle of the 19th century and are the oldest informal Jewish educational setting in North America. Today they include a wide range of programs, most of which are recreational and social. In the mid-1980s, the Jewish Community Center Association of North America (JCCA), formerly known as the JWB, embarked on a major campaign to upgrade the Jewish educational activities of Jewish Community Centers around the country.

Camping is another important informal educational setting. It is particularly significant when used to complement the work of schools, youth movements or JCCs. There are two types of camps: day camps and residential camps, ranging in duration from several days to a full summer. In 1988/89 there were approximately 120,000 children in day camps and 83,000 children in residential camps. Camps are sponsored either by JCCs, by national denominational groups (e.g., Ramah, National Federation of Temple Youth, and Yeshiva University camps) or by B'nai B'rith, Zionist Youth movements and others. There are also specialized camps serving special needs or interests, such as camps for older adults or the Brandeis-Bardin camps for college age men and women.

MG

What is this
if potential
market?

WAT

Youth movements also provide an important setting for education. There are some 75,000 members of youth movements, with another 25,000 or so attending on different occasions. Youth groups serve adolescents and are usually sponsored by national organizations (BBYO and Young Judea), the religious denominations, (USY, NCSY, NFTY), and Zionist movements (Bnei Akiva, Betar, Hashomer Hatzair). They have played an important role in the preparation of the leadership of the American Jewish community.

What % of
13-18 year olds?

Visits to Israel in organized groups, mostly for summer educational programs, are an effective form of Jewish education. It is estimated that approximately 25,000 young Americans participate annually in a variety of educational programs in Israel. There has been a steady increase in the number of young people participating in these programs over the past two decades, but it is estimated that close to 65% of the American Jewish population has never visited Israel, a percentage that is probably higher among the 15-to-25-year-olds. There is a strong evidence that these programs have a significant positive impact on participants, but it is also agreed that their potential is still largely untapped, both in terms of number of participants and the quality of the programs.

What % of
15-18 year
olds?

In recent years there has been increasing awareness of the importance of adult education. There are both formal and informal adult education programs. Formal adult education programs take place in synagogues, JCCs or Hebrew colleges. Demographic studies indicate a level of participation of between 5% and 10% of the Jewish population. Informal programs (e.g., Havurot and Minyanim) are unstructured, and there is ~~no~~ little reliable information about the number of people involved.

Retreat or conference centers exist in about 50 cities in North America and ^{provide} ~~serve~~ family camping, shabbatonim for Jewish schools, specialized weekends, conferences on different subjects and leadership programs for boards and staff groups.

Finally, family education is considered one of the developing frontiers for informal Jewish education in North America. Although data is not available at this time as to the extent of family education programs, many communities in the U.S. have either undertaken these recently or have plans to undertake them in the future.

* * * * *

Thus, while there are many different forms of Jewish education, only a ^{small} fraction of the Jewish population of North America currently participates in any type of program. This includes both children and adults. Less than half of Jewish children currently attend any type of Jewish school; only about one in three Jews ^{has} ~~have~~ ever visited Israel; and it is estimated that only one in ten Jewish adults are involved in any type of Jewish learning.

If Jewish education is to achieve its objectives its reach must be extended to include the majority of Jews of North America. This becomes particularly evident when we examine some of the major forms of Jewish education.

A Closer Look at Six Major Forms of Jewish Education

1. The Supplementary School

The supplementary school is the most extensive form of formal Jewish education in the United States. Although at one time it served as many as half a million children, it is estimated today that some 250,000 are enrolled in these schools.

Based on a concept brought to America from European communities around the turn of the century, supplementary schools seemed ideally suited to an immigrant population that wanted

Has quality really declined?

Over the past several decades, however, there has been a significant decline in the role and quality of the supplementary school. Today there are practically no full-time jobs to attract qualified teachers, and few to attract principals. Many of the best educators have left their positions to join faculties of day schools. Congregations are having difficulty providing adequate resources for their supplementary schools. Part-time teachers are often poorly trained or not trained at all. They receive inadequate salaries and no fringe benefits. The curricula are very uneven and the educational impact appears to be minimal. Articles have appeared in the press about this unfortunate condition, and this in turn has contributed to poor morale and reduced communal support.

and now receive more than ever.

As a result, there is an overwhelming perception among American Jews that supplementary school education is proving to be a failure. Few people can make a career, or even support themselves, teaching ten or twelve hours-a-week. Almost by definition these part-time teachers cannot make the professional commitment that is required. Moreover, the teachers are often frustrated by the difficulty of making a serious impact on the lives of students in the limited amount of teaching time that is available, and they see no possibility of improving their own skills or advancing their

MG-

Is there data we can use to back these statements up

careers through self-improvement programs. Thus, all concerned -- the teachers, parents, students, and community leaders -- doubt that the poor performance of today's supplementary schools can be remedied. As Commissioner Peggy Tishman put it, "As long as Sunday school is something you have to live through rather than enjoy, it cannot be valuable. So many ~~the~~ Jewish Americans have had an impoverished Sunday school experience as their only Jewish education."

*HLt -
are there some
good suppl. schools
Hepa for improvement*

2. DAY SCHOOLS

The day school concept is based on the premise that in order to be effective, Jewish education must take place in a comprehensive Jewish environment ^{and be accorded a sufficient proportion of the student's time.} Here Jewish and general studies are given equal status. Since the Jewish education of the child is a prime concern of the entire school program, respect for Jewish values and traditions is effectively integrated into the curriculum.

Proponents of the day school believe that meaningful Jewish education cannot take place after normal school hours when the child is tired, when there may be an option to attend or not to attend, and when parents tend to believe that it is general education that really counts. Proponents also feel that a socially segregated environment has many advantages, the most significant of which is the peer-support for a

commitment to a Jewish way of life.

During the first half of this century there were few day-schools, almost all of them Orthodox. In recent years the Conservative movement ^{has} developed over 70 day schools, and the Reform movement has also begun to establish day schools.

~~Q~~ Although the day-school movement has grown dramatically since World War II from about 45 schools in 1950 to about 800 today. There has been an especially accelerated growth in the recent past when the number of students has grown from 60,000 in 1962 to 105,000 in 1982. The outstanding educational standards of many of these day schools is evidenced by the high acceptance rates of their graduates ~~to~~ ^{to} America's major universities. There are those who claim that the growth of the day school movement parallels the growth of private schools in general and is in part the result of the difficulties facing the American public school system.

However, day schools have problems of their own. Despite the large number of full-time teachers, average salaries ^{for teachers} are significantly lower than those of their colleagues in the public school system. Many of these teachers are poorly trained, and there is little on-the-job training available to them. Policy makers who question the prospect of continued growth of the day school point to the higher cost of

tuition, which is ^{already} ~~even~~ prohibitive for many middle-class families.

Critics of the day school concept feel that it conflicts with their desire to be part of the mainstream of American society. They point out that while enrollment in day schools has been increasing and enrollment in supplementary schools decreasing, the latter is still serving approximately three times as many students as the former, and ~~are~~ ^{is} likely to continue to be the primary setting for the formal education of American Jewish children.

Today only about 12% of American Jewish children attend day schools. Most of them leave ~~ing~~ after elementary school.

3. The Jewish Community Center

The Community Center movement had as its initial purpose the integration of Jewish immigrants, largely from Eastern Europe, into the American community.

To carry out this mission, the Centers offered courses and programs in subjects such as the English language and American history, and later developed special programs in the

arts, athletics and adult education. They functioned very much as the YMCA did for the general community, and some of the Centers are still called YMCA.

For many years the JCC movement did not consider Jewish education to be one of its central functions. Beginning in the 1970s, however, its potential for informal Jewish education was increasingly recognized. In 1985 a commission was established by the umbrella organization (then known as JWB, now known as JCCA) to develop a new educational focus for Community Centers. As a result, a variety of important educational programs ^{has} ~~have~~ been introduced in ^{to} ~~the~~ centers during the past five years. Jewish educators have been hired as a resource for staff training and program development. Staff and board members are participating in Jewish educational programs in Israel and in North America. Educational materials especially suited to these informal settings are being prepared. Early childhood and youth programs are proving to be of special interest and are growing at a rapid rate.

While these developments are promising, no pre-service training program for Jewish education of JCC staff exists. Experts indicate that the new emphasis on Jewish education introduced in the Community Center movement has yet to find its appropriate place in relation to the more traditional role of JCCs as a place for Jews to meet, socialize and par-

what % of potential market?

In some communities savings programs have been undertaken by parents, local synagogues and the community in which monies have been set aside from the day a child enters school for an organized trip to Israel during his or her high school years. This practice could become a model for Jewish fami-

lies throughout North America.

Research indicates that the present number of 25,000 young people in study groups in Israel could be substantially increased.

5. Early Childhood Programs

In North America today there is increasing attention being given to the importance of early childhood education. This has a significant bearing on Jewish education not only in relation to educational theory but because more and more Jewish mothers are working mothers, and are concerned about having an appropriate ^{child care and} educational setting for their children.

There are some 50,000 children in early childhood programs today. Most of these programs take place in JCCs, the next largest group is in congregations, and some are attached to day schools. This activity should be increased enormously if the needs of the population are to be adequately served.

Early childhood is an especially important period for Jewish education, particularly since the family has all but abdicated its role as educator. It is a period of deep emotional experiences in the child's life and important attachments

12 -
I doubt many
to non-
extensive day
care programs.

what % of ~~total~~
potential population?

very loaded statement
~~very loaded statement~~

MG -
out early childhood
regions have
-ly high
many states
y state
groups? Is the
one adequate
money for early
childhood work or
e.g. work?
few

[Handwritten scribbles and illegible marks]

19

Conservative and Reform movements have their own representa-
tives on a number of campuses, as does the American Israel
Public Affairs Committee (AIPAC) and The United Jewish
Appeal (UJA). There are an estimated 600 college courses
and academic programs in Judaism on college campuses in
North America, some of which are extensive enough to grant
degrees, while others are limited to individual course
offerings. There are no accurate figures as to how many
Jewish students participate in these courses.

This is a key area for Jewish education. The two to four
years students spend in college are critical in their per-
sonal development, and an impact could be made in a variety
of ways. While there are Jewish students in many colleges
and universities in North America, there is a concentration
of Jewish students on approximately 30 college campuses
where they may represent 20-30% of the student population.
Often on these same college campuses the percentage of
Jewish faculty is similar to the student body. The opportu-
nity for meaningful Jewish education to take place in these
settings could be extremely significant. Some experts view
this as a second chance for Jewish education. Others see it
as a last chance.

~~_____~~
Jewish programs on college campuses are often underfinanced
and unable to offer competitive salaries for well-trained,

oo Jewish
Sept's or
oo were
Aberige?

MG-
why not reflect
growth of last
20 yrs. It's a
different picture
than what was!

academic or
N. lat-type
regions?

dedicated personnel. Little has been done to develop programs that would attract faculty to planned Jewish education activity on college campuses. This is important because faculty members in the humanities, social sciences, natural sciences, as well as in Judaica, who are committed to Jewish values and ideas, could serve as role models for the students and other members of the faculty.

HLB - need to develop a feeling of "Jewish community" on the campuses with large concentrations of Jewish population.

Major Issues that Need to be Addressed

The Commission's review of the state of Jewish education brought to the fore several issues that cut across all forms, all settings, all programs:

1. The need to ^{develop} ~~create~~ a profession for Jewish education
2. The need to improve curriculum and methods
3. The need for additional funding
4. The need for strong lay-leadership
5. The need to reconsider the structure of Jewish education

1. The Need to Develop a Profession of Jewish Education

It is estimated that there are today some 30,000 teaching and 3000 administrative positions for Jewish education in North America. Yet only one hundred students graduated in 1989 from all Jewish education training programs and only 144 individuals are currently enrolled full-time in bache-

lor's and master's degree programs.

A majority of those who enter the field of Jewish education do so with far less preparation than their counterparts in the public education system. Thus, while over half of public school teachers hold a Masters Degree, this is true of only a handful of teachers in Jewish day schools. It is estimated that nearly one out of every five (17%) teachers in day schools ^{does} not have a college degree, and ^{fewer} less than half of the teachers in the supplementary schools have had a high school Jewish education. Informal educators are trained in social work and group work, and receive almost no pre-service training in Jewish education.

^{Jewish school}
Of the total number of teachers it is estimated that only about 15% to 20% hold full-time positions. Isa Aren and Bruce Phillips have reported in "Findings of the Los Angeles JJE Teachers Census," that only 23% of all the teachers in Los Angeles teach more than 20 hours per week, while 54% teach under 10 hours. 71% of the teachers have other occupations -- of these, some are homemakers who enjoy teaching a few hours a week in supplementary schools; others are full-time students. Some hold other part-time or even full-time employment. Only 14% of the teachers in Los Angeles earn \$20,000 or more, while 41% earn under \$3,000. Only 20% receive health benefits.

The "1988 Teachers Salary Update" reported that supplementary school teachers, carrying a 12-hour work load per week, earn an average annual salary of \$9,000. Early childhood teachers earn \$8,000 to \$10,000. Full-time day school teachers, carrying a 30-hour work load per week, earn an average annual salary of \$19,000. These figures are low compared with the average public school teacher's salary of \$25,000 for kindergarten teachers and \$30,000 for elementary school teachers (according to the latest NEA figures), which in itself is recognized as woefully inadequate.

*How many hours?
Full-time?*

Aryeh Davidson, in "The Preparation of Jewish Educators in North America: A Research Study" reported that there are fourteen training programs for Jewish education in North America, with a total enrollment of 358 students in degree or teacher certification programs. A total of 100 people graduated from all programs in 1989 -- only a fraction of what the field needs. In fact, it appears that there could be as many as 3,000 openings the day school starts ^{this year.} All training programs together have only 18 full-time faculty who specialize in Jewish education. It is obvious that so small a faculty cannot possibly undertake the multiple assignments that the training institutions must fill. The problem of inadequately qualified teachers, even among those specifically trained for careers in the Jewish community, is

As one considers these problems, it becomes obvious that the salaries, training, working conditions and status of Jewish educators have an important bearing on the problems of the recruitment and retention of qualified personnel for the field of Jewish education. For Jewish education to become an attractive profession it will have to develop clearly defined standards, appropriate terms of employment, a high level of training and a network of collegial support.

2. The Need to Improve Curriculum and Methods

A great deal of energy and thought is being invested in the preparation and implementation of curriculum, educational materials and methods. This work has been undertaken at national centers such as the various denominational commissions on Jewish education, at the Melton Center for Research in Jewish Education, at the Jewish Theological Seminary, at IESNA, through the CAJE curriculum bank, at bureaus of Jewish education, by individual schools and by commercial publishers.

Sometimes the needs of the field have been met through these efforts -- as is the case for many of the subjects taught in the supplementary school. However, for the day school there is a serious shortage of available material.

really?

Funding for Jewish education currently comes from a variety of sources, including tuition payments by parents, fund-raising by the schools, by congregations, and federation support. There are no concrete figures available as to how much in total is currently being spent on Jewish education (estimates range from \$500 million to \$1 billion annually). There is a consensus among Jewish leaders that the combined resources provide far less than is needed to effect a major change in the whole spectrum of Jewish education in North America. Some have estimated that budgets of two or three times present levels will have to be established if real progress is to be made. It is clear that these levels will only be reached if the Jewish community as a whole makes a conscious decision to give Jewish education the highest priority in its plans for the future.

A survey of federation allocations to Jewish education in the 1980s reveals that although a few communities have made education a high priority (i.e., Toronto and Montreal) and allocate as much as 50% of their federation's budget to education, the average contribution of federation is little more than 25%. The breakdown of overall federation allocations for education (1986 budget) is as follows:

Day Schools	54%
Bureaus of Jewish Education	28%
Community Schools Communal Suppl. Schools ?	9%
Institutes of Higher Jewish Learning	5.5%

HLZ -
Stats are not
clear!
50%/25% of
what

Congregational Schools
Other

48
28

4. The Need for Strong Lay-Leadership

Though Jewish education is not seen by ^{some} ~~many~~ key lay-leaders as a top community priority, most believe that there is a decisive trend toward the involvement of more and more top leaders.

The North American Jewish community has proved to have an excellent 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 is the key to raising the quality of Jewish education in North America.

Top community leadership must be recruited to lead the educational effort on the local and national level as well as in individual institutions. They will make it possible to change the priorities of the Jewish community and to provide the appropriate support for Jewish education.

5. The Need to Reconsider the Structure of Jewish Education

there is no
— ~~data~~ ^{data}
here to back
up any of the
claims.

The structure of Jewish education is complex and is in need of serious rethinking in the light of recent developments. A structure that might have been appropriate for the ~~1950s~~ 1930s may well be inappropriate for the important developments that have taken place in Jewish education since then. Thus, the almost complete separation which exists today between formal and informal education, between the preparation of educators and on-the-job training, the role of the synagogues, denominational organizations, the federations, the local Bureaus of Jewish Education, makes it difficult to plan an integrated educational approach for the future.

As Walter Ackerman has indicated in "The Structure of Jewish Education," Jewish education is without a compelling framework, and it is essentially a volunteer effort consisting of autonomous units. There is at best a loose relationship ~~between~~ ^{and} ~~which~~ schools ~~have~~ with the parent bodies of their affiliated denominations. This is effected through the Commission on Education of the Union of American Hebrew Congregations for the Reform movement, the United Synagogue Commission on Jewish Education for the Conservative movement, and the National Commission on Torah Education: Torah U'Mesora for the Orthodox movement. Final authority for the conduct of congregational schools rests with the synagogue board and school committee. Day schools have their own boards and committees, which are responsible for the school's activi-

ties including funding, the hiring of staff and the curriculum.

The Bureaus of Jewish Education, which were originally established to function as the organized Jewish community's agency responsible for education in local communities, have by and large not assumed the crucial role ^{of} supervising the system. Instead they have performed a coordinating role city-wide with some Bureaus undertaking educational activities such as teacher centers and principal centers.

The Jewish Educational Services of North America (JESNA), which was originally called the American Association for Jewish Education, functions as the bureau of bureaus. Its initial charter was to "promote the cause of Jewish education in America" and represent the interests of Jewish education with the Council of Jewish Federations (CJF), the government and the general community. Today JESNA is considered the organized Jewish community's planning coordinating and service agency for Jewish education.

For informal education the structure is even less clear. Youth groups are often affiliated with local and national denominational organizations; others, such as Zionist youth movements, are headquartered in Israel. Many other forms of informal Jewish education are very loosely organized and

HLZ -
section needs
strengthening & fine-
tuning. Suggest we
ask Schiff to
comment.

HLZ -
Check with Jim
Wasserman
11/11/66

HLZ -
what about
JWS & JEE's.

often have little coordination -- e.g., summer camps, trips to Israel, adult Jewish education programs, retreat centers, etc.

The fourteen training institutions have only recently created an association of institutions of higher learning for Jewish education to improve the practice of the education of educators in North America.

On-the-job training or in-service education is carried out by many different groups (the local school, the various religious denominations, the Bureau of Jewish Education, the institutions of higher learning for Jewish education). ~~A~~ ^{Some} ~~large portion of~~ on-the-job training takes place in Israel at universities or in the departments of education of the World Zionist Organization.

The increasing involvement of the Federation movement with education in recent years has focused attention on the problem of structure in Jewish education. Among the questions that have been raised are: what relationship should the bureaus have to the federations? What should be the relationship among the denominational groups, the Bureaus and the Federations? What can be done to relate the work of formal education to that of informal education? How can pre-service education be related to in-service education?

Local commissions on Jewish education have tried to address these questions, but there is still much confusion as to how they should be resolved.

As the Commission undertook its study of Jewish Education it learned of many successful programs and of a number of creative new initiatives led by outstanding educators and supported and sponsored by dedicated community leaders. These initiatives were to play an important role in the thinking and planning of the Commission.

~~HLZ~~
This section
should be
elaborated and
incorporated early in
the body of the
text.

TO: Senior Policy Advisors

FROM: Virginia F. Levi 

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 -- Dana Merriam of Ruder, Finn
Ariel unable to participate]

Agc

- I. Update on Research
- II. Status of IJE
- III. Status of funding
- IV. Discussion of Finn draft of final report
- V. Plans for June 12 Commission meeting
 - 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

- Brief review of the history, process and progress of the Commission
- Status of funding of implementation

B. Presentation of Draft Report

SF/A

C. Discussion

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 open square for continuation of the plenary session.]

III. Afternoon Session

A. Continue morning discussion

B. Report on status of implementation mechanism

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 Twersky (must be asked)

5/3/90

Proposed
Commissioner Interview Assignments

<u>Sr. Policy Advisor/Staff</u>	<u>Commissioner</u>
Seymour Fox	Mona Ackerman Charles Bronfman Eli Evans Alfred Gottschalk David Hirschhorn Sara Lee Seymour Martin Lipset Charles Ratner Isadore Twersky
Annette Hochstein	David Arnow Irwin Field Ludwig Jesselson 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 Robert Miller
Joseph Reimer	Jack Bieler Josh Elkin Arthur Green Carol Ingall Mark Lainer Alvin Schiff Lionel Schipper

5/3/90

Page 2

Sr. Policy Advisor/Staff

Arthur Rotman

Alvin Schiff

Jonathan Woocher

Henry Zucker

Commissioner

Stuart Eizenstat
Max Fisher
Donald Mintz
Daniel Shapiro

Joseph Gruss

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

John Colman
Lester Crown

FAX SENT
DATE: 9.5.90

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: 9.5.1990

FROM: Alissa Burstein

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

re: Mandel letter to Commissioners on Ackerman paper

Thank you for your FAX of April 30, 1990.

I am Annette's new assistant and she has asked me to write to you suggesting that we change a line in your Mandel memo which appears in the middle of paragraph 2. The line "is a clear and concise analysis of the structure of Jewish education" should read "deals with some aspects of the structure of Jewish education."

I am pleased to inform you that the Ackerman article was sent to you this morning by express mail--ready for print.

Annette

Arnow - Will be in Israel 6/4-6/11, so no appointment.
I said your office would get him a set of
the materials at the NIF office there:
33 Ramban St., Jerusalem - 02-634-830.
In case you need to know, he'll be at the
Moriah Hotel.

Fin 2:30

Lamm - Meeting set - Tues., 6/5 - 4:30 p.m. - His
office - 500 W. 185th St.

Maryles - Meeting set - 11:30 a.m. on Wed., 6/6 - His office -
200 Liberty St.

Lookstein - Not reachable all day. I'll try again
on Fri.

Melton - Left word on answering machine. She hasn't
called back.

5/29/90

To: SF + AH From: VFL
Re: Commissioner Interviews

Here's what I have so far:

Seymour

Ackerman - Not available. K. Hat will be attending meeting. She's scheduled to meet with you at 9:00 a.m. on Fri, 6/8, at their new offices - 725 Fifth Ave., 25th Floor.

Hirschhorn - Meeting tentatively set for Fri, 6/8, 3:30 p.m. (Trains at 12-2:15 or 12:25-2:55) Has a meeting on Tues., 6/5, where schedule for 6/8 will be finalized. He may have to cancel. He has Mayflower phone No., but suggested you call him Tues. late afternoon to confirm. (301) 347-7200

Twersky - Will meet you on Wed, 6/6 at 6 Divinity Ave. Says this is not his office, but you know where it is. You can get a cup of coffee there.

Lipset - Will not be coming east until 6/11. I said we might be back in touch to schedule a phone call.

5/30/90

To Seymour Fox and Annette Hochstein

Following are comments on Chapters 4 and 5. One copy incorporates comments from MLM, HL2, VFL, MG, JW, HS, AR, SHH, JR, DA. The other just has MLM's comments. Following are the general prefatory comments from policy advisors:

- SHH - Very interesting; ambitious; could live with it. Has lots of questions on specifics. Should avoid tying hands of Council.
- AR - Too detailed; would focus much less on Commission process - no one will care about the process. Staff should be "invisible," not separate from the Commission or Council. Would eliminate chronology of meetings and focus just on the outcomes.
- HS - Likes quotes from commissioners. New terminology of building blocks, lead communities preferable to previous phrases. Would also eliminate chronology of meetings and would focus on general logic of the flow of the work. Likes the ideas put on the table.
- DA - Likes the 2 chapters - new pieces move the process along.
- JR - Clear, powerfully written. There is a disparity between the power of the message and the limited scope of what will actually happen. Expectations raised may be great in contrast to the structure we are outlining.
- JW - Uneasy about contrast between hortatory tone of document (at times messianic) and the modest recommendations that follow.

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 Arnov
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Maurice S. Corson
Lester Crown
David Dubin
Stuart E. Eizenstat
Joshua Elkin
Eli N. Evans
Alan S. Field
Max M. Fisher
Alfred Gottschalk
Arthur Green
Irving Greenberg
Joseph S. Gruss
Robert I. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
Henry Koschitzky
Mark Langer
Norman Lamm
Sara S. Lee
Seymour Martin Lipset
Haskel Lookstein
Robert L. Loup
Matthew J. Marvles
Florence Melton
Donald R. Mintz
Lester Pollack
Charles Ratner
Esther Leah Ritz
Harner L. Rosenthal
Ivan L. Schiff
Lionel H. Schipper
Ismar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isadore Twersky
Bennett Yanowitz
Barab Zeldin

In Formation

Senior Policy Advisors

David S. Ariel
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Martin S. Kagan
Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Cimvis
Virginia E. Levi

May 14, 1990

Dear :

Work is proceeding as we prepare for the final Commission meeting on June 12.

You have received the first in a series of research papers commissioned for our use and can expect several more in the weeks ahead. In addition, drafts of sections of the final report will be sent to you as they are available between now and June 12.

Reminder: The meeting is scheduled for 10:00 a.m. to 3:00 p.m. or 3:30 p.m. at the latest on Tuesday, June 12 at the office of the American Jewish Committee, 165 East 56th Street, New York. (Coffee and rolls will be available at 9:30 a.m.)

Please note that this is a change in location from previous meetings. Please complete and return the enclosed reply card by May 21 confirming your plans to attend. I look forward to seeing you there.

Morton L. Mandel
Chairman

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5/23/90

REQUEST FOR TELEX/MAILGRAM/FAX

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☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 972 2699951NO. OF PGS. 5
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: ANNETTE HOCHSTEIN

NAME SEYMOUR FOX

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME

GINNY LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER 090

216 3619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

MESSAGE:

Annette - Mark doesn't recall an assignment to do one-line
hiss. He reminded me that everyone suggested removing
the list of commissioners from the text of the
report and putting it in an appendix.

Mark will be at Premier tomorrow from 8:15-9:30.
Please call then to clarify.

Thanks, Ginny

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

FROM: Virginia F. Levi *Jimmy*

DATE: May 23, 1990

SUBJECT: June 12 Commission Meeting

The attached letter was sent to commissioners last week. Please remember that we also have senior policy advisor meetings scheduled for Monday, June 11 at 2:30 p.m. and Wednesday, June 13 at 8:30 a.m. Both will be at the JCC Association, 15 East 26th Street.

Please let me know if you cannot attend either of these meetings or the June 12 Commission meeting.

If you are conducting interviews with commissioners, please remember that these should take place as soon as possible. Each interview should be tailored to the special interests of the individual commissioner, including a review of relevant recommendations for the final report taken from the background materials for the February meeting.

Commissioners will receive chapters 2 through 5 of the final report, in draft form, during the week of June 4. (We hope to have chapters 4 and 5 to you this Friday and will need your reactions by Tuesday.) They should understand that this is the proposed substance, but that the language may change before final publication. It is our hope that, based on these drafts, commissioners will authorize the final report for release at a final, celebratory meeting in October.

You may wish to provide commissioners with a general update on the structure of the implementation mechanism and on fundraising, based on the teleconference of May 11. We plan to discuss this in more detail at the June 12 meeting.

Finally, please strongly encourage attendance and let me know as soon as possible the outcome of your discussions.

Attached is a list of commissioner assignments with a notation of attendance intentions where we have heard from commissioners.

Mark my schedule dead

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 Arrow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Maurice S. Corson
Lester Crown
David Dubin
Stuart E. Eizenstat
Joshua Elkin
Eli N. Evans
Irwin S. Field
Max M. Fisher
Fred Gottschalk
Arthur Green
Irving Greenberg
Joseph S. Gruss
Robert I. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
Henry Koschitzky
Mark Lainer
Norman Lamm
Sara S. Lee
Seymour Martin Lipset
Haskel Lookstein
Robert E. Loun
Matthew J. Marples
Florence Melton
Donald R. Mintz
Lester Pollack
Charles Rarner
Escher Leah Ritz
Harrier L. Rosenthal
Alvin I. Schiff
Leonel H. Schipper
Bar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Fishman
Isadore Twersky
Bennett Yanowitz
Isaiah Zeldin

Information

Senior Policy Advisors

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

Director

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Mark Givvis
Virginia H. Lay
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May 14, 1990

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Please note that this is a change in location from previous meetings. Please complete and return the enclosed reply card by May 21 confirming your plans to attend. I look forward to seeing you there.

Morton L. Mandel
Chairman

EXHIBIT A

5/23/90

Commissioner Interview Assignments

<u>Sr. Policy Advisor/Staff</u>	<u>Commissioner</u>	<u>Plans for 6/12 Attendance</u>
Seymour Fox	Mona Ackerman	No
	Charles Bronfman	Yes
	Eli Evans	Yes
	Alfred Gottschalk	
	David Hirschhorn	
	Sara Lee	Yes
	Seymour Martin Lipset	Yes
	Isadore Twersky	
Mark Gurvis	Charles Ratner	
Annette Hochstein	David Arnow	
	Henry Koschitzky	
	Norman Lamm	Yes
	Haskel Lookstein	Yes
	Robert Loup	
	Morton Mandel	Yes
	Matthew Maryles	Yes
	Florence Melton	Yes
	Esther Leah Ritz	Yes
Isamar Schorsch	No	
Stephen Hoffman	Ronald Appleby	
	Max Fisher	No
	Robert Hiller	
Joseph Reimer	Jack Bieler	Yes
	Josh Elkin	Yes
	Arthur Green	Yes
	Carol Ingall	No
	Mark Lainer	Yes
	Alvin Schiff	Yes
	Lionel Schipper	No
	Peggy Tishman	Yes

? call

5/23/90

Page 2

Sr. Policy Advisor/StaffCommissioner

Arthur Rotman

Stuart Eizenstat

→ Donald Mintz

No

Daniel Shapiro

Yes

Alvin Schiff

Joseph Gruss

Jonathan Woocher

Mandell Berman

Maurice Corson

Yes

David Dubin

Yes

→ Irving Greenberg

No

Lester Pollack

Yes

Harriet Rosenthal

Yes

Bennett Yanowitz

Yes

Henry Zucker

John Colman

Yes

Lester Crown

Yes

Responses from invited guests and commissioners not assigned:

Bennett Aaron

Yes

Susan Crown

Yes

→ Irwin Field

No

→ Ludwig Jesselson

No

Harold Schulweis

Isaiah Zeldin

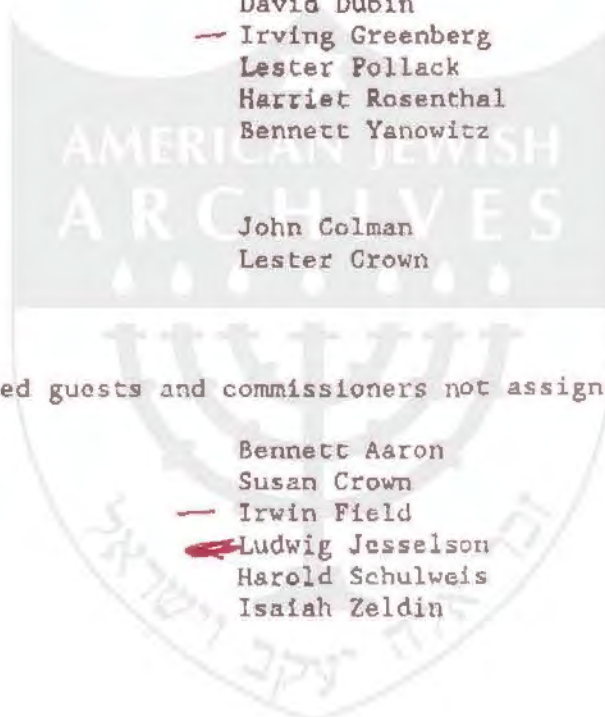


EXHIBIT A

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	Haskel Lookstein	Yes
	Robert Loup	
	Morton Mandel	Yes
	Matthew Maryles	Yes
	Florence Melton	Yes
	Esther Leah Ritz	Yes
	Isamar Schorsch	No
Stephen Hoffman	Ronald Appleby	
	Max Fisher	No
	Robert Hiller	
Joseph Reimer	Jack Bieler	Yes
	Josh Elkin	Yes
	Arthur Green	Yes
	Carol Ingall	No
	Mark Lainer	Yes
	Alvin Schiff	Yes
	Lionel Schipper	No
	Peggy Tishman	Yes

5/23/90

Page 2

Sr. Policy Advisor/StaffCommissioner

Arthur Rotman

Stuart Eizenstat

Donald Mintz

No

Daniel Shapiro

Yes

Alvin Schiff

Joseph Gruss

Jonathan Woocher

Mandell Berman

Maurice Corson

Yes

David Dubin

Yes

Irving Greenberg

No

Lester Pollack

Yes

Harriet Rosenthal

Yes

Bennett Yanowitz

Yes

Henry Zucker

John Colman

Yes

Lester Crown

Yes

Responses from invited guests and commissioners not assigned:

Bennett Aaron

Yes

Susan Crown

Yes

Irwin Field

No

Ludwig Jesselson

No

Harold Schulweis

Isaiah Zeldin



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TO: ANNETTE HOCHSTEIN

NAME SEYMOUR FOX

COMPANY NATIV

STREET ADDRESS _____

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER _____

FROM: _____

NAME SINNY LEVI

COMPANY PREMIER

DEPARTMENT _____

COST CENTER 090

216 3615962

TELEX NO.: 6873015 PREMI UW

FAX NO.: ~~2100010327~~

TIME SENT:

MESSAGE:

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Arthur Rotman, Herman D. Stein, Jonathan Woocher,
Henry L. Zucker

FROM: Virginia F. Levi *Levi*

DATE: May 23, 1990

SUBJECT: June 12 Commission Meeting

The attached letter was sent to commissioners last week. Please remember that we also have senior policy advisor meetings scheduled for Monday, June 11 at 2:30 p.m. and Wednesday, June 13 at 8:30 a.m. Both will be at the JCC Association, 15 East 26th Street.

Please let me know if you cannot attend either of these meetings or the June 12 Commission meeting.

If you are conducting interviews with commissioners, please remember that these should take place as soon as possible. Each interview should be tailored to the special interests of the individual commissioner, including a review of relevant recommendations for the final report taken from the background materials for the February meeting.

Commissioners will receive chapters 2 through 5 of the final report, in draft form, during the week of June 4. (We hope to have chapters 4 and 5 to you this Friday and will need your reactions by Tuesday.) They should understand that this is the proposed substance, but that the language may change before final publication. It is our hope that, based on these drafts, commissioners will authorize the final report for release at a final, celebratory meeting in October.

You may wish to provide commissioners with a general update on the structure of the implementation mechanism and on fundraising, based on the teleconference of May 11. We plan to discuss this in more detail at the June 12 meeting.

Finally, please strongly encourage attendance and let me know as soon as possible the outcome of your discussions.

Attached is a list of commissioner assignments with a notation of attendance intentions where we have heard from commissioners.

FAX SENT

DATE: 13/5/90

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: Ginny Levi

DATE: 13 May, 1990

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-216-361 9962

Dear Ginny,

Thanks for the minutes of Friday's teleconference.

I did receive Chapter 3 with the comments of JW, AR, HS and JR
- thanks.

As of now I plan to see everyone except Irwin Field and Ludwig Jesselson (unless instructed otherwise). If Joe could see Peggy Tishman that would be great and I may ask Seymour to speak to Koschitzky. I plan to personally meet with all the others and will let you know of possible dates as soon as matters clear up a bit.

Best regards,

pp Annette

PREMIER INDUSTRIAL CORPORATION

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DATE REQUESTED

5/9/90

REQUEST FOR TELEX/MAILGRAM/FAX

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☐ TELEX NO. _____☐ MAILGRAM _____☒ FAX NO. 972 2 699 951NO. OF PGS. 33
(INCL COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

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 Mark Curvis
COMPANY Premier
DEPARTMENT _____
COST CENTER 090
216 361 7764

TELEX NO.: 8873015 PREMI UW**FAX NO.: ~~2103918327~~****TIME SENT:****MESSAGE:**

1. Following is a copy of chapter 3 with comments from VFL, HLZ and me.
We are now checking with SPAs for additional comments and will fax that to you tomorrow.
2. I'll be checking with Reimer on his Friday deadline.
3. Did you get Reisman's paper?

TO: Seymour Fox

FROM: Mark Gurvis

DATE: May 3, 1990

1. Following is a copy of Chapter 2 marked with comments from Ariel, Levi, Reimer and Zucker. I am still waiting for Hoffman, Kraar and Stein and will send those as soon as possible. Where there were stylistic suggestions I've just marked them. Substantive comments are identified by name. HLZ has suggested new text for a paragraph on the bottom of page 5. Let me know if this is a helpful way to share comments.
2. Also attached is suggested language for a research paper title page, per your request.
3. Finally, Marty Kraar tells me that the data collected through CJF's population survey will be public information and we would certainly have full access to it.
4. You can reach me at Federation today between 10:30 a.m. and 3:30 p.m. (212-566-9200).

CHAPTER I -- CREATION OF THE COMMISSION

General Comments

The draft contains most of the content needed and is written in a very readable narrative style. The editorial job at hand includes some major decisions (see below) as well as some conceptual corrections; insertion of data and corrections to data; and other minor corrections

Issues

The Jewish Literacy of the report

The question at stake: is this a Jewish literate report that quotes and uses Jewish language or is this of no great importance

The tone of the chapter: guilt and fear a-la-UJA or tone of hope etc...

Repetitions

MLM being featured

If everyone quoted or if no one should

Detailed comments

Your text is referred to as follows:

p.= your page number (bottom)

(x)= paragraph on that page

l. = line in that paragraph

e.g. p.2(1)1.5

means your page 2, first paragraph, line 5.

p.2(1)1.5

uncomfortable with the use of "irrelevant".

Is it possible to replace by "does not address their search..." or something of this kind?

1.6

Do not understand the word "commonality" in this context

1.10

Not comfortable with "to secure..institutions so early in the paer. Could we end the sentence at "...is required" - and then proceed to paragraph 2?

p.3(1)1.1

We are not comfortable with the word "meaningful". Would it detract much to just delete it?

1.7

"...to remain engaged...investigate and grapple..."
Would you consider adding to this sentence and to choose an appropriate Jewish way of life."

p.3(2)1.6

"to bring about because..."
The sentence might create the impression that the state of general education is the sole cause. Maybe you could insert the word "also" or "among other" to read "to bring about among other reasons because..."

p.3(2)last sentence

Is the "yet" useful?
We suggest replacing "secular" with "general".
p.3 last sentence and p.4(1)

"In North America today Jewish education is often limited to the study of facts about Jewish history and holidays and some study of the Hebrew language.

CHAPTER 1 -- CREATION OF THE COMMISSION

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We suggest replacing "secular" with "general".

p.3 last sentence and p.4(1)

"In North America today Jewish education is often limited to the study of facts about Jewish history and holidays and some study of the Hebrew language.

What should be the central mission of Jewish education... the teaching of Jewish values and ideals, the concern for the State of Israel, for Jews throughout the world, the meaning of prayer, the relationship with God and Community ...is often [instead of "sadly"] lacking.

p.4(1)1.5

"education be a transformative..."

p.4(2)1.2

Replace "merely" with "only".

p.4(2)last line

In keeping with Seymour's prejudice against relevance we suggest you consider replacing "relevant to" with "meaningful for" - but we don't feel dogmatic about this.

p.4(3)1.1

We suggest the following change:
"This dangerous state of affairs is in no small measure the result..."

p.5(1)1.1-5

Without detracting from the main argument, we may want to insert a sentence or two about those leaders who did build the hundreds of day and supplementary schools, who funded camps and community centers and catered to hundreds of thousands of children.

The concern with anti-semitism may be over emphasized - maybe reverse the two sentence to change the emphasis.

"The Federation of Jewish Philanthropies" -- you are referring here to the many local Federations. It may be more accurate to write "Federations of Jewish Philanthropies devoted themselves..."

p5(3)11-2

We suggest the following changes:
"An obvious symptom..."

Delete "consequent"

p.6.(1)1.2

"According to a recent Gallup (Israel) poll of American Jews carried out in December 1989"

1.4

"... growing from 16% of those Jews between the ages of 40 and 59 (and another 2.5% converted) to 28% of those under the age of 40 - with an additional 8% married to converted spouses.

Today close to...one out of every three married Jews under the age of 40 is married to a non-Jew"

We suggest to delete the rest of the paragraph to the last sentence:

"The same poll indicates that Jews who intermarry are significantly less likely to provide their children with a Jewish education."

p.6(2)

The use of facts in this paragraph is ambiguous: The data on enrollment refers to enrollment at a given moment in time - in fact the vast majority of Jewish children do get some form of Jewish schooling at some time in their life. But the argument doesn't bear this out. A more accurate first sentence should probably read " Another symptom of the of the problem is the fact that so many Jewish children of school age are not currently attending Jewish schools." We will check further what the 58% figure means.

p.7(1)1.1

We have some trouble checking the data.
Could you please tell us the reference?

p.7(2)1.3

Change "...will become..." to "...may become..."
p7.(3)1.1

"In the past the Jewish family and the Jewish community"...."Jews grew up in Jewish families and in Jewish neighbourhoods..."
1.4

Change the sentence. Instead of "Education was..."

"They came into contact with their cultural and spiritual heritage in a variety of institutions and settings - rather than just in those assigned the tasks of formal and informal Education."

p.7(4)1.2/3

Change "institutions" to means or ways or
p.8(2)1.5

Replace "elements" with

3:29pm Apr 13, 1990

TO: Morton Mandel
NAME Seymour Fox, Annette Hochstein
COMPANY Nativ
STREET ADDRESS
CITY, STATE, ZIP Jerusalem
PHONE NUMBER

NO. 714 2 699951
NO. OF PGS. 4
(INCL. COVER SHEET)
FROM: Mark Gurvis
NAME Mark Gurvis
COMPANY Premier
DEPARTMENT
COST CENTER 090
216 3619962

REGULAR - Send at time
economical

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2168818321

TIME SENT:

MESSAGE:

Following is a draft press release on Isa Aron's research paper. Please let me know what suggestions or comments you may have. This will go out as soon as you all have signed off on it.

AMERICAN JEWISH
ARCHIVES



5/15/90

For information contact:
Mark Gurvis (216) 391-8300

FOR IMMEDIATE RELEASE

COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA

.....
Teacher Professionalism: A Pressing Problem Addressed by
the Commission on Jewish Education in North America
.....

.....
What does the Jewish community want and expect of its teachers?

In the first of several research studies sponsored by the Commission on Jewish Education in North America, a group seeking to restructure Jewish education, a prominent education scholar answers this question by proposing a series of solutions to what is perceived as a growing problem: a lack of teacher professionalism.

"Toward the Professionalization of Jewish Teaching," written by Dr. Isa Aron, associate professor at the Rhea Hirsch School of Education of the Hebrew Union College in Los Angeles, describes the problems facing Jewish education, many of which do not exist in secular education, and offers concrete solutions to many of those problems.

The Commission on Jewish Education in North America, a 47-member blue ribbon panel of educators, scholars, philanthropists, religious and lay leaders from all over the United States and Canada, has been studying Jewish education for two years. The Commission hopes to release its report and

recommendations to the Jewish community some time this fall, and research like that conducted by Dr. Aron is vital to the mission of the Commission.

In her study, Dr. Aron notes that numerous studies have been conducted on public school education, many focusing on the concept of teacher professionalism. In Jewish education, too, professionalism has been a theme. But Dr. Aron asks a critical question: Given the difficulty in attaining a higher degree of professionalism in secular schools, and given some built-in barriers in Jewish education, what can be done to increase the professionalism of teachers in Jewish schools?

"Those who are concerned with upgrading the teaching profession are caught in a vicious cycle," Dr. Aron writes. "Low status, low salaries and a lack of autonomy make the field unattractive to potential candidates; at the same time, the mediocrity of many of its practitioners makes it harder to argue for greater autonomy, higher status, and perhaps most importantly, considerably higher pay."

That problem, so succinctly put by Dr. Aron, is one of the main issues being tackled by the Commission. And Dr. Aron, perhaps in a preview of the Commission's recommendations, suggests several answers to that difficult problem.

Among Dr. Aron's suggestions:

[] Creation of "community teacher" positions, in which full-time teachers are hired to go from school to school, teaching a few classes at each school.

[] Use of "hybrid teaching" positions, in which one teaches Jewish subjects part-time and spends the rest of the school day as an administrator, music teacher, librarian, etc.

[] Leaving students together with one teacher for more than one year, to foster a sense of caring among teachers that may be lacking now.

[] Encouraging teachers to become religious role models.

"Dr. Aron's study will be invaluable to the Commission as we formulate our recommendations for improving Jewish education," said Commission chairman Morton Mandel of Cleveland, Ohio. "She has not only summarized previous research on teacher professionalism, but has gone several steps beyond, suggesting ways in which policy-makers can implement some of the conclusions she and other researchers have reached."

Mandel, who founded the Commission on Jewish Education in North America in 1988, said that the Commission's report will be a blueprint for change. He noted that once the Commission issues its report in the fall, another group of Jewish leaders will be formed to begin immediately implementing the recommendations of the Commission.

The Commission on Jewish Education in North America is sponsored by the Mandel Associated Foundations of Cleveland, Ohio, in cooperation with the Jewish Community Centers Association of North America, and the Jewish Education Service of North America (JESNA), in collaboration with the Council of Jewish Federations.

(-30-)

MEMO TO: ✓ Morton L. Mandel, Stephen H. Hoffman
FROM: Henry L. Zucker
DATE: May 11, 1990 *HLZ*

.....

This is to confirm your appointments on May 18 with the Scheuer Foundation and the Cummings Foundation. At noon you are to meet for lunch with Richard Scheuer, Leon Meyers and Wilbur Daniels. This date is to be confirmed by Wilbur Daniels after Scheuer returns to New York on May 15, at which time the place of the lunch will also be determined.

You are to meet at 2 p.m. with Charles Halpern, the chief executive of the Cummings Foundation, and with one of his staff. Rabbi Rachel Cowan, who is their chief program officer for Jewish affairs, will be out of the city and therefore unable to be with you. However, she has invited us to make a presentation to the Cummings Foundation's Jewish Affairs Committee meeting on June 5th from 4-6 p.m.

I will confirm the arrangements for the May 18 meeting with Halpern. We will have to decide who is to make the presentation to their Jewish Affairs Committee on June 5th.

F A C S I M I L E T R A N S M I S S I O N

To: Henry L. Zucker

From: Seymour Fox

Date: May 1, 1990

Pages: ¹⁹20

216-361-9962

Dear Hank,

We are enclosing the next draft of chapter two of the Commission report.

1. We will need to check the way each commissioner, senior policy advisor and staff are listed. We are pleased that Mark Gurvis will undertake this assignment

2. We have not as yet changed the way the commissioners, senior policy advisors and staff are introduced on pages 12-16. You have made the suggestion that they all be placed in one box and described in one line in the box. We would like to discuss this again.

EALH PFKSOF

3. The decision as to whether or not commissioners will be quoted by name will also be decided upon later.

We are busy working on:

Chapter 3: the state of the field

chapter 4: the process and history of the the Commission

Chapter 5 the recommendations

David Finn and his staff are simply wonderful.

Best Regards,



DRAFT May 1, 1990

final report

THE REPORT OF THE COMMISSION ON JEWISH EDUCATION

CHAPTER 1: INTRODUCTION

This has yet to be written. It will contain a strong positive statement about the fundamental mission of Jewish education. We hope that this will be based on a statement now being prepared by Professor Isadore Twersky.

CHAPTER 2: THE CREATION OF THE COMMISSION

The Crucial Importance of Jewish Education in Contemporary Life

There is a deep and wide-spread concern in the Jewish community today that the commitment to basic Jewish values, ideals and behavior may be diminishing at an alarming rate. There is considerable evidence that a high percentage of Jews have come to feel that Judaism does not address their search for personal fulfillment and communality. This has grave implications not only for the richness of Jewish life but for the very continuity of the Jewish people. Throughout history Jews have faced dangers from without with courage and steadfastness; now a new kind of commitment is required.

The Jews in North America live in an open society which presents an unprecedented range of opportunities and choices. This extraordinary environment confronts us with what is proving to be an historic dilemma; while we cherish our freedom as individuals to explore new horizons, we recognize that this very freedom poses a dramatic challenge to the future of the Jewish way of life. There is an urgent need to find better ways to ensure that Jews maintain and strengthen the commitments that are central to Judaism.

In our uniquely pluralistic society, where there are so many philosophies and ideologies competing for attention, and where the pursuit of Judaism increasingly involves a conscious choice, the burden of prepa-

ration for such a decision resides with education. Jewish education must be compelling, emotionally, intellectually and spiritually, so that young people will say to themselves: "I have decided to remain engaged, to continue to investigate and grapple with these ideas and to choose an appropriate Jewish way of life."

Jewish education must be vastly improved if it is to achieve this objective. It must become an experience that inspires Jews to learn, feel and act in a way that reflects a deep understanding of Jewish values. The difficulties facing Jewish education bear some resemblance to the problems of education in general in the U.S. Well known reports have documented the serious lack of teaching talent as well as other problems facing the educational system. A severe lack of funds, resources, status and vision is causing the system to strain and crack. Jewish education is also impoverished in regard to these basic requirements.

In North America today, Jewish education is often limited in scope: at times it is confined simply to facts about Jewish history and holidays and some study of the Hebrew language. Many elements that should be central to the mission of Jewish education -- such as the teaching of Jewish values and ideals, the concern for the State of Israel and for Jews throughout the world, the meaning of prayer, the relationship with God and community -- are often lacking. It is imperative that at this moment in history Jewish education again become a transformative rather than merely an informative experience. Without this change in the educational experience, it will be increasingly difficult to

pass on to future generations a strong identity with and commitment to Judaism.

The core of Jewish education must be character education. Its goal must be no less than shaping the inner lives of people. We must begin to view education as a way to transmit the essence of what Jewish life is all about, so that future generations of Jews will be impelled to search for meaning through their own rich traditions and institutions. Judaism must present itself as a living entity and give the Jews of today the resources to find answers to the fundamental questions of life as readily as it did for their ancestors through the centuries. Otherwise it could eventually be overtaken in the minds of young people by other systems of thought that they feel are more meaningful for the modern world.

This dangerous state of affairs is in no small measure the result of the comparatively low priority that the Jewish community as a whole has given to Jewish education, despite the many outstanding schools, community centers, and summer camps, established by deeply committed leaders and parents over the years. Before World War II, Federations of Jewish Philanthropies tended to devote themselves to providing community support in the fields of health, social services and the Americanization of new immigrants. A good part of the leadership of the American Jewish community concentrated its attention on the problems of anti-Semitism here and abroad, and gave comparatively little thought to the needs of Jewish education. In the

post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation and reconstruction. Nation-building in Israel and defense against attacks from neighboring Arab states became the primary focus of support from the Jewish community in later years. Today, there is great concern about the welfare of Soviet Jews.

In the face of such life-and-death issues, the needs of education seem to be less urgent, less insistent, more diffused; a problem that can be dealt with at some point in the future when more pressing problems have been solved. This is an illusion. We may continue to live with emergencies indefinitely, and we can no longer postpone addressing the needs of Jewish education lest we face an irreversible decline in the vitality of the Jewish people.

An obvious symptom of the inadequacy of Jewish education is the rise in intermarriage and the consequent turning away from Jewish traditions in the search for fulfillment and meaning in life. According to a recent Gallup (Israel) Poll of American Jews, carried out in December 1989, the number of intermarriages has sharply increased in the past couple of decades, growing from 16% of Jews between the ages of 40 and 59, to 28% of Jews under the age of 40. These figures are consistent with studies of individual communities in North America undertaken in recent years. Today, nearly one out of every three married Jews under the age of 40 is married to a non-Jew. A number of studies indicate that Jews who intermarry are significantly less

likely to provide their children with a Jewish education. A study of children of intermarriages shows that only 24% of children in dual faith households identify themselves as Jews.

Another symptom of the problem is that while a large majority of Jewish children have at one time or another received some form of Jewish education, it has often been so sporadic that it has had little impact of their lives. A recent study found that over half of Jewish school age children in the United States are not currently enrolled in any kind of Jewish schooling. Inevitably these children will grow up with a relatively weak identification with and understanding of Judaism, and have difficulty passing on to their children an appreciation of the beauty and richness of Jewish life.

This weakening commitment to Jewish life, which can already be seen in the lives of the current generation of young adult Jews, may become even more apparent among their children and grandchildren. This painful prospect, which community leaders can foresee in their own families as well as in the community at large, has brought to a head concern about the quality and mission of Jewish education.

In the past the Jewish family and the Jewish community had certain bonds that gave it remarkable inner strength. Jews grew up in Jewish families and Jewish neighborhoods with a strong Jewish ambience. They were constantly surrounded by the symbols and customs of Jewish life. They came into contact with their cultural and spiritual

heritage in a variety of institutions and settings. Thus young people received a strong sense of Jewish identity through experiences in their everyday life.

Today these neighborhoods and the way of life they represented have all but disappeared from the modern world, and ways must be found to respond to these new circumstances. It was to meet this challenge that the idea of creating the Commission on Jewish Education in North America was born.

The underlying assumption that guided the Commission was that the North American Jewish community had the will and capacity to mobilize itself for education as it had in the past for the building of the State of Israel, the rescue of Jews in distress, and the fight against discrimination. This would require that all sectors of North American Jewry join forces, pool their energies and resources, and launch an unprecedented undertaking to enlarge the scope, raise the standards and improve the quality of Jewish education. To accomplish this, the Commission would have to analyze the current shortcomings of Jewish education, develop a concrete plan of action with specific goals, and establish a mechanism to oversee the enactment of that plan.

How the Commission Was Formed

The idea of forming a Commission to tackle the problems of Jewish education was first conceived by Morton L. Mandel of Cleveland,

Ohio, in November, 1986. Mandel has played a central role in the Jewish world during his long career as a community leader, and has been responsible for developing new initiatives for education in his local community, in the Jewish Community Center movement, and in the Jewish Agency for Israel. In calling for the creation of a Commission, Morton Mandel and his brothers, Jack Mandel and Joseph Mandel, decided to commit their personal energies and the financial resources of the Mandel Associated Foundations to bring about a major change in Jewish education.

In making this move, Mandel was mindful that commissions and their reports had played a significant role in the field of general education over the years. In 1910, The Flexner Report on Medical Education in the U.S. and Canada led to major reform in this field. More recently, national concern about the crisis in education has been aroused by such reports as A Nation At Risk, published by the National Commission on Excellence in Education (1983), A Nation Prepared: Teachers for the 21st Century published by The National Center on Education and the Economy (1986), and An Imperiled Generation, published by the Carnegie Foundation for the Advancement of Teaching (1988). Moreover, the Jewish world was not unfamiliar with the activities of national or international commissions. They have been used at various times to address different areas of contemporary life or fields of service and to achieve specific goals. Also, numerous local communities have begun, in recent years, to organize commissions on Jewish education or Jewish continuity as a means of studying local problems,

developing appropriate responses and implementing the necessary changes. About a dozen major communities have such commissions in various stages of maturity.

However, there has never been a national Commission singularly devoted to the subject of Jewish education in North America as a whole, and it was clear from the outset that in order to do its job well it would have to incorporate several unique features.

It was determined that the private and communal sectors would need to establish a working partnership to create the broadest possible base for the Commission. It would also be necessary that the orthodox, conservative, reform and reconstructionist movements work together; a prerequisite for the success of the Commission was that it benefit from the power of the various religious persuasions. Moreover, other sectors of the community involved and concerned about Jewish education and Jewish continuity needed to be included. Across-the-board changes could only happen through a process that reflected and respected the diversity of North American Jewry. Finally, it was critical that the work of the Commission result not only in recommendations of steps needed to be taken, but in concrete action that could, over time, actually transform Jewish education.

The Composition of the Commission

At the invitation of Morton L. Mandel, who agreed to chair the Commission, the following central communal organizations joined as co-sponsors:

The Jewish Community Center Association of North America (JCCA - formerly JWB) is the leadership body for the North American network of JCC's and Y's; JCCA serves the needs of individual Jewish Community Centers, and it helps to build, strengthen and sustain the collective Center movement through a broad range of direct and indirect services, institutes, consultations and Jewish experiences and by identifying and projecting movement-wide directions, issues and priorities.

The Jewish Education Service of North America (JESNA) is the organized community's planning, service and coordinating agency for Jewish education. It works directly with local federations, the agencies and institutions created and supported by federations, and other independent education institutions to deliver educational services.

In addition, the Council of Jewish Federations (CJF), the umbrella organization for Jewish federations in North America, agreed to collaborate with the effort in order to facilitate communication and cooperation with local communities.

From the beginning, it was recognized that major Jewish family foundations should play a leading role in the Commission. With this in mind, the heads or principals of a number of foundations were approached. They agreed that a Commission in which they could work together with other segments of the organized Jewish community to revitalize Jewish education would be the key to achieving success in a significant common endeavor.

The following heads and principals of foundations joined the Commission: [a short description of each person will be inserted*]

Mona Riklis Ackerman -- President of the Riklis Family Foundation

David Arnow

Charles R. Bronfman

Maurice S. Corson

Lester Crown

Eli N. Evans

Joseph S. Gruss

David Hirshhorn

Ludwig Jesselson

Charles Ratner

* See Appendix A for biographies of all commissioners

The joining together of the communal and private sectors would be fundamental to the success of the commission. Private foundations could provide the initial funding to get new programs started, but implementation would ultimately be the responsibility of the federations, together with the religious denominations, the institutions of higher Jewish learning, the schools, the community centers, the bureaus of Jewish education, and above all, the educators on the front lines.

The next step was to draw up a list of heads of institutions of higher Jewish learning, educators, scholars and rabbis who would be invited to join the Commission.

The following heads of institutions of higher Jewish learning joined the Commission:

Alfred Gottschalk - President of Hebrew Union College-Jewish
Arthur Green - President of the Reconstructionist Rabbinical College
Norman Lamm - President of Yeshiva University
Ismar Schorsch - Chancellor and Professor of Jewish History at the
Jewish Theological Seminary of America

The following educators, scholars, and rabbis joined the Commission:

Jack Bieler

David Dubin

Rabbi Joshua Elkin

Rabbi Irving Greenberg

Carol K. Ingall

Sara L. Lee

Prof. Seymour Martin Lipset

Rabbi Haskel Lookstein

Rabbi Harold M. Schulweis

Prof. Isadore Twersky

Rabbi Isaiah Zeldin

The participation of outstanding community leaders would ensure the ultimate support of the organized Jewish community and help the Commission have a realistic understanding of how best to achieve its goals. Leaders from local communities and of national institutions (including the co-sponsoring organizations) were, therefore, invited to join the Commission. The following community leaders and heads of major community organizations joined the Commission:

Ronald Appleby

Mandell L. Berman

John C. Colman

Stuart E. Eizenstat

Irwin S. Field

Robert I. Hiller
Henry Koschitzky
Mark Lainer
Robert E. Loup
Matthew J. Maryles
Florence Melton
Donald R. Mintz
Lester Pollack
Esther Leah Ritz
Harriet L. Rosenthal
Barnett Yanowitz
Daniel S. Shapiro
Margaret W. Tishman

To help plan the work of the Commission, a group of senior policy advisors was established, and a staff was assembled. The senior policy advisors group consisted of the following individuals: [add brief description]

David S. Ariel...
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Martin S. Kraar
Arthur Rotman
Herman D. Stein
Jonathan Woocher

Henry L. Zucker

The staff consisted of the following individuals:

Estelle Albeg

Mark Gurvis

Virginia F. Levi

Debbie Meline

Joseph Reimer

Henry L. Zucker accepted the invitation to serve as Director of the Commission, and Seymour Fox and Annette Hochstein were appointed, respectively, as Director and Associate Director of Research and Planning.

The forty-seven Jewish leaders and thinkers who agreed to join the Commission were a remarkable group, with broader representation than had ever been gathered together to address the problem of Jewish education. The readiness with which these individuals responded to the invitation was in itself clear evidence that the time had come to give education the highest priority in planning the future of the Jewish community. Never before had there been a single group in which heads of foundations could meet with community leaders, directors of communal organizations, heads of institutions of higher learning, rabbis, educators and scholars, and work together towards a common goal.

An Auspicious Beginning

The commissioners felt inspired by the prospect of so diverse and prominent a group arriving at a consensus about the kinds of intervention that should be undertaken. They agreed that the Commission provided an ideal means for Jews to join together to develop a plan of action. As Matthew Maryles, a Commission member, noted:

"The problem of Jewish education is too large for any one group. Only through a partnership can we hope to legitimize the pluralism within and between Jewish communities. The partnership has to occur between the religious and the non-religious institutions and organizations that make up the national Jewish community."

A formal methodology for the work of the Commission was established. It would meet six times over a two year period. Before and after each meeting, every Commissioner would be interviewed to help develop agendas for future discussions. Background materials would be circulated prior to each meeting of the Commission. Some of the deliberations of the Commission would take place in small work groups; others would be in plenary sessions. On the basis of transcripts of these discussions, the staff and the senior policy advisors would formulate recommendations on next steps that would then be circulated to commissioners for comments.

All of the commissioners shared the determination to make a concrete impact on Jewish life. They agreed that the Commission could not be merely "a lot of talk". "We will not conclude the work of this

Commission," stated Mandel, "without beginning the implementation process the very day we issue our report."

The commissioners felt there were grounds for optimism about the ultimate success of the project. Several pilot projects had been developed for Jewish education in recent years that had shown promising results. These could serve as models for the kind of massive effort that would be necessary if the nature of Jewish life as a whole were to be affected. Moreover, as Rabbi Norman Lamm pointed out:

"The concern about Jewish survival comes at a time of unprecedented success in Jewish scholarship. There are today in Israel and North America more Jewish books and other Jewish publications being issued than there were in Europe during the height of the so-called 'Golden Age of Polish Jewry.' Ironically, however, this flourishing of Jewish thought is not reaching large numbers of Jews."

During the Commission's first meeting, in August 1988, Rabbi Haskel Lookstein, expressed the enthusiasm felt by the commissioners:

"Just the possibility of working together with so many fine minds and so many committed people of varied religious outlooks is extremely inspiring. We all have many common goals, and it is an extraordinary opportunity to sit down and work on them together, despite our philosophic differences."

רשימת תפוצה: כ"ה י'ס"א 5/91

מר חנן חניאל
ד"ר ברי חזן
פרופ' סרג'יו פרגולה
מר ארתור פריד
מר אברהם אינפלד
ד"ר ישראל כץ
ד"ר ג'נט אביעד
מר מיכאל גל
מר אלי בן אליעזר
פרופ' מיכאל ענבר
פרופ' אמוון לינדר
פרופ' אמוון פזי
פרופ' משה כרם
ד"ר זאב מנקוביץ
מר דון שר
ד"ר נחמה מושייב
פרופ' יורם בן פורת
פרופ' משה דייזל
המרכז הפדגוגי X 2
מר אלן הופמן
גב' דבי מלין
מר מנחם רביבי
ד"ר דוד רזניק
מר צבי ענבר
גב' דבי וויסמן
ד"ר דוד מיטלברג
פרופ' נתן רוטנשטרייך
מר מרק סילברמן
מר חיים אהרונוביץ
פרופ' א. סגל
כל העמיתים בתאים. ✓





APR 23 '90 15:02

PREMIER CORP. HEDHILL

PREMIER INDUSTRIAL CORPORATION

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TO:

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.: 2163619962

TIME SENT:

MESSAGE:

Annette - Here's the suggested agenda for 5/3. (We may want to change the order to keep the parts that require MLM's input together.)

We're planning on a staff meeting Thurs. a.m., 8-10, and SPA's here at Premier 10:30-4:00.

Ginny

4/23/90

Proposed Agenda
Senior Policy Advisors
10:30 a.m. - 4:00 p.m.
Thursday, May 3, 1990

[Expected attendance: Fox, Gurvis, Hochstein, Hoffman, Levi, Reimer, Rotman, Stein, Woocher, Zucker -- Mandel via telephone -- Ariel and Krzar unable to attend.]

Assignment

- | | | |
|-------|---|-----|
| I. | Review minutes and assignments of 2/15/90 | VFL |
| II. | Update on Research | AH |
| III. | Status of IJE | SHH |
| IV. | Status of funding | HLZ |
| V. | Discussion of Finn draft of final report | SF |
| VI. | Plans for June 12 Commission meeting | VFL |
| | A. Format and content | |
| | B. Attendance | |
| | C. Senior Policy Advisors meetings of 6/11 & 6/13 | |
| VII. | Consideration of public presentation of final report and possible celebratory event | HLZ |
| VIII. | Contact with commissioners | AH |
| | A. Purpose - Prepare for 6/12 meeting; confirm attendance | |
| | B. Assignments | |

MEMO TO: Annette Hochstein
FROM: Mark Gurvis
DATE: April 18, 1990
SUBJECT: Update on Research Papers

.....

1. Ackerman - You are expecting a finished second draft from Ackerman by April 24. Can we please aim for May 1 to have the publishable copy here in Cleveland. / 148
2. Davidson - Aryeh's next draft will be complete April 20. He will be checking with you to see if his disks are compatible with your equipment. If so, he will send you the paper and the disks by overnight mail. If not, he'll send us the paper and we'll fax it to you. (JTS's fax machine is terrible.)
3. Reimer - According to Ginny's last call, Joe now expects to finish mid-May. I am trying to reach him to move that earlier.
4. Reisman - You are to discuss SPA comments with Bernie and consider with him what editing and revisions are necessary. Please let me know what the timetable will be for a second draft. I am faxing copies of the SPA comments to Bernie today.
5. CAJE - You were going to call Eliot Spack to discuss the material developed from the December 4-5 consultations.

Please call me if you want to review this. ' ' _____

FAX SENT

DATE: 17/5

Nativ Policy and Planning Consultants
Jerusalem, Israel

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ירושלים

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Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Henry L. Zunder
FROM: Seymour Fox

DATE: 4/17/90
NO. PAGES: 1

FAX NUMBER:

Dear Hank,

I think the conference call was succesful and useful. However you and I did not have an opportunity to continue our conversation. Would it be possible for us to have a phone conversation this week, where we could bring ourselves up-to-date on the various matters related to the commission, the institute and the MAF budget in Israel. I could call you Wednesday the 18th or Thursday the 19th any time from 8am to 12p.m. Cleveland time. Please let me know by fax if any of these times are acceptable.

Best Regards,

Sincerely,



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4/9/90

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TO:

NAME Annette Hochstein
COMPANY Nativ
STREET ADDRESS _____
CITY, STATE, ZIP Jerusalem
PHONE NUMBER _____

FROM:

NAME Mark Gurvis
COMPANY Premier
DEPARTMENT _____
COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Following are Herman Stein's comments on Bernie Reisman and Walter Ackerman's papers. Perhaps we can take a few minutes during Thursday's call to review the status of the various papers. If not, we should do so shortly.

Annette - Welcome back! Glad you had a good rest. We are scheduled to call you at 7:30 a.m. our time on Thurs., 4/12. Your 4 agenda items correspond with ours. Talk to you then. — Thanks for the good wishes on Mara's Bat Mitzvah. It was a fantastic experience. Have a happy Pesach.
Warmly, Penny

M E M O R A N D U M

April 4, 1990

TO: Mark Gurvis

FROM: Herman D. Stein *HDS*

RE: Paper from Walter Ackerman

I find this a most valuable paper. Ackerman has organized his material by various structural patterns, rather than strictly by history. This makes the time periods somewhat confusing, but not enough to mar the basic analysis.

Some Comments:

At the bottom of page 9 and top of page 10, Ackerman makes a statement which, I believe, calls for some explanation:

The way in which Israel is used as an educational resource depends on the understanding educators have of the place and meaning of an independent Jewish state in the life of the individual and the polity. Differences on this fundamental issue, even when muted by common agreement, color the entire pattern of relationships between Jewish education in North America and Israeli agencies working in the Diaspora.

The other shoe has to drop! How is the pattern colored, etc?

On page 10, there is reference to one of the requirements of a profession -- namely, the need for "public recognition of the unique and essential service they provide." This is a point that was not included in the paper on Jewish Education as a Profession, as I have previously noted. It would be well to maintain consistency on this score between the papers.

On page 13, Ackerman refers to the lack of contact between the school and non-school settings. Benderly, however, ran a Hebrew-speaking camp (Achvah) as far back as the late '20s and '30s. There was considerable contact between the two settings, since the camp's leaders were the administrators of the Bureau of Jewish Education. The establishment of this Hebrew-speaking camp was well before the end of World War II, which Ackerman, on page 15, notes was the beginning of this and other developments in Jewish education.

I am not quite sure what Ackerman means by "encouraging individual units in the system to adopt initiatives which celebrate their uniqueness" (page 15).


Memorandum to Mark Gurvis
April 4, 1990
Page two.

While I would have preferred a different organization of the material -- more clearly by historical periods -- Ackerman has produced some excellent insights into relationships among structure, regulation, planning, and communal responsibility.

HDS:mr

M E M O R A N D U M

April 4, 1990

TO: Mark Gurvis
FROM: Herman D. Stein
RE: Paper by Bernard Reisman 

Reisman has produced an outstanding monograph--comprehensive, lucid, analytical -- and, most of all, encouraging. This should be a fine addition to the materials available to the Commission and to a wider audience who will read the report.

There are, however, some minor omissions and one major one, depending on interpretation. The omission is reference to joint degrees that now exists between some schools of social work and seminary colleges, which can be noted as a significant development, even though the number of such arrangements are few. I also feel there is insufficient attention to the importance of summer camps as a medium for informal Jewish education.

The large gap is any reference to mass communications media, or to the preparation of videotapes. This area of technology reinforces all kinds of education and, particularly, has implications for family life education. The fact that there may be no organization for people working in this medium for Jewish educational purposes, or that it is not a specified professional field, ought not to cause it to be omitted from the roster of valuable resources and instrumentalities for informal Jewish education.

Perhaps one can interpret "informal Jewish education" to exclude audiovisual technologies, but I frankly do not think this would be useful. If this area is not touched in this paper, a separate paper should deal with it, and be cross-referenced in this one.

HDS:mr

MEMO TO: Annette Hochstein

FROM: Mark Gurvis

DATE: April 2, 1990

SUBJECT: Isa Aron's Paper


Having had an opportunity to review Isa's paper on the L.A. teacher census, I thought I would share a couple of my own reactions. In general, I would echo Jon Woocher's concern about the limited value of the study because of its focus on only one community's data. Comparisons across Los Angeles, Philadelphia, and Miami might have yielded a richer picture less subject to a single community's idiosyncracies.

I was very surprised that over half of the teachers are between 25-39 years old. I would have expected more college-age students, and more older teachers. I think it would be very interesting to look in greater depth at the 25-39 population and their characteristics.

The other item that really caught my eye was the level of satisfaction by type of school. I suspect that Orthodox day schools and Reform supplementary schools experience higher levels of teacher satisfaction because there is greater confluence between what those schools expect of their families, and vice versa. Perhaps in these schools there is general agreement on either high or low expectations, and therefore teachers are less likely to be caught in a conflict over expectations. This may, in fact, point to one of the significant differences between Reform and Conservative supplementary schools. Conservative schools may still be articulating higher expectations for observance, parental participation, religious observances, etc. than Reform supplementary schools, but are probably finding that their constituency is no more likely than Reform synagogue members to agree with such levels of expectations. Therefore, teachers in Conservative schools would experience a higher degree of dissonance between what they are teaching and the support for it in the home.

I expect to be able to share more comments from senior policy advisors on the various papers next week.

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

FROM: Virginia F. Levi 

DATE: April 10, 1990

SUBJECT: April 22 Meeting

The meeting of senior policy advisors scheduled for April 22 in Cleveland has been postponed. David Finn and his staff are hard at work on a draft of the final report but do not anticipate having it ready in time for review by April 22. We are aiming for completion of a first draft by the first week in May. We will be in touch about rescheduling the meeting to coincide with the availability of the report.

AX SENT

DATE: 9/4/90

Nativ Policy and Planning Consultants
Jerusalem, Israel

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Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi
Annette Hochstein

FROM:

FAX NUMBER:

DATE: April 9, 1990

NO. PAGES: 1

Dear Ginny,

I'm just back from a very refreshing vacation and on my way to the next assignments. This fax is to verify the time of the Tele-Conference set for Thursday, April 12th. Our calendars say 7:30 A.M., Cleveland time. Could you please confirm this.

We understand the agenda for the Tele-Conference includes the following items, all related to the Commission:

1. The IJE and implementation
2. Funding
3. The report
4. Research

Please accept my belated wishes for the Bat Mitzvah -- I'm sure your daughter did great and hope you all had much joy from the event.

Best wishes to you and your family for a happy Pessach,

Warm regards,



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

FROM: _____
NAME GINNY LEVI
COMPANY PREMIER
DEPARTMENT _____
COST CENTER 050

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Seymour - We're ready to send Lea Lion's paper
to commissioners. May I have your comments
on the cover letter so that we can mail Mon?

Thanks,
Ginny

MEMO TO: Seymour Fox, Mark Curvis, Annette Hochstein, Stephen H.
Hoffman, Morton L. Mandel, Henry L. Zucker

FROM Virginia F. Levi *VF*

DATE: April 12, 1990

In calling senior policy advisors to reserve May 3 and May 6 for a possible meeting, we have learned that most will be participating in the Hornstein Program event at Brandeis on Sunday, May 6. This is, therefore, not a realistic option for our meeting.

I do not have a definitive response from everyone about availability on May 3, but only Marty Kraar has said he is not available. (We have yet to hear from David Ariel, Herman Stein, and Joe Reimer.)



Telecon call 12/4/90

THE IJE

I. THE IJE

Desired outcome: to advance the understanding of the IJE

To take first steps for Steve's active involvement

To agree on setting-up steps

To set up next steps and communications

A. Immediate tasks

1. setting up

- a. The board
- b. Core staff

c. Professional Advisory Team (The Institute &?)

2. promotion and relationship with organizations, institutions, etc.

3. implementation of the plan

- a. Lead communities

SCOPE -- DEFINITION

The first steps towards the implementation of lead communities include the decision of which communities to choose. We should first agree on criteria (size, commitment, level of communal organization, variety, etc.), and on selection procedures. We must also decide whether and how to involve the Commission in this process. Commissioners have offered quite a bit of advice on this matter in interviews.

I. criteria

II. selection procedure

III. plan

b. Training

There is some momentum in the field in this area:

- Wexner
- JTSA
- Lamm
- The associations

We may want to seize some of the opportunities involved and ensure the desired development. Therefore we may want to begin building with this momentum -- before having a full-scale plan

c. Preparing the following plans :

"preparing" may mean that the IJE's staff will prepare the plan or that others may be invited to do this (e.g. Wexner re-recruitment; the Institute re-training; etc...)

- I. The Community - development policies (leadership, funding, st
- II. Building the profession -- all elements - master plan for training
- III. Developing a research capability

With Hirshhorn

THE IJE

IV. Policies for programmatic interventions

- d. Funding the IJE and activities
 - I. core budget
 - II. activities budget
- B. First steps
 - 1. Seminar Fox-Hochstein-Hoffmann
 - 2. Method for staff selection: educational and planning staff
 - a. seminar of large group including potential staffers
 - b. choose some people immediately

c. Timeline - where we are at to time of report.
d. Next steps (all)

II. THE REPORT

We have received the first chapter and are working on it. Will send it to them as soon as corrected.

- A. Do they have the outline?
- B. We have chapter 2 and are working hard editing
- C. We are providing answers and data for other sections
- D. Continuous fax contact
- E. Weaving in research reports
- F. Timetable

By May 5th hopefully everything but first or last chapter will be ready.

Some questions:

- 1. Do we quote all commissioners?
- 2. Photographs of all commissioners
- 3. Response to commissioners as report is being written

all who have attended at least once must either 1a? not elix
to draft report

~~III. pa~~

IV. FUNDING

RELAX -- RELAX -- RELAX --

LET THEM TALK FIRST

If they don't report - prod them and ask what is the plan for all these people?

We want an update from them:

- 1. Bronfman
- 2. Crown
- 3. Hirshhorn
- 4. Ackerman
- 5. Wexner (report on Corson)
- 6. Evans
- 7. Melton (Fox)

- 8. Arnow
- 9. Fisher

9:33am Apr 12, 1990

A:\APRIL90\TELE124.OTL

Page:

THE IJE

- 10. Gruss
- 11. Hiller
- 12. Jesselson
- 13. Foundations that are not part of the Commission but have approached us (e.g. Koret; Cummings, Avi-Hai)
- 13. Others e.g. Ratner; Mandel Berman; Koshitzky; Lainer; Tishman

~~V. Fox report~~

- A. MLM's contribution -- for what? (training?)

VI. RESEARCH

- ~~WIL.~~ Isa Aron : printed?

- A. Ackerman : Correct and publish

We must send all remarks to him

- B. Reisman : some corrections will have to be made - don't know yet
We've given this to Hebrew U. outside expert
for theoretical aspects

If no -- SF talk to Rotman before decision

- C. Aryeh Davidson did Mark follow up?

We should get the last draft and respond within
48 hours

- D. Reimer : wait and see
- E. Scheffler Fox : wait and see - we're doing Finn
- F. CAJE : No publication
- G. Isa2 : no publication
- H. HLZ and Joel Fox : please suggest

I. STATEMENT TO COMMISSIONERS AND REPORT - RE RESEARCH AND CONSULTATION

Many groups were helpful in consultations
in gathering existing research and
undertaking new research : all must
be listed. All have influenced the final report

- J. ACCOMPANYING LETTER: has it gone out?

if no : we have some remarks:
no reference to Isa's second paper.
No paragraph 3 at all (content)

sent by Fax

What is status of Second letter?
Professor versus faculty member?

9:33am Apr 12, 1990

A:\APRIL90\TELE124.OTL

Page:

H. /

MINUTES: Commission Staff Teleconference

DATE OF MEETING: April 12, 1990

DATE MINUTES ISSUED: April 19, 1990

IN CLEVELAND: Mark Gurvis, Stephen M. Hoffman, Virginia F. Levi,
Morton L. Mandel, Henry L. Zucker

IN ISRAEL: Seymour Fox, Annette Hochstein

.....

I. Plans for the IJE

It was suggested that the board of the implementation mechanism include 18 members, as follows: 10 potential funders, 4 national figures with strengths in process, and 4 educators. This scenario raises questions about the role of the seminary heads, among others. It provides an opportunity to involve new players in this field, if desired.

It was suggested that the IJE board be supplemented by a group of senior policy advisors with expertise in community organization. Membership might include Kraar, Schiff, and Stein, for example.

A body of IJE Fellows might also be created to provide an intellectual foundation and a core of people on which to draw for the implementation of projects. Possible members might include Ariel, Elkin, Ackerman, Fineman-Nemser, Holtz, and Pakarsky.

Still to be answered are questions about the identity of actual funders and IJE staff. We must also decide how fast to proceed and when to begin inviting people to participate. Do we have the authority to proceed?

In the discussion that followed, it was suggested that the Commission be disbanded at some date and be replaced by a new entity to include the active commissioners and others we might wish to add. This group would be kept informed of IJE developments periodically, would meet annually, and would provide a source of feedback. Staff would be in

.....

In discussing a schedule for implementation, it was noted that concrete steps must wait until the IJE board has been formed. It is intended that the board be actively involved in plans for implementation. It was noted, further, that this approach should have no effect on the conclusions and recommendations expressed in the Commission's final report. It will be the board's responsibility to prioritize the recommendations and spell out criteria for proceeding.

II. Final Report

An outline of the report was distributed. (See Exhibit A) It was reported that chapter two has been submitted to Fox-Hochstein and will soon be returned with corrections. It will be sent to this group for general reaction to Finn's writing style.

A question was raised about the desirability of quoting commissioners in the report. While these quotes are one means of introducing both the commissioners and some central ideas, it was suggested that unless we quote everyone, it might be better to quote no one than to risk offending some. Where quotes seem necessary, it might be best not to attribute them, but to state "as one commissioner said," It was agreed that this question would remain open while staff review the Carnegie Report and its use of quotes.

It was suggested that the philosophical statement in the introduction to the report might flow directly from the Fox-Scheffler paper. It was reported that SF is working to get a statement from Twersky defining an educated Jew.

The following tentative schedule was put forward: It is anticipated that four of the five chapters of the report should be ready to send to senior policy advisors by early May and that suggestions and reactions can be incorporated in time to send a draft to commissioners by the end of May. This timetable would allow for a Commission meeting on June 12, as presently scheduled.

III. Status of Research Reports

- A. Ackerman's paper on the structure of Jewish education is in the hands of senior policy advisors, many of whom have submitted their comments. It is anticipated that this paper should be ready for publication before the end of April.
- B. Aron's paper on the Los Angeles teacher census is in the hands of senior policy advisors. It appears that the data will be useful to the implementation mechanism, but that this paper will not need to be published.
- C. Aron's paper on professionalization should be ready to send to commissioners within the next few days.
- D. Davidson is working on a final draft of his paper on preparation of Jewish educators. We should have it in publishable form by April 20.
- E. It has been agreed that Fox's and Zucker's papers are complete, but will not be published at this time.

- F. Reimer's paper on the synagogue as context is due on April 20.
- G. Reisman's paper on informal education is in the hands of senior policy advisors. It appears that some major revisions are in order. MG will send policy advisor comments to Reisman.
- H. The Scheffler/Fox paper on the relationship of Jewish education to Jewish continuity is nearing completion and should arrive shortly.

IV. Update on Funding

It was reported that while MLM is on the west coast later in April, he will talk with the Weinbergs, representatives of the Koret Foundation and the Swig family, and possibly Mark Lainer. Meetings are currently being scheduled to take place in May with representatives of Ravson, Avi Chai, Riklis, Cummings, and Scheuer. In addition, HLZ is working on arrangements to meet with Hirschhorn.

SF has been in touch with the Meltons and believes that they are a potential source of support. It was suggested that SF join MLM in meeting with them during SF's next trip to the U.S. In the interim, SF will determine whether Mrs. Melton would be comfortable joining the IJE board.

It was suggested that HLZ plan to talk with Maurice Corson about the likelihood of a Wexner set-aside of funds to help implement Commission recommendations. Wexner interests in recruitment and training would lend themselves to this approach.

It was suggested that a meeting be set up with Arnow and his parents to test their interest in funding.

V. Next Meeting

The meeting of senior policy advisors originally scheduled for April 22 was cancelled. It was suggested that this meeting be rescheduled for either Thursday, May 3 or Sunday, May 6 in Cleveland, depending on when Finn can be ready with the final report. SF will let HLZ know by April 18 which is the preferable date. VFL will ask policy advisors to hold both dates.

An interview schedule to be used in communication with commissioners should be ready for review at that meeting.

AX SENT

DATE: 9/2/90

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Jerusalem, Israel

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

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FACSIMILE TRANSMISSION

TO: Mark Gurvis

DATE: April 22, 1990

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER:

Dear Mark,

Re: HLZ reaction to Reisman paper

I think you should fax these remarks to Bernie - I have spoken with him and he is starting to work on a corrected draft - to be completed while I'm in the US.

Could you please federal express a copy of the Reisman paper as is to Dena Merriam at Finn's. They need it urgently.

Take care,

Annette

TO: Annette Hochstein
FROM: Mark Gurvis
DATE: April 20, 1990
SUBJECT: HLZ Reaction to Reisman Paper

Henry had one point he wanted to express on Bernie's paper. It relates to the characterization of the Federation movement's priority for Jewish education discussed at the bottom of page 27.

Henry's point is that Federation's change in priorities toward greater support for education has been evolutionary in nature. In the 1920-30s, it was not at all on the agenda of federations, and most federation leaders were indifferent or hostile. By the late 1940-50s that attitude had changed, and it suddenly was possible for day schools to begin receiving federation allocations.

The confluence of developments in the 1980s is remarkable and certainly important to recognize, but it builds upon 40 years of gradual growth in support for Jewish education among federations. Bernie may want to reflect this point in his discussion of historical factors.

Do you want me to fax this directly to Bernie?



April 13, 1989

From: Morton L. Mandel

To: Seymour Fox

Here are some more thoughts on possible outcomes of the Commission on Jewish Education. Let's discuss on April 18th telecon.

- Outcome #1 The IJE (i.i.)
- Outcome #2 Community Action Sites: From Demonstration to Implementation
Organized or assisted by IJE, these would be partnerships and coalitions of local and continental bodies, generally under the local Federation flag, to test programs, leading to diffusion.
- Outcome #3 Personnel: Building a Profession
A permanent ongoing process led by IJE, with multiple demonstration and pilot projects, to develop and test methods that facilitate personnel recruitment, training, and retention (generally performed at Community Action Sites).
- Outcome #4 Federation: A key factor for Jewish continuity
An organized, long-term effort to achieve consensus that the local federation is the key convenor and sponsor of local programs to enhance Jewish continuity (e.g., Cleveland Commission). IJE to work closely with CJF to activate federations to take up this cause.
- Outcome #5 The North American Support System: A New Design
A permanent process led by IJE and CJF to harmonize all the continental players (JWB, JESNA, Seminaries, etc.), in a way that brings them to a high level of effectiveness, overall or in selected areas.
- Outcome #6 Programmatic Options: Implementation
A permanent ongoing process led by IJE to work with "champions" of programmatic options, as they can be identified, to develop fully those options:
1. - Champion is Chair of a Commission (e.g. Eli Evans)
 2. - Champion finances Commission or obtains financing)
 3. - IJE helps select and approves all Commission members
 4. - IJE helps select and approves Commission staff
 5. - IJE monitors and exercises quality control on each Commission
- Outcome #7 Research, Publications, etc.
A permanent ongoing element of IJE. (To be designed).

From: Morton L. Mandel

To: Seymour Fox

Here are some more thoughts on possible outcomes of the Commission on Jewish Education. Let's discuss on April 18th telecon.

- Outcome #1 The IJE (i.e.) *Fox - Hochstein responsibility*
- Outcome #2 Community Action Sites: From Demonstration to Implementation
Organized or assisted by IJE, these would be partnerships and coalitions of local and continental bodies, generally under the local Federation flag, to test programs, leading to diffusion. *Federation responsibility Fox & HZ*
- Outcome #3 Personnel: Building a Profession
A permanent ongoing process led by IJE, with multiple demonstration and pilot projects, to develop and test methods that facilitate personnel recruitment, training, and retention (generally performed at Community Action Sites). *Reimer? + Small Task Force*
- Outcome #4 Federation: A key factor for Jewish continuity
An organized, long-term effort to achieve consensus that the local federation is the key convenor and sponsor of local programs to enhance Jewish continuity (e.g., Cleveland Commission). IJE to work closely with CJF to activate federations to take up this cause. *HZ - Fox (?) 8/1/89*
- Outcome #5 The North American Support System: A New Design
A permanent process led by IJE and CJF to harmonize all the continental players (JWB, JESNA, Seminaries, etc.), in a way that brings them to a high level of effectiveness, overall or in selected areas. *Rothman - Woocher - 697*
- Outcome #6 Programmatic Options: Implementation
A permanent ongoing process led by IJE to work with "champions" of programmatic options, as they can be identified, to develop fully those options: *?*
1. - Champion is Chair of a Commission (e.g. Eli Evans)
 2. - Champion finances Commission or obtains financing
 3. - IJE helps select and approves all Commission members
 4. - IJE helps select and approves Commission staff
 5. - IJE monitors and exercises quality control on each Commission
- Outcome #7 Research, Publications, etc.
A permanent ongoing element of IJE. (To be designed). *?*



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TO: ANNETTE HOCHSTEIN

FAX # 972-2-699951

FROM: JOE REIMER (4/5/90)

Dear Annette:

I have been out of touch for too long. A prolonged flu and distraction from other sources (to be addressed in a subsequent letter this week) has eaten up much of the month of March. Yet I am still - all too slowly - working on the expanded version of my research paper.

Late last week I got a call from Sherry Israel about our Commission work. Sherry, who is a Ph.D. in social psychology from Yale and an old Ramah person and works for the Boston federation, was the author of their 1985 demographic study and is now Barry Shrage's "point person" on Jewish education. As she is staffing the local Commission on Jewish education, she is a person you should meet one day. Seymour knows her well.

Sherry was reacting to the document prepared for the last (February) Commission meeting. Her primary question regards planning and demographics. She says she can predict with relative accuracy - at least in Boston - when the current boom in babies/young children will end: approximately 2008. That is when the current crop of young parents (born after World War II) will be finished having children, and there is no cohort of parents of comparable size in the offing. Her question: how do we take those compelling demographics into account in planning for Jewish educational services?

Sherry worries that we not repeat the error of the 1960's in the U.S. of building up a large reservoir of resources only to be faced with a sudden contraction several years later. She knows we are so under-staffed that saturation of qualified staff is not the issue, but rather preparing communities to anticipate "the seven years of drought" of which our forefather Joseph spoke.

Though no immediate response is requested, I hope you and Sherry one day get to know each other.

Many warm wishes for chag HaPesach.

Joe

JR:ls



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MEMO

TO: SEYMOUR FOX AND ANNETTE HOCHSTEIN # 972-2-699951
FROM: JOE REIMER
DATE: 4/5/90
RE: UPDATE ON MY RESEARCH PAPER

Thank you, Seymour, for calling while in the States. I'm sorry we did not connect, but that was during the time I had the flu and was pretty much out of commission for two weeks.

I am much better and have been back to work on the research. I have continued my observations of the supplementary school and indeed a more complex picture emerges. The positives that I reported on in my paper hold up upon closer observations, but the issue of student learning raises the complexity. Learning clearly goes on seriously during school hours, and the conceptual material done in English is often exciting. But the level of Hebrew learned and the amount of time-on-task leaves -- from a cognitive learning perspective -- much to be desired. How to realistically assess what can be accomplished in this framework remains the task of this descriptive work.

I am off time-wise by at least two weeks. I had aimed to be finished by the end of April. Now I see I'll only be finishing data gathering at that point and will need until mid-May to be finished writing.

My best wishes for a wonderful chag HaPesach.

P.S. There is a swirl of activity around Brandeis that I'd like to share with you next time we meet.

cc: Mark Gurvis

JR:ls

MEMO TO: Annette Hochstein, Stephen H. Hoffman

FROM: Mark Gurvis *MG*

DATE: March 30, 1990

SUBJECT: CAJE

.....

Eliot Spack spoke with me again about the CAJE conference this August in Columbus, and about where things stand with the materials CAJE developed on the programmatic areas.

With the conference, given the positive nature of the contacts last year in Seattle and in December in Cleveland, they believe the August conference is an excellent opportunity to continue the relationship. At this point CAJE's leadership is genuinely interested in where the Commission process stands and would like to have an update available to the 2,000 educators gathered this summer. It is an opportunity we should take advantage of in some way.

With the materials, it is their hope to pull together the information they gathered last August and the material presented to us recently into some kind of formal publication. They don't want to move yet, based on their agreement to hold back until the Commission has decided if and how it will use the material. Annette, I told Eliot that you were scheduled to call him upon your return from vacation around Pesach, and he is expecting your call. He asked that I let you know he will be in Israel from May 18-27 and would be delighted to meet with you at that time.

6. On page 10, Jon believes the reference to CAJE falls short of the mark. CAJE is an organization, not just an annual conference, and although it is not a teacher organization, it has emerged in the last decade as the major Jewish education organization involving teachers.

Woocher -- On Reisman:

1. In general, Jon believes Bernie has done a fairly thorough job providing a conceptual framework for understanding informal education.
2. He takes some issue with the characterizations of JESNA on page 40. JESNA is funded by allocations from individual federations; it is not funded by CJF. It should not be cast simply as the coordinating council of central agencies; it's mandate goes far beyond that role. The regional conferences each focused on a different thematic area--one on adult education and one on family education.
3. Jon believes the section on camping is disproportionately thin. Given the depth with which other settings and frameworks are explored, this critically important area suffers by comparison.
4. The reference to the number of colleges in the Association of Institutions of Higher Learning in Jewish Education is not consistent. Bernie notes twelve colleges; in

MEMO TO: Annette Hochstein
FROM: Mark Gurvis
DATE: April 18, 1990
SUBJECT: Update on Research Papers

1. Ackerman - You are expecting a finished second draft from Ackerman by April 24. Can we please aim for May 1 to have the publishable copy here in Cleveland. / 140
2. Davidson - Aryeh's next draft will be complete April 20. He will be checking with you to see if his disks are compatible with your equipment. If so, he will send you the paper and the disks by overnight mail. If not, he'll send us the paper and we'll fax it to you. (JTS's fax machine is terrible.)
3. Reimer - According to Ginny's last call, Joe now expects to finish mid-May. I am trying to reach him to move that earlier.
4. Reisman - You are to discuss SPA comments with Bernie and consider with him what editing and revisions are necessary. Please let me know what the timetable will be for a second draft. I am faxing copies of the SPA comments to Bernie today.
5. CAJE - You were going to call Eliot Spack to discuss the material developed from the December 4-5 consultations.

Please call me if you want to review this.



FAX: (213) 471-1278

DATE: March 23, 1990

ATTENTION: Prof. Seymour Fox
Fax # 972-2-699 951

FROM: The Wilstein Institute
Los Angeles, Ca
U.S.A.

THIS IS PAGE 1 OF 20 PAGES, INCLUDING COVER

COMMENTS: _____

IF THERE ARE ANY QUESTIONS, OR IF THIS TRANSMISSION WAS INCOMPLETE, PLEASE
CALL (213) 476-9777.

EXCERPTS FROM THE CJF NATIONAL SURVEY QUESTIONNAIRE

1. Could I speak with ### (someone Jewish in the household who is age 21 or over)?
2. Could you tell me the first name of each person living in your household?

Questions 3-15 asked for all household members.

4. Is ### male or female?

5. What is ###'s relationship to you?

MALES

- 1) Respondent
- 2) Spouse
- 3) Partner
- 4) Child
- 5) Parent
- 6) Parent-in-law
- 7) Brother
- 8) Brother-in-law
- 9) Other male relative
- 10) Boarder
- 11) Roommate
- 12) Paid employee
- 13) Other male

FEMALES

- 14) Respondent
- 15) Spouse
- 16) Partner
- 17) Child
- 18) Parent
- 19) Parent-in-law
- 20) Sister
- 21) Sister-in-law
- 22) Other female relative
- 23) Boarder
- 24) Roommate
- 25) Paid employee
- 26) Other female
- 98) Don't know
- 99) Refused

5. What is ###'s age at last birthdate?

- 98) Don't know
- 99) Refused

6. Since September 1989, has ### attended any type of school, pre-school or daycare program?

- 1) Yes
- 2) No -- Go to Q.10
- 98) Don't Know -- Go to Q.10
- 99) Refused -- Go to Q.10

7. Is this daycare or regular school? Public or private? Jewish or non-Jewish?
- | | |
|----------------------------------|-------------------------------|
| 1) Public daycare -- Go to Q.12 | 4) Public school |
| 2) Private, Jewish daycare " | 5) Private Jewish school |
| 3) Private, non-Jewish daycare " | 6) Private, non-Jewish school |
| | 98) Don't Know |
| | 99) Refused |
8. In what grade or year is ### enrolled?
- | | |
|-------------------------------------|------------------------------------|
| 1) Nursery/Pre-school -- Go to Q.12 | 15) College Freshman -- Go to Q.9 |
| 2) Kindergarden " | 16) Sophomore " |
| 3) 1st grade " | 17) Junior " |
| 4) 2nd " | 18) Senior " |
| 5) 3rd " | 19) Post Graduate 1 year " |
| 6) 4th " | 20) 2 years " |
| 7) 5th " | 21) 3 years " |
| 8) 6th " | 22) 4 years " |
| 9) 7th " | 23) 5 years " |
| 10) 8th " | 24) 6 years " |
| 11) 9th " | 25) 7 years " |
| 12) 10th " | 26) 8 years or more " |
| 13) 11th " | 27) Don't know/Other -- Go to Q.10 |
| 14) 12th " | 98) Refused " |
| | 99) Not enrolled " |
9. Does ### attend college ...
- | |
|---------------------------|
| 1) Full- or -- Go to Q.11 |
| 2) Part-time -- " |
| 98) Don't know -- " |
| 99) Refused -- " |
10. What was the highest grade or year completed by ###? (For persons 18 and over only)
- | | |
|-----------------------|--------------------------|
| 1) Nursery/Pre-school | 15) College Freshman |
| 2) Kindergarden | 16) Sophomore |
| 3) 1st Grade | 17) Junior |
| 4) 2nd | 18) Senior |
| 5) 3rd | 19) Post graduate 1 year |
| 6) 4th | 20) 2 years |
| 7) 5th | 21) 3 years |
| 8) 6th | 22) 4 years |
| 9) 7th | 23) 5 years |
| 10) 8th | 24) 6 years |
| 11) 9th | 25) 7 years |
| 12) 10th | 26) 8 years |
| 13) 11th | 98) Don't know/Other |
| 14) 12th | 99) Refused |
| | 27) Too young/none |

11. What was the highest degree obtained by ###? (Read if necessary)
- | | |
|--------------------------|-------------------------------|
| 1) High school diploma | 8) M.D. |
| 2) Associate | 9) Law |
| 3) Bachelors | 10) Other professional degree |
| 4) Registered Nurse (RN) | 11) None |
| 5) Masters | 98) Don't know |
| 6) Ph.D. | 99) Refused |
| 7) D.D.S. | |
12. What state or country was ### born in? [List states, codes 1-50.]
[If born in U.S., go to Q.15.]
- | | |
|-----------------------------|-------------------------|
| 51) District of Columbia | 62) Iran |
| 52) Other U.S. territory | 63) Israel |
| 53) Argentina | 64) Poland |
| 54) Austria | 65) Rumania |
| 55) Brazil | 66) South Africa |
| 56) Canada | 67) USSR (Russia) |
| 57) Cuba | 68) All other countries |
| 58) Czechoslovakia | |
| 59) Germany (East & West) | [Specify] |
| 60) Great Britain (England) | 98) Don't know |
| 61) Hungary | 99) Refused |
13. In what year did ### come to the U.S.?
- 98) Don't know
- 99) Refused
14. Is ### a U.S. citizen?
- 1) Yes
- 2) No
- 98) Don't know
- 99) Refused

Questions 15-17 asked for household members age 16 and over.

15. Was ###'s mother born in the USA or foreign country?
- | | |
|-----------------------------|-------------------------|
| 1) The USA | 61) Hungary |
| 2) A foreign country | 62) Iran |
| [Specify] | 63) Israel |
| 53) Argentina | 64) Poland |
| 54) Austria | 65) Rumania |
| 55) Brazil | 66) South Africa |
| 56) Canada | 67) USSR (Russia) |
| 57) Cuba | 68) All other countries |
| 58) Czechoslovakia | |
| 59) Germany (East & West) | [Specify] |
| 60) Great Britain (England) | 98) Don't know |
| | 99) Refused |

61. If you were to move, do you think it would be within this state, to another state, to another country?
- 1) Within this state
 - 2) To another state -- Go to Q.62
 - 3) To another country -- Go to Q.63
- 98) Don't know -- Go to Q.64
99) Refused -- Go to Q.64
62. What state would that be?
- 98) Don't know
99) Refused
63. What country would that be?
- 98) Don't know
99) Refused
64. Do you generally reside for more than two months of the year away from your present residence?
- 1) Yes
 - 2) No -- Go to Q.68
- 98) Don't know -- Go to Q.68
99) Refused -- Go to Q.68
65. In what city?
- 97) Travelling/multiple places
98) Don't know
99) Refused
66. In what state?
- 98) Don't know
99) Refused
67. In what country?
- 98) Don't know
99) Refused
68. Are you a registered voter?
- 1) Yes
 - 2) No
- 98) Don't know
99) Refused
69. The following questions are about yourself. Did you ever receive any formal Jewish education, such as Hebrew School, Sunday School or private tutoring?
- 1) Yes
 - 2) No -- Go to Q.72
- 98) Don't know -- Go to Q.72
99) Refused -- Go to Q.72

70. What was the major type of schooling you received for your formal Jewish education? (Read if necessary)
- 1) Day School, Yeshiva or other full-time Jewish School
 - 2) Afternoon School, Talmud Torah, Cheder, or other part-time Jewish School that met more than once a week.
 - 3) Sunday School or other one-day-a-week Jewish educational program
 - 4) Private tutoring
71. Altogether, how many years of formal Jewish education did you receive?
- 98) Don't know
- 99) Refused
72. Did you have a Bar or Bat Mitzvah celebration or confirmation when you were young?
- 1) Yes
 - 2) No
- 98) Don't know
- 99) Refused
73. During the past year did you participate in any adult Jewish education programs?
- 1) Yes
 - 2) No
- 98) Don't know
- 99) Refused

Questions 74-77 refer to all other household members. (If 1 person household, skip to Q.80.)

74. Now, I would like to know about the formal Jewish education of the other members of your household. Has ### ever received any formal Jewish education?
- 1) Yes
 - 2) No -- Go to Q.77
- 98) Don't know -- Go to Q.77
- 99) Refused -- Go to Q.77
75. All together, how many years of formal Jewish education has ### completed? [Specify number]
- 98) Don't know
- 99) Refused
76. In what type of school was/is ### enrolled or what was the major type of schooling ### received? (Read if necessary)
- 1) Day School, Yeshiva or other full-time Jewish School
 - 2) Afternoon School, Talmud Torah, Cheder, or other part-time Jewish School that met more than once a week.
 - 3) Sunday School or other one-day-a-week Jewish educational program
 - 4) Private tutoring

77. Did ### participate in any adult Jewish education programs in the past year? (For those household members under 18, ask "Did ### participate in any Jewish youth group or Jewish camp in the past year?")

- 1) Yes, Jewish adult education
- 2) Yes, Jewish youth group
- 3) Yes, Jewish camp
- 4) No
- 98) Don't know
- 99) Refused

Question 78 asked for children under age 18 not currently enrolled, if any.

78. Do you expect to enroll ### to receive a formal Jewish education?

- 1) Yes -- Go to Q.80
- 2) No -- Go to Q.79
- 98) Don't know -- Go to Q.80
- 99) Refused -- Go to Q.80

79. What is the major reason you do not expect to enroll ### in a program of formal Jewish education?

- 1) Too young
- 2) Too old
- 3) ### has insufficient Jewish education
- 4) Parent not interested
- 5) Child not interested
- 6) Schools are too expensive
- 7) Schools are too far away
- 8) Poor quality of schools
- 9) Enrolled in Christian religious education
- 10) Enrolled in other religious education
- 11) Will enroll in Christian religious education
- 12) Will enroll in other religious education
- 13) Was enrolled in Christian religious education
- 14) Was enrolled in other religious education
- 15) Other
- 98) Don't know
- 99) Refused

Questions 80-86 asked of R only.

80. Do you consider yourself to be Conservative, Orthodox, Reform, Reconstructionist, something else?

- | | |
|------------------------------|---------------------------|
| 1) Conservative | 7) Some other type of Jew |
| 2) Orthodox | 8) Secular |
| 3) Reform | 9) Christian |
| 4) Reconstructionist | 10) Some other religion |
| 5) Something else (ASK WHAT) | 98) Don't know |
| 6) Just Jewish | 99) Refused |

81. Were you raised Conservative, Orthodox, Reform, Reconstructionist or something else?
- | | |
|------------------------------|---------------------------|
| 1) Conservative | 9) A combination of two |
| 2) Orthodox | [ASK WHICH TWO] |
| 3) Reform | 10) Orthodox/Conservative |
| 4) Reconstructionist | 11) Conservative/Reform |
| 5) Something else (ASK WHAT) | 12) Christian |
| 6) Just Jewish | 13) Some other religion |
| 7) Some other type of Jew | 98) Don't-know |
| 8) Secular | 99) Refused |
82. Regarding your Jewish ethnicity, do you consider yourself to be Sephardi, Ashkenazi or something else?
- 1) Sephardi
 - 2) Ashkenazi
 - 3) Something else (Specify)
 - 98) Don't know
 - 99) Refused
- [IF ONE PERSON HOUSEHOLD, SKIP TO Q. 94]
83. Do you consider your present household as a whole to be Conservative, Orthodox, Reform, Reconstructionist or something else?
- | | |
|------------------------------|---------------------------|
| 1) Conservative | 7) Some other type of Jew |
| 2) Orthodox | 8) Secular |
| 3) Reform | 9) Christian |
| 4) Reconstructionist | 10) Some other religion |
| 5) Something else (ASK WHAT) | 98) Don't know |
| 6) Just Jewish | 99) Refused |
84. Are you or any member of your household currently a member of a synagogue or temple?
- 1) Yes
 - 2) No -- Go to Q.86
 - 98) Don't know -- Go to Q.86
 - 99) Refused -- Go to Q.86

85. Is/are that/these memberships Conservative, Orthodox, Reform, Reconstructionist or a combination of two?
- | | |
|---|--|
| 1) Conservative | 12) Conservative/Reform |
| 2) Orthodox | 13) Other group/Orthodox |
| 3) Reform | 14) Other group/Conservative |
| 4) Reconstructionist | 15) Other group/Reform |
| 5) Something else | 16) Other group/Reconstructionist |
| 6) Or a combination of two
(ASK WHICH TWO) | 17) Some other type of group
(like Havurah) |
| 7) Both Conservative | 98) Don't know |
| 8) Both Orthodox | 99) Refused |
| 9) Both Reform | (If 1-17, Go to Q.88) |
| 10) Orthodox/Conservative | |
| 11) Orthodox/Reform | |
86. Aside from membership your parents may have had since you have been grown have you ever belonged to a synagogue or temple?
- 1) Yes -- Go to Q.88
 - 2) No
 - 98) Don't know
 - 99) Refused
87. Are you or any member of your household a member of a church or other religious group?
- 1) Yes -- Go to Q.89
 - 2) No
 - 98) Don't know
 - 99) Refused
88. About how often do you personally attend any type of synagogue, temple, or organized Jewish religious service? (Read if necessary and accept only one answer.)
- | | |
|--|--------------------------|
| 1) Not at all | 5) About once a month |
| 2) Only on special occasions,
i.e., Bar Mitzvah, wedding,
etc. | 6) Several times a month |
| 3) Only on High Holidays | 7) About once a week |
| 4) A few times a year | 8) Several times a week |
| | 98) Don't know |
| | 99) Refused |

89. About how often do you personally attend any type of Christian or other type of religious service?

- | | |
|---|--------------------------|
| 1) Not at all | 5) About once a month |
| 2) Only on special occasions,
i.e., weddings, confirmations,
baptisms, etc. | 6) Several times a month |
| 3) Only on Easter or Christmas | 7) About once a week |
| 4) A few times a year | 8) Several times a week |
| | 98) Don't know |
| | 99) Refused |

Questions 90-97 asked of R on behalf of household.

Does your household do the following things all the time, usually, sometimes, or never?

90. Light candles on Friday night?

- 1) All the time
- 2) Usually
- 3) Sometimes
- 4) Never

91. Attend a Passover Seder in your home or somewhere else?

- 1) All the time
- 2) Usually
- 3) Sometimes
- 4) Never

92. Buy Kosher meat for home use?

- 1) All the time
- 2) Usually
- 3) Sometimes
- 4) Never
- 5) Vegetarian option. (Do not read)

93. Use separate dishes for meat and dairy?

- 1) All the time
- 2) Usually
- 3) Sometimes
- 4) Never
- 5) Vegetarian option. (Do not read)

94. Light Hanukkah candles?
 1) All the time
 2) Usually
 3) Sometimes
 4) Never
95. Have a Christmas tree?
 1) All the time
 2) Usually
 3) Sometimes
 4) Never
96. Did you or anyone in your household attend a Purim carnival at a Jewish Community Center or synagogue this year?
 1) Yes
 2) No
 98) Don't know
 99) Refused
97. Did you or anyone in your household celebrate Yom Hatzma'ut (Israel Independence Day) in any way this year?
 1) Yes
 2) No
 98) Don't know
 99) Refused

Questions 98-100 asked of R only

98. Do you personally fast on Yom Kippur?
 1) Yes
 2) No
 3) Would fast but prevented so by health problems
 98) Don't know
 99) Refused
99. Do you personally handle money on the Sabbath?
 1) Yes -- Go to Q.101
 2) No -- Go to Q.100
 3) Don't know -- Go to Q.101
 4) Refused -- Go to Q.101
100. Do you fast on the Fast of Esther (Ta'anis/Ta'anit Esther)?
 1) Yes
 2) No
 98) Don't know
 99) Refused

109. Have you ever been to Israel? If so, how many times?
- | | |
|---------------------------|---|
| 1) Yes, once | 7) I lived in Israel for more than a year |
| 2) Yes, twice | |
| 3) Yes, three times | 8) No |
| 4) Yes, four-nine times | 98) Don't know |
| 5) Yes, ten or more times | 99) Refused |
| 6) I was born in Israel | (If 1 person household, skip to Q.111) |
110. Have any other members of your household ever been to Israel?
- 1) Yes
- 2) No
- 98) Don't know
- 99) Refused
111. Among the people you consider your closest friends, would you say that
- 1) none are Jewish
- 2) few are Jewish
- 3) some are Jewish
- 4) most are Jewish
- 5) all or almost all are Jewish
- 98) Don't know
- 99) Refused
112. Which of the following best describes the Jewish character of your neighborhood?
- 1) It is very Jewish in character
- 2) It is somewhat Jewish in character
- 3) It has little Jewish character
- 4) It is not at all Jewish in character
- 98) Don't know
- 99) Refused
113. How important is it to you that your neighborhood have a Jewish character?
- 1) Very important
- 2) Important
- 3) Not important
- 4) Not at all important
- 98) Don't know
- 99) Refused

114. If your child were considering marrying a non-Jewish person, would you: strongly support, support, accept/be neutral, oppose or strongly oppose?
- 1) Strongly support
 - 2) Support
 - 3) Accept/be neutral
 - 4) Oppose
 - 5) Strongly oppose
- 98) Don't know
99) Refused
115. Now how would you feel about this marriage if your child's future spouse were to convert to Judaism? Would you: strongly support, support, accept/be neutral, oppose or strongly oppose?
- 1) Strongly support
 - 2) Support
 - 3) Accept/be neutral
 - 4) Oppose
 - 5) Strongly oppose
- 98) Don't know
99) Refused

Questions 116-119 asked of R on behalf of household

116. In the last year, how much did you and/or other members of your household together contribute or give in gifts to Jewish philanthropies or charities and causes? Please do not include dues or memberships.
- 1) Nothing
 - 2) Under \$100
 - 3) \$100-499
 - 4) \$500-999
 - 5) \$1,000-4,999
 - 6) \$5,000 - 9,999
 - 7) \$10,000+
- 98) Don't know
99) Refused
117. Did you or your spouse give to the Jewish Federation or UJA? How much did you contribute?
- 1) No
 - 2) Under \$100
 - 3) \$100-499
 - 4) \$500-999
 - 5) \$1,000-4,999
 - 6) \$5,000-9,999
 - 7) \$10,000+
- 98) Don't know
99) Refused

Please add to the Appendix B of the proposal you received;

Enclosed is the set of questions being used at the screening stage of the CJF survey described in our proposals.

As they near completion of this stage, it now appears that the screening of 100,000 households will produce about 4500-5000 that are Jewish, part-Jewish or including people with some Jewish background or identification.

$$\begin{array}{r} 4500 \\ 5000 \end{array} / 100\ 000$$

5%

$$\begin{array}{r} 230\ 000 \\ \times 5 \\ \hline 115 \end{array}$$

SCREENER 1990 NATIONAL SURVEY

ICR SURVEY RESEARCH GROUP
APRIL 5 - OCT. 3, 1989

TABLE 001

002

003

004

005

006

007

008

009

010

011

012

013

P. 1 RA-1A. WHAT IS YOUR RELIGION?
Base: TOTAL RESPONDENT

6 RA-2A. DO YOU CONSIDER YOURSELF TO BE JEWISH?
Base: RESPONDENTS WHO ARE NOT JEWISH

7 RA-2B. IS THERE ANYONE ELSE IN YOUR HOUSEHOLD WHO CONSIDERS HIMSELF OR HERSELF TO BE JEWISH?
Base: TOTAL RESPONDENTS

8 RA-3A. WERE YOU, OR ANYONE ELSE IN YOUR HOUSEHOLD RAISED AS JEWISH?
Base: TOTAL RESPONDENTS WHO ARE NOT JEWISH/CONSIDER THEMSELVES JEWISH AND DO NOT HAVE OTHER HOUSEHOLD MEMBERS WHO CONSIDER THEMSELVES JEWISH

9 RA-3B. WAS IT YOU, YOURSELF, OR SOMEONE ELSE IN YOUR HOUSEHOLD, OR BOTH YOU AND SOMEONE ELSE IN YOUR HOUSEHOLD THAT WAS RAISED JEWISH?
Base: TOTAL RESPONDENTS WHO ARE NOT JEWISH/CONSIDER THEMSELVES JEWISH AND DO NOT HAVE OTHER HOUSEHOLD MEMBERS WHO CONSIDER THEMSELVES JEWISH AND HAVE HOUSEHOLD MEMBERS RAISED JEWISH

10 RA-3C. WERE YOU RAISED AS JEWISH?
Base: TOTAL RESPONDENTS WHO ARE NOT JEWISH/CONSIDER THEMSELVES JEWISH AND HAVE A HOUSEHOLD MEMBER WHO DOES CONSIDER THEMSELVES JEWISH

11 RA-3D. WAS ANYONE ELSE IN YOUR HOUSEHOLD RAISED AS JEWISH?
Base: TOTAL RESPONDENTS WHO ARE JEWISH/CONSIDER THEMSELVES JEWISH AND DO NOT HAVE OTHER HOUSEHOLD MEMBERS WHO CONSIDER THEMSELVES JEWISH

12 RA-4A. DO YOU, OR DOES ANYONE ELSE IN YOUR HOUSEHOLD HAVE A JEWISH MOTHER OR A JEWISH FATHER?
Base: TOTAL RESPONDENTS WHO ARE NOT JEWISH/CONSIDER THEMSELVES JEWISH/RAISED JEWISH AND DO NOT HAVE OTHER HOUSEHOLD MEMBERS WHO CONSIDER THEMSELVES JEWISH/RAISED JEWISH

13 RA-4B. WAS IT YOU, YOURSELF, OR SOMEONE ELSE IN YOUR HOUSEHOLD, OR BOTH YOU AND SOMEONE ELSE IN YOUR HOUSEHOLD THAT WAS A JEWISH MOTHER OR FATHER?
Base: TOTAL RESPONDENTS WHO ARE NOT JEWISH/CONSIDER THEMSELVES JEWISH/RAISED JEWISH AND DO NOT HAVE OTHER HOUSEHOLD MEMBERS WHO CONSIDER THEMSELVES JEWISH/RAISED JEWISH AND HAVE HOUSEHOLD MEMBERS WITH JEWISH MOTHER OR FATHER

14 RA-4C. DO YOU HAVE A JEWISH MOTHER OR A JEWISH FATHER?
Base: TOTAL RESPONDENTS WHO ARE NOT JEWISH/CONSIDER THEMSELVES JEWISH/RAISED JEWISH AND HAVE OTHER HOUSEHOLD MEMBERS WHO CONSIDER THEMSELVES JEWISH/RAISED JEWISH

15 RA-4D. DOES ANYONE ELSE IN YOUR HOUSEHOLD HAVE A JEWISH MOTHER OR A JEWISH FATHER?
Base: TOTAL RESPONDENTS WHO ARE JEWISH/CONSIDER THEMSELVES JEWISH/RAISED JEWISH AND DO NOT HAVE OTHER HOUSEHOLD MEMBERS WHO CONSIDER THEMSELVES JEWISH/RAISED JEWISH

Father/Mother
1 of 1

APPENDIX C

ADDITIONAL QUESTIONS SUGGESTED BY PROFESSOR LIPSET

1. How do you feel toward Israel?
very positive
fairly positive
not very positive
2. Do you often talk about Israel to friends and relatives?
yes
no
3. Are you often troubled by the policies of the Israeli government?
yes
no
4. Anti-Semitism is a serious problem in the U.S. today.
agree strongly
agree somewhat
disagree strongly
disagree somewhat
5. When it comes to the crunch, Jews can only depend on other Jews.
agree strongly
agree somewhat
disagree strongly
6. On a political scale, I consider myself generally
very liberal
liberal
middle of the road
conservative
very conservative
7. I voted in the last Presidential election. I voted for
the Democrat, Michael Dukakis
the Republican, George Bush
another candidate
8. Did you contribute financially to a political campaign in 1988?
yes
no

MEMO TO: Annette Hochstein
FROM: Mark Curvis *my*
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 Holprui 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, unfounded?

"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 ^aon the faculty 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 ^{INTERESTING} 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 like to

Please share your thoughts on this and further papers with me or our staff.

MORTON L. MANDEL

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 *VFL*

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 Miller, 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 Twarsky, Bennett Yanowitz

Policy Advisors and Staff: David Ariel, Seymour Fox, Mark Gurvis, Annette Hochstain, 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

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 treating 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.

O. Group C Community and Financing--Morton J. 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.

ON JEWISH EDUCATION
IN NORTH AMERICA

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

Commissioners

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Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Maurice S. Corson
Lester Crown
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Ismar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isaac Twersky
B. Jett Yanowitz
Isaiah Zeldin

In Formation

Senior Policy Advisors

David S. Ariel
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Martin S. Kaur
Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurin
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

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

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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

Assignment

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: 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.

March 1, 1990

Dear Seymour,

Re: Some Issues concerning the report

Following our conversations on the topic I thought it useful to write some of the thoughts related to the report - with the purpose of deciding **what document is needed and what has to be done by whom in order to get there.**

1. What should the document achieve?

The answer to this question will help determine the preferred character of the report. For example the report could:

- be a formal announcement (to whom?) of the completion of the work of the Commission
- inspire and give hope (to whom?): tell what Jewish education could be and what plan the Commission has developed to reach this - begin to affect the climate in this way
- publicize the plan in order to mobilize forces for its across-the-board implementation
- make a historical statement: the American crisis of Jewish education in 1990; a Commission undertakes a solid - well documented study, decides what is required to take control of the situation and gears up to action.
- offer a clear blue-print for action
- other

2. What alternative formats/ authors can we consider?

Feasibility - what can be done between now and June given the process and the work to date -- is but one of the criteria that should guide us. You raised the question of the format in regard to the expectations/ownership of commissioners. They must clearly recognize the Commission and their work in this report.

Would the following address this: as long as the core is recognizable, as long as the basic message and plan are what was discussed, commissioners are likely not to be upset. In other words we are bound by the plan, the spirit, the direction. We are not bound by those things that affect communication of these to our audience/s.

We have discussed the following possible formats:

- a. One volume - its style somewhere between Carnegie and A Nation at Risk - David Finn

Research papers -- separate publications, individually or together (appendix or not)

b. One volume - its style a continuation of the background materials - development and elaboration of the last document.
- Fox/Hochstein

Research papers -- separate publications, individually or together (appendix or not)

c. Two volumes/major sections - combination of a and b:
- an inspirational summary -- David Finn
- a more substantive second part -- development and elaboration of the last document -- Fox/Hochstein

Research papers -- separate publications, individually or together (appendix or not)

These options I believe represent exactly the dilemma: how do we communicate a fairly complex plan, written in arduous and abstract terms, in a way that makes it credible and accessible to a wider audience. I believe we should eliminate option "b". You and I will not take the quantum leap required to go from the present documents to a report. What we are saying by offering option "c" is that we do not trust David to make our statement - probably because we don't think he can. We are also saying that we believe very strongly in the need to write a document that includes the plan in the way that we have conceptualized it.

Well it seems to me that these matters should be conveyed to David, discussed with him and agreed. Whether we need a large executive summary or not remains to be seen and will depend on the communicability of the product. It is a decision to be taken after the content of the report is agreed upon. We will probably soon need an outline to relate to.

3. Who is/are our target audiences?

- this was the first questions addressed to me by David - and we still have not given an unequivocal answer. Yet the decision on the kind of report should be largely determined by who the target audience is:

- a. The Commissioners
- b. First and Second tier Decisionmakers re-Jewish education throughout the community: lay and professional
- c. The education community
- d. The community at large: parents; participants; the orthodox; the less affiliated, others
- e. The opinion makers in the Jewish community
- f. other

Discussion

The format of the report will be influenced by the above as well as by our sense of what we are able to do during the two months

ahead and what we believe David can do.
The above issues come up because of difficulties and
uncertainties that arose in us following our interaction with
David.

Best would be if David were able to produce the report. That
requires first further definition of content by us: we do not
know at this time how he is moving, probably because he is still
considering. We need some sort of outline to which to respond.
This would allow us to be more effective in communicating to him
the content. Right now he is demanding from us a story different
from the one we wrote: much more illustrated and detailed than
we have done. Is this just stylistic or is it substantive? Will he
commit us to a level of detail commissioners will not recognize -
or to one they will be relieved to have? I'm afraid we will only
know when we read first written outputs.

What is he missing now in order to do the job? Information, data,
knowledge, target audience? An understanding of the content or of
the form? Is he asking for something we do not have or for
things we have to define and tell him? Not clear.

Unfinished.



Aug 1974

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. DJE 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.