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327C

TO: Annette  
FROM: Debbie  
RE: Notes from my trip

Meeting with Leora Isaacs - JESNA - June 20

The following communities are doing/have done studies of their educators:

Miami

L.A. - data is in; analysis not yet complete. (Isa Aron)

Philadelphia - raw data available; final report not yet ready

Boston - I spoke with Judy Israel who referred me to Steve Cherbin who will be taking over all personnel-related issues when she goes on maternity leave. Steve was on vacation but Judy will ask him to be in touch with me.

Baltimore - a small study was done

Cleveland - they have a little data; not a full report

Syracuse - they have a little data

HUC (L.A.) did a follow-up study on their graduates which we can get from Sara Lee.

A report was done on Reform Day School principals which we can get through Irwin Shlochter at Rodef Shalom in Manahattan. (He's the head of the Organization of Reform Day School Principals.)

A report was done on Solomon Schechter Principals which we can get from Bob Abramson.

Paul Flexner at JESNA is responsible for collecting the educators studies.

Several communities (BJEs and Federations) have commissioned JESNA to do community studies - mainly qualitative assessments, but some have quantitative data like the Buffalo study. The person in charge of these is David Shlucker. He was unavailable, but Leora said she would speak to him.

A data bank of educators is being compiled. Paul Flexner will do initial analysis of it (preliminary data will be pulled out) by the end of the summer. The data will be disseminated through the Trends newsletter (which comes out twice a year).

Leora: "The data bank is incomplete and there is little hope of ever completing it. It is difficult to get cooperation, even to get local listings."

An intern working with Leora is putting together an inventory of current research in Jewish education. So far, most of it is more theoretical/philosophical than empirical. Some evaluative studies have been done. I brought back Susan Shevitz's evaluation of the Israel Incentive Savings Program. If we want Bernie Reisman's evaluation of the implementation of the JWB

Maximizing report we can get it through JWB (Jane Berman).

In June 1989 there was a conference on Research in Jewish Education. 45 people attended and are supposedly sending in abstracts of the research they are doing. Leora promised to send a copy of the final inventory.

I brought back a copy of the bibliography of the Himmelfarb document which lists numerous research projects.

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Isa's four proposals

HEBREW UNION CENTER — JEWISH INSTITUTE OF RELIGION  
Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

July 11, 1989

3077 UNIVERSITY AVENUE - LOS ANGELES, CALIFORNIA 90024  
(213) 748-3424

Dr. Annette Hochstain  
Nativ Policy and Planning Consultants  
P.O.B. 4497  
Jerusalem 91044  
ISRAEL

Dear Annette,

Since we met in Jerusalem just a week and a half ago I have given long and careful thought to Seymour's and your request that I participate in the research effort of the Commission on Jewish Education in North America. Needless to say, I have also spent many hours discussing the pros and cons of my taking on such an assignment with my colleagues and superiors at HUC. The brief answer to your offer is that I would very much like to serve as the researcher and/or coordinator of some of the studies we discussed, assuming that we can come to agreement on certain terms and arrangements. In the pages that follow I will attempt to explain both the pre-conditions that obtain and the procedures which strike me as most feasible in order to get research of the highest possible quality in the limited amount of time available. I hope that you and Seymour will have sufficient time to read and discuss my proposals prior to our Thursday phone conversation.

The most serious pre-condition to my taking on this project is one of time. As I mentioned when we met in Jerusalem, the faculty members of the Rhea Hirsch School of Education work very closely together, and are already over-extended. Each of us carries a full teaching and supervision role; collectively, we have just taken on an exciting and demanding new project which is funded by the Maxner Foundation. Our already precarious ecological balance will be seriously taxed by my taking on a large project such as this, especially on such short notice. Nonetheless, we view this as a unique opportunity to make an important contribution at a particularly opportune moment in the history of Jewish education. Thus, the RHSOE is willing to endorse my participation in the work of the Commission, provided that we can very clearly delineate the boundaries and limitations of this participation. For example, once we agreed on the parameters of my work, I would not be able to take on any additional assignments. In terms of travel, I would be able to commit to three trips between September and February, two for the Commission meetings (if my presence is required) and one for the consultation outlined in proposal III. Neither my teaching schedule nor my family life will allow for any travel beyond that.



As you can probably guess from my use of the first person plural, the agreement between us were made between the Commission and the RHSGE, with my role being that of principal investigator. Since my participation in the project would require certain sacrifices on the part of both the RHSGE and HUC, it would be important that these institutions be given some recognition, in some way that we could discuss further. In addition, both I and the RHSGE would like the opportunity to comment on your and Seymour's summary of the findings prior to their appearance in the final report. Finally, we would have to establish in advance a mutually agreed upon date after which I would be free to submit my own account of this work for publication in various journals.

The third and final issue to be discussed up front is that of short-term information-gathering vs. long-term research. I'm sure you'll recall my rather vehement (and perhaps impertinent) response to Joe Lukinsky at our luncheon meeting, and I guess you've figured out that I feel very strongly about this issue. Under the circumstances, I am in full agreement that the Commission needs to be given as much information as possible, and that this information must be gathered as efficiently as possible. Given my past experience with a number of foundations and communal organizations, however, I have a well-founded fear that the studies I would conduct might be used to absolve the Commission from the need to do serious research in the future. I realize that this is far from your intent, and not entirely within your power to prevent. Nonetheless, I would very much like some statement regarding the severe limitations of this type of data-gathering, and the fact that the Commission sees this as only a preliminary step in a much-needed research effort, to appear in my contract or letter of agreement.

With that preamble aside, I propose four different types of studies, which range from a very discrete one, which I could do myself, to a very complicated one, in which my primary function would be that of conceptualization and coordination. I am prepared to take on any of these studies, and possibly all four, assuming the Commission's budget would allow for the necessary staffing arrangements, including compensation to HUC for the cost of hiring a replacement to teach one of my courses this fall. To simplify matters, I will discuss each of these studies on a separate page.

I hope that you and Seymour will have time to discuss both the proposals and my concerns before our Thursday phone conversation. If you need more time, perhaps we can talk on Friday 7/14, Sunday

7/18, or the following Tuesday.

Concurrent with FAXing this letter I am sending off a selection  
of my articles. I look forward to talking with you soon,  
hopefully, working together in the coming months.

8'Shalom,

*Isa Aron*

Isa Aron

260 B11

## PROPOSAL I: BACKGROUND PAPER ON TEACHING AS A PROFESSION

A review and synthesis of the literature on the professionalization of teaching in secular education; a discussion of the relevance/problematics of this literature for Jewish education

Product: a report with extensive bibliography, and an executive summary

Staff: Isa Aron

### Timetable:

September, 1988: set parameters of the report (e.g.: how to focus primarily on the issue of professionalization, or attempt to include issues of recruitment, training, and retention as well?) I would begin by sending you an outline of the topics I thought should be covered, to which you, Seymour, and whoever else you choose to include could react.

November, 1988: preliminary report available for feedback and suggested revision

Depending upon the extent of revision, final report available immediately, or in January.

Budget: from \$3500 on up, depending on how broad a focus is desired. A more limited report would take approximately 10 working days (at \$350/day); an expanded report would, obviously, take longer. Requests for extensive revisions would also require additional time and compensation.



*Bergman data*

PROPOSAL III  
INFORMATION-GATHERING IN THE AREA OF PERSONNEL

As we discussed in Jerusalem, the study questions and parameters would be developed jointly by you, Seymour and myself, in consultation with a group of experts in both Jewish and secular education. The study would be conducted partly by mail and mostly by telephone.

Deadlines - report with tables and other pertinent documentation  
Staff:

1) One researcher, working full-time for the duration of the study. The person I have in mind is Debra Markovic, who holds an MAJE from the UJ and served as the administrative coordinator for the recent Conference on Research in Jewish Education in Oconomowoc. Debra is, as far as I can tell, perfect for the job: she is intelligent, personable, efficient, a good team player, and a very capable baby-sitter. I am very tentatively, and she is definitely interested in the job, though she has at least one other job possibility. If we want her we would have to act quickly. If Debra is unavailable, we could possibly find several part-time people, a situation which would be more difficult.

2) Consultants -- somewhere between five and ten. We had talked at a number of times for the LABJE, and the idea strikes me as wildly unrealistic, both in terms of the short deadline and in terms of impossibility of coordinating people's schedules, given their other functions at the conference. I would suggest, alternately, that we hold such a consultation in Los Angeles in early September. There are a number of Stanford people who's input would be really valuable (I have in mind Milbrey McLaughlin and Larry Cuban, and, of course, Lee Shulman, if he's still in town). If Sharon Nemser and/or David Cohen would be able to come in that would be great; otherwise, we might have to settle for telephone conversation. From among the Jewish educators, I would like to invite: Susan Shevitz, Elaine Cohen, Gail Gorph, Hagan Alexander, Yoni Schultz (the head of personnel at the LABJE), Paul Flexner, and possibly Bob Abrahamson.

An alternate proposal: that this consultation be held in two shifts: first in L.A. and second at Michigan State.

3) Isa Aron, to coordinate and oversee the collection of data and the writing of the report

4) Some secretarial help, mostly for producing the final report, and making arrangements with the consultants

Timetable:

3500

Of all the studies, this is the trickiest to project a timetable for, since we don't know what questions would be asked or exactly how long it would take to collect the data. My suggestion would be to work backwards: to prioritize the questions and assume January as a final deadline; all the questions won't be answered, but the highest priority ones would be assured. If this procedure is acceptable, it might be important to have some Commissioners and federation-types participate in the process of setting the priorities.

Budget:

- half time -*
- 1) researcher: \$16,000 full-time for six months
  - 2) coordinator: 1/6 time, or \$7,000
  - 3) consultants:
    - 5 @ \$350/day = \$1,750
    - 5 @ \$550/day = \$2,750
    - plus travel costs and possibly hotel
  - 4) secretary: anywhere from \$5,000 - \$10,000
  - 5) equipment:
    - two telephone lines (plus enormous bills, or, better yet, a WATTS line)
    - answering machine
    - fax machine
    - xerox machine, or compensation to HUC for use of its xerox machine
    - at least one computer and possibly a printer
- The equipment would belong to the Commission after the research is over. Perhaps there is comparable equipment left over from an earlier phase of the Commission's work.

6) cost of hiring a replacement to teach one of my courses: \$3600

16 000  
 7 000  
 1 750  
 2 750  
 1 000  
 0 000  
 50,000

3500  
 8000  
 7000  
 3600

+ Expense

27,100  
 30,000



*How does**Run the  
Art & Heritage  
mountain*"SNAPSHOTS" RESEARCH PRACTICE

I'm not sure you really wanted me to coordinate such an effort, but the idea is an intriguing one, and would serve as a good complement to Proposal III, which is likely to be entirely quantitative and somewhat depressing. In my experience, anecdotes and cases are quite powerful in helping to concretize issues and visions.

Strictly speaking, this proposal would fall into the category of journalism rather than research, since the data gathering phase could only be 2-3 days, as opposed to a full year (for classic ethnography) or even 2 weeks (the time spent by Sara Laurence Lightfoot at each school she studied). Taking off on Lightfoot's use of the term "portraits," I would call these "snapshots". Assuming some responsible standardization of the procedures for data-gathering and some research experience on the part of the staff, and with the proper disclaimers that this procedure does not uncover the whole truth, and that until we understand what we mean by exemplary, we can only suggest that these might be exemplary situations (excuse the terrible run-on sentence), we could put together some interesting and inspiring case studies.

My assumption is that each "snapshot" would take 8 days from beginning to end. This would include up-front conceptualization, making all the appropriate arrangements, travel time, 2-3 days for data-gathering, and 2-3 days to write up the case.

I would suggest that we start with two such "snapshots," both taken by an educational ethnographer. The person I mentioned to you, Richard Cohen, is probably unavailable, but there is a good chance that Adrienne Bank, or someone else for the Center for the Study of Evaluation at UCLA can be. With consultation from myself, you, Seymour, and others, the ethnographer would prepare these cases for presentation in November. If the Commissioners like what they see and want to develop a larger portfolio of these pictures, I would suggest that a number of academics (at both Jewish and secular universities) who have been trained in research be invited to participate in the process. I have in mind people such as Susan Shevitz, David Schoem, Stuart Schoenfeld (from York University), Aryeh Davidson, and you can easily think of others. I don't think it would be hard to find 12 or 15 such people, and ask each to do one case. They would all have to come together for a one or two-day orientation, and a procedure would have to be set for selecting the sites, but, budget permitting, it would all be quite feasible and quite exciting.

Product: between 2 and 20 "snapshots" of "exemplary practice," depending on the size of the budget.

Staff:

phase 1: the ethnographer, and Isa Aron as liaison to Commission  
phase 2:

- researchers at Jewish and secular universities (see above)
- a coordinator (Isa Aron)

*Try one?  
Suggest e.g.'s ?*

-- secretary for arrangements, compilation of final document

Timetable:

September - October: ethnographer develops first two cases

November: review of the first two cases; if green light is given, selection of additional "photographers" (i.e. case writers)

end of November: orientation and training for "photographers;" selection of sites

December and January: each "photographer" works individually to produce his/her "snapshot(s)"

iget: (you said think big, but is this too grandiose?)

Per Snapshot

- one "photographer" @ \$350/day x 8 days = \$2,800
- travel costs, plus hotel for 2 nights, meals for 3 days

Project-Wide Costs, if Many Cases are Developed

- coordinator @ 1/6 time = \$7,000
- secretary: half-time from November through February
- orientation/training for "photographers" (might be done in 2 sites to save on travel -- costs would include travel, meals, perhaps lodging, fees for participants)
- costs that would be covered under the budget of Project III:
  - telephone
  - fax
  - xeroxing
  - computer
  - compensation to HUC for replacement for teaching one of my courses

7000  
7000



262B  
A (ROUGH) PLAN FOR CONSTRUCTING A STATE OF THE FIELD

1. As I've argued previously, the single most essential institution to Jewish education in N.A. is the local synagogue. ~~It represents~~ the most frequent gateway for the family, the largest provider of services and employer of educators. The state of the field depends on the health of the synagogue.

2. While we have histories of synagogues and in-depth views of the supplementary school, we lack a view of the synagogue or congregation as a context for Jewish education. An in-depth study might address these questions:

1. How is educational policy set within the congregation?
2. How does the lay leadership function to set and carry out the policy?
3. How does the rabbi or cantor contribute to setting and carrying out the policy.
4. What does it take for a more expanded view of the role of education to take hold in the congregation?
5. How do the lay leaders and clergy view the role of the educators? How do the educators fit into the life of the congregation?
6. How do parents select a congregation and school and then make their way within the congregation?
7. What does accountability mean in synagogue life?
8. How do different synagogues interact with other educational institutions such as the bureau, Federation, JCC, camps, youth groups, etc? What sets the terms of that interaction?
9. When a day school or another active educational agency enters the community, what determines how synagogues will react and relate to their presence?

3. These kinds of questions can be studied in-depth by focusing on several synagogues within one community. While case studies are never fully representative, the in-depth view they offer - when guided by a set of defined research questions - give one a picture against which other case studies can be compared until a more composite picture begins to emerge.

4. I propose that I begin this kind of in-depth study this summer in the Boston area. Let me get started with 3 or 4 synagogues, generate data, hypotheses, etc. and then get reactions.

5. What would I be working towards? A picture which in one corner of the world could begin to explain - from this "inside perspective" - what the basic problems are that face communities doing Jewish education. It is a micro view - needing a complementary macro view - but I believe it can be a powerful piece of the larger Commission picture of the field.

264/EM

TO: Senior Policy Advisors  
FROM: Joseph Reimer (7/26/89)  
RE: My research project

Synagogues as a context for Jewish education

This paper flows most directly from a comment made by Chuck Rattner at our last Commission meeting. Commenting on the Cleveland Commission for Jewish continuity, Chuck said the most crucial ingredient for its success as a process was the wall to wall coalition that was built and particularly the coalition between the Federation and the congregations. Mark Gurvis later added that it took 8 years of hard work for that coalition to develop, and it may not have happened if initially there had not been a confrontation of Federation by the congregations.

Many observers of the American Jewish community (including Dan Elazar, Jon Woocher, Susan Shevitz, Gerry Teller) have observed how different are the "worlds" of Federation and congregations and how often they tend to misunderstand one another. Yet there is almost equal agreement that Jewish education is an arena in which these two "worlds" have to meet and learn to cooperate. Whether it is through the mediation of bureaus of Jewish Education or direct contact, Federations and congregations will either develop a creative working partnership (perhaps a new covenant) or there is little hope for progress in the field of Jewish education. Neither "world" by itself can substantially help the field without the cooperation of the other.

This paper will not initially try to envision how that new relationship will look. Rather, it will start by stepping back one pace and asking (1) Currently, what kinds of resources have synagogues to offer in the area of Jewish education, and (2) From a synagogue perspective, how can Federations be most helpful in assisting congregations to realize their own educational mandates. The focus will be primarily on the world of synagogues: its situation and needs, its hopes and aspirations for the schools and educational programs it sponsors.

Jewish schooling in North America was not always primarily synagogue - based and, compared to 20 years ago, is less based in synagogues now than then\*. Yet most leaders in the synagogue would consider the link between the congregation and its school to be of vital importance. The widely held belief is that non-orthodox congregations attract new members primarily through the school. Even if congregations tell members whose children have grown up that there is more to synagogue life than Bar Mitzvah preparation, most believe the children provide the glue that make the members stick. Hence the suggestion that some of congregational Jewish education (even adult education) could more efficiently be run on a communal basis is often greeted with marked resistance. The suggestion is seen as threatening the life-blood (membership) of the synagogue world. That schools are seen as vital to the life of the synagogue does not translate automatically into unqualified support - financial or

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\* For example, many Orthodox congregations have closed their supplementary schools in favor of day school education which receives communal support.

otherwise - for the schools. As one rabbi commented: Congregations are often begun by parents seeking an education for their children; but once they begin running the congregation, other priorities emerge and the school falls in importance. Perhaps it would not be an unfair generalization to say that today many congregations find other priorities more pressing than the personnel and programmatic needs of the school. Aging buildings, escalating personnel costs, falling contributions and bequests are often cited as creating new and more serious financial problems. Demographic changes, drops in the pool of volunteers, competition from Federation and JCC all contribute to a sense of diminishing human resources available to run the congregation. As one executive director noted: If people used to join a Shul for life, today people say "I'm joining for this year." The flow of commitment is running thinner through the ~~veins~~ of congregational life.

Synagogue schools may attract new members, but they do not pay the bills or necessarily bring in new donations. Faced with spiralling costs, a smaller congregation may have to choose between hiring a cantor or a full time educational director. In either case, some vital aspect of congregational life will be lost. Often it is the school that has to take its share of the cutbacks.

All this is not to deny that there are congregations that make educational programming a top priority and hire rabbis and educators who offer top quality Jewish education to both children and adults. Even within the synagogue world observers are not clear on why this happens in some congregations and not in others. Some cite the

factor of rabbinic leadership: is the rabbi vitally involved in the program of teaching? Others cite the quality of the educational director and others the congregation's commitment to excellence in all of its programs. But here is a question of central importance: Can we identify congregations that excell in their educational programs and determine what are the conditions most conducive to producing these results?

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Feelings towards Federation within the synagogue world are decidedly ambivalent. On the one hand there is respect and admiration for the level of professionalism, the commitment to k'lal yisrael, the devotion and skill of lay leaders and the amounts of money raised. On the other hand there is envy and mistrust: envy of Federations power, mistrust of their concern for congregational life. As one rabbi said of a senior Federation professional: "He thinks Federation is the community and synagogue is where you go to d'aven ma'ariv."

There is no clear consensus over how Federation can best help synagogues to fulfill their mandates - though there is growing agreement that Federation should be investing in (or giving back to) synagogues, and that these two "worlds" mutually need one another. In the interviews conducted, I have heard opinions ranging from complete satisfaction that Federation offers time limited grants to synagogues for innovative programming in education to consideration of Federation supporting synagogues in a relationship analogous to J.C.C.'s. But what everyone in the synagogue world seeks is mutual respect: the open recognition by the more powerful Federation world

that congregations remain the local address for Jewish identification and that in their own particularistic way synagogues are playing a vital communal role.

\*These observations are based on interviews I have been conducting this summer with leaders of the non-orthodox synagogue world in the Boston area. (I have also been staying in close contact with local Federation professionals.) My immediate objective (by Rosh Hashana) is to write a much fuller description of the issues discussed above for the Boston area. I would then (between October and December) want to compare Boston to two other areas (e.g. Cleveland and Detroit) on these same issues. By January I would have ready a paper that would describe: (1) how in 3 cities synagogues currently view their own capacities as educational institutions; (2) how they view Federations as a potential partner and source of help in fulfilling their educational mandate; (3) what emerging models there are today for fruitful and creative synagogue-Federation cooperation in the field of Jewish education.

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p. 44



Reserve.

314C A

TO: Senior Policy Advisors

FROM: Seymour Fox

DATE: 7/30/89

Below is a new list of the research papers which combines several of them, as well as an update of what we are suggesting.

Papers to be Commissioned:

1. The relationship between Jewish education and Jewish continuity. (Author: possibly a major Jewish philosopher--if he is willing to undertake the assignment.) X
2. The organizational structure of Jewish education in North America, by Walter Ackerman. =
3. The synagogue as a context for Jewish education, by Joseph Reimer.
4. Attitudes, opinions, and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen. (Based on the data to be collected at the G.A. and other sources.)
5. Approaches to training personnel and current training opportunities, by Aryeh Davidson. Aryeh
6. Assessment of Jewish education as a profession, by Isa Aron.

Isa Aron will also produce an additional paper on personnel, based on both existing data and data that she will collect, in the following areas:

- The state of the field of Jewish education;
- The shortage of personnel for Jewish education and personnel needs;
- The training history of good educators in the field;
- Recruitment and retention of personnel;
- Salaries and benefits;
- Bibliography in the area of personnel.



## HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION

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RHEA HIRSCH SCHOOL OF EDUCATION

July 20, 1989

Dr. Annette Hochstein  
Nativ Policy and Planning Consultants  
P.O.B. 4497  
Jerusalem 91044  
ISRAEL

Dear Annette,

Enclosed is a preliminary outline of my paper on professionalism in teaching. I think that the research and writing of a report of this scope could be done in 10 working days. However, I want to be clear about what is not included in this outline:

1) the area of training, both pre-service and in-service. I go back and forth in my mind on how relevant this is to the issue of professionalism in Jewish education. In secular education there are endless debates, and some fascinating research about when and how teachers should be trained. Yet we know that very few American-born Jewish teachers have formal training; the graduates of programs like HUC, UJ, JTS, and Brandeis tend to go into administration. Some questions about this should probably go into the information-gathering project.

2) details about how career ladders actually work, and the problems various school districts are having in trying to implement them. Some interesting research is currently underway throughout the U.S. However, I think that the organization of Jewish schooling is so different from that of public schools as to make much of this material irrelevant.

3) a discussion of recruitment, and how salary and status affect recruitment. I have only a passing familiarity with the literature in this area, and don't know whether or not it would be germane to the issue of professionalism.

4) issues of accreditation, and the status of accreditation in Jewish education. If this is important it too might become part of the information-gathering.

5) Depending on how you feel about the paper's advocating differentiated staffing, it might be nice to include a number of models of differentiated staffing in various settings. I could probably create some sketchy models off the top of my head, but

we should possibly consider offering a number of scenarios that are more elaborate.

If, in our discussions at CAJE it turns out that one or more of these items should be included, we would then have to discuss the context for their inclusion, and how much time it would take me to research each area.

I hope that my sending in this outline now will give you and Seymour ample opportunity to get feedback from a variety of colleagues and consultants. I look forward to discussing this in depth when we meet in August.

B'Shalom,



Isa

Isa Aron  
July 26, 1989

NARRATIVE OUTLINE OF PAPER ON PROFESSIONALISM IN TEACHING --  
DRAFT #1

I: Review of Current Discussions in Secular Education---

1) Before entering into a discussion of professionalism in teaching, it is necessary to define what we mean by the term "professional." The term is used very loosely, in exhortative fashion, as the equivalent of serious, worthy of respect, and/or worthy of more pay. But teaching might be seen as being serious, worthy of more respect, and more pay without necessarily being seen as a profession.

2) Philosophers and sociologists have arrived at consensus on two criteria which differentiate professions from other occupations:

legitimacy: a job is a profession if it requires a special body of knowledge and expertise

autonomy: a professional is one who exerts control over the circumstances under which his/her service is rendered

Doctors and lawyers clearly meet both criteria; nurses have legitimacy, but much less autonomy than doctors; businessmen, conversely, have a good deal of autonomy, but there are questions as to their legitimacy (in fact, the rise of graduate schools of business can be seen as an attempt to gain legitimacy).

3) Measured against these criteria, teaching does not fare well. The prevailing assumption among most Americans is that teaching requires little or no special knowledge; in fact, most teacher certification exams focus on knowledge of subject matter, rather than pedagogy. Moreover, in response to dissatisfaction with schools, school boards have tended to reduce teachers' autonomy even further, requiring greater accountability through exams and record-keeping.

4) Attempts to upgrade the professional standing of teachers, therefore, have centered on establishing their legitimacy, on the one hand, and arguing for more autonomy, on the other. These attempts can be divided into the following categories:

- attempts to codify teacher knowledge. Research on teaching "knowledge base of teaching" has yet to be firmly established. The predominant research paradigm has been "process-product" research; many argue that this type of research has yielded only low level generalizations, that do

not go much beyond common sense. A new research paradigm, advocated by Lee Shulman, focuses more on the interplay between the teacher's skills and the student's ability to fully satisfy the criterion of legitimacy.

- attempts to create procedures for teacher evaluation that are both more valid and more stringent. Teachers are most commonly evaluated in two ways: a) pencil and paper tests, which focus primarily on subject matter knowledge; b) observation by either principals or outside observers, which tend to be subjective and open to the charge of bias. Lee Shulman and others are currently engaged in creating a National Teaching Examination which might include analysis of cases and submission of items for a teaching portfolio as well.
- attempts to create career ladders and other mechanisms for rewarding teachers who excel. Many experiments of this sort are currently underway, but the results thus far have been mixed, at best.
- attempts to gain more autonomy for teachers by giving them a greater say in school governance. Changes in this area will be hardest to achieve, because of the prevailing trend towards bureaucratic mechanisms for accountability.

5) A small, but growing group of scholars has begun to raise questions about whether the professionalization of teachers should be our dominant concern. They point out that good teachers, teachers who make a difference in their students' lives, have qualities that go beyond knowledge and autonomy. Phillip Jackson calls this the "transformative" aspect of teaching; Nel Noddings has written about "caring." An all-inclusive term for this dimension of teaching is Dwayne Huebner's notion of teaching as a vocation.

## II: How Applicable is All of this to Jewish Teachers and Jewish Teaching?

1) In thinking about applying the insights of secular educational research and scholarship to the field of Jewish education, one encounters a number of problems:

The large majority of Jewish teachers work very part-time. Even day schools do not necessarily offer their teachers full-time employment. It may be both unreasonable and inappropriate to expect part-time teachers to have professional legitimacy and to be given professional autonomy.

- Who is responsible for Jewish education, and to whom should Jewish teachers be accountable? Samson Benderly believed that education should be a communal responsibility,

supported by and accountable to the community at large. Over time, however, education became the province of synagogues. Jewish education is a "system" in only a loose and ephemeral sense. The pendulum may have begun to swing the other direction, but it is difficult to conceive of a time when central agencies will have actual power, rather than merely influence. In the meantime, licensing and standards are ignored or circumvented when it becomes convenient to do so. A voluntary National Jewish Teacher Exam might, by power of suggestion, be able to establish higher standards among full-time teachers; but this would take time, and entail considerable research, as can be seen in the next point.

- with the exception of two doctoral dissertations currently in process, there is no research at all on the knowledge base which might establish the legitimacy of Jewish teaching. If we accept Lee Shulman's paradigm, which places teacher knowledge in the context of particular subject matters, it becomes clear that teacher knowledge in secular education is not the same as teacher knowledge in Jewish education. In fact, there is every reason to believe that researching and testing for Judaic teacher-knowledge will be considerably more difficult, because of the central role of belief and values in the decision-making required for Jewish teaching.

2) Some encouragement, however, may be derived from the fact that Jewish education seems to attract teachers for whom teaching is a vocation:

- preliminary results of the LA Jewish Teacher Census show that Jewish teachers are, in general, more satisfied with their work than secular teachers are. They also come out relatively high on a number of other indices of "vocation."
- in her pilot study, Gail Dorph found that all of the teachers she interviewed saw their teaching as a "mission."
- it would be interesting to speculate on the policy implications of this. For example, instead of focusing exclusively of in-service training, we need to think a lot more about in-service nurturing. I have a lot of things to say about this, if anyone wants to hear them.

### III: THE NEED FOR DIFFERENTIATED STAFFING

The degree of professionalism required to teach full-time in a day school may be very different from that required to teach 2-6 hours in an afternoon school. Given the financial limitations of the Jewish community, we need to think very seriously about promoting a number of models in which highly skilled and very well remunerated teachers work with part-time, less educated, and less experienced "trainees" and/or avocationalists.

## Hornstein Program - Brandeis University

TO: Seymour Fox (011-972-2-699 951)  
FROM: Joe Reimer (8/6/89)  
RE: My research project on synagogues as context for Jewish education

A word on how my research focus evolved over a month's time from being focused more on an "inside perspective" on the synagogue as an educational context to an interest in synagogue - federation relations via a Jewish education

Community and Polity

which offers a powerful analysis of both synagogue life and Jewish education from a communal perspective. I admit an influence here.

- (?) In speaking to synagogue people here in Boston (in the Shrage era), I realized that as they faced increasing financial pressures, they were turning increasingly to federation as a source of financial help in running Jewish education. They are thinking of new cooperative arrangements.

Having noted these, I still do agree with you that the emerging story of Federation-synagogue relations needs to remain background in this paper and the foreground should be the inside perspective on the synagogue. Several factors have emerged as salient thus far and require further in-depth investigation in the coming weeks.

- (1) Informed Synagogue leaders do not tend to think of the supplementary school as separate from the congregation, but as a sub-system within the congregational system. As such, congregations which pursue over-all excellence in their programs and services tend to run more effective schools and vice versa.
- (2) The rabbi and his vision and commitments are a crucial variable. Rabbis who envision the synagogue as having a primarily educational mission will, if effective as leaders, inspire the congregants to pursue that vision. Such rabbis also tend to work well and closely with the educators and get involved in teaching children as well as adults. The effect on the schools is often very positive.
- (3) When a rabbi, for whatever reasons, pulls away from these concerns and leaves them to the educator and lay committees, it is likely that other forces will take over. Most educators, by themselves, do not have the status to influence key lay committees. Most lay committees do not understand how quality education is essential to the life of the congregation.

- (4) Once the primary focus in a congregation becomes survival - how to attract more members to keep the congregation afloat, the educational program is bound to suffer as a priority and a budgetary item. It is this dynamic which is very important to understand and has much to do with leadership and vision.
- (5) Outside help - be it from the denomination or Federation - has to be more than financial. It has to be aimed at the leadership-vision side of the congregation: how to help the congregational leadership - lay and professional - to view its work in a larger, more educational perspective. It has to do with culture of the synagogue: its self-definition and mission. It is this perceptual issue that I am struggling to better understand.

This will continue to evolve. I welcome your feedback as I continue working. See you on August 23 and 24 in Cleveland.

cc: Henry Zucker

(2 of 3 pages)



Hornstein Program in Jewish Communal Service  
Brandeis University

TO: Henry Zucker - 1-216-391-8327  
FROM: Joe Reimer (8/8/89)  
RE: Panel for my paper

As I anticipate creating a panel for my paper on Synagogues as a context for Jewish education, I would like to be able to involve key national denominational figures on the panel. In fact, this panel may be one way to begin more contact between Commission and denominations.

While this idea yet needs to be checked with SF (I'm learning), I wanted to suggest that as we move forward MIM's meetings with heads of seminaries, one concrete proposal is to get denominational representation on panels for my paper and perhaps also panels for Ackerman's and Aron's (institutional structure and personnel) papers where denominations have a definite stake and input.

If I can be helpful in any way, let me know.

cc: Seymour Fox

(446-360)

3 of 3 pages

July 20, 1989

## The Commission

To

## Research Design

### I. Introduction

In this document, we will attempt to do the following:

- Review key questions that will be addressed in the final report.
- Identify what research should be undertaken in order to answer these questions.
- Assess the feasibility of undertaking such research for the report.
- Recommend how to deal with this question and offer a list of suggested possible research papers to be commissioned now.

### II. Key Questions

The design will deal with key questions that need to be answered in order to make informed recommendations. The questions are presented in broad terms; they will be detailed within the framework of the actual research.

Some of these questions can be dealt with in time for the final report. Others can only be dealt with in a preliminary form, because of time constraints. Others yet are too broad — or the data is too scarce — to be completed for the final report. These questions will form the basis for a broader research agenda to be included in the recommendations on research of the final report. This research agenda should be dealt with by the Commission or its successor mechanism.

Add: \* the issue of Professional/Lay adversarial relation  
\* look at CJF & JWB & see how p leadership dev.  
these were done/used for governance, finance, profession  
\* The Rabbi as ~~the~~ player

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1. A philosophical/sociological essay should be drafted on the topic of the relationship between Jewish education and meaningful Jewish continuity.
2. Empirical studies should be undertaken or reported on if they exist, that prove the link between Jewish education and meaningful Jewish continuity.

C. *Feasibility*: Given the paucity of data and the time constraints, it seems unfeasible to deal at this time in a profound and serious manner with the issue of Jewish education- Jewish continuity. As such the topic belongs in the longer term research agenda. However, in early August we will try to convince an outstanding philosopher to consider undertaking a preliminary essay on this topic.

D. *Recommendations*:

R1<sup>2</sup>

Draft a brief statement disclosing the underlying assumption (that there is a link between Jewish education and Jewish continuity) and defining the questions that this assumption raises.

Q2

A. *The Question*: What are the conditions that warrant the creation of a Commission and what makes *this* Commission timely?

B. *Research needed*: The question could be answered in the following way: *case - methodological on historical*  
 1. A brief statement on public commissions as tools for change. *Filey may / what el*  
 2. A brief statement summarizing the current opportunities.

C. *Feasibility*: Highly feasible.

D. *Recommendations*:

R2

The rationale for the Commission should be adapted from existing documents of the Commission: the progress report of December 13, the design document and any other relevant document. The opportunities that make the Commission timely should be adapted from HLZ's paper on the community.

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<sup>2</sup> R = Recommendation

- R3            The issue of the rationale for the Commission can be excerpted from the second and third reports to the Commission and the literature on commissions.

## 2.    THE STATE OF THE FIELD

- Q3    A. *The Question:* What is the scope of the problem? What, in the state of the field of Jewish education, requires change? What is the rationale for cutting into the problem through the community and personnel? What are the opportunities for improvement and change?
- B. *Research Needed:* In this section a general statement (with data) should be offered to substantiate the notion that the field of Jewish education shows generally poor performance as regards: trends in participation; program quality; Jewish knowledge; affiliation; Etc.

At the same time the statement should illustrate positive trends. For example:

Increased participation in day schools; increased visits to Israel; the trend towards Jewish education in JCCs; the trend towards adult and leadership programs of Jewish studies, and more. The quantitative data could include: 1) general enrolment data for all types of Jewish education; 2) institutional data — the number of institutions for the various forms of education; 3) general data on personnel (personnel numbers in various settings, overall number of personnel in terms of employment — salaries and benefits).

Optimally, empirical research about the effectiveness of various programs should be reported on or undertaken. Qualitative data would be offered as regards the outcomes of educational programs.

- C. *Feasibility:* It is possible to offer at this time a general summary picture — mostly quantitative — about the state of the field. We have a preliminary basis in the data report prepared for the first Commission meeting. However, there is very little as regards qualitative data. A literature review should be undertaken that would include studies such as Walter Ackerman's *mini-assessment of Jewish education in North America*, the New York BJE's study of the supplementary schools in New York, etc.

D. *Recommendations:*

- R4** Draft a descriptive essay that will incorporate the existing data and offer an overview of the state of the field. Data from commissioned papers – such as the paper being prepared by J. Reimer should be incorporated when relevant. The data should be analyzed in a way that will highlight both the problems and the opportunities. (Isa Aron)
- R5** Identify the research questions that are not being addressed within the framework of this chapter. (Research staff).

## 3. THE COMMUNITY

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"governance" as *top*

- Q4** A. *The Question:* What can be done to improve the climate in the community as regards Jewish education – in order to bring more outstanding leaders to deal with education and to increase funding for education?

It is claimed that the climate in the community is often skeptical at best as regards the quality and potential of Jewish education. Most outstanding leaders do not choose to deal with education; the organizational structures—local and national—are often fragmented and divided; some are obsolete. At the same time there are clear signs of change, as expressed by the coming into existence of this commission, the coming into existence of a number of local commissions on Jewish continuity, and other facts.

There is a shortage of funding for Jewish education (for both personnel and programs). This shortage affects good and outstanding programs as well as programs that answer clear needs or demand.

Can these problems be assessed and can recommendations be made for improvement?

- B. *Research needed:* The following research could help identify possible points of intervention –

1. Organizational/Institutional analysis: Identify the major actors in the area of Jewish education (both local and national: federations, JESNA, congregations, denominations; JCC's; BJE's; Judaica departments at universities; Hadassah, etc.): who provides services, allocates resources, makes policy? Assess their relative importance, their relationships, the financial resources and patterns of resource

In the pages below we are dealing with the following topics:

1. Why the Commission?
2. The State of the Field
3. The Community
4. The Relationship Between the Community and the Denominations
5. The Shortage of Qualified Personnel
6. Training Needs
7. Jewish Education as a Profession
8. Recruitment and Retention
9. The Cost of Change
10. Best Practice and Vision
11. A Roadmap for Programmatic Options
12. Community Action Sites and Mechanism for Implementation

### III. The Questions Detailed

#### 1. WHY THE COMMISSION?

Q1<sup>1</sup> A. *The Question.*: The Commission defines its mandate as dealing with Jewish education as a tool for meaningful Jewish continuity. This is based on an underlying assumption that Jewish education and Jewish continuity are linked. Several commissioners have raised the question of whether this assumption can be substantiated.

B. *Research needed*: Optimally, the following should be undertaken in order to deal with this question:

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<sup>1</sup> Q = Question



allocation. Point out conflicts and problems as well as trends and opportunities. / Rely / on

2. Resource analysis: commission a paper on the financing of Jewish education (communal, private, sources). Point out trends and major changes.

3. Attitudes and opinions: commission a survey on the opinions and attitudes of the Jewish population concerning Jewish education—including questions such as how people perceive what exists, what was/is their own Jewish educational experience; how they perceive the needs, what programs and developments they would like. This survey should be done with three populations: communal leaders; educators; the Jewish population at large.

C. *Feasibility*: Constraints of data and of time make these endeavours feasible in only a preliminary way at this time. The large scale studies belong in, the longer-term research agenda. For the purposes of the final report each of these areas should be dealt with to the extent possible.

D. *Recommendations*:

R6 In addition to the available papers by H. L. Zucker and J. Fox we recommend to commission a paper on the organisational structures of Jewish education in North America. The paper should include a historical overview pointing to major changes and evolutions and a map of the current situation. (Walter Ackerman).

R7 Consider whether it might be useful to commission a preliminary paper on the finances of Jewish Education. This might include a conceptual framework for dealing with the issue as well as an assessment of major sources of funding, communal priorities, etc. (Hank Levin).

R8 Commission an attitudes and opinions survey of leadership only, to be carried out at the G.A. in November 1989. A questionnaire would be given to participants and could—if the survey is successful—yield important data on the leadership, their Jewish educational backgrounds, their opinions and suggestions on Jewish education, their view of the field, their assessment of quality, their assessment of needs. A side-benefit of this survey—which can be carried out in time for the final report—will be the fact that the Commission will



be visible and will seek active participation by many national and local leaders. (S.M. Cohen, E. Cohen).

4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS

Q5 A. *The Question:* Can the federations (the community) become the key convener for setting policy and for allocating resources in Jewish education?

D. *Recommendation:* In addition to the papers prepared for the questions on community the following would be useful:

R9 Case studies of those federations that are increasingly involved in Jewish education—as conveners and as funders/policy-setters. (J. Fox—expansion of his paper?)

R10 Case studies of congregations as context for Jewish education. The case studies would involve questions such as: how is educational policy set within congregations? Who decides? What is the potential for change—for expansion of the educational role of congregations? What is the potential of the supplementary school? What cooperative efforts could be developed between congregations (formal education), JCCs (informal education), federations (policies and resource allocation) etc. (An extensive paper on this topic is being prepared by J. Reimer.)

R11 Analysis of the conditions that would allow the federations to take on a central role while allowing the denominations and other institutions/organizations to rise to their full stature in the provision of services and resources for Jewish education. This paper should include extensive interviews with decision-makers and actors (perhaps within the framework of the suggested survey at the G.A.)

5. THE SHORTAGE OF QUALIFIED PERSONNEL

Q6 A. *The Question:* What is the gap between personnel currently available for Jewish education in North America, in all its settings, and the needs for qualified personnel for Jewish education? What is the scope of the problem? This question is based on the assumption that there is a significant shortage of qualified personnel in North America. That

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shortage exists in all areas of education and at all levels of personnel. It expresses itself in the difficulty to recruit, retain, train, offer satisfying jobs and work conditions. If this is indeed the case, what is the scope of the problem?

*B. Research needs:*

1. A paper outlining what is involved in dealing with personnel — the four elements and how they are inter-related. Why they should be dealt with simultaneously.
2. An analytic paper indicating the scope of needs versus the current situation in the following terms: measures of personnel shortage by categories; profile of educators — as a first step toward defining the qualitative gap; data on recruitment, training, retention, career ladders, etc.; data on needs — the shortage from the point of view of placement bureau's and employers. Positive trends: the beginning pool of qualified senior personnel. Signs of positive trends in enrolment in training programs, etc.

*C. Feasibility:* In each of the suggested categories there is some data available, however in most cases it is preliminary and rather sketchy. As with other sections, it seems unfeasible to undertake at this time the research needed to provide accurate, in-depth data. To illustrate the difficulty, some studies on the profile of educators have been undertaken. A number of such studies are in progress now (Los Angeles, Philadelphia), however it will be some time before the analysis will be available, and even then the question of whether one can generalize from this local data will have to be considered. Another example concerns the shortage of personnel: most jobs are filled by the beginning of the school year, yet anecdotal data from many sources indicates that employers settle for much less qualified personnel than they are looking for because of the unavailability of qualified people. How then is one to document the shortage? Moreover, there is no agreed-upon definition of what is a qualified Jewish educator.

*D. Recommendations:*

**R12**

Gather available data from existing studies and through direct primary data collection, (e.g. a researcher could place phone calls to a number of school principals and get data on teachers). Use data from option papers and from various other commissioned papers, as well as from existing studies. (Isa Aron)

**R13**      **Draft an analytic essay summarizing the data and offering an analysis of the personnel needs.**

**6.      TRAINING NEEDS**

**Q7**    A. *The Question:* What are the training needs? What is the gap—in quality and in numbers—between the training currently available for personnel in Jewish education and the training needs?

B. *Research needed:*

1. What training is currently available? In what program? How many graduates are there every year? What is the training history of qualified educators that are currently in the field? What is the respective role of institutions of higher Jewish learning, general universities, Yeshivot, training programs in Israel? What pre-service and in-service training is available for the educators in the various formal and informal settings?
2. How much and what kind or kinds of training is needed? What are norms and standards for training educators? | SP
3. What is the gap between existing training opportunities and what is needed? Can existing programs grow and meet the need? What new programs need to be created? Is faculty available and if not what should be done to develop a cadre of teacher-trainers and professors of Jewish education?

C. *Feasibility:* Research papers 1 and 3 can be prepared for the final report—provided there is agreement to undertake some assessment of existing training opportunities. The data concerning the training history of current good educators in the field does not exist and would have to be collected. It is not clear to what extent this could be done in time for the report.

The question of norms and standards for training Jewish educators for the 21st century has not been addressed systematically or extensively. This major question should be placed on the longer-term research agenda.

*D. Recommendations:*

- R14** Prepare an inventory of current training opportunities in all settings. (A. Davidson)
- R15** Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)
- R16** Gather data concerning background and training history of current good educators (possibly Isa Aron).
- R17** Assess existing training programs. (To be decided)
- R18** Draft a summary paper on training needs.

**7. JEWISH EDUCATION AS A PROFESSION?**

- Q8** A. *The Question:* Can Jewish education become a profession? Should it become a profession? Some commissioners and professionals have raised the issue that in order to attract qualified personnel and offer the quality of education that is desired, it is necessary to raise the state of Jewish education to the level of a profession. This raises two questions: 1. Is this indeed the case? 2. If so, what interventions are required?

*B. Research needed:*

1. A comparative analysis should be offered dealing with professions in general, and assessing the performance of Jewish education as a profession. Some of the elements that need to be considered include: salaries and benefits, empowerment, an agreed upon body of knowledge, a system of accreditation, the status, networking (publications, conferences, professional associations), etc.

- C. *Feasibility:* The literature survey is a feasible assignment. The analytic paper will suffer as do all questions discussed in this paper from the lack of data. For example: there is no systematic data available on salaries and benefits. On the other hand, limited amounts of data can probably be made available or gathered.

## D. Recommendations:

R19

Commission a paper to assess the performance of the field of Jewish education as it regards the profession of Jewish educator. (Isa Aron)

## 8. RECRUITMENT AND RETENTION

Q9 A. The Question: Are there pools of potential candidates for training and work in the field of Jewish education? If yes, under what conditions can such candidates be attracted to the field? Under what conditions can they be retained in the field?

## B. Research Needed:

1. Undertake a survey aimed at identifying and assessing the potential pools of candidates from among likely populations, e.g. Judaica majors and graduates, day school graduates, rabbis, people considering career changes, general educators who are Jewish, etc.
2. Identify the conditions under which potential candidates could be attracted to the field and could be retained for a significant period of time on the job, e.g. financial incentives during training? salaries and benefits? job development and possibility of advancement? better marketing and advertising of training and scholarship opportunities?
3. What are the methods of recruitment currently used by the training programs? What is the gap between methods used for recruitment for programs in Jewish education and methods used by others?

C. Feasibility: Significant time and extensive market research will be needed to undertake wide-scale surveys for identifying potential pools of candidates. It will not be possible to do this in time for the Commission report.

The same is true for accurately identifying the conditions for recruitment and retention. Therefore, we will recommend that we base decisions on existing data and limited data to be collected in the coming months.

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D. *Recommendation:*

- R20 Undertake data collection on recruitment and retention based on existing studies, literature, surveys studies from general education, and extensive interviews with knowledgeable informants in training programs and in educational institutions. Summarize this knowledge for the report. (Isa Aron)

## 9. THE COST OF CHANGE

This topic requires further thinking—we will relate to it following the next round of consultations.

## 10. BEST PRACTICE AND VISION

- Q10 A. *The Question:* What are the good programs in the field that could be used as cases from which to learn, to draw inspiration and encouragement and as examples to replicate?

What vision of Jewish education will inform and inspire the report and its recommendation.

- B. *Research Needed:* In order to offer a representative selection of cases, a fairly extensive project should be undertaken that would include the following steps:

Criteria for the selection of outstanding programs

Method for canvassing the field and identifying possible candidate programs

Selection of a method of evaluation—assessment—description

Assessment and description of the program

- C. *Feasibility:* It is not feasible to undertake the above project and complete it by the time of the Commission report. However, it is possible to select among a variety of short-cut methodologies to offer a selection of best practice in the field of Jewish education.

D. *Recommendation:*

- R21 We recommend that consultations be held with the researchers at their upcoming meeting and with consultants on methodology to define a method for offering best practice case studies to the Commission by the time of the final report. Such methods are feasible, even though they do not offer the comprehensiveness or the depth of insight that a complete project could offer.
- R22 S. Fox will take responsibility for the part on vision and will consult with experts and people in the field. The section on best practice and vision could appear as separate chapters or elements could be inserted wherever useful throughout the report.

11. A ROADMAP FOR PROGRAMMATIC OPTIONS

- Q11 A. *The Question:* How should the Commission intervene or make recommendations regarding programmatic options? Should specific and concrete recommendations be made? Should an umbrella mechanism be suggested that would assist interested commissioners in developing programs of implementation for specific programmatic areas?

D. *Recommendation:*

- R23 Expand the option papers and offer an assessment of the feasible targets for each. (Possible CAJE project—see separate memo of July 3, 1989.)
- R24 Design an umbrella mechanism for dealing with programmatic options and offer it for discussion. (See MLM's memo of April 13, 1989.)

12. COMMUNITY ACTION SITES AND A MECHANISM FOR IMPLEMENTATION

- Q12 A. *The Question:* In this section we will raise the questions related to change and implementation of the Commission's recommendations.
- R25 Revised papers on these topics are being prepared by S. Fox and A. Hochstein.

#### IV. Papers to be Commissioned

Most of the 25 above recommendations will be dealt with by the main author or editor of the final report with the assistance of the staff and researchers of the commission. The following list relates only to those recommendations that relate to commissioning specific papers.

- R1 The relationship between Jewish education and Jewish Continuity. Author: possibly a major Jewish philosopher.
- R3 Descriptive essay on the state of the field. Includes collecting existing data and data from commissioned papers—such as that being prepared by J. Reimer. (Possibly Isa Aron)
- R6 The organisational structures of Jewish education in North America. (Walter Ackerman)
- R7 Possibly commission a preliminary paper on the finances of Jewish Education. (Hank Levin)
- R8 Attitudes, opinions and perceptions of needs of leadership to be carried out at the G.A. in November 1989. (S. M. Cohen, E. Cohen)
- R9 Case studies of those federations that are increasingly involved in Jewish education— as conveners and as funders/policy-setters. (J. Fox— expansion of his paper?)
- R10 Case studies of congregations as context for Jewish education with particular reference to the supplementary school. J. Reimer
- R12 The personnel shortage: Draft an analytic essay summarizing the data and offering an analysis of the personnel needs. (Isa Aron and research staff)
- R14 Prepare an inventory of current training opportunities in all settings. (A. Davidson)
- R15 Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)
- R16 Gather data concerning background and training history of current good educators (possibly I. Aron)
- R19 Commission a paper to review the literature on professions in general, and in general education. The paper should assess the performance of the field of Jewish education as regards the profession of Jewish educator. (I. Aron)
- R20 Recruitment and retention: summarize existing knowledge for the report.

- R22** Best practice and vision—methods to be agreed upon in the coming round of consultations. (S. Fox, A. Hochstein)





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THE JEWISH  
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AT: NATV  
FROM: AR YEH DAVIDSON  
AT: 212-678-8028  
(Phone number)

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בית המדרש לרבנים באמריקה



July 19, 1989

Research Prospectus

The Professional Training of Jewish  
Educators in the United States and Canada

submitted by : Aryeh Davidson, Ph.D.

Recent attempts investigating the current state of Jewish education in the United States have tended to focus on senior personnel. The most recent survey (Hockstein, 1986) indicated that no more than 65 senior personnel graduated from Jewish educational institutions of higher learning in 1986. Hockstein's report highlights the need for additional personnel and the development of strategies and resources for attracting people to the field of Jewish education. To better understand how effective strategies may be developed an extensive examination of current teacher training institutions in the United States is necessary; both with respect to the ways they prepare senior personnel and teachers. More precisely we need to address the following questions: How are Jewish educators trained? In what ways does their training differ from the preparation of general educators? What are the profiles of students who enter Jewish education programs? Answers to these questions will provide a data base for better understanding the dynamics of training Jewish educators. Such research will also provide needed data for policy makers concerned with the development of strategies to meet the increasing personnel needs for Jewish educators in the United States.

The proposed research will address two areas of concern with respect to the preparation of Jewish educators. First, it will provide elaborate profiles describing how Jewish educators enrolled in training programs have been prepared over the past four decades, with special emphasis on the current status of teacher training programs. Secondly, these training programs will be examined within the broader context of general teacher preparation in North America. The research will focus on what has and what can be learned from the field of general education that has application for personnel preparation in Jewish education?

Research design.

I. A review of the literature on teacher preparation in Jewish and general programs of education

Some of the questions to be investigated are:

1) What are the significant educational reforms in teacher training over the past forty years and how are they reflected in teacher preparation programs? 2) What are those factors that affect the introduction of educational reforms in teacher training institutions? 3) What are the teacher preparation models and trends that have had the greatest impact on teacher training?

This information will be gathered through reviewing published and unpublished research as well as teacher preparation program descriptions. In addition, experts in the field of teacher

education will be consulted to discuss the review findings.

## II. An examination of training programs in Jewish education

Some of the questions to be investigated are: 1) How do these programs work i.e., what are the typical components of training from the time of student recruitment through graduation and job placement? 2) How many students are currently being trained for junior and senior positions in Jewish education? 3) What do we know about the students who enroll in training programs with respect to educational and Jewish backgrounds? 4) What does it cost to complete a program in Jewish education and how are these costs covered by the student? 5) In contrast to general education preparation programs, what factors and/or agencies uniquely affect training program philosophies and design as a direct result of their mission as Jewish educational institutions?

These data will be gathered through telephone and direct interviews. Each training institution will also complete an extensive questionnaire describing its program, students and faculty. In developing profiles of the training institutions, we will also be made of course syllabi and student evaluations, when available.

Time line :

Interim report: Mid October

Final Report mid-February

Budget

Principal investigator

4100.00

research assistant

2100.00

research expenses ( photo-copying, telephone,  
secretarial)

400.00

Total

6500.00

## Hornstein Program - Brandeis University

3200

TO: Seymour Fox (011-972-2-699 951)  
FROM: Joe Reimer (8/6/89)  
RE: My research project on synagogues as context for Jewish education

A word on how my research focus evolved over a month's time from being focused more on an "outside perspective" on the synagogue as an educational context to an interest in synagogue - federation relations via a via Jewish education

(1) Community and Polity

which offers a powerful analysis of both synagogue life and Jewish education from a communal perspective. I admit an influence here.

- (2) In speaking to synagogue people here in Boston (in the Shrage era), I realized that as they faced increasing financial pressures, they were turning increasingly to federation as a source of financial help in running Jewish education. They are thinking of new cooperative arrangements.

Having noted these, I still do agree with you that the emerging story of Federation-synagogue relations needs to remain background in this paper and the foreground should be the inside perspective on the synagogue. Several factors have emerged as salient thus far and require further in-depth investigation in the coming weeks.

- (1) Informed Synagogue leaders do not tend to think of the supplementary school as separate from the congregation, but as a sub-system within the congregational system. As such, congregations which pursue over-all excellence in their programs and services tend to run more effective schools and vice versa.
- (2) The rabbi and his vision and commitments are a crucial variable. Rabbis who envision the synagogue as having a primarily educational mission will, if effective as leaders, inspire the congregants to pursue that vision. Such rabbis also tend to work well and closely with the educators and get involved in teaching children as well as adults. The effect on the schools is often very positive.
- (3) When a rabbi, for whatever reasons, pulls away from these concerns and leaves them to the educator and lay committees, it is likely that other forces will take over. Most educators, by themselves, do not have the status to influence key lay committees. Most lay committees do not understand how quality education is essential to the life of the congregation.

- (4) Once the primary focus in a congregation becomes survival - how to attract more members to keep the congregation afloat, the educational program is bound to suffer as a priority and a budgetary item. It is this dynamic which is very important to understand and has much to do with leadership and vision.
- (5) Outside help - be it from the denomination or Federation - has to be more than financial. It has to be aimed at the leadership-vision side of the congregation: how to help the congregational leadership - lay and professional - to view its work in a larger, more educational perspective. It has to do with culture of the synagogue: its self-definition and mission. It is this perceptual issue that I am struggling to better understand.

This will continue to evolve. I welcome your feedback as I continue working. See you on August 23 and 24 in Cleveland.

cc: Henry Zucker

(2 of 3 pages)





321C

TO: Henry Zucker - 1-216-391-8327  
FROM: Joe Reimer (8/6/69)  
RE: Panel for my paper

As I anticipate creating a panel for my paper on Synagogues as a context for Jewish education, I would like to be able to involve key national denominational figures on the panel. In fact, this panel may be one way to begin more contact between Commission and denominations.

While this idea yet needs to be checked with SF (I'm learning), I wanted to suggest that as we move forward M.M.'s meetings with heads of seminaries, one concrete proposal is to get denominational representation on panels for my paper and perhaps also panels for Ackerman's and Aron's (institutional structure and personnel) papers where denominations have a definite stake and input.

If I can be helpful in any way, let me know.

cc: Seymour Fox

(446-360)

3 of 3 pages

84M

MEETING OF SARA LEE, ARYEH DAVIDSON, ANNETTE HOCHSTEIN

SEATTLE (CAJE) -- AUGUST 16, 1989

RE: ARYEH DAVIDSON'S PAPER ON TRAINING OPPORTUNITIES

Sara Lee (the Association of ...); Aryeh Davidson, Researcher;  
Annette Hochstein, Commission Staff

1. The Commission is interested in:
  - An inventory of existing pre-service training opportunities;
  - A profile of training institutions;
  - Needs, expectations, visions for the future.
2. The Association is carrying out a deliberation on the nature and optimally future models for training Jewish educators in North America.
3. We agreed that there was no problem of overlap between these two assignments. Moreover, Dr. Davidson, being a member of the Association, is aware and knowledgeable about the Association's project.
4. We clarified what AD's assignment would be and how the Association, through its chairperson (Sara Lee) and its members, would support his efforts.
5. The nature of AD's paper was discussed. In particular, we discussed the likelihood of being able to obtain accurate data from the training programs themselves. Might they perceive the Commission's work as a threat that would reveal their weakness? It was suggested to provide a collective picture of training, rather than one by individual institution -- that is, to offer one or more profiles of what training looks like de facto at the end of the 1980s, rather than what it is at any specific college. If this point is clarified during the interviews, data collection might be made easier.
6. Dr. Davidson will keep Sara Lee informed of the project's progress.

328C

August 23, 1989

To: Annette Hochstein

From: Aryeh Davidson

Re: Training institutions -research project

On the basis of my reading of the documents distributed at the Seattle meetings and discussions with you and the other participants I am presenting below my understanding of the research needed in the area of training institutions.

For purposes of the final report the Commission is concern with two areas of training: An inventory of current training opportunities preparing personnel for Jewish education and a literature survey on current approaches to training as they compare with existing practice in Jewish education.

1. An inventory of current training opportunities preparing personnel for Jewish education

A. In depth study of the 11 North American institutions of higher learning that prepare Jewish educators and senior personnel.

The insitutions will be examined with respect to the following profile:

The purpose and goals of the programs: the types of programs (e.g., M.A., D.H.L); ideology and/or philosophy of program; training approaches or models perceived as influencing program(s); the structure and status of the program within the institution of higher learning (e.g. vis-a-vis rabbinical school); the structure and status of the programs with respect to other institutions of higher learning (e.g. joint programs with universities, Federation).

The content and structure of training programs: What are course and field requirements? What training models or approaches are perceived as influencing the structure and contents of programs? What criteria and/or standards determine program content? ( All programs preparing educators will be examined, including early childhood and informal education. Programs designed specifically to train communal workers will not be extensively examined.)

The faculty: Who are the faculty? What was the nature of their training? What are their respective areas of expertise? What proportion of time do they devote to educational training efforts within their respective institutions? What educational roles do

they perform outside of their respective institutions? Do faculty have any training responsibilities with respect to schools, BJE's, JCC's etc.? (These data will be inferred from college bulletins, reports, and interviews. It will be presented in aggregate form in order to provide commissioners with a picture of the current faculty situation in Jewish education.)

The student population: A description of the student bodies enrolled in Jewish training institutions over the past 10 years; How are students recruited? What are the career aspirations of students? What criteria are used to determine a student's appropriateness for the program(s)?

Program costs and funding: What is the cost of the training program (expenses and income). What funding sources are available and used by students and the institutions?

Future visions: An examination of the respective institutions training visions and needs. What is needed to realize that vision? What are the key factors inhibiting the realization of the vision? What resources would be needed to make the vision a reality? If resources were available now what changes/innovations would be initiated?

B. Examination of secular institutions providing Jewish education training. Programs such as George Washington's and McGill's (Admission to the Association of Institutions of Higher Learning in Jewish Education is pending.) teacher training programs for Jewish education will be described. Similar programs will be identified. Time permitting, data will be gathered with respect to their programs, faculty and students.

C. An overview of in-service training opportunities. This research will result in a grid for examining in-service training applicable to the panoply of Jewish educational systems. International (e.g. Melton Center) and nationally (e.g. JTS summer programs) sponsored programs will be identified and described. Local and regional based programs will be identified and described in terms of: the clients, the staff, the training agency, settings, formats, frequency, effectiveness, finances and purpose. Since a profile of all in-service programs is not feasible within the context of the current research project an attempt will be made to provide commissioners with illustrations or case studies of the types of local and regional programs that are available. For example, a large urban setting such as New York will be examined in detail. Similarly, in-service opportunities for a small non-eastern urban setting will be documented and described. This research will provide commissioners with an appreciation of the scope and opportunities for in service staff development available to Jewish education. This research is likely to generate more questions than it will answer and point to addition areas of needed research.



Method for data collection: The principal investigator will use a variety of techniques to obtain data for developing a current picture of teacher training institutions in Jewish education. They will include: interviews with administration, faculty and students of each institution; examination of existing bulletins, course syllabi, and self studies; examination of relevant research reports issues by Federations, BJE's, JESNA, commissions, dissertations and articles.

The research findings will be presented and interpreted in the final report in order to provide commissioners with the a broad qualitative and quantitative overview of the preparation of Jewish educators in North American. Therefore, most data be presented in aggregate form. The report is in no way intended to present an evaluative assessment of the respective institutions. The non-evaluative nature of the research will be stressed to each of the participating institutions and emphasized in the final report.

II. A literature survey on current approaches to training as they compare with existing practices for preparing Jewish educational personnel.

The review will will draw from existing reports and research. It will outline how practices, innovations and reforms in general education tend to inform the preparation of Jewish education personnel. On the basis of existing literature, interviews with experts in the field, and the findings of part I of this research specific issues, concerns and recommendations will be enumerated.

The following questions will be addressed in the review: What are the agencies and mechanisms that inform Jewish education training institutions of practices in general education? To what extent is the application of findings in general education to Jewish education viewed as desirable? Are there specific practices and/or reforms in general education that broadly affect Jewish education? What appear to be those factors which determine the effective translation of findings from general education to Jewish educational training centers?

The final report will include an extensive bibliography and a listing of questions and issues, emerging from this research that require additional attention.



Time table

Sept. 1-19 Development of interview schedules and  
instrumentation

Sept. 19- Nov. 23. Examination of training institutions  
Examination of in-service programs

Oct. 16 Interim report

Nov. 23-Dec. 15 Review of the literature, development of final  
report

Jan. 15, 1990 Final research report

AMERICAN JEWISH  
ARCHIVES



THE STRUCTURE OF JEWISH EDUCATION IN THE U.S.

by Walter Ackerman

The paper will attempt to describe and analyze the structure of Jewish education in the United States, its development and functioning from the beginnings until the present time. The purpose is to suggest direction for the future. The linear scheme presented below is a framework; as the study progresses, it may take a different form.

I. Beginning

1. Private/individual effort
2. Public-institutional, organizational

II. Towards Community Responsibility

1. The ideology of community responsibility -- roots, circumstances, proponents
2. The New York Kehillot and the Bureau of Jewish Education
3. The Bureau of Jewish Education in Boston
4. The spread of bureaus
  - a) rationale
  - b) funding
  - c) functions
5. Role of federation
6. American Association for Jewish Education.

III. Professional Organizations and Their Relationship to Education AgenciesIV. Synagogue Commissions and Other National Agencies

1. Rationale
2. Function
3. Relationship to other agencies

V. Place of Agencies in Informal Education

1. Types
2. Functions
3. Relationship

VI. Summary and Implications

FAX SENT

DATE:

4/9/89

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: Aryeh Davidson

DATE: September 4, 1989

FROM: Annette Hochstein

NO. PAGES: 2

FAX NUMBER: 001-212-749-9653

Dear Aryeh,

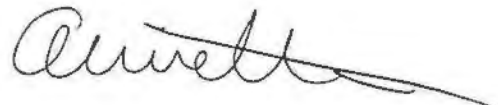
I hope that your summer vacation was refreshing and that the academic year is off to a good start. While I am eager to hear about your work as it progresses, I know that it is too soon to deal with the actual papers. I just wanted to share with you some of the outcomes of the Senior Policy Advisors meeting that took place in Cleveland on August 24th.

The Commission's research program was reviewed and approved. A deadline of January 3, 1990 for the drafts of all of the papers was strongly recommended. Panels of readers for the various papers were proposed. I have attached the preliminary list of people suggested for reading the papers on personnel. (Your comments are welcome.)

Regarding your paper, the Senior Policy Advisors recommended that the issue of training personnel for informal education be included in your work. It was suggested that you meet with Arthur Rotman, the executive director of JWB (14 E. 26th St. Tel. 532-4949), who could provide the best starting information and could also direct you to other sources of relevant data (people and documents).

I look forward to hearing from you. I hope you have a productive and interesting time.

Warm Regards,



Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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FACSIMILE TRANSMISSION

TO: Isa Aron  
FROM: Annette Hochstein  
FAX NUMBER: 001-213-747-6128

DATE: September 4, 1989  
NO. PAGES: 5

Dear Isa,

I know that you have just returned from what I hope was a refreshing vacation, so I won't trouble you with real work at this time. I just wanted to share with you some of the outcomes of the Senior Policy Advisors meeting that was held in Cleveland on August 24th.

The Commission's research program was reviewed and approved. A deadline of January 3, 1990 for the drafts of all of the papers was strongly recommended. Panels of readers for the various papers were proposed. I have attached the preliminary list of people suggested for reading all papers on personnel. (Your comments are welcome.)

At the meeting, Jon Woocher told us that JESNA has the data from the Miami and Philadelphia studies and would be happy to help you obtain it. I suggest that you test that with Jon or with Paul Flexner.

*- to the possibility*  
Seymour and I met with Steve Huberman after CAJE and ~~we hope that he will be willing~~ to fund further analysis of the L.A. study. We will, of course, let you know what develops. *he is looking*

My assistant, Debbie Meline, is gathering the materials you requested and you will hear from her directly in the near future. In the meantime, I came across another Carnegie publication which might be of interest and of use in the work that you are doing. I have attached the title page and table of contents.

I don't recall whether I acknowledged receipt of the articles you sent to me. I have enjoyed greatly those I have read thus far.

I look forward to hearing from you. Have a fruitful back-to-work time.

*Best Regards*  
*Annette*

269BM

September 9, 1981

Re: Status of Research Program

A. Research Projects Under Way

1. Assessment of Jewish education as a profession  
Isa Aron

We received, reviewed and approved a proposal during the month of August and expect work to proceed as planned. We are in contact with Dr. Aron (her last call - 9/6).

2. Data gathering, analysis and report on:
  - a. The state of the field: elaboration and improvement on the data we gathered for meeting of August 88
  - b. The shortage of personnel and personnel needs.
  - c. Data collection on salaries, benefits, recruitment, retention.

Isa Aron

We have discussed these assignments with Dr Aron. She has begun work on them. A research assistant was hired and has begun to work. We have a follow-up call scheduled for 9/13 and expect to receive a detailed memo on progress within two weeks. At that time we will be in a position to determine how much will be available for use at the October meeting.

3. The synagogue as a context for Jewish education  
J.Reimer

Seymour discussed the paper with Joe in Cleveland.

4. Current training opportunities and approaches to training  
A.Davidson

We have discussed, re-formulated, finalized and approved a proposal. Dr. Davidson has begun data collection (phone conversation of Sept.10) and we expect to receive a follow-up memo next week. At that time we will be in a position to determine how much will be available for use at the October meeting.

5. "Community Organization for Jewish Education in North America: Leadership, Finance and Structure"  
H.L.Zucker

An elaboration on the paper prepared for the third meeting of the Commission. A proposed outline for the new version was



reviewed and discussed at the meeting of Senior Policy Advisors in Cleveland.

6. "Federation-Led Community Planning for Jewish Education, Identity and Continuity"  
Joel Fox

An elaboration of the paper prepared for the third meeting of the Commission. We have not discussed this with Joel and need to consult with Hank on this. It is our assumption that Hank will be guiding Joel on the next version of this paper.

7. The relationship between Jewish education and Jewish continuity  
I. Sheffler; S. Fox

Joint work on this paper will begin in October.

8. A mechanism for implementation  
S. Fox; A. Hochstein

An update and elaboration on the first version (March '89) of this paper. It will be part of the progress report for the October meeting, possibly an appendix.

## B. Research projects for consideration and decision

1. Market study (client analysis; needs analysis.)

Little is known about the state of mind of actual and potential consumers of Jewish education in its various forms. What are their opinions and assessments of current performance of Jewish education? What is their assessment of programs? Are they concerned by the subject? What would they want? How do they perceive their own needs in this area - if at all? How do they perceive the community's current and future needs? What is the Jewish educational profile of various groups in the community (community leaders; general population by age groups; by affiliation; etc.). Do younger people intend to offer their children the kind of Jewish education they themselves have received? What are people willing to do or pay for Jewish education for themselves or their children? Are there trends the Commission ought to be alerted to that would affect its decisions?

A number of possible research avenues have been considered:

- a. To undertake a survey of a representative sample of the Jewish population. Such a survey could yield a profile of the population as regards its Jewish education as well as attitudes and opinions towards the subject in general. Potential needs and markets could be identified.

A survey of this kind would involve significant expense (ball-park figure: \$60,000 - \$120,000) and would require 6-12 months of work. Possibly longer for in-depth analysis. However it could possibly yield data of significant value to decision-makers throughout North America and is likely to spark extensive public debate on the subject of Jewish education.

b. To undertake a survey of attitudes and opinions as in (a) above, but with community leaders only.

A survey of this kind would focus on the community leaders and on their opinions as regards the community's needs in the area of Jewish education.

A suggestion to conduct such a survey by means of a questionnaire to participants at the November G.A. was considered impractical and has been shelved.

An alternative possibility is to conduct such a survey by mail. Lists of communal leaders and lists of rabbis in the three denominations are available to researchers. Such a survey would be less costly than the above (\$30,000 - 60,000) and could be completed in time for the report of the Commission.

c. A third possibility involves the use of existing data from demographic studies of individual communities to answer some of the above questions. The data from several communities (see attached list) - available at CJF's North American Data Bank - would be analysed for relevant information concerning Jewish education and for facts relevant to policy making. Most demographic surveys have included a few questions dealing directly and indirectly with Jewish education.

Prof. S. M. Lipsett, who is a member of the Commission and a most prominent sociologist, has suggested that significant knowledge might be gathered from the analysis of this data. He would be willing to undertake it and complete it in time for the report, provided we could cover the cost of a research assistant's salary and expenses of the computerized data analysis. (Appr. \$20,000).

## 2. Expansion of option papers

Towards the preparation of an agenda on programmatic options, the original options papers need to be elaborated upon. We have discussed the possibility of CAJE turning to selected members of the organization and ask them to undertake some or many of these assignments. Two problems arose with this suggestion.

a. It is not clear that CAJE will be able to undertake the job. (Subsequent conversation with Barry Holtz strongly reinforced this view).

b. At the senior policy advisors' meeting objections arose to the notion of CAJE being turned to as an organisation - rather than as a source for suggestions of individual researchers to which the commission might turn.

Whereas we may have committed ourselves to CAJE, it is not clear that CAJE will be able to undertake the job. We expect to hear from them in the coming days.

Should CAJE not do the job - or do it in a partial way only, the following path is suggested:

- \* Complete the original option papers (to be done in any case).

- \* Reduce the number of options by combining relevant options.

- \* Undertake consultations with experts for response and elaboration with the specific view of providing major agenda guidelines (e.g. Dealing with early childhood offers the following opportunities: it is anticipated that X children could be recruited to these programs. Today 45,000 are enrolled. The anticipated benefits are: involvement of parents; increased elementary school enrolments; etc. Dealing with this option will involve dealing with the following major issues: the Jewish qualifications of personnel (50% not Jews); the status and salaries of personnel (average pay for full-time teacher: \$10,500/year); the places available (125 centers in existence; waiting lists estimated at X); etc.

There are three possible candidates for this job:

1. SF/AH in Jerusalem. Drawback: we are overworked as is.

2. J.Reimer: Joe did a lot of work towards the first round. However this required a lot of correction and guidance work from SF. Moreover J.R. lags behind on his current assignments and has not done too much in this area since that Fall '88 effort. We do not recommend this.

3. Barry Holtz: we believe Barry would do an excellent job - should he be willing to undertake this. AH had a preliminary conversation with him in August and set the basis for further talks.

4. Mix of 1 and/or 2 and/or 3.

3. The organizational structure of Jewish education in North America  
W. Ackerman

We have a meeting scheduled with Prof. Ackerman next week to further discuss this assignment.

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION  
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(213) 749-3424

RHEA HIRSCH SCHOOL OF EDUCATION

September 12, 1989

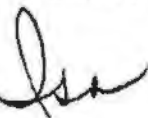
Dr. Seymour Fox  
Nativ Policy and Planning Consultants  
P.O.B. 4497  
Jerusalem 91044  
ISRAEL

Dear Seymour,

Enclosed is a proposal which enumerates: a) the purpose of Los Angeles Jewish Teachers' survey, and b) the funds needed to complete the analysis. Since speaking to you on the phone I had occasion to see Steve Huberman again, and he is indeed very interested in receiving such a proposal from you. Thanks, again, for your help in moving this along.

Things here are going very well. Debra Markovic has come on board, and gotten right to work. It is all very exciting. Do you have an idea yet of whether or not my presence will be required at the October 23rd Commission meeting? Since that is the day after Simhat Torah (for those of us who still live in the Galut), it would involve my flying the Red-Eye. Annette said she thought it might not be necessary for me to be there, but I thought it best to check now, and plan accordingly.

B'Shalom,



Isa

IA/fj

## PROPOSAL FOR A STUDY OF JEWISH TEACHERS IN THE LOS ANGELES AREA

The following is a request for \$10,500 for the purpose of completing the analysis of the Los Angeles Jewish Teacher Census. The census contains a wealth of data on the background, training, and attitudes of teachers in both religious and day schools. The proposed analysis will provide information which will be critical in making decisions on possible experimental projects in the area of personnel.

### BACKGROUND

The L.A. Jewish Teacher census is one component of a larger study of Jewish teachers, undertaken by the L.A.B.J.E. and the schools of education at HUC-JIR and the University of Judaism. The census consists of a 22-page questionnaire, which was distributed to all teachers of Hebrew and Judaica in both supplementary and day schools, and to the general studies teachers in the non-Orthodox day schools as well, during the 1987-88 school year. In all, over 800 teachers filled out the questionnaire, yielding a response rate of 78%. Data from these surveys have been inputted; but to this date only preliminary analyses of these data have been undertaken.

An important feature of the census was that it asked teachers for information that was specific to the particular schools in which they taught, as well as general information about themselves. Because approximately 20% of the teachers teach in more than one school, this information was entered in two separate sets of data, which were linked by a teacher-school identification code, and by the iterative combination of two data base programs and one statistical analysis program. To the best of our knowledge, this linkage of teacher and school data makes the Los Angeles study unique.

### PROPOSED ANALYSIS

At a time when the entire enterprise of Jewish education is coming under close scrutiny, with an eye towards reform and innovation, the L.A. teacher census can provide a very rich source of data for planners and policy-makers. Heretofore one had to rely on the guess-timates of informants, which varied greatly. When the analysis of the L.A. Teacher Census is complete, we will have reliable figures on the teachers' personal backgrounds, financial situation, training in Judaica and pedagogy, level of observance, degree of involvement in the Jewish community, level of satisfaction, and plans for the future. We will be able to find correlations between various factors, and between these factors and the types of schools in which the teachers teach.

Our ultimate goal is to create a number of profiles of different types of teachers, such as: 1) career teachers who are American-born and trained; 2) career teachers who were born in Israel; 3) teachers who teach primarily for the purpose of



earning supplementary income while out of the labor force for a variety of reasons; 4) teachers who work full-time in other categories. It seems likely that each of these categories (and other categories and sub-categories not enumerated here) will differ in terms of their satisfactions and dissatisfactions, their incentives for teaching, and their needs in terms of training, support, and supervision.

Without the ability to differentiate among the many kinds of teachers in the community, new programs geared towards teacher recruitment, training, and retention, may fall wide of their mark. Thus, the full analysis of the L.A. Teacher census will be invaluable to policy-makers in the Los Angeles Jewish community, allowing them to create specific programs, targeted to the very specific needs of different sub-sets of teachers. They may also gain some insights as to how to recruit and better retain those sub-groups which seem most desirable. Though Los Angeles differs in some obvious ways from other North American cities, the data generated by the census should be useful to social planners in other Jewish communities as well, and may encourage them to undertake similar studies. To date, the Jewish communities of Miami and Philadelphia have collected comparable data on teachers, using survey instruments adapted from the one we created in Los Angeles.

#### PROJECT PERSONNEL

Dr. Bruce Phillips, Associate Professor of Jewish Communal Service, at HUC-JIR, and Dr. Ron Reynolds, of the L.A. B.J.E., will be responsible for the data analysis. Dr. Isa Aron, Associate Professor of Jewish Education at HUC-JIR, will serve in a consultative capacity, primarily in formulating the questions and writing the final report.

#### BUDGET

Based on their extensive experience with other quantitative data analyses, Drs. Phillips and Reynolds project that completion of this projects, including the production of a final report, will take 30 person-days. This includes: 6 days for data cleaning and questionnaire reference; 2 days for merging the two data bases; 15 days for data analysis; and 7 days for writing a report, with extensive tables. At \$350 per day, this comes to a total cost of \$10,500.

From: Aryeh Davidson

Re: Research progress

Sept. 18, 1989

Let me provide you with an update of my research activities regarding the training of Jewish educators.

I have devoted much of my time laying the groundwork for going out into the field and interviewing and observing at the various institutions. The activities include the following:

1. Gathering existing reports, school bulletins, evaluation studies and dissertations on the various teacher training institutions

I have succeeded in collecting a good deal of data in this area which will be useful in the interviews and the report.

2. Scanning existing literature on teacher preparation in the field of general education

I have relied heavily in this area on expert opinion, as to what I should consider i.e., what is worthwhile examining. Some of the people I have been in contact with include Jon Woocher, Lee Shulman, Sharon Nemzer, Karen Zumwalt, Isa, and Sara Lee as well as colleagues at J.T.S. and Columbia.

3. Interviews with representatives of training programs

I have begun to conduct interviews with people in the New York area: Hirt, Schiff, Rotman.

4. Scheduling of visits to training institutions

I have been in contact with most of the training institutions to schedule visits. I hopefully will have my itinerary in place for Washington, Montreal, Philadelphia, and L.A. firmed up by the end of the week. As I indicated to you on the phone many of these institutions wanted me to wait an visit after registration and the beginning of the school year. I will will inform you of my itinerary.

In light of conversations with Hirt, Woocher and Isa I am revising the interview schedule I developed substantially. I will forward it to you after I try it out at both HUC and YU.

All in all things are moving along well. As I learn the lay of the land I reformulate and reevaluate my work and the way I will be gathering data at the various institutions. I am also identifying significant areas of training in places like Pittsburgh and Montreal that I will look at.

Report in two weeks Oct 2

July

Dear Annette,

The enclosed is more like the "greatest hits" than the "collected works", but I've also enclosed a publications list, in case you want anything I didn't send.

By the time you receive this we will have spoken on the phone at least once. I hope that we do end up working together in some capacity. I have a feeling that I'd enjoy it.

, p1027

Isa

# HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION

Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

3477 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3708  
(213) 748-3424

September 19, 1989

Dr. Annette Hochstein  
Nativ Policy and Planning

Dear Annette,

Enclosed is a first draft of the list of questions for the telephone interviews. I'm sure you and your consultants will have additions and other suggestions, but before you go into the questions themselves, I think we need to step back and get clarity on some more fundamental issues. I have spent a good deal of time thinking about and discussing with others the questions you raised regarding the validity of the sample. In trying to sort out all the variables involved in deciding how best to conduct the study, I have found it useful to compare the following three strategies:

## Strategy #1 -- use figures from the teacher surveys currently available

Data is already available from Miami and Philadelphia; studies in L.A., Boston, Houston, and possibly Syracuse are in varying stages of completion, and there may be others. The JWB, as you know, also has good records on the national picture, at least in terms of salaries; they are sending us various documents. This strategy would begin with a survey of bureaus to see what information they have collected. It would, further, encourage the various communities to analyze their findings quickly, and perhaps even make funds available for that purpose. Debra and I would collate and compare the available data.

## ADVANTAGES:

- 1) The primary advantage of this strategy is its validity.
- 2) This strategy allows us to get information directly from teachers, rather than through principals. For example, it is quite possible that principals will not know which of their teachers teach in more than one school.
- 3) This strategy makes use of data that has already been collected.

## LIABILITIES AND PROBLEMS

- 1) There is no reason to expect that communities which have conducted studies, and/or kept good records are representative of





increments would require a larger sample, than one in \$5,000 increments.

Without looking closely at the questions and considering all the variables, Bruce was reluctant to estimate the size of sample we would need to adequately represent 3200 or so schools. When I pushed him, he ventured to guess at 100-150. Obviously, this makes a big difference in terms of Debra's time.

*How difficult from start?*

#### ADVANTAGES:

This strategy aims at both comprehensiveness and representativeness.

#### LIABILITIES AND PROBLEMS:

Until we can have a better idea of how to construct the sample, he estimates it would take 2-3 days. Assuming the consultant line of the budget I submitted is not cut, this should not present a major problem.

My conversations with Bruce, Jon Woocher, Sol Daiches and others made it clear that the decision on how to proceed (with one of these strategies or any others your consultants suggest) should be determined by the ultimate purpose of gathering this information. Unfortunately, I am still unclear as to how all this data is to be used in your final report to the Commission, and/or by the Commission itself. Will certain figures or trends be used to illustrate certain major contentions? If so, strategy #1 might be sufficient. Will the report attempt to paint a picture for the Commissioners, giving them some case studies of how the "system" functions? If so, strategy #2 might be the best. Would it be a good idea to profile a series of typical teachers? Are averages more important than a spread-sheet? The answers to these questions, and others like them, should point to the best strategy.

A related question concerns your view on the best way to present data such as salaries. Are we interested in a yearly total income? wage per hour? the per pupil expenditure of the school? teachers' salaries in relation to other synagogue or school expenses? Do we want to compare teacher salaries to those of public school teachers, or to other Jewish professionals? All of the above? And, if so, do we run the risk of overwhelming people with data? As we get further into our study we are likely to find that other factors, especially those related to qualifications

One final factor may help us determine which strategy to choose -- the extent to which principals will be willing to reveal confidential data. The schools in which principals are more forthcoming can be

representative of schools in which principals are more guarded?  
As per your suggestion Debra is starting to call a small number  
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well, these are more than enough questions for one letter. If you  
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following times: Wed 9/20 (8:45-10 a.m.); Thurs 9/21 (8:45-11  
a.m.); Mon 9/25 (10a.m.-1p.m.); Wed 9/27 (8:45-11 a.m.). Hope  
this gives you enough choice.

L'hitraot (on the phone is it

sure?)  
yes it is

Isa



74761284

1040 1 8-10-09 1 8:30AM 1  
PDBKRW INTL FAX SERVICE  
LOS ANGELES, CALIFORNIA 90007-3796

313 ✓

FAX COVER SHEET

TO:	<u>Annette Hochstein</u>		
FROM:	<u>Lee Olson</u>		
# OF PAGES (INCLUDING COVER)	<u>7</u>		
OPERATOR	<u>AD</u>	AMERICAN JEWISH ARCHIVES	EXT. # <u>215</u>

From Fax # - 213-747-6128

Phone # 213-749-3424

If you do not receive the number of pages designated, please call the phone # above and tell the operator.

First Draft: Questions to be asked of ~~Administrators~~ <sup>Education Directors</sup>  
9/15/89

1. Overall city population, if known.
2. Size of community (Jewish community): urban/suburban/rural
3. Affiliation of synagogue, if synagogue school:
4. Size of school; number of students per level:
  - pre-school
  - primary (K-3)
  - elementary
  - junior high
  - high schooltype of program (1x/wk, 3x/wk, etc.)  
for each level
- Is Hebrew integrated with Judaica?
5. Size of synagogue:
6. Number of teachers: (Teacher to student ratio)
7. Average number of hours taught:
8. Number of aides, T.A.'s, specialists:
  - are they paid?
  - who are they?
9. Salaries for:
  - teachers (any off the Bureau scale?)
  - aides
  - specialists
10. Benefits:
  - medical/dental?
  - conferences
  - synagogue membership
  - tuition for children
  - other
11. Profile of teachers: who are they?
  - educational background
  - Judaic background
  - certification
  - do they teach anywhere else?
  - do their practices and beliefs correspond to synagogue/denomination?
  - what do they do besides teach? (or does teaching provide sole income?)
  - how important does salary seem to be to teachers?
12. Are you experiencing a teacher shortage? If yes, how does it manifest itself?
13. What is the teacher turnover rate in your school?
  - in one school year?
  - in general, how many years do teachers teach in your school?
  - does school ever open without a full complement of staff?

14. How do you recruit teachers?
15. What is the key to retaining teachers?
16. What kind of supervision, support and/or in-service educational opportunities are teachers offered?
17. To what extent do teachers participate in:
  - curricular decisions
  - school programming
  - school community
  - synagogue community
18. How many hours per week do you work?
  - officially, for which you are paid
  - really, including hours for which you are not paid
19. How long have you worked in Jewish Education?
  - as an administrator
  - as a teacher
  - other
20. What is your educational background?
  - degrees held
  - Judaic
21. How long have you held your current position?
22. How long do you think you will be in this position?
23. If you don't mind, can you give us some idea of your salary?
  - 10,000-20,000
  - 20,000-30,000
  - 30,000-40,000
  - 40,000-50,000
  - over 50,000





THE JEWISH  
THEOLOGICAL  
SEMINARY  
OF AMERICA

1060 Broadway  
New York, NY 10027-4649  
(212) 678-8000

AX (212) 678-8947

Our Fax # (212) 678-8947

TO:

Annette Hochstein - NATTV

AT:

011-972-2-699951

FROM:

Dr. Anyah Davidson

AT:

212-~~678~~ 678-8028  
(Phone number)

THERE WILL BE 2 PAGES INCLUDING THIS COVER PAGE.

DATE:

9/18/89

SHOULD YOU HAVE ANY PROBLEMS IN RECEIVING THIS TELECOPY, PLEASE

CALL (212) \_\_\_\_\_ AND ASK FOR \_\_\_\_\_

SPECIAL INSTRUCTIONS: \_\_\_\_\_  
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HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION  
Cincinnati • New York • Los Angeles • Jerusalem

LA Bureau 1

RHEA HIRSCH SCHOOL OF EDUCATION

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September 19, 1989

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Nativ Policy and Planning

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Strategy #1 -- use figures from the teacher surveys currently available

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**ADVANTAGES:**

- 1) The primary advantage of this strategy is its validity.
- 2) This strategy allows us to get information directly from teachers, rather than through principals. For example, it is quite possible that principals will not know which of their teachers teach in more than one school.
- 3) This strategy makes use of data that has already been collected.

**LIABILITIES AND PROBLEMS**

- 1) There is no reason to expect that communities which have conducted studies, and/or kept good records are representative of

other Jewish communities. In fact, there are some obvious lacunae in this method of "sampling."

2) Since in a number of communities the analysis of the surveys may not be completed, this strategy might involve further expense (on the part of someone), though it would free Debra to do other tasks.

3) This strategy would yield the most information regarding salaries, # of hours, and teacher qualifications, but no profile of the staff structure and budgets of particular schools. It wouldn't yield any information on education directors either.

#### Strategy #2: Developing a More Impressionistic Account through Qualitative Research

This is the strategy I had outlined at our meeting in Seattle. Whether by individual school or by individual community, we would generate a list of about 100 schools, which would differ in terms of type, size, location, and denomination. Debra would then phone the education directors, and go through a revised version of her list of questions.

#### ADVANTAGES:

This strategy would allow us to ask many more questions, and to pursue interesting findings by asking follow-up questions. It would allow us to paint a much fuller picture of the situation and profiles of teachers. It would also allow us to get data from schools were representative of the 3100 others.

2) This type of study might produce more data than the Commission would require for its deliberations, and more, possibly, than the senior policy advisors could assimilate.

#### Strategy #3: Develop a "Cluster Sample" of Representative Schools to Interview by Telephone

This strategy was suggested to me by Bruce Phillips. Cluster sampling is a sociological method which gives researchers formulas by which to create a sample which will be representative of the population as a whole. It is analogous to the technique used by pollsters; the significant difference, however, is that pollsters know a good deal about the entire voting population, whereas we know very little about the universe of Jewish teachers and educators. Nonetheless, this strategy might be the best available to us at this moment; it is certainly worth pursuing with your consultants.

As Bruce explained it, the size of sample you would need to represent the whole population of teachers would depend on: a) the number of relevant variables (i.e., region, size of community, size of school, denomination, etc.) and b) the degree of accuracy required. For example, a range of salaries in \$1,000

increments would require a larger sample, than one in \$5,000 increments.

Without looking closely at the questions and considering all the variables, Bruce was reluctant to estimate the size of sample we would need to adequately represent 3200 or so schools. When I pushed him, he ventured to guess at 100-150. Obviously, this makes a big difference in terms of Debra's time.

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A related question concerns your view on the best way to present data such as salaries. Are we interested in a yearly total income? wage per hour? the per pupil expenditure of the school? teachers' salaries in relation to other synagogue or school expenses? Do we want to compare teacher salaries to those of public school teachers, or to other Jewish professionals? All of the above? And, if so, do we run the risk of overwhelming people with data? As we get further into our study we are likely to find that other factors, especially those related to qualifications

One final factor may help us determine which strategy to choose -- the extent to which principals will be willing to reveal confidential data. If we find that some principals are more forthcoming than others, we can use this information to guide our sampling.

representative of schools in which principals are more guarded?  
As per your suggestion Debra is starting to call a small number  
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a.m.); Mon 9/25 (10a.m.-1p.m.); Wed 9/27 (8:45-11 a.m.). Hope  
this gives you enough choice.

L'hitraot (on the phone is it *general* ?)

Isa



Education Directors  
First Draft: Questions to be asked of ~~Administrators~~  
9/15/89

*About Teacher*

1. Overall city population, if known:
2. Size of community (Jewish community): *urban/suburban/rural*
3. Affiliation of synagogue, if synagogue school:
4. Size of school; number of students per level:
  - pre-school
  - primary (K-3)
  - elementary
  - junior high
  - high school

*type of program (1x/wk, 3x/wk, etc.) for each level*

*Is Hebrew integrated with Judaica?*
5. Size of synagogue:
6. Number of teachers: *(Teacher to student ratio)*
7. Average number of hours taught: *?*
8. Number of aides, T.A.'s, specialists:
  - are they paid?
  - who are they?
9. Salaries for:
  - teachers (any off the Bureau scale?)
  - aides
  - specialists
10. Benefits:
  - medical/dental?
  - conferences
  - synagogue membership
  - tuition for children
  - other
11. Profile of teachers: who are they?
  - educational background
  - Judaic background
  - certification
  - do they teach anywhere else? *Yes, much!*
  - do their practices and beliefs correspond to synagogue/denomination?
  - what do they do besides teach? (or does teaching provide sole income?)
  - how important does salary seem to be to teachers?
12. Are you experiencing a teacher shortage? If yes, how does it manifest itself?
13. What is the teacher turnover rate in your school?
  - in one school year?
  - in general, how many years do teachers teach in your school?
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(6)

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  - curricular decisions
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  - 10,000-20,000
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  - 30,000-40,000
  - 40,000-50,000
  - over 50,000

*Handwritten notes:*  
 4.30  
 Vote: 100  
 Begin  
 No Expense  
 etc.  
 yes

*Handwritten notes:*  
 Miami →

351

FAX SEN  
DATE: 21/9/89

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: Mr. Aryeh Davidson  
FROM: Annette Hochstein  
FAX NUMBER: 001-212-678-8947

DATE: September 21, 1989  
NO. PAGES: 1

Dear Aryeh,

Many thanks for your memo of September 18th. I was pleased to see that you are busy with the project, and that you have started to consult with people and gather data on other elements.

This is just a note to tell you that I do look forward reading and responding to the interview schedule, and hope that things continue to go very well.

The last line of your fax was erased (faxes tend to like to drop bottom lines). I think I could read through some of it that you plan to forward another report in 2 weeks. If so, that would, of course, be lovely.

Please note that we are likely to ask you to come to the meeting of the Commission on October 23rd, and to probably join us for a meeting of the researchers the following day. This is not yet finalized and we will let you know as soon as possible.

Best regards,

Annette

Items from phone call with Mark Gurvis  
September 20, 1989

Isa's Budget

AH told MG that she spoke to Sara Lee and HUC may pick up cost of small items (filing cabinet, phone lines, etc.) MG will wait to hear from Annette on that.

AH told MG to send payments immediately for salaries and fees, except for consultants on sampling. AH is working on that issue here and will be in touch with Isa on it.

AH told Isa to re-check cost of buying computer and printer - more reasonable than renting. AH suggested that the computer will either be given to Isa at the end of her work or become the property of the Commission - for future projects. MG will wait to hear from Annette on buying computer.

AH said that payments for xeroxing, phone calls, etc. are approved.

MG will send payments monthly over four months, beginning immediately.

Coordination of Research

MG asked for clarification of his role as coordinator. AH said it meant continuation of his involvement with the administrative issues: contacts with the researchers, payments, follow-up, enforcing deadlines, etc.

MG asked for an update on Ackerman and Scheffler. AH told him about Sunday meeting with Ackerman: a detailed outline of his paper is forthcoming - we will forward it to Cleveland; the paper will be issue-oriented, not purely historical.

REMINDER: AH must get schedule from Ackerman before next trip. MG will remind us of deadlines.

SF will deal directly with Scheffler. Work will begin in October when SF is in States. MG will fax us Scheffler's paper which SF was supposed to receive at the Mayflower.

Options Papers

MG was Elliot Spack in NY. Meeting of CAJE leadership on 20.9.89 - will send MG their proposal on how they want to proceed with the options papers. AH said we'll have to decide what to do with CAJE based on the merit of their proposal.

AH reported on the very positive fax from JR re: options papers and on conversation with JR: hold off on tuition and physical plant options. Israel Experience option was done. JR doing the others. SF probably won't have a chance to review, correct drafts before he goes on vacation.

When the remaining options are completed, they should be sent to commissioners.

MG asked whether JR should be responsible for overseeing the work CAJE may do on the options papers (i.e. the groups CAJE may form to work on papers). AH said, as SF suggested, that JR should not take on any more administrative responsibility.

#### Other

David Ariel asked if SF would be available to attend the meeting of the AIHJL in NY on Ocxt. 29th. AH said no, but she would pass on the info to SF.

MG said he'd be happy to set up appointments for Arnie Zar-Kessler. Arnie should let him know as soon as possible the dates he'll be in Cleveland.

MG reported that the Hoffman/Kraar meeting with federation executives was very successful.

MG has engaged a PR person to write news releases for the Commission. He will be at the meetings in October. They are considering making a video (including interviews with Commissioners) for use at the G.A.



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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Dr. Isa Aron  
FROM: Annette Hochstein  
FAX NUMBER: 001-213-747-6128

DATE: September 23, 1989  
NO. PAGES: 3

Dear Isa,

Many thanks for your memo of September 19. I'll try to answer in writing - we can then decide if the phone should join the dialogue.

The major issue you raise is that of the purpose of the data gathering. So let's begin there. The data is needed to ensure that whatever recommendations are made be based on the best available data and analysis. Whereas it will be nice - and in some cases important to have data that can illustrate major contentions, I believe the fairly simple general data gathering that can be done as an elaboration of last year's data will suffice. (Has Debra had time to look at that?). The more serious and basic need is to help us avoid errors in recommendations and give them as much solid backing as possible. We need to be sure that we do not mislead the commission or ourselves. Thus if we want to recommend improving training programs - we need data that confirms the need for improvement and goes as far as possible in detailing the evidence and the need. The same is true with salaries and benefits: if we want to recommend that the Commission consider the issue of remuneration as a stumbling block for the recruitment and retention of talented people, we can only do so on the basis evidence of poor pay. If evidence proves the contrary - we will have to consider what to say about salaries.

The data will either confirm, or amend or invalidate possible recommendations. Its purpose is to support or disprove hypotheses and their possible recommendations.

We need to be in a position where if you asked us why we recommend for example that teachers receive intensive Jewish studies training, we can turn to data that you believe valid and say (e.g.) "because data from the best survey we could do -- namely by sampling strategy X and survey method Y -- reveals that in those schools 65% of the teachers have had little formal training in Jewish studies. Or any other data that is available and relates to the issue. Thus our need is very specific and very much focused: its sole purpose is to give a solid basis to recommendations.

Two comments here:

1. How the data will be used will depend on its quality and relevance and on the format of the report. If the abovementioned purpose is clear to you, and we agree on the topics that need to be addressed, the rest becomes an issue of presentation and should not be a problem for you to deal with at this time.

2. You mention the issue of "what senior policy advisors might be able to assimilate". This should not be a concern. They are a rather intelligent and critical group. What we need from you is as hard, as solid, as scientifically valid data as possible -- concerning the questions at stake (e.g. how to deal with the shortage of qualified personnel).

As regards the questions themselves: if you refer to the report outline and research design, which I believe we left with you in Seattle, I believe you will see what has been emerging as a result of our meetings and consultations with commissioners. They could still change the focus, but right now this is where you will find the basis for your formulating of the questions you can address. ~~It may be useful at this time to sit back and prepare a memo on what questions and the data that will be gathered, and share with us for feedback before finalising the questionnaire.~~

As to the sampling strategies. First and easiest, as we discussed on the phone, strategy #3 should be dropped: we do not need comprehensiveness, and representativeness is likely to remain questionable.

My suggestion to you -- following consultation here -- was to do this same type of survey in a few, well-chosen communities. This -- I believe -- will result in an amended version of both strategies #2 and #3. In addition to the fact that we would be on relatively safer ground for any given community surveyed, it is also relevant because the unit of community is likely to become more important in the Commission's work as time goes on -- by virtue of the notion of Community Action Sites. Moreover, we would feel safe giving solid data for given communities and

telling commissioners that this is what we have thus far. We would have to re-discuss selection of communities.

As to strategy #1. A number of questions arise:

\* could you find out if the data of the various surveys AS AVAILABLE NOW give you simple distribution figures and further elementary analysis good enough to answer any/some/all of the questions? How does this differ in the various studies? Why - if at all - is further analysis necessary, for the specific questions of importance to us?

\* how difficult/easy will it be to receive the data? In what form is it available? What kind of data manipulation is needed? Assuming that no one would carry further expenses - what is available and what can be done with that? (E.g. in L.A.; Philadelphia etc...)

It seems to me that this strategy - even with the limitations you point to - appears to be the most logical for us to choose - provided access to data is relatively easy and fast.

Your question about the best way to present data will once more be a function of two contexts: the relevance of the presentation to the question asked and the availability of data in that form (here useful comparative data might also dictate the cut into the data). Thus annual salaries usually offer a good comparative basis. On the other hand, there may be areas such as very part-time positions where hourly basis will be the norm. So let us decide on the merit of each case.

Yes the telephone calls for Lehishtame'a

No - I am still no Dr - still a plain professional...

Best regards,

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION

Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3798  
(213) 749-3424

September 28, 1989

Dr. Annette Hochstein  
Nativ Policy and Planning

Dear Annette,

In preparation for our phone conversation tomorrow, I will try to summarize both the procedures we have agreed upon, and the issues which still remain to be resolved:

1) As quickly as possible, Bruce Phillips, Ron Reynolds and I will proceed with the analysis of the L.A. Teacher Census (by the way, funding for the analysis was approved yesterday, so please convey my thanks, again, to Seymour, for his efforts). Our aim will be to draw from our sample of 650 teachers a number of discrete types. Though it is impossible to say in advance what the types will be, we can outline the criteria by which we will judge their usefulness to the Commission (and to other policy-makers as well): The categories will be useful if they can help us differentiate between different interventions (i.e., the group that can only be retained if it is offered full-time work; the group for whom higher hourly wages are a more appropriate incentive; the group for which benefits are a critical issue; the group which would be open to in-service education in a university setting; the group which would require close supervision; and, perhaps, the group(s) that we would like to be in a position to not hire at all).

2) Concurrent with this work, Debra will be collecting (and evaluating the quality of) all the available data on teachers which has been amassed by local Bureaus and other agencies. For those information-sets deemed to be of sufficiently high quality, we will be asking ourselves: Is this population of teachers similar to or different from the L.A. teachers? Our ultimate aim will be to see if the categories developed in L.A. hold up in other areas, and what proportion of teachers nation-wide fall into each category. (Depending on the quantity and quality of the available data, we may or may not be able to reach estimates of this sort.)

4) Also concurrently, Debra will be interviewing education

*not on file*  
directors, to get a more detailed picture of how individual schools draw from the available categories to put together their staff. At issue is the question of how representative these staffing profiles must be. There is a case to be made, I believe, for using the "case study" approach: this study would present a number of cases of differentiated staffing, for purely illustrative purposes. If this approach does not seem to be acceptable, the issue we face is how to be most representative for the least amount of time and energy. I do not believe that focussing in on a particular community will be representative. For the moment, I see no alternative other than cluster sampling. I worry, however, that until we actually attempt to construct the sample, we will not know how large a sample we must use. I worry further, that the size sample we arrive at will be larger than we can handle within the deadline.

4  
in considering this type of information? What do we gain by developing such profiles of schools, and how important is it that the profiles be representative? If we can't afford to get representative profiles, would it be better to do a more qualitative study or not to do this part at all?

5) The final study we would undertake would be an interview study aimed at identifying the different career paths of teachers in the different categories. This would accomplish three things: a) it would provide extra validity for the categories; b) it would give us a much fuller picture of the differences between the categories and the nuances within them; c) it would allow us to get feedback on some possible intervention strategies. If the categories we develop in L.A. are deemed valid, there is no reason not to interview members of each category locally. Alternately, we might want to do these interviews by telephone, but then we have a sampling problem again.

I hope this outline makes the process clearer, rather than more confusing. I do think we are inching towards a solution -- hope we can arrive at one by tomorrow night.

*rise*  
*Tsa*





HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION  
Cincinnati • New York • Los Angeles • Jerusalem

PHILIP HIRSH SCHOOL OF EDUCATION

(218) 740-3424

October 3, 1989

Dr. Annette Hochstein  
Nativ Policy and Planning  
P.O.B. 4497  
Jerusalem 91044  
ISRAEL

Dear Annette,

I want to apologize once again for what I felt was an unseemingly outburst during our telephone conversation last Thursday. I suppose I was unfairly venting at you my frustration at the difficulty of the process we have been going through. I am still unclear as to how the two of us managed to mis-communicate so badly. Nonetheless, I have resolved (only one of my resolutions over Rosh Hashana) to put all this behind me, and to try to communicate with you more fully. This letter represents a first attempt to do so. I want to review, as best I can, the procedures Debra, Bruce and I will be going through in our attempt to see how representative the profile of Los Angeles teachers is. Then I want to raise, once again, the question of supplementing the available survey data with a limited number of telephone interviews.

I. Comparisons of L.A. Teachers with Teachers in Other Parts of the Country

Debra has begun inquiring about teacher surveys, and other sources of data on teachers' salaries, etc. throughout North America. Within two weeks we should have an inventory of the type of information available (i.e., salaries, benefits, number of hours, etc.) and the accuracy of that information (i.e., who was the source and what was the response rate). As a rule of thumb, I am inclined to discount all surveys with a response rate of less than 50%. Thus, the Syracuse teachers' survey, for example, with a response rate of only 39%, should not be used. Don't you agree? Let me know if you don't.

The consensus among those demographers with whom I have discussed this seems to be that with data from various communities (at the very least, Miami and Philadelphia, and hopefully several others) at hand, extrapolations of how Los Angeles differs (for example, in having more Israelis, a higher cost of living) should not be too difficult to make.

Dr. Annette Hochstein  
Page two  
October 3, 1989

## II. Compilation of Data on Other Types of Personnel

Studies of various other pools of personnel, e.g. pre-school teachers and senior personnel, have already begun to surface, and I'm sure there will be others. For the moment, Debra is requesting copies of all these studies, which will then be examined according to the criteria enumerated above: the accuracy of the source of information, and the response rate. As soon as this material has been gathered, we will try to organize and compile it in some way that is useful to the Commission.

## III. Should the Survey Data be Supplemented with Telephone Interviews with a Sample of Education Directors?

After discussing this question at great length with Steve Cohen and Bruce Phillips, I am at least clear on what the issues are, though still unable to make a definite decision. What makes this decision so complicated is that we are now dealing with a number of unknowns:

1) We still don't know how many communities have statistical data on teachers; nor do we know the type of data they have. If it turned out that a few Mid-Western, Southern, and Canadian communities had reasonably accurate data available, telephone interviews might not be necessary; they would only add information on current turnover rates and difficulty of recruitment (neither of which can be derived from the teachers' surveys). You might then decide that the telephone interviews were not worth the expense and time involved.

2) We don't yet know how accurate the information we get on the telephone will be. Some principals will have the data readily at hand; others will have to compile them. Of the latter group, some may be motivated to answer our questions thoroughly, and others may not be so motivated. Bruce suggests that we try a pilot by calling a small sample of principals and asking if they would be able to give us the information.

3) The sticking point in constructing a representative sample of schools to contact is that we don't know in advance the size of the schools and therefore the size of their teaching staff. If we were to conduct the study, we would have to obtain information on school size, segment the schools into different groups, and sample randomly from within each group. Thus, constructing the sample might take a week or two of telephone calls as well. Bruce has proposed several alternative strategies which I won't go into now; each of them, however, is quite labor-intensive.

Dr. Annette Hochstein  
Page three  
October 3, 1989

Having written all this out I find myself more pessimistic than I was during our last phone conversation. I am now wondering whether the effort it would take to construct a representative sample and conduct the interviews themselves would be justified by the results. Both Bruce and Steve stressed that this type of study will not produce great accuracy. It will, rather, allow us to make "well-educated guesses" with the best information available.

I feel that I need some guidance from you and from Seymour on whether or not to proceed with the telephone study. If you decide not to attempt it, I would suggest that Debra spend her time organizing and comparing the various personnel studies she will have collected. In addition, she could begin in November interviewing teachers from the different types identified in the L.A. study, and trying to identify training and career patterns. Though such a study would be only preliminary, it would provide some important information in terms of recruitment and training.

You might want to respond to my letter in writing, on the theory that writing fosters clarity. Alternately, if you want to call me, I can be reached in my office (213-749-3424) on Wednesday, 10/4, from 9 a.m. - 1 p.m., on Tuesday, 10/10, from 9 a.m. - 11 a.m. I will be having student conferences at these times, but will at least be able to talk briefly. If you want to try calling me in the evening I should be home (213-934-0426) at 9:15 p.m. on Wednesday, 10/4, Thursday, 10/5 and Tuesday, 10/10. After that I go on retreat with HUC for two days, and will be unreachable.

B'shalom,

*Isa*

Isa

IA/fj



To: Annette Hochstein

From : Aryeh Davidson

Oct. 4, 1989

I have been making good progress on developing a profile of the various training opportunities. To date I have focused on the northeast. I have completed profiles of Yeshiva, JTS, Baltimore and Gratz. My work with JWB has been interesting and highly informative. They are involved in considerable inservice work. I have been revealing their training programs and evaluations, in addition several interviews were conducted with those involved in training and direction of the programs. I made it clear to Greenstein and Rotman that informal education as they understand it, will be addressed in the report.

I spent a good deal of time (six hours) meeting with Schiff about the BJE's work in training. He directed to some important data and resources at the BJE. I plan to develop a profile of inservice training as conducted by the BJE as an example of inservice training, that works independently of training institutions.

Next week I move on to examine HUC in N.Y. and Beth Rivkah (Haredi) in Brooklyn. The week of the 15th I will be meeting with Shaffler and others (Brandis) in Boston. In November I will be meeting with the staff of HUC the UJ and the BJE in L.A. and then will examine Chicago and Cleveland.

It is becoming clear that the numbers of students and faculty currently in Jewish education are pitifully small, no surprises there. However, different institutions have made strategic decisions on how to best use their resources and develop training models. Some have opted out of the preservice model and have chosen to develop joint programs in communal service areas such as social work. Others have a bare bones program in education but have develop elaborate programs with local colleges and universities. Few are working cooperatively with the BJEs to jointly develop in-service programming.

As I conduct interviews, visit schools, and continue to read profiles are emerging.

With respect to the meeting on the 23rd; do we want me to participate. I'm not sure its wise to discuss partial findings or progress to date. Let me know so I can appropriately prepare. Take care.

I'll call you today

FAX SENT 6/10/89  
DATE: .....

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

NATIV CONSULTANTS - JERUSALEM, ISRAEL  
Fax: 972-2-699-951

3760

To: Dr Aryeh Davidson

From: Annette Hochstein

Fax #: 001-212-678-8947

Pages: 2

Date: October 6, 1989

Dear Aryeh,

Many thanks for your progress fax. It must have crossed Debbie's note to you. You seem to have covered a lot of ground since we last communicated and I hope that the work is interesting and that you are learning a lot for us.

A number of issues came to mind following the reading of your memo:

In addition to the assessment of the 11 formal training programs you have begun gathering data on both in-service training for formal and informal programs. That is great. We had hoped you could do this. Now that you have begun I wonder whether taking the key agencies on these issues will be sufficient for drawing conclusions. In particular: can the BJE of New York be a model for anything except the New York BJE? Also - are the programs of sufficient scope and depth to warrant further analysis? What in the JCC's in-service training programs are programs in Jewish Education? What is their depth and scope in this realms. Will you be able to relate to the scope? (e.g. there could one



thousand insignificant in-service activities -- the figure might mislead.)

When dealing with informal education is there any chance that you could look at areas in addition to JCC's - e.g. camps; adult education. Is this relevant for what we are trying to do?

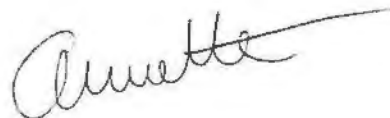
What happened with the anticipated lack of trust - possible desire to hide facts? Are interviews smooth? Do you receive all the data you need? Are you confident what you are told reflects the reality?

Regarding the meeting of October 23rd I tend to think like you - therefore we have not asked Isa to fly in for the meeting and we are not going to ask you to do a presentation at this time. If your schedule permits I would like us to meet when I'm there. Right now Wednesday the 25th looks good for me - I'll call you when I arrive on the 18th.

Thank you very much for writing - it helps me keep up with progress. I will forward to you a copy of the background materials we prepared for the 23rd, when they are off the press.

G'mar Tov,

Lehitraot,



DATE: 5/10/89

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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: Prof. Aryeh Davidson  
FROM: Debbie Meline  
FAX NUMBER: 212-749-9653

DATE: 5.10.89  
NO. PAGES: 1

אריה אהרן

Annette asked me to drop you  
a line to remind you that  
we're anxiously awaiting your  
report.

אריה אהרן

Debbie on machine -

Aryeh D. called:  
"Sorry it's taking  
so long to get  
in touch. I  
assume you got  
my fax.  
Let's talk next  
week. אריה אהרן!  
171"

Summary of telephone conversation with Walter Ackerman

October 12, 1989

WA's research paper will be based on 3 bureaus of Jewish education which can be used as a model for others:

New York (documentation by Gordis)  
Boston (documentation by ?)  
Cleveland (documentation by Yanowsky)

As a basis for how to begin, WA will examine the questions and philosophies that interested them; what the bureaus actually did; and what became of what they didn't do.

WA noted that this year is the 50th anniversary of the L.A. BJE and a collection of articles has been published in honor of it.

[People who run bureaus]

WA said he would complete the paper by mid-January.

WA is willing to participate in a brainstorming session on the CAS. Thursday afternoon is most convenient.



TO: ANNETTE HOCHSTEIN  
FROM: JOSEPH REIMER  
DATE: 10/12/89  
RE: MY RESEARCH PAPER: AN INTRODUCTION

THE SYNAGOGUE AS A CONTEXT FOR JEWISH EDUCATION

The Jews of North America are accustomed to hearing bad news about the supplementary school in their local synagogue. Not only have they and their children their own tales of woe to tell, but scholars also have added their own reservations about the quality of education provided by these schools (BJE, 1988; Schoem, 1989). It has reached a point where serious people are wondering if the community ought to invest any further in trying to improve supplementary education or whether it would be wiser to invest in other forms of Jewish education - such as day schools, informal education or media - to offset the weakness of the supplementary school experience.

The purpose of this paper is to offer a third perspective. It argues that the pressing question in dealing with the Jewish education of the next generation is not the viability of the supplementary school, but the place of the synagogue as a provider of Jewish educational services in the community. It argues that a focus on the supplementary school alone is misplaced because in most cases, the school is only a part of a whole - a subsystem within a larger system - and what ought to draw our attention is the system itself. The local synagogue as home to and context for the supplementary school and many other Jewish educational activities is the key institution whose future ought to be of primary concern to those who care about Jewish education.

The role of the synagogue as a provider of Jewish educational services has been undergoing rapid change. Twenty years ago the synagogue and its denominational movements had more of a monopoly in the community on providing these services. Today, as the nature of these services has diversified and more organizations have entered the field of Jewish education, the synagogue finds itself stretching to meet new needs in a more competitive field. Jews, especially in larger urban areas, can go elsewhere for their Jewish education. JCC's provide an alternative address for early childhood, youth and adult services; day schools compete for school-age children; and B'nai B'rith, Hadassah, local colleges and others compete for the adult market. The synagogue, with its limited resources and primary commitment to the supplementary school, faces difficult choices on how best to be involved in the field of Jewish education.

The picture grows more complex in communities in which the Federation has assumed a more active role in funding and planning for Jewish education. Historically, Federations have shied away from providing funds for synagogue-based programs. Yet, as it is the synagogues that provide the largest number of Jews with educational services through the supplementary schools, it seems almost inevitably and arguably desirable that Federations consider funding educational programs in synagogues. But, many people wonder, under what terms would a Federation-synagogue collaboration on Jewish education work best.

The immediate task of this paper is to consider the synagogue as an educational institution in a changing community. While acknowledging that the synagogue is primarily a religious institution whose foremost aim is to serve the religious needs of its membership, this paper takes seriously the assumption that for Jews, education is a religious need. It assumes that synagogues are heavily invested in educational programming because learning is at the heart of the Jewish religion. The question under consideration is how synagogue leadership - lay and professional - understand the role of education in the larger gestalt of the synagogue organization: how the synagogue organizes itself to educate its members.

Synagogues - even within a given geographical location - can vary greatly in terms of their educational vision (as can two public schools in the same town). One congregation can see itself as running a school, some youth activities and classes for adults as almost separate items on a menu of services offered to members and prospective members. Another can be led by rabbis and lay leaders for whom Jewish education is the organization's raison d'être and for whom quality service is a priority even given the extra cost. One congregation can see education as primarily for children; another views education as being for all the membership. In one synagogue, the educational staff is relatively isolated and undervalued; in another, the rabbi and the educators work closely with lay members to form a team of educational leaders. In one, the synagogue is relatively isolated in its educational work; in another, the synagogue regularly uses denominational and communal services and makes its membership aware of educational opportunities beyond the walls of the synagogue.

Following the lead of general education literature (Lightfoot, 1982), this paper argues for the notion of the "good shul" and the importance of describing its dynamics. There are synagogues we are calling "good shuls" with strong leadership who have powerful educational visions for their congregations and the will and ability to put that vision to work in a variety of educational programs, including the supplementary schools. Other synagogues lack those capacities. While no two "good shuls" are exactly alike, they may have common characteristics that can be described. Furthermore, while there is no single line dividing the "good shuls" from the others, it may be possible through this



descriptive research to paint a portrait of the "good shul" that inspires other congregations to want to change their organization in those directions. It may also be possible for Federations to consider whether helping congregations to re-organize in pursuit of a vision of educational excellence is an appropriate target for communal support.



67C  
Oct 17, 1989

To: Annette Hornstein

al.  
From: Aryeh Davidson

The data collection is moving along at a rapid pace. In many respects there is more going on in training than I had anticipated. I need to keep refocusing on the purpose of the research so as not to become distracted by the incidental types of training I'm finding. Or are they incidental? For example there is a good deal of training that is conducted by the youth movements e.g. Young Judea, BBYO, USY. Should they be included or examined, in at least a cursory way?

There are some small programs affiliated with universities. York University in Toronto and the Bureau of Jewish Education have a small program. Similarly, the Pittsburgh Bureau sponsors a program with the University of Pittsburgh. Washington, D.C. perhaps has the largest program of this nature with George Washington University. The emerging thesis goes something like this: Where there is a need for ~~for closed~~ personnel in Jewish education Bureaus and Universities develop training programs.

My problem is time. I can't do a thorough job of examining all of these programs. Any suggestions?

Another area we need to discuss is the Center world. I learned a lot from speaking to the staff here. However, they don't necessarily accurately report what the realities of the field are. As you mentioned in your last communication there are hundreds of programs out there. Some, however, emerge as more cogent and planned, such as early childhood. Perhaps my best strategy is to focus extensively on early childhood as the paradigm of training JWB is moving towards.

These are some of the questions I have. Others will be raised when we meet next week.

Please be in touch as soon as possible so that I can schedule an hour or so for our meeting.

272C


MEMO TO: Seymour Fox, Annette Hochstein, Virginia Levi, Morton L. Mandel,  
Joseph Reimer, Henry E. Zucker

FROM: Mark Gurvis *mg*

DATE: October 19, 1989

SUBJECT: Suggestion From Isa Aron

In a recent conversation with Isa Aron, she revisited an issue previously raised with AH. Isa believes it would be worthwhile for Commission staff to focus, as part of the overall research design, on literature from general education on top-down planning and interventions. Apparently, there is significant research based on responses to federal mandates with respect to how many localities respond, how to best implement community demonstration sites, how many are necessary, etc. She pointed to Susan Shevitz at Brandeis as the research expert in the Jewish community with the greatest expertise in this area. It might be worthwhile for AH or JR to talk or meet with Susan to get a sense of what that literature has to offer us.



2140

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

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax: 972-2-699-951

To: Dr Isa Aron

From: Annette Hochstein

Date: October 18, 1989

Pages: 4

Dear Isa - Chag Sameach!

Since my attempts to reach you on Monday failed as totally as those of last week -- we'll give "the interest of clarity" a chance. I will attempt to put down in writing those matters we have not spoken about, assuming the others are understood.

There are three topics to cover:

1. The analysis of existing teacher surveys - beginning with L.A. - to provide a picture of the current teaching personnel in formal settings: day-schools and supplementary schools. You explained that you will spend about one month analyzing the L.A. data with a view of creating a number of teacher-profiles (for example: full time qualified day-school teachers; part-time avocational teachers in supplementary schools; transient Israelis with no education-training; etc...) You will then deal with a variety of variables concerning each of these groups: their salaries and benefits; their in-service training; their perceptions of their own future in the profession; their commitment to Jewish education; their satisfaction etc...

You will then proceed to analyse data from other communities - I know about Philadelphia and Miami ~~sear~~ - to confirm the profiles or amend them accordingly.

I write this summary to test my own understanding of what you are doing, and would be very happy if you could take the time to add, correct, complete my understanding. I am particularly in the dark as to what - (in addition to the examples I gave above) - we will learn about each category. If you could elaborate that would be very useful to me.

During our last phone conversation we discussed criteria for the inclusion of surveys in your analysis - particularly the issue of what is an acceptable response rate. I suggested the following - after discussing this with Mike Inbar and looking at the report of the Miami survey: surveys with less than an 80-85% response rate should only be included if enough is known about the nature of the missing segment to be able to explain it and take it into

account in the analysis. We feel that even then you should probably aim for those with very high response rates only for inclusion in the L.A. story. Of course there may be quite a bit to learn from the others on some questions where little other data is available. So they may be useful in the general data-gathering job (see below). *(You may choose to commence the use as regards Philadelphia?)*

You suggested that in addition to the above analysis in-depth interviews be held with teachers in order to begin providing the career-path story/ies. You suggested that your assistant could do this (through face-to-face interviews?). Here are a couple of responses: *training and*

a. Inbar tells me that James Coleman at Chicago has developed a very good tool for career-path surveys. He was not sure if this was ever published - so you may want to do a quick literature *search* ~~survey~~. Should this not be available Seymour should be able to ask Coleman directly about it.

b. What about doing a few knowledgeable-informants focus-groups on this topic. By asking principals, search committee members or other people involved as well as teachers you may get quite a lot of information in a shorter time - which you can then corroborate with individual teacher interviews. *as needed.*

2. Your paper on the profession.

It would be great if you decided to take a few days in the not too distant future to write the first draft. We are going to begin work on the final report and do need any input we can get.

3. General data gathering. *(Written Before an U.S. conversation)*  
As we discussed on the phone this data is of the utmost importance for providing an overview of the scope and elements of the problem. Without it we cannot make even the most elementary statements about the state of the field. I understand that it is not as interesting to you as the rest but we absolutely need it, so I will try to put down some of the elements that I think Debra should gather as soon as possible.

Two starting points: The research design (appended to the current progress report to the commission - I asked Ginny Levi to mail it to you ASAP.) The data package of July 11 1989 -- you should have it. A third element should be any item your knowledge and wisdom want added. My list is far from exhaustive, primarily quantitative and written with very partial knowledge.

Here are some of the elements we will need to refer to:

General demographic data by geographic division and size of community - Jewish participation (affiliation) and denominational affiliation.

General enrolment data for all types of Jewish Educational

activities - formal and informal - all ages. (Is it true that there are dramatic overall declines in participation ~~except for day schools~~?)

I suggest not to wait for the new Della-Pergola survey - rather to do the double job of using what is available now and correcting/updating later. Unless John Woocher can make the data available to you now. if ~~it~~ new data is made available

Number of institutions - if possible by sponsors and size too.  
Current enrolment.

National and local organizations.

Personnel - <sup>{global}</sup> general data (estimates of total numbers - by any breakdowns available).

Salaries - comparisons with general education and with other professions popular with young Jews would be very helpful.

Anything available on financing; tuition; scholarships; operations costs etc...

Federation allocations to education (would be nice to have by sector and at a few points in time: is it true that it is growing? Is growth significant? etc...)

<sup>ear</sup>  
<sup>dition</sup> Shortages -- (I know... principals won't say. But please try to get some sense) - maybe ~~a~~ focus groups could do? Maybe knowledgeable informants such as Sylvia Ettenberg? Everyone complains about it: it must be possible to get some evidence!)

<sup>also</sup>  
We will need as much of a bibliographic essay as possible.

This monologue is about to end since the plane is about to land in New York - and once there things move too fast. I do hope that this letter is useful. Please understand that everyone of your letters is read very carefully and is EXTREMELY useful - even if we don't manage to talk or if I don't write back.

Any time you can keep me informed on progress, on issues on problems, please do. I will have to report to the commission on the state of research, so should you wish to add things to what I know - or to respond to this letter - here is how. I'll be at the Mayflower hotel tonight and then again from Sunday to Wednesday morning. FAX # ~~212-265-5098~~ 212-265-5098. Tonight FAX # 212-566-0736

Take good care and have a wonderful Chag.

Kol Tuv

! 822228

Annette

P.S. Not a Dr.: just a plain professional...



December 19, 1984

500

Ms. Annette Hochstein  
Nativ Policy and Planning

*Impolitic of  
misuse*

Dear Annette,

Though we should be talking on the telephone soon, I am writing to inform you of some of the latest wrinkles regarding the Della Pergolla census, and also to give you some of my reactions to the draft of the Commission's recommendations.

I had a long telephone conversation with Leora Isaacs yesterday, regarding her concern with the response rate for the Della Pergolla (DLP for short) study. DLP collected data from 2,861 schools, which is 855 short of the list JESNA gave him. Since they used a telemarketing firm to call the schools that did not respond to the written questionnaire, DLP concluded that the 855 schools which did not respond no longer exist. Leora takes issue with this conclusion, and offers an alternate interpretation: a) that some of the schools (right-wing Orthodox, to take but one example) are hostile towards JESNA, and simply refused to cooperate; b) that other schools are headed by volunteers who don't have an office, or time to return phone calls. Since 855 schools amounts to 23% of the total sample, the dispute is a significant one. Even if one assumes that a third of the schools are defunct, and that the remaining only have 15 pupils each, (which, in my view, is too conservative an assumption), we're talking about over 4,000 students.

Leora has promised to FAX me DLP's preliminary report, and I can FAX it to you or summarize it for you, if you wish. The only results, thus far, concern numbers of schools and pupil enrollment.

*yes  
please*

Now to my comments on the Commission's recommendations (the draft I am working from is dated November 26th):

1) p.10, paragraph 2: The study that Adrienne Bank and I conducted for JESNA contains a state-by-state chart of teacher shortages. In the chart we used a very stringent definition of "shortage" -- how many unfilled slots exist at the time that school opens. The problem is that all the data are second or third hand, gleaned from Bureau staff members, some of whom were quite knowledgeable and some of whom just took wild guesses. I don't know whether this chart will be useful to you or not, but I'll be happy to send it, and/or to include it in the report that Debra is writing. Let me know either way.

2) Page 10, points 1, 3 and 4: I think you need to be very careful to distinguish between senior level personnel and teachers, and probably between day and supplementary school teachers as well. It is simply not true that the profession of

educational leader "offers few rewards and lacks standards." senior level personnel, some salaries are reasonably high, and many senior-level educators do feel empowered to make changes. Not distinguishing between teachers and administrators can undermine your otherwise valid points.

3) Page 24, bullet #1: "the elaboration of the educational philosophy of the supplementary school"

This is a critical task, but it cannot be done by an inter-denominational council, or even by a body larger than the school itself. A school can be encouraged and assisted in this task, but it would be entirely inappropriate for a larger task force to make decisions for the school. This might seem like nit-picking, but I think it is very important to legitimate the view that supplementary schools can vary greatly in their goals, methodologies, and standards for success.

Many of the other recommendations seem to me to be right-on-target, and you are to be commended in your effort! My only additional concern is with the word "mechanism," which sounds as though it were taken from science fiction. I assume you are searching for a better term, and will be happy to contribute some suggestions, if you like.

We'll talk soon, I hope.

דן מילר,

Ido

P.S. - A last minute question:

When Debra lists the number of teachers in her report, should she include general studies teachers as well?

EXTRA

TO: Senior Policy Advisors

FROM: Seymour Fox

DATE: 7/30/89

Below is a new list of the research papers which combines several of them, as well as an update of what we are suggesting.

Papers to be Commissioned:

1. The relationship between Jewish education and Jewish continuity.  
(Author: possibly a major Jewish philosopher--if he is willing to undertake the assignment.)
2. The organizational structure of Jewish education in North America, by Walter Ackerman.
3. The synagogue as a context for Jewish education, by Joseph Reimer.
4. Attitudes, opinions, and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen. (Based on the data to be collected at the G.A. and other sources.)
5. Approaches to training personnel and current training opportunities, by Aryeh Davidson.
6. Assessment of Jewish education as a profession, by Isa Aron.

Isa Aron will also produce an additional paper on personnel, based on both existing data and data that she will collect, in the following areas:

- The state of the field of Jewish education;
- The shortage of personnel for Jewish education and personnel needs;
- The training history of good educators in the field;
- Recruitment and retention of personnel;
- Salaries and benefits;
- Bibliography in the area of personnel.

אנט הוכשטיין  
ANNETTE HOCHSTEIN

381C  
October 17, 1989

Dr. Emil Jacoby  
Executive Director  
Bureau of Jewish Education of Los Angeles  
6505 Wilshire Boulevard  
Los Angeles, CA 90048

Dear Dr. Jacoby,

It was good speaking to you several weeks ago. I am looking forward to the fruits of the analysis of the Los Angeles data.

I was recently told that a collection of articles relating to the Los Angeles BJE has been published in commemoration of the Bureau's 50th anniversary. I am very interested in receiving a copy of the publication.

Could you please send it to:

Annette Hochstein  
c/o Virginia Levi  
Premier Industrial Co.  
4500 Euclid Avenue  
Cleveland, OH 44103

I would be happy to defray any expenses incurred.

Sincerely,

Annette Hochstein



August 9, 1989

Dr. Seymour Fox  
Hebrew University  
Jerusalem  
Israel

Dear Seymour:

During the period of 1987-1989, the Bureau of Jewish Education coordinated a Los Angeles Jewish Teachers' study with the participation of H.U.C. and U.J.

Dr. Ron Reynolds, whose portfolio at the B.J.E. includes educational research, has been our representative in the joint project. I asked Ron to share with you all pertinent information relating to this subject.

L'hitraot,

DR. EMIL JACOBY  
Executive Director

213-852-1234  
818-990-8640

**Chairman**

Sidney Eisenshtat

**Executive Director**

Dr. Emil Jacoby

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Dr. Gil Grall

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Joseph Harris

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EJ/lt



Jewish Federation Council  
of Greater Los Angeles,

Beneficiary of  
United Jewish Fund

Affiliated with Jewish Education  
Service of North America



HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION  
3077 UNIVERSITY AVENUE  
LOS ANGELES, CALIFORNIA 90007-3796

RETO EN 1. 21/11/2001  
11/11/2001

FAX COVER SHEET

TO:	<u>Cunette Hochstein</u>		
FROM:	<u>Isa Giron</u>		
# OF PAGES (INCLUDING COVER)	<u>3</u>		
OPERATOR	<u>HD</u>	EXT. #	<u>24</u>

From Fax # - 213-747-6128

Phone # - 213-749-3424

If you do not receive the number of pages designated please call the phone # above and tell the operator.

DATE: .....

366C

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Mr. Mark Gurvis  
FROM: Annette Hochstein

DATE: September 25, 1989

NO. PAGES: 1

FAX NUMBER: 001-216-391-8327

Dear Mark,

I received the attached fax from Isa. I suggest that you clear with her the appropriate sum for the computer, and with that the technical matters should be covered. The only outstanding item is that of \$1,500 for consultation fees.

Shana Tova.

Best regards,

Annette

gurvis1/8MN-W



TB memo. Mike liked it a lot.  
I was able to work on it and to consult. So let me go  
under three headings

3 topics:

What ~~from~~ <sup>needs</sup> for Joe Reimer and for James Coleman. Coz we can't

The questionnaire:

Small things:

Question 6 and 8 must be related

question 7 taught per -- ambiguous

Question 11 do they teach elsewhere: add how much

Question 13: our critical question is to document the shortage.

refine the data collected to give distinctions: :

shortage in what areas/subjects/grades.

reasons for shortage : can't recruit - why? others

pay better? rate of attrition: why? poor salaries?

workload?? advancement?

you want to find out present problems and shortages

General question re what salaries would make you competitive with  
the next best place; in general (see page

I would suggest - let's discuss issue of sampling -- then let's  
get back to the questionnaire:

Re-submit a draft of the questionnaire

What about crosstabs of all the other studies wouldn't that help refine  
the questionnaire?

What we need: hard data -- totally valid For Mike and Coleman and  
others

Programmatic shortages?

background variable -- school #positions #students etc..

then -- salary per etc...

In what sense valid and solid.

\* \* \* \* \*

Illustrative etc..

The sampling

Other

No coming to meeting

*De*

*Memorandum*

**HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION**

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3796 • PHONE 749-3424

009  
FI

TO Annette Hochstein

DATE 9/21/89

FROM Isa Aron

Sara Lee asked me to inform you that the HUC administration has agreed to contribute the following items to the Commission's research efforts.

Telephone (2 lines)	\$80
Answering machine	\$45
Filing cabinet (including delivery)	\$100
Tape recorder (portable, with variable playback speed)	\$100
Telephone installation	\$220



FAX SENT

DATE:

17/9  
1989

349C

FAX TO: MR. ARTHUR ROTMAN

FAX NO: 212-481-4174

FAX FROM: SEYMOUR FOX

FAX NO: JERUSALEM - 699951

DATE: 17.9.89

DEAR ART,

THANK YOU FOR YOUR FAX OF 8.9.89.

OUR CONCEPTION OF EDUCATION MUST EMPHASIZE INFORMAL AS MUCH AS FORMAL EDUCATION.  
I WILL SEE TO IT THAT ALL RESEARCHERS ARE REMINDED OF THIS ON EVERY OCCASION.

BEST REGARDS,

SINCERELY YOURS,

SEYMOUR FOX

C.C. ANNETTE HOCHSTEIN





# JEWISH FEDERATION COUNCIL OF GREATER LOS ANGELES

6505 WILSHIRE BOULEVARD • SUITE 907 • LOS ANGELES, CA 90048 • 213-852-1234

September 15, 1989

STEVEN HUBERMAN, PH.D.  
EXECUTIVE DIRECTOR  
FOR COMMUNITY SERVICES

## M E M O R A N D U M

TO: PROF. SEYMOUR FOX  
FROM: STEVE HUBERMAN  
RE: PHONE CALL

With reference to your message, the following times are convenient for me to receive a phone call from you:

Monday, Sept. 18, 1989 - 8:30 - 10:00 AM, Pacific Standard Time

Tuesday, Sept. 19, 1989 - 8:30 - 11:00 AM, Pacific Standard Time

I will not be available on Wednesday, September 20.

I look forward to talking to you.

SH:sws

President  
George T. Caplan  
Executive  
Vice President  
Wayne L. Feinstein  
1989 UJF  
General Chair  
Herbert M. Gelfand  
Women's Division Chair  
Harriet Hochman  
Board of Governors Chair  
Kaygey Kash  
Vice Presidents  
Terry Bell  
Lionel Bell  
Ed Brennglass  
Allan Cutrow  
Leo Dozoretz  
Dr. Beryl A. Geber  
David A. Gill  
Martin Kozberg  
Phillip Kraus  
Ronald Leibow  
Carol Levy  
Virginia Maas  
Howard B. Miller  
Ilene Olansky  
Carl Rheuban  
Marvin Shapiro  
Secretary  
Mark Lainer  
Treasurer  
Francis S. Maas  
Regional Presidents  
Barbara Fass, Ph.D. -  
Eastern  
Jen'Chuck' Hurewitz -  
Metro  
Elaine Barke -  
San Fernando Valley  
Myra Diamond -  
Southern  
Irwin Levin -  
Western  
Executive Director  
for Campaign  
and Development  
Loren Basch  
Executive Director  
Community Services  
Steven Huberman, Ph.D.



PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

9/13/89

☐ TELEX NO. \_\_\_\_\_  
☐ MAILGRAM \_\_\_\_\_  
☒ FAX NO. 972 2 699951  
NO. OF PGS. 4  
(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:

NAME Annette HochsteinCOMPANY Nativ

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

CITY, STATE, ZIP Jerusalem

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

## FROM:

NAME Mark GurvisCOMPANY Premier

DEPARTMENT \_\_\_\_\_

COST CENTER 0902163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

## MESSAGE:

Following is Isa Aron's research budget. Given the scope of her projects, do you feel this is reasonable and that we should approve the budget. Isa would appreciate a rapid response as they are waiting on approval to install phones and computers, and to move ahead.

AMERICAN JEWISH  
ARCHIVES

Mark

36

9/12/89

Mr. Mark Gurvis

Dear Mark,

Enclosed is the budget, as best as I can project, for my research and data-gathering projects..

With regard to the one item which may be problematic, I tried to pare my request for consultant fees down to a minimum. After talking to Ann Shore and Bruce Phillips (who gave me different, but reconcilable advice) I am convinced that I will need some ongoing consultation on how best to select a sample of schools. I estimate 3 days, which might more likely be broken up into 6 half-days, or even smaller amounts).

HUC has already set up a special account for the money, the first installment of which was promised in mid-September (I am enclosing a copy of that letter for your information). Since certain costs, such as equipment purchase, telephone installation and computer rental must be paid immediately, I would appreciate receiving at least half of the total amount as soon as the budget is approved. I will keep accounts of every check issued, and will send you copies of the ledger pages if you wish.

Thanks for your help. I'm sure we'll have occasion to talk in the near future.

B'Shalom,



Isa

P.S. Does your office have access to E-mail? HUC just got on-line, and Lee tells me it is possible to send instantaneous messages to other subscribers for free. This might cut some of our costs down.

PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

9/11/89

☐ TELEX NO.

☐ MAILGRAM

☒ FAX NO. 972-269995

NO. OF PGS. 1  
(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:  
NAME ANNETTE HOCHSTEIN  
COMPANY NATIV  
STREET ADDRESS \_\_\_\_\_  
CITY, STATE, ZIP JERUSALEM  
PHONE NUMBER \_\_\_\_\_

FROM:  
NAME VIRGINIA LEVI  
COMPANY PREMIER  
DEPARTMENT \_\_\_\_\_  
COST CENTER 090  
216 361 9962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

MESSAGE:

Annette - In preparation for the 10/23 meeting, I'm having ~~name~~ place cards made for researchers who may be present. Please let me know (soon) if the following is a complete list and if the names are spelled correctly: ISA ARON, HANAN ALEXANDER, ARYEH DAVIDSON, WALTER ACKERMAN, ISRAEL SCHEFFLER.

Thanks, Ginny

please NOTE: A FAX was just being sent to us and the paper might. I received 6 pages of the nine you wanted but please submit

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

MEMORANDUM

TO: Prof. Fox

FROM: Debbie Meline

DATE: September 11, 1989

RE: For phone call with Huberman -- September 16, 1989  
Isa Aron's proposal for the analysis of the L.A. Jewish  
Teacher Census data

1. This will include:

-- Demographic information on the entire teaching population (educational background, personal Jewishness, salary and benefits, experience, future plans, etc.)

-- Data on how teachers view themselves (why they teach, how they rate themselves, what their satisfactions and dissatisfactions are, what in-service training they would like, their assessment of in-service training they have received)

-- School: specific analysis (e.g., how teachers feel about the school they teach in, how different schools differ in terms of the teachers they attract).

2. Proposed budget:

\$8,000	Bruce Phillips
\$1,050	Ron Reynolds
\$1,050	Isa Aron
-----	

\$10,000	TOTAL
----------	-------



TE: 01/07/81

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Henry L. Zucker and Virginia Levi

DATE: September 11, 1989

FROM: Seymour Fox and Annette Hochstein

NO. PAGES: 9

FAX NUMBER: 001-216-361-9962

Dear Hank and Ginny,

Attached is a status report on the research program for the Commission. We would like to discuss it with you during our next telephone conversation, particularly section B.1.

Best Regards,

*J. Annette*

DATE: 10/8/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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

FACSIMILE TRANSMISSION

TO: PROF. ARYEH DAVIDSON  
FROM: DEBBIE MELINE  
FAX NUMBER: 212-749-9653

DATE: SEPTEMBER 10, 1989  
NO. PAGES: 2

Dear Aryeh,

Attached is a copy of a fax that we knew would  
be of interest to you.





15 EAST 26th STREET, NEW YORK, N.Y. 10010-1579

## TELEFAX TRANSMITTAL FORM

To: Seymour FoxDate: Sept 8, 1989Fax #: 972 2 699 951

Time: \_\_\_\_\_

From: Art Rotman

Re: \_\_\_\_\_

Number of pages (including this cover page): 1

Please notify us if transmission is incomplete.

Tel. #: (212) 532-4949

Fax #: (212) 481-4174

Re August 23rd memo from Aryeh Davidson on  
Training Institutions-Research Project:

I hope that whatever research is done on these  
training institutions covers training for the infor-  
mal as well.

I did not gather from Davidson's memo that he  
understood this.

Warm regards.

Brandeis University

FOR GINNY

Benjamin S.  
Hornstein  
Program in  
Jewish  
Communal  
Service

FAX #: 011-972-2-699951

TO: Seymour and Annette  
FROM: Joe Reimer (9/7/89)  
RE: Schedule for work

Philip W. Lown School  
Near Eastern  
and Judaic Studies  
Box 9110  
Atham, Massachusetts  
0254-9110

Ginny called to ask me about the incomplete option papers and when I was planning to do them. I realized that I have a schedule worked out for myself, but have not shared it. Let me do so and get your reaction.

1. September - December

Complete research for and write up my paper on synagogue as context for Jewish education, having a preliminary statement ready for October meeting of Commission.

2. December - January

React to the other people's papers and receive reactions to my own. Revise my paper.

3. February - March

Go back and do the unfinished options papers. Help in whatever way possible in reacting to first drafts of final report.

I welcome your input.



5-7, 1990



centieth  
anniversary

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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Fax: 972-2-699 951

FACSIMILE TRANSMISSION

Isa Aron

September 7, 1989

TO: Annette Hochstein

DATE: 1

FROM: 001-213-747-6128

NO. PAGES:

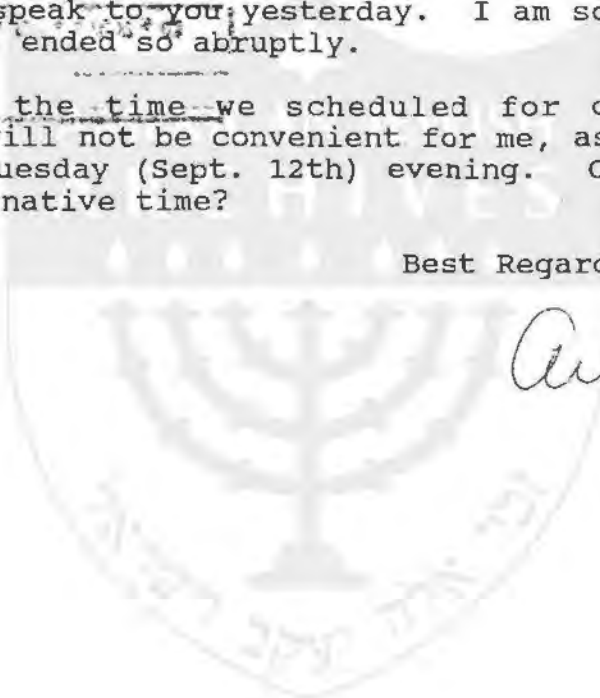
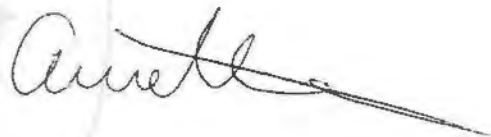
FAX NUMBER:

Dear Isa,

It was good to speak to you yesterday. I am sorry that our conversation ended so abruptly.

Unfortunately, the time we scheduled for our next telephone call will not be convenient for me, as I won't be at home on Tuesday (Sept. 12th) evening. Could you suggest an alternative time?

Best Regards,





DATE: 8/9/89

SSLC

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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ירושלים

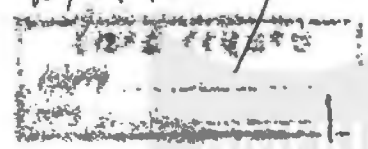
Tel.: 972-2-662 296; 699 951  
Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: PROF S.M. LIPSET  
FROM: S. FOX  
FAX NUMBER: 001-415-723-1687

DATE: 7/9/89  
NO. PAGES: 1

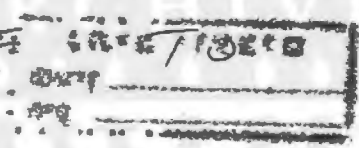
DEAR MARTY



WILL NOT

BE

ABLE



DISCUSS

THE RESEARCH PROJECT

UNTIL TUES. SEPT. 12, WITH

THIS MANDEL STAFF.

WILL BE IN TOUCH WED.

SEPT. 13.

THANKS FOR  
YOUR HELP

# Memorandum

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3786 • PHONE 749-3424

TO Annette Hochstein

DATE 9/7/89

FROM Iaa Aron

I will be home from 9-11:15 A.M. my time on Wednesday,  
September 13.

My phone number is: (213) 934-0426



331C

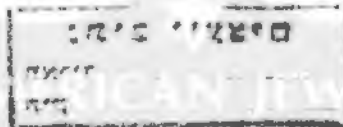
STANFORD UNIVERSITY, STANFORD, CALIFORNIA 94305

SEYMOUR MARTIN LIPSET  
CAROLINE S. G. MUNRO PROFESSOR  
OF POLITICAL SCIENCE, PROFESSOR OF  
SOCIOLOGY, AND SENIOR FELLOW,  
HOOVER INSTITUTION

213 HOOVER MEMORIAL BUILDING

September 6, 1989

Dear Seymour:



I urgently need your instructions re the research you want describing and analyzing the quantitative data on various categories of American Jews. I have someone ready to work on it, but I need confirmation that I can pay him.

If you do not reach me at the office, call my San Francisco number, 415-668-5982. The best times to reach me West Coast time are from 6:30 a.m. to 8:00 a.m. or after 6:00 p.m. The mornings are more certain.

I trust all goes well.

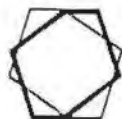
# NORTH AMERICAN JEWISH DATA BANK

The Center  
for Jewish Studies  
NY Graduate Center  
33 West 42 St.  
New York, NY 10036-8099

(212) 642-2178



Council  
of  
Jewish  
Federations



The Graduate  
School and  
University Center  
of The City  
University of New York

<u>Community</u>	<u>Year of Study</u>
ATLANTA, GA	1983
ATLANTIC COUNTY, NJ	1986
BALTIMORE, MD	1985
BOSTON, MA	1965, 1975, 1985
CHICAGO, IL	1981
CLEVELAND, OH	1981, 1987
DENVER, CO	1981
HARTFORD, CT	1982
HOUSTON, TX	1986
KANSAS CITY, MO	1985
LOS ANGELES, CA	1980
MANCHESTER, NH	1983
METROWEST, NJ	1985
MIAMI, FL	1982
MILWAUKEE, WI	1983
MINNEAPOLIS, MN	1981
NEW ORLEANS, LA	1988
NEW YORK, NY	1981
PALM BEACH, FL	1988
PALM SPRINGS, CA	1986
PHILADELPHIA, PA	1983
PHOENIX, AZ	1983
PITTSBURGH, PA	1984
RHODE ISLAND	1988
RICHMOND, VA	1983
ROCHESTER, NY	1980
ST. LOUIS, MO	1981
SAN FRANCISCO BAY AREA, CA	1987
SARASOTA, FL	1981
TIDEWATER, VA	1982, 1988
TOLEDO, OH	1982
WASHINGTON, DC	1983
WORCESTER, MA	1986
CANADA-Census	1981

Cooperating institutions:  
Yeshiva University and  
Hebrew University of  
Jerusalem

**DRAFT**

Proposed Panel to Review Papers on Personnel

Staff:

Seymour Fox  
Annette Hochstein  
Mike Inbar

Authors:

Walter Ackerman  
Isa Aron  
Aryeh Davidson  
Joseph Reimer  
Israel Scheffler

Commissioners:

Jack Bieler  
Dave Dubin  
Josh Elkin  
Carol Ingall  
Sara Lee  
Alvin Schiff

Others:

Barry Chazan  
Sharon Feinman-Nemzer  
Alan Hoffmann  
Barry Holtz  
Zeev Mankowitz  
Bernie Reisman

This is a preliminary list. People have not yet been contacted.  
Several additional suggestions are being considered.



324C

TO: Senior Policy Advisors

FROM: Seymour Fox

DATE: 7/30/89

Below is a new list of the research papers which combines several of them, as well as an update of what we are suggesting.

Papers to be Commissioned:

1. The relationship between Jewish education and Jewish continuity.  
(Author: possibly a major Jewish philosopher--if he is willing to undertake the assignment.)
2. The organizational structure of Jewish education in North America, by Walter Ackerman.
3. The synagogue as a context for Jewish education, by Joseph Reimer.
4. Attitudes, opinions, and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen. (Based on the data to be collected at the C.A. and other sources.)
5. Approaches to training personnel and current training opportunities, by Aryeh Davidson.
6. Assessment of Jewish education as a profession, by Isa Aron.

Isa Aron will also produce an additional paper on personnel, based on both existing data and data that she will collect, in the following areas:

- The state of the field of Jewish education;
- The shortage of personnel for Jewish education and personnel needs;
- The training history of good educators in the field;
- Recruitment and retention of personnel;
- Salaries and benefits;
- Bibliography in the area of personnel.

# JEWSH POPULATION STUDIES CONDUCTED SINCE 1975

City	Field Work Conducted	Published	Primary Consultant(s)
	In	In	
Allentown	1976	1977	Martin B. Millison
*Atlanta	1983	1985	Jay Weinstein
*Atlantic County, NJ	1976	1977	Allan Mallach
Austin, TX	1986	1987	Gary Tobin
*Baltimore	1985	1986	Gary A. Tobin
*Boston	1975	1977	Floyd J. Fowler
*Boston	1985	1987	Floyd J. Fowler and Sherry Israel
*Buffalo, NY	1981	1985	Peter Friedman & Eve Weinberg
*Chicago	1981	1982, 1987	Ann Schorr
*Cincinnati	1981	1981	Robert A. Wilson, et-al (Univ of Delaware)
*Cleveland	1981	1981	
Delaware	1981	1981	
*Dallas	1987	1989	
*Denver	1981	1982	Bruce Phillips & Eleanor Judd
Erie	1977	1978	Alan Mallach
Ft. Wayne	1981	1982	Sushil K. Usman
*Hartford	1982	1983	Mark Abrahamson
Houston	1975	1976	Sam Schulman
	1985	1988	Bruce Phillips
*Kansas City	1976	1977	Albert J. Mayer
*	1985	1986	Gary A. Tobin
Las Vegas	1982	1983	Bruce Phillips
Long Island, NY	1986	1988	Steve Cohen and Paul Ritterband
*Los Angeles	1980	1982	Bruce Phillips
*Manchester, NH	1983	1983	Jeffrey B. Schwamm
Memphis	1976/77	1977	Richard K. Thomas & Michael P. Kirby
Mobile	1981	1983	(Southern Consulting Services)
*MetroWest NJ	1985	1987	Gary A. Tobin
*Miami	1982	1983	Ira M. Sheskin
*Milwaukee	1983	1984	Bruce Phillips
*Minneapolis	1981	1982	Lois Geer
Montreal	1978	1979	Morton Weinfeld & William W. Eaton
Nashville	1982	1982, 1988	Nancy Hendrix
*New Orleans	1986	1988	Gary A. Tobin
*New York	1981	1984	Steven M. Cohen & Paul Ritterband
Oakland	1975	1977, 1985	Murray Frost
*Omaha	1987	1988	Ira Sheskin
*Philadelphia	1983	1985	William Yancey
*Phoenix	1983	1984	Bruce Phillips
*Pittsburgh	1984	1985	Ann Schorr (Cleveland Federation)
Portland, OR	1978	1978	Martha Oleinick & Jim Weiss
Raritan Valley, NJ (New Brunswick)	1980	1980	R. L. Associates
*Rhode Island (Providence)	1987	1988	Sidney Goldstein and Calvin Goldscheider
*Richmond	1983	1984	Ann Schorr (Cleveland Federation)
*Rochester	1980	1981, 1987	Peter Regenstreif
*Palm Springs	1986	1987	Eve Fieber & Rosine Baccerra

JEWISH POPULATION STUDIES CONDUCTED SINCE 1975 (con't.)

City	Field Work Conducted	Published	Primary Consultant(s)
	In	In	
* St. Louis	1981	1982	Gary A. Tobin
* St. Paul	1981	1982	Lois Geer
* San Francisco	1986	198	Gary Tobin
* Sarasota	1981	1982	Raymond Wheeler
Scranton	1983	1984	Charles Miller
* Seattle	1978	1979	James McCann
* Tampa	1980	1981	Raymond Wheeler
* Tidewater(Norfolk), VA	1982, 1988	1982, 1989	Paul Schollaert, Len Ruchelman
Toledo	1982	1982	Alan Flaschner
Trenton, NJ (Delaware Valley)	1975	1975	Alan Mallach
* Washington, DC	1983	1985	Gary A. Tobin
* Worcester	1986	1987	Gary Tobin

AMERICAN JEWISH  
ARCHIVES



January 1987 updated to 6-89  
BAK

August 22, 1989

To: Annette Hockstein

From: Aryeh Davidson

Re: Training institutions -research project

On the basis of my reading of the documents distributed at the Seattle meetings and discussions with you and the other participants I will present below my understanding of the research needed in the area of training institutions.

For purposes of the final report the Commission is concern with two areas of training: An inventory of current training opportunities preparing personnel for Jewish education and a literature survey on current approaches to training as they compare with existing practice in Jewish education.

I. An inventory of current training opportunities preparing personnel for Jewish education

- A. In depth study of the 11 North American institutions of higher learning that prepare Jewish educators and senior personnel.

The insitutions will be examined with respect to the following profile:

The purpose and goals of the programs: the types of programs (e.g., M.A., D.H.L) ; ideology and/or philosophy of program; training approaches or models perceived as influencing program(s); the structure and status of the program within the institution of higher learning ( e.g. vis-a-vis rabbinical school); the structure and status of the programs with respect to other institutions of higher learning ( e.g. joint programs with universities, Federation).

The content and structure of training programs: What are course and field requirements? What training models or approaches are perceived as influencing the structure and contents of programs? What criteria and/or standards determine program content? ( All programs preparing educators will be examined, including early childhood and informal education. Programs designed specifically to train communal workers will not be extensively examined.)

The faculty: Who are the faculty? What was the nature of their training? What are their respective areas of expertise? What proportion of time do they devote to educational training efforts within their respective institutions? What educational roles do they perform outside of their respective institutions? Do faculty have any training responsibilities with respect to

schools, BJEs, JCCs etc.?

The student population: A demographic description of the student body over the past 10 years( including educational and Jewish background/affiliation); How are students recruited? What are the career aspirations of students? To what extent do students enter those positions for which they are prepared? What criteria are used to determine a student's appropriateness for the program(s)?

Program costs and funding: What is the cost of the training program ( expenses and income). What funding sources are available and used by students and the institutions?

Future visions: An examination of the respective institutions training visions and needs.( What resources would be needed to make the vision a reality?)

B. Examination of secular institutions providing Jewish education training. Programs such as George Washington's teacher training program for Jewish educators will be described. Similar programs will be identified. Time permitting data will be gathered with respect to programs, faculty and students.

C. An overview of in-service training opportunities. This research will result in a grid for examining in-service training applicable to the panoply of Jewish educational systems. International ( e.g. Melton Center) and nationally ( e.g. JTS summer programs) sponsored programs will be identified and described. Local and regional based programs will be identified and described in terms of: the clients, the staff, the training agency, settings, formats, frequency, effectiveness, finances and purpose. Since a profile of all in-service programs is not feasible within the context of the current research project an attempt will be made to provide commissioners with illustrations or case studies of the types of local and regional programs that are available. For example, a large urban setting such as New York will be examined in detail. Similarly, in-service opportunities for a small non-eastern urban setting will be documented and described. This research will provide commissioners with an appreciation of the scope and opportunities for in-service staff development available to Jewish educations. This research is likely to generate more questions than it will answer and point to addition areas of needed research.

Method for data collection: Interviews with administration, faculty and students of each institution; examination of existing bulletins, course syllabi, Middle States reports, and self studies; examination of relevant research reports issues by Federations, BJEs, JESNA, commissions, dissertations and articles.



3

All participant insitutions will be assured of annonymity in the final report. Data will be reported in an aggregated form.

II.A literature survey on current approaches to training as they compare with existing practices for preparing Jewish educational personnel.

The review will explore how practices, innovations and reforms in general education influence amd inform the preparation of Jewish education personnel. On the basis of existing literature, interviews with experts in the field, and the findings of part 1 of this research specific issues, concerns and recommendations will be ennumerated.

The following questions will be addressed in the review: What are the agencies and mechanisms that inform Jewish education training institutions of practices in general education? To what extent is the application of findings in general education to Jewish education viewed as desirable? Historically have there been specific practices and/or reforms in general education that have affected Jewish education? what appear to be the factors that determine the effective translation of findings from general education to Jewish educational training centers?

Additional questions and issues will be identified for future and expanded research.

Time table

Sept. 1-19      development of interview schedules and instrumentation

Sept. 19- Nov. 23.    Examination of training institutions  
                                 Examination of in-service programs

Oct. 16      Interim report

Nov. 23-Dec. 15      Review of the literature, development of final report

Feb. 1, 1990    Final research report

15-20    work days

@ \$350

5000 5,250-7,000

travel expenses

~~1,500-2,000~~ To travel  
budget

research and secretarial assistants

assistance

1,500

Research expenses ( photo-copying, telephone,  
etc.)

500

} possibly smaller  
7000

Total

~~8,750--11,000~~



PROPOSED RESEARCH DEADLINES.

*No. unified Schedule.  
Need to explain what the papers are for.*

Friday September 29, 1989 - First draft of brief prospectus of research project due to Premier for immediate distribution to Fox, Hochstein and Reimer.

Tuesday October 3rd, 1989 - Distribution of prospectus drafts to senior policy advisors.

Tuesday October 10th, 1989 - Final draft of prospectus due to Premier for immediate distribution to

Wednesday January 3rd 1989 - First draft of research paper due to Premier for immediate distribution to Fox, Hochstein and Reimer.

*Must tell Gurnis to push them. Not us.*

Friday January 5, 1990 - Distribution to panels

Friday January 19, 1990 - Redraft of research papers due to Premier for immediate distribution to Fox, Hochstein and Reimer.

Tuesday, January 23, 1990 - Distribution of research papers to senior policy advisors.

Tuesday January 30th, 1990 - Redraft of research papers due to Premier for immediate distribution to Fox, Hochstein and Reimer

Thursday, February 1, 1990 - Distribution of research papers to commissioners.

The research schedule is geared to provide completed drafts to commissioners for the meeting tentatively scheduled for February 14, 1990. Questions:

*Probably NOT*

1. Should both panelists and senior policy advisors review the prospectus drafts before the October commission meeting? Perhaps we should send panelists the papers for individual comments and also schedule a senior policy advisors meeting for sometime during the first two weeks of October.
2. Can the first draft of the research papers be completed by January 3rd? This is a deadline we will have to push the researchers hard to meet.
3. Do we need both steps with the panelists and the senior policy advisors on the research papers? Should there be a policy advisors meeting scheduled

for late January to provide their opportunity for input?

4. Does trio of Fox, Hochstain and Reimer need to see each draft at each stage?

ONLY FOX



TO: Hanan Alexander, David Aron, Ira Aron, David Davidson, Jack Elkin,  
Mark Gurvis, Annette Hochstein, Sara Lee, Alvin Schiff

FROM: Seymour Fox

DATE: August 2, 1989

-----

This will confirm plans for a meeting to discuss research needs of the  
Commission on Jewish Education in North America to take place on Tuesday,  
August 15, 10 a.m. to 2 p.m. at the Meany Tower Hotel, 4507 Brooklyn Avenue,  
Seattle, telephone (206) 634-2000, in the Dean's Room. I look forward to  
seeing you there.

Seymour - Please review and  
let me know if it's OK to  
send this. Thanks,  
Genny



8/1/89

PROPOSED RESEARCH DEADLINES

Friday, September 29, 1989 - First draft of brief prospectus of research project due to Premier for immediate distribution to Fox, Hochstein and Reimer.

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3. Do we need both steps with the panelists and senior policy advisors on the research papers? Should there be a policy advisors meeting scheduled for late January to provide their opportunity for input? ---
4. Does each of Fox, Hochstein and Reimer need to see each draft at each stage?

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION  
3077 UNIVERSITY AVENUE  
LOS ANGELES, CALIFORNIA 90007-3796

FAX COVER SHEET

TO:	<i>Annette Hochstein</i>		
FROM:	<i>Isa Agran</i>		
# OF PAGES (INCLUDING COVER)	<i>10</i>		
OPERATOR	<i>Haye</i>	EXT. #	<i>215</i>

From Fax # - 213-747-6128

Phone # - 213-749-3424

If you do not receive the number of pages designated, please call the phone # above and tell the operator.

HEBREW UNION COLLEGE — JEWISH INSTITUTE FOR RESEARCH  
Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION  
July 11, 1989

2077 UNIVERSITY AVENUE - LOS ANGELES, CALIFORNIA 90024  
(213) 748-3424

Dr. Annette Hochstein  
Nativ Policy and Planning Consultants  
P.O.B. 4497  
Jerusalem 91044  
ISRAEL

Dear Annette,

Since we met in Jerusalem just a week and a half ago I have given long and careful thought to Seymour's and your request that I participate in the research effort of the Commission on Jewish Education in North America. Needless to say, I have also spent many hours discussing the pros and cons of my taking on such an assignment with my colleagues and superiors at HUC. The brief answer to your offer is that I would very much like to serve as the researcher and/or coordinator of some of the studies we discussed, assuming that we can come to agreement on certain terms and arrangements. In the pages that follow I will attempt to explain both the pre-conditions that obtain and the procedures which strike me as most feasible in order to get research of the highest possible quality in the limited amount of time available. I hope that you and Seymour will have sufficient time to read and discuss my proposals prior to our Thursday phone conversation.

The most serious pre-condition to my taking on this project is one of time. As I mentioned when we met in Jerusalem, the faculty members of the Rhea Hirsch School of Education work very closely together, and are already over-extended. Each of us carries a full teaching and supervision role; collectively, we have just taken on an exciting and demanding new project which is funded by the Wexner Foundation. Our already precarious ecological balance will be seriously taxed by my taking on a large project such as this, especially on such short notice. Nonetheless, we view this as a unique opportunity to make an important contribution at a particularly opportune moment in the history of Jewish education. Thus, the RHSOE is willing to endorse my participation in the work of the Commission, provided that we can very clearly delineate the boundaries and limitations of this participation. For example, once we agreed on the parameters of my work, I would not be able to take on any additional assignments. In terms of travel, I would be able to commit to three trips between September and February, two for the Commission meetings (if my presence is required) and one for the consultation outlined in proposal III. Neither my teaching schedule nor my family life will allow for any travel beyond that.

As you can probably guess from my use of the first person plural, agreement between us were made between the Commission and the RHSOE, with my role being that of principal investigator. Since my participation in the project would require certain sacrifices on the part of both the NHCEC and HUC, it would be important that these institutions be given some recognition, in some way that we could discuss further. In addition, both I and the RHSOE would like the opportunity to comment on your and Seymour's summary of the findings prior to their appearance in the final report. Finally, we would have to establish in advance a mutually agreed upon date after which I would be free to submit my own account of this work for publication in various journals.

The third and final issue to be discussed is that of short-term information-gathering vs. long-term research. I'm sure you'll recall my rather vehement (and perhaps impertinent) response to Joe Lukinsky at our luncheon meeting, and I guess you've figured out that I feel very strongly about this issue. Under the circumstances, I am in full agreement that the Commission needs to be given as much information as possible, and that this information must be gathered as efficiently as possible. Given my past experience with a number of foundations and communal organizations, however, I have a well-founded fear that the studies I would conduct might be used to absolve the Commission from the need to do serious research in the future. I realize that this is far from your intent, and not entirely within your power to prevent. Nonetheless, I would very much like some statement regarding the severe limitations of this type of data-gathering, and the fact that the Commission sees this as only a preliminary step in a much-needed research effort, to appear in my contract or letter of agreement.

With that preamble aside, I propose four different types of studies, which range from a very discrete one, which I could do myself, to a very complicated one, in which my primary function would be that of conceptualization and coordination. I am prepared to take on any of these studies, and possibly all four, assuming the Commission's budget would allow for the necessary staffing arrangements, including compensation to HUC for the cost of hiring a replacement to teach one of my courses this fall. To simplify matters, I will discuss each of these studies on a separate page.

I hope that you and Seymour will have time to discuss both the proposals and my concerns before our Thursday phone conversation. If you need more time, perhaps we can talk on Friday 7/14, Sunday

7/16, or the following Tuesday.

Concurrent with FAXing this letter I am sending off a selection of my articles. I look forward to talking with you soon, hopefully, working together in the coming months.

B'Shalom,

*Isa Aron*

Isa Aron

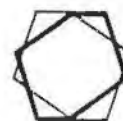


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**North American  
Jewish  
Data Bank**

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The Center for Jewish Studies  
CUNY Graduate Center  
33 West 42nd Street  
New York, NY 10036  
(212) 642-2178



## Introduction to the Data Bank

The Data Bank was established by the Council of Jewish Federations and the Graduate School and University Center of the City University of New York in June 1986 with Professor Barry A. Kosmin as its founding director. Cooperating institutions are: Brandeis University and the Hebrew University of Jerusalem.

The Council of Jewish Federations is the continental association of 200 federations across the U.S.A. and Canada. In 1971, the Council sponsored the National Jewish Population Study. Since 1975, more than 50 additional local community population studies have been completed or are presently under way.

The mission of the Data Bank is service and education in the area of information storage, retrieval and analysis concerning Jewish populations in North America.

## Functions of the Data Bank

The North American Jewish Data Bank performs several critical functions:

1. It collects and stores the data tapes, reports and code books from local population studies in a permanent archive.
2. It cleans and collates the existing studies so that they can be made more comparable and more useful.
3. It is the source of continuing dialogue between the scholars and the communal professionals interested in the North American Jewish community. This setting provides the base from which further analysis of data and their implications can be mounted.

## Activities

The North American Jewish Data Bank engages in a wide range of activities including:

-- Advice and information on research matters.

-- Publications in an "Occasional Papers," "Information Series" and "Reprint Series."

-- Co-sponsor of the conference on "Jewish Philanthropy in Contemporary America" in June 1988.

-- Analytical arm and publisher of the Monograph Series for the 1990 National Survey of American Jews.

-- Downloading studies from mainframe tapes to diskettes for easier use by Planning Departments on personal computers.

-- Creating new data sets by aggregating studies for selected variables, e.g., the Nine City Metropolitan Communities File.

-- Preparing data sets for use with a specialized presentation software utilizing color graphics.

*We welcome as partners in this enterprise every Federation leader, campaigner, social planner, academician and public policy analyst interested in both the Jewish community and the voluntary sector in North America.*

*Director: Professor Barry A. Kosmin, D.Phil.  
Co-Director: Professor Paul Ritterband, Ph.D.  
Senior Research Fellow: Professor Egon Mayer, Ph.D.  
Post-Doctoral Fellow: Nava Lerer, Ph.D.  
Administrator: Jeffrey Scheckner, M.S.W.*



Council  
of Jewish  
Federations, Inc.

730 Broadway, New York, NY 10003/212 475-5000

Cable: Councilfed, New York, FAX: (212) 529-5842

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*Vice President*

Bernard Olshansky

*Executive Vice President*

*Emeritus*

Philip Bernstein

27 June 1989

Ms Debbie Meline  
4800 Madison Street  
Hollywood, FL 33021

Dear Ms Meline:

I enclose a list of communities which have completed Jewish demographic studies in the past decade.

As you know studies vary greatly in methodology and general degree of sophistication. To facilitate matters, I have put an asterisk next to those communities whose studies are full-blown demographic studies. I also include two of the mini-studies of which I had extra copies, New Haven and Oklahoma City.

Finally, I enclose information about the North American Jewish Data Bank. I hope that it is helpful to you. Please let me know more about your research as it progresses.

Sincerely,

*Jeff Scheckner*

Jeff Scheckner  
Research Associate

JS:mt

Enclosures

147✓

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Cincinnati • New York • Los Angeles • Jerusalem

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3790  
(213) 748-1424

November 28, 1989

Ms. Annette Hochstein  
Mayflower Hotel  
61st Street and Central Park West  
New York, NY 10023

Dear Annette,

Enclosed are the first set of tables from the  
L.A. Teachers' Census. Still to be typed are  
a set of tables comparing L.A., Miami,  
Philadelphia and Pittsburgh, on selected  
items. I will bring copies of these tables  
with me to Cleveland.

L'hitraot,

*Isa*

Himmelfarb, Harold S.

1977 "The Non-Linear Impact of Schooling: Comparing Different Types and Amounts of Jewish Education." Sociology of Education 50 (April): 114-129.

Himmelfarb, Harold S.

1980 "The American Jewish Day School: A Case Study." In Gladys Rosen (Ed.), Consultation on the Anthropology of the Jewish Classroom. New York: The American Jewish Committee. Appendix II, pp. 1-27.

Pollak, George

1961 Graduates of Jewish Day Schools: A Follow-up Study. Unpublished Ph.D. dissertation. Western Reserve University.

Pollak, George

1962 "The Jewish Day School Graduate." The Jewish Spectator (February).

Ribner, Sol

1978 "The Effects of Intensive Jewish Education on Adult Jewish Lifestyles." Jewish Education (Spring): 6-12.

Sanua, Victor D.

1964 "The Relationship Between Jewish Education and Jewish Identification." Jewish Education 35 (Fall): 37-50.

Schiff, Alvin

1988, "Jewish Continuity Through Jewish Education: A Human Resource Imperative." Issachar American Style. Dallas: Rossel Books.

Schoem, David L.

1979 Ethnic Survival in America: An Ethnography of a Jewish Afternoon School. Unpublished Ph.D. dissertation. University of California, Berkeley.

Schoem, David L.

1982 "Explaining Jewish Student Failure." Anthropology and Education Quarterly 13 (Winter): 308-322.

Schoem, David L.

1983 "What Afternoon School Does Best." Jewish Education 51 (Winter): 11-18.

hannan/9mn-w

62

TO: Prof. Fox  
FROM: Debbie  
DATE: Nov. 27, 1989  
RE: Hannan Alexander's proposal - Summary

The proposal was submitted to the Wilstein Institute for Policy Research at University of Judaism. David Gordis is trying to secure funding for it.

THE SATISFACTION OF TEACHERS IN JEWISH SCHOOLS:  
THE CASE OF LOS ANGELES

Background - What's been done:

L.A. BJE study of Jewish teachers in L.A. - in conjunction with HUC and UJ

Isa's data collection (as part of work for the COJENA)

general findings: salary, conditions, etc. (the things you already know)

"We want to find out more about teachers' concern in order to develop policy guidelines to address them."

What we want to do

- Analysis of teacher survey data
- Review of preliminary qualitative data
- Construct hypotheses about people attracted to teaching, conditions that would attract them, discourage them, etc. Based on these, interview protocols would be designed. Research assistants would be trained in techniques of ethnographic interviewing and participant observation. Up to 75 teachers - in a variety of categories - would be interviewed. A smaller sample of teachers will be observed in action. Outcomes of interviews will be synthesized.

"This data will be analyzed and be the basis for policy guidelines for recruitment, preparation and retention of teachers.

Who will conduct the research?

Lynette Glasman, - Coordinator  
Hannan Alexander  
Gail Dorph  
Ron Reynolds  
interviewers - to be hired

Cost

Total projected cost: \$26,000



The Relationship Between Jewish Education and Jewish Continuity:  
Studies/Materials on the Effectiveness of Jewish Education

Bock, Geoffrey E.

1976 The Jewish Schooling of American Jews: A Study of Non-Cognitive Educational Effects. Unpublished doctoral dissertation. Harvard University.

Bock, Geoffrey E.

1977 Does Jewish Schooling Matter? New York: The American Jewish Committee, Jewish Education and Jewish Identity Colloquium Papers.

Cohen, Steven M.

1974 "The Impact of Jewish Education on Religious Identification and Practice." Jewish Social Studies 36 (July-October): 316-326.

Steven Cohen,

1988 "The Impact of Jewish Education on Jewish Identification: Positive Effects of Part-Time Schools." Chapter from Steven M. Cohen, American Assimilation or Jewish Revival. Indiana University Press.

DellaPergolla, Sergio and Nitza Genuth

1983 Jewish Education Attained in Diaspora Communities, Data for 1970s. Research Report 2, Project for Jewish Educational Statistics. Jerusalem: The Hebrew University, Institute of Contemporary.

Farago, Uri

1971 The Influence of a Jewish Summer Camp's Social Climate on the Camper's Identity. Unpublished Ph.D. dissertation. Brandeis University.

Geller, Joshua A.

1970 "The Impact of Jewish Education on Student Religious Attitudes." The Synagogue School 28 (2): 9-14.

Heilman, Samuel C.

1984 Inside the Jewish School: A Study of the Cultural Setting for Jewish Education. New York: The American Jewish Committee.

Heimowitz, Joseph

1979 "Jewish Education Makes a Difference - A Study of Graduates of a Yeshiva High School." Jewish Education 47 (Summer): 28-34.

288 BM

THE SYNAGOGUE AS A CONTEXT FOR JEWISH EDUCATION

Introduction

The following is an interim report on the research project I am conducting on "The Synagogue as a Context for Jewish Education". The research was commissioned by The Mandel Associated Foundations of Cleveland to serve as background to the writing of the final report for The Commission on Jewish Education in North America. A first draft report on this research will be submitted by the first week of January, 1990. The purpose of this interim report is to elicit critical feedback to my thinking as it is evolving. The focus here is more on a conceptual scheme on System and Subsystem than on an analysis of data.

The Jews of North America are accustomed to hearing bad news about the supplementary school in their local synagogue. Not only do lay people often report having had bad or indifferent experiences in these schools, but recent research reports (such as BJE, 1988; Schoem, 1979) have also added doubt as to the ability of these schools to reach even minimal goals in educating young Jews. It has reached a point where serious people are questioning if the community ought to invest further in trying to improve supplementary education or whether it would be wiser to invest in other forms of Jewish education - such as day schools, informal education, the Israel experience, media - to offset the weakness of the supplementary school experience.

This research begins from a different perspective. It is an inquiry into systems and subsystems. It begins from the following diagram:



10/1/78

A vast majority of supplementary schools are "located within" synagogues. But what is the nature of that location within? Is the school housed within? Is it supported by the synagogue? Is it a department within an agency or more a member of a family? Is it, to borrow a metaphor, a viable entity in its own right, or is it so bound to the host environment that it cannot be thought of except as part of that environment?

However these questions are answered, they point to the importance of carefully considering the relationship between school and synagogue. They further imply that to focus on the supplementary school in its own right may involve a conceptual error. It may be that the concern for the viability of these schools is best reformulated as a concern for the host environment, the synagogue, and its capacity to host or carry the school into the future.

The synagogue is "located within" the community, but in a different sense than the school is "located within" the congregation. The boundaries of this relationship are less clearly defined and hence more fluid. Yet, how the local synagogue "fits into" the larger picture of the local Jewish community (as well as "into" other local and national communities) may be an integral part of the conceptual work we need to be doing in thinking about the viability of the school "within" the synagogue. This perspective invites us to consider how interactions between the synagogue and the community affect the place of the school "within" the congregation. For example, when help or support for educational programming is offered from without, how does the congregation mobilize to draw upon or resist that offer? When population shifts occur, how does the congregation mobilize to deal with those changes in the community?

### On Differences

The language of "system, subsystem" is appealing insofar as it invites consideration of the interactive nature of the relationship of "parts" and "wholes". In considering the school-synagogue-community network of relationships, it is important to stress the dynamic nature of the systems involved. While there are structural constants and real-world constraints on how these relationships are defined, there is also much room for latitude of definition, for how synagogues "choose" to relate to the school "within" and the community "without." So, too, there is room for the school and the community (represented by its institutions and individual members) to "choose" how to relate to the synagogue.

What the systems perspective concretely translates into in the case of this research is a set of observations on differences in how congregations, even within the same community and denomination, have set up these relationships. They host the school within differently and greet communal changes and initiatives differently; and these differences seem to be related to differences in the quality of the educational programs offered.

Consistent with a systems perspective, this research avoids identifying synagogue variables that may impact the supplementary educational programs. Rather, it attempts to describe the elements of a relationship to highlight how, when the elements are handled differently, the relationship evolves differently.

#### On Goodness

Lightfoot's The Good High School (1983) is appealing to this descriptive effort in its use of "portraits of character and culture" and its willingness to talk of "goodness" in relation to schools.

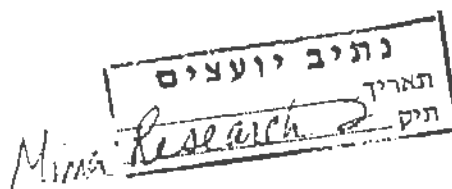
The description in the literature of the congregational school (is this not a preferred label?) has been so negative that it may be time to highlight "goodness": schools within congregations that ~~seem to stand out~~ in terms of their quality. The problem is that the judgment of goodness - as in Lightfoot's case - is clinical, based on the eye of the seasoned observer, and not on objective criteria.

#### On Methodology

This is a qualitative study of three synagogues and their schools within the Boston area. It relies on observations and interviews. It will attempt to yield a portrait of the synagogue-school relationship within this Jewish community and highlight how differences in constructing that relationship relate to the goodness of the congregational school.

## References

1. Board of Jewish Education of Greater New York, Jewish Supplementary Schooling: An Educational System in Need of Change. New York, 1988.
2. Lightfoot, Sara Lawrence. The Good High School: Portraits of Character and Culture. New York; Basic Books, 1983.
3. Schoem, David L. Ethnic Survival in America: An Ethnography of a Jewish Afternoon School. Unpublished Doctoral Dissertation, University of California, Berkeley, 1979.



with AH  
Comments  
on 81

Nov. 24, 1989

Preliminary Report

The Preparation of Jewish educators in North America:  
A status report

by  
Aryeh Davidson

AMERICAN JEWISH  
This research was commissioned in order to provide the Commission with an inventory and description concerning the preparation of personnel for Jewish education in North America. The study was designed to answer the following questions:

- X 1. What institutions of higher learning are preparing personnel for Jewish education?
  - X a. How many students are enrolled in these programs and who are they (student profile)?
  - X b. Who are the faculty (faculty profile)?
  - X c. What are the goals and structures of these programs (program profile)?
  - X d. What are the costs and funding patterns for these programs?
  - X e. What are the visions of these institutions with respect to the future training of Jewish educators?
- X 2. What is the nature of in-service training for Jewish educators serving in formal and informal educational settings?
- X 3. What are the issues and problems facing these institutions?

Each institution of higher learning in North America preparing Jewish educators was identified and then examined in the following ways:

- X 1. Bulletins, program descriptions, courses syllabi published and unpublished reports of these institutions were gathered and reviewed.
- X 2. Site visits were made to each institution, where feasible in order to observe classes, interview administration, faculty, persons associated with these institutions and meet with students enrolled in the education programs. A total of 68 interviews were conducted by the investigator. He also conducted group discussions with 57 students.



3. To place the issue of training within a context existing published and unpublished studies and reports in the areas of teacher education and Jewish teacher education were reviewed.

All data were collected between September 15 and November 20, 1989.

Site visits were conducted at 11 of the 15 training institutions in North America. Seventy individuals associated with these institutions were interviewed from 1/2 to 2 1/2 hours each. Group meetings were also held with students from many of these schools. A total of 73 students participated in these meetings.

What follows is an overview of the results and initial findings prior to a thorough analysis of the findings. In preparation for the meeting, much of this document addresses the quantitative aspects of the results. The final report will also focus extensively on qualitative aspects of the results.

### Inventory of Programs

Table 1 shows the distribution of students enrolled in 15 institutions of higher learning in the United States and Canada preparing persons for careers in Jewish education. These programs consist of three types: denominational, independent, and university based. Each of the denominations (Conservative, Orthodox and Reform) sponsor schools or departments of Jewish education designed to prepare religious educators. The institutions are: Hebrew Union College (Rhea Hirsch School of Education, Los Angeles; The School of Education, New York) Jewish Theological Seminary of America, New York (Department of Education of Judaism, Los Angeles (Fingerhut School of Education); Yeshiva University (Azrieli Graduate Institute, Isaac Breuer College, Stern College). Five Independent schools generally referred to as Hebrew teacher colleges were examined. They are: Gratz College, Philadelphia; Baltimore Hebrew University, Hebrew College, Boston; Cleveland College of Jewish Studies and Spertus College, Chicago. University-based programs that were examined include: Brandeis University, Hornstein Program for Jewish Communal Service; George Washington University, School of Education in association with the College of Jewish Studies, Washington, D.C.; York University, Department of Jewish Studies, Toronto; McGill University, Department of Judaic Studies, Montreal. In addition the Bureau of Jewish Education in Toronto sponsors a Midrasha (Teacher Training Institute) that prepares certified teachers.

1. Part-time /full-time students The majority of matriculating students in these programs are enrolled on a part-time basis (75%). Most part-timers view themselves as Jewish educators and are currently employed in Jewish schools. Depending on the community, the attainment of a degree permits one to both move up the ladder professionally and increase one's earnings. There is considerable variation among the part-timers with respect to age, national origin, and experience. (Much of the data needed to do

Communal/educational professional, the third category is designed to prepare students for assuming either teacher or administrative roles in Jewish educational institutions and includes two departments of Jewish education comprised of 26 students. Differences among these categories are reflected primarily with respect to their course offerings, prerequisites, student populations, curricular training models, internships/practica and relationship to standards of the NBL (National Board of License). (These issues are examined in Table 3.)

5. Certification programs In addition to degree programs four programs offer a sequence of courses that will enable students to meet the requirements for NBL or local licensing agencies. The course sequence generally consists of 4-6 courses in education and an internship or student teaching experience. As indicated in Table 1, 43 students are enrolled in these programs leading towards certification. Students in certification programs are expected to have strong Judaica backgrounds and demonstrate Hebrew language proficiency.

In recent years three institutions have also introduced principal certification programs, non-degree programs that prepare experienced educators in the field. They enroll in administration supervision courses while simultaneously completing a field experience in their current place of employment. A total of 30 student are enrolled in these programs.

Table 1 *out*

Distribution of students enrolled in degree and certificate programs at 15 teacher training institutions

*incomplete*

	B.A.	M.A. (p.t.)	M.A. (f.t.)	Doc.	T.C.	P.C.
<i>used internship or practicum</i>	15	45	<i>4 not</i>	45	6	15
	4	15		10	5	
<i>2</i>	4	29	26	18	2	12
	2	7	13	4		6
	2	4	12	3	5	7
<i>3</i>		3				
		2				
		1				
<i>4</i>		2				
<i>5</i>	9	10				15

c-current enrollment      p.t.-part-time      p.c.- principal certi.  
 e- entering class 1989      f.t.-full-time  
 g -graduating class 1989      t.c.- teacher certification

Faculty As shown in Table 2, institutions rely heavily on part-time and adjunct faculty. However, as indicated in Table 4, the use of adjuncts varies depending on the approach of the program. Among all the independent colleges there is only one full time professor. The denominational institutions have larger faculties and more full-time personnel.

All 14 of the 19 full-time faculty members have doctorates in education or an allied field. Ninety percent received their degree from a general university. Most did not write their dissertations on a topic related to Jewish education. Although there is considerable variation in the career paths of faculty, the majority have held positions in Jewish education prior to becoming faculty members.

It is a commonly held perception that the more able the faculty member, the faster s/he is pushed into assuming administrative responsibilities and consequently devotes less time to teaching and research (a similar phenomenon exists on the school level with teachers who get pushed up.) The mean age of full and part-time faculty is in the mid-forties. Salaries vary considerably from institution to institution. However, on the whole denominational and university-based institutions have salary scales comparable to private institutions of higher learning, independent colleges, in contrast, have salary scales considerably below comparable local private institutions.

Table 2  
Full-time, part-time and adjunct faculty  
teaching in departments of Jewish education

Full-time	19 * (6)	3 only 1 private 2 denominational
part-time	22 **	
adjunct	44 ***	

\* denotes faculty who assume full-time teaching responsibilities  
 Six faculty members listed as full-time devote at least 2/5th of their time to administrative or other responsibilities  
 \*\* denotes faculty who teach at least 3/5th of a full teaching load  
 \*\*\* denotes faculty are generally employed by another institution and teach only one course per year.

private  
denom

general  
ed

Funding The data in Table 3 speak for themselves. Denominational schools receive little or no funding from community federations. They rely primarily on fund raising for balancing their budgets. Independent schools to a large extent are dependent on community funding. However, in recent years there is a tendency among these schools seek outside funds and become less dependent and also less accountable to the federations. Additional data is required in this area to do a complete analysis.

Table 3

Percentage of budget covered by various funding sources  
for independent and denominational schools

	<u>Federation</u>	<u>Tuition</u>	<u>Other</u>
Independent schools	50-60	15-30	10-20
Denominational schools		15-25	85-75

Tuition costs The Jewish educational institutions of higher learning examined in this study have been subject to many of the same fiscal realities confronting general institutions of higher learning. These realities are reflected in the soaring tuition cost in the past twenty years. In 1967, Walter Ackerman noted that fees in most Hebrew Teachers College were nominal, "... it is safe to say that no student will be denied the opportunity of studying because of his inability to pay the required tuition. " (p. 51) (From: The Education of American Jewish Teachers, D. Janowsky, (Ed.) New York: Beacon Press, 1967.) The current situation is quite different.

In the denomination and university-based schools tuition ranges between \$200-325 per credit or between \$5400-7800 (24 credits) per year for full-time study. The independent colleges charges vary from \$80- 150 per credit. Clearly, living expenses vary from community to community. However, I did not encounter a single student who did not have to earn substantial income in order to attend school on a full-time basis.

A few of the denominational schools have fellowships available to students. Among independent schools there are scholarships and subventions available through the Federation and BJE's. The final report will further examine the fiscal realities of becoming a Jewish educator and discuss the resulting implications.

Approaches to training Programs that focus on teacher training tend to be independent or denominationally based schools which view as their mission preparing teachers for local Jewish communities or movement schools. These programs to a large extent, follow the criteria for teacher standards set by the NEL,

or other regional licensing agencies. The standards require a strong Judaica background, proficiency in Hebrew language, and a liberal arts background (at the graduate level). They tend to attract students who either have fairly strong Judaica training or who are willing to devote considerable time to study in these areas prior to taking graduate work. Although programs included in this category differ substantially in their specific educational approaches and course offerings, they all emphasize three types of courses: the practical (methods and teaching courses), Judaica and foundation courses (philosophy of education, educational psychology, history of education). Each of these programs have practica which are linked to the student's place of employment (these students teach in afternoon schools),

The practicum generally is one semester in duration and involves supervision by college personnel. From the perspective of students interviewed in these programs the practicum does not assume a large role in the context of the overall program. These programs tend to rely on a few core faculty and several as adjunct faculty to instruct in their particular areas of expertise. From the perspective of students, these programs do not reflect a clear orientation. Rather than being guided by a strong vision of education, these programs are guided by courses individual faculty and the general climate of the school. (A situation not dissimilar to what exists in many university based teacher training programs in general education.)

In contrast, those schools which are preparing change agents tend to have small programs that are based on a highly personal approach to change. Students and faculty have a high degree of contact on an ongoing basis. Students are expected over the duration of the program to develop a keen sense of self, their strengths and weaknesses, how they relate to the Jewish community and its needs. Consistent with this approach is considerable emphasis on developing a sense of belonging to a community. Program experiences are designed to meet these goals. Both from the perspective of faculty and students the practicum experience plays a very large role in their graduate training. Depending on the particular institution the role of Judaica courses varies. Given the personalistic philosophies of these programs the number of adjunct faculty is kept to a minimum to ensure that core faculty interact extensively with students.

Students in these programs tend to be slightly older than those in category 1 programs. They also come from a variety of backgrounds and professions. They view the opportunity to study leading to a different career. With respect to national standards, programs in this category tend to view the NEL as irrelevant to their mission in producing change agents in Jewish education.

Category three, education/administration programs also place emphasis on the field placement. In fact students enroll in two practica. One in teaching and one in administration. However, in most other

respects these programs corresponds to category 1. This program also attracts many individuals from different walks of life who view the program as a means to making some impact on the Jewish educational community. Students in this program have considerable course work in Judaica and intensive Hebrew learning experiences including a summer Ulpan.

A significant issue not reflected in the table relates to the role and vision of religious education in the program. Denominational schools tend to be open about their mission to produce religious educators. Yet, interviews and an examination of their literature does not clearly articulate their vision of a religious educator. Independent colleges, on the other hand, reflect rather ambivalent attitudes towards religious education. Often religious is confused with denominational. The relationship between ideology, religious education and category of program will be discussed at length in the final report.

Table 4

Typology of approaches to preparation programs in Jewish education

	teacher training	educational change agent	educator administrator
pre-requisites	maximum Judaica Hebrew liberal arts	minimal Judaica mod. Hebrew liberal arts	mod. Judaica mod. Hebrew liberal arts
course offerings	5 Judaica 3 methods 2 Foundations	2 Judaica 2 Foundations sociology	4 Judaica 4 methods 2 admin.
training models	academic/method	academic/group	academic/methods
practicum/intern	minimal school	extensive institution	extensive school/institution
Student goals	teachers	change agents	teach/admin
Faculty	full/pt/adj.	full	full/adj
NEL	important	irrelevant	varies

Programs for avocational teachers In recent years several programs have been initiated by local communities - BJE/Federation to address the teaching shortage of qualified



teachers for Sunday and afternoon school programs. These programs are designed to attract Jewishly committed adults, living in the community who enjoy working with children but have gaps in content and skill areas with respect to their Jewish education. These programs generally consist of courses and modules intended to provide those skills and knowledge necessary for teaching in the supplementary school setting. In some programs each participant is also linked to a mentor or master teacher. Other programs have retreats and intensive workshops. There are probably less than a dozen such programs functioning today which produce between 30-70 teachers per year. The final report will further describe these programs and discuss their implications within the total context of teacher preparation.

Inservice programming There are extensive programs for inservice education in almost every community where there is a Bureau of Jewish Education. The final report will provide an overview of the types of programs that are emerging and their relationship to the training institutions. The implications of inservice programs for professional Jewish educators will also be discussed.

Informal education Currently, there are no training programs specifically designed to prepare personnel for roles in informal Jewish education (e.g., camping, youth work, JCC, adult education). Many of those involved with the training institutions noted the need to establish programs in these areas. However, depending on the ideology of the institution the need and programatic response are viewed very differently. This issue will be addressed more extensively in the final report.

Interviews with JCC and JWB personnel indicate that within the "center world" a great deal of training is occurring. Much of this inservice training focuses on maximizing Jewish content within informal education settings. Most of programming in this area has been done in conjunction with Israel education programs, including extended study session in Israel. Relatively little has been done to make use of the resources within the training institutions for purposes of maximizing Jewish education in the "center world." This area will be further examined in the final report.

### Issues and Topics

In addition to answering the research questions which led to this study, the final research report will address several issues and questions that are emerging from a detailed analysis of the data.

1. In 1967, Alvin Schiff reported that 1740 students were studying in 9 of the 15 institutions examined in this study. Of those approximately 500 planned a career in Jewish education. Hochstein reported in 1986 that only 65 individuals were being prepared by institutions of Jewish higher learning for positions

as senior personnel. The present study reports a student population of approximately 350. What do these differences among the various studies reflect? Aside from differences in methodology what can be said to explain the variance? Is there a net increase or decline in the number of students? The interview data suggests that there is increased interest in Jewish education as a profession. In numbers reflect differences in sampling technique, methodology and a variety other issues which will be addressed. Do the findings of this study suggest renewed interest in Jewish education?

2. With the exception of two Hebrew teacher colleges all 11 have survived, since their inception in the early part of this century. Most have adapted to the changing times by modifying their visions and addressing the needs of the communities they serve. What are the implications of their changing roles for Jewish education?

3. The analysis of the interview data suggest that there are substantial difference among the various training institutions with respect to their goals and visions of Jewish education. Can they work together? Should they work together? The independent and denominational institutions have very different views on these issues. However, all agree that recruitment may be an area where institutions can together in a collaborative fashion.

4. All the institutions cite teacher salaries as a major disincentive to entering the field of Jewish education. Issues of faculty personnel and standards are viewed as of secondary importance.

5. Several of those interviewed noted a tension between the pressure to admit students to their training programs and the maintenance of high professional standards. How might these tensions be addressed?

7. The Iggud for several years served as a vehicle for insuring standards and professionalism in the training institutions. Can the Association now fulfill this role?

8. The data on teacher preparation indicate a recurrent paradox emerges in training institutions. Those students who are preparing from the least senior positions (B.A., certificate programs) have stronger Judaica backgrounds than those preparing from more senior positions (M.A.). Those students entering graduate level programs often have weak Judaica backgrounds.

9. Where can students lacking Judaica and Hebrew language proficiency acquire skills and knowledge?

10. Although there is a growing need for day school teachers and a proliferation of day schools, training programs are not responding to this need. What are the conditions needed to

Nov. 24, 1989

Preliminary Report

The Preparation of Jewish educators in North America:  
A status report

by  
Aryeh Davidson

This research was commissioned in order to provide the Commission with an inventory and description of the current status of the preparation of personnel for Jewish education. The study was designed to answer the following questions:

1. What institutions of higher learning are preparing personnel for Jewish education? ✓
  - a. How many students are enrolled in these programs and who are they (student profile)? ✓
  - b. Who are the faculty (faculty profile)? ✓
  - c. What are the goals and structures of these programs (program profile)? ✓
  - d. What are the costs and funding patterns for these programs? ✓
  - e. What are the visions of these institutions with respect to the future training of Jewish educators? ✓
2. What is the nature of in-service training for Jewish educators serving in formal and informal educational settings? ✓
3. What are the issues and problems facing these institutions? ✓

Each institution of higher learning in North America preparing Jewish educators was examined in the following ways:

1. Bulletins, program descriptions, published and unpublished reports of these institutions were gathered and reviewed. ✓
2. Site visits were made to each institution, where feasible in order to observe classes, interview administration, faculty, ~~persons associated with these institutions and~~ meet with students enrolled in the education programs. A total of 68 interviews were conducted by the investigator. He also conducted group discussions with 57 students. ✓
3. To place the issue of training within a context, existing published and unpublished studies and reports in the areas of teacher education and Jewish teacher education were reviewed. ✓

All data ~~are~~ collected between September 15 and November 20, 1989. ✓

What follows is an overview of the results and initial findings prior to a thorough analysis. In preparation for the Monday meeting, the reader's attention will be focused in this document on quantitative descriptions of the results. The final report

will also present an extensive qualitative analysis of the issues and findings emerging from analysis of the data. ✓

### Inventory of Programs

Table 1 shows the distribution of students enrolled in 15 institutions of higher learning in the United States and Canada preparing persons for careers in Jewish education. These programs consist of three types: denominational, independent, and University-based. Each of the denominations (Conservative, Orthodox and Reform) sponsor schools or departments of Jewish education designed to prepare religious educators. The institutions are: Hebrew Union College (Rhea Hirsch School of Education, Los Angeles; The School of Education, New York) Jewish Theological Seminary of America (Department of Education); University of Judaism, Fingerhut School of Education, Los Angeles; Yeshiva University (Azrieli Graduate Institute, Isaac Breuer College, Stern College). Five independent schools generally referred to as Independent Hebrew Teacher colleges were examined. They are: Gratz College, Philadelphia; Baltimore Hebrew University, Hebrew College, Boston; Cleveland College of Jewish Studies and Spertus College, Chicago. University-based programs that were examined include: Brandeis University, Hornstein Program for Jewish Communal Service; George Washington University, School of Education in association with the College of Jewish Studies, Washington, D.C.; York University, Department of Jewish Studies, Toronto; McGill University, Department of Judaic Studies, Montreal. In addition the Bureau of Jewish Education in Toronto sponsors a Midrasha (Teacher Training Institute) that prepares certified teachers.

1/16 2-40  
Horseshoe

nothing yet  
Stanford  
Hans

1. Part-time /full-time students The majority of matriculating students in these programs are enrolled on a part-time basis (75%). Most part-timers view themselves as Jewish educators and are currently employed in Jewish schools. Depending on the community, the attainment of a degree permits one to both move up the ladder professionally and increase one's earnings. There is considerable variation among the part-timers with respect to age, national origin, and experience. (Much of the data needed to do a detailed analysis was unavailable.) Most part-timers enroll in the independent schools and two of the denominational schools. Overall the University-based programs and denominational schools require students to be full time students. The students in full time program students tend to be within the 25-32 age range. They come from diverse backgrounds and many view Jewish education as a career change. (Additional data is needed to develop a full profile of these students.)

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this

2. B.A./ M.A. programs Most of the institutions are phasing out their B.A. programs in Jewish education and emphasizing their M.A. programs. This phenomenon appears to be the result of three factors: 1) there are decreasing numbers of American college-age students who choose to major in education programs. 2) B.A.

programs in Jewish education tend to be dominated by Israelis, who are interested in earning a B.A. while in the United States. Training institutions tend to discourage Israelis from majoring in education on the undergraduate level, but do encourage them to enroll in Jewish studies programs. 3) There is a trend in American teacher education programs to emphasize M.A. level programs over B.A. degrees in education.

In contrast to the U.S. institutions, the Canadian schools encourage students to matriculate in B.A. level programs in education.

3. Doctoral programs The 67 students who are enrolled in doctoral programs are comprised of three types of students. Approximately 70% are pursuing a doctorate on a part-time basis while holding positions in Jewish education. These students view the doctorate as a way to develop expertise, gain a credential and move up the professional ladder. A smaller percentage (20%) view doctoral studies as a form of continuing professional education and therefore enroll in courses year after year until they are at the point of writing the dissertation. At that time many of these students become non-matriculating students. Approximately 10 % of the doctoral students in Jewish education intend to pursue careers in research and academia in Jewish education. 7.6 pif

4. Program approaches Those programs which offer degree programs fall into three categories, those which prepare: teachers, educational change agents and communal/educational professionals. Nine of the 15 programs enumerated purport to prepare their students to assume roles as classroom teachers ( 3 programs for the day school and 7 for supplementary schools). These programs currently have an enrollment of 171 students. The second category educational change agent, is characteristic of programs that are designed to prepare Jewish professionals who will assume educational leadership roles in the Jewish community. Leadership connotes assuming administrative responsibility for a program. Of the 15 programs listed in Table 1, two, comprised of 21 students, have programs which prepare educational change agents.

Communal/educational professional, the third category is designed to prepare students for assuming either teacher or administrative roles in Jewish educational institutions and includes two departments of Jewish education comprised of 26 students. Differences among these categories are reflected primarily with respect to their course offerings, prerequisites, student populations, curricular training models, internships/practice and relationship to standards of the NBL (National Board of License). (These issues are examined in Table 3.) lead to principal

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In recent years three institutions have also introduced principal certification programs, non-degree programs that prepare experienced educators in the field. They enroll in administration and supervision courses while simultaneously completing a field experience in their current place of employment. A total of 30 student are enrolled in these programs.

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		B.A.	M.A. (p.t.)	M.A. (f.t.)	Doc.	T.C.	P.C.
1	c	15	45		45	6	15
	e	4	15		10	5	
	g						
2	c	4	29	26	18	2	12
	e	2	7	13	4		6
	g	2	4	12	3	5	7
3	c		3				
	e		2				
	g		1				
4	c		2				
	e						
	g						
5	c	9	10				15
	e						
	g						
6	c		45				
	e		38				
	g		6				
7	c	6	9	3			
	e	3	9				
	g	3	6				



8 c 10 2  
e  
g

9 c 17 4  
e 8  
g 8

10 c 23  
e 13  
g 12

11 c 9 16  
e 2 6  
g 3 5

12 c 4  
e 3  
g 3

13 c 10  
e 10  
g

14 c 35  
e 16  
g 15

15 c 15  
e 6  
g 6

Total 68

(171)

(76)

(67)

43

(30)

on

c-current enrollment

e- entering class 1989

g -graduating class 1989

p.t.-part-time p.c.- principal certif

f.t.-full-time

t.c.- teacher certification

Faculty As shown in Table 2 the institutions rely heavily on part-time and adjunct faculty. However, as indicated in Table 4 the use of adjuncts varies depending on the approach of the program. Among all the Independent colleges there is only one full time professor. The denominational institutions have larger faculties and full-time personnel.

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Full-time	13 * (6)
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Six faculty members listed as full-time devote at least 2/5ths of their time to administrative or other responsibilities

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Percentage of budget covered by various funding sources  
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of program will be discussed at length in the final report. [Signature]

Table 4

Typology of approaches to preparation programs in Jewish education

	teacher training	educational change agent	educator/- administrative
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In service programming There are extensive programs for in-service education in almost every community where there is a Bureau of Jewish Education. The final report will provide an overview of the types of programs that are emerging and their relationship to the training institutions. The implications of in-service programs for professional Jewish educators will also be discussed.

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3. The analysis of the interview data suggest that there are substantial difference among the various training institutions with respect to their goals and visions of Jewish education. Can they work together? Should they work together? The independent and denominational institutions have very different views on these issues. However, all agree that recruitment may be an area where institutions can together in a collaborative fashion.

4. All the institutions cite teacher salaries as a major disincentive to entering the field of Jewish education. Issues of faculty personnel and standards are viewed as of secondary importance.

5. Several of those interviewed noted a tension between the pressure to admit students to their training programs and the maintenance of high professional standards. How might these tensions be addressed?



7. The Iggud for several years served as a vehicle for insuring standards and professionalism in the training institutions. Can the Association now fulfill this role? *sp*

8. The data on teacher preparation indicate a recurrent paradox emerged in training institutions. Those students who are preparing from the least senior positions ( B.A., certification programs) have stronger Judaica backgrounds than those preparing from more senior positions (M. A.). Those students entering graduate level programs often have weak Judaica backgrounds.

9. Where can students lacking Judaica and Hebrew language proficiency acquire skills and knowledge?

10. Although there is a growing need for day school teachers, and a proliferation of day schools, training programs are not responding to this need. What are the conditions needed to enable programs to meet this need? *TB*

11. Research is perceived as a need in the field by the denominational and university-based institutions, it is not a priority for the independent schools. What implications does this finding have for cooperative work among institutions? *TB*

12. There are several new types of programs emerging for training avocational teachers ( Chicago, Providence, Philadelphia, New York, Pittsburgh, Washington, D.C.). Those establishing these programs often see no need to involve existing training institutions. Are there ways to utilize the talents of these institutions in the development of new programs? Are their model programs that successfully use the resources of the training institution? *sp*

13. Many of those interviewed were ambivalent about the role Israel should play in training. Some saw it as an unsuccessful way to provide students with requisite skills and knowledge. Others viewed places like the Melton Center at the Hebrew University as a resource that was valuable but unfeasible because of funding issues. There are numerous issues that emerged from the data regarding the role of Israel in training.

14. In-service education programs for Jewish educators are booming. Many of those interviewed maintained that this is the population training institutions should attend to more extensively. How effective is in-service?

15. There is a good deal of short-term and extended in-service education conducted for JCC and JWB personnel. However, little or none of these in-service programs make use of the teacher preparation institutions. Moreover, there is little communication among those in informal education and the training institutions.

16. Good personnel in Jewish education tend to be pushed into administration and are less able to devote time to teaching and research.

17. Although some of the programs examined purport to train for religious education, there do not exist among these institutions an articulation of what it means to be a religious Jewish education.

18. Many of those interviewed mentioned the need to develop closer ties and joint programs with general schools and programs of education. On the other hand there were those who indicated that little could be gain by such associations. What are those factors that make for a good and mutually beneficial relationship among Jewish and general departments of education?

AMERICAN JEWISH  
ARCHIVES

what about the student  
scholarship issue

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TEACHER SURVEYS

CITY	YEAR	RESPONSE RATE	TYPE OF INFO GIVEN
Denver (Day School Teachers, through schools)	In process	100%(?)	Raw data only, thus far.
Cleveland (through schools)	1987-88 (now outdated)	100%	Annual wage per weekly hour; # of teachers.
Houston	In process		
X Los Angeles	1987-88	78%	Extensive
X Miami	1987-88	80%	Extensive
Midwest Day Schools	1981	40%	Age, place of birth, gender, experience, qualifications.
X Philadelphia	1987-88	54%	Not as extensive as Los Angeles or Miami.
Pittsburgh (through schools)	1985-86	100%(?)	Education background, hours/week taught; annual wage per weekly hour (avg. only).
Syracuse	In process	39%	Used L.A. questionnaire as model.

SALARY SCALES

CITY	RECEIVED	NOT YET RECEIVED	DAY SCHOOL	SUPPL. SCHOOL	DO SCHOOLS ADHERE TO THE SCALE?
Baltimore	X		X	X	No. info.
Buffalo		X			
Chicago		X			
Los Angeles	X		X	X	Questionable. Notes from extensive interview available.
Miami		X	X		Agency-funded schools adhere. In general, all Conservative and Orthodox Community schools are funded. They represent 2/3 of all Miami Day Schools.
Montreal	X		X		Probably can assume that all schools adhere.
3. New Jersey		X		(No info.)	No info.
Providence		X		(No info.)	No info.
Toledo	X			(No info.)	No info. Scale requires extensive clarification.
Tuscon		X		X (Heb. High)	No info.

SENIOR LEVEL PERSONNEL

PLACE/ORG.	DATE	RESPONSE RATE	TYPE OF INFO. GIVEN
Cleveland	1987-88	100%	#, full-time/part time, salary ranges, benefits.
HUC Alumni Survey	1988-89	87% for full-time	Salary, benefits, crosstabulation with years of experience and size of school.
Los Angeles Report on Survey of Jewish Youth	1989	58%	Salary, benefits, median length of stay in field, "opportunity ratings" by personnel for creativity and growth.

JESNA data on personnel

JESNA has trends in participation

PRE-SCHOOLS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ RETENTION	PROF. DEVELOPMENT	NEW CONFIGURATIONS OF TEACHING
JWB 1989 Annual Survey and Report (Precise response rate unavailable.)	Data on full time (20 h.p.w. or more) directors and teachers, by size of center budget. Includes: number reporting, average, median, minimum and maximum salaries.		Information from phone interview with Dr. Edward Kagan, JWB Director of Statistics. Not hard data. Dr. Kagan believes that the turnover rate for directors is fairly low but for teachers is quite high. Must take into account local economic conditions and other demographic factors.	City/state regulated for pre- schools.	According to Dr. Kagan, JWB pre- schools have experienced a shortage of directors but not of teachers.		
LA BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale (15/70 pre-schools adhere to this schedule.)	Scale takes into account: units accumulated, hourly vs. monthly salary, degrees and credentials, and seniority. It also applies to assistants, teacher/directors and directors.			S t a t e requirements.			
THE 1988 MIAMI JEWISH EDUCATOR STUDY Early Childhood Education Summary (Response Rate: 87%, based on surveys.)	Under \$10,000-48% 10,000-24,000-44% 25,000-39,000-8% 40,000 and up-0% Average-11,900 Includes percentages of numbers of hours per week teachers are paid to work.	Medical-31% Pension-27%	Response to "probability of remaining in field in five years," and "expected position in five years."	Percentages: -highest level of education -current educational enrollment -measures of Jewishness (Jewish ID) -youth group/camp/Israel experience -licenses -previous teaching experience	Percentages: -method of finding current position -measures of satisfaction (as perceived by teacher)	Percentages: -enrollment in CAJE workshops over past three years (83%) -other Judaic workshops (19%) -Teaching Methods courses (30%)	



ASSISTANTS/ SPECIALISTS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ ENTION	PROF. DEVELOPMENT	NEW CONFIG. OF TEACHING
LOS ANGELES BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale	Aides multiply scale by .8						
MIAMI JEWISH EDUCATOR STUDY (1988) Early Childhood Aides included in 87% response rate of ECE summary.	Under 10,000-86% 10,000-24,000-14% 25,000 and up-0% Average-5,800  Includes info on number of hours per week aides are paid to work.	Medical-10% Pension-7%	Info. on probability of remaining in field in five years and expected position in five years.	Percentages on: -highest level of education -current educational enrollment -measures of Jewishness (Jewish ID) -possession of license of any type (23%) -previous teaching experience	Info. on method of finding position and measures of satisfaction.	Percentages on: -enrollment in CAJE workshops in past three years (67%) -other Jewish workshops (12%) -teaching methods courses (17%)	

Information on Communal Allocations to Schools:

Baltimore  
Cleveland  
Hartford  
JESNA Report  
Kansas City  
Pittsburgh  
Toledo

Community Educator Proposals:

Boston  
Cleveland

Community Educator Programs in Place:

Cleveland  
Omaha

I've been attempting unsuccessfully  
for the past 3 days to transmit  
this letter to you on your  
stop, Anyah

Nov. 19, 1989

To: Annette Hochstein & Seymour Fox

From: Anyah Davidson

Re: Report recommendations

When we last spoke briefly on 11/10, you suggested that I submit recommendations, proposals etc., that I may have, though not necessarily emanating from my research.

The following recommendations flow from perceived needs noted by several of the persons I interviewed during the course of my research on the training institutions. They do not constitute my recommendation resulting from the research findings.

1) There is a need for additional faculty members in specific areas, e.g., early childhood, supervision (both as an area of study and the supervising of students in the field). The addition of faculty members to a department will also permit faculty members to devote more of their time to research and teaching instead of administrative tasks.

2) Many of those at training institutions saw the need for a center or centers for research in Jewish education. These would be institutes that would encourage faculty from different institutions to work together and individually on research needs of the field. The funding of these centers would also provide for funds to cover courses taught by these faculty members engaged in research.

3) Graduate students are deterred from enrolling in graduate programs in Jewish education because of the prohibitive costs of study. Most students enrolled in graduate study in Jewish education, on a full-time basis, incur debts of at least \$30,000 for two years of full time study. Given current salaries in the field, students bear the burden of debt for several years longer than other Jewish professionals. Many of those interviewed (staff and students) strongly urged the Commission to recommend the establishment of scholarship funds for persons pursuing graduate study in Jewish education. Unlike the Wexner Fellowship Program, these funds would be made available to all graduate students pursuing graduate education.

4) In each of the institutions I visited, I described the work of the Commission to both staff and students (when appropriate). Although all applauded the concept of the Commission and possible funding opportunities, there was a distinct feeling that unless people at the bottom, in addition to those at the top, are informed of the progress of the Commission they will feel disenfranchised. This translates into both informing people at

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the bottom, teachers and administrators, of the progress of the Commission and inviting their suggestions. They do not want the final report to hit them without ever hearing of the Commission and its work. It was suggested that the Commission issue a newsletter that be sent to every Jewish school in North America. Special mailings should be sent to members of the various professional education groups e.g., EA, CJE, CAJE.

5) There is a perceived need for a major joint recruitment campaign sponsored by the Commission promoting careers in Jewish education. Participants in the campaign would include all major institutions of higher learning having programs in Jewish education.

Saul  
Foundation

I will Fax to you by Nov. 24 a detailed outline of my presentation on Dec. 4.

I just received the Agenda from Mark for the sessions on the 4th and 5th. Unfortunately, I must be back in New York by 8:30 a.m. Dec. 6 to teach my graduate seminar. I therefore will need to book at 9:30 p.m. flight on Dec. 5.

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HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION  
Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3798  
(213) 749-3424

October 24, 1989

Dear Annette:

Enclosed are sample tables, on which we will attempt to summarize the available information on six different types of personnel in Jewish education: 1) early childhood teachers and directors; 2) K-12 teachers; 3) youth group workers; 4) teaching assistants and specialists; 5) administrators; 6) other senior level personnel. The tables are intended to indicate the type and quality of the information available (e.g. survey with x% response rate, salary scales, interviews, etc.) in each category. At this point, it would be useful to look over the charts to see if there are any categories we have left out. As the charts get filled in, we will send them to you, so that you can request particular studies.

We are planning two additional tables:

- 1) A chart showing salaries and benefits in other fields, such as the rabbinate, Jewish communal service, and public school teaching. (Do you have any other occupation groups to suggest?)
- 2) A chart for summarizing any documents we can gather regarding school finances: budgets, operating costs, tuition ranges, scholarships, feasibility studies for new schools, and Federation allocations.

Enclosed, also, is a copy of the very complete (100% response) report from supplementary schools in Orange County, CA.

Let me know your reactions to all of this!

B'shalom,



Isa

IA:fj

Encls.

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION  
Cincinnati • New York • Los Angeles • Jerusalem

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3798  
(213) 749-3424

October 24, 1989

Professor Seymour Fox  
Mayflower Hotel  
61st Street and Central Park West  
New York, NY 10023

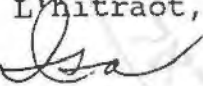
Dear Seymour,

Enclosed is a package for Annette, which she probably told you to expect. It contains tables in which the print is too small to be legible after FAXing.

Sara filled me in on Monday's Commission meeting, so I understand that things are rolling along.

I look forward to seeing you on December 4th.

L'hitraot,

  
Isa Aron

IA:fj



# PRE-SCHOOLS

	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ RETENTION	PROF. DEVELOPMENT	NEW COO OF TEAM
JWB 1969 Annual Survey and Report (Precise response rate unavailable.)	Data on full time (20 n.p.w. or more) directors and teachers, by size of center budget. Includes: number reporting, average, median, minimum and maximum salaries.		Information from phone interview with Dr. Edward Kagan, JWB Director of Statistics. Not hard data. Dr. Kagan believes that the turnover rate for directors is fairly low but for teachers is quite high. Must take into account local economic conditions and other demographic factors.	City / state regulated for pre-schools.	According to Dr. Kagan, JWB pre-schools have experienced a shortage of directors but not of teachers.		
LA BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale (15/70 pre-schools adhere to this schedule.)	Scale takes into account: units accumulated, hourly vs. monthly salary, degrees and credentials, and seniority. It also applies to assistants, teacher/directors and directors.			State requirements.			
TUX 1988 MIAMI JEWISH EDUCATOR STUDY Early Childhood Education Summary (Response Rate: 87%, based on surveys.)	Under \$10,000-48% 10,000-24,000-44% 25,000-39,000-8% 40,000 and up-0% Average-11,900 Includes percentages of numbers of hours per week teachers are paid to work.	Medical-31% Pension-27%	Response to "probability of remaining in field in five years," and "expected position in five years."	Percentages: -highest level of education -current educational enrollment -measures of Jewishness (Jewish ID) -youth group/camp/Israel experience -licenses -previous teaching experience	Percentages: -method of finding current position -measures of satisfaction (as perceived by teacher)	Percentages: -enrollment in CAJE workshops over past three years (83%) -other Judaic workshops (19%) -Teaching Methods courses (10%)	

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[Signature]

ADMINISTRATORS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ RETENTION	PROF. DEVELOPMENT	NEW CONT' OF TEACH
<p>BOSTON: COMBINED J E W I S H PHILANTHROPIES 1986 Report of the Task Force on Supplementary Jewish Education (General study without precise documentation; includes extensive proposals.)</p>	<p>Proposes to supplement full- time synagogue school principal positions.</p>			<p>Proposes that BJE and HEBREW COLLEGE jointly develop intensive administrators training program.</p>			
<p>HEBREW UNION COLLEGE - LOS ANGELES 1989 Alumni Survey Results (Response Rate: 61%)</p>	<p>Breakdown of percentages by: full-time educators and Rabbi-educators. Includes correlation to number of years in field and cost of living in area.</p>	<p>Percentages of those who receive: -cost of living -merit increase -pension -disability -conference budg. -vacation -prof. dues -life insurance -synagogue membership -health ins.</p>					
<p>JESNA 1988 article by Dr. Barry Chazan entitled "The State of Jewish Education" (No documentation.)</p>	<p>Averages for center executives and school principals.</p>						

**YOUTH GROUP  
WORKERS**

**SALARIES**

**BENEFITS**

**TURNOVER RATE**

**QUALIFICATIONS**

**RECRUITMENT/  
RETENTION**

**PROF. DEVELOPMENT**

**NEW CONV  
OF TEACH**

**CLEVELAND JEWISH  
COMMUNITY  
FEDERATION**

1986 Report of the  
Youth Commission  
(No hard data;  
Executive Summary  
intended to  
"intensify  
planning efforts  
in the area of  
youth programming  
and increase  
community support  
and resources for  
youth group  
activity.")

**LOS ANGELES JEWISH  
FEDERATION COUNCIL**  
1989 Report on the  
Survey of Los  
Angeles Jewish  
Y o u t h  
Professionals  
(Response Rate-  
35/60)

Percentages for  
half-time,  
quarter-time, as  
well as full time  
professionals.  
Full time:  
Over 40,000- 10.5%  
35,000-39,000- 5%  
30,000-34,000-5%  
25,000-29,000-26%

Percentages for  
full time only of  
those receiving:  
-paid vacation  
-medical  
-dental  
-pension  
-sick leave  
-disability  
-maternity  
-conference  
allowance  
-prof. dues  
-car allowance

Info. on:  
-future plans in  
three years time  
(Median length of  
stay in field; 6-7  
years.)

Opportunities  
(ratings) as  
perceived by  
personnel for  
creativity and  
growth.

**ASSISTANTS/  
SPECIALISTS**

LOS ANGELES BUREAU  
OF JEWISH  
EDUCATION  
1988-89 Early  
Childhood Salary  
Schedule Rationale

**SALARIES**

Aides multiply  
scale by .8

**BENEFITS**

Medical-10%  
Pension-7%

**TURNOVER RATE**

I n f o . o n  
probability of  
remaining in field  
in five years and  
expected position  
in five years.

**QUALIFICATIONS**

Percentages on:  
-highest level of  
education  
- c u r r e n t  
e d u c a t i o n a l  
enrollment  
-measures of  
Jewishness (Jewish  
ID)  
-possession of  
license of any  
type (23%)  
-previous teaching  
experience

**RECRUITMENT/  
RETENTION**

Info. on method of  
finding position  
and measures of  
satisfaction.

**PROF. DEVELOPMENT**

Percentages on:  
-enrollment in  
CAJE workshops in  
past three years  
(67%)  
-other Jewish  
workshops (12%)  
-teaching methods  
courses (17%)

**NEW OR  
TEACH.**

MIAMI JEWISH  
EDUCATOR STUDY  
(1988) Early  
Childhood Aides  
included in 87%  
response rate of  
ECE summary.

Under 10,000-86%  
10,000-24,000-14%  
25,000 and up-0%  
Average-5,800

Includes info on  
number of hours  
per week aides are  
paid to work.

# **K-12 TEACHERS**

**BALTIMORE BOARD OF JEWISH EDUCATION**  
1988-89 Salary Scale for Teachers (No data on percentage of schools that adhere to scale.)

## **SALARIES**

Compensation based on annual hourly scale, which takes into account: local and/or nat'l permits, local certification, degree in Jewish Studies, and nat'l and/or educator's licenses.

## **BENEFITS**

## **TURNOVER RATE**

## **QUALIFICATIONS**

## **RECRUITMENT/ RETENTION**

## **PROF. DEVELOPMENT**

## **NEW CONFIGURA OF TEACHING**

### **BOSTON: COMBINED J E W I S H PHILANTHROPIES**

1986 Report of the Task Force on Supplementary Jewish Education (General study without precise documentation; includes extensive proposals.)

35% annual ("high"); some classrooms understaffed at beginning of year.

Percentages by denomination of degrees held in Jewish Studies, and averages of years of supplementary education.

Extensive short and long term proposals for recruiting and retaining teachers.

Detailed plan/proposal for creation of "Jewish Communal Educator" positions. Advocates development of more full-time position and career ladders.

**JESNA**  
1985 "Trends on Teachers" (Sources: JESNA Dept. of Human Resources / Projection from "Teacher Salary Update," JESNA, 1985)

1985-86 statistics on Day School, Supplementary School, plus elementary public and private school teacher salaries.

Number of licenses granted by Nat'l Board of Licenses annually for 1981-85; enrollment in Jewish Educator Training Programs and Jewish Universities.

**JESNA**  
1988 article by Dr. Barry Chazan entitled: "The State of Jewish Education" (No documentation.)

Salary averages for full-time Day School, Supplementary School, center executives and school principals.

KAFLE

RETENTION OF TEACHING  
PROF. DEVELOPMENT

**BUREAU OF  
JEWISH EDUCATION**

1. 1988-89 Unified  
Salary Schedule 2.  
1987 report  
entitled "Teacher  
Benefits in Jewish  
Schools in Los  
Angeles: A Survey  
and Proposal for  
Action" (Benefits  
Report based on a  
survey of schools  
for which the  
response rate was:  
Day Schools-73%  
Supp. Schools-  
20/72.)

3. Notes from  
phone interview  
with Yonatan  
Shultz, Director  
of Personnel, on  
which schools  
adhere to scale,  
why, why not,  
relationship  
between Bureau  
allocations to  
schools and extent  
to which scale is  
followed etc...)

**1987 LOS ANGELES  
JEWISH TEACHERS  
CENSUS**

(Extensive  
information in all  
categories  
forthcoming.)

**MIAMI JEWISH  
EDUCATOR STUDY**

1988 report based  
on survey of  
teachers (response  
rate: Day Schools-  
85%, Synagogue  
Schools-75%)

Scale per annual  
hour of teaching,  
based on units of  
Judaica, degree in  
Jewish studies and  
teaching  
experience. (No  
data on percentage  
of schools that  
adhere to scale.)

Report outlines  
current benefits  
plans available in  
Los Angeles  
Unified School  
District, LA  
Archdiocese School  
System, Jewish  
Federation Council  
of LA and CJA  
packages in  
Washington D.C.,  
Chicago, Miami and  
New York.

Percentages of  
Judaic and Secular  
Studies Day School  
teachers, and  
Reform and  
Conservative  
synagogue school  
teachers, who earn  
from under  
\$5000.00 to over  
\$50,000. Includes  
information on  
hours paid and  
hours spent on  
job.

Medical benefits  
received by 50% of  
Day School  
teachers, 13% of  
Synagogue School  
teachers and 23%  
of Early Childhood  
teachers. Includes  
information on  
pension.

Explores "life  
expectancy" (i.e.  
probability of  
remaining in  
field, expected  
occupation in five  
years [88% of Day  
School teachers  
and 81% of  
Synagogue School  
teachers expect to  
remain in field in  
five years.]

Percentages of Day  
School, Synagogue  
School and Early  
Childhood teachers  
who: hold college  
degrees, hold  
licenses and are  
currently enrolled  
in some type of  
education program.  
Includes information  
on average years of  
teaching  
experience.

Report contains  
chapter on  
"Methods for  
Finding Teachers  
Positions".

Statistics on  
teachers engaged  
in continuing  
education  
programs.



## SALARIES

ORANGE COUNTY, CA  
BUREAU OF JEWISH  
EDUCATION  
1989 Annual  
Education Survey  
(Series of charts  
on Student  
Population, Length  
of Sessions per  
week, Hourly Staff  
Salaries, Support  
Staff, Finances,  
Educator Details  
and Temple Fees.)

Minimum, maximum  
and average hourly  
salaries for  
Judaica and Hebrew  
teachers, aides  
and secretaries.

**GREATER PHILADELPHIA**  
Federation of Jewish Agencies Committee on Personnel in Jewish Education, 1989 Report.  
[Response Rate:  
Day Schools, by school- from 51.6% to 68.4%; Suppl. Schools, by school- from 57.5% to 73.9%; Synagogue Schools- 53.6%]

**Day Schools:**  
Percentages for General and Judaic full and part time. Scale less than \$10,000 to over \$30,000.

**Suppl. Schools:**  
For each school, by number of hours taught. Scale from volunteer to over \$10,000.

**Syn. Schools:**  
By number of hours taught. Scale from volunteer to over \$10,000.

Also includes statistics on importance of income to teachers' households for all three types of schools.

**Day Schools:**  
By General and Judaic, full and part time, percentages receiving:  
- sick leave w/pay  
-personal leave w/pay  
-free/reduced tuition for children  
-in-service ed.  
-health insurance  
-conference alloc.  
-pension  
-con't ed. subsidies  
-maternity leave  
-disability  
-sabbatical  
-day care

**Suppl. Schools:**  
Percentages by school of teachers receiving:  
-sick leave with pay  
-conference alloc.  
-tuition for children  
-in-service  
-membership in synagogue  
-personal leave with pay

**Syn. Schools:**  
-Percentages by number of hours taught of teachers receiving:  
-sick leave with pay  
-conference alloc.  
-tuition for children  
-in-service  
-membership in syn.  
-personal leave with pay

**FIELD**  
Percentages for all three types of schools on:  
-likelihood of remaining in field in five years  
-plans of teachers with no expectation to continue in field in five years

Percentages for all three types of schools on:  
-degree in Jewish Studies  
-Jewish Ed. license  
-highest level of completed schooling  
-secular ed. license  
-knowledge of Hebrew  
-subjects taught  
-settings in which Jewish Ed. was received  
-years in field

**RECRUITING**  
Percentages for all three types of schools on:  
-factors that discourage from continuing in field  
-how teachers found jobs  
-factors which influence teachers' decisions to select schools in which they are employed

**DEVELOPMENT**  
Percentages for all three types of schools on:  
-specific kinds of support received at school  
-classes and workshops attended within past year  
-subjects addressed at workshops  
-auspices of classes or workshops attended  
-current interest in attending classes or workshops

SYRACUSE, NY  
JEWISH FEDERATION  
1989 Survey  
sponsored by the  
Professionalizing  
the Profession  
Task Force, a  
committee of the  
Syracuse Jewish  
Education Forum  
(Response Rate:  
89%; summary still  
in process.)

PERSONNEL

(No information on  
senior level  
personnel has yet  
been received.)

RECRUITMENT/  
RETENTION

PROG. DEVELOPMENT

NEW CONFIG.

# J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	TYPE	TOTAL	PRE-K	STUDENT POPULATION				1 DAY	2 DAY	3 DAY	# OF FAMILIES		
				K-3	4-7	8-10	11-12				CONG.	SCHOOL	AGE CONG.
A	C	167	14	66	62	25	0	38	11	79	325	111	21
B	R	321	9	112	151	38	11	144	151	0	465	191	14
C	R	260	5	72	110	70	0	147	113	0	425	275	13
D	C	200	6	55	60	50	20	80	30	90	700	150	32
E	C	134	7	56	46	21	4	77	0	57	160	65	8.5
F	R	230	6	69	84	75	3 TALIT	145	77	0	389	94	27
G	R	130	14	50	54	12	0	76	54	0	270	-	20
H	R	234	10	98	103	23	4 TALIT	148	86	0	265	136	7
I	R	89	9	37	43	0	0	89	0	0	120	80	17
J	R	309	0	120	146	43	0	163	0	150	650	175	44
K	R	213	6	81	85	41	0	128	85	0	-	-	60
L	R	123	0	47	52	24	0	79	0	44	310	100	25

ORANGE COUNTY  
BUREAU OF JEWISH EDUCATION  
2900 BRISTOL • 8302  
COSTA MESA, CA 92626

# J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	CLASS SIZE MIN/MAX	PRE-K	K-3	JUDAICA			CLASS SIZE MIN/MAX	HEBREW				
				4-7	8-10	11-12		ALEF	BET	GIMEL	DALET	HAY
A	11/20	2.25/1 MO	2.25/1	2/3	2/1	-	11/19	2/3	2/3	2/3	2/3	2/3
B	7/28	2.5/1	2.5/1	2.5/2	2/1	-	8/17	2.5/2	2.5/2	2.5/2	2.5/2	-
C	6/18	2.5/1	2.5/1	2.5/2	2.5/1	-	6/12	1.5/1	1.5/1	1.5/1	1.5/1	-
D	3/18	2/1	2/1	3/3	2-3/1-2	2-3/1-2	3/16	3/3	3/3	3/3	3/3	3/3
E	7/13	2/1	2/1	1/3	1.5/1	1.5/1	10/13	1/1	1/3	1/3	1/3	1/3
F	6/16	2/1	2/1	2/1	2/1	-	5/17	2/1	2/1	2/1	2/1	-
G	10/17	2.5/1	2.5/1	1-1.5/2	2/1	-	12/17	1-1.5/2	1-1.5/2	1-1.5/2	1-1.5/2	-
H	10/30	2/1	2/1	2/1	2/1	TALIT	17/25	1.75/1	1.75/1	1.75/1	1.75/1	-
I	6/15	1/1	2/1	2/1	-	-	6/15	1/1	1/1	-	-	-
J	15/32	-	2.5/1	2.5/3	2/1	-	6/17	1.5/2	1.5/2	1.5/2	1.5/2	-
K	-	2.5/1	2.5/1	4.5/2	2/1	-	-	2/1	2/1	2/1	2/1	-
L	3/20	-	2.5/1	2.5/1	2/1	-	3/20	1.5/2	1.5/2	1.5/2	1.5/2	-

# J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	HOURLY STAFF SALARIES													
	JUDAICA			HEBREW			AIDES			AGE OF AIDES		SECRETARY		
	MIN	MAX	AVG	MIN	MAX	AVG	MIN	MAX	AVG	MIN	MAX	HOURS/WK	RATE /HR	VOLUNTEERS
A	\$5.00	\$20.00	\$16.00	\$17.00	\$20.00	\$18.50	\$5.00	\$5.00	\$5.00	13	-	-	-	-
B	\$10.00	\$19.00	\$14.50	\$15.00	\$21.00	\$18.00	\$3.00	\$5.00	\$4.00	13	-	-	-	-
C	\$7.50	\$21.00	\$14.00	\$18.00	\$24.00	\$21.00	\$1.75	\$3.50	\$2.50	14	-	5	\$6.56	17
D	\$14.00	\$22.50	\$18.25	\$14.00	\$21.00	\$16.50	\$5.00	\$7.50	\$6.25	16	18	20-30	\$13200/YR	-
E	\$13.00	\$19.00	\$17.00	\$14.00	\$19.00	\$17.25	-	-	-	14	-	-	-	-
F	\$14.00	\$17.00	\$15.50	\$16.00	\$22.50	\$19.25	\$18 PER SEMESTER			-	-	15	\$7.50	4
G	\$11.00	\$17.00	\$14.00	\$12.00	\$20.00	\$16.00	\$2.00	\$5.00	\$3.50	13	17	25	\$8.00	-
H	\$15.00	\$15.00	\$15.00	\$24.50	\$24.50	\$24.50	\$2.50	\$3.75	\$3.12	13	17	15	\$8.00	1
I	\$15.00	\$20.00	\$18.00	\$15.00	\$20.00	\$18.00	\$2.50	\$2.50	\$2.50	-	-	-	-	-
J	\$10.00	\$15.00	\$12.50	\$19.00	\$30.00	\$28.50	\$2.00	\$3.00	\$2.50	14	17	40	\$7.00	-
	-	-	-	\$20.00	\$25.00	\$22.50	\$3.00	\$8.00	PER SESS.	14	17	14	-	1
	\$10.40	\$20.00	\$14.22	\$16.66	\$20.00	\$18.77	\$2.40	\$6.00	\$3.30	15	18	7	9.89	9



# J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	DIR TEACH	RABBI TEACH	CANTOR TEACH	SUPPORT STAFF		S'HOOD ROLE	B'HOOD ROLE	OTHER
				BOARD OF ED #/MTGS	P.T.A./P.T.O.			
A	YES	YES	NO	20/1-MO	-	YES	NO	-
B	HEB/DALED	CONF	MUSIC	9/MONTHLY	-	YES	YES	NO
C	NO	CONF/B.M.	BAR MITZYAH	6/MONTHLY	-	NO	NO	-
D	ADULT ED	CONF	CONF	17/MONTHLY	-	YES	YES	-
E	HEB HIGH	HEB HIGH	-	6/MONTHLY	YES	FOOD SUPPLIES	-	-
F	NO	NO	NO	7/MONTHLY	NO	YES	NO	-
G	ADULT ED	8-10 GRADES	NO	7/MONTHLY	-	NO	1 YEARLY EVENT	-
H	BET, HEB HIGH	DALED, CONF	NO	9/MONTHLY	-	NO	NO	PARENTS
I	NO	BAR MITZYAH	NO	-	-	-	-	-
J	NO	CONF	LITURG MUSIC	16/MONTHLY	-	-	-	-
K	NO	9-10 GRADES	NO	15/MONTHLY	-	-	-	-
L	NO	NO	NO	5/RANDOM	YES	NO	NO	NO

# J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	TOT. BUDGET	FINANCES		OTHER	EDUCATOR	YEARLY REGISTRATION				SUPPLIES & TEXTBOOKS				B.M.FEE	CONF FEE
		SUPPLIES	TEXTBOOKS			1 DAY	2 DAY	3 DAY	OTHER	1 DAY	2 DAY	3 DAY	OTHER		
A	\$33,916	\$1,890	\$2,000	\$3,000	\$20,800	\$125	\$185	\$275	\$40	\$10	\$10	\$20	-	\$275	\$15
B	\$58,395	-	-	-	\$28,500	\$125	\$250	-	-	-	-	-	-	\$400	-
C	\$46,652	\$2,500	\$500	-	\$7,908	\$125	\$175	-	-	\$20	\$35		-	75/300	\$100
D	\$55,000	\$2,800	\$2,800	\$500	\$30,700	\$100	\$200	\$225	-	\$35	\$35	\$35	-	\$150	\$165
E	\$23,910	\$1,000	\$3,000	-	\$19,000	\$150	-	\$350	-	\$50	-	\$50	-	\$350	-
F	\$50,000	\$1,500	\$5,000	-	\$24,380	\$125	\$250	-	-	INC	INC	-	-	\$125	\$125
G	\$32,000	\$8,000	\$4,000	-	\$34,000	\$195	\$295	-	-	INC	INC	INC	-	\$225	-
H	\$35,575	\$1,000	\$3,700	-	\$15,000	\$135	\$270	-	\$150	N/C	N/C	N/C	-	\$300	\$150
I	-	-	-	-	\$8,600	\$32 PER MONTH				VARIES WITH CLASS				\$350	-
J	\$69,000	\$6,000	\$5,000	\$1,200	\$40,600	\$125	-	\$225	-	\$20	-	\$20	-	\$250	\$170
K	\$75,000	\$3,500	\$4,500	-	\$16,000	\$100	\$150	-	-	\$35	\$35	-	-	\$175	\$500
L	-	-	-	-	\$15,000	\$125	-	\$25	-	INC	-	INC	-	\$200	\$60

# J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	TYPE OF POST	HRS PER WK. BUDGET/ACT.	YRS IN POST	CONTRACT TERM	EDUCATOR DETAILS			MEDICAL	TRANSPORT	OTHER	TOTAL
					BASE SALARY	PENSION	CONVENTION				
A	PART-TIME	30/35-40	3	2	\$20,000	-	\$800	-	-	-	\$20,800
B	-	-	3	2	\$28,500	INC	INC	INC	INC	INC	\$28,500
C	PART-TIME	10/12	10	-	\$7,908	-	-	-	-	-	\$7,908
D	FULL-TIME	40/50-60	2	2	\$30,000	-	-	-	-	\$700	\$30,700
E	PART-TIME	20/35	5	1	\$19,000	-	-	-	-	-	\$19,000
F	PART-TIME	-	3	1	\$23,800	-	-	-	-	-	\$23,800
G	FULL-TIME	40/50	8	2	\$28,000	\$4,500	\$1,500	-	-	\$1,000	\$35,000
H	PART-TIME	20/35	2	1	\$15,000	-	\$250	-	-	\$420	\$15,670
I	PART-TIME	-	4	-	\$8,600	-	-	-	-	-	\$8,600
J	FULL TIME	40/50	1	1	\$40,000	-	\$600	-	-	-	\$40,600
K	PART TIME	20/30-35	2	-	\$16,000	-	YES	-	-	-	\$16,000
L	PART TIME	17.5/25	3	1	\$15,000	-	-	-	-	-	\$15,000

# J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE FEES (ANNUAL)				
TEMPLE	FULL FAMILY	SINGLE PARENT	BUILDING FUND	YEARS TO PAY
A	\$600	\$300	\$1,000	3
B	-	-	-	-
C	\$600	\$300	\$1,500	5
D	\$675	\$285	\$500	5
E	\$720	\$500	\$100	
F	\$650	-	\$600	4
G	\$750	-	\$120	-
H	\$610 TO \$950	\$380 TO \$550	\$100	1
I	\$175	\$60 SENIOR	N/A	-
J	\$1,020	-	-	-
K				
L				

## Appendix: Background Data

### I. Demography

#### Jewish Population

	ESTIMATED JEWISH POPULATION	PERCENT OF TOTAL	
United States (1987)	5,944,000	2.5	(15)*
<i>School age population (ages 3-17)</i> 880,000-950,000			(5)

	ESTIMATED JEWISH POPULATION	PERCENT OF TOTAL	
Canada (1989)	310,000	1.2	(15)
<i>School age population (ages 3-17)</i> 57,000			(6)

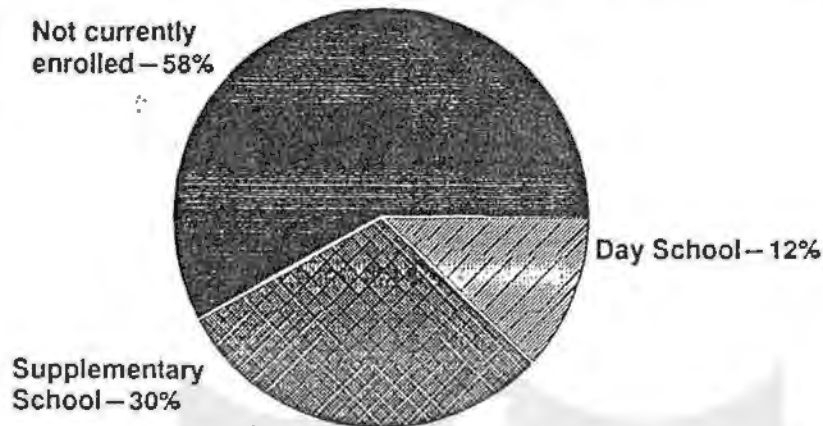
#### Denominational Breakdown in North America (1990)

Reform	29%	
Conservative	36%	
Orthodox	10%	
Reconstructionist	2%	
Just Jewish	21%	
Other/Refused	1%	(9)

\* Numbers in parentheses refer to sources on pp. 11-12.

## II. School Age Population

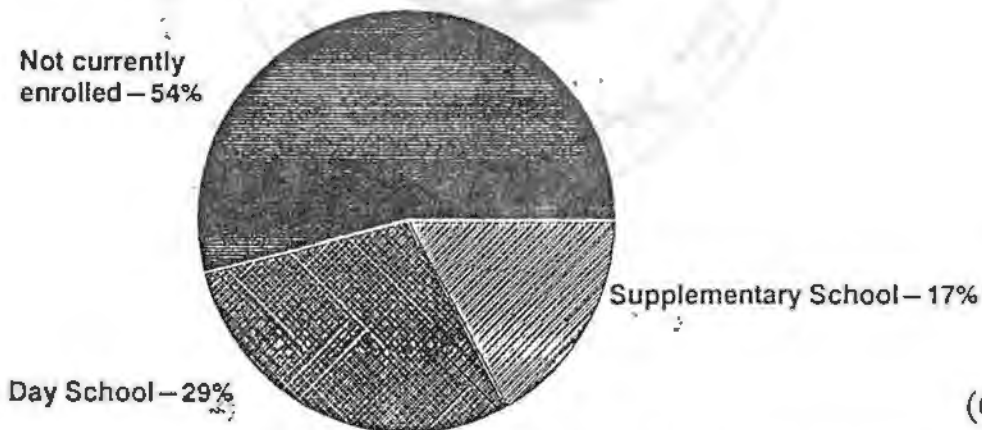
### Enrollment in Day Schools & Supplementary Schools, U.S.A. (1982)



(5)

Summary: Approximately 58% of Jewish school age children in the United States are not enrolled in any type of Jewish schooling. Of the remaining 42%, 12% are enrolled in day school education and 30% are enrolled in the supplementary schools.

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



(6)

Summary: In Canada, 54% of the school age population are not enrolled in Jewish schools; of the 46% who are, 29% are enrolled in day schools and 17% are enrolled in supplementary schools.

### Percent Enrollment by Grade (1982)

DAY SCHOOL			SUPPLEMENTARY SCHOOL		
	<i>U.S.A.</i>	<i>Canada</i>		<i>U.S.A.</i>	<i>Canada</i>
Pre-primary	24%	24%	Pre-primary	10%	14%
Grades 1-6	46%	53%	Grades 1-7/8	77%	78%
Grades 7-12	30%	23%	Post-bar mitzvah	14%	7%
	100%	100% (6)		100% *	100% *

(5)

Summary: The age breakdown indicates a heavy presence of children in the "middle age years," grades 1-8 (ages 6-13). In the supplementary schools, there is a 60-70% drop out rate at the post-bar mitzvah level.

\* Figures may not add to totals because of rounding.

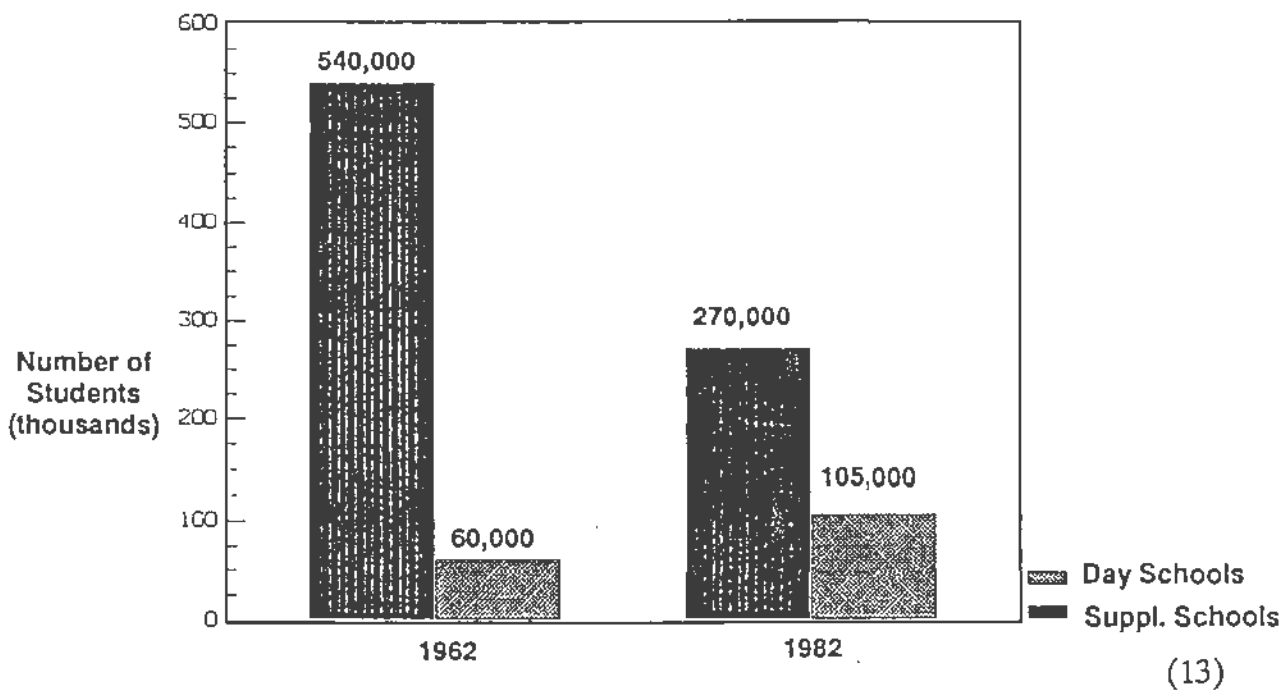


### III. Enrollment: Day School & Supplementary School

#### Day School & Supplementary School – Comparison of Enrollment (1982)

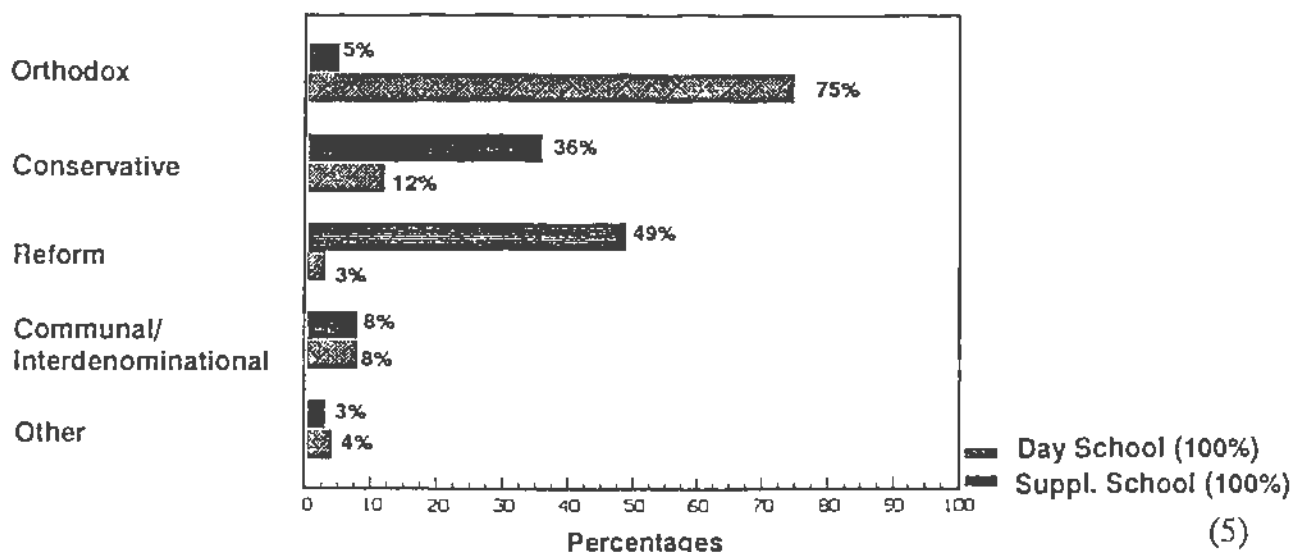
COUNTRY	DAY SCHOOL	SUPPLEMENTARY SCHOOL	
United States	28%	72%	(5)
Canada	63%	37%	(6)

#### Trends of Enrollment: Day School & Supplementary School in the United States



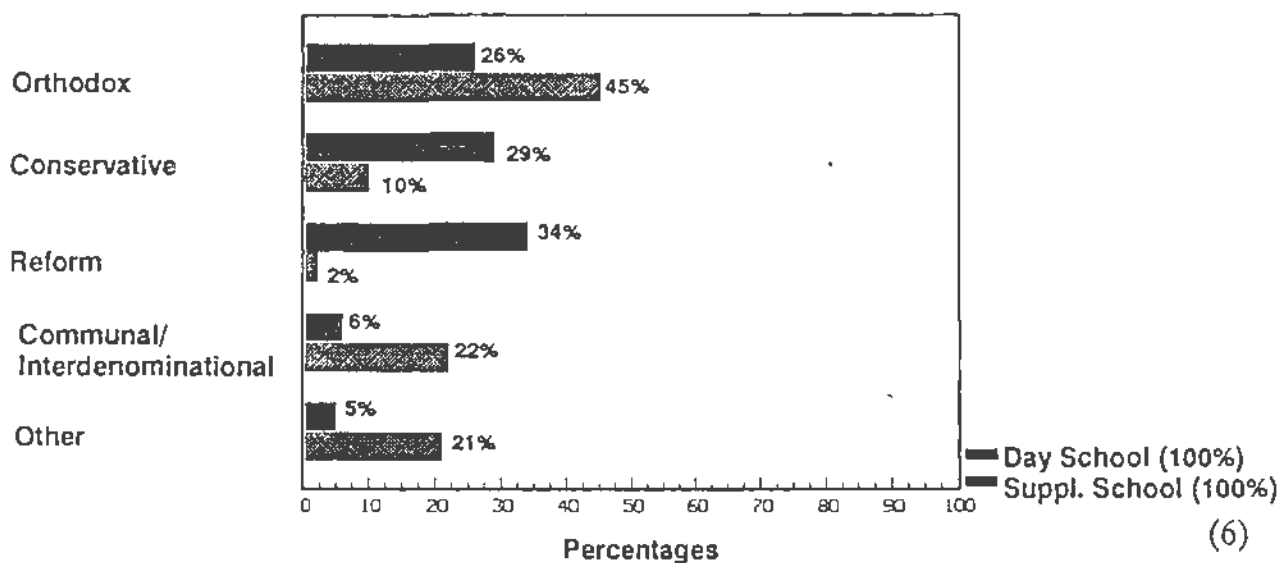
Summary: The total number of Jewish school age children has declined by as much as 15-20% between 1962 and 1982.

## United States: Enrollment by Denominational Affiliation by Type of School (1982)



Summary: Children attending Reform and Conservative supplementary schools comprise 85% of current supplementary school enrollment. In the day schools the Orthodox community alone make up 75% of enrollment.

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



Summary: In Canada enrollment in supplementary schools is fairly evenly divided among the denominations: Orthodox schools 26%, Conservative schools 29%, and Reform schools 34%. The distribution of enrollment in day schools also significantly differs from that in the United States. Forty-five percent of total day school enrollment is in Orthodox schools; Communal/Interdenominational schools comprise 22% of total day school enrollment.

#### IV. Informal Education: North America

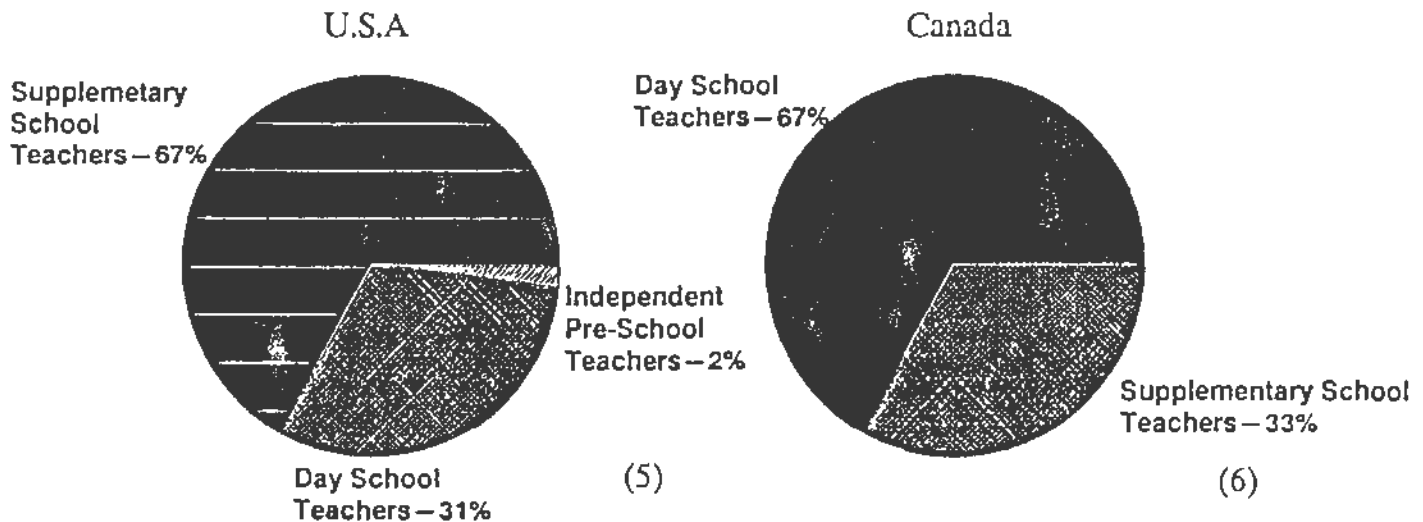
Updated data will be available following completion of the paper "Informal Education in North America" by Professor B. Reisman of Brandeis University.

##### Informal Educational Programs

TYPE OF PROGRAM	NUMBER OF PROGRAMS	NUMBER OF PARTICIPANTS	
Jewish Community Centers	Approximately 170 Jewish community centers	1,000,000	(11)
Camps	Day camps; resident camps	Data forthcoming	
Youth Groups	Synagogue; Zionist & communal youth organizations	Data forthcoming	
Education programs in Israel	Over 300 programs	25,000-30,000	(10)
College & university courses	Hillel Houses—385 in U.S. & Canada	400,000-500,000 Jewish students on campuses	(8)
	Other	Data forthcoming	
Adult education		It is estimated that one in ten adult American Jews is enrolled in adult Jewish education classes	

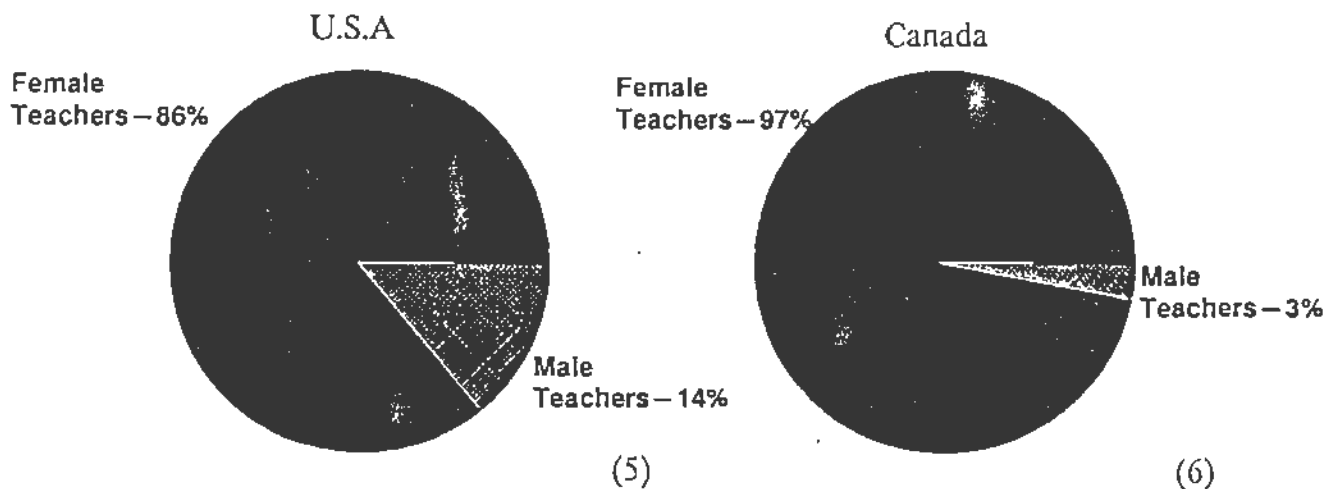
## V. Teacher Profile

### Teachers Working in Day Schools & Supplementary Schools (1982)

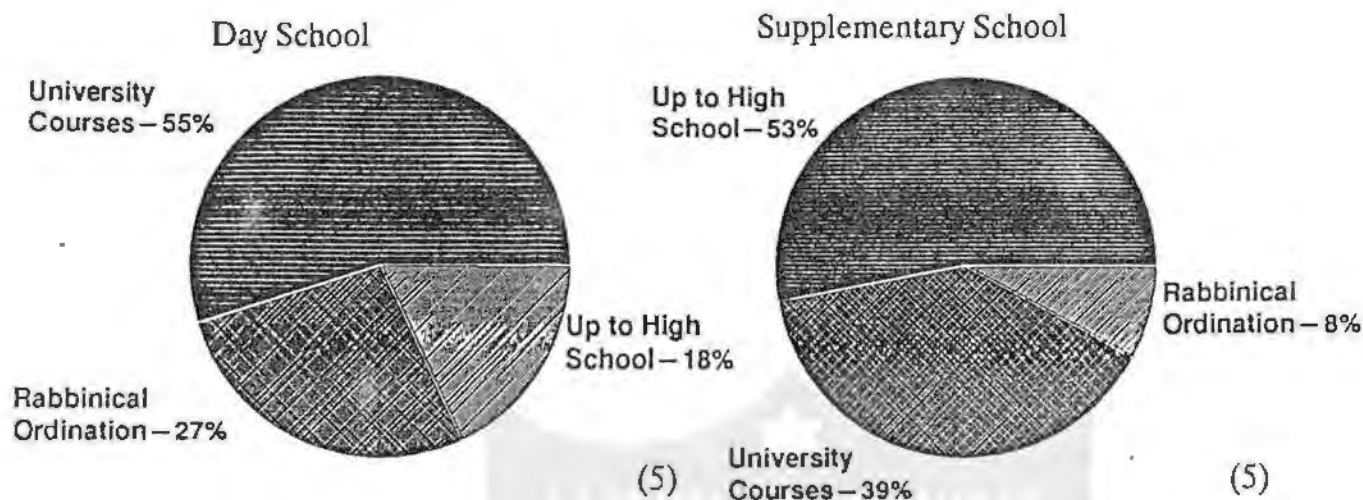


It is estimated that approximately 30,000 teachers and administrators work in day and supplementary schools in the U.S. Approximately two-thirds of these work in supplementary schools, and one-third in day schools. The reverse is true for Canada. It is estimated that approximately 5,000 educators hold full-time positions.

### Sex Division Among Teachers (1982)

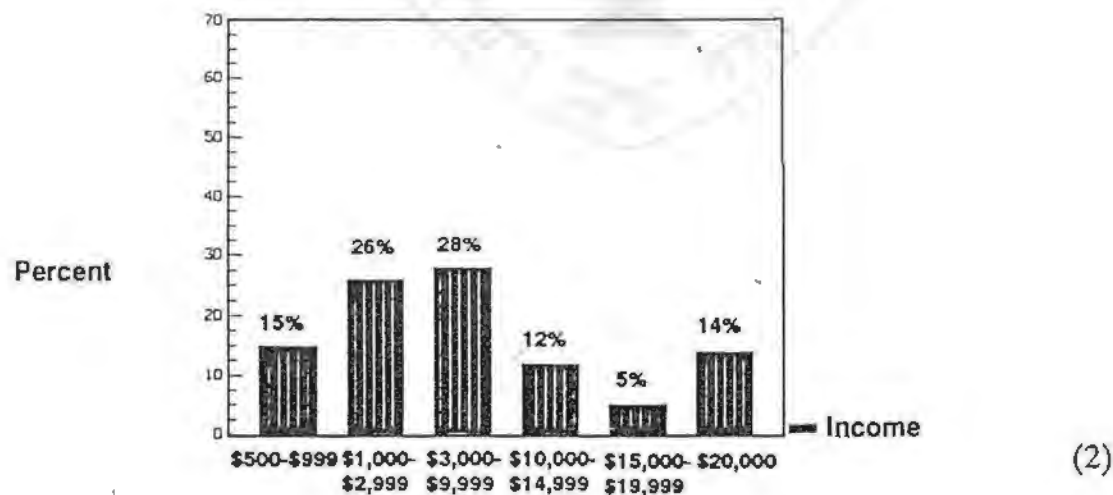


## Jewish Education in the U.S. Among Supplementary & Day School Teachers (1982)



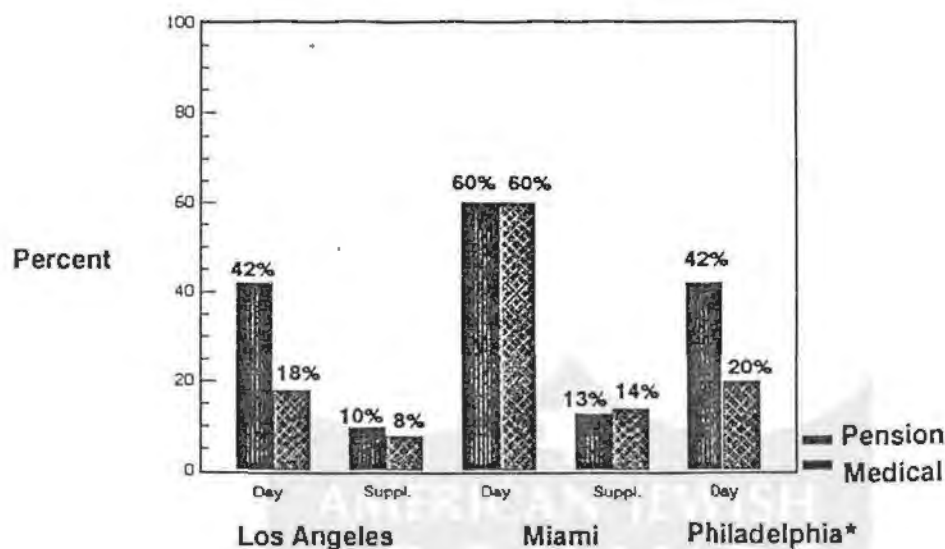
Summary: The differences in the Jewish educational background of day school and supplementary school teachers is illustrated by this study of teachers in the United States. Jewish education among 53% of supplementary school teachers is limited to the high school level. In contrast, 82% of day school teachers report having university course background.

## Total Yearly Income from Jewish Teaching – Los Angeles (1989)



Summary: Sixty-Nine percent of the teachers in Los Angeles earn under \$10,000 a year; 41% earn under \$3,000 a year.

## Benefits for Teachers—Los Angeles, Miami, Philadelphia (1989)



(3)

Summary: Recent studies of teachers in Los Angeles, Miami and Philadelphia reveal that only 42% of Los Angeles day school teachers, 60% of day school teachers in Miami and 42% of day school teachers in Philadelphia receive any medical coverage. Among supplementary school teachers the opportunity for benefits is very rare. Only 10-20% of the teachers in the cities surveyed have pension plans.

\* No figures were provided for the supplementary schools in Philadelphia.

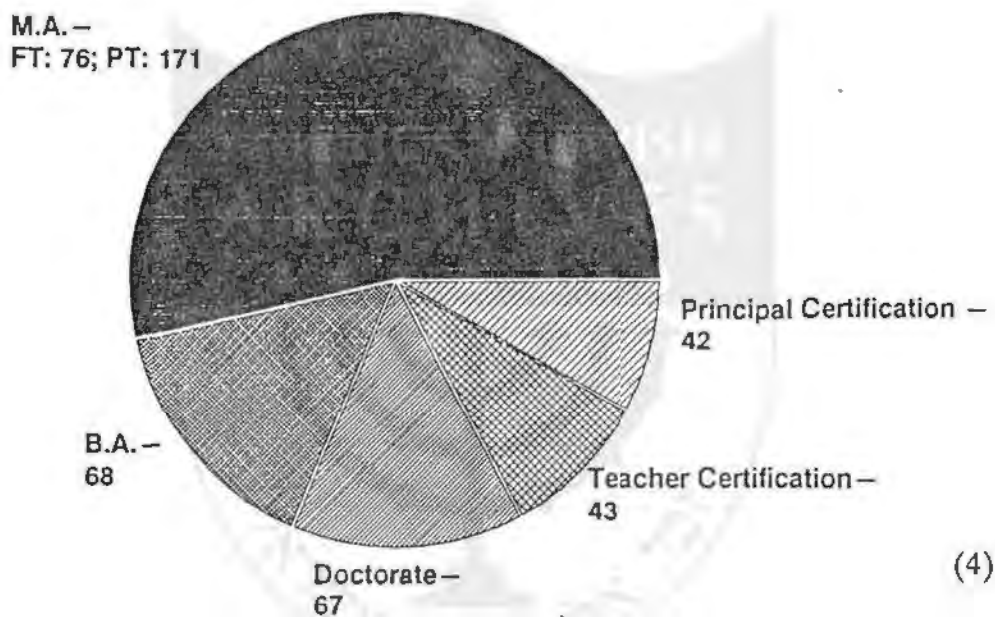
## VI. Teacher Training

### Student Enrollment (1989)

Full Time (FT): 144 students

Part Time (PT): 255 students

Graduating 1989: 100 students

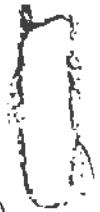


Summary: Currently there are 467 students enrolled in Jewish institutions of higher learning. In 1989 there were approximately 100 students who graduated from the various programs.



## Sources

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8/22/89

Panels

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Commission on Jewish Education in North America  
Proposed Panels to Review Papers

I. On Community/Financing

David Ariel  
Seymour Fox  
Robert Hiller  
Stephen Hoffman  
Martin Kraar  
Morton Mandel  
Arthur Naparstek  
Arthur Rotman  
Herman Stein  
Philip Wasserstrom  
Jonathan Woocher  
Bennett Yanowitz

II. On Personnel

Seymour Fox  
Annette Hochstein  
Mike Inbar

Authors:

Walter Ackerman  
Isa Aron  
Aryeh Davidson  
Joseph Reimer  
Israel Sheffler

Commissioners:

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Josh Elkin  
Sara Lee  
Alvin Schiff  
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Others:

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Sharon Feinman-Nemzer  
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Zev Mankowitz  
Bernie Reisman

SM Cohen  
Lee Shulman

Joe  
Howard Alexander  
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Roughly  
Looming  
Frank

Dave Dubin

W. H. H. H.  
Paul Fleisher  
Jerry W. W. W.

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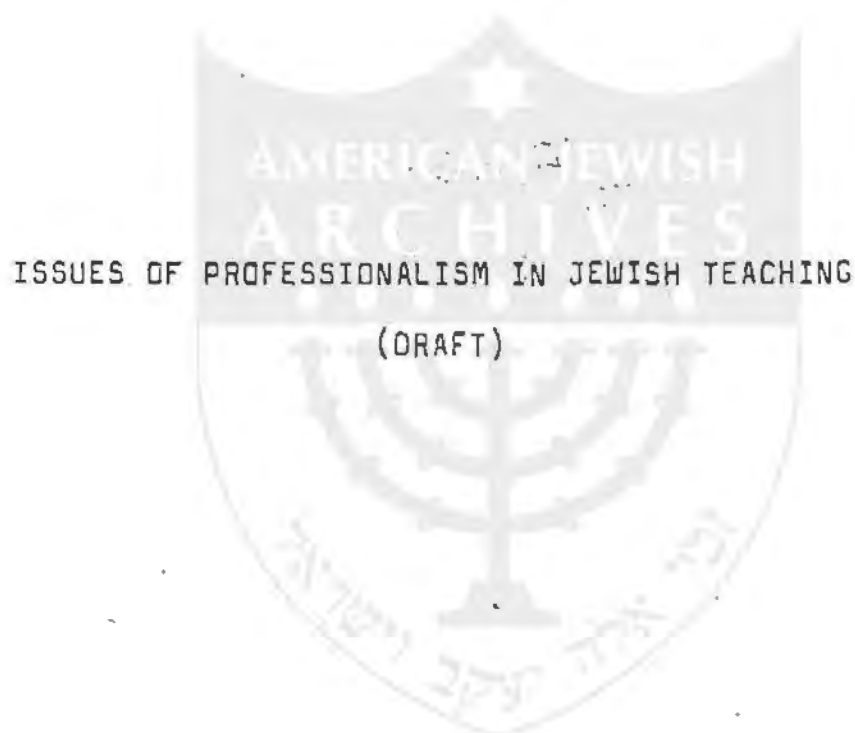
*Paul Fleisher*

*Jerry Wishe*

*Joe*  
*Herman Alexander*  
*William Strong a Jew*  
*R. K. K.*  
*Levinson*  
*Famish*

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Prepared for the Commission on Jewish Education  
in North America  
December, 1989

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## SECTION 1

### THE CALL FOR PROFESSIONALISM IN TEACHING

If one unifying theme could be found for the vast and ever-expanding literature on public school teachers, that theme would be professionalization. Study after study has analyzed the professional shortcomings of teachers, and the societal factors which contribute to their low professional status. Proposals abound for upgrading the professional training of teachers, and, more radically, the re-structuring of the profession itself.

In the field of Jewish education as well, discussions of the "Jewish teaching profession" have begun to gather momentum. For example, the proceedings of a national conference on the status of Jewish teachers, held at Brandeis University in 1986, were published under the title To Build a Profession (Reimer, 1987). In 1987 a special issue of Jewish Education featured a symposium on Jewish teachers. Federations throughout North America have begun to deal with the issue of personnel in Jewish education; a dominant theme in their deliberations has been the need to upgrade the professional status of teachers (Rosenbaum, 1983; CJP of greater Boston, 1986; Ratner and Reich, 1988).

The notion of the teacher as a well-trained and well-respected professional has long been one of the cherished ideals of all those concerned with Jewish education (Edelstein, 1956; Janowsky, 1967 Dushkin, 1970). The purpose of this paper is to examine this ideal more closely: What are the hallmarks of a professional? Are teachers professionals? Should they be

professionals? What are some of the barriers to upgrading the teaching profession in secular education? Are the criteria of professionalism different when applied to teachers of Hebrew and Judaica in Jewish schools? Do Jewish schools have any special characteristics that make professionalism in teaching more or less appropriate? easier or more difficult to attain? Finally, what can be done to increase the professionalism of teachers in Jewish schools?

### 1.1 What is a Profession?

Most American educators would agree that teaching is, or at least ought to be, a profession. Few, however, attempt to define this term; those who do, find that the concept is, to quote Morris Cogan (1953) "shrouded in confusion." The most common way around a definition is to contrast a profession with other, presumably inferior, endeavors. Thus, "professional" is held to be the opposite of "amateur," one who is either untrained or unsalaried. Alternately, "professional" is taken to be the opposite of "crafts-person," a person whose practice is not grounded in theory or science (Broudy, 1956). Finally, the term "professional," used as an adjective, sometimes connotes altruism or a higher calling, in contrast to "commercial."

Cogan suggests that the ambiguity and imprecision surrounding the term is not accidental, and may be quite functional, for the title "professional" often serves an exhortative, laudatory function. As he puts it, "One reason for



the undifferentiated use of 'profession' may be found in the efforts of many persons and groups to secure to themselves the values clustering around it by simply preempting the title" (p.47).

Since Cogan's article was written, the literature on professionalism has grown exponentially, and the "sociology of the professions" has become a sub-field of its own. Surveying this "scholarly tsunami," Bruce Kimball (1988) identifies two criteria which sociologists have taken to be the hallmarks of professionalism -- legitimacy and autonomy [1]. Legitimacy refers to the special knowledge and expertise to which professionals lay claim; authority refers to the control which professionals exert over the ways in which their services are rendered. To be considered a profession, Kimball argues, members of an occupation group must meet both of these criteria: 1) they must possess a specialized body of knowledge that distinguishes them from the "non-professionals" in the field; 2) they must, as a group or a guild, have the power to shape the conditions under which their work is done.

Some examples may help clarify these criteria. At one extreme, medical doctors are clearly professionals, having specialized academic training, on the one hand, and (collectively, through their professional organizations) a good deal of control over how medicine is practiced, on the other. In contrast, workers on an assembly line may have a certain expertise, but this expertise is not based on a theoretical body of knowledge; furthermore, they have little control over the

circumstances under which they work.

In between the two extremes lie a vast array of occupation groups which meet one criterion better than the other, and whose professional status is unclear. Those engaged in business, for example, meet the second criterion, that of autonomy, very well, since they contribute to the shaping of the conditions under which they work. In their effort to meet the first criterion, legitimacy, leaders of the business community have developed business schools and MBA programs, which offer courses in the "sciences" of management, marketing, and administration. A converse situation may be seen in the nursing profession. Like doctors, nurses derive their expertise from medical science; and like doctors, their legitimacy is beyond question. Unlike doctors, however, nurses have very little control over the way hospitals are organized; their lower professional status is indicative of their weaker authority.

Much of the recent discussion of teaching, among both advocates and critics of professionalization, centers on either the issue of legitimacy or the issue of autonomy. In the following sections the teaching profession will be examined in light of these criteria.

## 1.2 The Legitimacy of Teachers

"Those who can't do, teach, and those who can't teach, teach education." At the root of this old saying lies an assumption, shared by many, that anyone can teach. After all, everyone has

spent hours and hours in classrooms of all sorts, and been exposed to a variety of models of teaching. If one knows a certain subject, surely one can teach it. And, if anyone can teach, why should teachers be considered professionals?

The widespread perception that good teaching may require some innate talent and, perhaps, some experience, but not any codifiable knowledge, is seen by many as the most serious challenge to the professional standing of teachers (for a review of this literature, see Feiman-Nemser and Floden 1986, pp.512-515). To counter this perception educational researchers and policy-makers have sought to demonstrate that good teachers operate from a firm knowledge base. Leo Shulman, perhaps the foremost proponent of this view, summarizes this position in the following way:

The claim that teaching deserves professional status ... is based on a ... fundamental premise: that the standards by which the education and performance of teachers must be judged can be raised and more clearly articulated. The advocates of professional reform base their arguments on the belief that there exists a "knowledge base for teaching" -- a codified or codifiable aggregation of knowledge, skill, understanding, and technology, of ethics and disposition, of collective responsibility -- as well as a means for representing and communicating it. The reports of the Holmes Group and the Carnegie Task Force rest on this belief and, furthermore, claim that the knowledge base is growing. They argue that it should frame teacher education and directly inform teaching practice. [Shulman 1987, pp.3-4]

Under a grant from the Carnegie Foundation, Shulman and his colleagues have been working on the creation of a national teachers exam, akin to the National Board of Medical Examiners. This exam would assess a teachers' knowledge in the following seven categories:

- content knowledge
- general pedagogic knowledge ... (which) ... appears to transcend knowledge
- curriculum knowledge
- pedagogical content knowledge
- knowledge of learners and their characteristics
- knowledge of educational contexts
- knowledge of educational ends, purposes, and values

[ Ibid., p. 8]

The view that the teaching profession is firmly grounded in a body of specialized knowledge has a number of profound and far-reaching implications:

1) Teachers ought to receive specialized training, preferably at the graduate level (Sedlak, 1987, pp.321-323). Just as a hospital would never think of employing a doctor who was not a graduate of an accredited medical school, a school ought not hire teachers who do not have "state of the art" training.

2) The training teachers receive ought to be, to some extent, standardized. Though a certain amount of variation between might be tolerable, and even beneficial, the knowledge base of teaching would, dictate that certain guidelines be followed. On the basis of this standardization, training programs may be accredited and their graduates credentialed.

3) Teachers ought to be evaluated at periodic intervals, in some standardized way. Not only must a teacher's knowledge be assessed, but also his or her skill in applying that knowledge in specific situations. Procedures for this type of evaluation must be standardized, to reduce, as much as possible, the subjective element which inheres in all evaluation of performance.

4) Different levels of expertise ought to be delineated, and the status and remuneration of teachers ought to be linked to

delineated, developed, and corroborated, would good teaching be directly related to knowledge acquisition? Noting the special way in which personality enters into teaching, some researchers caution against an undue emphasis on knowledge alone.

It is difficult ... to disentangle teacher character from teacher competence. The teacher is deeply engaged in his work as a whole person because an effect is required on the student as a whole person. [Lightfoot, 1983, p.250]

Education ... possesses neither a codified body of technical knowledge nor a clear technology nor a small set of measurable outcomes. Rather, special and ordinary knowledge are freely mixed, teaching styles and the solution of core problems are heavily dependent on personality and consequently are idiosyncratic, and outcomes are multiple, protean, and intangible. [Sykes, 1983a, p.581]

This is an issue to which we will return in section 2.

### 1.3 The Autonomy of Teachers

The second hallmark of a profession is autonomy, the ability of practitioners to control the circumstances and terms under which their service is rendered. Once again, a comparison with doctors, who have a great deal of autonomy, may be helpful. Individual doctors may establish their own office procedures and fee schedules; collectively, they set policies for hospitals, medical schools, and various public health organizations. Of course, in a complex technological society such as our own, most professions are subject to some regulation; a variety of laws and conventions set the parameters within which medical practitioners must operate. Of late, insurance regulations and legal precedents have set further restraints on medical practice.

One might, at first glance, assume that teachers too have a

good deal of autonomy. Teachers teach behind closed doors; within certain limits, they can establish their own set of classroom procedures and rules. Though they may be given a curriculum and/or a textbook, they can decide themselves just how the subject at hand ought to be taught.

A closer look, however, reveals that the situation is more complicated, and that most teachers operate under constraints more onerous than those of other professions: Unlike the clients of the doctor or lawyer, students do not come to school voluntarily; conversely, teachers have relatively little choice as to who their students will be. In other fields professionals themselves define and promote the services they offer, but in teaching it is the society at large which dictates its expectations to teachers (Darling-Hammond, 1989, p. 73). Major policy issues in education are usually decided through a political process involving school boards and commissioners (or, in the case of Jewish education, lay people and rabbis), very few of whom have extensive professional training. At the school level, policies are usually set by the principal or administrators, few of whom act in consultation with teachers (Goodlad, 1984, pp.188-191).

Over the past two decades the authority of teachers in public schools has eroded further. Federal and state funding of schools has increased, and has brought with it increased demands for regulating teachers and holding them accountable for student achievement.

Policy makers do not trust teachers to make responsible, educationally appropriate judgments. They do not view

teachers as uniformly capable, and they are suspicious about the adequacy of preparation and supervision. These doubts are a measure of the weakness of the professional structure in education and its ability to offer alternative means for guaranteeing quality. [Darling-Hammond, 1988, pp. 63-64]

Many have argued against this type of bureaucratic control of teachers, claiming that such control can only weed out incompetence; it cannot promote excellence (Green, 1983, pp. 322-323). The complexity of American society, the problems of our student population, and the rising expectations of what schools ought to accomplish, they claim, demand excellence, not merely competence, autonomous professional teachers, not merely programmed technicians (Devaney and Sykes, 1988).

Teacher excellence and teacher autonomy, in this view, go hand in hand. To attract and retain a cadre of truly professional teachers, one must assure that they will have a hand in shaping the environments in which they work.

A second argument for increasing the autonomy of teachers derives from research on teacher satisfaction and dissatisfaction, the factors which lead to teacher retention, on the one hand, and burnout, on the other. There is mounting evidence that teachers find intrinsic rewards, such as their ability to reach students, more important than the extrinsic ones of salary and status (Lortie, 1975; McLaughlin and Yee, 1988; Mitchell, Ortiz and Mitchell, 1987). Among the intrinsic rewards mentioned by teachers as key to their level of satisfaction is what some researchers call capacity: "the teachers' access to resources and the ability to mobilize them, the availability of tools to do their job, and the capability to influence the goals and



direction of their institution" (McLaughlin and Yee, 1988, p.28).

Teachers with a sense of capacity tend to pursue effectiveness in the classroom, express commitment to organization and career, and report a high level of professional satisfaction. Lacking a sense of power, teachers who care often end up acting in ways that are educationally counterproductive by "coping" -- lowering their aspirations, disengaging from the setting, and framing their goals only in terms of getting through the day. Teaching is apt to become just a job, not a career. (Ibid., p.29]

What can be done to promote teachers' autonomy? How, despite the inherent constraints in the work situation of teachers, can this aspect of professionalism be enhanced? McLaughlin and Yee (Ibid.) found that some schools promote teacher autonomy more than others, and that these schools tend to share five common attributes:

- 1) They have an adequate resources, i.e., sufficient number of textbooks and materials, as well as reasonably hospitable facilities.
- 2) They exhibit "a unity of purpose, clear organizational guidelines and goals, and a collective sense of responsibility" (p.31). The principal is key to establishing this productive and cohesive atmosphere.
- 3) They promote a sense of collegiality among teachers, who are given both opportunity and encouragement to work collaboratively.
- 4) The orientation of the school is problem-solving, rather than problem-hiding.

A problem-solving environment ... encourages teachers to reflect on their practice, and explore ways to improve it in an ongoing, rather than episodic, basis. It is an environment in which it is safe to be candid and to take the risks inherent in trying out new ideas or unfamiliar practices. ... Conversely, in problem-hiding environments, teachers hide their problems and then hide the fact that they are hiding their problems. "Everything's fine" becomes the standard response to administrative or collegial inquiry about classroom activity. [p.36]

- 5) The school "rewards teachers for growth, risk taking and

change rather than only for successful past practice " (p.37).

These five factors tend to reinforce one another. Thus, a school which is problem-solving is likely to reward teachers for risk taking; likewise, a school with a well-defined sense of purpose tends to promote collegiality. Together, they contribute to the creation of an environment which promotes professionalization.

As studies such as the one by McLaughlin and Yee accumulate, educational reformers have focused more and more on that intangible but altogether critical factor, the "culture" of a school (Sarason, 1971). Why do some schools seem to exude a sense of harmony and collegiality, while others appear to be bogged down in apathy or conflict? Why do some schools foster teacher autonomy while others, with equally competent teachers, render teachers powerless? Why do some schools easily accommodate themselves to innovation and experimentation, while others appear impervious to change of any sort? After years of trying to account for the differences by enumerating discrete factors which would serve as "independent variables," researchers have begun to take a more holistic, anthropological look at schools (Erickson, 1988). They argue that many elements combine to create that unique configuration of shared beliefs and practices which is a school's culture. This culture serves as a filter for all attempts at innovation (Cooper, 1988).

The challenge facing the advocates of professionalization through greater autonomy is that this cultural "screen" makes it difficult to isolate the set of ingredients which are key to

transforming a hierarchical and bureaucratic staff structure into what Roland Barth calls "a community of leaders" (1988). Throughout the United States, a number of experiments have been undertaken whose purpose is to grant teachers more autonomy, either as individuals, or on a school-wide basis. Concurrently, the experiments are being studied, in an effort to glean some insights into the common characteristics of those programs which are most successful (Lieberman, 1988, chpts. 8 - 10). As these experiments progress, we will obtain a better picture of both the conditions and benefits of expanded authority for teachers.

#### 1.4 The Prospects for Professionalizing Teachers

If the term "professional" is to function as more than a fancy synonym for "respected," its use must be predicated on two assumptions: First, that the teacher's skill derives from a special branch of knowledge, knowledge which can be codified, transmitted, and used as a yardstick for evaluation. Second, teachers must be granted a certain degree of control over their working environments.

Though the two hallmarks of professionalism -- legitimacy and autonomy -- have been discussed independently, it is clear that they are closely related in actuality. Legitimacy serves as the justification for autonomy: the members of a profession are granted control over their practice on the assumption that they, having sole possession of the special knowledge in their field, would know best how their practice should be conducted. Autonomy,

in turn, allows professionals to establish the standards of legitimacy. Most bona fide professions are self-regulating; criteria for membership and methods of evaluation are set by the members themselves.

This is, in essence, the bargain that all professionals make with society: for occupations that require discretion and judgment in meeting the unique needs of clients, the profession guarantees the competence of members in exchange for the privilege of professional control and standards of practice. [Darling-Hammond, 1988, p.59]

Does teaching meet the two criteria of professionalism? In light of the literature reviewed above, it would be hard to offer an unequivocal answer to this question. Clearly good teachers know something about teaching (over and above their knowledge of the subject matter) that ordinary people usually don't know. But just what it is that teachers know is difficult, at the present time, to articulate. Sykes' assessment of the situation in 1983 still holds true today:

Despite the assertions of some teacher educators, we do not yet possess the knowledge on which to stake a claim to professional status in teaching. ... The leads research is providing can help strengthen the curriculum for teacher preparation, but cannot fully define it nor significantly reduce the endemic uncertainties of practice nor the reliance on ordinary knowledge and the use of personality as a primary resource in teaching. [Sykes, 1983a, p.582]

In terms of the second criterion, teachers could probably never be fully autonomous, because their students come involuntarily, and because many of the structural features of the school are mandated from above. On the other hand, teachers might certainly be granted much greater autonomy, either collectively, through the governance of the school, or individually, by the creation of special leadership positions.

Any attempt to grant greater autonomy to teachers will face a number of obstacles. Many principals would certainly prefer to maintain a tight control over the school, rather than sharing their power with others; school boards as well may be resistant to the notion that teachers be allowed to make policy decisions.

A second barrier to granting any profession autonomy is related to the quality of people the profession attracts. Public school teaching does attract a portion (approximately 7%) of the most able college graduates in the United States. However, the sheer size of the teaching force and the relative ease of entry into the field, make teaching attractive to a very high proportion (38%) of the least able as well (Lanier and Little, 1986, pp. 539-540). In previous decades women often chose teaching because they were barred, or at least discouraged, from entering more lucrative and more highly regarded professions. Today, the situation is quite different.

The women's movement and the drive for equal rights coupled with economic pressures on women to work are changing all this. ... In the future the best and the brightest women are likely to join their male counterparts in such fields as business, law, medicine, research and government, with teaching a significant loser in the competition for talent. [Sykes, 1983b, p.113]

In theory the legitimacy of a profession should have nothing to do with the characteristics of the people it attracts; in fact, however, perceptions of the teaching profession, and the extent to which the public is willing to grant teachers greater autonomy are greatly influenced by the qualities of its members (Kerr, 1983; Metzger and Fox, 1986).

Those who are concerned with upgrading the teaching

profession are caught in a vicious cycle. Low status, low salaries, and a lack of autonomy make the field unattractive to potential candidates; at the same time, the mediocrity of its practitioners make it harder to argue for greater autonomy, higher status, and, perhaps most importantly, considerably higher pay. Some educational commentators, perceiving these obstacles to be insurmountable, refer to teaching a quasi-profession (Spencer, 1986, pp. 3-5). Many others have called for the restructuring of the entire field, as a way of achieving the ideal of professionalization, within the confines of economic and social realities.

Three influential groups of stakeholders, the Carnegie Commission on Education, the Holmes Group (a consortium of deans of education from the major research universities), and the American Federation of Teachers, have argued that that the notoriously flat career pattern of public school teachers could be replaced by a pyramidal structure which they term "differentiated staffing." At the base of the pyramid would be a large number of entry level teachers, who would make only a short-term (three to five year) commitment to teaching. These individuals would have relatively little training and be granted relatively little autonomy. Many from this group might decide to leave teaching, as their initial period of commitment ended. Some, however, might decide to pursue teaching as a profession, and would begin a program of more intensive training. As these individuals became more knowledgeable and more skilled, their authority would increase, along with their salaries. At the top

of the pyramid would be a small cadre of those teachers able to pass the rigorous requirements for becoming mentor teachers, curriculum specialists, and other positions carrying increased responsibility (Sedlak, 1987). Though the concept of differentiated staffing has been criticized by some as either misguided or unrealistic (see essays in Soltis, 1987), some school districts have embraced this notion of reconfiguration as one of the only ways out of the current conundrum (Urbanski, 1988). I believe that the concept of differentiated staffing holds great promise for Jewish schools as well, as we shall see in sections 3 and 4. First, however, I will explore the question of whether or not the term "professional" is the most apt characterization of excellence in teaching.



## BEYOND PROFESSIONALISM: TEACHING AS A VOCATION

Is the term "professional" rich enough to embody all that we mean when we think of excellence in teaching? If all teachers were to be fully professional, according to the criteria of legitimacy and autonomy, would we be satisfied with the result? The current debate on teachers has focused so narrowly on their professional standing, that these questions have rarely been asked. If, however, one were to think of one's most memorable teachers, "professional" would probably not be the only (or even the first) adjective one would use to describe them.

Good teachers "are shapers not only of their students' knowledge, but also of their students' lives" (Martin, 1987, p.408). While knowledge is certainly a necessary ingredient of good teaching, it is not the only one. Following Dwayne Huebner (1988), I have used "vocation" as an overarching metaphor for this aspect of teaching.

The Latin root of vocation refers to a call or summons. ... To have the vocation of teacher is to permit oneself to be called by children and young people. ... [It] is to participate intentionally in the unfolding, or perhaps collapse, of this social world. [pp. 17 - 21]

To view teaching as a vocation is to focus on that aspect of teaching that goes beyond training and expertise to the core of the teacher's being. For vocational, as opposed to professional, teachers legitimacy and autonomy may be important, but only in the context of their ultimate purpose, their reasons for teaching.

Different teachers are "called" to teaching for different reasons. For some, it is a desire to work with children, to nurture and care for developing minds and hearts. For others, the continuation of a community or a tradition is the ultimate goal; they teach in order to bring a new generation "into the fold." In religious education, one finds a third group of teachers, "called" to teach in the sense implied by the original meaning of the term vocation -- by strong religious feelings.

Each of these motivations suggests a different characteristic of the ideal teacher: First, the teacher should be a caring person. Second, the teacher should be an integral member of the community into which the student is being brought. Third, the teacher should be a spiritual role model.

## 2.1 The Teacher as a Caring Person

Given that the extrinsic rewards of teaching are rather limited, it is not surprising to find that most teachers focus on its intrinsic rewards instead (Feiman-Nemser and Floden, 1986, p. S10). High on the list of intrinsic rewards is the teacher's perception of having "reached" students, of having made a difference in their lives. The following excerpt from the letter of an experienced teacher to her former student exemplifies this feeling:

Ultimately, teaching is nurturing. The teacher enters a giving relationship with strangers, and then the teacher's needs must give way to the students' needs. ... My days are spent encouraging young people's growth. [Metzger and Fox, 1986, p.352]

Some teachers are outstanding in their ability to care about students in a special way; they relate to their students as people, not just as learners. In her book, Caring: A Feminine Approach to Ethics and Moral Education, Nel Noddings describes this quality:

When a teacher asks a question in class and a student responds, she receives not just the "response" but the student. What he says matters, whether it is right or wrong, and she probes gently for clarification, interpretation, contribution. She is not seeking the answer but the involvement of the cared-for. For the brief interval of dialogue that grows around the question, the cared-for indeed "fills the firmament." The student is infinitely more important than the subject matter. [Noddings, 1984, p.176]

The phrase "fills the firmament" is borrowed from Martin Buber, and echoes Buber's concern with relationships in which there is genuine encounter and dialogue, relationships in which people meet one another as "Thou's", rather than "It's".

Noddings argues that the over-riding and over-arching purpose of all schools ought to be the development in young people of the ability to care for each other, and for the world around them. "Teaching is a constitutively ethical activity. It is a 'moral type of friendship' in which teachers and students work together to achieve common ends (Noddings, 1986, p.505)." This is not to say that the learning of subject matter is not important, but that subject matter must be taught in such a way that enhances, rather than diminishes, care.

Is it possible for a teacher to care for an entire class of students? How can a teacher meet all these students as "Thous," rather than "Its?" Noddings' reply is that it is, of course, impossible to care for every student every minute, but that this

type of caring is neither necessary nor appropriate. A large part of the student's day is rightfully taken up by his or her interaction with materials or with other students. When the student does interact with the teacher, however, that encounter must be characterized by caring:

[The teacher must] be ~~totally and nonselectively present to the student -- to each student -- as he addresses me. The time interval may be brief but the encounter is total.~~  
[Noddings, 1984, p.180]

If we value caring as a quality, and if it is important to us that teachers be caring individuals, at least three things must happen. First, we must begin talking about caring a great deal more than we have. We must state quite explicitly that caring for children is one of the most important qualifications for a teacher to have. We must validate the superior social commitment of teachers in general, as well as individual instances of caring in teaching. Second, we must take a close look at how schools are structured, and the ways in which these structures promote or inhibit caring (Aron, 1982). Is there time in the schedule for teachers to interact with students more informally? Is it feasible for a teacher to stay with a group of students for more than one year? Third, and most important, we must care for and about teachers. School boards, principals, parents and members of the community at large must extend themselves to teachers, to encounter them in the way we would like them to encounter students.

The ideal environment for the education of children would be a homogeneous and well-integrated society, a society in which family, school, and a web of civic and religious organizations were interwoven, each reinforcing the values and norms of the other. Historians and anthropologists have spent a great deal of time debating whether or not such harmonious societies have ever existed, in another time or place. Clearly, however, few communities of this sort have survived industrialization, modernization, and the other forces that have shaped contemporary American life.

In our own time, the institutions most naturally suited to education are embattled. Social mobility has all-but eliminated the extended family. The rising rate of divorce, along with the entry of an unprecedented number of women into the workforce, have sapped the strength of the nuclear family. Social and religious organizations of all kinds face stiff competition from both work and leisure-time activities. With the advent of mass-media and mass-marketing, America as a whole has become more homogeneous than ever before; but this surface homogeneity has come at the expense of the integrity and vitality of local communities.

Against this background, many of the innovations in public schools over the past three or four decades can be seen as attempts to have the school assume functions which were traditionally fulfilled by the family, church, or other local

organizations. Head Start, drivers' education, moral education and sex education are but some of the programs introduced into schools in an effort to compensate for the waning influence of other institutions.

Thus, the school, whose original mandate was limited to formal instruction, has increasingly been asked to take on a larger, less formal, and more elusive educational function, which might be called enculturation (Westerhoff, 1976). However, the typical school, which is organized according to age-graded and self-contained classrooms and adheres to a subject-oriented curriculum, may not be the appropriate vehicle for teaching students values and attitudes in more than a superficial way (Aron, 1987, 1988). With the exception of a small number of exemplary programs, schools have not been particularly successful at enculturating students (Nahenham and Parsons, 1978).

The expectation that the school will somehow solve societal ills has filtered into the Jewish community as well, where education is seen as "the key to Jewish survival." Indeed, the need to have Jewish schools perform functions which relate more closely to enculturation than to instruction is even more urgent in the Jewish community. From the earliest Jews in America were deeply ambivalent about the extent to which they wished to identify as Jews, and practice the rituals and traditions of "the old country" (Liebman, 1973). The immigrant generation had the luxury of choosing if and when to activate rituals and customs which lay dormant within them. Succeeding generations, not having been steeped in these traditions from childhood, have had fewer

resources to draw upon. To make matters worse, social mobility has largely eliminated the ancillary agents of Jewish

enculturation. ~~the extended family and the synagogue are no longer~~

The children currently enrolled in Jewish schools, who are predominantly fourth and fifth generation Americans, receive little Jewish enculturation at home. In a recent study of supplementary school students conducted by the Board of Jewish Education of Greater New York (1988) only 18% of the respondents indicated that either they or their parents study Hebrew regularly, on sabbat and holidays. Sixteen percent of the students light Shabbat candles "every Friday evening;" an additional 45% doing so "occasionally" (p.93). While one might expect students enrolled in day schools to come from homes with a richer Jewish environment, the impressionistic data collected by many educators suggests that this is not always the case, especially in non-Orthodox day schools (Cohen, 1982, p.24).

If Jewish education has any chance for success, we must consider very seriously the differences between instruction and enculturation. We must acknowledge that instruction in a subject matter (be it mathematics and literature or Hebrew and Bible) is predicated on some prior enculturation, which provides both the motivation for learning, and opportunities for its consolidation. Students in public schools, for example, have daily opportunities to see adults reading, adding and subtracting; in addition, even the youngest have some conception that success in school is connected to success in adult life. In contrast, Jewish students rarely see adults praying, speaking Hebrew, or reading the Bible;



nor is competence in these areas linked to future success in the secular world.

If Jewish education is to be taken seriously, if the survival for which it is the supposed key is to be cultural and spiritual, rather than merely demographic, Jewish schools must be re-structured and reconfigured to become agents of enculturation. They must become places which model for young people what it means to be Jewish. In short, they must become communities.

What would it take to turn the Jewish school into a community, to change its orientation from instruction to enculturation? Elsewhere I have outlined five steps which such a transformation would require (Aron, 1987), including the involvement of parents at all levels of the school's operation and the inclusion of many more opportunities for informal learning. Of these five, the most important to us in this context is that a school which wants to be the core of a community must have teachers who are deeply involved in that community.

### 2.3 The Teacher as a Religious Role Model

It would be difficult to find anyone who would argue that teachers in Jewish schools ought not to be religious role models. But what do we mean by religious? And what is a role model? These are questions which must be answered before we can discuss how important it is that our teachers have this quality, and how this quality can best be supported in the school.

Contemporary writers on religion such as William Alston and

Clive Beck have pointed out that the phenomena which most people call "religious" are so varied as to elude straightforward, stipulative definition (see Rosenak, 1987, chapter 5). They offer, in place of a definition, a view of religion as the confluence of a number of "religion-making" characteristics; any particular religion would have some, but not necessarily all, of these characteristics. Clive Beck offers this type of definition, but focuses on the religious person, rather than the religious tradition. A religious person, according to Beck is one who "typically":

- a) has a system of supernatural beliefs
- b) engages in rituals and other practices related to those beliefs
- c) is associated with a tradition of such belief and practice
- d) participates in a community committed to this tradition
- e) derives from the tradition a worldview, and
- f) a relatively complete way of life [Beck, 1986]

The virtue of this definition is that it accommodates the variety of ways in which people can be said to be religious. One person, for example, may not believe in God, but may still practice the rituals associated with a certain religious tradition. A second person might believe in God, but might practice the rituals of several religious traditions, and might not participate in any community committed to any of these traditions; by Beck's definition both of these individuals would be considered religious. Of course, not all of these ways of being religious will be acceptable to all Jews, a point to which I will return, after a discussion of religious role models.

"Role model" is a sociological term, which has rapidly

become part of everyday vocabulary, because it points to a factor in contemporary life which had no parallel in more traditional societies. In the hypothetical homogeneous society discussed in the previous section, children would form their notions of what makes a successful adult from observing their relatives and neighbors. In such a society the number of potential "roles" to which one could aspire would be quite limited; the roles assumed by one generation would probably be attractive to the next. Change in contemporary society, however, have eroded the viability of certain traditional roles, such as housewife and shopkeeper, and contributed to the creation of new roles, such as working mother and technician. A young person growing up today faces a confusing array of possible futures -- some traditional, some current, some which are as yet unknown. In this context, the child's potential role models go far beyond family and neighbors, to include public figures of all sorts, and even virtual strangers.

In contemporary Jewish life, the role of the teacher is critical, because teachers, along with rabbis, youth group leaders and camp counselors, are often the only Jewish role models available. As the evidence of the demographic studies and ethnographies discussed above indicates, the number of Jewish things that marginally affiliated families actually do is quite small. While roughly 75% of American Jews celebrate Hanukkah, Passover, and the High Holidays in some fashion (Cohen, 1985), and while as many as 85% affiliate with some Jewish organization at some point in their lives (Feldstein and Shrager, 1987, p.98),

a much smaller percentage live a life that might be considered religious, by any of Beck's criteria (Cohen, 1988).

If Jewish education for the children of the marginally affiliated is to be anything other than an exercise in futility and hypocrisy, Jewish teachers must serve as models for how one can lead an involved and attractive Jewish life.

In the words of Jonathan Omer-Man,

A religious person today is a person who has made certain choices; and a teacher of religion is a person who has made certain choices and whose task is to educate young people who face an even wider range of choices. ... [T]he student has to be taught to make certain profound existential choices as an individual, and to live with these decisions in circumstances that are not always easy. In order to do this, the teacher has to present himself as a role model, as a person who has made such choices, and with whom the student can identify. [Omer-Man, 1982, p.22]

It is important to note that not all of the role models for living a full and committed Jewish life need be religious. Some may be more oriented towards the cultural, ethnic, or secular Zionist aspects of Jewish life. However, to the extent that a predominance of Jewish schools are synagogue-based, and that many of those that are independent still include religious subjects in their curriculum, one would expect that a large number of teachers should serve as religious role models.

What kind of religious role models do we expect Jewish teachers to be? Do we expect them to believe in God? To observe a minimum set of rituals? To have a particular worldview? These questions cannot be answered without reference to the particular school. Some schools, especially those affiliated with the Orthodox movement, may expect their teachers to adhere closely to a set of beliefs and a code of practices. Others of a more

liberal persuasion may allow, and even value, a plurality of belief and practice, hoping to model for their students a variety of ways of being a committed religious Jew. All schools ought to at least consider these questions seriously, and attempt to articulate the types of religious commitment they will expect from their teachers. And all ought to think seriously about the way in which the structure and policies of the school promote or inhibit the teacher's religiosity.

### SECTION 3

#### THE SPECIAL CIRCUMSTANCES OF JEWISH EDUCATION

Despite the urgings of Noddings, Huebner, Philip Jackson (1986, chapter 6), and Gary Sykes (1989), the overwhelming majority of educational researchers and policymakers have tended to view the problems of public school teachers as problems of professionalism. In attempting to address these problems, they have focused on a variety of the mechanisms alluded to in section 1, such as: the reconfiguration of training; the codification of teacher-knowledge, in an effort to create a National Teacher Exam; the creation of career ladders for teachers; and the institution of shared decision-making in schools, in an effort to promote teacher autonomy.

Some of these mechanisms have been suggested as solutions to the problems of teachers of Judaica in Jewish schools as well (Schiff -- find ref/s in Reimer book, Ratner and Reich, 1988). Several central agencies of Jewish education have instituted some of these mechanisms, such as career ladders and new training opportunities, and have been encouraged by the outcome (JESNA, 1984).

It would be a mistake, however, to assume that all the innovations of public education can or should be transferred, in wholesale fashion, to Jewish education. Although Jewish schools resemble their public counterparts in some respects, there are a number of important differences between the two sectors. In this section I will discuss the differences that are most relevant to

the issue of professionalism in teaching.

Many structural similarities exist between Jewish and public schools. Their physical plants tend to resemble each other rather closely, as do their organizational patterns. (Most) Jewish schools have followed (most) public schools in having age-graded classes, taught by individual teachers. Teachers are supervised by a principal, and may be assisted by a number of specialists, such as a librarian, music teacher, school psychologist, etc. If one were to look inside both types of classrooms at the materials, modalities and techniques teachers employ, one would find many additional resemblances. Nonetheless, Jewish and secular education are different in significant ways:

### 3.1 Voluntarism

Jewish schooling in the United States is an entirely voluntary, privately funded enterprise. With the exception of secular subjects in day schools, Jewish schools are not subject to governmental regulation with respect to their educational program. Despite the existence of various associations (e.g., Solomon Schechter and Torah U'Mesorah), individual Jewish schools operate independently of one another.

Jewish schools are typically governed by a group of individuals who serve as the school or synagogue board. The degree to which these individuals represent the school's multiple constituencies varies. While members of these governing bodies may be elected to their position, these elections are mostly ad hoc



forma; inclusion in school governance tends to be based on the members' interest, expertise, personal connections, and status in the community.

Within the rather loose governance structure of most Jewish schools principals have a good deal of autonomy, and work under far fewer restrictions and regulations than their counterparts in public education. They could, theoretically, grant comparable autonomy to their teachers, and to some extent they do. Studies of teachers in both Los Angeles and Miami show that they have a good deal of latitude in setting the curriculum, though little or no role in establishing school policy.

(INSERT TABLES FROM L.A. AND MIAMI?)

### 3.2 Unclear Lines of Communal Authority and Responsibility

Given the voluntaristic nature of Jewish education, it is not surprising that Jewish education in the United States is a "system" in only a loose and ephemeral sense. Change in public education can be mandated by the local school board or a state legislature, which is legally responsible for the school system. In contrast, Jewish schools are not subject to any authority higher than that of their sponsoring synagogue or governing body. Those who seek change in Jewish education have no recourse to coercive measures; they must rely on either suasion or financial incentives. Given that the American Jewish community is smaller, more homogeneous, and (at least among active members) more

interdependent than the nation as a whole, suasion and financial incentives have a much better chance of success than they might have in the public arena. Nonetheless, even if the aims of reform were similar, the process by which these aims could be achieved would be very different in Jewish, rather than public, education.

If, for example, a central agency for Jewish education were to attempt to establish a career ladder for teachers, it would not only have to provide the money for rising salaries; it would have to persuade individual schools that increased responsibility for one or more of their teachers would be a good idea; it would have to develop guidelines for the selection and evaluation of those on the higher rungs; and it would have to continually urge schools to adhere to these guidelines.

The absence of systemic responsibility and accountability has important implications for teacher standards and salaries. Both the National Board of License and a number of local Bureaus offer credentials to teachers; some central agencies publish salary scales as well. While little systematic data in this area has been collected to date, interviews with knowledgeable BJE personnel directors reveal a number of problems: First, only a small percentage of teachers in Jewish schools meet the standards of the National Board of License [tent: # of individuals receiving licenses over the past 5 years]. The standards of local BJE's are considerably lower; the lowest rungs of these credentialing systems require little training, in either Judaia or education. Second, it is not at all clear to what extent salary scales are adhered to. Los Angeles, which links adherence

to the salary scale to the receipt of funds from the BJE, is probably in the best position to enforce the scale. Even in Los Angeles, however, one hears a good deal of talk among principals about ways they have found to pay their teachers either more or less than the scale would require.

### 3.3 The Part-time Nature of Jewish Teaching

The teaching of Judaica is, even in a day school, often a part-time occupation. In Los Angeles, the average number of hours available in each day school teaching slot is 20.5 hours/week (Aron and Phillips, 1989); in Miami it is 22.3 hours (Sheskin, 1988). Only 58% of the day school teachers in Los Angeles teach over 16 hours/week; in Miami, only 43% teach more than 20 hours.

Teachers in supplementary schools teach far fewer hours per school, an average of 5.2 hours in Los Angeles, and 4.8 hours in Miami.

Tables ... give the breakdown, by setting, of the hours teachers teach in both Los Angeles and Miami.

If the teaching of Judaica in a Jewish school is, for so many, a part-time occupation, can it still be considered a profession? In theory the number of hours a professional works should make no difference, if s/he has legitimacy and is granted autonomy. In practice, however, the part-time nature of Jewish teaching sets off a kind of chain reaction, influencing recruitment, training and retention, and undercutting professionalism at every turn: A part-time teacher can only earn

a part-time salary; low salaries in a field translate, in most people's minds, to low status. How many talented young people can afford (either financially or in terms of their self-image) to view part-time work as an ultimate career choice? How many, given a prognosis of their future earning potential, would be willing to undergo rigorous training? Once in the job, how many can afford to stay for the long term? Several decades ago, part-time teaching in a Jewish school was seen by some women as a promising avenue for professional development, which fit well with their desire to be primary care-givers to their children. Today, the opening of a much broader spectrum of career opportunities for women, and the economic pressures on middle class families, make part-time teaching much less desirable.

Viewed in this light, the chronic shortage of teachers of Judaica in the United States, a shortage which has persisted for over half-a-century (Shevitz, 1988; Aron and Bank, 1987), is perfectly understandable. Unfortunately, the persistence of a teacher shortage serves as another barrier to professionalism: if people who are only minimally qualified can find jobs so easily, why bother to acquire additional expertise?

Any effort to improve the professional standing of Jewish teachers must begin with the problem of the overwhelmingly part-time nature of the task as it is currently configured. One promising solution is the creation, by an external agency such as a bureau or federation, of a number of full-time slots for "community teachers." This model has been used successfully in Omaha for nearly a decade (Rosenbaum, 1983), and is currently

being attempted in Cleveland and Boston. To create the position of community teacher, the central agency acts as a broker between a number of schools, typically a day school and one or two supplementary schools. The result is a full-time position which includes some combination of teaching, lesson planning, mentoring and curriculum development. The income which the teacher would earn from each of the individual schools is supplemented by the agency, so that an attractive salary and benefits package can be offered. In Omaha the position of community teacher carries with it a number of other "perks," such as free membership in the Jewish Community Center. The creation of these full-time positions has enabled the Jewish community of Omaha to attract outstanding teachers from around the country; the arrival of each new teacher is greeted by the community with considerable fanfare, comparable to the arrival of other new Jewish professionals.

The community teacher concept is so simple and appealing, that one wonders why it hasn't been implemented in many more Jewish communities. Interviews with a number of people who have been involved in the implementation of this model (including several key figures in one community which failed to come to agreement on the terms for a community teacher) provide an answer to this question. Because individual Jewish schools have so much autonomy, and because larger communal structures have little authority over them, some schools are resistant to "sharing" a teacher with other schools, and unwilling to compromise when scheduling conflicts arise. The success or failure of the model

seems to depend upon the negotiating skills of the person responsible for its implementation and the personalities of the participating education directors. Nonetheless, the prospects for the creation of a growing number of community teacher positions throughout the country seems promising.

Another idea which is closely related to that of the community teacher is that of the hybrid teaching position, in which part-time work as a Jewish teacher is combined with part time work as a social worker, librarian, communal worker, etc. This idea has been tried, with great success in public schools in Arizona, where science teachers are given summer jobs in various industries as a way of supplementing their income (Babbitt, 1986). Though this solution would require the Jewish teacher to have additional professional competence in another area, it is certainly an avenue worthy of exploration.

Would it be possible to radically re-configure Jewish education in the United States, so that all teaching positions would carry with them full-time salaries and benefits? At the present moment we do not have sufficient information to answer this critically important question. Research on the economics of Jewish education, and some modeling of coordinated staffing arrangements for communities of various sizes would be required before an informed deliberation on this issue could take place.

### 3.4 Establishing the Professional Legitimacy of Jewish Teaching

As mentioned at the end of Section 1, one of the unresolved

questions in secular education is the extent to which skill in teaching is derived from a special theoretical domain, and the extent to which mastery of this domain is what distinguishes good teachers from bad ones. As complicated as this issue is in secular education, it is more so in Jewish education. With the exception of two doctoral dissertations currently in process (Chervin, n.d.; Schoenberg, 1987), no research has been conducted in the area of Jewish pedagogic content knowledge. Moreover, there is every reason to expect that the assessment of a teacher's Jewish pedagogic content knowledge would be considerably more difficult than the assessment of secular pedagogic content knowledge, since Judaic subject matters are replete with questions of values, ideology and faith. It would be inconceivable, for example, that a good Bible teacher would not have grappled with a myriad of issues concerning the origins and veracity of the text, and how bound by its commandments s/he should feel. Whereas a good mathematics teacher would probably have to have faith that mathematics is a necessary intellectual tool, this type of faith pales in comparison to that required of a teacher of Bible or liturgy. Steven Chervin, one of the first to undertake research in this area, notes:

When multiple levels of understanding are intrinsic to the subject matter, as in the case of Torah, the teacher's active process of comprehension becomes an even more salient feature of teaching. [Chervin, n.d., p.8]

However, Chervin continues, "teacher knowledge research has only begun to explore teacher beliefs."

As noted in Section 1, reformers who hope to establish the professional legitimacy of teachers in secular education look to



research on teacher knowledge as a means of assessing this legitimacy. Shulman and his colleagues, whose research has been generously funded by the Carnegie Corporation and others, see the development of a National Teacher Exam in the not-too-distant future. In light of both the complexity of the issues and the paucity of research in this area, the prospects for a Jewish Teacher Exam seem considerably more dim. Certainly some items on the secular examination, i.e., those dealing with pedagogical issues in the abstract, might be incorporated into a comparable Jewish exam. But, to the extent that the most sophisticated assessments of a teacher's skills concern pedagogy applied to subject matter, the terrain remains largely unexplored.

Without a method for assessing teacher knowledge, the legitimacy of teachers will have to rest on purely formalistic criteria, such as the number of college or graduate courses taken in both pedagogy and Judaica. Results of teachers surveys in both Los Angeles and Miami indicate that teachers vary widely in this regard.

(INSERT TABLES FROM LOS ANGELES, MIAMI AND PHILADELPHIA ON TEACHER QUALIFICATIONS)

Most schools and central agencies sponsor various forms of in-service training. Too often, however, these training opportunities are in the form of one-shot, non-accumulating workshops, often dealing with rather exotic or marginal aspects of either Judaica or pedagogy (cite articles in recent Pedagogic Reporter)

One recent innovation in secular education may be particular

relevant in this regard -- the growth, in a number of states of programs providing alternative paths to certification, through summer programs or a carefully monitored in-service sequence of courses (cite references). This would be an important model to explore.

#### 4.5 The Role of Vocation in Jewish Teaching

Truly exemplary teachers, the teachers imprinted in our memories or featured in movies, see their work as both a profession and a vocation. Like Jaime Escalante, the hero of the movie Stand and Deliver, they cook for their students in their homes, and are continually looking for new metaphors and methods. Like Eliot Wigginton, the originator of the Foxfire project, they have strong roots in the community, but are ready to travel far and wide to promote and refine a new model of teaching (Wigginton, 1985). Like my children's Hebrew teacher, Amy Wallk, they are relentless in their search for the best textbook, and the most involving game, as well as the perfect class outing and the cutest Hanukkah presents.

To what extent, however, can we expect all teachers to treat their work as both a profession and a calling? Those who saw Stand and Deliver may recall that Jaime Escalante suffers a heart attack which, the movie implies, is caused by over-working. Eliot Wigginton, one gathers from reading his autobiographical account of teaching, is so involved in the lives of his students that he has no family of his own. As for Amy Wallk, she is studying to be

a rabbi, for she has seen abundant examples of burnout among Jewish teachers.

If a Jewish school had to choose one quality over another, which would it be, professionalism or a sense of vocation? If certification requirements and public pronouncements may be taken as evidence, public schools appear to have opted for profession over vocation. For Jewish schools, however, the choice is not as clear, and would probably be made differently by educators in different settings. In section 2 I suggested that the vocational aspects of teaching, such as caring, membership in the community and religiosity are particularly important for Jewish schools. If that is the case, each Jewish school may have to devise a differentiated staffing structure of its own, in an effort to have teachers with strengths in both the professional and the vocational aspects of teaching.

## SECTION 4

### THE NEED FOR DIFFERENTIATED STAFFING

As I read the evidence presented in the foregoing sections, both conceptions of teaching, the professional and the vocational, point to the same mechanism for securing a high quality teaching staff in an era of limited resources: differentiated staffing. In the absence of well-grounded economic models, we must assume that it will not be economically feasible to create well-paying, professionally competitive jobs for all Jewish teachers. National commissions on public education, such as the Holmes Group (1986) and Carnegie Forum (1986), have come to similar conclusions regarding public education; it is difficult to see how Jewish schools, particularly those that offer only part-time instruction, can have substantially larger budgets than their public school counterparts. The upper echelons of the staffing pyramid open up avenues for the most professional of teachers, those with the greatest knowledge and expertise, to be rewarded financially and receive greater autonomy. If conceptualized and publicized appropriately, the broad base of the staffing pyramid might attract idealistic and altruistic people from all walks of life, many of whom might see teaching as more of a temporary public service than a career. training, and retention would be conceptualized recruitment. Recruitment efforts would be broadened considerably. Short-term teaching as a form of public service (like the Peace Corps) would

be presented as an attractive option for a wide variety of groups: high school graduates, college students, and college graduates wishing to take a leave for one or two years; housewives with young children who don't want to work full-time; parents of older children who are settled in their work and looking for a new challenge; and recent retirees.

In response to concerns regarding the vocational qualities of teachers, staffing patterns in Jewish schools might be differentiated along a second dimension -- the degree to which teachers are active members of the community and can serve as religious role models. A given school would look for an appropriate balance of long-time members of the congregation or community and Jews from different communities around the city, or around the world. Teachers from within the community might require considerable on-the-job training, supervision, and, above all, nurturing; this would create additional work, and offer additional responsibility to the more professional teachers, who could serve as mentors, counselors and supervisors.

SHOULD I NOW OFFER A NUMBER OF HYPOTHETICAL MODELS OF DIFFERENTIATED STAFFING ARRANGEMENTS? IF SO, HOW DETAILED SHOULD THESE MODELS BE?

To: Mark Gurvis

From : Aryeh Davidson

Dec. 28, 1989

To date I still have not received reimbursement for the trip made to California in mid- November and the Dec.4-5 Cleveland trip. In the past, when payments were late I contacted you and Annette. You apologized and explained the difficulties beyond your control. I now find myself in an intolerable situation. I am overextended on credit lines and am paying interest on credit charges because I have not been reimbursed in a timely fashion.

When I agreed to conduct a research project for the Commission I requested that you purchase air tickets directly. You responded that this was not possible and that I would have to pay expenses and then submit receipts. You reassured me that the turn around time from submission of receipts to receipt of reimbursement monies would take approximately two weeks. The reimbursement process has never taken less than 23 days.

I consider myself a professional who meets commitments and deadlines. It is most distressing that the Commission which stresses professionalism in Jewish education has been unable to meet its commitments to me.

cc: Annette Hochstein  
Seymour Fox

14C  
COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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Cleveland, Ohio 44103  
216/391-8300

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December 21, 1989

Ms. Joan Burstyn  
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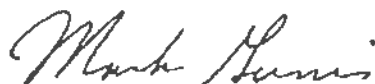
Dear Ms. Burstyn:

Thank you for your correspondence outlining the discussions your Think Tank on Jewish Education has held. It is clear that the Syracuse community is approaching its planning in Jewish education in a very serious and thoughtful manner. I have shared your letter with the staff and leadership of the Commission.

As you may know, the Commission on Jewish Education in North America is primarily focusing its effort on two priority areas of personnel and community support and financing. Since the Commission was not created with a think tank type of format, the nature of our deliberations are very different. There are, of course, overlapping concerns and issues. What is most intriguing about your approach is that your model for lifelong learning may well prove to be a very important demonstration of how a community builds a supportive environment for Jewish education.

I am enclosing background materials on the Commission that you may find helpful. I hope that you will keep us posted on your developments in the coming months.

Sincerely,



Mark Gurvis  
Commission Staff

cc: Barry Silverberg



Benjamin S.  
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May 5-7, 1990



Twentieth  
Anniversary

Annette,  
I had a very productive meeting with  
JWB staff.  
Bernie

December 22, 1989

320

Rabbi Paul Freedman  
United Synagogue Youth  
155 Fifth Ave.  
New York, NY 10010

Dear Paul,

I am sorry I missed your phone calls. I hope your youth conference in Philadelphia worked out well.

I am most appreciative and impressed with the efficiency with which you set up the meeting with the Youth directors of the major national Jewish organizations. I am planning on being with you on Wednesday, January 24 from 10:00 A.M.-12 Noon in New York City. As to location I would leave that decision up to you. I would pick a location which is most convenient for most of the people who would be at the meeting.

As I understand it, so far you have commitments for attendance from Sid Clearfield of BBYO, Rafi Butler of NCSY, Gidon Elad of AZYF, and you are expecting Alan Smith or someone from UAHC, and of course yourself from USY. When you know the full attendance let me know. I would like to send a letter to each of them with a guideline questionnaire I have put together to focus our discussions together on informal education.

Hag Sameach and again, many thanks.

Sincerely,

Bernie Reisman

Bernard Reisman  
Director, Hornstein Program in  
Jewish Communal Service

cc: A. Hochstein  
S. Fox

nb

QUESTIONS ON INFORMAL JEWISH EDUCATION - Meeting in New York City  
on January 24, 1990, Bernard Reisman with Directors of National  
Jewish Youth Groups

1. DEFINITION - (How do you conceive of informal education  
working with Jewish youth groups?)

a. Goals \_\_\_\_\_  
\_\_\_\_\_

b. Methods \_\_\_\_\_  
\_\_\_\_\_

2. EXAMPLES OF INFORMAL EDUCATION PROGRAMS IN JEWISH YOUTH  
GROUPS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. DIFFERENCES - (How would you distinguish your youth group  
programs, in approach and impact on participants, from classes  
on Jewish subjects in Jewish supplementary schools or Day  
Schools?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. CRITERIA OF EFFECTIVENESS - (Think about Jewish youth groups  
which you feel are very effective. What are the factors  
which account for their effectiveness?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. KNOWLEDGE AND SKILLS - If you were to design an educational  
curriculum for training professionals in informal professional  
education what would be the areas of knowledge and skills of  
practice to include? \_\_\_\_\_  
\_\_\_\_\_

a. Knowledge - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Skills - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(over)

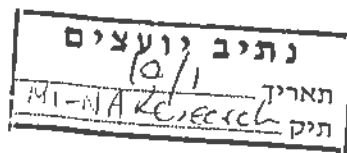
6. CHANGE - In your particular ideological movement has there been, over the past two decades, a different priority afforded to your work in informal Jewish education? Yes No

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. UPGRADE QUALITY - If money were to be directed to upgrading the quality of informal education in Jewish youth groups in North America what one suggestion would you offer? \_\_\_\_\_  
\_\_\_\_\_

8. OTHER - Are there any other observations about your work with Jewish youth groups which would be important for the Mandel Commission to know about in their efforts to improve Jewish education in North America? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. ANYTHING ELSE? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



8C  
FAX SENT

DATE: 21/12/89

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: Isa Aron

DATE: December 21, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-213-747-6128

Dear Isa,

Thank you very much for your fax. Your remarks about the recommendations are very useful and I plan to use your suggested references.

Because Mr. Mandel is here this week, I do not have the time to continue our conversation, but would like to give you the go ahead for a revised paper on professionalism. It is my understanding that the paper will remain largely unchanged, except for a significant change/addition on the topic of concepts of professionalism, where you would add the view of "vocation" as a second concept of professionalism.

I understand that this entails changes in the schedule. This paper will be ready by mid-January, but the analysis of the teacher census would be delayed until after this is completed. The mid-January date is important, as we want to publish the paper before the next Commission meeting (February 14).

אני מקווה לך

Best Regards,

Annette

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION  
3077 UNIVERSITY AVENUE  
LOS ANGELES, CALIFORNIA 90007-3796

FAX COVER SHEET

TO:	<u>MRS. ANNETTE HOCHSTEIN</u>	
FROM:	<u>ISA ARAN</u>	
# OF PAGES (INCLUDING COVER)	<u>3</u>	
OPERATOR	<u>DEBRA MARKOVIC</u>	EXT. # <u>253</u>

DM-  
FAX # 972-2-699-951

From Fax # - 213-747-6128

Phone # - 213-749-3424

○ If you do not receive the number or pages designated, please call the phone # above and tell the operator.

December 19, 1984

Ms. Annette Hochstein  
Nativ Policy and Planning

*Important  
income*

Dear Annette,

Though we should be talking on the telephone soon, I am writing to inform you of some of the latest wrinkles regarding the Della Pergolla census, and also to give you some of my reactions to the draft of the Commission's recommendations.

I had a long telephone conversation with Leora Isaacs yesterday, regarding her concern with the response rate for the Della Pergolla (DLP for short) study. DLP collected data from 2,861 schools, which is 855 short of the list JESNA gave him. Since they used a telemarketing firm to call the schools that did not respond to the written questionnaire, DLP concluded that the 855 schools which did not respond no longer exist. Leora takes issue with this conclusion, and offers an alternate interpretation: a) that some of the schools (right-wing Orthodox, to take but one example) are hostile towards JESNA, and simply refused to cooperate; b) that other schools are headed by volunteers who don't have an office, or time to return phone calls. Since 855 schools amounts to 23% of the total sample, the dispute is a significant one. Even if one assumes that a third of the schools are defunct, and that the remaining only have 15 pupils each, (which, in my view, is too conservative an assumption), we're talking about over 4,000 students.

Leora has promised to FAX me DLP's preliminary report, and I can FAX it to you or summarize it for you, if you wish. The only results, thus far, concern numbers of schools and pupil enrollment.

*yes  
please*

Now to my comments on the Commission's recommendations (the draft I am working from is dated November 26th):

1) p.10, paragraph 2: The study that Adrianne Bank and I conducted for JESNA contains a state-by-state chart of teacher shortages. In the chart we used a very, very, subjective definition of "shortage" -- how many unfilled slots exist at the time that school opens. The problem is that all the data are second or third hand, gleaned from Bureau staff members, some of whom were quite knowledgeable and some of whom just took wild guesses. I don't know whether this chart will be useful to you or not, but I'll be happy to send it, and/or to include it in the report that Debra is writing. Let me know either way.

2) Page 10, points 1, 3 and 4: I think you need to be very careful to distinguish between senior level personnel and teachers, and probably between day and supplementary school teachers as well. It is simply not true that the profession of

educational leader "offers few rewards and lacks standards." For senior level personnel, some salaries are reasonably high, and many senior-level educators do feel empowered to make changes. Not distinguishing between teachers and administrators can undermine your otherwise valid points.

3) Page 24, bullet #1: "the elaboration of the educational philosophy of the supplementary school"  
This is a critical task, but it cannot be done by an inter-denominational council, or even by a body larger than the school itself. A school can be encouraged and assisted in this task, but it would be entirely inappropriate for a larger task force to make decisions for the school. This might seem like nit-picking, but I think it is very important to legitimate the view that supplementary schools can vary greatly in their goals, methodologies, and standards for success.

Many of the other recommendations seem to me to be right-on-target, and you are to be commended in your effort! My only additional concern is with the word "mechanism," which sounds as though it were taken from science fiction. I assume you are searching for a better term, and will be happy to contribute some suggestions, if you like.

We'll talk soon, I hope.

Don Midea,

Leo

P.S. - A last minute question:

When Debra lists the number of teachers in her report, should she include general studies teachers as well?





Mandel Institute

972-2-662 296; 618 728

: 972-2-619 951

## Facsimile Transmission

Morton L. Mandel	Date: July 22, 1993
Annette Hochstein	No. Pages: 2
om: _____	
x Number: _____	

Dear Mort,

We have received the attached note from advocate Brandt. He has been able to move this far with the issue of possible eviction.

In his opinion it is highly unlikely that we would have to vacate the site. He thinks that the suggested non-commercial rent is "high reasonable" for that area. We would like to discuss this with you on Sunday when we speak,

Best regards,



HERZOG, FOX & NEEMAN  
ADVOCATES

TELEPHONE:  
03-6916271

ASTA HOUSE, 4, WEIZMANN ST.  
64 239 TEL-AVIV, ISRAEL

TELECOPIER:  
(972-3)6916630

TELECOPIER TRANSMISSION

File No.: 6883

Total Pages (including this one): 10

Date: 21st July 1993

Telecopier No.: 02 610647

To: Prof. Fox  
Mandel Institute

From: Yaakov Brandt

Dear Prof. Fox,

Re: Lease Agreement for 8 Hovevei Zion Street

Further to the fax from Mr. Mandel, please find enclosed the translation of the updated lease agreement.

Please particularly note the second paragraph of Section 15 in which it states:

"It is agreed between the parties that if the apartment is let as a residence rather than an office, the difference shall be computed on the basis of rent of \$2,500 per month rather than \$3,000."

Please note that you have to take into account that the potential risk is for only two years.

Yours sincerely,

*for Yaakov Brandt*

Yaakov Brandt

F21/6883/YB

TIME BEGAN: 7:00 AM.  
PM

J.  
LIFE CIRCUMSTANCES STUDY

Segment Number: 654-321

Street Address: 123 Victoria Road

DHS Line Number: 12

City and State: Hempstead, Long Island, N.Y.

INTRODUCTION

This is a study to find out how early events in life may affect later events.

I am going to ask you when certain things occurred in your life, beginning when you were fourteen years old. As we talk, you will probably think of other things which have happened to you. Even some which you might think are not important, we would like to know about.

I have a year-by-year calendar on which to record when these events took place. Sometimes when you are not able to remember the exact year, you may be able to tell me how old you were at the time, or what else happened to you at the same time.

Information of this kind will help us obtain the correct dates and a complete picture of your life.

First, how old were you on your birthday in 1968, and when was your birthday?

39 yrs.  
(Age)

January 6, 1929  
(Birth date)

TEAR AGE STRIP SO THAT AGE IN 1968 IS AT THE BOTTOM OF STRIP. AFFIX AGE STRIP TO PAGE 2 SO THAT AGE IN 1968 APPEARS NEXT TO "1968."

Figure 1

INTERVIEWER: ALWAYS INDICATE STOPPING POINT BY END OF ARROW.

Year	Age	1. FULL TIME EDUCATION			2. FULL TIME EMPLOYMENT OR UNEMPLOYMENT (Ask for a "support" for unempl.)			3. Wages			(g) Left Job: Reason decision Never own decision	(h) At termination: Re-hired No Neither	(i) Got Job Through: Ex-Family Ex-Friend Ex-Rel. Ex-Adm. Other	(j) On-the-job Training (incl. apprenticeship) How long? Never? <input type="checkbox"/>	
		(a) Month	(b) Name and/or type of school	(c) Degree/ highest comp.	(a) Month	(b) Occupation	(c) Industry	(d) In \$		(e) In kind Foods Housing					(f) Per wk
								Reg. Amt.	End g. Amt.						
1940	14		Barker Elem.												
1945	15	June Sept	Barker Comm. HS	8 9											
1945	16	June Sept	St. Louis Public HS	10											
1945	17	Sept	↓	Oct 10	Nov Dec	Unemployed (see note) Attendant	Post Office	75 hr			40				
1947	18				Apr	Stock Clerk	Dept. Store	100 hr	150		40	N	N	A	
1948	19					Army (see note)									
1949	20														
1950	21														
1950	22				Feb	Driver	City Bus Co.	1,10 hr			40			A	
1952	23													Driver Training 3 weeks	
1954	24	Sept	City College of New York		Aug				1,30 hr		40	0	N (see note)		
1954	25		↓												
1955	26	June	↓	BA (business)	June	Salesman	Levin Bros. Soap Mfg.	50,000 yr			42			Management Institute Program - 6 weeks	
1956	27														
1957	28														
1958	29				Aug	Area Supervisor	O. Sedor Brush Co.	\$7,500 yr \$8,250 yr			40-42	0	II	0	
1959	30														
1960	31														
1961	32														
1962	33														
1963	34														
1964	35				Feb				\$11,000 yr		40-45	N	N		
1965	36				March	Office Manager		\$12,000 yr			45-50			leave of absence for 11 weeks back to same job	
1966	37														
1967	38														
1968	39														
Current						Office Manager	O. Sedor Brush Co.	\$13,000 yr			40-50				



USE 2-A ONLY IF IT HAD MORE THAN TWO RIS IN GIVEN YEAR & ALWAYS GO BACK TO P.2 FOR NEXT YEAR.

[illegible]

24

Aug. 1953 R stopped working full-time for Hus. Co. in order to give full time to his studies, but cont'd to drive bus on a part-time basis.

Figure 1  
(continued)

USE THIS PAGE FOR EXTRA NOTATIONS BUT ALWAYS INDICATE YEAR AND COLUMN TO WHICH NOTE APPLIES.

Year	
1963	col. 12 - R not sure if actual rent was paid or part of shareholder arrangement
1964	
1965	
1966	
1967	
1968	
1969	
1970	
1971	D. 6 - S was full-time student for a few years, worked toward M.A.
1972	
1973	
1974	
1975	
1976	
1977	
1978	
1979	
1980	
1981	
1982	
1983	
1984	
1985	
1986	
1987	
1988	
Current	

Figure 1 (continued)

[illegible]

Figure 1 (continued)



INTERVIEWER: ALWAYS ENTER ALL STOPPING POINTS BY END OF ARROW.

Year	7. FAMILY HISTORY		8. WIFE'S EDUCATION Degree to highest grade completed	9. WIFE'S EMPLOYMENT (During marriage to R.): Never? <input type="checkbox"/>					10. HOUSEHOLD COMPOSITION: Relationships	11. INCOME ADEQUACY: C=Comfort, no save; M=Manage; D=Need outside help	(a) Public Support Share of total income	
	(a) Month & Year of Birth	(b) Date of marriage		(a) Month	(b) Occupation	(c) Industry	(d) Wages	(e) Hrs/wk				
1944									Mother, Step-father, 2 Bros., Aunt	H		
1945												
1946	Nov	16		10th gr					(June) Mother, Step-father, 2 Brothers			
1947									(Nov) Wife and above family	D (family)		
1948									(June) Wife (July) Wife + (Dec) Military Son	H		
1949					Jan Cleaning Lady	Gov't Hosp.	\$65 hr	40				
1950					Dec Sales Clerk	10c Store	\$95 hr	40				
1951	June								(Dec) Wife + son	H		
1952									(Jan) alone	H		
1953												
1954									(July) Roommate			
1955	July	23	yes	A.B.	July	Journalist	Daily News Paper	\$5,000	40	(July) Wife	C	
1956			no									
1957												
1958									Wife + daughter (May)			
1959									" + 2 daughters (Sept)			
1960			yes									
1961										S		
1962												
1963												
1964									Wife, 2 daughters, Mother-in-law			
1965										C (illness)		
1966										S		
1967												
1968												
Current	May 1968							\$7,700				

INTERVIEWER: ALWAYS INDICATE STOPPING POINT BY END OF ARROW.

12. HOME DETAILS					13. WHERE LIVING					
(a)	(b)	(c)	(d)	(e) Neighborhood	(a)	(b)	(c)	(d)	(e)	
Month	Type	# Rooms	Own/rent/Share-no rent	AW=all white MW=mostly white MI=about 1/2 & 1/2 MM=mostly non-wh. AMW=all non-white Rural - no neighborhood	City/Town	County	State	RF RNF	Month Year	
	House	3	R *see p.4		---	Barker	Miss.	RF		1943
										1944
June	Apt.	4	R	AMW	St. Louis		Mo.		June	1945
										1946
June Dec.	Apt. Barracks	2 -	R -	AMW -	Army				Dec.	1947
										1948
										1949
Dec.	Apt.	3	R	AMW	St. Louis	Barker	Mo.		Dec.	1950
Jan.	Apt.	1	R	AMW	Newark	-	NJ		Jan.	1951
June	Apt.	1	R	MI	New York		NY		June	1952
										1953
										1954
										1955
July	Apt.	2	R	MI						1956
										1957
May	Apt.	4	R	MW						1958
										1959
Oct.	House	7	O	MW	Hempstead	Long Island Nassau	NY		Oct.	1960
										1961
										1962
										1963
										1964
										1965
							A			1966
				MI						1967
										1968
										Current

Figure 1 (continued)

We've asked you about your life history in the preceding questions. Now we have some general questions about your background.

14. Where were you born?

Milk Junction Barker Mississippi  
(City/Town) (County) (State)

IF FOREIGN BORN: In what year did you come to this country? 19 --

15. How many brothers and sisters did you or do you have, all told?

2 Brothers 0 Sisters

16. A. What was the last year of schooling that your father completed?

3rd Grade

(If education is for father substitute, check ☒ and specify relationship:

Step-father

B. What was the last year of schooling that your mother completed?

6th Grade

17. A. When you were 14, what kind of work did your father do?

OCCUPATION: Sharecropper (laborer)

INDUSTRY: Agriculture - cotton

(If occupation is for father substitute, check ☒ and specify relationship:

Step-father

IF NO FATHER & NO SUB. AT R'S AGE 14, CHECK BOX ☐

B. What kind of work did your mother do, when you were 14?

OCCUPATION: Domestic

INDUSTRY: Private homes

18. Around the time you were 14, would you say your family was:

Very happy ☐  
Somewhat happy ☐  
Somewhat unhappy ☒  
Very unhappy ☐

19. ASK FOR WHITES ONLY:

A. What is the main nationality in your mother's background?

B. What is the main nationality in your father's background?

20. A. In what religion were you brought up?

Baptist

B. Is (religion in A) your religion now, or do you have a different religion now?

Same ☐ Different ☒

IF DIFFERENT NOW:

C. What is your religion now? Episcopalian

D. When did you change? 19 56

21. Did you vote in the last Presidential election?

Yes ☒ No ☐

IF YES:

A. For whom did you vote?

Humphrey

22. What was the year of the first election in which you voted?

19 52

(Check box ☐ if never voted.)

23. A. In thinking back about your life, what are the major things, good or bad, that have happened in your life which changed it in a way you did not expect? (PROBE: How did that change your life? What other major things changed your life in a way you didn't expect?)

B. INTERVIEWER: AFTER RECORDING R'S RESPONSES IN A, CROSS THRU IN BOX EACH OF THE "LIFE AREAS" HE MENTIONED; THEN ASK Q. 23 SPECIFICALLY FOR EACH "LIFE AREA" NOT YET MENTIONED.

The Army & I began to see a lot of different places and

different kinds of people & I learned the importance of being

educated and finished H.S., then I went to college on the U.I.

Bill.

Life Areas to be covered:

Family life

Job/career

Education

Military (unless had none)

Major moves

By second marriage & she had always had advantages & she

helped me to live with other people & well, not being so bad

about my own lousy childhood & and she's went to live with

& the crucial point was when the man from O. Sedar offered me a

job. He knew I wasn't moving up fast enough at Levler Bros. & the best

thing about moving was getting out of Mississippi & that's all.

24. We would like to know something about how people go about guessing words that they do not know. HAND RESPONDENT CARD. On this card are listed some words--you may know some of them and you may not know quite a few of them.

On each line there is a word in capital letters--like BEAST. Then there are five other words. Tell me the number of the word that comes closest to the meaning of the word in capital letters. If the word in capital letters is BEAST, you would say "4" since "animal" comes closer to "beast" than any of the other words. If you wish, I will read the words to you. These words are difficult for almost everyone--give me your best guess if you're not sure of the answer. CIRCLE THE ANSWER GIVEN BELOW.

SPACE	1 school	2 noon	3 explain	4 room	5 bond	9 NA
BROADEN	1 officer	2 make level	3 elapse	4 embolder	5 widen	9 NA
CAPRICE	1 value	2 a star	3 grimee	4 whim	5 inducement	9 NA
EDIBLE	1 suspicious	2 eligible	3 fit to eat	4 magnanimous	5 able to speak	9 NA
ANIMOSITY	1 hatred	2 animation	3 disabillence	4 diversity	5 friendship	9 NA
FACT	1 pulsance	2 remembrance	1 agreement	4 skillset	5 pressure	9 NA
CLOISTERED	1 miniature	2 bunched	3 arched	4 malady	5 secluded	9 NA
EMANATE	1 rival	2 come	3 prominent	4 free	5 popular	9 NA
ACCUSTOM	1 disappoint	2 customry	3 encounter	4 get used to	5 business	9 NA
ALLUSION	1 reference	2 dream	3 eulogy	4 illusion	5 aria	9 NA

INTERVIEWER: CHECK ONE BOX BELOW:

R read words in Q. 24 himself ☒

You read words in Q. 24 to him ☐

25. Social Security Number:

636-84-4026

Figure 1 (continued)

That's the end of the interview. Thank you very much. You have been most helpful. I'd like to record your full name, address, and telephone number in case my office wants to verify this interview.

David Farkner (Name) 121 Victoria Road (Street) Hempstead N.Y. (City) 212 123-4567 (State) (Telephone No., include area code)

S. S. Permission Yes ☒ X

No ☐

Time Ended: 8:10 AM PM

Total length of interview: 70 minutes

IMPORTANT - FILL IN THE ITEMS BELOW IMMEDIATELY AFTER LEAVING RESPONDENT

A. On the basis of your observation, rate the respondent and his home using the 4-point scale.

RESPONDENT IN INTERVIEW SITUATION:

Friendly 1 ☒ 2 3 4 Hostile  
Specific 1 ☒ 2 3 4 Vague  
Relaxed 1 ☒ 2 3 4 Tense  
Cooperative 1 ☒ 2 3 4 Uncooperative  
Interested 1 ☒ 2 3 4 Not Interested

FURNISHINGS IN RESPONDENT'S HOME:

Excellent quality 1 ☒ 2 3 4 Poor quality  
Excellent condition 1 ☒ 2 3 4 Poor condition

B. Neighborhood description. CHECK ONE OF THE FOLLOWING:

- ☐ A wealthy, or "society"-type neighborhood; top business executives, prominent lawyers and doctors, and people with inherited incomes live here.
- ☐ A very well-to-do white-collar neighborhood--doctors, highly paid managers; strictly a professional and executive neighborhood.
- ☒ A good white-collar neighborhood--not many executives or doctors live here, but there are probably no blue-collar people, either.
- ☐ Predominantly white-collar neighborhood, though a lot of fairly well-paid blue-collar families live here also.
- ☐ Predominantly a blue-collar neighborhood--though some office workers might live here also.
- ☐ Strictly a working-class neighborhood; probably no white-collar workers live here.
- ☐ A neighborhood of laborers and unemployed.
- ☐ Rural farming area--houses are far apart; farmers appear to be prosperous.
- ☐ Rural farming area--houses are far apart; farmers appear to be having hard time making ends meet.

C. Respondent's race:

White . . . . . 1  
Black . . . . . ☒ 2  
Other (SPECIFY) . . . 3

D. CHECK BOX FOR ONE SENTENCE BELOW.

- ☒ Respondent's wife was present but did not participate in interview.
- ☐ Respondent's wife participated but only with information about herself.
- ☐ Respondent's wife participated with information about herself and also helped him to remember information about himself.
- ☐ Respondent's wife was not present.
- ☐ Respondent is not married.
- ☐ Other person(s) present (SPECIFY)

INTERVIEWER'S SIGNATURE: Dolly Clipboard

DATE OF INTERVIEW: 12-28-68

Figure 1 (continued)

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### Introduction

Very often, when strangers meet, they carry on a conversation about their past histories. People tell each other about the jobs they've had, places they've lived in, their families and their homes. The job a person now has, the place he lives in, etc. are to a large extent affected by his past history. In order to study how the past affects and possibly predicts the present, a group of sociologists at Johns Hopkins University have devised this study. The best way to describe the questionnaire that you will administer is to view it as a conversation between you and the respondent. The conversation, however, is one-sided, since it depends on your asking questions and receiving answers. For information, you should know that similar "conversations" are being carried out across the United States with men on every walk of life. For the time being, the study is being carried out on men in their '30's. Later stages of the study will interview other age groups as well.

### Materials

Your interviewer kit contains the following materials:

- 1) These interviewer instructions
- 2) A sample "fictional" completed questionnaire
- 3) Questionnaires
- 4) Age tape strips
- 5) An interviewer assignment sheet

### The Front Page

After you have completed the detachable part of the form, read the short introduction to the respondent. You can explain that the name, address and telephone are needed by your office for validation purposes,

and that the form itself is not identifiable in any way. At the bottom of the page the exact age is determined. Please note that all those who are in their 30's this year (1968) are eligible. This means those who, this year are 30 and turn 31 through those who are 39 and turn 40. An individual who had or will have his 30th birthday in 1968 is not eligible, since he was 29 for part of the year.

#### The "Age Tape Strip"

When the age has been determined, open the questionnaire form and, taking an Age Tape Strip, tear off all the years AFTER the figure recorded on the bottom of the front page -- the man's age on his birthday this year. (Example: if a man turned 35 on his birthday this year, tear off year 36 and beyond on the tape.)

Next, remove a bit of the backing under the last year remaining on the tape and place that year next to 1968. This is at the lower left-hand corner of the first page of the questionnaire.

Once that has been set, remove the rest of the backing and continue affixing the Age Tape Strip until "14" is next to the appropriate year. Respondents can now tell you about events in their lives either by remembering how old they were at the time, or by recalling the calendar year in which some event happened and you can record accordingly.

#### General Comments

For the purposes of this questionnaire, we are interested in events that lasted one month or more. In some instances, this may mean that more than one event will need to be recorded on a given "year-age" line. Similarly, an event (such as a job) may have started the middle of one year and ended in the middle of the next. Clarity and legibility in recording

will be important in those cases. In general, we want you to record the number of months that an event lasted when it was less than a year. Thus, a job starting in September of one year and ending in June of the next would be recorded "4 months" in the first year and "6 months" in the second.

Using arrows, in the way illustrated in the sample questionnaire, will minimize error and make sure that we have continuous information from the time respondent was 14 years old. We now turn to the information desired in each of the columns. For your convenience they have been numbered, and subsections lettered, e.g. "Full-time employment" is Col. 3, and the "industry" sub-section is "b." Below each set of specific instructions are suggested probes (marked with a star \*) which may be of help to you. As you talk to more people on this assignment, you will develop probes which work best for you, and fit more with your "conversational style."

1. Full-time education

(a) Type of school:

Record the kind of school that the respondent attended as a "full-time student." Examples:

grammar school	junior college
jr. high-school	agricultural school
high-school	vocational school
college	medical school

(b) Grade/degree:

If the respondent did not graduate from a school, record the highest grade he completed. If he graduated, mark "diploma" for non-degree schools or, for advanced education the kind of degree, e.g. B.A., M.S., Ph.D.

Note: You may find respondents who were already out of school by age 14. In those cases, record his "highest grade completed" on one of the lines above his "age 14" and circle this information. (For those 14 in 1942, a grade in the margin will be sufficient.)

\*Suggested probes:

"First, we would like to know about the different kinds of schools you attended from the time you were 14."

"Let's start talking about your past by listing the different kinds of schools you may have attended."

2. Full-time employment

(a) Occupation: An occupation is the kind of work a man does, or the job he has/had. We are interested in being specific, without elaborating the job content.  
Examples: cab driver, machine operator, apprentice mechanic, coal miner, electrician, plumber's assistant, glazier, bank teller, porter, head waiter, medical researcher.

(b) Industry: The type of business or firm where respondent was/is employed. We do not want the name of the company, but rather its "specialty."  
Examples: transportation company, steel mill, wholesale grocery, electronics plant, federal or state government, pool hall, paper mill, petroleum refinery, etc.

Note: If respondent indicates that he worked for himself, or owned the business, mark "self-employed" or "owned"

Among farmers, the industry is always "agriculture." However, be sure to ask if he was the owner, tenant, share-cropper or hired laborer.

(c) Wages: Wages should be recorded in either \$/wk, or \$/mo., or \$/yr. If the respondent reports the \$/hr. wage, also ask "how many hours per week" he worked so we can calculate his wage.

Notes: 1) For each job, we want both starting and final wage. We're not interested in intermediate raises. When wage changes are reported, we also want to ask whether the job was different during the final period of employment with a particular firm or company. An example is given below:

e.g. 1951	21	mail carrier	U.S. Post Office	\$400/mo.
	52			↓
	53			425/mo.
	54	asst. supervisor		450/mo.
	55			↓
	56			550/mo.
	57	branch supervisor		\$600/mo.



The main point of this example is that promotions within companies are to be considered as different positions and recorded separately.

- 2) If respondent did not receive any cash wages, i.e. worked in the family business or on a family farm, code as NP.
- 3) Where applicable, ask respondent to include tips in his wage.
- 4) Wages in kind: Agricultural workers, farm-hands, and many kinds of service workers receive food, housing or tips both as part of their wages. Record this information in it using the following codes:  
F = food  
B = housing  
FB = both.
- 5) Periods of unemployment are to be recorded in this column. Since many periods of unemployment are short, be sure to record the number of months.
- 6) If respondent mentions being in the military while recalling his full-time employment, record "military" but do not ask for any details. We return to military service later.

- (d) New Job, IMPORTANT: Every time a respondent switches jobs and is obviously working at a new type of job, or for a new employer, ask the following question and code accordingly:

"Did you know about this job before you left the previous one? Had you been hired, or was it a transfer from one branch to another in the same company?"

Use the following codes:

K = knew of a job  
H = had been hired  
T = transfer  
N = none of these

- (e) Formal On-the-Job Training  
(OJT)

After all the employment information is recorded, ask the respondent whether on any of the jobs he received on-the-job training, was in special training programs, took courses given by the employer at the plant, etc. If YES: Note the kind and length of training, next to appropriate job.

NOTE: You might find it easier to ask about OJT as you

Example: The branch supervisor in the salary illustration above may tell you he took "a six week course in postal administration." Or, an electronics engineer may tell you he had a "three-month course in IBM programming."

4. Part-time education

- (a) Type, extent: Examples: shop courses (specify), data processing, correspondence courses, evening school, etc
- (b) Tuition: Who paid the major part of schooling expenses:

R = respondent himself  
E = employer  
O = other

Note: If respondent received any diplomas or certificates on the basis of part-time education, be sure to record.

Example: high-school diploma from correspondence school

\*Probes: "Aside from the full-time schooling we've already talked about, have you ever taken any courses, attended evening school, or been a part-time student?" If YES,  
"How old were you when taking these courses?"  
"What did you study?" "Did you receive any kind of diploma or certificate at the time?" "Who would you say paid the major cost of this schooling?"

5. Other full-time activities If you quickly glance at the full-time education and full-time employment columns, you will know whether or not you need to use this column. Either focus on "blank periods" or ask a general question about other full-time activities. These include one month or more spent in hospitals of any kind of physical or mental disability, jail terms, travel, etc.

If military has not been mentioned, inquire whether respondent was in the armed forces. If YES, or if previously mentioned, record the following:

- i. drafted or enlisted
- ii. branch of service
- iii. rank
- iv. education during service. Kind of education and whether any diplomas or certificates were received.

\*Probe for (iv) "Did you take any courses while you were in the service?" "What were they and did you get any kind of a civilian diploma?"

Note: Some military education may have been picked up in part-time education, be sure it is so marked.

You may find it easiest to record the month of entry and discharge from the armed forces within "year-age lines."

#### 6. Marital History

We want the following information:

Dates of all marriages

Causes of termination - if more than one.

Current marital status: married, separated, divorced

Note: It might be best to obtain this information by working backwards in time. Starting with a question such as:

"Are you presently married, widowed, separated or divorced, or have you never been married?"

If never married, you can go on to Col. 9. If you get any other response, ask

"How old were you when you were first married?" and continue from there.

#### 7. Children

Indicate the birth of a child by either M (male) or F (female) in the appropriate "year-age" line.

Death of children: DM or DF (depending on sex)

Adoptions: AM or AF (depending on sex). If adopted, inquire as to age of child at adoption.

Note: Include only children born or adopted into respondent's household. As with marriage, you may save yourself time by asking first "Does your present household (or previous households) have any children? And if YES, record births and other information.

#### 8. Wife's employment

You may find it easier to ask for wife's employment along with "marital history" or you may want to ask this information after completing "marital history" and "children." You be the judge!

a) Occupation: Same as for respondent

c) Wage: Same as for respondent

d) Hours/week: In the case of respondents, we have separate columns for full-time and part-time employment, for wives we do not. It is VERY IMPORTANT to ask for the Hours/week worked so we can distinguish between full-time or part-time employment.

Note: Same instructions as for respondents about promotions and starting and ending wages. Since women more often work part of the year, i.e. "temporarily," the number of months are important.

#### 9. Where Living

This column is a record of the different places in the United States (or abroad) in which the respondent has . We do not want to know where he was stationed in the armed forces (if served), so for that time period the word "military" will be enough.

To continue the conversation, you might introduce this section by asking "Have you lived in (sampling point) all your life?" If NO, go back to age 14 and record:

- |                      |   |
|----------------------|---|
| (a) City/suburb/town | The <u>name</u> of the place in which respondent lived.   |
| (b) County           | For major cities (e.g. Chicago, Atlanta) the is not important. In the case of all suburbs and towns inquire for county. |
| (c) State            | Record in all cases.  |
| (d) RF/RNF           | Did respondent live on a farm? Code RF<br>Did he live in the open country<br>but <u>not</u> on a farm? Code RNF         |

Note: Sub-section (d) is especially important in cases where the respondent remembers only the name of the town or the name of the county, but not both.

#### 10. Household Composition

Starting with age 14, we want to know the relationships to the respondent of all individuals with whom he was living. Make sure that all relatives and children are included:

Examples: parents and sister  
stepfather and mother  
alone  
with a roommate  
in the military  
with wife and in-laws

11. Support

- (a) Amount by Respondent: By this time, the respondent has recalled his jobs and income at various points in his life and just completed enumerating the household composition. We now want to say:

"Now let's go back to when you were 14, when you were living with \_\_\_\_\_. At that time, did you contribute to their support?" "Think not only of food and housing, but also of educational expenses, car payments, etc." "What proportion (percentage) of the support did you contribute?"

Note: This probe will need to be modified for each household of which the respondent was a member. Thus, for example, if respondent was living alone:

"When you were living alone, did you support yourself completely?"

Respondent may also need to be reminded to take wife's wages (if applicable), into account in answering this item.

- (b) Public support: Here we want to indicate the proportion of the support (of each household of which respondent was a member) which came from any public agency. Example of agencies:

welfare - AFDC or local agencies  
social security  
VA benefits or pensions

\*Probe: "During any period of your life, did any of these households receive support from any public agency?" If YES, inquire as to when and which households.

12. Home Details

This section deals with the kinds of housing in which the respondent has lived, as well as some information about the neighborhood.

- (a) Type Apartment, hotel, dormitory, house, etc.
- (b) # of rooms Kitchens are to be counted, baths are not.
- (c) Rent/own Was the housing unit rented or owned. In some instances, respondent may say that it was provided as part of wages. If so, record accordingly.

(d) White/Negro

For each housing unit, inquire whether the immediate area was predominantly white or Negro.

In cities and towns, the "immediate area" is the block.

In the open country, "immediate<sup>area</sup>" is a radius of three miles.

These twelve (12) columns complete the major part of the interview. The next set of items refer to general background. A general probe is provided at the top of the section. Specific instructions are listed below:

13. Place of birth

Follow same instructions as in 9 above. If "foreign born" the name of the country is sufficient. If "foreign born" record AGE of immigration and circle. E.g.: Puerto Rico, (9).

14. Siblings

Self explanatory.

15. Religion

If respondent says "Christian," probe for denomination.

Examples: Lutheran, Southern Baptist, Methodist, Church of Christ, Roman Catholic.

16. Mother's education

A quick check on the previous page will indicate to you if the respondent was living with his mother at age 14. If he specifically had mentioned a stepmother, or indicated that he was raised by someone else, ask for the highest grade completed by the mother substitute.

If education is not mother's indicate whose education is being recorded.

17. Father's occupation

Use the same occupation-industry instructions that were given above in section two (2).

Note: If father's occupation is given as farmer, inquire whether he was a owner, tenant, share-cropper, or farm laborer.

Note: If no father (or stepfather) at age 14, ask for mother's occupation and check form.

18. Nationality

Asked of whites only. If respondent does not understand the meaning of "nationality," or replies "American," ask

"What country did most of your family come from?"

Examples: Polish, Norwegian, Spanish-American, Irish.

19. Voting

The general question is to be asked of all respondents.

- |  |   |
|--|---|
| (a) For whom did you vote?                       | Asked only if YES to filter.                          |
| (b) In which election did you <u>first</u> vote? | Asked of <u>everybody</u> , if never voted, mark box. |

20. Major events

Instructions on questionnaire itself.

21. Agree/Disagree

Instructions on questionnaire itself. Note that you ask the respondent to agree/disagree, but that you also have a box in which to check replies such as "not sure," "don't know," etc.

22. Word same

Detailed instructions are on the questionnaire. This is not a quiz, and respondents should be encouraged to guess. If respondent is unwilling to guess, or indicates that he really doesn't know what to say, circle 9 NA.

NOTE: In asking item #21 it is important to assure respondent that "There are no right or wrong answers. We want only your opinion about these statements."

JESNA

TEL No. 2125292009

Dec. 18.89 13:45 P.Oz

האוניברסיטה העברית בירושלים  
THE HEBREW UNIVERSITY OF JERUSALEM

27C

FACSIMILE

Page 1 of 2

December 12, 1989

To: Jonathan Woocher  
JESNA  
New York, USA

Fax: 1- 212- 529-2009

From: Sergio DellaPergola  
Institute of Contemporary Jewry, The Hebrew University  
Jerusalem 91905, Israel

Fax: 972- 2- 826-249

AMERICAN JEWISH  
ARCHIVES

Dear Jon,

Following our recent conversations, I am glad to enclose herewith the counts of schools and pupils relative to the Second Census of Jewish Schools in the United States, 1987-1989.

When reading the materials, please note the following:

- a. While these are final counts, minor changes are possible at subsequent stages of data processing.
- b. All data reflect the information we received from our data collection agents in North America: the NYDJJE for the Greater New York area, and JESNA for the rest of the US. During the initial stages of the survey, several questionnaires were directly returned to us here, either by individual schools or by local Bureaus.
- c. Of the 1996 schools which replied to the survey, 27 did not indicate the respective enrollment size.
- d. No less than 855 schools, known from JESNA listings or from reporting in previous surveys, did not report this time. We presume most, but not all, have ceased to exist.
- e. Therefore, data should be understood as underestimates of the actual number of schools and pupils.
- f. Substantively, in comparison with the previous census, the number of reported schools declined by 364, and the number of pupils declined by 20,097. However, there were increases in the number of both schools and pupils in the Independent Preschool category; there was a decline in the number of schools but an increase in the number of pupils in the Day School category; and a decline in both schools and pupils in the Supplementary School category.

Chit  
Pamela



- 2 -

Page 2 of 7

- g. By overall geography, New York added 10,000 pupils - most of them in Day Schools, and the Rest of US lost 30,000 - nearly all of them in Supplementary Schools. The Rest of US gained 7,500 pupils in Independent Preschools, and also kept the same Day school enrollment as in the previous census.
- h. We estimate that the total size of US Jewish school-age cohorts declined between 1982 and 1988. Therefore, the apparent decline in enrollment is essentially a product of demographic factors and not of changes in propensities toward Jewish schooling. The Jewish school enrollment may actually have increased slightly. This requires further evaluation.
- i. Final data for Canada will follow soon. There appears to have been a significant increase in Day School enrollment, along with stability in Supplementary enrollment.
- j. Further comments will follow once we start more intensive data processing. Please give your thoughts to what the best way might be to produce the final report.

Looking forward to your first reactions, and with best regards,

*Sepia*  
Prof. Sergio DellaPergola  
Head of Division

Table 1: Jewish Schools, by Type and Location - United States 1987-1989

Location	Total Known*	Reporting Schools			
		Total	Pre School	Day School	Supp. School
Total U.S.	2,851	1,996	155	362	1,479
Greater New York	619	394	12	135	247
Rest U.S.	2,232	1,602	143	227	1,232
Alabama	16	10		1	9
Alaska	1	1			1
Arizona	28	18	3	4	11
Arkansas	5	1			1
California	272	184	39	14	131
Colorado	28	20		4	16
Connecticut	99	70	1	9	60
Delaware	7	6		1	5
District of Columbia	10	9	4		5
Florida	150	107	17	21	69
Georgia	29	28	3	6	19
Hawaii	1	1			1
Idaho	2	0			
Illinois	117	102	1	21	80
Indiana	30	18	1	4	13
Iowa	13	10		2	8
Kansas	11	9		1	8
Kentucky	13	9	1	1	7
Louisiana	17	15	3		12
Maine	10	8		1	7
Maryland	95	74	17	11	46
Massachusetts	175	125	11	17	97
Michigan	46	35	2	4	29
Minnesota	21	14	1	3	10
Mississippi	10	5			5
Missouri	39	27	3	4	20
Montana	2	0			
Nebraska	5	5		1	4
Nevada	4	2		1	1
New Hampshire	9	5			5
New Jersey	232	170	4	21	145
New Mexico	3	3			3
New York	756	470	14	147	309
Greater New York	619	394	12	135	247
Bronx	36	24	7	4	13
Brooklyn	211	101	1	92	8
Manhattan	45	26		11	15
Nassau County	126	110		10	100
Queens	79	63		12	51
Staten Island	15	11		2	9
Suffolk	46	42		2	40
Westchester	61	13		2	11
Rest of New York	137	76	2	12	62
North Carolina	35	19		1	18

9 D

Location	Total Known*	Reporting Schools			
		Total	Pre School	Day School	Supp. School
North Dakota	2	1			1
Ohio	95	78	3	12	63
Oklahoma	8	4		1	3
Oregon	10	8		1	7
Pennsylvania	203	138	7	18	113
Rhode Island	20	16	2	3	11
South Carolina	14	9		1	8
South Dakota	2	1			1
Tennessee	22	19	2	5	12
Texas	68	47	3	11	33
Utah	2	1			1
Vermont	3	3			3
Virginia	46	40	5	3	32
Washington	29	23	5	3	15
West Virginia	7	5			5
Wisconsin	28	22	3	4	15
Wyoming	1	1			1

a) JESNA listings and/or reporting on First Census of Jewish Schools (1981/83) and/or reporting on Second Census of Jewish Schools (1987/89), unless clear information available that school does not exist any longer.

These figures provide a rough indication of the possible maximum extension of the Jewish educational network in the United States. They do not represent an estimate of the total number of Jewish schools currently existing and functioning in the United States.

Table 2: Pupils in Jewish Schools, by Type and Location - United States 1987-89

Location	Total*	Pre School	Day School	Supp. School	Reporting Schools With Unknown Enrollment
Total U.S.	352,320	12,860	107,083	232,377	27
Greater N.Y.	109,378	1,369	59,569	48,440	
Rest of U.S.	242,942	11,491	47,514	183,937	27
Alabama	771		66	705	
Alaska	73			73	
Arizona	2,872	216	483	2,173	
Arkansas	32			32	
California	28,118	850	8,608	18,660	5
Colorado	2,737		479	2,258	
Connecticut	7,741	180	1,222	6,339	4
Delaware	653		51	602	
District of Columbia	2,317	306		2,011	
Florida	18,776	1,672	4,837	12,267	1
Georgia	4,263	283	1,126	2,854	
Hawaii	140			140	
Idaho	-				
Illinois	19,336	130	4,045	15,161	
Indiana	2,418	100	561	1,757	1
Iowa	845		50	795	
Kansas	1,168		288	880	
Kentucky	875	127	61	687	
Louisiana	1,087	227		860	
Maine	331		27	304	
Maryland	15,322	1,930	3,946	9,446	
Massachusetts	14,779	594	2,333	11,852	2
Michigan	9,259	321	1,086	7,852	
Minnesota	2,924	160	285	2,479	
Mississippi	129			129	
Missouri	5,728	353	445	4,930	
Montana	-				
Nebraska	584		33	551	
Nevada	300		160	140	
New Hampshire	635		179	456	
New Jersey	28,972	722	6,109	22,141	3
New Mexico	297			297	
New York	121,294	1,488	62,487	57,319	
Greater New York	109,378	1,369	59,569	48,440	
Bronx	6,167	1,198	988	3,981	
Brooklyn	43,418	171	41,452	1,795	
Manhattan	5,252		3,211	2,041	
Nassau County	27,514		5,116	22,398	
Queens	11,813		5,967	5,846	
Statens Island	2,226		1,152	1,074	
Suffolk	9,053		578	8,475	
Westchester	3,935		1,105	2,830	
Rest of New York	11,916	119	2,918	8,879	4

Table 2: Cont.

Location	Total	Pro School	Day School	Supp. School	Reporting Schools With Unknown Enrollment
North Carolina	1,553		71	1,482	1
North Dakota	50			50	
Ohio	11,636	474	1,160	9,994	2
Oklahoma	83		30	53	
Oregon	1,191		148	1,043	
Pennsylvania	20,075	545	2,552	16,978	2
Rhode Island	1,639	181	455	1,003	1
South Carolina	649		109	540	
South Dakota	3			3	
Tennessee	2,392	370	286	1,736	
Texas	8,204	572	2,178	5,454	
Utah	215			215	
Vermont	190			190	
Virginia	4,897	476	350	4,071	
Washington	2,064	345	279	1,440	
West Virginia	123			123	
Wisconsin	2,585	238	490	1,858	
Wyoming	-				1

a) Pupils in schools reporting data on enrollment. See also note a to table 1.

\*\* TOTAL PAGE 007 \*\*

Page 7 of 7

Table 3: SECOND CENSUS OF JEWISH SCHOOLS IN THE DIASPORA, 1986/7-1989/9  
 COMPARED WITH FIRST CENSUS, 1981/2-1982/3

Location	Total		Pre School		Day School		Supplementary	
	1981-83	1987-89	1981-83	1987-89	1981-83	1987-89	1981-83	1987-89
<u>Schools</u>								
Total U.S.	2,360	1,996	55	135	444	362	1,061	1,479
Greater N.Y.	473	394	15	12	169	135	289	247
Rest of U.S.	1,087	1,602	40	143	275	227	1,572	1,232
<u>Pupils</u>								
Total U.S.	372,417	352,320	5,442	12,860	99,290	107,083	267,665	232,377
Greater N.Y.	99,515	109,378	1,539	1,369	52,198	59,569	45,778	48,410
Rest of U.S.	272,902	242,942	3,923	11,491	47,092	47,514	221,887	183,937

Notes: See note a) to tables 1 and 2.



# Brandeis University

Philip W. Low  
School of  
Near Eastern and  
Judaic Studies

Benjamin S. Hornstein  
Program in Jewish  
Communal Service  
617-736-2990

Waltham Massachusetts  
02254-9110

12/19

Annette

I'm started & it is  
exciting.

I expect I will have  
spoken to you before you receive  
this.

Bernie

AMERICAN JEWISH  
ARCHIVES

730

Benjamin S.  
Hornstein  
Program in  
Jewish  
Communal  
Service

December 19, 1989

Arthur Rotman  
JWB  
15 E 26th St.  
New York, NY 10010

Philip W. Lown School  
of Near Eastern  
and Judaic Studies

P.O. Box 9110  
Falmouth, Massachusetts  
0254-9110

617-736-2990

617-736-3009  
(TTY/TDD)

Dear Art,

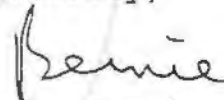
Enclosed is a guideline questionnaire I would like to use when I come to meet with you and the other JWB staff on Wednesday, December 27 at 9:30 A.M.

I would appreciate if you would xerox and distribute copies to the JWB staff who will attend the session. It would be helpful if we could have some newsprint, marking pens and masking tape.

Call me if there is anything else you think of which would be needed for our time together.

Thanks.

Sincerely,



Bernard Reisman  
Director, Hornstein Program in  
Jewish Communal Service

enc.

nb

May 5-7, 1990



Twentieth  
Anniversary





# Brandeis University

240

Philip W. Lowy  
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Benjamin S. Hornstein  
Program in Jewish  
Communal Service  
617-336-2000

Waltham, Massachusetts  
02254-0110

## MEMO

December 19, 1989

TO: Art Rotman and other JWB staff who will participate in the consultation on Informal Education on Wednesday, December 27 from 9:30 A.M.-Noon.

cc: Dr. Seymour Fox and Annette Hochstein, Mandel Commission on Jewish Education

FROM: Bernard Reisman

I am looking forward to our meeting together next Wednesday, December 27 to talk about informal education in the Jewish community. I have been asked by the Mandel Commission on Jewish Education to prepare a position paper to guide their future deliberations. The Commission is involved in a serious endeavor to upgrade the effectiveness of Jewish education in North America. The Commission leadership recognizes the importance of informal education in any future planning, and we both agreed that it is the Jewish community centers which have been in the vanguard in shaping this field. Accordingly, we need the benefit of your insights and ideas as a prelude to any future new initiatives.

To give focus to our time together I have posed several questions for which I would appreciate your thinking. If you could jot down your ideas in advance our time together will be most productive. Thanks.

-----  
1. DEFINITION - (What is informal education in the Jewish community?)

a. Goals \_\_\_\_\_  
\_\_\_\_\_

b. Methods \_\_\_\_\_  
\_\_\_\_\_

2. EXAMPLES OF INFORMAL EDUCATION PROGRAMS IN JCCs

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. CRITERIA OF EFFECTIVENESS - (Think about JCCs which do effective Informal Jewish Education and explain why they are effective.)

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---

---

4. KNOWLEDGE AND SKILLS - If you were to design an educational curriculum for training professionals in informal professional education what would be the areas of knowledge and skills of practice to include?

a. Knowledge - 

---

b. Skills - 

---

5. CHANGE - In JCCs over the past two decades has there been a different priority afforded to informal education? ☐ Yes ☐ No  
Why? 

---

---

---

6. UPGRADE QUALITY - If money were to be directed to upgrading the quality of informal education in Jewish communities in North America what one suggestion would you offer? 

---

---

7. OTHER SETTINGS - Besides JCCs what other Jewish organization settings are doing informal education? 

---

---

8. KEY INFORMANT - Is there one individual who is especially knowledgeable about informal education as applied to the Jewish community. 

---

---

9. ANYTHING ELSE? 

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---

---



# Brandeis University

18C

Philip W. Lowy  
School of  
Near Eastern and  
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Benjamin S. Hornstein  
Program in Jewish  
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617-736-2990

Waltham, Massachusetts  
02254-9110

TO: SEYMOUR FOX AND ANNETTE HOCHSTEIN  
FROM: JOE REIMER (12/14/89)  
RE: MY RESEARCH PAPER

After presenting in Cleveland that first draft of my research paper, "The Synagogue as a Context for Jewish Education" and receiving the rich and informed feedback from the group, I was left with the dilemma of how to proceed in the shorter and longer run. Let me share my thinking and get your reactions.

I heard two central questions about the work I presented.  
(1) What is the connection between the two halves of the paper - the part on the school within the synagogue ~~and the part on the good supplementary school?~~  
(2) For whatever claims I make about "goodness", what criteria am I using to judge "goodness" and to what degree am I allowing future observations to possibly falsify my initial assumptions?

To address the first, I admit in retrospect that I did not set out to describe "the good school", but rather the "good shul" that gives exceptional support to its school and other educational programs. I did assume that a "good shul" would be likely to create a "good school", but I did not set out to prove that in a rigorous way. I concentrated on the relationship between synagogue and school and noticed ways in which these schools are good. By "good", I primarily meant having a good staff, benefiting from the rabbi's interest and involvement, having strong lay support and showing signs of strong responsiveness to the changes in the surrounding community. I concentrated on enabling conditions, not quality of program per se.

I now understand that the challenge of offering a richer and thicker description of a good supplementary school would be an important contribution to the field. The immediate issue is that I have not yet done that kind of observational or analytic work. I'd like to get started on that assignment, but first I would like to finish the paper I set out to write on the school within the synagogue. I heard from several people (Woocher, Gurvis, Feiman-Nemser) that this too would be an important contribution.

My thoughts are to meet the early January deadline by writing a paper that describes the issues of "contextuality", describes how

in these two synagogues "good support" operates, and raises questions for policy-makers to consider. By these questions I mean: What might some of the issues be in thinking about what support synagogues need to become more responsive to the educational agenda of the school?

I would begin after completing the January paper the second part: describing the good school. I have spoken this week to the principals of the two schools in the Boston area and they are willing to allow me to study their schools in greater depth. I would need first to poll our colleagues on and search the literature for criteria or indicators of "the good supplementary school" and then set up hypotheses to be confirmed or disconfirmed by more careful observation and interviewing. I think I could then write "part two" by June and have it ready for the end of the Commission.

What are your reactions to this plan? (I will be at work until December 22 and then away until January 2.)

40

CJF APPROVED QUESTIONNAIRE

JEWISH EDUCATION MODULE

Questions 1-15 asked for all Respondents.

1. Did you ever receive any formal Jewish education, such as Hebrew school, Sunday school or private tutoring?
  - 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused
2. Where did you receive most of your formal Jewish education?
  - 1) United States
  - 2) Europe
  - 3) Israel
  - 4) Elsewhere
  - 5) Don't know
  - 6) Refused
3. Did you have a Bar or Bat Mitzvah celebration or confirmation when you were young?
  - 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused
4. 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, Heder, 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
5. Was the private tutoring solely for Bar or Bat Mitzvah training, or did it involve other Jewish subjects?
  - 1) Solely Bar/Bat Mitzvah training
  - 2) Involved other subjects
  - 3) Don't know
  - 4) Refused
6. Did you ever attend a Jewish high school after Bar or Bat Mitzvah age?
  - 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused

- 2 -

7. Please tell me how many years, if any, you attended the following types of Jewish educational programs after Bar or Bat Mitzvah age:
- 1) Day school, Yeshiva, or other full-time Jewish school
  - 2) Afternoon school, Talmud Torah, Heder, Confirmation classes, or other part-time Jewish school that met more than once a week
  - 3) Sunday school, Confirmation classes, or other one day a week Jewish educational program
  - 4) Private tutoring
8. After high school, did you ever attend a full-time Jewish school or seminary?
- 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused
9. After high school, did you ever attend a part-time Jewish school, college of Jewish studies, or take university Jewish studies courses?
- 0) No  
Yes: How many courses?
  - 98) Don't know
  - 99) Refused
10. Did you ever attend conversion classes?
- 1) Yes
  - 2) No
11. Do you think the amount of formal Jewish education you received was
- 1) Just about right
  - 2) Too little, or
  - 3) Too much
  - 4) Don't know
  - 5) Refused
12. How would you rate the overall quality of your formal Jewish education?
- 1) Excellent
  - 2) Good
  - 3) Fair
  - 4) Poor
  - 5) Don't know
  - 6) Refused
13. Currently, how well can you read prayers in Hebrew?
- 1) Very well
  - 2) Fairly well
  - 3) With difficulty
  - 4) Not at all
  - 5) Don't know
  - 6) Refused

- 3 -

14. During the last year did you participate in any adult Jewish education programs?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

During the last year did you participate in any of the following types of adult Jewish education activities?

15. Did you attend a Jewish studies class?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

16. Did you attend a public lecture on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

17. Did you study a Jewish text or subject on your own?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

18. Did you view a film or videotape on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

19. Did you listen to a tape recording or record on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

20. Did you listen to a radio program on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

21. Did you view a television program on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

- 4 -

Questions 22-26 refer to all other household members

Now I would like to know about the formal Jewish education of the other members of your household.

22. Has ### ever received any formal Jewish education?
- 1) Yes
  - 2) No
  - 3) Too young (under 5 years of age)
  - 4) Don't know
  - 5) Refused
23. Where did ### receive most of his/her Jewish education?
- 1) United States
  - 2) Europe
  - 3) Israel
  - 4) Elsewhere
  - 5) Don't know
  - 6) Refused
24. How many years did/will ### attend any of the following types of Jewish educational programs (at any level):
- 1) Day school, Yeshiva, or other full-time Jewish school
  - 2) Afternoon school, Talmud Torah, Heder, or other part-time Jewish school that met/meet more than once a week
  - 3) Sunday school or other one day a week Jewish educational program
  - 4) Private tutoring
  - 5) Conversion classes
25. Has/will ### ever attended/attend a Jewish high school?
- 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused
26. Did ### have a Bar or Bat Mitzvah celebration when an adolescent?
- 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused

Question 27 ask for children under age 6

27. During the last year has ### been enrolled in a pre-school under Jewish auspices?
- 1) Yes
  - 2) No
  - 3) No child
  - 4) Too young
  - 5) Refused



- 5 -

Questions 28-30 asked for children under age 18 not currently enrolled

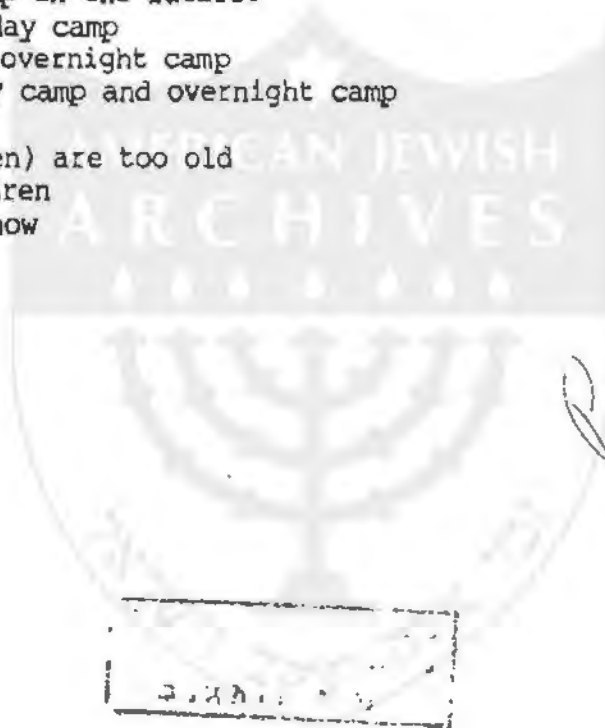
28. Do you expect to enroll ### to receive a formal Jewish education?
- 1) Yes
  - 2) No
  - 3) Don't know
  - 4) Refused
29. In what type of Jewish school do you expect ### to be enrolled?
- 1) Sunday or other one day a week school
  - 2) Afternoon school or other part-time Jewish school that meets more than once-a-week
  - 3) All day school or Yeshiva
  - 4) Confirmation classes
  - 5) Conversion classes
  - 6) Private tutor
  - 7) Other
  - 8) Don't know
  - 9) Refused
30. 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 had sufficient 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) Previous bad experience with Jewish schools
  - 10) Other
  - 11) Don't know
  - 12) Refused

Questions 31-34 are asked of R only

31. Did you ever attend a Jewishly sponsored summer day camp?
- 0) No
  - Yes: How many times (summers)?
  - 98) Don't know
  - 99) Refused
32. Did you ever attend a Jewishly sponsored overnight camp?
- 0) No
  - Yes: How many times (summers)?
  - 98) Don't know
  - 99) Refused

- 6 -

33. Have any of your children (has your child) ever attended a Jewishly sponsored summer day camp or overnight camp?
- 1) Yes, a day camp
  - 2) Yes, an overnight camp
  - 3) Both day camp and an overnight camp
  - 4) No
  - 5) Children too young
  - 6) No children
  - 7) Don't know
  - 8) Refused
34. Do you plan to send your child(ren) to a Jewish summer day camp or overnight camp in the future?
- 1) Yes, a day camp
  - 2) Yes, an overnight camp
  - 3) Both day camp and overnight camp
  - 4) No
  - 5) Child(ren) are too old
  - 6) No children
  - 7) Don't know
  - 8) Refused



*Participation only.*

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

FROM: Mark Gurvis *MG*

DATE: December 8, 1989

I spoke with Barry ~~Neuman~~<sup>Neuman</sup> about the ~~questionnaire~~<sup>questionnaire</sup> ~~report~~<sup>report</sup> to Barry, their ~~questionnaire~~<sup>questionnaire</sup> is complete and they are past the point of considering any additions to the questionnaire. I will be checking with Joel Fox to look at the questionnaire and what it includes of interest in the area of Jewish education. Barry was quite clear that his end is the technical end and it seems that no one is taking the initiative in coordinating how the data is analyzed for a variety of purposes. Something the IJE might want to consider for the future is commissioning analysis of the data that relates to Jewish education. However, it does not seem that there is much that can be done right now.

Plan B may claim  
we should decide - need proposal to get him involved  
get him involved

Keep  
this with  
my notes

Week  
out

MINA-  
research-  
FILE

Date for Draft

Hand & Fin

June 12<sup>th</sup>  
not Hips  
not Fisher  
must commence BCRB

Werner J. J.

Full report  
+ price  
much willing  
to pay. in

to it. Family to  
decide on board  
for February.  
+ cost should attend SPA

Introduction the purpose of the research, the purpose of the Commission

Topic

Setting and context

I've read and heard a good deal about \_\_\_\_\_. Before we focus on education I'd to get a general sense of \_\_\_\_\_. Within an historical context what is the current direction and status of \_\_\_\_? What lies ahead for \_\_\_\_? Let's focus a bit on the current structure of the institution: relationship to other institutions e.g., Federation, universities, BJE...

Students

Who are the students attending the institution? Have there been recent changes in the profiles of your students? How are students recruited? What type of students would you like to attract in the future to \_\_\_\_? What implications does this have for the curriculum, structure, etc.?

Faculty

In examining your bulletin I noticed that you list faculty for \_\_\_\_\_ schools or departments, would you please tell me about the the school's faculty, the department's faculty? What constitutes a full-time faculty load? Who are your full-time faculty? Who are the part-time and adjunct faculty? What challenges do you see, from your perspective, with respect to education faculty? Please describe the tenure process in your institution. What does research have in the lives of faculty? Who are the faculty in education? What are their responsibilities?

Salaries We're going to move on now to another area salaries. How do you describe the salaries of your faculty? How do faculty salaries in your institution compare to those of other institutions? (locally, nationally) What fringe benefits do faculty receive?

education programs

As I indicated to you earlier in our discussion I'm primarily interested in the education programs you offer. Before we speak specifically about teacher training would you please describe any programs you feel fall under the rubric of education? What programs does \_\_\_\_\_ offer that ostensibly prepares or trains educators? How do you view the purpose of training Jewish educators? What are the needs of the education programs?

Visions and dreams If major funding became available in the near future specifically earmarked for education projects what would be your wish list?

Wish list of institutions of higher learning

<u>Need</u>	<u>Frequency</u>
school of education	1
4 funding for students	5
joint research projects	2
research center(s)	3
faculty retreats	1
funding for risky ventures	2
curriculum development	1
prog. for working together with lay and prof. leaders	2
synagogue/federation relations	1
informal education	2
continuing education for graduates of program	2
2 recruitment efforts	7
3 work on improving profile of J.e. within the community.	6
honoring those in J.e. who are doing the job	1
1 additional faculty	8
Mandel as an advocate for teacher salaries	3
funds for teacher sabbaticals to study at	2
institutions of higher learning	2
good practices study	2
monies for study in Israel	2
5 developing model programs that are replicable	4
funds for faculty sabbaticals and leaves	3
adult education preparation	2
visiting faculty	1
4 professionalization of the field	5
development of national standards	2

main  
group  
highest

Frequency refers to the number of schools that mentioned this particular need.

93M

Researchers/Programmatic Agenda Meetings  
December 4-5, 1989  
Jewish Community Federation

566-922-  
THANK YOU

1750 Feller  
ALB

Monday, Dec. 4

Jewish Community Federation

<u>Time</u>	<u>Topic</u>	<u>Notes</u>
8:30-9:30 a.m.	Meeting of select staff/policy advisors on programmatic agendas SF/AH/MG	Coffee, tea and pastries; meeting in Room 204
10:00-11:00 a.m.	General briefing on programmatic agendas process, including small group discussion.	Van from Bond Court at 9:30 a.m. Meeting in Room C & D. Slide projector needed. Coffee, tea, soft drinks available all day
11:00-1:00 p.m.	Initial group meetings--ensure clarity of task. (lunch to be served @ 12:00 noon for 25 people in Room B)	Room A, C, D, 203 and 204
1:00-6:00 p.m.	Programmatic Agendas - meeting by group	Room A, C, D, 204 and the Library.
2:00-5:00 p.m.	Commission staff meeting	Room B
6:00-7:00 p.m.	Dinner for entire group (35 people)	Room B. Van from Bond Court at 6 pm
7:00-?	Programmatic Agendas - meeting by group	Room B, C, D, 204 and Library Van to Bond Court (?)
7:00-10:00 p.m.	Researchers' group meeting -Paper #1	Room A Slide Projector Van to Bond Court at 10:00 p.m.

<u>Time</u>	<u>Topic</u>	<u>Notes</u>
<u>Tuesday, Dec. 5</u>		
7:30 am	CASE group leaders with Commission staff	at Bond Court
9:00 a.m. - 12 noon	Programmatic Agendas - meeting by group	Van to JCF at 8:40 a.m. Meeting Rooms B, C, D, 203 and 204. Coffee, tea, soft drinks available all day
9:00 a.m. - 12:00 noon	Researchers' group meeting -Paper #2	Van to JCF at 8:55 a.m. Room A
12 noon	Buffet lunch for 35 people	Room B
1:00-4:00 p.m.	Programmatic agendas -meeting by group	Room B, C, D, 204 and Library
1:00-4:00 p.m.	Researchers group meeting -Paper #3	Room A
4:00 p.m.		Van to Bond Court; airport transfers
4:30-6:00 p.m.	Programmatic Agendas-group leaders meeting with staff	Room A
7:00-10:00 p.m.	Dinner/Researcher group meeting -Paper #4 (15 people)	Bond Court

↓  
S. L. H.  
H. B. S.

MONDAY, DECEMBER 4 - Arrive between 8:30 - 10:00 a.m.

Harlene Appelman  
Ephraim Buchwald  
Lynda Cohen  
Lavey Darby  
Elliot Dorph  
Seymour Fox  
Marvell Ginsburg  
Robert Goodman  
Janet Harris  
Charles Herman  
Annette Hochstein  
Jo Kay  
Earl Lefkowitz  
Lenny Matanky  
Joseph Reimer  
Ron Reynolds  
Lifsa Schacter  
Bobi Stern  
Joy Wasserman  
Gary Wexler  
Ron Wolfson  
Lois Zachary

MONDAY, DECEMBER 4 - Arrive between 4:00 - 6:30 p.m.

Hanan Alexander  
Isa Aron  
Jack Bieler  
Aryeh Davidson  
Sharon Feinman-Nemser  
Alan Hoffman  
Barry Holtz  
Michael Inbar  
Alvin Schiff  
Eliot Spack  
Jonathan Woocher

TUESDAY, DECEMBER 5

All of above to arrive between 8:30 - 9:00 a.m.

David Ariel



MONDAY, DECEMBER 4 - Arrive between 8:30 - 10:00 a.m.

Harlene Appelman - 22'22" 30" young on track p. 1900  
Ephraim Buchwald - LSS - Dayton Jewish Center  
Lynda Cohen - 92.2 y + Chal (now)  
Lavey Darby - 4. J.  
Elliot Dorph - 4. J.  
Seymour Fox - early childhood Chicago + sp. tier. 22 yr.  
Marvell Ginsburg -  
Robert Goodman -  
Janet Harris -  
Charles Herman - Dir. retreat  
Annette Hochstein -  
Jo Kay -  
Earl Lefkowitz -  
Lenny Matanky -  
Joseph Reimer -  
Ron Reynolds -  
Lifsa Schacter -  
Bobi Stern -  
Joy Wasserman -  
Gary Wexler - 4 J.  
Ron Wolfson - 4 J.  
Lois Zachary - 7 yr. old

MONDAY, DECEMBER 4 - Arrive between 4:00 - 6:30 p.m.

✓ Hanan Alexander 566 9200  
Isa Aron  
✓ Jack Bieler  
✓ Aryeh Davidson  
Sharon Feinman-Nemser  
✓ Alan Hoffman  
Barry Holtz  
Michael Inbar  
✓ Alvin Schiff  
✓ Eliot Spack  
Jonathan Woocher

J.C.F. 1750 Euclid Ave

TUESDAY, DECEMBER 5

All of above to arrive between 8:30 - 9:00 a.m.

David Ariel

92 M

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

MEETING OF RESEARCHERS

Cleveland -- December 4 and 5, 1989

SCHEDULE

Monday, Dec. 4

Meetings at Jewish Community Federation  
1750 Euclid Avenue -- 216/566-9200

6:00 - 7:00 p.m.	Dinner (with the educators of the programmatic agenda)	Room B. Van from hotel at 6 p.m.
7:00 - 10:00 p.m.	Session I: * Introduction and status report on research * Dr. Isa Aron: Issues of Professionalism in Jewish Teaching	Room A  Van to hotel at 10 p.m.

Tuesday, Dec. 5

9:00 - 12 Noon	Session II: * Dr. Aryeh Davidson: The preparation of Jewish educators in North America	Room A
12 Noon - 1:00 p.m.	* Lunch	Room B
1:00 - 4:00 p.m.	Session III: * Dr. Joseph Reimer: the Synagogue as context for Jewish education	Room A
4:00 p.m.	Break	Van to hotel at 4:00 p.m.
7:00 p.m.	Dinner	Bond Court - Rockefeller Room

over...

Cleveland  
Dec. 4/5, 1989

287 BM

## Researchers

### 1. Welcome and update on research

Good evening and welcome to all of you. We appreciate your coming to Cleveland to discuss our research program, specific papers and to advise us on our next steps.

Many people in the room have met before in this forum so I will limit my introduction to first timers only.

Professor Mike Inbar a social psychologist - who was until recently dean of the faculty of Social Sciences at the Hebrew University - has over the past five years been a steady friend and advisor to Mr Mandel's Jewish education endeavours(JEC). His advice on methodology have helped shape both the research and the analysis of the work for the Commission ~~as it has for projects preceding the Commission.~~

Professor Sharon Feinman-Nemzer is Prof of ed at Michigna states un is an expert in teacher education and I know has worked with many of you in the area of Jewish education

Alan Hoffmann is director of the Melton center for Jewish education in the diaspora at the Hebrew University has been a key advisor to Mr Mandel at the Jewish education Committee taking responsibility for the english project and has been a member of the team consulting for the commission. Alan is spending a sabbatical year at Michigan State-University.

I think it would be useful if we introduced yourselves to these three :

### Background and Rationale for the Research

A brief word about the background and purpose of these meetings: You will ~~se~~ remember that the Commission in Jewish Education in North America decided at its October meeting to endorse an action plan. We are now in the process of drafting the recommendations flowing from these decisions. In a nutshell - if we are reading the Commissioners and advisors correctly the following are likely to be decided upon as the commission and its work and issues its report:

It looks like the following might be results:

- \* To focus efforts on the Community and Personnel issues first
- \* To begin the work on these issues in a number of Community Action Sites where solutions can be worked out, tried out and demonstrated.
- \* To set up a mechanism for the implementation of decisions.
- \* To generate the large funding needed for implementation.

Rather ~~than~~ detail this now -- we will give and send the documents to you as they are ready.

There are three research tasks to the work of the Commission:

1. An immediate one: To provide as much background data and knowledge as possible for the recommendations that will be included in the Commission report -- to inform the recommendations. The work we will discuss today and tomorrow belongs to this area. The research design that you have received outlines the task. The purpose is to provide the research that will allow translation into recommendations for policy. *W*
2. Work that will have to be carried out when the commission finishes its work: The data collection and research that the mechanism for implementation will need in order to do its job; set criteria for the selection of community action sites; study the needs and resources of the sites selected as part of the planning process; develop monitoring and implementation procedures and have them implemented; etc...

3. the long term:

Several commissioners said the last meeting argued convincingly for one of the important outcomes of the commission being: commission's work will be the development of resources for research - part of our work will involve spelling out elements of a long-term research agenda. Fortunately quite a few commissioners are committed to this idea and have expressed this strongly at the last commission meeting. give examples

~~The meeting's content~~

Before turning to Dr Isa Aron for the first presentation and discussion two more points:

a brief status report on the current research program - and the papers you will be receiving in the coming months:  
(Use the research design)

You will hear reports on four papers:

Isa  
Aryeh  
Joe  
L.A. Isa  
+ schedule *date*

A number of papers are forthcoming

1. Isy Scheffler the link between Jewish education and Jewish continuity -- turn to Seymour
2. The Community Papers -- will be sent : their purpose: to point to current opportunities and development; to identify possible points of intervention for
3. the ~~Gallup~~ break. ~~discuss with Mike Inbar~~ Call on ~~Mike~~.

4. CAJE and programmatics going on

The commission is working now on what kind of response to these papers in addition to us. Could be panels.

Dr Aron is

Definition is

hear from ARYEH, ISA, JO; will need something on informal  
CAJE  
ISRAEL EXPERIENCE -- JE  
Community papers

Gallup? -- pilot: the beginningShow maps

## Last commission meeting and the role of research

Outcomes:

each feeling they are doing something terribly important  
feedback from wise colleagues  
panels

each reports + her answers

integration of research and relationship -- policy implications

beginning of research endeavour

one of our future assignments: research agenda for IJE

The Issue of  
Confidentiality  
of persons  
in question  
marks

## RESEARCHERS

Isa Aron, Ph.D.

Associate Professor, Rhea Hirsch School of Education, Hebrew Union College - Jewish Institute of Religion, Los Angeles

"Issues of Professionalism in Jewish Teaching"

+ L.A. + Data

Aryeh Davidson, Ph.D.

Assistant Professor of Education and Psychology and Head of the Department of Education, The Jewish Theological Seminary, New York.

"The Preparation of Jewish Educators in North America"

Joseph Reimer, Ph.D.

Assistant Professor of Jewish Communal Service, Hornstein Program, Brandeis University, Waltham, MA.

"The Synagogue as a Context for Jewish Education"

[Dr. Bruce Phillips, Associate Professor of Jewish Communal Service at HUC-JIR; Dr. Ron Reynolds, L.A. BJE: Analysis of L.A. Teacher Census Data]

~~The~~ We write <sup>dismiss</sup> to ~~dismiss~~ <sup>valid</sup>

① Summary of argument:

Documented

Common knowledge

② are implications well drawn & justifiable

③ What <sup>fully</sup> other implication drawn or not

④ What <sup>other or</sup> question need to be asked?

THE PREPARATION OF JEWISH EDUCATORS IN NORTH AMERICA:  
A STATUS REPORT

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Welcome Sharon Feinman-Nemzer - we missed you yesterday and are glad you could make it today.

The Lamm story: at the first meeting of the Commission Jo made a presentation that gave a few quantitative data pieces to give those present a sense of the scope of the universe we were talking about: he gave enrolment figures, general demographics and more. For training he stated that 146 people graduate annually from all training for Jewish educators in North America. Norman Lamm got up and quite angrily told us that we had left Stern College out of the picture - we revised the total to add perhaps twenty more graduates and remained very much within the ballpark. If as we will hear only some 104 people are graduating this year. So our figures of 146 graduating annually was an overestimate. And the ballpark -- as will be made very obvious -- is quite insufficient to deal with a universe that has probably around 5000 full-time teachers; 3000 senior educators; some thirty thousand part-time teachers --and until tonight a sense - but after Iaa's report tonight's data-- that very many --and probably most are not qualified for their jobs.

The link of the training with the topic we discussed last night is clear. The Commission will need to address training needs, content, quality whatever staffing model is adopted.

So we turn to Dr Aryeh Davidson who is prof of education at JTSA and asked him to detail the training picture for the Commission. Our question to him was: what is really the score as regards existing training programs.

-----  
To provide us with an interpreted inventory as regards the current situation and future possibilities:

Dr Davidson

\*\*\*\*\*

The inventory: 15 institutions and their categories

353455 students of which maybe 115 full time  
5000 19 full time faculty of which 7 are really full-time  
104 graduating this year 1989

Funding: the split federation/denomination -- which fits well

up to 1000 in addition to the 1000



\* Dr. Peimant ~~together~~ with many others (has argued) that ~~as~~ the commission ought to look at congregations as a ~~continued~~ ~~with the exception~~ key setting in which de-facto Jewish education is taking place. He has commented that it would be important to look at

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