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SUGGESTIONS BY COMMISSIONERS FROM THE 4TH MEETING
(Taken from the tapes)

"Best Practice"

Coleman: Look at "best practice" in terms of defining issues for a community; look at it in the aggregate as opposed to in specific areas. How does one define "best practice"?

Schiff: Have to qualify what "best" means. Best for who, for where. Have to be open to what could potentially be best practice. Our study of suppl. schs. in NY showed that we can't have best practice without family educ. and that there must be confluence between formal and informal. We should only develop best practices that are transferable. CAS should experiment with family ed. in the synagogues.

Bieler: Best practices should be established (don't exist now), presented and publicized to raise the morale of the field, inspire confidence.

Elkin: Writers of the report have to find middle ground between maintaining this coalition - writing something that'll be widely accepted - and being honest about the fact that some institutions work better than others. Some strong statements might come out of the research. Commission will have to provide guidance so communities don't make same mistakes again.

Rosenthal: Need for standards to measure programs.

Ritz: There can't be a single standard for best practice; there are many definitions of what is effective.

Dubin: For next mtg., six illustrations of model programs that we could suggest to communities.

Programmatic Options

Bronfman: We haven't heard enough about JCC involvement in programming.

Arnow(?): There are other nat'l orgs. active in Jew. ed. and not recognized in our material: AJCom, AJCong, ADL. Need to be brought into the process.

Hiller: Commission should set guidelines for programming - don't give each CAS complete free hand. We shouldn't avoid the issue of programming just because we can't get unanimity. Guidelines for programming are the basis of evaluation.

Research

Hirschhorn: Need for establishing objectives for programs, for evaluating accomplishments in relation to objectives and for ongoing monitoring. Don't need to set goals for what can be practically achieved. Must establish methodology. Help local communities establish standards that are properly related to their own community.

Arnow: Need for Evaluation: The Pluralistic Evaluation of Programs in Jewish Education.

Schiff: Research (experimentation and evaluation) can be done within the context of CAS.

Melton: Local communities should be partners in the research; get their cooperative input, help in the research on their particular problems.

CAS

Elkin: Have to generate more momentum in the direction of CAS; have to have a running headstart of the communities that are going to become action sites - have to know what a CAS is all about. Must carefully document what happens in CAS so that other communities who try to "unofficially" copy it won't just shoot from the hip. If a community tries to jump in, on its own (without external support) to a CAS, it might dig a hole for itself.

Miscellaneous

Melton: Develop short-term goals first; long-term goals later. Recruitment and training are the most pressing issues.

Dubin(?): We should verbalize in all of our material that it is our intent to utilize the maximum existing resources.

Lee: Not all institutions perceive the need for change; we have to create the environment, the stimulus for thinking about change. Need to heighten awareness of community leaders, challenge their assumptions about what kind of education should take place. Need an "educating function" to challenge existing institutions.

Lamm: Don't have to reinvent the wheel. Find out some of the great things that have been done in American Jewry. People who have had good ideas went out and sold them; didn't wait for consensus to develop.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Brontfman
John C. Colman
Maurice S. Cutson
Lester Crown
David Dubin
Stuart E. Eisenstein
Joshua Elkan
M. N. Evans
Sam S. Field
Max M. Fisher
Alfred Gottschalk
Arthur Green
Irving Greenberg
Joseph S. Grace
Robert L. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
Henry Koschitzky
Mark Lainer
Norman Lamm
Sara S. Lee
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Isadore Twersky
Bennett Yanowitz
Isaiah Zeldin

In Formation

Senior Policy Advisors

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

Director

Henry L. Zucker

Staff

Mark Curvis
Virginia E. Levi
Joseph Reimer

December 21, 1989

Ms. Joan Burstyn
Chair, Think Tank on Jewish Education
Syracuse Jewish Federation
101 Smith Street
P. O. Box 510
DeWitt, New York 13214-0510

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 Curvis
Commission Staff

cc: Barry Silverberg

Syracuse Jewish Federation, Inc.

101 Smith Street, P.O. Box 510, Dewitt, New York 13214-0510 • (315) 445-0161 • FAX: (315) 445-1559



November 3, 1989

Mr. Arthur J. Naparstek
Commission Director
Mandel Commission on Jewish Education
Mandel Associated Foundations
1750 Euclid Avenue
Cleveland, OH 44115

Dear Mr. Naparstek:

As you may recall, through its Jewish Education Forum, the Syracuse Jewish Federation set up a Think Tank in 1988 to examine the purpose and structure of Jewish education. I am writing now to give you a synopsis of our discussions.

In developing a model of Jewish education throughout the life span for the Syracuse Jewish community, we decided to take into account for each age category the following items: the processes through which we might develop an independent learner; the settings in which teaching and learning would take place; the forms of delivery that would be most desirable; and the content that would be most appropriate. Currently we are shaping our model after spending several months discussing the topics below. We expect to have a final document ready by Spring 1990.

All but two members of the Think Tank are lay members of the Jewish community. One of the two rabbis is currently working as a college professor not with a congregation. Several different occupations and discipline approaches are represented in the group.

We began our exploration by identifying what we believe it means to be a Jew in today's American society. We discussed in some detail the nature of our Jewish heritage and how it has been passed from one generation to another. We moved on to a discussion of the way that the individual and the community are expressed in Jewish spirituality. We then discussed how Jewish education might address issues of Jewish community. The next issue we discussed was the context of Jewish education within the Jewish community. Lastly, we had an extensive discussion of the process and content of an ideal Jewish education.

We concluded that:

- Jews have to interact with contemporary society whether they accept or reject aspects of it.

Helen Marcus
President

My Silverberg
Executive Vice-President/
Secretary

Neal Bellin
Victor Hershdorfer
Philip Pinsky
Malcolm Smith
Howard Weinberger
Vice-Presidents

Frank Albert
Treasurer

Departments and Services
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Jewish Community
Relations Council
Jewish Community
Celebrations
Fighting Prejudice
and Discrimination
Intergroup Activities
Assisting David Levy
Bar/Bat Mitzvah
Twining
Pro-Israel Activities
Israel Independence
Day Celebration
Festival of Nations
Israel Exhibit
Israel Teen Mission
Holocaust Remembrance
and Commemoration
Speakers Bureau
Leadership Development
Young Leadership Program
Jewish Community
Leadership Caucus
Youth Tzedekah Program
Career Women's Network
Welcoming Newcomers
Volunteer Recruitment,
Training, Placement

The Syracuse Jewish Federation, Inc. is the primary agency for fund raising, community relations, planning and leadership development for the Central New York Jewish community. In addition to Federation program services, Federation funds and supports: Locally — B'nai B'rith Hillel Foundation at Syracuse University • Jewish Community Center • Jewish Community Educational Resource Center • Jewish Educators Training (JET) Project • Jewish Family Service • Project Chaver • Rabbi Epstein School of Jewish Studies • Religious School for Exceptional Students • Syracuse Hebrew Day School • Syracuse Area Interreligious Council • United Hillel • Nationally and Overseas — American Jewish Committee • American Jewish Congress • American Jewish Joint Distribution Committee (JDC) • Anti-Defamation League of B'nai B'rith (ADL) • Association of Jewish Family and Children's Agencies • Council of Jewish Federations (CJF) • Hebrew Immigrant Aid Society (HIAS) • Jewish Agency for Israel • Jewish Educational Service of North America • Jewish War Veterans • Joint Cultural Appeal (American Association for Jewish Research • American Jewish Historical Society • Conference on Jewish Social Studies • Congress for Jewish Culture • Fund for the Jewish Publication Society of America • Leo Baeck Institute • National Foundation for Jewish Culture • YIVO Institute for Jewish Research • National Conference

-2-

- Their heritage often leads Jews to a life of service and to a psychic bond with other Jews around the world.
- Jews pass on from one generation to another a culture code that provides each person with a sense of his or her identity as a Jew.
- A sense of incompleteness helps to build community because people then feel needed. Although this is not considered necessarily as desirable by the wider American society, we suggested that incompleteness is considered, among Jews, as a desirable individual attribute as well as a desirable community attribute.
- Many Jews in the United States seem to have lost the sense of spirituality. We explored ways that we might recapture it.
- Jewish experiences are often intensely personal, while schools emphasize learning that is impersonal; that boundaries for learning about Judaism are fluid, while schools contain learning within the classroom.
- Synagogue is not where most Jews are at today, and that to create an excitement about Jewish learning we would have to create new forms and new locales for it. We talked about the "Lehrhaus" in Germany in the 1920s and 1930s, and about today's Kallel, the Learning Annex, and distance education.
- People need guidance on how to study, where to find Jewish literature on topics of current concern to society. Adults need to be empowered to make their own interpretations using Jewish and non-Jewish sources.
- Jewish children and adults should be encouraged to apply the techniques of moral learning beyond Judaism to issues of world-wide concern.
- Jewish children are more often brought up to feel good about being smart than about believing the correct thing. At least in the past, Jews have been permitted to doubt even the existence of God. Jewish experience provides a strong sense of identity, of being loved and of belonging, and the freedom to explore dissonance.

-3-

In our extended discussion on Jewish education:

- We identified the need for Jewish education to address both affective and cognitive issues, community and individual issues, and for it to address issues in-depth rather than seeking to provide all students with an overview of Jewish culture.
- We examined the role of Jewish ritual and tradition in providing opportunity for transformational learning, whereby individuals put themselves in the shoes of others of another time and place. We felt that this style of learning should be emphasized in Jewish education.
- We spoke of three principles of learning – the background one brings to it; the motivation one has to learn; and the strategies and tools needed to learn. We commented that sometimes tools are mistaken for goals, so that learning Hebrew, for instance, sometimes becomes a goal instead of a tool for communicating with people in Israel, reading and discussing the old and new narratives of our cultural heritage, and participating in services.
- We thought that it would be useful to develop a curriculum that looked at Judaism as though from the outside. That would take away the expectation that you know certain things if you are Jewish – that you learn them, as it were, by osmosis, and that if you don't know those things your family is in some way deficient.
- We explored the implications of the finding that as parents become involved with Jewish education for themselves their children become more involved with their own Jewish learning. We discussed ways that parents might be brought into the development of curriculum changes in their children's schooling.
- We acknowledged that the first years and the last years of life are times when the most differences seem to exist among individual capacities for learning. In those age groups, particularly, teachers and facilitators need to consider individualizing educational programs.

-4-

We hope that our deliberations may be useful to you and other members of the Mandel Commission. If you have addressed issues similar to the topics outlined above, we would be delighted to learn of your conclusions. Please feel free to contact me if you have any questions. I can be reached most easily at 315-445-0620.

Yours sincerely,

Joan N. Burstyn

Joan N. Burstyn
Chair, Think Tank on Jewish Education.
Syracuse Jewish Federation, Inc.

cc: Barry Silverberg, Executive Vice-President
Neal Bellos, Vice-President, Community Development
Rabbi Daniel Jezer, Chair, Jewish Education
Committee
Lois J. Zachary



Brandeis University

Philip W. Lowy
School of
Near Eastern and
Judaic Studies

Benjamin S. Hornstein
Program in Jewish
Communal Service
617-736-2990

Waltham, Massachusetts
02254-9110

TO: SEYMOUR FOX AND ANNETTE HOCHSTEIN
FROM: JOE REIMER (12/13/89)
RE: COMMENTS ON A DECADE FOR RENEWAL

Hi! I hope you arrived home safely and well. I thought the three days in Cleveland last week were very worthwhile. Most of the comments on the Decade for Renewal were articulated in Cleveland. I'm simply putting them in writing, using page references.

P. 1 - Last paragraph: While I like the strength of language and specificity of example in the first sentence, I find the second and third sentences awkward. The idea of involving other-than-the-usual organizations in this mobilization is a good one, but not "all" organizations and not because each is "concerned about its future."

P. 2 - The Community. The first sentence is an unnecessary truism. Line 4 ("It will have to ...") sounds like fiat. Better: "A community that creates an environment..."

Personnel. Second paragraph. Instead of "Many people will" - which sounds vague and unreal, I'd say "increasing numbers of people."

(So too on page 3: Not "recruit many more", but "recruit more highly qualified.")

P. 3 - Programmatic Areas. I agree with Herman Stein that the list of areas should be alphabetized and categories such as "The Hebrew Language" and "College Age Group" need to be changed to "Hebrew Language Instruction" and "Programs for College Youth."

P. 4 - Line 2. "Massive mobilization" sounds too much; "mobilization" is strong enough.

"The Way to Begin" - Even taking out this divider, I'd suggest the order is off. Community Action Sites should be #4 - following programmatic (since that is where they will be tried out) and preceding research (which will evaluate the trials).

P. 7 - Elaborations - The flow is broken by repeating "1. The Commission recommends ...". Each time a paragraph is repeated - as here - it creates the feeling of redundancy. It would be fine to start this section with top of p. 8 (So too on p. 11, 16 (the list again).)

P. 11 - Paragraph C. The first sentence has an awkward construction.

P. 13 - Two bottom paragraphs. "Salary scales" seems like a term that connotes a fiction. How would "scales" interface realistically with hiring practices? Does this actually refer to a Community Action Site? So too, "a comprehensive career development p. 23?"

P. 18 - As suggested above, shouldn't this section on Community Action Sites come earlier to make clearer how the recommendations in programmatic and research flow from the organizing concept of the CAS?

P. 22 - Recruitment. How does this list relate to or comment on the shorter recruitment list on p. 13? Are you suggesting two recruitment efforts - one local, one continental?

P. 24 - While I like using the supplementary school as a concrete example, the way the denominations are brought in raises two questions: (1) are you referring to the local rabbis and denominational authorities or national ones? (2) What role for the local BJE?

P. 27 - The way the Mechanism for Implementation is presented is generally clear, but leaves me with two questions:
(1) The small one: is the difference between task and function clearly explained so function doesn't simply repeat task?
(2) The larger one: does the writing here suggest the extent to which the many tasks and functions will be fulfilled, not by the staff themselves, but by a larger range of players coordinated by this staff?

I feel there remains the confusion: how can a small staff carry out so many complex tasks and functions?

THE HEBREW UNIVERSITY OF JERUSALEM

THE SAMUEL MENDEL MELTON CENTRE
FOR JEWISH EDUCATION IN THE DIASPORA
Mt. Scopus, Jerusalem 91905 Tel. 882033
Facsimile 972-2-322-211

FOX SENT
25/12/89

December 25, 1989

Facsimile Transmission

FOR THE IMMEDIATE ATTENTION OF: Mr. Morton L. Mandel
Pierre Hotel, Fax no.: 212-758-1615
From: Professor Seymour Fox
Total no. of pages: 2

Dear Mort,

I hope your flight was pleasant. We continue to bask in the afterglow of our meetings. I met with Gary Stock last night and he described in great detail how thrilled he was in being part of the group that is establishing the institute.

I know that you are meeting with David Hirschhorn tomorrow and thought it would be useful for you to have a copy of my last interview with him, which I am enclosing. I also want to remind you that he made a very eloquent presentation at the meeting of October 23rd on the importance of research and evaluation. His remarks sparked the enthusiastic endorsement of research evaluation and monitoring as a high priority for the work of the commission and its successor mechanism.

David has several times raised the problem of foundations being more likely to be receptive to local causes than to national causes. I believe that a description of your experience in Cleveland and your own response to both the local situation and the national situation could be helpful. Your own sensitivity and response to the Cleveland commission as well as to the implementation of the outcomes of the North American commission, may help him in preparing his presentation for his foundation.

I'm sure you will enjoy your visit with David and I know that he will appreciate the time and effort you will be investing in the trip to Baltimore.

Good luck and best regards to Barbara.

Sincerely,

Seymour Fox

hirsch/2FOX-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE THIRD MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: MR. DAVID HIRSCHHORN
2. INTERVIEWER: PROF. SEYMOUR FOX
3. DATE: AUGUST 22, 1989
4. SETTING: BALTIMORE, MD.
5. DURATION: TWO AND A HALF HOURS
6. SUMMARY:

Mr. Hirschhorn participated in this meeting despite the fact that his wife had recently undergone surgery.

I found David Hirschhorn's interest deepen with each meeting of the Commission. He raised the question of the politics involved in establishing a Community Action Site. Mr. Hirschhorn is concerned that the federation in many communities may not be the appropriate group to lead the building of a wall-to-wall coalition.

He quoted Bob Hiller who, despite his many years of association with the Federation Movement and CJF, also questioned whether many federations are now ready to place Jewish education very high on their list of priorities.

Mr. Hirschhorn again indicated how important he thought it was to undertake serious evaluation as well as discussion about goals before we proceeded too far.

I then began to discuss with him the fact that it was our intention to try and convince various individuals or foundations to develop areas such as evaluation, early childhood, etc. He thought that this was a very good idea and indicated that he looked forward to discussing this with Mr. Mandel.

I left the meeting with the feeling that David Hirschhorn is someone who can play a very important role in the future work of the Commission and any successor mechanism.

He will be attending the next meeting of the Commission.

4U
FAX SENT
DATE: 21/12

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: Stephen H. Hoffman

DATE: December 21, 1989.

FROM: Seymour Fox and Annette Hochstein


NO. PAGES: 1

FAX NUMBER: 001-216-861-1230

DEAR STEVE,

MORT HAS TOLD US ON A HIGHLY CONFIDENTIAL BASIS OF YOUR
WILLINGNESS TO FACILITATE A QUICK START.

WE ARE THRILLED BEYOND WORDS.


SEYMOUR FOX

ANNETTE HOCHSTEIN


COPY

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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

December 21, 1989

TO: Mr. David Finn, President
Ruder * Finn
Annette Hochstein

DATE: 1

FROM: 001-212-715-1507

NO. PAGES:

FAX NUMBER:

Dear David,

I would like to thank you very much for responding so kindly to my immediate request. It did indeed allow me to carry out my conversation with Mort in a much more informed and useful way. At the same time, I realize the very tentative nature of the information you gave me and would certainly not view this as contractually - or in any lesser form - binding.

I will try to arrange with your secretary a convenient time for a more leisurely next call.

I am scheduled to be in the United States from February 4 - 16 and will allocate as much time as you find necessary to our project. The next meeting of the Commission is scheduled for February 14.

Happy Hannukah.

Best Regards,



PREMIER INDUSTRIAL CORPORATION

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TELEX NO.: 6873015 PREMI UW

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TIME SENT:

MESSAGE:

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

DATE: December 6, 1989

DATE MINUTES ISSUED: December 18, 1989

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

GUEST: Professor Michael Inbar, Jerusalem

COPY TO: Herman D. Stein

.....

I. The minutes and assignments of October 24, 1989, were reviewed.

II. Research Update

A. It was reported that very useful meetings of researchers and CAJE consultants took place on December 4 and 5 in Cleveland. We will be receiving papers on program areas by the CAJE people within the next few weeks. Mark Gurvis was commended for an excellent job on the logistics of the meetings.

B. Status of Research

At the meetings of December 4 and 5, three researchers presented interim reports on their papers and received feedback to be used in preparing final drafts. It is anticipated that papers will be ready on schedule on (1) professionalism in Jewish teaching, (2) training opportunities, (3) the synagogue as a context for Jewish education, and (4) analysis of teacher surveys and data on the state of the field.

Assignment It was suggested that these papers be distributed to commissioners and senior policy advisors as they are completed and approved. The first will go with a cover letter from MLM, including a report on the meetings of December 4 and 5.

Assignment It was suggested that the papers follow a common format to be designed by SF and AH, to maximize their usefulness with
Assignment commissioners. MG will work with SF and AH to see that the papers are reviewed by senior policy advisors prior to their distribution to commissioners.

It has become apparent that the general research program is not adequate with respect to informal education. It was agreed that Bernie Reisman be invited to prepare a paper looking at the research issues from the perspective of informal education.

It was noted that a paper on the relationship of Jewish education to Jewish continuity by I. Scheffler and S. Fox is underway and that a draft should be ready in early January.

- C. At the meetings of December 4 and 5, five of the program areas were developed. No decision has yet been made on how the other program areas will be addressed. Some may be developed by experts still to be identified. Others may be left for the implementation mechanism to develop. The final report will suggest how each program area should be addressed.
- D. It was reported that Gallup Israel is undertaking an "omnibus" survey of American Jews, which includes questions submitted by our Commission's staff. It is hoped that this pilot questionnaire will help to provide a data base for our use. Preliminary results should be available by January 15.

It was suggested that the outcomes of the Gallup study be reviewed in conjunction with data in CJF's North American data bank when analyzing results. It was noted that the questions for the Gallup survey were worded to make the results comparable to existing CJF data.

Assignment

MG will contact Barry Kosmin at CJF about the design of the 1990 CJF survey of the Jewish population and how it might relate to the Gallup work.

III. Discussion of Draft Recommendations for Final Report

A. Introductory Remarks

The draft for the final report, prepared by SF and AH, had been mailed in advance of the discussion. Comments were limited to the substance of the document. Recommendations on language and structure are to go directly to SF and AH.

It was noted that the document under review would serve as the basis for the body of the final report. It would be accompanied by an executive summary, sections on the history and method of operation of the Commission, elaboration of each section into a chapter supported by data, and a final chapter indicating what has been learned during the Commission process. The concepts expressed in the introduction would become part of the executive summary of the final document.

Following discussion, it was agreed that no definition of Jewish education will be included in the document.

B. Title

Assignment

The following two titles were mentioned: (1) A Time for Renewal: Jewish Continuity and Jewish Education in North America; (2) New Ideas, Energy, and Funding: Revitalizing Jewish Education in North America. A third suggestion was that the title resonate in some way with Jewish tradition by including a phrase such as "at a crossroads..." or "on the threshold..." David Ariel agreed to consult with SF and AH on this aspect of the title. Senior policy advisors were invited to submit their recommendations for a title to SF and AH.

1. General Remarks

Assignment

- a. The introduction should transmit a sense of urgency and convey the importance of community as a key to change in Jewish education; throughout the document, adjectives should be interjected which convey this sense of passion and urgency.
- b. Throughout the document, it should be noted that we are building on progress made over the years rather than beginning in a vacuum.
- c. The "North American Jewish community" should be defined. JW will draft a definition.
- d. References should be made throughout the document to the goal of encouraging Jewish continuity through Jewish education.
- e. There was discussion about whether to refer to a single profession of Jewish education. Some participants believe that reference might better be made to "professionalism" or to "Jewish education professionals." To others, the concept of "building a profession" is central to change. It was agreed that this is an issue to be considered further.

2. Programmatic Areas

Assignment

- a. It was suggested that the term "programmatic areas" should be replaced by a more appropriate term. Senior policy advisors were asked to submit to SF ideas for renaming what have previously been called programmatic options.

Assignment

- b. It was suggested that a rationale appear for the selection of these program areas. In addition, JW agreed to propose new names for the areas to make them parallel.

- c. Camping will be added as a program area.
- d. We were advised not to lose track of the interrelatedness of these areas as we identify and review them individually.

3. Subheadings

It was suggested that the subheading "the way to begin" was confusing and should be eliminated. The document should reflect the understanding that the Commission will develop funding and launch a mechanism for implementation and that the mechanism will be responsible for developing Community Action Sites.

Care should be taken in choosing subheadings, as this will be all some people will read.

4. Community Action Sites

It was agreed that the definition of Community Action Sites should be as broad as possible and that the board of the implementation mechanism will clarify specific goals later, as Action Sites are established.

5. Funding

It was agreed that funding will be incorporated in the section on community being drafted by HLZ.

C. Community

Assignment

HLZ will draft the section on community. This section will include a definition of community and an emphasis on the importance of creating a climate conducive to the advancement of Jewish education. It will discuss funding as a high priority, referring to the importance of increasing traditional means of funding Jewish education, of community responsibility (by federations, where feasible, through their endowment funds and annual campaigns), and of private family foundations, which are in a position to provide substantial amounts of money at an early stage to initiate implementation of the Commission's recommendations.

It was noted that the most important long-range funding goal is to gain strong federation support. Federations will have to be convinced of the importance of this challenge. It is anticipated that Community Action Sites will be able to demonstrate successes and encourage other communities to invest in similar approaches.

D. Personnel

It was suggested that the importance of improving compensation for Jewish education personnel be emphasized. In discussing how salaries can be addressed on a continental basis, it was suggested that increasing salaries in a Community Action Site can demonstrate the impact on the attraction and retention of quality educators. It was suggested that reference be made to developing salary standards and strategies for encouraging their use.

It was suggested that the document give a sense of our expectations concerning involvement of existing bodies and their relationships to the implementation entity and Community Action Sites.

In a discussion on the proposed scope of recommendations for personnel, it was noted that the implementation entity will review the needs with potential funders and will facilitate action and prioritize on the basis of the availability of support.

E. Community Action Sites

A question was raised about the value of defining the content of Community Action Sites. The conclusion was that various approaches to content be suggested in order to guide the implementation entity in creating sites.

Assignment:

JW will suggest rewording for pages 24 and 25 to clarify the example of the supplementary school.

F. Implementation Entity

It was suggested that this section be made stronger by starting with a description of the mission of the entity. The description should convey the fact that the entity will be a small, catalytic institution whose method of operation will be primarily to enlist and harness expertise in accomplishing its goals. It will be a catalyst, brokering relationships among entities in order to accomplish the recommendations of the Commission. While small, it can exercise enormous influence, because of the quality of its staff and board. It was suggested that a different name be selected.

IV. Editor of Final Report and Executive Summary

Early drafts of the final report will be written by SF and AH. When the substance has been agreed upon, an editor will be asked to organize and rewrite in popular language to appeal to the lay community and educators. It is anticipated that many readers will focus solely on an executive summary, a section of the report which should be carefully written in inspirational language.

It was suggested that an editor be appointed in time to attend the February meeting.

- Assignment Following discussion, it was agreed that the next step is for SF to explore the possibility of David Finn serving as editor. If it appears that he is not a candidate, SF will get his reactions to Bill Novak and Gary Rosenblatt. In addition, M. Kraar will submit materials written by Rosenblatt to MG for distribution to senior policy advisors.
- Assignment

V. Commissioner Interviews

- Assignment It was agreed that the recommendations for the final report, as revised by senior policy advisors, should serve as the basis for conversation with commissioners. AH will develop an interview schedule, which VFL will distribute to interviewers as soon as possible.
- Assignment Following is a list of commissioners to be called as soon as possible by the assigned individual to check on and encourage attendance at the February Commission meeting:

| | | |
|-------------------|----|--------------------|
| Mona Ackerman | -- | SF |
| Mandell Berman | -- | JW |
| Charles Bronfman | -- | SF |
| Lester Crown | -- | HLZ (invite Susan) |
| Eli Evans | -- | HLZ |
| Alfred Gottschalk | -- | SF |
| David Hirschhorn | -- | SF |
| Henry Koschitzky | -- | SF |
| Mark Lainer | -- | HLZ |
| Matthew Maryles | -- | AH |
| Florence Melton | -- | AR |
| Lester Pollack | -- | AR |
| Charles Ratner | -- | SH |
| Ismar Schorsch | -- | AH |
| Daniel Shapiro | -- | HLZ |
| Bennett Yanowitz | -- | SH |

- Assignment Those assigned to make calls are asked to let VFL know the outcome as soon as possible. HLZ will review the results and recommend any further action.

VI. Outreach

- Assignment A. It was noted that recent meetings with bureau directors, the Jewish press, and federation leadership were very successful. It was suggested that a few bureau directors and planners be invited to meetings at which the next draft of the Commission's recommendations would be presented. MG will consider organizing such meetings and, if they are to take place, will work with JW to implement them.

Assignment It was suggested that D. Ariel do the same with the association of training institutions. MG will work with him to make the necessary arrangements.

B. Denomination Meetings

The following meetings have been scheduled for MLM:

1. Norman Lamm and orthodox educators--January 25
2. Ismar Schorsch and his Education Cabinet--January 26
3. Alfred Gottschalk and approximately 10 educators from the Reform movement--February 15

MLM is working on arranging meetings with Schindler and Green.

Assignment MG will draft a proposed agenda for these meetings and review it with the appropriate senior policy advisors.

C. Plans for Outreach

MLM will meet with the local commissions in Los Angeles and in San Francisco in April. MG has been to Philadelphia. Other such meetings will be arranged as the need arises. It was noted that a file is being established for each local community and that we will keep records of correspondence and interaction with each.

- D. Communication will be stepped up with commissioners leading up to the February 14 meeting, to include research papers and a revised draft of the recommendations of the final report.

E. Publicity

Assignment 1. AR will arrange for the JWB clipping service to clip articles on the Commission.

2. It was suggested that a photographer be present at the February meeting.

Assignment 3. SF will talk with David Finn about a photographer to take photographs appropriate for inclusion in the final report.

VII. IJE Design and Director: Structure of February 14 Commission Meeting

It was agreed that these items will be discussed by senior policy advisors at their January meeting.

Senior Policy Advisors
December 6, 1989

Page 8

VIII. Upcoming Meetings

Senior policy advisors were reminded of the following scheduled meetings:

- A. Tuesday, January 23--Premier offices--tentatively set for 12:00 noon - 5:00 p.m. (SF and AH to participate through a conference call)
- B. Tuesday, February 13--JWB--pre-Commission planning--1:30 - 5:00 p.m.
- C. Wednesday, February 14--UJA/Federation--Commission--9:00 a.m. - 5:00 p.m.
- D. Thursday, February 15--JWB--post-Commission--8:30 a.m. - 12:00 noon

7✓
FAX SENT

DATE:

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Dr. Jonathan Woocher

JESIVA

DATE: December 19, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-212-529-2009

Dear Jon,

Mark Gurvis forwarded to us your memo of December 11th. Many thanks for taking the time to respond and to respond so promptly and effectively. The memo is extremely useful.

We will get in touch with you next week, since Mort's visit this week is keeping us rather busy right now.

Sincerely,

Take Care

נחל פרק 1

Annette

10/29/89

Commissioner Interview Assignments

Sr. Policy Advisor/StaffCommissioner

Seymour Fox

Mona Ackerman
Charles Bronfman
Lester Crown
Alfred Gottschalk
David Hirschhorn
Sara Lee
Seymour Martin Lipset
Charles Ratner
Isadore Twersky

Annette Hochstein

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

Stephen Hoffman

Ronald Appleby
Robert Hiller

Morton Mandel

Max Fisher
Joseph Cruss
Ludwig Jesselson

Joseph Reimer

Jack Bieler
Josh Elkin
Irwin Field
Arthur Green
Carol Ingall
Henry Koschitzky
Mark Lainer
Haskell Lookstein
Alvin Schiff
Lionel Schipper
Harold Schulweis
Isaiah Zeldin

10/29/89

Page 2

Sr. Policy Advisor/Staff

Commissioner

Arthur Rotman

Stuart Eizenstat
Eli Evans
Donald Mintz
Daniel Shapiro

Jonathan Woocher

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

Henry Zucker

John Colman





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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Contact assigned commissioners for follow up to October 23 meeting. - Max Fisher - Joseph Gruss - Ludwig Jesselson Send summary of interviews to VFL for circulation to senior policy advisors. | | MLM | 10/24/89 | 2/1/90 | |
| 2. | Hold meeting with Twersky. | | MLM | 2/9/89 | 2/1/90 | |
| 3. | Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission. | | MLM | 3/30/89 | TBD | |
| 4. | Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget. | | MLM | 4/4/89 | TBD | |
| 5. | Travel to the west coast to meet with with LA and San Francisco leadership. | | MLM | 5/7/89 | 4/30/90 | |
| 6. | Consider attending a JESNA Board meeting to discuss Commission. | | MLM | 7/5/89 | TBD | |
| 7. | Meet or talk individually with Lester Crown David Hirschhorn, and Charles Bronfman regarding funding. | | MLM | 11/8/89 | 1/1/90 | |
| 8. | Hold individual meeting with Wexner. | | MLM | 11/8/89 | TBD | |
| 9. | Submit to SF ideas for title of final report and for renaming "programmatic areas." | | MLM | 12/6/89 | 1/5/90 | |



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | <p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"> - Mona Ackerman - Charles Bronfman - Lester Crown - Alfred Gottschalk - David Hirschhorn - Sara Lee - Seymour Martin Lipset - Charles Ratner - Isadore Twersky <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p> | | SF | 10/24/89 | 2/1/90 | |
| 2. | <p>Explore the possibility of David Finn serving as editor of final report and executive summary.</p> | | SF | 12/6/89 | 12/15/89 | |
| 3. | <p>Contact assigned commissioners to encourage attendance at February meeting.</p> <ul style="list-style-type: none"> - Mona Ackerman - Charles Bronfman - Alfred Gottschalk - David Hirschhorn - Henry Koschitzky <p>Let VFL know outcome as soon as possible.</p> | | SF | 12/6/89 | 1/3/90 | |
| 4. | <p>Discuss with David Finn a photographer to take appropriate pictures for final report.</p> | | SF | 12/6/89 | 1/15/90 | |



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL

DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | <p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"> - David Arnow - Henry Koschitzky - Norman Lamm - Haskel Lookstein - Robert Loup - Morton Mandel - Matthew Maryles - Florence Melton - Esther Leah Ritz - Ismar Schorsch - Peggy Tishman <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p> | | AH | 10/24/89 | 2/1/90 | |
| 2. | Design a format to be used by researchers for their final drafts of papers to commissioners, with SF. | | AH | 12/6/89 | 1/3/90 | |
| 3. | Submit to SF ideas for title of final report and for renaming "programmatic areas." | | AH | 12/6/89 | 1/5/90 | |
| 4. | Develop an interview schedule which VFL will distribute. | | AH | 12/6/89 | 12/15/89 | |
| 5. | <p>Contact assigned commissioners to encourage attendance at February meeting.</p> <ul style="list-style-type: none"> - Matthew Maryles - Ismar Schorsch <p>Let VFL know outcome as soon as possible.</p> | | AH | 12/6/89 | 1/3/90 | |

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- ☐ RAW MATERIAL
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|-------------------|--------------------------------------|------|----------|
| FUNCTION | Commission on Jewish Education in NA | | |
| SUBJECT/OBJECTIVE | Zucker Assignments | | |
| ORIGINATOR | VFL | DATE | 12/18/89 |

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLET OR REMO DATE |
|-----|---|----------|------------------------|-----------------------|----------|----------------------|
| 1. | Contact assigned commissioners for follow up to October 23 meeting. - John Colman Send summary of interviews to VFL for circulation to senior policy advisors. | | HLZ | 10/24/89 | 2/1/90 | |
| 2. | Develop a plan for follow up to federation-related meetings at which Commission presentations occur. | | HLZ | 4/3/89 | ongoing | |
| 3. | Work with M. Kraar to ensure that Commission reports are on agendas of groups he convenes or reports to. | | HLZ | 5/7/89 | ongoing | |
| 4. | Draft a community/financing paper with staff assistance of MG and VFL. | | HLZ | 7/30/89 | 1/15/90 | |
| 5. | Consider establishing a task force to work on an approach to developing federation support for Commission outcomes. | | HLZ | 10/24/89 | 1/15/90 | |
| 6. | Invite Ackerman, Arnow, Evans, Fisher, Gruss, Jesselson, Koschitzky, Lainer, Melton, and Ratner to a group meeting of potential funders with MLM, Bronfman Crown, and Hirschhorn. | | HLZ | 12/6/89 | 1/31/90 | |
| 7. | Submit to SF ideas for title of final report and for renaming "programmatic areas." | | HLZ | 12/6/89 | 1/5/90 | |
| 8. | Draft section on community for final report. | | HLZ | 12/6/89 | 1/15/90 | |
| 9. | Contact assigned commissioners to encourage attendance at February meeting. - Lester Crown (also Susan) - Eli Evans - Mark Lainer - Daniel Shapiro Let VFL know outcome as soon as possible. | | HLZ | 12/6/89 | 1/3/90 | |
| 10. | Review results of phone calls and recommend further action. | | HLZ | 12/6/89 | 1/5/90 | |



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Reimer Assignments

ORIGINATOR VFL DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Contact assigned commissioners for follow up to October 23 meeting. - Jack Bieler - Josh Elkin - Arthur Green - Carol Ingall - Mark Lainer - Alvin Schiff - Lionel Schipper Send summary of interviews to VFL for circulation to senior policy advisors. | | JR | 10/24/89 | 2/1/90 | |
| 2. | Draft paper on the synagogue as a context for Jewish education. | | JR | 6/15/89 | 1/15/90 | |
| 3. | Take responsibility for completing the original option papers. | | JR | 8/24/89 | 1/15/90 | |
| 4. | Submit to SF ideas for title of final report and for renaming "programmatic areas." | | JR | 12/6/89 | 1/5/90 | |

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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Contact assigned commissioners for follow up to October 23 meeting. - Stuart Eizenstat - Eli Evans - Donald Mintz - Daniel Shapiro Send summary of interviews to VFL for circulation to senior policy advisors. | | AR | 10/24/89 | 2/1/90 | |
| 2. | Work with HLZ to arrange for a Commission presentation at February meeting of JWB Center executives. | | AR | 8/24/89 | 12/15/89 | |
| 3. | Submit to SF ideas for title of final report and for renaming "programmatic areas." | | AR | 12/6/89 | 1/5/90 | |
| 4. | Contact assigned commissioners to encourage attendance at February meeting. - Florence Melton - Lester Pollack Let VFL know outcome as soon as possible. | | AR | 12/6/89 | 1/3/90 | |
| 5. | Arrange for JWB clipping service to clip articles on the Commission. | | AR | 12/6/89 | 1/3/90 | |



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☐ RAW MATERIAL
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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL

DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | <p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"> - Mandell Berman - Maurice Corson - David Dubin - Irving Greenberg - Lester Pollack - Harriet Rosenthal - Bennett Yanowitz <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p> | | JW | 10/24/89 | 2/1/90 | |
| 2. | Draft a definition of the "North American Jewish community." | | JW | 12/6/89 | 12/15/89 | |
| 3. | Submit to SF ideas for title of final report and for renaming "programmatic areas." | | JW | 12/6/89 | 1/5/90 | |
| 4. | Propose new names for program areas to make them parallel. | | JW | 12/6/89 | 12/15/89 | |
| 5. | Suggest rewording for pages 24 and 25 of final report draft to clarify the example of the supplementary school. | | JW | 12/6/89 | 12/15/89 | |
| 6. | <p>Contact assigned commissioner to encourage attendance at February meeting.</p> <ul style="list-style-type: none"> - Mandell Berman <p>Let VFL know outcome as soon as possible.</p> | | JW | 12/6/89 | 1/3/90 | |



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| FUNCTION | Commission on Jewish Education in NA | |
| SUBJECT/OBJECTIVE | Levi Assignments | |
| ORIGINATOR | VFL | DATE 12/18/89 |

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Work with MLM to develop a list of commissioners whom MLM should call before next Commission meeting to urge their attendance. | | VFL | 10/24/89 | 1/15/90 | |



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SUBJECT/OBJECTIVE Stein Assignments

ORIGINATOR VFL DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|---------------------------|-----------------------------|----------|---------------------------------|
| 1. | Submit to SF ideas for title of final report and for renaming "programmatic areas." | | HDS | 12/6/89 | 1/5/90 | |



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Gurvis Assignments

ORIGINATOR VFL DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Coordinate development of a PR plan through 1990. | | MG | 7/5/89 | ongoing | |
| 2. | Work with David Ariel and Sara Lee on Commission report at a future AIHLJE meeting. | | MG | 8/24/89 | 2/11/90 | |
| 3. | Serve as contact person for researchers on administrative matters. | | MG | 7/30/89 | ongoing | |
| 4. | Develop plan for communication with commissioners between meetings | | MG | 10/24/89 | 1/15/90 | |
| 5. | Review approach used to publicize Carnegie Report. | | MG | 10/24/89 | 2/1/90 | |
| 6. | Develop plans for involving key commissioners in representing the Commission to communities throughout North America. | | MG | 11/8/89 | 1/23/90 | |
| 7. | Collect other Commission reports to use as prototypes. | | MG | 11/8/89 | 3/1/90 | |
| 8. | Develop a log sheet on each of the top 30 federations, to record communication and evaluate the potential for their increased support for Jewish education. | | MG | 11/8/89 | 2/28/90 | |



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Gurvis Assignments

ORIGINATOR VFL DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 9. | Collect other Commission reports to use as prototypes. | | MC | 11/8/89 | 3/1/90 | |
| 10. | Work with SF and AH to be sure research papers are reviewed by senior policy advisors prior to distribution to commissioners. | | MC | 12/6/89 | ongoing | |
| 11. | Distribute research papers to commissioners as they are completed. | | MC | 12/6/89 | 1/31/90 | |
| 12. | Contact Barry Kosmin at CJF about design of 1990 CJF survey of Jewish population and how it might relate to the Gallup work. | | MC | 12/6/89 | 1/23/90 | |
| 13. | Work with JW to organize meetings with bureau directors and planners to present draft of Commission's recommendations. | | MC | 12/6/89 | 2/14/90 | |
| 14. | Draft a proposed agenda for denomination meetings and review with appropriate senior policy advisors. | | MC | 12/6/89 | 1/23/90 | |



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
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☐ RAW MATERIAL
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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hoffman Assignments

ORIGINATOR VFL DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | <p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"> - Ronald Appleby - Robert Hillar <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p> | | SHH | 10/24/89 | 2/1/90 | |
| 2. | <p>Submit to SF ideas for title of final report and for renaming "programmatic areas."</p> | | SHH | 12/6/89 | 1/5/90 | |
| 3. | <p>Contact assigned commissioners to encourage attendance at February meeting.</p> <ul style="list-style-type: none"> - Charles Ratner - Bennett Yanowitz <p>Let VFL know outcome as soon as possible.</p> | | SHH | 12/6/89 | 1/3/90 | |



PREMIER INDUSTRIAL CORPORATION

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

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|-------------------|--------------------------------------|
| FUNCTION | Commission on Jewish Education in NA |
| SUBJECT/OBJECTIVE | Kraar Assignments |
| ORIGINATOR | VFL |
| DATE | 12/18/89 |

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Meet with Richard Joel of Hillel to inform him about Commission and to ask him to consult on college youth paper. | | MK | 10/24/89 | 1/15/90 | |
| 2. | Submit to SF ideas for title of final report and for renaming "programmatic areas." | | MK | 12/6/89 | 1/5/90 | |
| 3. | SUBMIT materials written by Gary Rosenblatt to MG for distribution to senior policy advisors. | | MK | 12/6/89 | 1/5/90 | |



PREMIER INDUSTRIAL CORPORATION

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☐ ACTIVE PROJECTS
☐ RAW MATERIAL
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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Ariel Assignments

ORIGINATOR VFL DATE 12/18/89

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Consult with SF and All regarding title of final report. | | DA | 12/6/89 | 1/15/90 | |
| 2. | Submit to SF ideas for renaming "programmatic areas." | | DA | 12/6/89 | 1/5/90 | |
| 3. | Work with MG to organize meetings with the association of training institutions to present draft of Commission's recommendations. | | DA | 12/6/89 | 2/11/90 | |

December 15, 1989

TO: Seymour Fox, Annette Hochstein
FROM: David S. Ariel

I am writing to remind Seymour that I am looking forward to your recommendations on the name of candidate for Director of the Cleveland Fellows. I can be reached through Thursday evening, December 21, at 216-464-4050 (office) or 216-921-2111 (home). I am leaving Friday morning, Dec. 22, for two weeks vacation and will return January 7.

The following are my notes on the recent document entitled "A Decade For Renewal." I hope they reach you in time for consideration. Page references are to the numbers at the bottom of the page. The document is in itself a major accomplishment by clearly bringing together the loose strands into a coherent whole. It is a superb foundation for the final document and reads well.

1. Title page: The title should be catchy enough so that the report will stand on its own as a document as with "A Nation Prepared." It should also have some Jewish resonance or literary allusion. For example, "A Firm Foundation" [ibinyan adel ad]; "A Time for Action/Acting" [et la-asol, 'the [alluding to Blalik's play on Zechariah's 'yom ketanot']; or "Now Is the Time" (based on Rosenzweig's letter to Hermann Cohen). Possible subtitle: "A Program for Improving Jewish Education in North America."

2. Introduction (p. 1): This section should better articulate the hopes and vision for renewal as well as highlight the depth of the problem. It should be stronger and clearer about why Jewish education, what Jewish education means about the future of Jewry, and why now. I assume that many of the comments on style, clarity and expression will be handled later by the writer.

3. Programmatic areas (p. 3): This section should begin by stressing that these are not isolated approaches but elements which constitute a comprehensive approach to educational innovation. Improvement must involve linking together all elements into a comprehensive approach to educational improvement.

The twelve areas should be grouped into (1) population groups: early childhood, elementary and high school, college youth, adults, families and the elderly; (2) structures and programs: supplementary school, day school, nonformal educational settings (community centers, camps, retreat

centers, youth groups), Israel programs; (3) methods and techniques: curriculum, media and new technologies, and Hebrew language.

4. Community [p. 6]: This section should also address the community's deep ambivalence about Jewish education, the importance of a community's Jewish educational goals being consistent with the values of the community, the relationship between Jewish education and transmitting Jewish values and traditions as each community or sub-community defines them, and rising community expectations in the wake of declining trends in affiliation.

The section might also address the issue of partnerships between federations and congregations, the need for shared governance between lay leaders and educators, and the importance of Jewish learning and role modeling of Jewish community leaders.

The recommendation on p. 7 might be changed to read: "1. The Commission recommends that more outstanding and knowledgeable..."

Something more should be said about the human resources in the academic fields of Judaic studies and how they can be helpful in addressing the needs.

5. Personnel [p. 10]: Even as we spell out the dimensions of the problem, the introduction should also say something positive about the people in the field, their dedication and motivation. The more I see people who have been working in the field for years, the more I regret that these efforts have not come in time for them to see the changes. But, we do have to credit the good people in the field and say something nice!

The recommendation on recruitment [p. 11] [B.] should include beginning recruitment efforts in high school by identifying, supporting and encouraging young men and women enrolled in youth groups, UJA campaigns, summer camps, Israel program alumni.

6. Community Action Sites [p. 19] [3. Best Practice]: The reference to the denominations and "their" training institutions is the first of several comments about training institutions. In general, the document seems to have a bias toward training in denominational contexts [e.g. p. 24, bottom]. There are two issues: First, it is important to acknowledge that training goes on in a variety of settings including communal [my preferred term], denominational and university-based programs. Second, it is equally important to conceptualize the different roles of different types of training institutions.

For example, why not think of the communal Jewish education training institutions as regional resources? If there is a need for assistance in educator training in Pittsburgh, Detroit, or Columbus, wouldn't the proximity of the Cleveland College be a resource, especially as our faculty increases? This is only an example of another model besides denominationally based training in communities. The issue is that, in describing best practices (p. 19) or training models (p. 24), we should not be guided by exclusive models but should think of ways of utilizing the range of training institutions in new ways.

I hope that these suggestions are useful. I look forward to working with you in any further area of preparing the document.

C:\DOCS\NACOJE.DOC

FAX SENT
DATE: 12/14

10C

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

Ginny Levi and Mark Gurvis

December 14, 1989

TO: Annette Hochstein

DATE: 1

FROM: 001-216-361-9962

NO. PAGES: 1

FAX NUMBER:

Dear Ginny and Mark,

Prof. Bernard Reisman, the director of the Hornstein Program at Brandeis University, has agreed to write the paper on informal Jewish education. While he is familiar with the work of the Commission through Joe, he needs to be filled in on the details. Please send to him, as soon as possible, all of the Commission materials - from the design document to the recent draft of recommendations. It should be made clear to Bernie that the recommendations document is only a preliminary draft and is subject to much change, particularly in the section on funding. He should also receive copies of Isa's, Aryeh's and Joe's papers, again with a note that they are internal drafts not yet ready for publication.

Bernie's address is:

Hornstein Program in Jewish Communal Service
Brandeis University
Waltham, MA 02254
Tel. 617-736-2990
Fax 617-738-2070

Thank you.

Best Regards,

Annette

P.S. We had extended conversation
with Bernie - and have more scheduled.

FAX SENT
DATE:

14/10

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Jerusalem, Israel

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ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Mark Gurvis

DATE: December 14, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

Many thanks for the CJF questionnaire. We should discuss it
next time we talk.


Annette

22

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO:

Ginny Levy

DATE:

14/ 189

FROM:

Annette Hochstein

NO. PAGES:

7

FAX NUMBER:

016-361-9962

TOWARDS THE FIFTH COMMISSION MEETING

INTERVIEW OF COMMISSIONERS
SUGGESTED SCHEDULE

I. Purpose of the Interview

This interview is perhaps the most critical to date, as we are seeking the commissioners' response and input, for the suggested recommendations.

The interview should be aimed at ensuring that the commissioner has an understanding of the overall direction in which the Commission is moving:

Personnel and the community will be dealt with across-the-board, within the context of a number of communities. The process will be facilitated by a mechanism for implementation and will be adequately funded.

Individual commissioners may be particularly interested in specific areas (continental strategies; programmatic agendas; research).

II. Elements of the Interview

A. Briefly review the meeting of October 23.

You may want to remind the commissioner that the Commission is committed to two outcomes: a final report and a plan for implementation. At the fourth meeting the plan of action was endorsed (see page 3) and at the fifth meeting we will be presenting a draft of the recommendations for the final report.

B. The recommendations

Beyond the general thrust of the work, it may not be necessary to discuss every recommendation with each commissioner; you may choose to focus on those recommendations in which a commissioner has a special interest.

We are interested in the specific reactions of commissioners - questions that need clarification, suggestions for the recommendations, comments which may be incorporated (directly or implied) into the final report. Accounts of such comments in your interview report might be useful for quoting in the report.

Attached is a summary of the recommendations which can be used for reference (see pages 4, 6). However, it is suggested that you take along the complete document ("A Decade for Renewal") which contains elaborations of each of the recommendations.

Please Note:

The most significant divergence from the current list of recommendations and the full report is in the section on community. HLZ will draft a new recommendation on the community which will emphasize the importance of creating a climate conducive to change in Jewish education and discuss funding in more detail. The idea of a fund for Jewish education will not be included in the recommendation. Rather, the importance of federation funding (through their endowment funds and annual campaigns) and the potential contribution of family foundations will be stressed.

III. Check attendance for February 14th; remind commissioners of the longer hours.

From Decisions to Implementation: A Plan for Action

I. Introduction

As the Commission approaches its fourth meeting, the outline of a plan for action is emerging.

The proposed action plan includes the following elements:

1. Mobilizing the Community (leadership, structure, finance) for implementation and change.
2. Developing strategies for building the profession of Jewish education, including recruitment, training and retention.
3. Establishing and developing Community Action Sites to demonstrate what Jewish education at its best can be, and to offer a feasible starting point for implementation.
4. Implementing strategies on the continental level and in Israel in specific areas — such as the development of training opportunities or recruitment programs to meet the shortage of qualified personnel.
5. Developing an agenda for programmatic options and an approach for dealing with them.
6. Building a research capability to study questions such as the impact and effectiveness of programs.
7. Designing a mechanism for implementation that will continue the work of the Commission, as well as initiate and facilitate the realization of the action plan.

The
mechanism
as
catalyst
and
facilitator

Recommendations

BEFORE CORRECTIONS

1. The Community

1. The Commission recommends that more outstanding community leaders, scholars, educators and rabbis be recruited to take leadership and assume responsibility for Jewish education on the national and local level. Appropriate structures will have to be developed to meet the new challenges.

We will have to decide if Funding should be a separate section of the report, with separate recommendations and elaborations. In this case the topic will be removed entirely from this section.

2. The Commission recommends the establishment of a fund of \$___ for Jewish education so that its recommendations can be acted upon immediately. The founders of this fund call on the organized Jewish community—local federations, national organizations and institutions to (double?) the amount of money available for Jewish education over the next five years.

2. Personnel

The Commission recommends that a ten-year plan to build the profession of Jewish education in North America be undertaken. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession and improvements in the status of Jewish education as a profession.

3. Programmatic Areas

The Commission has identified the following 12 programmatic areas, each of which offers promising opportunities for intervention

Early Childhood Education and Child Care
The Supplementary School (elementary and high school)
The Day School (elementary and high school)
Informal Education
Israel Experience Programs
Curriculum

The Use of Media and Technology
The College Age Group
Adult Education
Family Education
The Retired and the Elderly
Camping

The Commission believes that these areas can form a challenging agenda for the next decade and urges communities, communal organizations, foundations and philanthropists to act upon them.

The mechanism for implementation will offer its services to those who want to concentrate their efforts in a programmatic area and help in research, planning and monitoring.

The mechanism will continue to develop the programmatic agenda towards implementation in Community Action Sites and will diffuse the results of work in these areas throughout the North American community.

4. Research

The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.

5. Community Action Sites

The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the mechanism for implementation. The mechanism will help distil the lessons learned from the Community Action Sites and diffuse the results.

7. The Mechanism for Implementation

The Commission recommends the establishment of a mechanism that will undertake the implementation of its recommendations. It will be the driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.

The mechanism will facilitate the establishment of Community Action Sites, encourage foundations and philanthropists to support excellence, innovation and experimentation; facilitate the implementation of strategies on the continental level and in Israel; assist in the planning and development of programmatic agendas; help to develop the research capability in North America and prepare annual progress reports for discussion by the North American Jewish community.

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

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DATE:

11/12/89

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: Ginny Levi

DATE: December 11, 1989

FROM: Debbie Meline

NO. PAGES: 2

FAX NUMBER: 001-216-361-9962

Dear Ginny,

Annette asked me to relay to you her suggested corrections for the minutes of the Senior Policy Advisors Meeting.

pg 1 GUEST: Prof. Michael Inbar, Jerusalem
[Ginny, for your information, Prof. Inbar is retired; he's no longer teaching at the Hebrew University]

pg 1 II. A. "... took place on Dec. 4 and 5 in Cleveland. We will be receiving papers on programmatic areas by the CAJE people within the next few weeks."

pg 2 top (4) "analysis of several teachers censi and data on the state of the field will be ready on time."

pg 2 par. 2 "... distributed to commissioners as they are completed and deemed suitable for publication. The first will hopefully be sent out before the February meeting with a cover letter from MLM, including"

pg 2 par. 5 "... by I. Scheffler and S. Fox"

pg 3 par. 3 "It was suggested that the outcomes of the Gallup study be reviewed in conjunction with data in CJF's North American Data Bank when analyzing results. It was noted . . . comparable to existing surveys."

pg 3 par. 4 "MG will contact Barry Kosman at CJF about the design of the 1990 CJF survey of the Jewish population and how it"

pg 4 par. 2 ". . . method of operation of the Commission, elaboration of each section into a chapter supported by data, and a final chapter indicating what has been learned"

pg 5 par. 1 This paragraph is unclear. You might want to rewrite it or delete it.

pg 5 1. a. "importance of community as a key to change in Jewish education"

pg 6 e. ". . . profession of Jewish education. Some participants believe that there is not a single profession and that reference might better be made to "professionalism" or to "Jewish education professionals". To others, the concept of "building the profession" is central to change. It was agreed that this is an issue to be considered further.

pg 6 2. a. "The term "programmatic areas" should be replaced by a more appropriate term. Senior Policy Advisors were asked to submit to SF ideas for renaming what have previously been called programmatic options."

pg 7 5. ". . . as a separate heading, and that HLZ will re-draft the recommendation."

pg 8 6. Delete "(one to three professionals)"

". . . recommendations of the Commission. A different name ought to be selected."

pg 10 par. 1 Delete this paragraph: "JW will . . . is working."

pg 10 D. "JW will suggest rewording for pages 24"

pg 11 IV. "appeal to the lay community and to educators."

pg 12 Add Charles Bronfman -- SF

pg 13 A. ". . . directors and planners be invited to meetings and the next draft of the Commission's recommendations be presented to them."

pg 15 VII. ". . . discussed by senior policy at their January meeting."

Annette also asked me to let you know that Norman Lamm will be bringing Rabbi Robert Hirt to the February 14th meeting.

That's all for now

Regards
Shelley

JESNA



JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

התאגדות שירות חינוך יהודי
בצפון אמריקה

December 11, 1989

M E M O

TO: Mark Gurvis
FROM: Jonathan Woocher
RE: Assignments from SPA meeting

Here are some materials in response to the assignments I was asked to undertake at the SPA meeting last week in reference to the draft recommendations of the Commission. They include:

- 1) A working definition of "the Jewish community" (for use in conjunction with the first reference, p. 2);
- 2) Suggested language to use in discussing the "Programmatic Areas" (pp. 3 and 15f.);
- 3) A redrafting of the example of a community action site in operation (p. 24).

In addition, I've appended a general comment on the implementation mechanism.

1) "The Jewish community"

"By 'the Jewish community' we mean the entire set of agencies and organizations operating locally, nationally, and continentally through which North American Jews seek to meet their individual and collective social, religious, and cultural needs and aspirations. We especially refer to the two great institutional complexes of North American Jewish life: the Jewish federations and their associated agencies, and the synagogues and the religious movements of which they are a part."

2) "Programmatic areas"

I suggest that we use as a title "Arenas for Programmatic Initiatives."

The summary section on p. 3 would read:

"The Commission has become convinced that there are many arenas in which specific programmatic initiatives can lead to significant positive improvements in Jewish education. These initiatives would address specific target populations, settings and frameworks, and

730 BROADWAY
NEW YORK, NY 10013-9540
Tel.: 415 Lafayette Street
(212) 529-2000

DR JONATHAN'S WOOCHER
Executive Vice President

JESNA

TEL No.2125292009

Dec.12.89 10:30 P.03

2

Among the important arenas for such initiatives are:

Target populations:

Early childhood education and child care
Education for college age youth
Adult education
Family education
The retired and elderly
New immigrants

Settings and frameworks

The supplementary school (elementary and high school)
The day school (elementary and high school)
Informal education
Camping
The Israel experience

Content, Resources, and Methods

Curriculum
Hebrew language education
Media and new technologies

In all of these areas, new programmatic efforts have been launched in recent years. Many of these appear to be achieving positive results. Yet there is clearly much more that can and should be done in each of these arenas. Additional initiatives must be encouraged, carefully planned, and closely monitored.

The Commission has identified opportunities for further action in many of these areas, and will encourage foundations, philanthropists and institutions to pursue programmatic initiatives in areas of interest to them."

The section on p. 15f. would be rewritten accordingly.

3) "An Institution Within a Community Action Site"

I suggest the following:

"To illustrate how the local and national implementation mechanisms would work together to address a specific institutional framework in a Community Action Site, we may take the hypothetical example of a project aimed at strengthening supplementary schooling in the community. Over time a similar

A taskforce, comprised of representatives of the local schools/synagogues and bureau of Jewish education, would be created under the auspices of the local implementing entity to undertake planning for the improvement of the supplementary schools. The national implementing mechanism would in turn assemble an advisory team of top experts from the several religious movements to work with the local taskforce. In addition, the national implementing mechanism would search for examples of "best practice" in supplementary schooling and invite those who have developed them to join with the movement experts and the local taskforce in the collaborative planning effort focused on the supplementary schools in the Community Action Site.

The planning effort would address such issues as:

- . the elaboration of an appropriate educational philosophy for each of the supplementary schools;
- . the supplementary schools' relationship to the synagogue, informal education, summer camping, trips to Israel, family education, and adult education;
- . desired educational outcomes for each school;
- . the curriculum of each school and how it can be strengthened;
- . the methods and materials that can be introduced to enhance the educational programs of the schools;
- . problematic areas in which special initiatives must be undertaken, e.g., the development of Hebrew language instruction programs. For these areas, one or more of the national institutions or research centers might be asked to take on the assignment of developing the programs and materials.

Each school, together with the denominational institutions with which it is associated and the local central agency, would be given the opportunity and support (e.g., funding, expert personnel) to develop a specific improvement plan within the framework of the collaborative planning effort. The local and national implementation mechanisms would review, modify (if necessary), and adopt the plans. Funding necessary for implementation and criteria for evaluation would be agreed upon.

The appropriate denominational training institutions

4

implementation together with the local supplementary schools and central agency. These national resources might, e.g., assume responsibility for providing specialized training for the local school personnel, assistance in curriculum development, and trouble-shooting. They would also monitor the progress of the improvement program regularly.

The local Community Action Eita implementing mechanism would monitor the progress of all of the local efforts, with special attention to issues of inter-organizational and community-wide scope. Together with the national mechanism, the local implementing entity would take steps to insure that what is learned through the process is disseminated to other communities."

4) General comment on the implementing mechanism

In a memo written quite a few months ago, I noted my concern that we not ask more of a relatively modest implementing mechanism than it will be able to deliver effectively. That concern arises from hands-on experience in seeing how much time and effort must be expended on what appear to be relatively simple tasks at the national level (e.g., gathering and disseminating information, advising local communities, assembling groups to address problems). In order that we not create expectations that can't be realized or launch a mode of operation that may be self-defeating, I think it is important that the section on the implementing mechanism use the language of facilitation and accountability as much as possible. I.e., we should frame the role of the implementing mechanism in terms of what will happen as a result of its catalytic and coordinative work, rather than on what it will do per se.

In terms of specific functions/tasks envisioned for the implementing mechanism, I would urge that the focus be on those directly supporting the community action sites and the facilitation of continental strategies. Offering assistance for the planning and development of programmatic initiatives could be a mine-field in view of the number of areas in which the Commission is recommending action, the extent of consultation and assistance which a single project can require, and the potential for overlap with existing denominational, communal, and professional organizations that work in the various areas. As I noted at the meeting, the language on p. 16 ("The mechanism will offer its services. . .") is particularly problematic in my view. The other functions -- research, policy analysis, diffusion and dissemination -- seem ideal for being "contracted out" to a

JESNA

TEL No.2125292009

Dec.12,89 10:33 P.06

5

Please let me know if there are additional items you need from me. All the best.

MEMO TO: Seymour Fox, Annette Hochstein, Marty Kraar, Henry L. Zucker
FROM: Mark Gurvis *MG*
DATE: December 8, 1989

17
C

I spoke with Barry Rosman about the questionnaire. to Barry, their questionnaire 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.



MEMO TO: Seymour Fox, Art Rotman, Henry L. Zucker

FROM: Mark Gurvis *MG*

DATE: December 8, 1989

*Xerox, copy to
SF
+ File,*

The attached articles happened to cross my desk at Federation, coinciding with our most recent policy advisors meeting. I thought you might find them of interest.

Mina file



Erev Rosh Hashana 5750



PERSPECTIVE ON CURRICULUM

Fresh Challenges, Fresh Solutions

TO HAVE AND TO BE

A young man once informed a great sage that he had gone through the entire Talmud; to which the sage responded, "But has the Talmud gone through you?" In previous generations a debate raged as to the importance of studying *Aggadah* (here used in its broadest sense to encompass all aspects of non-*halachic* thought) in addition to *Halacha*. (See R. Moshe Tsurie! in *Hamayan*, Volume 18, Numbers 1 and 2). Those fortunate enough to have had contact with true *Gedolim* know that all their actions reflected Torah values. They were Torah personalities, resonating with sanctity and sublimity. It would seem that in our day we cannot produce such personalities by the accumulation of Torah knowledge alone. A contemporary thinker divides people into those who aspire "to have," that is to increase their possessions, and those who strive "to be" special types of people. A conscious attempt must be made 'to be, not just to have.' The acquisition of Torah

knowledge without attention paid to *Musar* and *Hashkafa*, the *nishmas haTorah*, doesn't seem to work in today's world, if in fact it ever did. There are fundamental values which are not being absorbed by too many of our students. The Israeli scene is witnessing the growth of a new type of Yeshiva which caters exclusively to American Yeshiva students of good homes and good schools who were never really 'turned on' to *Yiddiskeit* and learning. This writer knows of five such Yeshivot in Jerusalem. Imagine how many more such students there are who *don't* make the trip to Jerusalem! At least part of the cause of this development is the ubiquitous materialism which has long since seeped into our community. Related to the materialism is a too frequently encountered self-centeredness. A recent symposium dealt with the "Es Kunt Mir" generation exemplified in the story of the boy who accompanied his mother to the fruit market and proceeded to grab various fruits on display. His mother angrily rebuked him. Finally, the storekeeper perceiv-

ing the boy's plight offered him a banana. "What do you say," asked the mother? "Peel it," replied the boy.

The tremendous opportunities that our generation provides for "kiruv rechokim" make it that much more necessary that we foster a spirit of giving and caring for others.

SELF-WORTH

In a traditional yeshiva setting, an individual's worth is mainly determined by his distinction in Torah learning. Those not distinguishing themselves, inevitably lack a sense of self-worth. On the other hand, in the *Hassidic* community, each person has a place and possesses worth for what he is.

WHOLENESS

As pointed out by a number of contributors there are many areas which are presently neglected, to the detriment of the "wholeness" of our students. We must underscore the lack of knowledge of Jewish history, particularly modern Jewish history, which is so essential to understanding and relating to the world in which we all live.

These considerations make it crucial to carefully re-examine our current curriculum in the broadest sense of that term.

CURRICULUM FLEXIBILITY AND OPTIONS

Is the present curriculum providing a satisfactory *chinuch* for the different types of students that our Yeshivas educate? Has the post-high school *chinuch*, which is addressed to the intellectually elite, taken sufficient note of the fact that we now have universal education for many years beyond what it was in Europe where the present method of study was developed? For example, one of our leading Yeshivas has developed a highly successful program of studying Gemara, Rishonim, Tur and Codes in an organized system so that each young man passing through that program can emerge proud of his achievements and armed with a system of study which he can use for a lifetime. Why is such a program not being

applied more widely? Shouldn't such an option exist in addition to the regular program for those students who do not thrive within the latter system? In the words of Isaiah, "All thy children shall be taught of the Lord." (54:13)

A NATIONAL CURRICULUM COMMISSION

Rabbi Nachman Cohen has made a startlingly simple suggestion which cries out for implementation. Says Rabbi Cohen, we need people to be working full-time on planning and developing curriculum to meet the needs of today's student. We need a National Curriculum Commission "to generate the curriculum, syllabi, textbooks, workbooks... for any Orthodox Yeshiva day school...." The appalling paucity of attractive supplementary materials prepared in a professional manner is inexcusable for an affluent

society such as ours. Our children frequently recite cute *verter-lach* at the Sabbath table which have little meaning to them. Rabbi Yeruchem Levovitz of Lakewood, NJ recently began publishing attractive pamphlets (titled "Parents and Children") on each *parsha*, which highlight a principle or lesson relevant and applicable to the daily lives of the young students.

Each of the contributors to this issue has a unique vantage point and area of expertise. They all are, or have been, deeply involved in the nitty gritty of the educational process. As a result, their questions and answers, generalizations and theories spring from the churning and often confused stream of life itself.

Obviously, making the teaching field more attractive for our most talented and inspired young people should be given the highest priority. At the same time let us make sure that each child is provided with a curriculum during his and her school years which will provide him and her with the knowledge and spiritual depth necessary to live an authentically and creatively Jewish life in perhaps the most complex age of all time. By focusing on problems one may appear to be unappreciative of the positive and praiseworthy. In the present instance the opposite is the case: Because we cherish and admire our Yeshivas, we look forward to their attaining even higher levels of greatness and influence.



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CURRICULUM DEVELOPMENT A SOLUTION

by Rabbi Dr. Nachman Cohen



The American yeshiva community rightfully prides itself upon establishing and maintaining a high quality educational network in this country. In but four short decades, yeshiva day schools have been established throughout the length and breadth of this land. Thanks to the tireless efforts of Dr. Joseph Kaminetsky, long time director of Torah Umesorah, The National Society of Hebrew Day Schools, and his staff and supporters, every city with a population of more than 5,000 Jewish families has a Hebrew day school. Equally if not more impressive, is the system of Mesivtos, Bais Yaakovs, *Chadarim*, *Batei Midrashios* and *Kollelim* which presently adorn our communities. Moreover, the administration and faculty members of yeshiva day schools are very bright and dedicated individuals who spend many hours "beyond the call of duty," analyzing how to reach every youngster, both intellectually and religiously. Principals and Roshes Yeshiva have done a fabulous job at their oftentimes multiple roles as administrators, purchasing agents, fund raisers, public relations agents, recruitment specialists, staff coordinators, extra-curricular activity planners, staff supervisors, building and ground managers, and curriculum coordinators.

Indeed the period has been one of continued growth and expansion. Budgets have soared. Campuses have grown. Enrollment has swelled. Phase I, that of establishing an educational system, can truly be labelled a success.

SUCCESS LEADS TO CHALLENGE

Yet, from all quarters — educa-

tors, administrators, parents and observers of the Jewish educational scene — one hears a myriad of complaints about the system. As this issue of *Jewish Action* is concerned about curriculum, I will focus upon this area.

The most common complaints about the curriculum are that:

1. There are many important areas, such as *middos*, *siddur*, Jewish history, basic "Yediyos," *Tanach*, *Tae 13 Ikkarim*, and *halacha l'ma'aseh* in contemporary issues that are not taught sufficiently or at all.
2. There is no — or not enough — flexibility in the system to deal with students of average ability who are unable to keep up with the "standardized" curriculum. Yet, as significant as this complaint is, it is but a symptom of a much more basic problem. It is a problem that few understand — which explains why little has been done to rectify it. Before explaining the true problem, I will set down the present status of the curriculum in yeshiva day schools. Obviously, the picture portrayed does not hold for all day schools, but it does hold true for enough to make it significant.

Many schools do not have a written curriculum.

Item: A long time acquaintance, once confided to me that when he became principal of a once prestigious boy's yeshiva high school — which at that time had been in existence for close to forty years and has since closed its doors — and asked to see the school's curriculum, he was handed a one sheet memorandum. The point which immediately struck him was the Prophets curriculum for grades eleven and twelve which read, "In grades eleven and twelve

Navi is not taught."

While elementary schools, by and large, have a set pattern of what portions of *Chumash* will be studied in which grades and what *mishnayos* and chapters of *Gemara* will be introduced when, the curriculums of Mesivta High Schools are by far more nebulous.

Fewer schools have syllabi. Exceedingly few day schools have full blown syllabi. Often one will find a school curriculum which states: "Grade 5: *Chumash*, *VaYikra* ... Grade 7: *Gemara*: *Arvei P'sachim*," and beyond this no written statement is found concerning specifically what in this chapter should be taught, how it should be taught, what, if anything, should be omitted, which "Rashis" should be selected, what skill levels should be attained, what alternatives should be provided for the slower learner, or any other educational concerns.

The lack of continuity.

The Talmud states in a number of places that it is good for a young child to be taught by one teacher. By this the *Gemara* means to emphasize that continuity is extremely important for a young student. One of the little realized drawbacks of not having proper syllabi is that school programs often lack continuity in the teaching of both materials and skills. Teachers of one grade are often not aware of what was taught in a previous grade and how the material was presented. In the secular realm, a teacher can look back at the Teacher's Manual of a graded textbook series to find out what skills students should have acquired, the level of the subject they have reached, and how this course fits into the greater pic-

ture. This does not exist in *Limudei Kodesh*.

The lack of a graded curriculum. Given the lack of a coherent curriculum, educators often fly "by the seat of their pants." They are too often motivated by inertia in determining what should be taught and when. In my many years in the field, I have found very few principals or school systems that deal with the pedagogical question of when in the student's growth it is best to introduce a certain *mesechta*, what is the best way to sequence the *mesechtos*, which *Rishonim* should be taught at which point, and which portions of *Rishonim* should be omitted. It is no secret that the situation presently in vogue is that in too many yeshivos there is no meaningful sequence of presenting the material and the material a particular student encounters is dependent merely on when in the curriculum rotation he enters the school. For many it works, but for too many it doesn't.

The lack of provision for those who lack basic skills.

Every principal and most *rebbeim* know that there is a prevalent national crisis in our school system, "Why can't Yosef read?" While we boast of the superstars who memorize and/or learn all of the *Mishnayos* in *Shas* by age twelve, a very large percentage of our high school students are functionally illiterate. They are not able to read on their own the texts of the courses they are studying. Some cannot read *Rishonim*, Gemara, or Rashi, and in all too many instances there are high school students who cannot even read and translate intermediate level verses of *Chumash*. This problem more than any other cannot be overlooked or minimized. *Limudei Kodesh* is text-oriented. A student — who might be very bright and excel in other academic areas but who cannot keep up with *limudei kodesh* texts sits in a classroom for twelve years or more and is unable to keep up with the work. While there are those who argue that yeshivas must be concerned about

the "1 in a 1000" who will grow up to be a "*moreh hora'ah*," it is only because they have not truly felt the pain, anguish, frustration and anger developed by the youngsters who are put through this ordeal.

LACK OF A SUPERSTRUCTURE

Having leveled these serious charges against the Yeshiva Day School System, the obvious question is: Who is to blame for all of the above? Is it the school, the education committee, the faculty, the principal or the dean? Many would say. "Yes." to all of the above. I say, emphatically, "No." These problems go much beyond those of a particular school or principal. The problem is the structure, or in this case the lack of structure.

First and foremost, it must be realized that even were every principal an educator, which many are not, (some are very good administrators but poor educators) no principal of a public school creates his own curriculum. The creation of a curriculum requires curriculum experts. We have many gifted educators in our system who could have excellent input into curriculum development, but they cannot do so given their daily responsibilities. Moreover, textbooks are needed for many curriculum areas. Over the past 40 years, dedicated authors and pioneering publishers have come up with many innovative and substantive books, yet there is little profit in the publishing of these books and, therefore, little effort is put into refining these fledgling works to turn them into a substantial graded series which could carry the student through six or seven grades.

PHASE II

To rectify the situation it is imperative that a Curriculum Assistance Department for Yeshiva Day Schools be founded. The function of this service organization would be to generate curriculum, syllabi, textbooks, workbooks, teacher's aids and all necessary educational material for any Ortho-

dox yeshiva day school — be it *Hassidic*, "Yeshivish" or "Centrist" — or Day School system that it seeks to aid in accordance with that school's educational philosophy. It should provide technical information, testing and homework materials, and gather data which will help enhance the level of Jewish education. This organization must also work hand in hand with the existing educational organizations, such as Torah Umesorah, and in no way seek to supplant them. For those who argue that this organization would be a duplication of existing structures, the counterargument is that these structures factually — if not theoretically — assign curriculum development a very low level of priority.

The question now comes down to one of money, for the organization cannot be effective without sound financial backing. But it must be remembered that yeshiva education is now big business. It is commonplace for even moderate schools to have an annual operating budget which exceeds \$1,000,000. The system has real estate holdings which exceed \$1,000,000,000 and as such, may no longer be thought of as a fledgling system. It deserves and requires a superstructure which will provide for true curriculum planning and development to take place so that the problems enumerated above can be solved.

Rabbi Dr Nachman Cohen is the spiritual leader of the Young Israel of North Riverdale/Yonkers, and the Director of Torah Lishmah Institute. The author of the highly acclaimed Master a Mesechta Series, Rabbi Cohen was the founder of the New England Academy of Torah, Providence, RI, and served as Principal of Mesivta Ohr Torah, Riverdale, NY. As an Educational Consultant for Torah Umesorah, he wrote several versions of the National Basic Achievement Examination and edited its Common Mesechta Project.





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PHONE NUMBER

FROM:
NAME MARK GURVIS
COMPANY PREMIER
DEPARTMENT
COST CENTER 090
216 361 9962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2160010027

TIME SENT:

MESSAGE:

S+A - Thank you for your quick feedback on the minutes. I've incorporated all of the recommended changes except the one for p.2, par 2. Both HLZ + I believe that all 4 papers should go out before the Feb. meeting. If you think this is unrealistic, we should discuss.

HLZ asks that I remind SF about a promised list of Jewish-sponsored foundations in Europe + Israel. No pressure - just a reminder.

Regards, Jimmy

NOV 28 '89 12:59

PAGE.01



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FROM:

NAME Ginny Levi
 COMPANY Premier
 DEPARTMENT _____
 COST CENTER 090
216 361 9962

TELEX NO.: 8873015 PREMI UW**FAX NO.: 9168816827****TIME SENT:****MESSAGE:**

Annette is scheduled to see David Arnow at 10 a.m. and Norman Lamm at 1 p.m.
 on Thursday, November 30. She was scheduled to meet with Matthew Maryles at
 4 p.m. on the same day. Please confirm that you want Maryles cancelled.

FAX 216 391 8327

** TOTAL PAGE.01 **

NOV 28 '89 16:44

PAGE . 01



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Annette Hochstein

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CITY, STATE, ZIP

New York

PHONE NUMBER

212-265-0060

FROM:

NAME

Ginny Levi

COMPANY

Premier

DEPARTMENT

Fdn

COST CENTER

090

216 361 9962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163018327

TIME SENT:

MESSAGE:

Annette - I'm sending a list of items for possible inclusion on 12/6 agenda (with item 3 expected to take most of the meeting) and a grid showing commissioner attendance which might be used with #7. All is very tentative because HLZ hasn't seen either. We have a meeting with MLM at 10:00 Fri AM and I'd like to be able to review a tentative agenda with him. Could you please fax me a draft before that? Thanks.

Ginny

11/27/89

Items for possible inclusion
on agenda of
Senior Policy Advisors
Wed., 12/6/89

1. Minutes and assignments
2. Report on meetings of 12/4 and 12/5 (researchers, programmatic)
3. Discussion of draft document - recommendations for final report
4. Discuss design of IJE and draft of director position description
Develop process for identifying director
5. Outreach update
 - a. report on GA
 - b. denomination meetings: Gottschalk, Lamm, Schorsch, Green, Schindler
6. Update on meetings with funders
7. Commissioner interviews
 - a. assignments
 - b. interview format
 - c. building attendance for 2/14 - who needs special attention?
8. Upcoming meetings
 - a. Tues., Jan. 23 - Cleveland Hopkins - 12:00 noon - 5:00 pm
 - b. Tues., Feb. 13 - JWB - pre-Commission planning - time?
 - c. Wed., Feb. 14 - UJA/Federation - Commission - 9:00 am - 5:00 pm
 - d. Thurs., Feb. 15 - JWB - post-Commission - 8:30 am - 12:00 noon

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

Nativ-Policy and Planning Consultants

Jerusalem

To: Mark Gurvis

From: Annette Hochstein

Date: November 6, 1989

Dear Mark,

Following our telephone conversation today, I will try to summarize the "programmatic agenda" assignment towards your conversations with CAJE leadership.

The purpose of the endeavour is to outline a broad general agenda in specific programmatic areas. By pointing out the content, scope, importance, likely impact and feasibility as well as pointing to key opportunities and challenges in each option, we believe that the case for undertaking the option could be made. The purpose is to intelligently convey the opportunities. It is not to offer a detailed plan - rather to offer knowledge that may lead someone to decide to initiate a planning and implementation process in a given programmatic area.

a. What should the individual papers consist of?

Without presuming to dictate a format, I believe the following categories may be useful - though none of this should be binding:

1. A description and overview of the area including its scope - based on the best available data.
2. Major challenges and opportunities for that area at this time.
3. Outline of an agenda: what should and could be done now.

1. A description and overview of the area including its scope - based on the best available data.

(For example in the paper on "early childhood" the description might include the following kinds of statement (all the data is fictitious) : There are approximately 400,000 Jewish children between the ages of 2 and 5 in North America; 65,000 are enrolled in 275 pre-school programs under Jewish auspices. Of these X are

in day-care centers that cater to 2-3 year olds and Y in kindergarden programs. X % of the programs are located in JCCs, Y in synagogues, Z etc... A total staff of X etc..
In addition to these formal programs a wide array of informal programs is offered for toddlers in the areas of...
The media - television, video films, movies, music, songs etc...

The content of these programs includes most often .. Jewish holidays... israeli songs...elementary Hebrew vocabulary... none of these

*** Mark all the data in this example and in those that follow is fictitious; moreover examples are offered as one of many possible way to describe the field. Of course it is by no means complete. The main point is that a brief description is needed, based on the best available quantitative and qualitative data. Joe's option papers offer a good basis from which to start the whole work. Moreover for many papers key experts were consulted or asked to respond. Relevant parts may be incorporated in the agenda papers - though the purposes of the two are quite different.

2. Major challenges and opportunities at this time

To continue with the early childhood example:

- Over the past decade there has been significant rise and enrolment and demand for programs - due to the changing employment patterns of women. As a result...

This creates major opportunities to expand programs etc...

- The quality of programs is often poor, in particular as concerns Jewish content.

- The staff for early childhood programs is generally underpaid (\$ X compared to \$Y in general programs).

- The staff is often poorly trained for the assignment. In fact X% of the staff are not jewish; Y% have never had any Jewish educational experience themselves and most are unfamiliar with....

- Currently there is only one very minor training program, that can train only a fraction of the staff needed. JCC's are setting up a new and additional training program for pre-school educators in JCCs.

- etc..

3. Outline of an agenda:

The outline could include major general recommendations. These should be based on state-of-the-art knowledge and on a preliminary assessment of impact and feasibility.

To push the example one step further, an agenda on early childhood could include recommendation of the following kind:

There are significant opportunities for development in

the area of early childhood education today.

It appears that 30,000-50,000 (tens of thousands) additional children could be recruited to participate in formal programs, whereas almost the whole age group are potential clients for a variety of informal programs.

Therefore we recommend that the following be developed over the next decade:

- * The number of formal programs (institutions) should be gradually increased by 40%, allowing to almost double the number of children enrolled in programs.

- * Outreach efforts should be made to that population that will not enrol in formal programs. In particular:

- * A major effort should be undertaken to produce quality programs for toddlers to be broadcasted in the general media. The programs (films, video strips, etc..) should be centered on ...

- * Five training programs for early-childhood educators should be developed in various areas in North America. Together they should graduate annually at least 350 people during each of the next ten years.

- * Existing materials... New materials...

- * A policy for increasing salaries and benefits by an average of % will be developed nationally and implemented...

b. How could this be done?

I envisage a three-step process:

1. Data gathering and informal consultations - by the key person in the group. The purpose is to arrive in Cleveland with the necessary background materials and data - so that work can proceed on substance. Since CAJE is likely to choose experts in each area to lead the group, state of the art thinking and existing data should be within his/her reach. I imagine that such a person will have access to major experts in the area for telephone consultation and collegial advice-seeking, and will find a way to communicate as needed with his/her team-members.

2. The group deliberative process in Cleveland. The groups will choose how to run their discussion. They may find it useful to use the option paper as a point of departure - from which to differ or with which to agree.

3. Final analysis and writing by the key person.
As we discussed, the idea that the writing could be done 8-12 days following the Cleveland gathering is certainly acceptable,

and it does make sense that one person do the written synthesis.

I hope this is useful to you - but more detail may be necessary - please let me know. I am sending this in a hurry so that your further conversations with Eliot not be held back. I will probably touch base with in the near future.

Best Regards,

257 SM

Joseph Reimer

November, 1989

THE SYNAGOGUE AS A CONTEXT FOR JEWISH EDUCATIONIntroduction

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:



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.

427 ✓

Dear Seymour and Annette,

This is a theoretical statement. In Cleveland, I hope to present data from the study as well as discuss the ideas.

I'd like to send out short readings from David Schoem's dissertation on the relationship between the school and the synagogue, and from Daniel Elazar's book on the relationship of the synagogue to the community.

These would be background readings to stimulate discussion.

Joe

40 ✓

TO: CAJE EDUCATORS
FROM: STAFF OF THE COMMISSION
RE: THE EXPANDED OPTION PAPERS

The purpose of the two day meetings - December 4th & 5th - in Cleveland is for the CAJE educators in collaboration with the staff of the Commission on Jewish Education in North America to elaborate upon five of the option papers prepared for the Commission a year ago.

What is an option paper? As you can see from the examples, it is a short policy statement about a given programmatic area within Jewish education (early childhood, supplementary education, etc). It attempts to briefly summarize for a reader what kinds of programs exist for which populations to achieve what objectives or outcomes. It attempts to assess the relative strengths and weaknesses in this area (on criteria such as personnel, materials, funding, support) and then suggest what could be achieved in what time frame if greater resources were available.

The initial option papers were done quickly and provisionally, and though based on much consultation, they certainly could benefit from greater reflection by educators in the field. That is the task of the groups of educators in Cleveland.

To place the educator-participants in the appropriate mind frame for these meetings, let's imagine their roles as consultants to the Commissioners. They are to assume a fiction: that the Commissioners are willing to provide all the needed resources to make this area a shining example of what could be done to achieve excellence in Jewish education. But, the question is, what is needed to be done to achieve such excellence? That is,

- 1) What could be done in the immediate?
- 2) What could be done in the mid-term (next couple of years)?
- 3) What could be done in the long-term (in 10 years)?

To provide reasonable answers to these what-if questions, we need first to provide an overview of what does exist in this area so that we can move from "what is" to "what could be." It would be very helpful to come to Cleveland prepared with as much accurate data as possible in relation to these aspects of your area.

5. INSTITUTIONAL SUPPORTS

- a) Currently, what are the main institutional supports for programs in this area? (Financially and otherwise, how do given agencies currently express their support for these programs?)
- b) What kinds of institutional supports should be available to more amply provide for the envisioned programs in this area (in the short to long term)?

6. MAJOR OPPORTUNITIES

- a) Given what we know about this area (its programs, population, personnel, materials, institutional support, etc.), what are the major opportunities for improvement and expansion?
- b) What is the estimated feasibility of realizing these opportunities given adequate resources (in the short to long term)?
- c) Are there other questions we need to be asking to judge feasibility?
- d) What are the main benefits or outcomes that the community could expect to see if these opportunities were to be realized?

From major opportunities, it should be possible, once the group is together in Cleveland, to generate a list of major general recommendations over the next decade that are based on state-of-the-art knowledge and a preliminary assessment of impact and feasibility. These recommendations could serve as a basis for a community or a foundation to significantly invest in this area of Jewish education.

Note: This is a lot to prepare for the Cleveland meetings. No one person usually carries all this information in his/her head. Please consult with your colleagues in the field and gather from their experience and knowledge base as well as your own whatever reliable information we have on what currently exists and what could feasibly come to exist in the short to long term.

aryeh/c

FOR PHONE CALL WITH ARYEH
20.11.89

22/11/89

A Nation at Risk

list of colleges of Jewish studies - for map

Preparing for meeting of researchers - seriously

Isa's Paper

Tables: Current student status

Faculty: 13 full time
only 9 without admin.

20 part-time
at least 2 course of

40 adjunct = 1 course
per year

Budget: sources of funding
Table re types of programs & clinically based

BA 53
MA 164
part time
MA full time 73
Ph.D. 67

700 Teachers
are taking one
course or more

417C

TO: Seymour Fox, Annette Hochstein, Mark Gurvis
FROM: Joe Reimer (11/16/89)
RE: Meeting at G.A. with E. Spack and B. Katz

Eliot began the meeting by reporting that he had given the assignment of coordinating this effort and electing educators for each of the five programmatic areas to Ron Reynolds (of L.A) and Roberta Goodman (Toronto) - both of whom are taking it very seriously (and I know them to be serious people). The lists are still in formation - with some people who were asked unable to be free on December 4th and 5th. The names of those accepting were mostly known to me and represent highest quality (e.g. Marvel Ginsberg in early childhood; Ron Wolfson in family; Gail Dorph in supplementary; Lois Zachary and Lifsa Schachter in adult). Getting media people is proving hardest.

Eliot and Betsy made a strong case for giving these educators maximal room to create together their own scenarios and not feeling boxed in or having to fit into pre-ordained slots. Mark and I, respecting their wish for autonomy, also strongly stressed the other pole: producing a product in a form usable to the Commission or future implementation mechanism. I think we came to reasonable compromises.

Ron and Roberta have asked to lead the process for the two days. They have worked out a procedure for the groups that begins with the most open-ended "blue-skying" but then proceeds thru a force field analysis to identify what are the facilitating and blocking factors in the current situation likely to affect moving from "what is" to "what could be" (in communities). We stressed that in all this deliberation, the issue of personnel and training should be considered in terms of "what needs to be done" nationally and locally to get from here to there.

We began working out concretely how the process they propose will fit into the time schedule for those days. We agreed that each small group will have a leader/recorder, that at the end of Tuesday, those leaders will meet with us to debrief us. The leaders will then propose a summary statement of their group's deliberation to be given to Ron and Roberta who will meet together on January 2 in L.A. to edit and get back to us. Their editing will also involve putting the deliberations into a form more usable as expanded option papers. (Eliot wants to further discuss if CAJE at some point can also use and publicize these final versions and how the Commission will use them.)

At the end, we talked about how the educators will prepare for this meeting. They agreed to send the (attached) document I prepared to Ron and Roberta so that they can develop questions to help organize the thinking of all the participants. While it is not realistic to expect the participants to come with written papers or data-bases, they can be asked to come with focused thoughts based on their own knowledge and consultation with their colleagues in their field.

Mark will be in further touch with Ron and Roberta who are crucial to this process since Betsy won't be there and Eliot will probably be there only part of the time. I had a good feeling that if we "trust the process" and give appropriate feedback, we'll get a quality product from these deliberations.



1. PROGRAMS

- a) What kinds of programs (formal and informal, full and part-time, etc.) currently exist in this area?
- b) For each type of program: what are the numbers of programs, the supporting agencies, the population attracted, the objectives to be obtained?
- c) What kinds of programs are not yet in existence, but are needed and feasible to create (in the short or long term) to service which population and meet which objectives?

2. POPULATION

- a) What different populations (e.g. children, parents, or synagogue members vs. non-affiliated Jews) are serviced by each type of program?
- b) Do we know the numbers of people serviced by these programs?
- c) Do we know who could be serviced by expanded or newly-created programs and what numbers could be involved?

3. PERSONNEL

- a) Who are the personnel currently involved in this area? (What do we know about numbers of personnel, level of training, route into the field, turnover vs. opportunities for professional development, etc?)
- b) How could the performance of current personnel be enhanced?
- c) What kind of personnel should be trained or re-trained to substantially improve the personnel picture in this area (over short to long term)?

4. MATERIALS

- a) What are the kinds of materials currently available in this field?
- b) What could be done to enhance the educational usefulness of existing materials?
- c) What kinds of materials should be created or made available to truly enhance this area (in the short to long term)?

החברה למען החינוך היהודי בצפון אמריקה

Jewish Education Service of North America, Inc.

730 Broadway, New York, N.Y. 10003-9540
ENTRANCE 418 LAFAYETTE STREET

Tel. (212) 529-2000



DR. DAVID RESNICK
ISRAEL REPRESENTATIVE

November 19, 1989

Ms. Debbie Meline
Nativ Policy and Planning Consultants
Jerusalem

By hand

Dear Debbie:

I received the bibliography you sent, "The relationship between Jewish education and Jewish continuity: studies/materials on the effectiveness of Jewish education." I'll start by suggesting some additional materials, and then make comments on the current list.

Additional materials

- "Learning about learning" published by the Center for Modern Jewish Studies at Brandeis (December, 1987) is worth looking at in its own right, as well as for the new genre of research it represents.
- Emil Jacoby's study (1970) "Continuation and dropout in Conservative congregational schools" has much to say about what works and doesn't work in Jewish schools, as far as inducing kids to stay enrolled after Bar Mitzvah (a very important link in continuity!).
- Dushkin & Engelman (1959), "Jewish education in the United States". Since you quoted older studies in the list, he might as well look at this classic.
- If he wants a look at a community other than the US, there is a nice cluster of articles about Australia:
 - Chazan's (1980) "Jewish schooling and Jewish identification in Melbourne" published by the Melton Centre;
 - Goldlust's "Jewish education and ethnic identification: a study of Jewish adolescents in Australia", Jewish Education, 40(2), 1970; and
 - Taft's article "Beyond the third generation: the ethnic identification of Jewish youth" in Medding (ed.) Jews in Australia.

19 Nov. 89

- Dashefsky & Shapiro, Ethnic identification among American Jews, Lexington Books, 1974 -- section on Jewish education.
- Lazerwitz (1978) "An approach to the components and consequences of Jewish identification", Contemporary Jewry, 4 (Spring/Summer). Other of Lazerwitz's work is reviewed in the Bock citation you included in the list.
- Ness, L. (1980) Jewish attitudes of the 1979 graduates of Suffolk Conservative afternoon schools. Yeshiva University Ed.D.

Comments on the current list

- Birnbaum. The study is flawed by having no control for family background (the usual problem in the early studies), so there's no way to explain his results (which were unremarkable in any case). Unless this is easy to get hold of, it may not be worth the effort.
- I assume the version of Geller's article published in Journal of Jewish Communal Service (Fall, 1969) may be more rigorous than the one you list in Synagogue School.
- Heimowitz, Joseph. Why a question mark on his first name? It is Joseph. Since his was a study of just one school and no comparisons to other schools are brought, the usefulness of his findings are somewhat limited.
- Ribner -- the year should be 1978, not 1987.
- Sanua's name is spelled as I have it, not "Sauna".

I think this is it. I hope you (and Professor Scheffler!) find these few rushed comments helpful. Good luck with your work; best regards to Annette.

Cordially,


David Resnick

Dr/gwr

cc: Jonathan Woocher

P.S. I've drawn, in part, on some of Harold Himmelfarb's work in providing this feedback.

AX SENT

DATE:

16.11.89

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: November 16, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-213-747-6128

Dear Isa,

Your paper was waiting for me when I arrived at the office this morning. Thank you very much for sending it so promptly. I read it with great interest and look forward to discussing it with you. Seymour also read it and told me to convey to you that he thinks it is very good.

We are asking Mark Gurvis to forward your paper to all of the people who will be participating in the researchers' meeting.

Best Regards,

Annette

FAX SENT

DATE:

16/11/89

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: Ginny Levi and Mark Gurvis

DATE: November 16, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

Dear Ginny and Mark,

We received the draft Isa Aron's paper on professionalism today and Seymour has approved it for distribution to the participants of the researchers' meeting. As soon as you receive the paper from Isa, please send it to all of the participants.

Best Regards,

Annette

MA SENT

DATE:

16/11/89

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: Hank Zucker

DATE: November 16, 1989

FROM: Seymour Fox

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

Dear Hank,

Here is a draft of the questions for Gallup. Annette is working on this with Mike Inbar and we are checking it with Lipset and others.

Best Regards
[Signature]

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

FAX COVER SHEET

TO: Annette Hochstein

FROM: Debra Markovic

OF PAGES (INCLUDING COVER) 2

OPERATOR Debra Markovic EXT. # 253

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.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

November 16, 1989

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Dear Annette,

Regarding the 1988 Data on Jewish Education in North America, I sent copies for the purpose of updating to Paul Flexner and Leora Isaacs at JESNA and to Dr. Edward Kagen, JWB Director of Statistics. Leora and Paul looked through everything and reported that at this time, we have the most current information available. Leora believes that a new Dubb and DellaPergola study currently being analyzed might well yield significantly new information, but the data is not ready to be released yet.

Dr. Kagen made several additions/annotations. They are as follows:

Page 4, D: In 1987, JWB had 25 "sleep away" affiliated camps in North America and 125 day camps.

Page 6, E: Estimates by JWB show approximately 22-24,000 campers in 1987 in JWB affiliated facilities...

Page 9: Dr. Kagen added the 1988 JCC salary averages for senior positions. They are:

| | |
|-----------------------------|----------|
| Executive level salaries | \$63,000 |
| Upper middle level salaries | 43,000 |
| Lower middle level salaries | 32,000 |
| Entry level salaries | 22,500 |

Finally, I checked the 1989 American Jewish Yearbook to update the General Demographic Data on page 1. The numbers follow:

| | |
|----------------------------|-----------|
| Estimate Jewish Pop.(U.S.) | 5,935,000 |
| % of tot. | 2.5 |
| Canada Pop. | 310,000 |

The yearbook did not have data on the Jewish % of the total population, but did mention that the largest concentration of Jews is in the City of North York, where they constitute 13%. Overall, Jews represent about 4.6% of the Metro Toronto population.

Hope this is what you had in mind.

B'shalom,

Debra
Debra Markovic



UNIVERSITY
OF JUDAISM

FACSIMILE COVER SHEET

OUR FAX #: (213) 471-1278

DATE:

Nov 15, 1989

ATTENTION:

Professor Seymour Fox

Jerusalem, Israel

FROM:

Hanan Alexander

University of Judaism

THIS IS PAGE 1 OF 12 PAGES, INCLUDING COVER.

COMMENTS:

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

Delia
Please memo to us
on content of
proposal -

Fax Next
Tuesday to
Mayflower



UNIVERSITY
OF JUDAISM

LEE COLLEGE

Yzav

November 15, 1989

Professor Seymour Fox
Senior Consultant, North American Commission
on Jewish Education
Fax #699751
Jerusalem, Israel

Dear Seymour:

I received a call from Mark Gurvis last Friday, inviting me to attend a meeting of your research consultant group in Cleveland during the month of December. I told Mark that I was pleased to be invited and I would be sure and clear my calendar. I am writing now to make you aware of another proposal that we have been working on at the University of Judaism. I know you are familiar with the work of the Los Angeles Teacher's Study because of Isa Aron's involvement in your research and deliberations. We, at the University of Judaism, have been involved in an effort to deepen our understanding of some of the findings of that study through qualitative research. I am enclosing a proposal that we have submitted to the Wilstein Institute for Policy Research here at the University to help fund our work in that connection. We are hopeful that you might be able to assist David Gordis in obtaining some additional funding so that we can do the work that needs to be done. My understanding is that David, along with his assistant Yoav Ben Horin, will be in Israel in the next few weeks and that Yoav will be in touch with you to set up an appointment. I thought you might appreciate receiving a copy of the proposal in advance and hearing from me concerning my own interest in being involved in this study. You should be aware that it is my intention to be actively involved in this study, especially when it comes to the training of the research assistants and to the analysis of the data.

I know that you have also heard from Steve Huberman concerning some of my work on nonformal education here. I believe he is going to be sending you a tape describing some of the findings of the study which are most interesting. I look forward to hearing your comments, thoughts, and criticism about the work I am doing in that connection as well.

Finally, I understand from Barbi Weinberg that you plan to be in Los Angeles during the month of February. David Lieber has asked me to extend an invitation to you to come to the University to see what we are doing. We are enormously proud of our various programs and would like to share our work with you. David will be calling in the next few weeks to see if you can't work us into your schedule.

Please be in touch if there is anything I can do to be of assistance. I look forward to seeing you in December.

In friendship,

5/13/72


Hanan Alexander
Associate Professor Philosophy and Education
Dean, Lee College

AMERICAN JEWISH
ARCHIVES



298
BM

PROPOSAL

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



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

Why Study Teachers in Jewish Schools?

In 1978, approximately about 360,000 or about 37% of Jewish children between 3 and 17 years of age in the United States were enrolled in some type of Jewish school.¹ By 1982, 372,417 or as much as 43% of that age cohort were enrolled.² The increase is all the more dramatic given the decline in the American Jewish birth rate over the same period.³ Yet, despite the increase in enrollment witnessed at the beginning of the decade, we have seen no comparable efforts to increase the numbers of qualified teachers who provide instruction to these students or to improve the quality of instruction provided by those already teaching. The truth is that we know precious little about the personnel teaching in Jewish schools in North America. How many teachers are there? Where do they come from? What attracted them to teaching? What is the nature of their academic and professional preparation? Are they satisfied with their conditions of employment? If we are to attract the requisite number of teachers to our schools, if we are to prepare them properly to teach, and if we are to improve the instruction currently offered to our students, these questions require sustained and systematic attention.

What Has Already Been Done?

To address these sorts of questions, the L. A. Bureau of Jewish

Education together with the education faculties of The University of Judaism and The Hebrew Union College in Los Angeles, established a project to study teachers in L. A.'s Jewish schools. As the second largest Jewish community in North America, we reasoned that Los Angeles would provide an excellent setting for a case study of the state of the Jewish teaching profession that could shed light on important national and international policy questions relating to the recruitment, preparation, and retention of teachers for Jewish schools. As a first phase of this effort, an extensive survey of teachers was conducted in 1988 by Isa Aron of HUC and Ron Reynolds of the BJE in L. A. (see Appendix A for the instrument). It was administered to close to 760 teachers in 108 schools. Approximately 640 teachers or 85% of the population responded. In addition, preliminary qualitative data has been collected by H. A. Alexander, Gail Dorph, and Ron Wolfson of The University of Judaism.⁴ This work began to explore the "existential . . . aspects of teaching, . . . how . . . teachers experience their lives in classrooms," and in particular, how satisfied they are with their conditions of employment.⁵

The second phase of the work of this consortium has branched out in two directions. With funding from the North American Commission on Jewish Education, Professor Aron has sought to broaden the breadth of our knowledge of the teaching profession by collecting data available from other central agencies of Jewish education in North America⁶ about the teaching force in Jewish schools. This proposal is directed at obtaining funding to deepen our knowledge about the Los Angeles case with respect to the key issue of teacher satisfaction. A preliminary perusal of both the quantitative and qualitative data

suggests that in addition to salary and benefits issues, there are a number of other conditions of employment that could make the field more attractive to those starting their careers as well as to those already teaching in Jewish schools.

For example, all nine of the teachers with whom in depth interviews have already been conducted have provided indications that, although they were attracted to teaching because of an interest in working with people, they find the practice of teaching to be a lonely occupation. Few opportunities are provided for interaction with colleagues concerning how to improve their work, new methods they might employ, or new ideas that are being explored. Many teachers across a variety of categories reported on the survey that they are attracted to the field of Jewish teaching for reasons related to their own Jewish commitment or growth. Teachers born in Israel have told us that they chose this field as a way to make a contribution to the Jewish people absent their living in Israel. Many American born teachers see this field as a way to learn more about who they are as Jews. Yet, our educational system provides few opportunities for teachers to learn more about the community they serve or the subjects they teach. Finally, teachers have told us that they chose this field as an opportunity to become more involved in Jewish life, yet they feel disenfranchised from the educational policy making process of that very community they sought to serve as a result of their chosen field. Loneliness, lack of learning, and powerlessness, then, are three concerns that teachers have told us about. We would like to find out more about these sorts of concerns in order to begin to develop some policy guidelines to address them.

First, some analysis of the 1988 teacher survey is needed in order to identify factors that may contribute to teacher satisfaction. We need to review data concerning teachers' pasts, including countries of origin, reasons for entering the field, and professional preparation. We need to find out what has been learned about their current situations. In how many schools do they teach? Are there differences in their responses regarding one setting versus another and is there a relationship between these responses and the conditions in the schools? We also need to analyze what we have learned from the survey about how teachers think about their future plans. Do they see themselves as teachers in three years, in five years, in ten? Is there a relationship between these plans and any of the information we have gleaned about their past or present professional circumstances?

Second, a review of the preliminary qualitative data is in order. One of the surprising findings of this work has been the discovery that many of those with whom we have spoken express a good deal more satisfaction with their positions than we had expected? What are the sources of this satisfaction, and what are the sources of dissatisfaction?

Third, after this review of the data, it will be useful to construct a set of hypotheses concerning the sorts of people that are currently attracted to Jewish teaching, the conditions of employment that contribute to their satisfaction, and the conditions that discourage people from choosing to teach in Jewish schools or from continuing to do so. On the basis of these hypotheses, an interview protocol will be constructed and research assistants will be engaged.

The assistants will be trained in techniques of ethnographic interviewing and participant observation. Up to 75 teachers will be chosen in a variety of categories (e.g., American and Israeli born, novices and veterans, men and women, career and avocational teachers, those who have remained in the field and those who have left, etc.) The protocol will be administered to this population and a much smaller sample will be observed carrying out their professional duties. Assistants will summarize their interviews and observations in a standardized format that will allow the synthesis of the data. This data will then be analyzed and on the basis of our findings policy guidelines for the recruitment, preparation, and retention of teachers for Jewish schools will be formulated.



WHO WILL CONDUCT THE RESEARCH?

Those people who will conduct the research are:

A. Coordinator

Lynette D. Glasman, Ph.D. UC Berkeley

(Educational Psychology)

B. Senior Research Team Members

1. H.A. Alexander, Ph.D. Stanford

(Philosophy and Evaluation Studies)

2. Gail Dorph, M.A. Teachers College, Columbia
University.

(D.H.L. in progress - J.T.S.)

3. Ron Reynolds, Ph.D. UCLA

(Evaluation Studies)

C. Interviewers - to be hired

D. Clerical support

WHAT WILL IT COST?

| <u>Activity</u> | <u>Projected Cost</u> |
|--|-----------------------|
| A. Analyses of L.A. census data (100 hrs. of staff time, including report writing) | \$ 5,000 |
| B. Interviewing (including telephone interview of principals, training of interviewers and protocol transcriptions) | \$10,000 |
| C. Clerical support (including materials) | \$ 1,000 |
| D. Professional staff salaries | |
| 1. Coordinator | \$ 5,000 |
| 2. Other research-team members and consultants | \$ 5,000 |
| | <hr/> |
| TOTAL COST | \$26,000 |

REFERENCES

1. Himmelfarb, Harold S. and Dellapergola, Sergio, Enrollment in the Jewish Schools in the Diaspora-Late 1970's, Hebrew University, Jerusalem. 1982.
2. Dubb, Allie A. and Dellapergola, Sergio,, First Census of Jewish Schools in the Diaspora -- 1981/2 - 1982/3 -- The United States of America. Hebrew University, Jerusalem. 1986.
3. Himmelfarb and Dellapergola (1982), p. 20.
4. Dorph, Gail, Is There a Difference -- An Analysis of Teacher Job Satisfaction in Jewish Schools. Unpublished paper. March 14, 1989.
5. Alexander, H.A. with Dorph, Gail and Wolfson, Ronald. Opening their eyes: Being a Teacher in Jewish Schools - A preliminary report on the qualitative dimension of the L.A. teachers study. Jewish Education. Winter 1988, Volume 56, No. 4.

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION
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(213) 770-6624

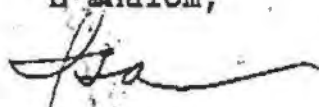
November 14, 1989

Ms. Annette Hochstein
Nativ Policy and Planning

Dear Annette:

One or two hours later on Wednesday, 11/15 is
fine. I can be home until 2:30 PM.

B'shalom,


Isa Aron

FAX SENT

DATE:

14/11/89

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

URGENT

TO: Dr Isa Aron
FROM: Annette Hochstein

DATE: TUESDAY

NO. PAGES: 1

FAX NUMBER:

Dear Isa,

I will be 1 or 2
hours late with our
call tomorrow. Please
inform me with possible
alternatives if this is
not good. Take Care
Annette

14 NOV '89 7:54
NOV 13 '89 16:06

FROM JWB

PAGE.001

PAGE.001

JWB

25 EAST 21ST STREET, NEW YORK, N.Y. 10010-1579

TELEFAX TRANSMITTAL FORM

To: Seymour Fox

Date: Nov. 13, 1989

Fax #: 011 972 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

Further to our telephone conversation:

I know you share my concern that the various papers commissioned may not cover the "informal". One indication I have is that the only author to contact us so far is Aryeh Davidson. Evidently the others have not been asked to include the "informal" or have chosen not to contact us.

I do not think it's too late to remedy this. The ball's in your court.

In addition to the above, but not as a substitute, I agree with you that it would be most appropriate to have a separate paper on Jewish Education In Formal Communal Settings. Possibilities are:

Prof. Bernard Reisman, Brandeis
Gerald Bubis, HUC, Los Angeles
Carmi Schwartz, CJF

FAX SENT

DATE:

13/11/89

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: Mark Gurvis
FROM: Debbie Meline

November 13, 1989

DATE:

1

NO. PAGES:

FAX NUMBER:

001-216-361-9962

Here are the addresses you requested:

Dr. Barry Holtz
Melton Research Center
The Jewish Theological Seminary of America
3080 Broadway
New York, N.Y. 10027

tel. 212-678-8034
fax 212-749-9653

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

tel. 517-353-0632

Debbie

11/13/89

12:54

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AND THE BUSH FUDOTI
WAS NOT CONSUMED
CONSUMED

Our Fax # (212) 678-8947

THE JEWISH
THEOLOGICAL
SEMINARY
OF AMERICA

3080 Broadway
New York, NY 10027-4649
(212) 678-8000

FAX (212) 678-8947

TO: Debbie Meline FAX: 9722-699-951

AT: Nativ Policy and Planning Consultants

FROM: Barry Holtz

AT: Melton Center, JTS 212-678-8034
(Phone number)

THERE WILL BE 2 PAGES INCLUDING THIS COVER PAGE.

DATE: November 13, 1989

SHOULD YOU HAVE ANY PROBLEMS IN RECEIVING THIS TELECOPY, PLEASE

CALL (212) 678-8000 AND ASK FOR Frika

SPECIAL INSTRUCTIONS: _____

**MELTON
RESEARCH
CENTER**
for Jewish Education

Debbie,

This list looks fine. I think you might consider adding only two items: Ron Wolfson's doctoral dissertation which is called something like A Jewish Education Experiment that Works and possibly the recent book published here at JTS called The Ramah Experience edited by Sylvia Ettenberg. It does not have lots of hard data, but the anecdotal and historical material may be relevant to the theme.

Best,

Barry Holtz



4020

SENT

TE

12/11

Nativ Policy and Planning Consultants
Jerusalem, Israel

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ירושלים

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Fax: 972-2-699 951

FACSIMILE TRANSMISSION

Joe Reimer, Horsnstein Program

November 12, 1989

TO:

Annette Hochstein

DATE:

1

FROM:

001-617-736-4724

NO. PAGES:

FAX NUMBER:

Dear Joe,

As you know, we are in the midst of planning the researchers' gathering in Cleveland on December 4-5, and are preparing materials for it. Isa Aron and Aryeh Davidson are sending us materials on their research in advance of the meetings. We believe that it would be useful if you, too, could share something in writing. If this is possible, please let me know by what date you will be able to fax a document to us. Friday, November 24 is probably ~~be~~ the latest date that we could receive materials.

Best Regards,

Annette

FAX ST
DATE

12/11/89 4030

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

November 12, 1989

TO: Prof. Aryeh Davidson

DATE:

1

FROM: Annette Hochstein

NO. PAGES:

001-212-749-9653

FAX NUMBER:

Dear Aryeh,

Following our conversation, I realized that in order to adequately process your material and send it to the other researchers, I need it by Friday, November 24th.

I look forward to hearing from you and hope this does not create undue pressure.

I spoke to Mark regarding fees and reimbursement. I will let you know in the coming days.

Warm Regards,

Annette

409C ✓

MEMO TO: Seymour Fox, Annette Hochstein
FROM: Mark Gurvis
DATE: November 9, 1989
SUBJECT: Meeting of Researchers

.....

Following is a rundown of invitees:

Jack Bieler--Not sure. It is difficult for him to take the whole time.
David Dubin--Cannot participate, would like to see the papers.
Josh Elkin--Cannot make the whole time; waiting to hear from us.
Carol Ingall--Could only arrive by 10 a.m. on December 5th. I have suggested that she not make the trip.
Sara Lee--Probably not, has been traveling too much lately.
Alvin Schiff--Probably available and is holding the dates.
Hannan Alexander--Planning to participate.
David Ariel--Can participate on December 5th only.
Herman Stein--Would only be available afternoon of December 4th. I will let him know it is probably not worth it.
Jon Woocher--Will join by dinner on December 4th.
Steve Hoffman--Will participate.

The following is a draft of a letter that would go with background material to those participating during the next week. We need to do a second mailing about a week or week and a half later with any materials that the researchers are prepared to share. Please let me know what this will look like.

I will be in Cincinnati from November 14 through November 19 for the General Assembly. However, you can check in with Ginny.

DRAFT 11/9/89

4110C

Dear

Thank you for agreeing to participate in the meeting of researchers for the Commission on Jewish Education in North America. The meeting will take place in Cleveland from 4:00 p.m. Monday, December 5 until 10:00 p.m. Tuesday, December 6. Enclosed is a schedule for the meeting.

All participants will be staying at the Bond Court Hotel, 777 St. Clair Avenue in downtown Cleveland (216-771-7600). The hotel runs frequent shuttles from the Cleveland airport. Dinner on Monday, and lunch and dinner on Tuesday are included in the scheduled program. Breakfast may be charged to your hotel room at the Bond Court.

The meeting will include an introductory session on the work of the Commission and an overview of the research program. This will be followed by four three-hour sessions on specific research projects as follows:

1. Isa Aron -- Professionalism as it relates to Jewish education
2. Isa Aron -- Analysis of data on the field of Jewish education
3. Aryeh Davidson -- An inventory of current training opportunities
4. Joseph Reimer -- The synagogue as a context for Jewish education

The papers will be in various stages of completion by December 4th. We will share as much as possible with you about a week before the meeting. Enclosed now are background materials from the four meetings the Commission on Jewish Education in North America has held to date. I would particularly draw your attention to the appendix and the background materials for the October 23, 1989 meeting, which outlines the research program of the Commission.

Please feel free to call me at (216) 391-8300 with any questions you have about the meeting or its logistics.

Sincerely,

Mark Curvis
Commission staff

Enclosures

250241 Ackie's Amendment

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

Ackerman, Walter

1963 A Report on a Modest Survey of Conservative Day Schools.
New York: United Synagogue Commission on Jewish Education.

Birnbaum, Herbert (?)

1962 A Study of Religious Attitudes, Beliefs and Observances of Jewish Pupils With Varying Religious Educational Experiences.
Unpublished Ph.D. dissertation. The University of Maryland.

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.

Cohen, Steven M.

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.

Dorph, Sheldon A.

1976 A Model of Jewish Education in America: Guidelines for the Restructuring of Conservative Congregational Education. Unpublished Ph.D. dissertation. Columbia University.

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.

Himmelfarb, Harold S.
1974 The Impact of Religious Schooling: The Effects of Jewish Education Upon Adult Religious Involvement. Unpublished doctoral dissertation. The University of Chicago.

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.

Himmelfarb, Harold S. and Sergio DellaPergolla
1982 Enrollment in Jewish Schools in the Diaspora, Late 1970s. Research Report 1, Project for Jewish Educational Statistics. Jerusalem: The Hebrew University, Institute of Contemporary Jewry.

Helmreich, William (?)
1982 The World of the Yeshiva: An Intimate Portrait of Orthodox Jewry. New York: Free Press.

Isaacman, Daniel (?)
1966 "~~Jewish Education in Camping~~" American Jewish Year Book 67: 245-252.

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 (?)
1987 "The Effects of Intensive Jewish Education on Adult Jewish Lifestyles." Jewish Education (Spring): 6-12.

Sauna, Victor D.

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

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.

1980 "Uncovering the Classroom Through Anthropological Analysis: Insights for Change in Jewish Education." In Gladys Rosen (Ed.), Consultation on the Anthropology of the Jewish Classroom. New York: The American Jewish Committee.

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.

215c

Debriefing on call with Mark Gurvis - Nov. 7th

MG is waiting for instructions on CAJE - what to tell Katz and Spack about how to prepare people who will work on options papers.

*AH promised to send memo on this by Wed. a.m. Cleveland time.

Attendance for Dec. 4/5:

Schiff - yes

Alexander - yes

Ariel - only on 5th

Woocher - only on 4th

Elkin - maybe; may need some pushing from SF

Lee - hadn't spoken to yet

Hoffmann - yes

SMC - no

MG will send us schedule for the meetings.

*AH must call ADavidson, IAron on Wed to find out what they'll have ready to send in advance of the meeting. MG will call JR.

Message to SF from MLM:

MLM prefers SF to speak COJEO rather than JR. AH said that SF probably couldn't make it. MG is left with a problem.

Debriefing on call with SMC - Nov. 7th

238

[14 min.]

SMC can't come to researchers meeting in December.
*DM must fax MG to tell him that.

SMC was very encouraging about getting into the Gallup study; its going to be an excellent sample. He suggested open-ended questions such as: "What are the reasons a person like you would want to send his kid to a Jewish day school?"

SMC's new book on the Orthodox is out.
*Note to AH to buy it on next trip.

3920 ✓

TO: Prof. Ackerman
FROM: Debbie Meline
DATE: Nov. 6, 1989
RE: Bibliographical materials for the research of the
Commission on Jewish Education

Thank you for agreeing to review the attached bibliography.

As I explained on the phone, we are interested in compiling a list of works which may be helpful to Prof. Scheffler in writing a paper on the relationship of Jewish education to Jewish continuity. We would like to include studies on the effectiveness of Jewish education, critiques of those studies and any other relevant articles related to the subject.

You will notice that question marks appear next to several of the citations on the attached pages. That is because we are not sure of the value of the work. Please cross out the name of any study or article which you believe will not be useful and, if possible, add any that might be worthwhile and are not listed here. Also, if you could suggest other sources for me to investigate, I'd appreciate it.

You can leave the document with your comments at the Jerusalem Fellows and I will come to pick it up.

הד"ר דבליהו
דבליהו

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

Nativ Policy and Planning Consultants

Jerusalem

285 BM

To: Mark Gurvis

From: Annette Hochstein

Date: November 6, 1989

Dear Mark,

Following our telephone conversation today, I will try to summarize the "programmatic agenda" assignment towards your conversations with CAJE leadership.

The purpose of the endeavour is to outline a broad, general agenda for programmatic areas. We believe that case for undertaking a specific option can be made if several aspects of the programmatic area are pointed out. They include:

content
scope
importance
likely impact
feasibility
key opportunities and challenges

We do not intend to offer a detailed plan, but rather to offer the kind of knowledge that may lead someone to decide to initiate planning and implementation in a given programmatic area.

I. What should the individual papers consist of?

Without presuming to dictate a format, I believe the following categories may be useful - though none of this should be considered binding:

- A. A description and overview of the area, including its scope, based on the best available data.
- B. Major challenges and opportunities in that area.
- C. An outline of an agenda: what should and, more importantly, could be done now.

A. A description and overview of the area, including its scope, based on the best available data.

For example, in the paper on early childhood the description might include the following kinds of statements:

[NOTE: All of the data and examples in the following suggestions are fictitious.]

- There are X00,000 Jewish children between the ages of 2 and 5 in North America; XX,000 are enrolled in Y number of pre-school programs under Jewish auspices. Of these X are in day-care centers that cater to 2-3 year olds and Z are in kindergarten programs. X% of the programs are located in JCCs, Y% in synagogues, etc. A total staff of X
- In addition to these formal programs, a wide array of informal programs is offered for toddlers through the media: television, video films, movies, music, etc. Their content most often includes Jewish holidays, Israeli songs, elementary Hebrew vocabulary, none of these.

This description is but one of many possible ways to describe the field and is, of course, by no means complete. The main point is that a brief description is needed. Joe's option papers (prepared for the background document of December 13, 1988) offer a good basis from which to start the whole work. For many of those papers experts were consulted or asked to respond. Relevant parts may be incorporated into the agenda papers, though their purpose is quite different.

B. Major challenges and opportunities

To continue with the early childhood example:

- Over the past decade there has been significant rise in enrollment and demand for programs due to the changing employment patterns of women. As a result...
- The level of community support for these programs is high. This creates major opportunities to expand programs, etc. Early childhood programs represent an opportunity to involve the whole family in Jewish education. Families drawn in at this early point are likely to continue their affiliation with the Jewish community.
- The quality of programs is often poor, particular in the realm of Jewish content.
- The staff of early childhood programs is generally underpaid (\$X compared to \$Y in general early childhood programs).

- The staff is often poorly trained for the assignment. X% of the staff are not Jewish; Y% have never had any Jewish educational experience themselves and most are unfamiliar with....
- Currently, there is only one training program, which can train only a fraction of the staff needed. JCC's are establishing additional training program for pre-school educators in JCCs, etc.

c. outline of an agenda

The outline could include major general recommendations. These should be based on state-of-the-art knowledge and on a preliminary assessment of impact and feasibility.

To push the example one step further, an agenda on early childhood could include recommendations of the following kind:

There are significant opportunities for development in the area of early childhood education today. It appears that tens of thousands of additional children could be recruited to participate in formal programs, whereas almost the whole age group is a potential client for a variety of informal programs.

We recommend that over the next decade the following be developed:

- The number of formal programs (institutions) should be increased to accommodate growing demand.
- Outreach efforts should be made to those portions of the population that will not enroll in formal programs. In particular:
- A major effort should be made to increase and develop educational resources for the early childhood age group. Books, videos records, television shows, children museums, games , etc. have been proven to be effective in secular early childhood education. There is a shortage of such resources for Jewish early childhood education.
- Several training programs for early-childhood educators should be developed in various areas throughout North America, with the goal of training at least X00 people each year for the next ten years.
- New materials for the teaching of XXXX should be developed.
- A policy for increasing salaries and benefits by an average of X% should be formulated and implemented nation-wide.

II. How could this be done?

I envisage a three-step process:

1. Data gathering and informal consultations by the key person in the group.

The purpose is to arrive in Cleveland with the necessary background materials and data so that work can proceed on substance. Because CAJE is likely to choose experts in each area to lead the group, state-of-the-art thinking and existing data should be within his/her reach. I imagine that such a person will have access to other experts in the area for telephone consultation and collegial advice, and will find a way to communicate as needed with his/her team-members.

2. The group deliberative process in Cleveland.

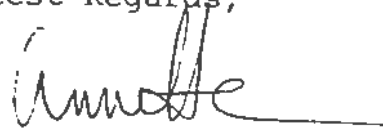
The groups will determine how to conduct their discussion. They may find it useful to use the option paper as a basis or as a point of departure.

3. Final analysis and writing by the key person.

As we discussed, it is certainly acceptable that the writing could be done 8-12 days following the Cleveland gathering, and it does make sense that one person do the written synthesis.

Mark, I hope this is useful to you, but if more detail is necessary please let me know. I am sending this in a hurry so that your further conversations with Elliot will not be held back. I will probably touch base in the near future.

Best Regards,



BUREAU OF JEWISH EDUCATION



6506 Wilshire Blvd., Los Angeles, CA 90048

057101960

39+C

October 6, 1989

Dr. Seymour Fox
School of Education
Hebrew University
Mount Scopus
Jerusalem, Israel

Dear Seymour:

I am pleased to inform you that I met with Dr. Isa Aron and worked out a satisfactory arrangement which will enable her to proceed with the research for the Commission on Jewish Education in North America. The Bureau of Jewish Education will pay \$5,000 to Dr. Bruce Phillips for his services.

In addition to myself, Dr. Ron Reynolds will be working closely with Isa and Bruce. This cooperation will make it possible for our Bureau to incorporate several of our research objectives.

It is our intention to disseminate the data of the Los Angeles Teachers Study within a few months. In the meantime, we shall be glad to assist Isa and the Commission in your efforts on behalf of Jewish education.

אנא פאן דעם דאטא

Emil

Dr. Emil Jacoby

EJ:mjg

cc: Dr. Steve Huberman
Dr. Isa Aron
Dr. Ron Reynolds

213-852-1234

818-880-8840

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FYI

318V

JEWISH FEDERATION COUNCIL
OF GREATER LOS ANGELES

6505 WILSHIRE BOULEVARD, LOS ANGELES, CA 90048 • (213) 852-1234
TTY 852-7741 • FAX 655-4458

November 3, 1989

M E M O R A N D U M

TO: MEMBERS OF THE COMMISSION ON THE JEWISH FUTURE IN LOS ANGELES,
JFC EXECUTIVE COMMITTEE

FROM: BARBI WEINBERG, CHAIRMAN
COMMISSION ON THE JEWISH FUTURE IN LOS ANGELES

RE: SPECIAL MEETING - NOVEMBER 20, 1989

Please join me at an extremely important meeting of the Commission on the Jewish Future in Los Angeles which is scheduled as follows:

MONDAY, NOVEMBER 20, 1989
6505 WILSHIRE BLVD., BOARD ROOM
12 NOON (Lunch will be served at \$10 to \$12 per person.)

Dr. Avraham Infeld, our guest speaker, will address us on the theme, The Role of Israel in Diaspora Jewish Education. Dr. Infeld is the Founder and Chairman of the Malitz Centers for Jewish Zionist Education in Israel, and is the senior advisor on Jewish education to the Jewish Agency. He is a world class scholar and an expert on Jewish identity building.

Please make every effort to join us. A reply card is enclosed for your convenience. We would appreciate hearing from you no later than November 13.

We look forward to having you with us.

BW:sws
Enc.

Please note - HOLD THE DATE! On February 12, 1990, the overall Commission on the Jewish Future in Los Angeles will be privileged to be addressed by Professor Seymour Fox, chief consultant to the North American Commission on Jewish Education, and a leading Israeli scholar.

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for Campaign
and Development
Loren Basch
Executive Director
Community Services
Huberman, Ph.D.

SE

Zac



JEWISH FEDERATION COUNCIL
OF GREATER LOS ANGELES

6505 WILSHIRE BLVD., SUITE 907, LOS ANGELES, CA 90048

November 2, 1989

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

TO: AVRUM COHEN, RABBI PAUL DUBIN
EMIL JACOBY, FREDI REMBAUM

FROM: STEVE HUBERMAN

RE: NOVEMBER 20, 1989

Attached is a copy of the meeting notice for our next meeting of the Commission on the Jewish Future in Los Angeles. Your leadership is cordially invited.

Please let Shirley know, no later than November 13, the exact number of people and who will be attending. Lunch will be \$10 - \$12 per person. A representative from your organization should be available to work with Shirley at the door from 11:30 - 12:30 to check in your people and to collect the money. Please let Shirley know who this person will be.

Thank you.

SH:sws
Enc.

Please note - The overall Commission on the Jewish Future in Los Angeles will be addressed by Professor Seymour Fox on Monday, February 12, 1990. Prof. Fox is the chief consultant to the North American Commission on Jewish Education and one of Israel's leading scholars. Please hold the date.

tables/9mn-w

393C

TO: Annette
FROM: Debbie
DATE: Nov. 2nd
RE: Isa's tables

6 different tables:

early childhood teachers and directors
K-12 teachers
youth group workers
teaching assistants & specialists
administrators
other senior level personnel

2 additional being planned:

salaries/benefits in related fields (rabbinate, Jew. communal service, public schools)
school finances (budgets, costs, tuition, scholarships, feasibility studies, fed. allocations)

categories on each table:

salaries
benefits
turnover rate
qualifications
recruitment/retention
professional development
new configurations of teaching

resources/places looked at;:

JWB annual report
LA BJE/LA teachers census
LA federation
HUC - LA
Miami study
Baltimore BJE
Boston CJP - task force on suppl. Jew. ed.
JESNA articles/studies
Orange County BJE
Cleveland Federation

My questions and comments:

Will the recruitment/retention category reflect how many unfilled positions (or how many positions are held by underqualified people) there are in each school? How will the shortage be documented?

Are the numbers of teachers in each place important? (not included in table)

The teachers table groups all teachers K-12 together. Will there be any breakdown according to subjects? Don't we want to know that there are plenty of people teaching Jewish history and not enough teaching Hebrew, etc.?

Will the table on sr. personnel include camp directors? (There's no mention of camp personnel anywhere.)

What about informal Jewish educators besides youth group workers? (e.g. teachers of chugim in JCCs, educators who offer courses to adults at synagogues, communal organizations, etc.)

How will the tables reflect whether the teachers are full-time or part-time, or whether a person holds two or three teaching jobs? (Isn't that necessary for understanding their salaries?)

Will the professional development category include what kind of additional training the teachers want/need, or just what is available to them?

Relationship between the educators and the lay boards isn't mentioned. Is that kind of information too narrative for these tables? Does the issue of empowerment belong in here somewhere?

What about advancement? Is there information about who does move up the ladder (within a school or a youth movement or a community)? Where could that info show up in the tables?

I assume that the specialists table will include specialists in both different skills (media, music, etc.) and in different forms of education (special needs, family ed., etc.).



**JEWISH FEDERATION COUNCIL
OF GREATER LOS ANGELES**

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FAX

3460

October 30, 1989

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

M E M O R A N D U M

TO: PROFESSOR SEYMOUR FOX
FROM: STEVE HUBERMAN
RE: RESEARCH PROJECT

I know you received the attached letter from Emil Jacoby regarding the Isa Aron research project. I am delighted that the appropriate arrangements now have been implemented.

As you know, I met with Manan Alexander, Isa Aron, Sidney Eisenstat, Chair of the BJE, and Emil Jacoby. I am hopeful that as a result, the data on the teacher's study will be properly disseminated.

I hope to see you soon.

Steve

SH:sws
Enc.

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Barbara Fass, Ph.D. - Eastern
Isaiah 'Chuck' Hurewitz - Metro
Elaine Berke -
San Fernando Valley
Myra Diamond - Southern
Irwin Levin - Western
Executive Director for Campaign and Development
Loren Basch
Executive Director for Community Services
Steven Huberman, Ph.D.

יעקב לוי ישראפול
ייעוץ ומחקר שווק בע"מ

Our Telephone Number: 972-3-482121

Our Telefax Number: 972-3-499608

FAX . TRANSMISSION

TO:

1. התאחדות
 2. התאחדות

FAX NO.

02-699951

PAGE NO. 1 OUT OF 4

FROM:

21/12/20

DATE: 2-11-89

1. 18th Century

בסתר שומרי האכסריות עם צה"ל
א"י מחבוא אפיון אותה
מולחם עסקי אומנים בקרב וחופי ארזה.

* תפנו את כל הארץ ואת כל האדם
והאדם והאדם

more like 5 of each week

מס' 1000

מוחקרי שיווק וסקרי דעת קהל בישראל וב-45 מדינות בעולם

רח' קהילת סלוניקי 6 תל-אביב 69513 ט/י 03-4900000 פקט: 402121 ט/י 03-4900000

CADIZ: CALLIPURA TELEX: 33770 / COIN IL VJF/U

יעקב לוי ישראל

האגודה העולמית. סקר אומוניבוס בקרב יהודי ארה"ב

בשנת האחרונה גברה חדרישח מטעם לקוחותינו לבצע סקרי דעת קהל או מחקרי שוק בקרב היחידות האמריקאיות. בעית חדגימה של מיעוט המונה לא יותר מ-4% מכלל האוכלוסיה היא לא קלה. על מנת להגיע ל-1000 בוגרים המגדירים עצמם כיהודים במדגם אקראי טהור יש צורך לטנן נ-50,000, כ-25,000 אמריקאים וזה יקר.

כעת, בשיתוף עם גאליס וואמויקאי, מכון גאלופ ישראל מציע לך שיטת מחקר, אמינה וזולה ויעילה המאפשרת לחלק את עלויות הדיגימה על פני מספר מזמינים. והכוונה לאומניבוס 1000 יהודי בארה"ב המתואר לחלן.

כעת, באמצעות מחקר זה תוכל לבחון נושאים כגון:

- חרגלי צריכה של מוצרים ושרותים.
- תגובות למוצרים ושרותים ישראלים ונכונות לקנותם.
- אתור פלחי שוק למוצרים שונים.
- נכונות לתרום לישראל.
- עמדות כלפי נושאים ישראלים, ציוניים או יהודים.
- וכל נושא קהילתי, דתי או שיווקי אחר.

המדגם

כאמור לעיל, האומניבוס היחודי יבוצע בקרב מדגם טלפוני של 1000 בוגרים מעל גיל 18 המגדירים עצמם כ"יהודים". המדגם יהווה תתן מיוצג מלא של האוכלוסיה ויהיווה גארה"ב. הוא לא יהיה מבוסס על רשימות אלו או אחרות. הוא יהיה מרוסס ועל סינון מבית לבית של 25000-35000 איש בכל רחבי ארצנו, וזאת שנון חתונה שחאוכלוסיה היחודית מונה כ-4%-3% מכלל האוכלוסיה האמריקאית. (חו שאינו מגדיר עצמו כיהודי לא יראוין גם אם הוא נולד כיהודי).

המדגם ייצג את האוכלוסיה היחודית באיזורים השונים עפ"י משקלם של היחודים באוכלוסיה בכל איזור ואיזור.

מחקרי שיווק וסקרי דעת קהל בישראל וב-45 מדינות בעולם

רח' קהילת סלונקי 8 תל אביב 69613 טל' 042121 פקס: 03-499808

טלקס: CABLES: GALLUPISRA TELEX: 35770 / COIN IL

כיצד מזמינים שאלות

ניתן להכניס לאומניבוס זה כל שאלה בח מעוניינים. נציגי מכון גאלופ ישבו אתך יגדירו צרכיך ויגישו לך הצעה לשאלות מתאימות. מיותר להוסיף כי התשובות לאותן שאלות תחיינה רכושן חבלעדי של המזמין.

מועד ביצוע המחקר

המחקר יבוצע מיד לאחר החגים. התוצאות הראשוניות תחיינה מוכנות במחצית חודש נובמבר 1989. דו"ח סופי ימסר עד סוף דצמבר 1989.

מחיר לשאלה

כל שאלה באומניבוס חיהודי תעלה \$ 700 (לא כולל מע"מ). המזמין מעל ל-10 שאלות יקבל הנחה של 10%.

מח יקבל המזמין במחיר זה?

מחיר הנ"ל כולל את הדברים הבאים:

- סינון של 25,000-35,000 איש על מנת להגיע למדגם הרצוי.
- נתוח כל שאלה עפ"י נתוני רקע והס: מין, גיל, איזור מגורים, הכנסה, גודל משפחה, קשר לדת, ארץ מוצא של משפחת האב ושכיחות ביקור בישראל.
- דו"ח בעברית עם מסקנות והמלצות. הדו"ח יכתב על ידי גאלופ ישראל בשיתוף עם גאלופ האמריקאי.
- הסרט המגנטי ישאר בבעלות "גאלופ ישראל" לעבודים מעמיקים יותר במידת הצורך.

תאריך אחרון להזמנת שאלות

המועד האחרון להזמנת השאלות הוא 15.10.89.

על גאלופ האמריקאי

המחקר יבוצע על ידי מכון גאלופ האמריקאי, חידוע בארה"ב באמינותו ובאיכות עבודתו. לגאלופ האמריקאי נסיון מיוחד בבצוע מחקרים בקרב מיעוטים דתיים.

מאחר וחשאלון עצמו לא יוכל להיות ארוך מ-30-20 דקות ראיון. מספר השאלות האפשריות הוא מצומצם. אנא חזרו אם ברצונך לנצל הזדמנות זו.

בעוד מספר ימים נתקשר אליך לקבל חוות דעתך.

ב ב ר כ ח ,

יעקב לוי
מנכ"ל



↑
Nativ Policy and Planning Consultants
Jerusalem, Israel

76C
נתיב-יועצים למדיניות ותכנון
ירושלים →

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

FACSIMILE TRANSMISSION

TO: Mark Gurvis

DATE: Oct. 31, 1989

FROM: Seymour Fox and Annette Hochstein

NO. PAGES: 8

FAX NUMBER: 216-361-9962

TO: Mark Gurvis
FROM: Seymour Fox and Annette Hochstein
FAX NO.: 001-216-361-9962

Discussed w/Mark by phone 31/10/89
Budget approved by AHM for programming committee
Heavy schedule & worked out for 4-5. DATE: 31.10.89
Program 10 AM 6/10 - 2 hour meeting
4 PM 4/10 (25 min)

October 31, 1989

76C

Dear Mark,

As promised, this memo will outline a suggested format for the gathering in Cleveland on December 4-5, 1989. The gathering will have two components, taking place simultaneously:

- a meeting to review the Commission's research program
- task forces to develop the programmatic agenda

A. Research Program

You will remember from our conversation in New York that we suggest that a three-hour session be allotted to each of four research topics:

- Joe Reimer: The Synagogue as a Context for Jewish Education
- Aryeh Davidson: An Inventory of Current Training Opportunities
- Isa Aron: Professionalism in Teaching
- Isa Aron: Analysis of Teacher Census Data (L.A., Miami, Philadelphia)

Presentations by the researchers would be followed by discussion. The first session should take place late afternoon or early evening on December 4th and the next three on the following day.

We may also want to allocate some time to a general discussion of the research program and briefly review the data gathering ("the state of the field" by Isa Aron) and the paper on the relationship between Jewish education and Jewish continuity (I. Scheffler). This could necessitate a fifth session.

Below is a brief status report on each of the topics to be presented.

1. AH met with Aryeh Davidson in New York to review progress and found him far advanced in his work. We believe that a draft of the paper may be available even before the meeting in Cleveland. AD has some interesting findings, including the recent development of graduate programs in Jewish education at two general universities (in conjunction with BJE's). These significantly affect the numbers of people currently in training, though their meaning to the actual number of people in the field is not clear.

2. AH spoke at length with Isa Aron. A draft of the paper on professionalism may be available for the December meeting. We expect that IA will also have much to report on the teacher census data at that time. It looks like both of the papers will be completed on schedule.

Isa and her assistant are also doing a significant amount of work in getting hold of general data from BJE's, federations, etc. throughout the country. Our sense is that the bases we wanted to cover are being covered, but of course we will only know when we have the results in hand.

We suggest that, in addition to staff and researchers, the following people be invited to participate in the researchers' meeting:

Jack Bieler
Dave Dubin
Josh Elkin
Carol Ingall
Sara Lee
Alvin Schiff
Hannan Alexander
Mike Inbar
Jonathan Woocher
David Ariel
Alan Hoffmann
Barry Holtz
Bernie Reisman
Sharon Feinman-Nemzer
Steven M. Cohen

We should ask Art Rotman if, given this list, Sol Greenfield should be invited.

If papers are available prior to the meeting, we might decide to circulate them among these people. We are attaching a list of the suggested panels who will also be asked to read the papers.

You will notice that we have only related here to the papers on personnel. As for those on community, we will follow your suggestions.

B. Programmatic Agenda

We suggest that preparing the programmatic agenda involves three tasks:

- a. To reduce the number of options.
- b. To brief the participants.
- c. To work in task forces.

a. To reduce the number of options.

We propose to rewrite the list of options in the following way:

1. To Develop Early Childhood Programs
2. To Develop and Improve the Supplementary School (elementary and high school)
3. To Develop and Improve the Day School (elementary and high school)
4. To Focus Efforts on the College Age Group
5. To Focus Efforts on Adults
6. To Focus Efforts on the Family
7. To Focus Efforts on the Retired and the Elderly
8. To Develop Informal Education
9. To Develop Israel Experience Programs
10. To Focus Efforts on the Hebrew Language
11. To Enhance the Use of Media and Technology
12. To Encourage Innovation in Jewish Education

The rationale for the revised list is as follows:

We have combined the two options on early childhood (developing programs and focusing on the age group) in the broader category of early childhood education.

The age groups of elementary school and high schools will be addressed through the agendas on supplementary school, high school, informal education, Israel Experience and family education. We have deleted these age group options.

Young adults and adults can be combined into one category. Specific needs of young parents will be addressed in the family education agenda.

The issue of integration of formal and informal education should be included in options 2, 3 and 8.

The issues of personnel, the community, additional funding and research (developing a knowledge base) will be dealt with extensively in the final report and do not need to be developed as separate programmatic agendas.

At some point (perhaps in its final report), the Commission might want to suggest a fresh cut into this by age group. (We should discuss this during our phone conversation.)

b. To brief the participants.

On the morning of December 4th we should convene to offer a general briefing to all participants on the Commission as well as option-specific briefings to the individual task forces.

1. General Briefing

The participants will have received background materials on the Commission and on the options. The evolution of the Commission's work will be reviewed, with particular emphasis on the notion of programmatic options and the programmatic agenda. Staff and researchers will be introduced as resources for the duration of the gathering.

b. Option-Specific Briefings

The participants will break into groups for preliminary discussions on their assigned options with perhaps one staff member or policy advisor participating in each group. We expect that people will come prepared (with background data they have collected and perhaps the results of telephone consultations among themselves and with experts). A format for the writing of the programmatic agendas should be presented and agreed upon during this time.

We estimate that the total briefing period should last three hours.

c. The work in task forces.

From mid-day on Dec. 4th until the evening of Dec. 5th, the task forces should be left to work on their assigned options. Two key resource people - hopefully Joe Reimer and Barry Holtz - should be available during this entire period.

We should be careful to make it clear to CAJE that we are not locking them into one framework, but that we will be available to facilitate the work in any way they find useful.

The entire group should perhaps reconvene on the evening of December 5th (if this does not conflict with the researchers' meeting) for reporting and debriefing. If, however, an additional day is needed, the group could reconvene on the evening of the 6th. Whether the final draft will be ready at that time or will be written by a group member following the gathering depends on progress. We would, of course, prefer that drafts be prepared on the spot.

We suggest that CAJE plan to provide people to work on the following options:

- Early Childhood Education
- Family Education
- Adult Education
- Supplementary School
- Media

Innovation in Jewish Education will be dealt with after Joe prepares an option paper.

We will develop our own team for the day school option and should discuss how to deal with the remaining options.

AH is looking forward to discussing this with you today - 9 a.m. Cleveland time. (Home telephone: 972-2-713906).

Proposed Panels to Review Papers

For all papers

Staff:

Seymour Fox
Annette Hochstein
Mike Inbar

Senior Policy Advisors

Authors:

Walter Ackerman
Isa Aron
Aryeh Davidson
Joseph Reimer
Israel Scheffler

For papers on Personnel

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
Sol Greenfield
Paul Flexner
Steven M. Cohen

For papers on the Community

Commissioners:

Robert Hiller <MLM
Bennet Yanowitz
Charles Bronfman
Lester Crown
David Hirschhorn

Others:

Phillip Wasserstrom

For Joe Reimer's Paper

Hannan Alexander
Steve Huberman or Barry Shrage or ~~Sherry~~ Israel
Joe Lukinsky
Danny Pekarsky
Eddy Rauch

Joe might want to suggest an orthodox panelist.

This is a preliminary list. People have not yet been contacted.





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

HEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3796
(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

Isa

IA:fj

Encls.

MI
go over in 2 ways: 1) raised key issues that need data

later
interesting
delay

PRE-SCHOOLS

SALARIES

BENEFITS

TURNOVER RATE

QUALIFICATIONS

RECRUITMENT/ RETENTION

PROF. DEVELOPMENT

NEW CONF. OF TEACH.

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.

↓
are centers
satisfied?
(if dissatisfied?)

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.

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
Include 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%)

if dissatisfied?

K-12 TEACHERS**SALARIES****BENEFITS****TURNOVER RATE****QUALIFICATIONS****RECRUITMENT/
RETENTION****PROF. DEVELOPMENT****NEW CONFIGURA
OF TEACHING****BALTIMORE BOARD OF
JEWISH EDUCATION**

1988-89 Salary
Scale for Teachers
(No data on
percentage of
schools that
adhere to scale.)

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.

**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
unstaffed 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

1986 "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.

SALARIES

BENEFITS

TURNOVER
RATE

QUALIFICATIONS

RECRUITMENT/
RETENTIONNEW CONFIG.
OF TEACHING

PROF.
DEVELOPMENT

LA BUREAU OF
JEWISH EDUCATION

1. 1988-89 Unified Salary Schedule P. 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.

SALARIES

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.

BENEFITS

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

TURNOVER RATE

Percentages for all three types of schools on:
-likelihood of remaining in field in five years
-plans of teachers w/lt h n o expectation to continue in field in five years

QUALIFICATIONS

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

RECRUITMENT/RETENTION

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

PROF. 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

AMERICAN JEWISH ARCHIVES



SYRACUSE, NY
JEWISH FEDERATION
1982 Survey
sponsored by the
Professionalizing
the Profession
Task Force, a
committee of the
Syracuse Jewish
Education Forum
(Response Rate:
69%; summary still
in process.)

ADMINISTRATORS**SALARIES****BENEFITS****TURNOVER RATE****QUALIFICATIONS****RECRUITMENT/
RETENTION****PROF. DEVELOPMENT****NEW CONFIG.
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.)

Proposes to
supplement full-
time synagogue
school principal
positions.

Proposes that BJE
and HEBREW COLLEGE
jointly develop
intensive
administrators
training program.

**HEBREW UNION
COLLEGE - LOS
ANGELES**

1989 Alumni Survey
Results (Response
Rate: 61%)

Breakdown of
percentages by:
full-time
educators and
Rabbi-educators.
Includes
correlation to
number of years in
field and cost of
living in area.

Percentages of
those who receive:
-cost of living
-merit increase
-pension
-disability
-conference budg.
-vacation
-prof. dues
-life insurance
-synagogue
membership
-health ins.

JESNA

1988 article by
Dr. Barry Chazan
entitled "The
State of Jewish
Education" (No
documentation.)

Averages for
center executives
and school
principals.

**ASSISTANTS/
SPECIALISTS**

SALARIES

BENEFITS

TURNOVER RATE

QUALIFICATIONS

**RECRUITMENT/
RETENTION**

PROF. DEVELOPMENT

**NEW CONFIG. O
TEACHING**

**LOS ANGELES BUREAU
OF JEWISH
EDUCATION**

Aides multiply
scale by .8

1988-89 Early
Childhood Salary
Schedule Rationale

**MIAMI JEWISH
EDUCATOR STUDY**

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.

{1988} Early
Childhood Aides
included in 87%
response rate of
ECE summary.

Medical-10%
Pension-7%

I n f o . o n
probability of
remaining in field
in five years and
expected position
in five years.

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

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%)



**YOUTH GROUP
WORKERS**

SALARIES

BENEFITS

TURNOVER RATE

QUALIFICATIONS

**RECRUITMENT/
RETENTION**

PROF. DEVELOPMENT

**NEW CONFIG.
OF TEACHING**

**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
Youth
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.



SENIOR LEVEL
PERSONNEL

SALARIES

BENEFITS

TURNOVER RATE

QUALIFICATIONS

RECRUITMENT/
RETENTION

PROF. DEVELOPMENT

NEW CONF.

(No information on
senior level
personnel has yet
been received.)



HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION

Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3708
(213) 749-9424

October 23, 1989

Ms. Annette Hochstein
Nativ Policy and Planning
c/o Mayflower Hotel
FAX # (212) 265 - 5098

Dear Annette,

Thanks for your FAX. I'll try to respond point by point.

1) The L.A. Teacher Census

Your understanding of what Bruce and I intend to do with the data from the Los Angeles teachers' census is correct. I hesitate to give too many concrete examples, because we are attempting, for the moment, to stay open to all sorts of typologies. At this point, which is about half-way into the analysis, some of the types that seem to be emerging are:

- a) college and graduate students, who teach in order to earn part-time income, and do not plan to stay in the field
- b) a group of young adults in various art-related occupations who only work part-time (therefore are underemployed)
- c) a group of teachers who are employed in what we might call "working class" occupations (e.g., secretaries)
- d) There seem to be surprisingly few public school teachers, but this, of course, is a natural subgroup. The interesting thing is to see how qualified for their positions they seem.

Groups a, b, c and d teach largely in supplementary schools; we are working on figuring out how homogeneous groups b and c are in terms of qualifications, salaries, and intention (or lack thereof) to stay in the field.

e) Israelis (a quarter of the teaching population) may be subdivided various ways: years of residence in U.S., future plans, degree from Israeli teacher training seminary or not, type of school taught in, etc. We're still trying various combinations to see which characteristics will yield the

most homogeneous subdivision.

f) There are many housewives in our sample. We are planning to look more closely at how they subdivide.

g) American-born teachers in non-Orthodox day schools. An interesting finding, so far, is that teachers in Conservative day schools seem different from those in Reform day schools; we are planning to look into this further.

h) Finally, the teachers in Orthodox schools, who seem very different from the others. Within this group the salient features may be gender, level of income, or something as yet undiscovered.

The open question, at this point, is what percentage of the total teacher population will be accounted for by these and other types, and how homogeneous each type will be. Bruce has urged me to keep my mind open to the possibility that the wealth of information we have might better be presented in terms of statistical trends without the types. Either way, the profile of teachers which is emerging should be very useful to the Commission.

As I mentioned above, we are about half-way through the analysis. Unfortunately, Bruce is going away to a conference in a few days, so it probably will be another three or four weeks before we can be more definitive about these types. But I'll keep you informed.

One thing I must make clear, however, is that the response rate for the L.A. Teachers' Census is 78%. In fact, it may be higher, because we were working off of outdated lists and slightly inflated estimates. The response rate is certainly no lower than 76%, so we feel most comfortable citing that figure. Given how difficult it was to administer the survey to teachers, we think that is a pretty respectable figure. We will, of course, try to compare the group we have to the missing 22%.

2) My paper on the profession

I noticed in the research design that my paper is referred to as an assessment of Jewish education as a profession. I want to call to your attention the fact that both my proposal and the outline I submitted in July were entitled "Professionalism in Teaching." As I have explained, the bulk of my analysis will rely on theoretical and empirical work on teaching in secular education, though I will try to extrapolate from this to Jewish education. The question of professionalism on the administrative or senior level is (or should be), at least partially, a different question. Though there is probably a good deal of writing and research on this question in the field of secular education, I am not very familiar with this literature and am not prepared to write a paper about it.

I thought I made both of these points very clear, both in writing and on the telephone, and therefore was a bit perplexed to see the description of my paper (point 7, pages 16-17). If you refer back to my outline, you'll see that I did not propose to deal very much with salaries and benefits or professional networking. I hope that we are still in full agreement as to the focus of my paper. I have completed the 2-3 days of library research I had planned, and am ready to start writing. I was planning to follow the outline pretty closely, allowing for the changes that were suggested at the August meeting in Seattle; but I don't want to get too far without clarifying this issue.

In terms of when the paper can be finished, it depends on how many days per week I can take to work on it. So far I seem to be averaging one day a week. Perhaps that will change in November.

Any guidance you can give me as to style will be very helpful: how long should the paper be? how academic the writing? The paper will, of course, be filled with references, and will contain an extensive bibliography at the end.

3) General Data Gathering

As I mentioned to you on the phone, Debra Markovic has made all the inquiries that she can regarding the revision of the initial data sheet. She is still awaiting a few responses that could only be had by mail, but the bulk of the work is complete. Aside for the questions relating to personnel (more of that below), you can safely assume that all of the information you had on the data sheet is the best we can come up with right now, especially since you suggest not waiting for the new Della-Pergola survey.

As I mentioned also, Debra is currently compiling tables on various types of personnel. For each type, the tables will list the studies that have been done with regard to: salaries, benefits, qualifications, turnover rate, (and one or two other items which escape me now, since I am working from home). As soon as the tables have at least some information on them we will FAX some samples to you, probably to Jerusalem. There is also a table which compares Jewish education with other professions, both Jewish and secular.

Since Debra will be calling BJE's, we could, at the same time, ask for any written information they have about financing: school budgets, operating costs, tuition ranges, scholarship funds, feasibility studies for the planning of new schools, and Federation allocations. We'll compile an additional table which notes the written materials available on each of these sub-topics.

Do you want Debra to ask BJE's for enrollment figures as well? I personally think this is a waste of time; as bad as the 1981/2 JESNA - Hebrew University and the new Della Pergola surveys may

be, gathering data from the BJE's can only be less reliable.

Finally, I'm not sure what you mean by number of institutions -- do you mean number and types of schools? If so, we can get a pretty good sense from JESNA. And what do you mean by national and local organizations?

Finally, I want to thank you (and Mike Inbar) for mentioning James Coleman's survey of career paths. We will do a computer search this week, and if nothing turns up we'll ask Seymour to ask Coleman. At the rate we're going I'm not sure we'll get to actually do any of the interviews, but it wouldn't hurt to be prepared if we do have enough time.

Well, I hope this advances our cause a bit. Though it's certainly time consuming to write these letters, I agree that we need to keep in close communication, and that writing is probably better than telephone.

B'Shalom,

Isa

