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AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980 – 2008.

Series E: Mandel Foundation Israel, 1984 – 1999.

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Folder
1903

CJENA researchers meeting and reports, 1989.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

To: Mark Gurvis

From : Aryeh Davidson

Dec. 28, 1989

To date I still have not received reimbursement for the trip made to California in mid- November and the Dec.4-5 Cleveland trip. In the past, when payments were late I contacted you and Annette. You apologized and explained the difficulties beyond your control. I now find myself in an intolerable situation. I am overextended on credit lines and am paying interest on credit charges because I have not been reimbursed in a timely fashion.

When I agreed to conduct a research project for the Commission I requested that you purchase air tickets directly. You responded that this was not possible and that I would have to pay expenses and then submit receipts. You reassured me that the turn around time from submission of receipts to receipt of reimbursement monies would take approximately two weeks. The reimbursement process has never taken less than 23 days.

I consider myself a professional who meets commitments and deadlines. It is most distressing that the Commission which stresses professionalism in Jewish education has been unable to meet its commitments to me.

cc: Annette Hochstein
Seymour Fox

14C
COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arrow
Mandell L. Berman
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Carmi Schwartz
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Jonathan Woocher
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis
Virginia F. 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

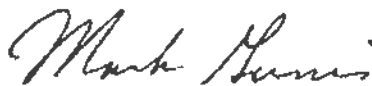
Dear Ms. Burstyn:

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 Gurvis
Commission Staff

cc: Barry Silverberg

Benjamin S.
Hornstein
Program in
Jewish
Communal
Service

Philip W. Lown School
of Near Eastern
and Judaic Studies

P.O. Box 9110
Waltham, Massachusetts
02154-9110

617-736-2990

617-736-3009
(TTY/TDD)

May 5-7, 1990



Twentieth
Anniversary

Annette,
I had a very productive meeting with
JWB staff.

Bernie

December 22, 1989

320

Rabbi Paul Freedman
United Synagogue Youth
155 Fifth Ave.
New York, NY 10010

Dear Paul,

I am sorry I missed your phone calls. I hope your youth conference in Philadelphia worked out well.

I am most appreciative and impressed with the efficiency with which you set up the meeting with the Youth directors of the major national Jewish organizations. I am planning on being with you on Wednesday, January 24 from 10:00 A.M.-12 Noon in New York City. As to location I would leave that decision up to you. I would pick a location which is most convenient for most of the people who would be at the meeting.

As I understand it, so far you have commitments for attendance from Sid Clearfield of BBYO, Rafi Butler of NCSY, Gidon Elad of AZYF, and you are expecting Alan Smith or someone from UAHC, and of course yourself from USY. When you know the full attendance let me know. I would like to send a letter to each of them with a guideline questionnaire I have put together to focus our discussions together on informal education.

Hag Sameach and again, many thanks.

Sincerely,

Bernie Reisman

Bernard Reisman
Director, Hornstein Program in
Jewish Communal Service

cc: A. Hochstein
S. Fox

nb

QUESTIONS ON INFORMAL JEWISH EDUCATION - Meeting in New York City
on January 24, 1990, Bernard Reisman with Directors of National
Jewish Youth Groups

1. DEFINITION - (How do you conceive of informal education
working with Jewish youth groups?)

a. Goals _____

b. Methods _____

2. EXAMPLES OF INFORMAL EDUCATION PROGRAMS IN JEWISH YOUTH
GROUPS

3. DIFFERENCES - (How would you distinguish your youth group
programs, in approach and impact on participants, from classes
on Jewish subjects in Jewish supplementary schools or Day
Schools?) _____

4. CRITERIA OF EFFECTIVENESS - (Think about Jewish youth groups
which you feel are very effective. What are the factors
which account for their effectiveness?) _____

5. KNOWLEDGE AND SKILLS - If you were to design an educational
curriculum for training professionals in informal professional
education what would be the areas of knowledge and skills of
practice to include? _____

a. Knowledge - _____

b. Skills - _____

(over)

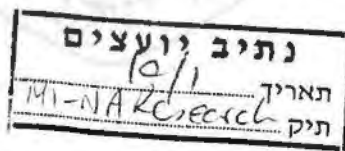
6. CHANGE - In your particular ideological movement has there been, over the past two decades, a different priority afforded to your work in informal Jewish education? Yes No

Why? _____

7. UPGRADE QUALITY - If money were to be directed to upgrading the quality of informal education in Jewish youth groups in North America what one suggestion would you offer? _____

8. OTHER - Are there any other observations about your work with Jewish youth groups which would be important for the Mandel Commission to know about in their efforts to improve Jewish education in North America? _____

9. ANYTHING ELSE? _____



8C

FAX SENT

DATE:

21/12/89

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Isa Aron

DATE: December 21, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-213-747-6128

Dear Isa,

Thank you very much for your fax. Your remarks about the recommendations are very useful and I plan to use your suggested references.

Because Mr. Mandel is here this week, I do not have the time to continue our conversation, but would like to give you the go ahead for a revised paper on professionalism. It is my understanding that the paper will remain largely unchanged, except for a significant change/addition on the topic of concepts of professionalism, where you would add the view of "vocation" as a second concept of professionalism.

I understand that this entails changes in the schedule. This paper will be ready by mid-January, but the analysis of the teacher census would be delayed until after this is completed. The mid-January date is important, as we want to publish the paper before the next Commission meeting (February 14).

בטובתך
! חזר

Best Regards,

Annette

↑ Nativ Policy and Planning Consultants •
Jerusalem, Israel

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Best Regards,

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

FAX COVER SHEET

TO:	<u>MRS. ANNETTE NOCHSTEIN</u>		
FROM:	<u>ISA ARAN</u>		
# OF PAGES (INCLUDING COVER)	<u>3</u>		
OPERATOR	<u>DEBRA MINKOVIC</u>	EXT. #	<u>253</u>

DM-
FAX # 972-2-699-951

From Fax # - 213-747-6128

Phone # - 213-749-1424

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

9 ✓

Dear Annette,

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

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

3) Page 24, bullet #1: "the elaboration of the educational philosophy of the supplementary school"
This is a critical task, but it cannot be done by an inter-denominational council, or even by a body larger than the school itself. A school can be encouraged and assisted in this task, but it would be entirely inappropriate for a larger task force to make decisions for the school. This might seem like nit-picking, but I think it is very important to legitimate the view that supplementary schools can vary greatly in their goals, methodologies, and standards for success.

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

We'll talk soon, I hope.

דבנא מילא,

Ido

P.S. - A last minute question:
When Debra lists the number of teachers in her report, should she include general studies teachers as well?

BUREAU OF JEWISH EDUCATION **B/E** 6505 Wilshire Blvd., Los Angeles, CA 90048

'77/77

116000 516 1126

December 18, 1989

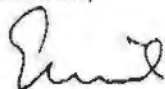
Dr. Isa Aron
 Hebrew Union College
 3077 University Avenue
 Los Angeles, CA 90007

Dear Isa:

I have reviewed the pages you left with us on Thursday and there is no doubt in my mind that they will be useful to the Jewish community in general and to the Los Angeles Bureau in particular. I hope that we will continue with our collaboration. We consider you an "adjunct" member of our staff.

I'm looking forward to future meetings.

Shalom,



Dr. Emil Jacoby

EJ/mg

cc: Dr. Seymour Fox
 Dr. Steve Huberman

213-852-1234
 818-990-8640

Chairman
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Jewish Federation Council
 of Greater Los Angeles

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: <u>Morton L. Mandel</u>	Date: <u>July 22, 1993</u>
From: <u>Annette Hochstein</u>	No. Pages: <u>2</u>
Fax Number: _____	

Dear Mort,

We have received the attached note from advocate Brandt. He has been able to move this far with the issue of possible eviction.

In his opinion it is highly unlikely that we would have to vacate the site. He thinks that the suggested non-commercial rent is "high reasonable" for that area. We would like to discuss this with you on Sunday when we speak,

Best regards,



HERZOG, FOX & NEWMAN
ADVOCATES

TELEPHONE:
03-6916271

ASIA HOUSE, 4, WEIZMANN ST.
64 239 TEL-AVIV, ISRAEL

TELECOPIER:
(972-3)6916630

TELECOPIER TRANSMISSION

File No.: 6883

Total Pages (including this one): 10

Date: 21st July 1993

Telecopier No.: 02 610647

To: Prof. Fox
Mandel Institute

From: Yaakov Brandt

Dear Prof. Fox,

Re: Lease Agreement for 8 Hovevei Zion Street

Further to the fax from Mr. Mandel, please find enclosed the translation of the updated lease agreement.

Please particularly note the second paragraph of Section 15 in which it states:

"It is agreed between the parties that if the apartment is let as a residence rather than an office, the difference shall be computed on the basis of rent of \$2,500 per month rather than \$3,000."

Please note that you have to take into account that the potential risk is for only two years.

Yours sincerely,

for Yaakov Brandt

Yaakov Brandt

F21/6883/YB

TIME BEGAN: 7:00 AM
PM

3
LIFE CIRCUMSTANCES STUDY

Segment Number: 654-221

Street Address: 123 Vickers Road

DDLS Line Number: 12

City and State: Hempstead, Long Island, N.Y.

INTRODUCTION

This is a study to find out how early events in life may affect later events.

I am going to ask you when certain things occurred in your life, beginning when you were fourteen years old. As we talk, you will probably think of other things which have happened to you. Even some which you might think are not important, we would like to know about.

I have a year-by-year calendar on which to record when these events took place. Sometimes when you are not able to remember the exact year, you may be able to tell me how old you were at the time, or what else happened to you at the same time.

Information of this kind will help us obtain the correct dates and a complete picture of your life.

First, how old were you on your birthday in 1968, and when was your birthday?

39
(Age)

January 6, 1929
(Birth date)

TEAR AGE STRIP SO THAT AGE IN 1968 IS AT THE BOTTOM OF STRIP. AFFIX AGE STRIP TO PAGE 2 SO THAT AGE IN 1968 APPEARS NEXT TO "1968."

Figure 1

INTERVIEWER: ALWAYS INDICATE STOPPING POINT BY END OF ARROW.

Year	Age	1. FULL TIME EDUCATION			2. FULL TIME EMPLOYMENT OR UNEMPLOYMENT (Ask if a "support" for unempl.)			3. Wages			(g) Left Job: Reason des- crlon N=not own decision	(h) At termina- tion: II=lost new job K=known of job N=neither	(i) Got Job Thru: FI=Family FO=Public ag. PI=Priv. ag. A=Ads O=Other	(j) On-the-Job Training (incl. apprentice trng.) How long? Never? <input type="checkbox"/>
		(a) Month	(b) Name and/or type of school	(v) Degree/ highest gr. comp.	(a) Month	(b) Occupation	(c) Industry	(d) In \$		(e) In hrs/ wk				
								Reg. Amt.	End'g Amt.					
1943	14		Barker Elem.											
1944	15	June Sept	Barker Coun. HS	8 9										
1945	16	June Sept	St. Louis Public HS	10										
1946	17	Sept	↓ Oct	10	Nov Dec	Unemployed (see note) Attend.	P. D. Post Station	75 hr	75 hr	40				
1947	18				Apr. July	Stock Clerk	Dept. Store	80 hr	80	40	N N	N N	A PO	
1948	19					Army (see 5.)								
1949	20													
1950	21													
1951	22				Feb	Driver	City Bus Co.	1.10 hr		40			A	Driver Training 3 weeks
1952	23													
1953	24	Sept	City College of New York		Aug	↓	↓	1.30 hr		40	O	N (see note)		
1954	25		↓											
1955	26	June	↓	BA (business)	June	Salesman	Levin Bros. Soap Mfg.	6,000 yr		42			O	Management Institute Program - 6 weeks
1956	27													
1957	28													
1958	29				Aug	Area Supervisor	O. Sedar Brush Co.	\$7,300 yr	\$8,250 yr	40-45	O	II	O	
1959	30													
1960	31													
1961	32													
1962	33													
1963	34													
1964	35				Feb	↓		\$11,000 yr		40-45	N	N		
1965	36				March	Office Manager		\$12,000 yr		45-50			leave of absence for 11 mos back to same job	
1966	37													
1967	38													
1968	39													
Current						Office Manager	O. Sedar Brush Co.	\$13,000 yr		45-50				

USE 2-A ONLY IF R HAD MORE THAN TWO JOBS IN GIVEN YEAR & ALWAYS GO BACK TO P.2 FOR NEXT YEAR.

[illegible]

NOTES

- Nov. 1946 R looked for work without success after quitting school. He dropped out after repeating 10th grade for a month.
- Aug. 1953 R stopped working full-time for Bus Co. in order to give full time to his studies, but cont'd to drive bus on a part-time basis.

Figure 1
(continued)

USE THIS PAGE FOR EXTRA NOTATIONS BUT ALWAYS INDICATE YEAR AND COLUMN TO WHICH NOTE APPLIES.

Year	
1963	Col. 12 - R not sure if actual rent was paid or part of sharecropper arrangement
1964	
1965	
1966	
1967	
1968	
1969	
1970	
1971	R, A & S was half-time student for a few years, worked toward M.A.
1972	
1973	
1974	
1975	
1976	
1977	
1978	
1979	
1980	
1981	
1982	
1983	
1984	
1985	
1986	
1987	
1988	
Current	

Figure 1 (continued)

INTERVIEWER: ALWAYS INDICATE STOPPING POINT BY END OF ARROW.

1. PART-TIME EMPLOYMENT: Never? <input type="checkbox"/>					2. PART-TIME EDUCATION: (c) <input type="checkbox"/>			3. MILITARY SERVICE: (b) <input type="checkbox"/>			4. OTHER FULL-TIME ACTIVITIES: <input type="checkbox"/>		
(a) Month	(b) Occupation	(c) Industry	(d) Wages	(e) Hrs/Wk	(a) Name and/or type of school	(b) Month	(c) Degree/Diploma/Certificate or Course	(d) Institution	(a) Start/End (exp. day)	(b) Beginning & ending rank	(c) Education Never? <input type="checkbox"/>	(d) Major illnesses? Travel? Etc.?	Year
													1943
													1944
													1945
													1946
									Dec. -	Priv.			1947
									drafted		G.E.D.		1948
											H.S. diploma		
									Georgia				1949
									Dec. - No.	Corporal			1950
						City College of New York	Sept.	mathematics	Pl. Leonard Wood				1951
													1952
Sept.	Bus Driver	City Bus Co.	\$1.30 hr	30		Aug.							1953
Feb.													1954
Feb. - May	Library Asst.	Univ. Library	\$1.40 hr	20									1955
			\$1.25 hr	25									1956
													1957
													1958
													1959
													1960
													1961
													1962
													1963
												Feb. - tuberculosis	1964
												March	1965
													1966
													1967
													1968
													Current

Figure 1 (continued)

EVALUATED: AGENCY: POOR. STOPPING POINT BY END OF AIRPORT.

Year	7. FAMILY CIRCLES				8. WIFE'S EDUCATION Degree or highest gt. comp. at mar. & since	9. WIFE'S EMPLOYMENT (including marriage to R.): Never? <input type="checkbox"/>					10. HOUSEHOLD COMPOSITION:	11. INCOME ADEQUACY: S=Save C=Comfort, no save M=Manage D=Need out- side help	(a) Public Supp Share of total income A=All M=More than 1/2 L=Less than 1/2 N=None	Su
	(a) Health Status	(b) Wife's age at marriage	(c) Children born to wife before mar.	(d) Health after mar.		(a) Month	(b) Occupation	(c) Industry	(d) Wages	(e) Hrs/wk				
1950											Mother, Step-father, 2 Bros., Aunt	M		
1951											(June) Mother, Step-father 2 Brothers			
1952	May married	16		no	10th gr						(Nov) Wife and above family	D (family)		
1953			8-July								(June) Wife (July) Wife + (Dec) Military Son	M C		
1954						Aug Cleaning Lady	Low 1 Hosp.	\$6.50 hr	40					
1955						Dec Factory Clerk	10. Store	\$9.00 hr	40					
1956											(Dec) Wife + son	H		
1957	June Divorced					June					(Jan) alone	M	L	L, L, M, H
1958														
1959											(July) Roommate		L	
1960	July married	23		yes	A.B.	July	Journalist	Daily News Paper	\$5,000 yr	40	(July) Wife	C		
1961				no										
1962			F-May			Feb			\$5,250 yr	40	Wife + daughter (May)			
1963			F-Sept								" + 2 daughters (Sept)			
1964				yes									S	
1965														
1966						Sept	Journalist	Daily News Paper	\$7,500 yr	35	Wife, 2 daughters, Mother-in-law			
1967												C (illness)		
1968												S		
Current	married								\$9,100					

INTERVIEWER: ALWAYS INDICATE STOPPING POINT BY END OF ARROW.

12. HOME DETAILS					13. WHERE LIVING				
(a)	(b)	(c)	(d)	(e) Neighborhood	(a)	(b)	(c)	(d)	(e)
Month	Type	# Rooms	Own/Rent/Share-no rent	AW=all white BW=mostly white MW=mostly non-wh. AMW=all non-white Rural - no neighborhood	City/Town	County	State	RFP	Month Year
	House	3	R *see p.4		---	Barker	Miss.	RF	1943
									1944
June	Apt.	4	R	AMW	St. Louis		Mo.		June 1945
									1946
June Dec.	Apt. 3 tracks	2 -	R -	AMW -	Army				Dec. 1947
									1948
									1949
Dec.	Apt.	3	R	AMW	St. Louis	Barker	Mo.		Dec. 1950
Jan. June	Apt. Apt.	1 1	R R	AMW BW	Newark New York		N.J. NY		Jan. 1951
									1952
									1953
									1954
									1955
July	Apt.	2	R	BW					1956
									1957
May	Apt.	4	R	BW					1958
									1959
Oct.	House	7	O	BW	Hempstead	Long Island	NY		Oct. 1960
									1961
									1962
									1963
									1964
									1965
									1966
									1967
									1968
									Current

We've asked you about your life history in the preceding questions. Now we have some general questions about your background.

14. Where were you born?

Milk Junction (City/Town) Barker (County) Mississippi (State)

IF FOREIGN BORN: In what year did you come to this country? 19 --

15. How many brothers and sisters did you or do you have, all told?

2 Brothers 0 Sisters

16. A. What was the last year of schooling that your father completed?

3rd Grade

(If Education is for father substitute, check ☒ and specify relationship:

Step-father

B. What was the last year of schooling that your mother completed?

6th Grade

17. A. When you were 14, what kind of work did your father do?

OCCUPATION: Sharecropper (laborer)

INDUSTRY: Agriculture - cotton

(If occupation is for father substitute, check ☒ and specify relationship:

Step-father

IF NO FATHER & NO SUB. AT R'S AGE 14, CHECK BOX ☐

B. What kind of work did your mother do, when you were 14?

OCCUPATION: Domestic

INDUSTRY: Private homes

18. Around the time you were 14, would you say your family was:

Very happy ☐

Somewhat happy ☐

Somewhat unhappy ☒

Very unhappy ☐

Figure 1 (continued)

19. ASK FOR WHITES ONLY:

A. What is the main nationality in your mother's background?

B. What is the main nationality in your father's background?

20. A. In what religion were you brought up?

Baptist

B. Is (religion in A) your religion now, or do you have a different religion now?

Same ☐Different ☒

IF DIFFERENT NOW:

C. What is your religion now? Episcopalian

D. When did you change? 19 56

21. Did you vote in the last Presidential election?

Yes ☒No ☐

IF YES:

A. For whom did you vote?

Humphrey

22. What was the year of the first election in which you voted?

19 52

(Check box ☐ if never voted.)

23. A. In thinking back about your life, what are the major things, good or bad, that have happened in your life which changed it in a way you did not expect? (PROMPT: How did that change your life? What other major things changed your life in a way you didn't expect?)

the Army & I began to see a lot of different places and different kinds of people & I learned the importance of being educated and finished H.S., then I went to college on the G.I. Bill.

B. INTERVIEWER: AFTER RECORDING R'S RESPONSES IN A, CROSS THRU IN BOX EACH OF THE "LIFE AREAS" HE MENTIONED; THEN ASK Q. 23 SPECIFICALLY FOR EACH "LIFE AREA" NOT YET MENTIONED.

Life Areas to be covered:
Family life
Job/Career
Education
Military (unless had none)
Major moves

By second marriage X She had always had advantages X She

helped me to live with other people X Well, not being so mad

about my own lousy childhood X and she's great to live with

X The crucial point was when the man from O, Cedar offered me a

job. He knew I wasn't moving up fast enough at Levier Blum, X The best

thing about moving was getting out of Mississippi X that's all.

24. We would like to know something about how people go about guessing words that they do not know. HAND RESPONDENT CARD. On this card are listed some words--you may know some of them and you may not know quite a few of them.

On each line there is a word in capital letters--like BEAST. Then there are five other words. Tell me the number of the word that comes closest to the meaning of the word in capital letters. If the word in capital letters is BEAST, you would say "4" since "animal" comes closer to "beast" than any of the other words. If you wish, I will read the words to you. These words are difficult for almost everyone--give me your best guess. If you're not sure of the answer, CIRCLE THE ANSWER GIVEN BELOW.

SPACE	1 school	2 noon	3 captain	4 room	5 band	9 NA
BROADEN	1 office	2 make level	3 elapse	4 embroider	5 widen	9 NA
CAPRICE	1 value	2 a star	3 grince	4 whim	5 indurement	9 NA
EDIBLE	1 suspicious	2 eligible	3 fit to eat	4 sagacious	5 able to speak	9 NA
ANIMOSITY	1 hatred	2 animation	3 disobedience	4 diversity	5 friendship	9 NA
PACT	1 puissance	2 remonstrance	1 agreement	4 skillet	5 pressure	9 NA
CLOISTERED	1 miniature	2 bunched	3 arched	4 malady	5 secluded	9 NA
EMANATE	1 rival	2 come	3 prominent	4 free	5 populate	9 NA
ACCUSTOM	1 disappoint	2 customary	3 encounter	4 get used to	5 business	9 NA
ALLUSION	1 reference	2 dream	3 eulogy	4 illusion	5 aria	9 NA

INTERVIEWER: CHECK ONE BOX BELOW:

R read words in Q. 24 himself ☒You read words in Q. 24 to him ☐

25. Social Security Number:

636-84-4026

Figure 1 (continued)

That's the end of the interview. Thank you very much. You have been most helpful. I'd like to record your full name, address, and telephone number in case my office wants to verify this interview.

Harold Funkner (Name) 121 Victoria Road (Street) Brooklyn N.Y. (City) (State) 712 121-5567 (Telephone No., include area code)

S. S. Permission Yes ☒ No ☐

Time Ended; 8:10 AM PM Total length of interview: 70 minutes

IMPORTANT - Fill in the items below immediately after leaving respondent

A. On the basis of your observation, rate the respondent and his home using the 5-point scale.

RESPONDENT IN INTERVIEW SITUATION:
Extremely 1 2 3 4 5
Specific 1 2 3 4 5
Relaxed 1 2 3 4 5
Cooperative 1 2 3 4 5
Interested 1 2 3 4 5

FURNISHINGS IN RESPONDENT'S HOME:
Excellent quality 1 2 3 4 Poor quality
Excellent condition 1 2 3 4 Poor condition

B. Neighborhood description. CHECK ONE OF THE FOLLOWING:

- ☐ A wealthy, or "society"-type neighborhood; top business executives, prominent lawyers and doctors, and people with inherited incomes live here.
- ☐ A very well-to-do white-collar neighborhood; doctors, highly paid managers; strictly a professional and executive neighborhood.
- ☒ A good white-collar neighborhood-not many executives or doctors live here, but there are probably no blue-collar people either.
- ☐ Predominantly white-collar neighborhood, though a lot of fairly well-paid blue-collar families live here also.
- ☐ Predominantly a blue-collar neighborhood-though some office workers might live here also.
- ☐ Strictly a working-class neighborhood; probably no white-collar workers live here.
- ☐ A neighborhood of laborers and unemployed.
- ☐ Rural farming area-houses are far apart, farmers appear to be prosperous.
- ☐ Rural farming area-houses are far apart, farmers appear to be having hard time making ends meet.

C. Respondent's race:

White 1
Black 2
Other (SPECIFY) . . . 3

D. CHECK BOX FOR ONE SENTENCE BELOW.

- ☒ Respondent's wife was present but did not participate in interview.
- ☐ Respondent's wife participated but only with information about herself.
- ☐ Respondent's wife participated with information about herself and also helped him to remember information about himself.
- ☐ Respondent's wife was not present.
- ☐ Respondent is not married.
- ☐ Other person(s) present (SPECIFY)

INTERVIEWER'S SIGNATURE: Dolly Clipboard

DATE OF INTERVIEW: 12-28-68

Figure 1 (continued)

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Introduction

Very often, when strangers meet, they carry on a conversation about their past histories. People tell each other about the jobs they've had, places they've lived in, their families and their homes. The job a person now has, the place he lives in, etc. are to a large extent affected by his past history. In order to study how the past affects and possibly predicts the present, a group of sociologists at Johns Hopkins University have devised this study. The best way to describe the questionnaire that you will administer is to view it as a conversation between you and the respondent. The conversation, however, is one-sided, since it depends on your asking questions and receiving answers. For information, you should know that similar "conversations" are being carried out across the United States with men on every walk of life. For the time being, the study is being restricted to men in their '30's. Later stages of the study will interview other age groups as well.

Materials

Your interviewer kit contains the following materials:

- 1) These interviewer instructions
- 2) A sample "fictional" completed questionnaire
- 3) Questionnaires
- 4) Age tape strips
- 5) An interviewer assignment sheet

The Front Page

After you have completed the detachable part of the form, read the short introduction to the respondent. You can explain that the name, address and telephone are needed by your office for validation purposes,

and that the form itself is not identifiable in any way. At the bottom of the page the exact age is determined. Please note that all those who are in their 30's this year (1968) are eligible. This means those who, this year are 30 and turn 31 through those who are 39 and turn 40. An individual who had or will have his 30th birthday in 1968 is not eligible, since he was 29 for part of the year.

The "Age Tape Strip"

When the age has been determined, open the questionnaire form and, taking an Age Tape Strip, tear off all the years AFTER the figure recorded on the bottom of the front page -- the man's age on his birthday this year. (Example: if a man turned 35 on his birthday this year, tear off year 36 and beyond on the tape.)

Next, remove a bit of the backing under the last year remaining on the tape and place that year next to 1968. This is at the lower left-hand corner of the first page of the questionnaire.

Once that has been set, remove the rest of the backing and continue affixing the Age Tape Strip until "14" is next to the appropriate year. Respondents can now tell you about events in their lives either by remembering how old they were at the time, or by recalling the calendar year in which some event happened and you can record accordingly.

General Comments

For the purposes of this questionnaire, we are interested in events that lasted one month or more. In some instances, this may mean that more than one event will need to be recorded on a given "year-age" line. Similarly, an event (such as a job) may have started the middle of one year and ended in the middle of the next. Clarity and legibility in recording

will be important in those cases. In general, we want you to record the number of months that an event lasted when it was less than a year. Thus, a job starting in September of one year and ending in June of the next would be recorded "4 months" in the first year and "6 months" in the second.

Using arrows, in the way illustrated in the sample questionnaire, will minimize error and make sure that we have continuous information from the time respondent was 14 years old. We now turn to the information desired in each of the columns. For your convenience they have been numbered, and subsections lettered, e.g. "Full-time employment" is Col. 3, and the "industry" sub-section is "b." Below each set of specific instructions are suggested probes (marked with a star *) which may be of help to you. As you talk to more people on this assignment, you will develop probes which work best for you, and fit more with your "conversational style."

1. Full-time education

- (a) Type of school: Record the kind of school that the respondent attended as a "full-time student." Examples:
- | | |
|-----------------|---------------------|
| grammar school | junior college |
| jr. high-school | agricultural school |
| high-school | vocational school |
| college | medical school |
- (b) Grade/degree: If the respondent did not graduate from a school, record the highest grade he completed. If he graduated, mark "diploma" for non-degree schools or, for advanced education the kind of degree, e.g. B.A., M.S., Ph.D.

Note: You may find respondents who were already out of school by age 14. In those cases, record his "highest grade completed" on one of the lines above his "age 14" and circle this information. (For those 14 in 1942, a grade in the margin will be sufficient.)

*Suggested probes:

"First, we would like to know about the different kinds of schools you attended from the time your were 14."

"Let's start talking about your past by listing the different kinds of schools you may have attended."

2. Full-time employment

(a) Occupation: An occupation is the kind of work a man does, or the job he has/had. We are interested in being specific, without elaborating the job content.
Examples: cab driver, machine operator, apprentice mechanic, coal miner, electrician, plumber's assistant, glazier, bank teller, porter, head waiter, medical researcher.

(b) Industry: The type of business or firm where respondent was/is employed. We do not want the name of the company, but rather its "specialty."
Examples: transportation company, steel mill, wholesale grocery, electronics plant, federal or state government, pool hall, paper mill, petroleum refinery, etc.

Note: If respondent indicates that he worked for himself, or owned the business, mark "self-employed" or "owned"

Among farmers, the industry is always "agriculture."
However, be sure to ask if he was the owner, tenant, share-cropper or hired laborer.

(c) Wages: Wages should be recorded in either \$/wk, or \$/mo., or \$/yr. If the respondent reports the \$/hr. wage, also ask "how many hours per week" he worked so we can calculate his wage.

Notes: 1) For each job, we want both starting and final wage. We're not interested in intermediate raises. When wage changes are reported, we also want to ask whether the job was different during the final period of employment with a particular firm or company. An example is given below:

e.g.	1951	21	mail carrier	U.S. Post Office	\$400/mo.
	52	22		↓	425/mo.
	53	23		↓	450/mo.
	54	24	asst. supervisor		↓
	55	25			550/mo.
	56	26		↓	\$600/mo.
	57	27	branch supervisor	↓	

The main point of this example is that promotions within companies are to be considered as different positions and recorded separately.

- 2) If respondent did not receive any cash wages, i.e. worked in the family business or on a family farm, code as NP.
- 3) Where applicable, ask respondent to include tips in his wage.
- 4) Wages in kind: Agricultural workers, farm-hands, and many kinds of service workers receive food, housing or ^(wages) both as part of their wages. Record this information ^{in it} using the following codes:
F = food
H = housing
FH = both.
- 5) Periods of unemployment are to be recorded in this column. Since many periods of unemployment are short, be sure to record the number of months.
- 6) If respondent mentions being in the military while recalling his full-time employment, record "military" but do not ask for any details. We return to military service later.

- (d) New Job, IMPORTANT: Every time a respondent switches jobs and is obviously working at a new type of job, or for a new employer, ask the following question and code accordingly:

"Did you know about this job before you left the previous one? Had you been hired, or was it a transfer from one branch to another in the same company?"

Use the following codes:

K = knew of a job
H = had been hired
T = transfer
N = none of these

- (e) Formal On-the-Job Training
(OJT)

After all the employment information is recorded, ask the respondent whether on any of the jobs he received on-the-job training, was in special training programs, took courses given by the employer at the plant, etc. If YES: Note the kind and length of training, next to appropriate job.

Example: The branch supervisor in the salary illustration above may tell you he took "a six week course in postal administration." Or, an electronics engineer may tell you he had a "three-month course in IBM programming."

4. Part-time education

- (a) Type, extent: Examples: shop courses (specify), data processing, correspondence courses, evening school, etc.
- (b) Tuition: Who paid the major part of schooling expenses:

R = respondent himself
E = employer
O = other

Note: If respondent received any diplomas or certificates on the basis of part-time education, be sure to record.

Example: high-school diploma from correspondence school

*Probes: "Aside from the full-time schooling we've already talked about, have you ever taken any courses, attended evening school, or been a part-time student?" If YES,
"How old were you when taking these courses?"
"What did you study?" "Did you receive any kind of diploma or certificate at the time?" "Who would you say paid the major cost of this schooling?"

5. Other full-time activities If you quickly glance at the full-time education and full-time employment columns, you will know whether or not you need to use this column. Either focus on "blank periods" or ask a general question about other full-time activities. These include one month or more spent in hospitals of any kind of physical or mental disability, jail terms, travel, etc.

If military has not been mentioned, inquire whether respondent was in the armed forces. If YES, or if previously mentioned, record the following:

- i. drafted or enlisted
- ii. branch of service
- iii. rank
- iv. education during service. Kind of education and whether any diplomas or certificates were received.

*Probe for (iv) "Did you take any courses while you were in the service?" "What were they and did you get any kind of a civilian diploma?"

Note: Some military education may have been picked up in part-time education, be sure it is so marked.

You may find it easiest to record the month of entry and discharge from the armed forces within "year-age lines."

6. Marital History

We want the following information:

Dates of all marriages
Causes of termination - if more than one.
Current marital status: married, separated, divorced

Note: It might be best to obtain this information by working backwards in time. Starting with a question such as:

"Are you presently married, widowed, separated or divorced, or have you never been married?"

If never married, you can go on to Col. 9. If you get any other response, ask

"How old were you when you were first married?" and continue from there.

7. Children

Indicate the birth of a child by either M (male) or F (female) in the appropriate "year-age" line.

Death of children: DM or DF (depending on sex)

Adoptions: AM or AF (depending on sex). If adopted, inquire as to age of child at adoption.

Note: Include only children born or adopted into respondent's household. As with marriage, you may save yourself time by asking first "Does your present household (or previous households) have any children? And if YES, record births and other information.

8. Wife's employment

You may find it easier to ask for wife's employment along with "marital history" or you may want to ask this information after completing "marital history" and "children." You be the judge!

a) Occupation: Same as for respondent

c) Wage: Same as for respondent

d) Hours/week: In the case of respondents, we have separate columns for full-time and part-time employment, for wives we do not. It is VERY IMPORTANT to ask for the Hours/week worked so we can distinguish between full-time or part-time employment.

Note: Same instructions as for respondents about promotions and starting and ending wages. Since women more often work part of the year, i.e. "temporarily," the number of months are important.

9. Where Living

This column is a record of the different places in the United States (or abroad) in which the respondent has . We do not want to know where he was stationed in the armed forces (if served), so for that time period the word "military" will be enough.

To continue the conversation, you might introduce this section by asking "Have you lived in (sampling point) all your life?" If NO, go back to age 14 and record:

- | | |
|----------------------|---|
| (a) City/suburb/town | The <u>name</u> of the place in which respondent lived. |
| (b) County | For major cities (e.g. Chicago, Atlanta) the is not important. In the case of all suburbs and towns inquire for county. |
| (c) State | Record in all cases. |
| (d) RF/RNF | Did respondent live on a farm? Code RF
Did he live in the open country
but <u>not</u> on a farm? Code RNF |

Note: Sub-section (d) is especially important in cases where the respondent remembers only the name of the town or the name of the county, but not both.

10. Household Composition

Starting with age 14, we want to know the relationships to the respondent of all individuals with whom he was living. Make sure that all relatives and children are included:

Examples: parents and sister
stepfather and mother
alone
with a roommate
in the military

11. Support

(a) Amount by Respondent: By this time, the respondent has recalled his jobs and income at various points in his life and just completed enumerating the household composition. We now want to say:

"Now let's go back to when you were 14, when you were living with _____. At that time, did you contribute to their support?" "Think not only of food and housing, but also of educational expenses, car payments, etc." "What proportion (percentage) of the support did you contribute?"

Note: This probe will need to be modified for each household of which the respondent was a member. Thus, for example, if respondent was living alone:

"When you were living alone, did you support yourself completely

Respondent may also need to be reminded to take wife's wages (if applicable), into account in answering this item.

(b) Public support: Here we want to indicate the proportion of the support (of each household of which respondent was a member) which came from any public agency. Example of agencies:

welfare - AFDC or local agencies
social security
VA benefits or pensions

*Probe: "During any period of your life, did any of these households receive support from any public agency?" If YES, inquire as to when and which households.

12. Home Details

This section deals with the kinds of housing in which the respondent has lived, as well as some information about the neighborhood.

- (a) Type Apartment, hotel, dormitory, house, etc.
- (b) # of rooms Kitchens are to be counted, baths are not.
- (c) Rent/own Was the housing unit rented or owned. In some instances, respondent may say that it was provided as part of wages. If so, record accordingly.

(d) White/Negro

For each housing unit, inquire whether the immediate area was predominantly white or Negro.

In cities and towns, the "immediate area" is the block.

In the open country, "immediate^{area}" is a radius of three miles.

These twelve (12) columns complete the major part of the interview. The next set of items refer to general background. A general probe is provided at the top of the section. Specific instructions are listed below:

13. Place of birth

Follow same instructions as in 9 above. If "foreign born" the name of the country is sufficient. If "foreign born" record AGE of immigration and circle. E.g.: Puerto Rico, (9).

14. Siblings

Self explanatory.

15. Religion

If respondent says "Christian," probe for denomination. -

Examples: Lutheran, Southern Baptist, Methodist, Church of Christ, Roman Catholic.

16. Mother's education

A quick check on the previous page will indicate to you if the respondent was living with his mother at age 14. If he specifically had mentioned a stepmother, or indicated that he was raised by someone else, ask for the highest grade completed by the mother substitute.

If education is not mother's indicate whose education is being recorded.

17. Father's occupation

Use the same occupation-industry instructions that were given above in section two (2).

Note: If father's occupation is given as farmer, inquire whether he was a owner, tenant, share-cropper, or farm laborer.

Note: If no father (or stepfather) at age 14, ask for mother's occupation and check form.

18. Nationality

Asked of whites only. If respondent does not understand the meaning of "nationality," or replies "American," ask

"What country did most of your family come from?"

Examples: Polish, Norwegian, Spanish-American, Irish.

19. Voting

The general question is to be asked of all respondents.

(a) For whom did you vote? Asked only if YES to filter.

(b) In which election did you first vote? Asked of everybody, if never voted, mark box.

20. Major events

Instructions on questionnaire itself.

21. Agree/Disagree

Instructions on questionnaire itself. Note that you ask the respondent to agree/disagree, but that you also have a box in which to check replies such as "not sure," "don't know," etc.

22. Word game

Detailed instructions are on the questionnaire. This is not a quiz, and respondents should be encouraged to guess. If respondent is unwilling to guess, or indicates that he really doesn't know what to say, circle 9 NA.

NOTE: In asking item #21 it is important to assure respondent that "There are no right or wrong answers. We want only your opinion about these statements."

מכון בריסטל העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

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FACSIMILE

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December 12, 1989

To: Jonathan Woocher
JESNA
New York, USA

Fax: 1- 212- 529-2009

From: Sergio DellaPergola
Institute of Contemporary Jewry, The Hebrew University
Jerusalem 91903, Israel

Fax: 972- 2- 826-249

Dear Jon,

Following our recent conversations, I am glad to enclose herewith the counts of schools and pupils relative to the Second Census of Jewish Schools in the United States, 1987-1989.

When reading the materials, please note the following:

- Check numbers*
- While these are final counts, minor changes are possible at subsequent stages of data processing.
 - All data reflect the information we received from our data collection agents in North America: the NYDJE for the Greater New York area, and JESNA for the rest of the US. During the initial stages of the survey, several questionnaires were directly returned to us here, either by individual schools or by local Bureaus.
 - Of the 1996 schools which replied to the survey, 27 did not indicate the respective enrollment size.
 - No less than 855 schools, known from JESNA listings or from reporting in previous surveys, did not report this time. We presume most, but not all, have ceased to exist.
 - Therefore, data should be understood as underestimates of the actual number of schools and pupils.
 - Substantively, in comparison with the previous census, the number of reported schools declined by 364, and the number of pupils declined by 20,097. However, there were increases in the number of both schools and pupils in the Independent Preschool category; there was a decline in the number of schools but an increase in the number of pupils in the Day School category; and a decline in both schools and pupils in the Supplementary School category.

- 2 -

Page 2 of 7

- g. By overall geography, New York added 10,000 pupils - most of them in Day Schools, and the Rest of US lost 30,000 - nearly all of them in Supplementary Schools. The Rest of US gained 7,500 pupils in Independent Preschools, and also kept the same Day school enrollment as in the previous census.
- h. We estimate that the total size of US Jewish school-age cohorts declined between 1982 and 1988. Therefore, the apparent decline in enrollment is essentially a product of demographic factors and not of changes in propensities toward Jewish schooling. The Jewish school enrollment may actually have increased slightly. This requires further evaluation.
- i. Final data for Canada will follow soon. There appears to have been a significant increase in Day School enrollment, along with stability in Supplementary enrollment.
- j. Further comments will follow once we start more intensive data processing. Please give your thoughts to what the best way might be to produce the final report.

Looking forward to your first reactions, and with best regards,

Sergio
Prof. Sergio DellaPergola
Head of Division

Table 1: Jewish Schools, by Type and Location - United States 1987-1989

Location	Total Known*	Reporting Schools			
		Total	Pre School	Day School	Supp. School
Total U.S.	2,851	1,996	155	362	1,479
Greater New York	619	394	12	135	247
Rest U.S.	2,232	1,602	143	227	1,232
Alabama	16	10		1	9
Alaska	1	1			1
Arizona	28	18	3	4	11
Arkansas	5	1			1
California	272	184	39	14	131
Colorado	28	20		4	15
Connecticut	99	70	1	9	60
Delaware	7	6		1	5
District of Columbia	10	9	4		5
Florida	150	107	17	21	69
Georgia	29	28	3	6	19
Hawaii	1	1			1
Idaho	2	0			
Illinois	117	102	1	21	80
Indiana	30	18	1	4	13
Iowa	13	10		2	8
Kansas	11	9		1	8
Kentucky	13	9	1	1	7
Louisiana	17	15	3		12
Maine	10	8		1	7
Maryland	95	74	17	11	46
Massachusetts	175	125	11	17	97
Michigan	46	35	2	4	29
Minnesota	21	14	1	3	10
Mississippi	10	5			5
Missouri	39	27	3	4	20
Montana	2	0			
Nebraska	5	5		1	4
Nevada	4	2		1	1
New Hampshire	9	5			5
New Jersey	232	170	4	21	145
New Mexico	3	3			3
New York	756	470	14	147	309
Greater New York	619	394	12	135	247
Bronx	36	24	7	4	13
Brooklyn	211	101	1	92	8
Manhattan	45	26		11	15
Nassau County	126	110		10	100
Queens	79	63		12	51
Staten Island	15	11		2	9
Suffolk	46	42		2	40
Westchester	61	13		2	11
Rest of New York	137	76	2	12	62
North Carolina	35	19		1	18

9 D

Location	Total Known*	Reporting Schools			
		Total	Pre School	Day School	Supp. School
North Dakota	2	1			1
Ohio	95	78	3	12	63
Oklahoma	8	4		1	3
Oregon	10	8		1	7
Pennsylvania	203	138	7	18	113
Rhode Island	20	16	2	3	11
South Carolina	14	9		1	8
South Dakota	2	1			1
Tennessee	22	19	2	5	12
Texas	68	47	3	11	33
Utah	2	1			1
Vermont	3	3			3
Virginia	46	40	5	3	32
Washington	29	23	5	3	15
West Virginia	7	5			5
Wisconsin	28	22	3	4	15
Wyoming	1	1			1

a) JESNA listings and/or reporting on First Census of Jewish Schools (1981/83) and/or reporting on Second Census of Jewish Schools (1987/89), unless clear information available that school does not exist any longer.

These figures provide a rough indication of the possible maximum extension of the Jewish educational network in the United States. They do not represent an estimate of the total number of Jewish schools currently existing and functioning in the United States.

Table 2: Pupils in Jewish Schools, by Type and Location - United States 1987-89

Location	Total*	Pre School	Day School	Supp. School	Reporting Schools With Unknown Enrollment
Total U.S.	352,320	12,860	107,083	232,377	27
Greater N.Y.	109,378	1,369	59,569	48,440	
Rest of U.S.	242,942	11,491	47,514	183,937	27
Alabama	771		66	705	
Alaska	73			73	
Arizona	2,872	216	483	2,173	
Arkansas	32			32	
California	28,118	850	8,608	18,660	5
Colorado	2,737		479	2,258	
Connecticut	7,741	180	1,222	6,339	4
Delaware	653		51	602	
District of Columbia	2,317	306		2,011	
Florida	18,776	1,672	4,837	12,267	1
Georgia	4,263	283	1,126	2,854	
Hawaii	140			140	
Idaho	-				
Illinois	19,336	130	4,045	15,161	
Indiana	2,418	100	561	1,757	1
Iowa	845		50	795	
Kansas	1,168		288	880	
Kentucky	875	127	61	687	
Louisiana	1,087	227		860	
Maine	331		27	304	
Maryland	15,322	1,930	3,946	9,446	
Massachusetts	14,779	594	2,333	11,852	2
Michigan	9,259	321	1,086	7,852	
Minnesota	2,924	160	285	2,479	
Mississippi	129			129	
Missouri	5,728	353	445	4,930	
Montana	-				
Nebraska	584		33	551	
Nevada	300		160	140	
New Hampshire	635		179	456	
New Jersey	28,972	722	6,109	22,141	3
New Mexico	297			297	
New York	121,294	1,488	62,487	57,319	
Greater New York	109,378	1,369	59,569	48,440	
Bronx	6,167	1,198	988	3,981	
Brooklyn	43,418	171	41,452	1,795	
Manhattan	5,252		3,211	2,041	
Nassau County	27,514		5,116	22,398	
Queens	11,813		5,967	5,846	
Statens Island	2,276		1,152	1,074	
Suffolk	9,053		578	8,475	
Westchester	3,935		1,105	2,830	
Rest of New York	11,916	119	2,918	8,879	4

Table 2: Cont.

Location	Total*	Pre School	Day School	Supp. School	Reporting Schools With Unknown Enrollment
North Carolina	1,553		71	1,482	1
North Dakota	50			50	
Ohio	11,636	474	1,160	9,994	2
Oklahoma	83		30	53	
Oregon	1,191		148	1,043	
Pennsylvania	20,075	545	2,552	16,978	2
Rhode Island	1,639	181	455	1,003	1
South Carolina	649		109	540	
South Dakota	3			3	
Tennessee	2,392	370	286	1,736	
Texas	8,204	572	2,178	5,454	
Utah	215			215	
Vermont	190			190	
Virginia	4,897	476	350	4,071	
Washington	2,064	345	279	1,440	
West Virginia	123			123	
Wisconsin	2,386	238	490	1,658	
Wyoming	-				1

a) Pupils in schools reporting data on enrollment. See also note a to table 1.

** 200 3988 78101 **

Page 700

Table 3: SECOND CENSUS OF JEWISH SCHOOLS IN THE DIASPORA, 1906/7-1908/9
 COMPARED WITH FIRST CENSUS, 1901/2-1902/3

Location	Total		Pre School		Day School		Supplementary	
	1901-03	1907-09	1901-03	1907-09	1901-03	1907-09	1901-03	1907-09
<u>Schools</u>								
Total U.S.	2,360	1,996	55	193	444	362	1,061	1,479
Greater N.Y.	473	394	15	12	169	135	209	247
Rest of U.S.	1,087	1,602	40	143	275	227	1,572	1,232
<u>Enrollment</u>								
Total U.S.	372,417	352,320	5,462	12,860	99,290	107,083	267,665	232,377
Greater N.Y.	99,515	109,378	1,539	1,369	62,178	59,869	45,778	48,440
Rest of U.S.	272,902	242,942	3,923	11,491	47,072	47,514	221,887	183,937

Notes: See note a) to tables 1 and 2.

11-11-1505

Benie ~~Got~~ 669516 (Home) - ~~427-427~~

Get the job. ^{make} ^{can be} ⁱⁿ ^{the} ^{area}. Set up
meet. ^{with} ^{the} ^{director}. ^{make} ^{the} ^{international} ^{meetings}
all. ^{you} ^{will} ^{be} ^{the} ^{international} ^{meetings}
Friedman. ^{the} ^{international} ^{meetings}

\$4,500. - + X courses 2 hrs + ^{the} ^{international} ^{meetings}

some next week + call back

1 Not



Brandeis University

Philip W. Lown
School of
Near Eastern and
Judaic Studies

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

Waltham Massachusetts
02254-9110

12/19

Annette

I'm started & it is

exciting.

I expect I will have

spoken to you before you receive
this.

Bernie



730

Benjamin S.
Hornstein
Program in
Jewish
Communal
Service

December 19, 1989

Arthur Rotman
JWB
15 E 26th St.
New York, NY 10010

Philip W. Lown School
of Near Eastern
and Judaic Studies

P.O. Box 9110
Falmouth, Massachusetts
0254-9110

617-736-2990
617-736-3009
(TTY/TDD)

Dear Art,

Enclosed is a guideline questionnaire I would like to use when I come to meet with you and the other JWB staff on Wednesday, December 27 at 9:30 A.M.

I would appreciate if you would xerox and distribute copies to the JWB staff who will attend the session. It would be helpful if we could have some newsprint, marking pens and masking tape.

Call me if there is anything else you think of which would be needed for our time together.

Thanks.

Sincerely,

Bernie

Bernard Reisman
Director, Hornstein Program in
Jewish Communal Service

enc.

nb

May 5-7, 1990



Twentieth
Anniversary



Brandeis University

200

Philip W. Lowy
School of
Near Eastern and
Judaic Studies

Benjamin S. Hornstein
Program in Jewish
Communal Service
617-736-2000

Waltham, Massachusetts
02254-0110

MEMO

December 19, 1989

TO: Art Rotman and other JWB staff who will participate in the consultation on Informal Education on Wednesday, December 27 from 9:30 A.M.-Noon.

cc: Dr. Seymour Fox and Annette Hochstein, Mandel Commission on Jewish Education

FROM: Bernard Reisman

I am looking forward to our meeting together next Wednesday, December 27 to talk about informal education in the Jewish community. I have been asked by the Mandel Commission on Jewish Education to prepare a position paper to guide their future deliberations. The Commission is involved in a serious endeavor to upgrade the effectiveness of Jewish education in North America. The Commission leadership recognizes the importance of informal education in any future planning, and we both agreed that it is the Jewish community centers which have been in the vanguard in shaping this field. Accordingly, we need the benefit of your insights and ideas as a prelude to any future new initiatives.

To give focus to our time together I have posed several questions for which I would appreciate your thinking. If you could jot down your ideas in advance our time together will be most productive. Thanks.

1. DEFINITION - (What is informal education in the Jewish community?)

a. Goals _____

b. Methods _____

2. EXAMPLES OF INFORMAL EDUCATION PROGRAMS IN JCCs

3. CRITERIA OF EFFECTIVENESS - (Think about JCCs which do effective Informal Jewish Education and explain why they are effective.)

4. KNOWLEDGE AND SKILLS - If you were to design an educational curriculum for training professionals in informal professional education what would be the areas of knowledge and skills of practice to include?

a. Knowledge -

b. Skills -

5. CHANGE - In JCCs over the past two decades has there been a different priority afforded to informal education? Yes No
Why?

6. UPGRADE QUALITY - If money were to be directed to upgrading the quality of informal education in Jewish communities in North America what one suggestion would you offer?

7. OTHER SETTINGS - Besides JCCs what other Jewish organization settings are doing informal education?

8. KEY INFORMANT - Is there one individual who is especially knowledgeable about informal education as applied to the Jewish community.

9. ANYTHING ELSE?



Brandeis University

18C

Philip W. Lown
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 (12/14/89)

RE: MY RESEARCH PAPER

After presenting in Cleveland that first draft of my research paper, "The Synagogue as a Context for Jewish Education" and receiving the rich and informed feedback from the group, I was left with the dilemma of how to proceed in the shorter and longer run. Let me share my thinking and get your reactions.

I heard two central questions about the work I presented.

(1) What is the connection between the two halves of the paper - the part on the school within the synagogue ~~and the part on the good supplementary school?~~

(2) For whatever claims I make about "goodness", what criteria am I using to judge "goodness" and to what degree am I allowing future observations to possibly falsify my initial assumptions?

To address the first, I admit in retrospect that I did not set out to describe "the good school", but rather the "good shul" that gives exceptional support to its school and other educational programs. I did assume that a "good shul" would be likely to create a "good school", but I did not set out to prove that in a rigorous way. I concentrated on the relationship between synagogue and school and noticed ways in which these schools are good. By "good", I primarily meant having a good staff, benefiting from the rabbi's interest and involvement, having strong lay support and showing signs of strong responsivity to the changes in the surrounding community. I concentrated on enabling conditions, not quality of program per se.

I now understand that the challenge of offering a richer and thicker description of a good supplementary school would be an important contribution to the field. The immediate issue is that I have not yet done that kind of observational or analytic work. I'd like to get started on that assignment, but first I would like to finish the paper I set out to write on the school within the synagogue. I heard from several people (Woocher, Gurvis, Feiman-Nemser) that this too would be an important contribution.

My thoughts are to meet the early January deadline by writing a paper that describes the issues of "contextuality", describes how

in these two synagogues "good support" operates, and raises questions for policy-makers to consider. By these questions I mean: What might some of the issues be in thinking about what support synagogues need to become more responsive to the educational agenda of the school?

I would begin after completing the January paper the second part: describing the good school. I have spoken this week to the principals of the two schools in the Boston area and they are willing to allow me to study their schools in greater depth. I would need first to poll our colleagues on and search the literature for criteria or indicators of "the good supplementary school" and then set up hypotheses to be confirmed or disconfirmed by more careful observation and interviewing. I think I could then write "part two" by June and have it ready for the end of the Commission.

What are your reactions to this plan? (I will be at work until December 22 and then away until January 2.)

40

CJF APPROVED QUESTIONNAIRE

JEWISH EDUCATION MODULE

Questions 1-15 asked for all Respondents.

1. Did you ever receive any formal Jewish education, such as Hebrew school, Sunday school or private tutoring?
 - 1) Yes
 - 2) No
 - 3) Don't know
 - 4) Refused
2. Where did you receive most of your formal Jewish education?
 - 1) United States
 - 2) Europe
 - 3) Israel
 - 4) Elsewhere
 - 5) Don't know
 - 6) Refused
3. Did you have a Bar or Bat Mitzvah celebration or confirmation when you were young?
 - 1) Yes
 - 2) No
 - 3) Don't know
 - 4) Refused
4. What was the major type of schooling you received for your formal Jewish education? (Read if necessary)
 - 1) Day School, Yeshiva or other full-time Jewish school
 - 2) Afternoon School, Talmud Torah, Heder, or other part-time Jewish School that met more than once a week.
 - 3) Sunday school or other one-day-a-week Jewish educational program
 - 4) Private tutoring
5. Was the private tutoring solely for Bar or Bat Mitzvah training, or did it involve other Jewish subjects?
 - 1) Solely Bar/Bat Mitzvah training
 - 2) Involved other subjects
 - 3) Don't know
 - 4) Refused
6. Did you ever attend a Jewish high school after Bar or Bat Mitzvah age?
 - 1) Yes
 - 2) No
 - 3) Don't know
 - 4) Refused

- 2 -

7. Please tell me how many years, if any, you attended the following types of Jewish educational programs after Bar or Bat Mitzvah age:
- 1) Day school, Yeshiva, or other full-time Jewish school
 - 2) Afternoon school, Talmud Torah, Heder, Confirmation classes, or other part-time Jewish school that met more than once a week
 - 3) Sunday school, Confirmation classes, or other one day a week Jewish educational program
 - 4) Private tutoring
8. After high school, did you ever attend a full-time Jewish school or seminary?
- 1) Yes
 - 2) No
 - 3) Don't know
 - 4) Refused
9. After high school, did you ever attend a part-time Jewish school, college of Jewish studies, or take university Jewish studies courses?
- 0) No
Yes: How many courses?
 - 98) Don't know
 - 99) Refused
10. Did you ever attend conversion classes?
- 1) Yes
 - 2) No
11. Do you think the amount of formal Jewish education you received was
- 1) Just about right
 - 2) Too little, or
 - 3) Too much
 - 4) Don't know
 - 5) Refused
12. How would you rate the overall quality of your formal Jewish education?
- 1) Excellent
 - 2) Good
 - 3) Fair
 - 4) Poor
 - 5) Don't know
 - 6) Refused
13. Currently, how well can you read prayers in Hebrew?
- 1) Very well
 - 2) Fairly well
 - 3) With difficulty
 - 4) Not at all
 - 5) Don't know
 - 6) Refused

- 3 -

14. During the last year did you participate in any adult Jewish education programs?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

During the last year did you participate in any of the following types of adult Jewish education activities?

15. Did you attend a Jewish studies class?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

16. Did you attend a public lecture on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

17. Did you study a Jewish text or subject on your own?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

18. Did you view a film or videotape on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

19. Did you listen to a tape recording or record on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

20. Did you listen to a radio program on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

21. Did you view a television program on a Jewish topic?

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

- 4 -

Questions 22-26 refer to all other household members

Now I would like to know about the formal Jewish education of the other members of your household.

22. Has ### ever received any formal Jewish education?
- 1) Yes
 - 2) No
 - 3) Too young (under 5 years of age)
 - 4) Don't know
 - 5) Refused
23. Where did ### receive most of his/her Jewish education?
- 1) United States
 - 2) Europe
 - 3) Israel
 - 4) Elsewhere
 - 5) Don't know
 - 6) Refused
24. How many years did/will ### attend any of the following types of Jewish educational programs (at any level):
- 1) Day school, Yeshiva, or other full-time Jewish school
 - 2) Afternoon school, Talmud Torah, Heder, or other part-time Jewish school that met/meet more than once a week
 - 3) Sunday school or other one day a week Jewish educational program
 - 4) Private tutoring
 - 5) Conversion classes
25. Has/will ### ever attended/attend a Jewish high school?
- 1) Yes
 - 2) No
 - 3) Don't know
 - 4) Refused
26. Did ### have a Bar or Bat Mitzvah celebration when an adolescent?
- 1) Yes
 - 2) No
 - 3) Don't know
 - 4) Refused

Question 27 ask for children under age 6

27. During the last year has ### been enrolled in a pre-school under Jewish auspices?
- 1) Yes
 - 2) No
 - 3) No child
 - 4) Too young
 - 5) Refused

- 5 -

Questions 28-30 asked for children under age 18 not currently enrolled

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

- 1) Yes
- 2) No
- 3) Don't know
- 4) Refused

29. In what type of Jewish school do you expect ### to be enrolled?

- 1) Sunday or other one day a week school
- 2) Afternoon school or other part-time Jewish school that meets more than once-a-week
- 3) All day school or Yeshiva
- 4) Confirmation classes
- 5) Conversion classes
- 6) Private tutor
- 7) Other
- 8) Don't know
- 9) Refused

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

- 1) Too young
- 2) Too old
- 3) ### has had sufficient Jewish education
- 4) Parent not interested
- 5) Child not interested
- 6) Schools are too expensive
- 7) Schools are too far away
- 8) Poor quality of schools
- 9) Previous bad experience with Jewish schools
- 10) Other
- 11) Don't know
- 12) Refused

Questions 31-34 are asked of R only

31. Did you ever attend a Jewishly sponsored summer day camp?

- 0) No
- Yes: How many times (summers)?
- 98) Don't know
- 99) Refused

32. Did you ever attend a Jewishly sponsored overnight camp?

- 0) No
- Yes: How many times (summers)?
- 98) Don't know
- 99) Refused

- 6 -

33. Have any of your children (has your child) ever attended a Jewishly sponsored summer day camp or overnight camp?

- 1) Yes, a day camp
- 2) Yes, an overnight camp
- 3) Both day camp and an overnight camp
- 4) No
- 5) Children too young
- 6) No children
- 7) Don't know
- 8) Refused

34. Do you plan to send your child(ren) to a Jewish summer day camp or overnight camp in the future?

- 1) Yes, a day camp
- 2) Yes, an overnight camp
- 3) Both day camp and overnight camp
- 4) No
- 5) Child(ren) are too old
- 6) No children
- 7) Don't know
- 8) Refused



Participant only.

Introduction the purpose of the research, the purpose of the Commission

You

Setting and context

I've read and heard a good deal about _____. Before we focus on education I'd to get a general sense of _____. Within an historical context what is the current direction and status of ____? What lies ahead for _____? Let's focus a bit on the current structure of the institution: relationship to other institutions e.g., Federation, universities, BJE... *Davidson*

Students

Who are the students attending the institution? Have there been recent changes in the profiles of your students? How are students recruited? What type of students would you like to attract in the future to _____? What implications does this have for the curriculum, structure, etc.?

Faculty

In examining your bulletin I noticed that you list faculty for _____ schools or departments, would you please tell me about the school's faculty, the department's faculty? What constitutes a full-time faculty load? Who are your full-time faculty? Who are the part-time and adjunct faculty? What challenges do you see, from your perspective, with respect to education faculty? Please describe the tenure process in your institution. What does research have in the lives of faculty? Who are the faculty in education? What are their responsibilities?

Salaries We're going to move on now to another area salaries. How do you describe the salaries of your faculty? How do faculty salaries in your institution compare to those of other institutions? (locally, nationally) What fringe benefits do faculty receive?

education programs

As I indicated to you earlier in our discussion I'm primarily interested in the education programs you offer. Before we speak specifically about teacher training would you please describe any programs you feel fall under the rubric of education? What programs does _____ offer that ostensibly prepares or trains educators? How do you view the purpose of training Jewish educators? What are the needs of the education programs?

Visions and dreams If major funding became available in the near future specifically earmarked for education projects what would be your wish list?

Wish list of institutions of higher learning

<u>Need</u>	<u>Frequency</u>
school of education	1
4 funding for students	5
joint research projects	2
research center(s)	3
faculty retreats	1
funding for risky ventures	2
curriculum development	1
prog. for working together with lay and prof. leaders	2
synagogue/federation relations	1
informal education	2
continuing education for graduates of program	2
2 recruitment efforts	7
3 work on improving profile of J.e. within the community	6
honoring those in J.e. who are doing the job	1
1 additional faculty	8
Mandel as an advocate for teacher salaries	3
funds for teacher sabbaticals to study at	2
institutions of higher learning	2
good practices study	2
monies for study in Israel	2
5 developing model programs that are replicable	4
funds for faculty sabbaticals and leaves	3
adult education preparation	2
visiting faculty	1
4 professionalization of the field	5
development of national standards	2

main group Highest

Frequency refers to the number of schools that mentioned this particular need.

93M

Researchers/Programmatic Agenda Meetings
December 4-5, 1989
Jewish Community Federation

566-9200 = 1750 Feller
MILK LULUS
AUB

Monday, Dec. 4

Jewish Community Federation

<u>Time</u>	<u>Topic</u>	<u>Notes</u>
8:30-9:30 a.m.	Meeting of select staff/policy advisors on programmatic agendas SF/AH/MG	Coffee, tea and pastries; meeting in Room 204
10:00-11:00 a.m.	General briefing on programmatic agendas process, including small group discussion.	Van from Bond Court at 9:30 a.m. Meeting in Room C & D. Slide projector needed.. Coffee, tea, soft drinks available all day
11:00-1:00 p.m.	Initial group meetings--ensure clarity of task. (lunch to be served @ 12:00 noon for 25 people in Room B)	Room A, C, D, 203 and 204
1:00-6:00 p.m.	Programmatic Agendas - meeting by group	Room A, C, D, 204 and the Library.
2:00-5:00 p.m.	Commission staff meeting	Room B
6:00-7:00 p.m.	Dinner for entire group (35 people)	Room B. Van from Bond Court at 6 pm
7:00-?	Programmatic Agendas - meeting by group	Room B, C, D, 204 and Library Van to Bond Court (?)
7:00-10:00 p.m.	Researchers' group meeting -Paper #1	Room A Slide Projector Van to Bond Court at 10:00 p.m.

<u>Time</u>	<u>Topic</u>	<u>Notes</u>
<u>Tuesday, Dec. 5</u>		
7:30 am	CASE group leaders with Commission staff	at Bond Court
9:00 a.m. - 12 noon	Programmatic Agendas - meeting by group	Van to JCF at 8:40 a.m. Meeting Rooms B, C, D, 203 and 204. Coffee, tea, soft drinks available all day
9:00 a.m. - 12:00 noon	Researchers' group meeting -Paper #2	Van to JCF at 8:55 a.m. Room A
12 noon	Buffet lunch for 35 people	Room B
1:00-4:00 p.m.	Programmatic agendas -meeting by group	Room B, C, D, 204 and Library
1:00-4:00 p.m.	Researchers group meeting -Paper #3	Room A
4:00 p.m.		Van to Bond Court; airport transfers
4:30-6:00 p.m. <i>original</i>	Programmatic Agendas-group leaders meeting with staff	Room A
7:00-10:00 p.m.	Dinner/Researcher group meeting -Paper #4 (15 people)	Bond Court

↓
Shiff
Hoffman

MONDAY, DECEMBER 4 - Arrive between 8:30 - 10:00 a.m.

Harlene Appelman
Ephraim Buchwald
Lynda Cohen
Lavey Darby
Elliot Dorph
Seymour Fox
Marvell Ginsburg
Robert Goodman
Janet Harris
Charles Herman
Annette Hochstein
Jo Kay
Earl Lefkowitz
Lenny Matanky
Joseph Reimer
Ron Reynolds
Lifsa Schacter
Bobi Stern
Joy Wasserman
Gary Wexler
Ron Wolfson
Lois Zachary

MONDAY, DECEMBER 4 - Arrive between 4:00 - 6:30 p.m.

Hanan Alexander
Isa Aron
Jack Bieler
Aryeh Davidson
Sharon Feinman-Nemser
Alan Hoffman
Barry Holtz
Michael Inbar
Alvin Schiff
Eliot Spack
Jonathan Woocher

TUESDAY, DECEMBER 5

All of above to arrive between 8:30 - 9:00 a.m.

David Ariel

MONDAY, DECEMBER 4 - Arrive between 8:30 - 10:00 a.m.

Harlene Appelman = 27'22" 30" young and rough person
Ephraim Buchwald = LSS - Dayton Jewish Center
Lynda Cohen - 92nd Y + Chale (over)
Lavey Darby - 4. J.
Elliot Dorph - 4. J.
Seymour Fox - early childhood Chicago - 22 yr.
Marvell Ginsburg - 22 yr.
Robert Goodman
Janet Harris
Charles Herman Dir. retreat
Annette Hochstein
Jo Kay
Earl Lefkowitz
Lenny Matanky
Joseph Reimer
Ron Reynolds
Lifsa Schacter
Bobi Stern -
Joy Wasserman
Gary Wexler -
Ron Wolfson - 4. J.
Lois Zachary - 24 yr.

MONDAY, DECEMBER 4 - Arrive between 4:00 - 6:30 p.m.

✓ Hanan Alexander 566 9200
Isa Aron
✓ Jack Bieler
✓ Aryeh Davidson
Sharon Feinman-Nemser
✓ Alan Hoffmann
Barry Holtz
Michael Inbar
✓ Alvin Schiff
✓ Eliot Spack
Jonathan Woocher

J.C.F. 1750 Euclid Ave

TUESDAY, DECEMBER 5

All of above to arrive between 8:30 - 9:00 a.m.

David Ariel

92 M

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

MEETING OF RESEARCHERS

Cleveland -- December 4 and 5, 1989

SCHEDULE

Monday, Dec. 4

Meetings at Jewish Community Federation
1750 Euclid Avenue -- 216/566-9200

6:00 - 7:00 p.m.	Dinner (with the educators of the programmatic agenda)	Room B. Van from hotel at 6 p.m.
7:00 - 10:00 p.m.	Session I: * Introduction and status report on research * Dr. Isa Aron: Issues of Professionalism in Jewish Teaching	Room A Van to hotel at 10 p.m.

Tuesday, Dec. 5

9:00 - 12 Noon	Session II: * Dr. Aryeh Davidson: The preparation of Jewish educators in North America	Room A
12 Noon - 1:00 p.m.	* Lunch	Room B
1:00 - 4:00 p.m.	Session III: * Dr. Joseph Reimer: the Synagogue as context for Jewish education	Room A
4:00 p.m.	Break	Van to hotel at 4:00 p.m.
7:00 p.m.	Dinner	Bond Court - Rockefeller Room

over...

7:30 p.m.

Session IV:

Bond Court -
VanSweringen
Room

* Dr. Isa Aron: Analysis
of Los Angeles teacher census
data

* The state of the field:
data on Jewish education in
North America

/jaog0858:1



Cleveland
Dec. 4/5, 1989

287 BM

Researchers

1. Welcome and update on research

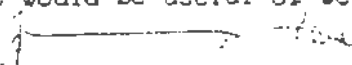
Good evening and welcome to all of you. We appreciate your coming to Cleveland to discuss our research program, specific papers and to advise us on our next steps.

Many people in the room have met before in this forum so I will limit my introduction to first timers only.

Professor Mike Inbar a social psychologist - who was until recently dean of the faculty of Social Sciences at the Hebrew University - has over the past five years been a steady friend and advisor to Mr Mandel's Jewish education endeavours (JEC). His advice on methodology have helped shape both the research and the analysis of the work for the Commission ~~as it was for projects preceding the Commission.~~

Professor Sharon Feinman-Nemzer is Prof of ed at Michigns states un is an expert in teacher education and I know has worked with many of you in the area of Jewish education

Alan Hoffmann is director of the Melton center for Jewish education in the diaspora at the Hebrew University has been a key advisor to Mr Mandel at the Jewish education Commisttee taking responsibility for the english project and has been a member of the team consulting for the commission. Alan is spending a sabbatical year at Michigan State University.

I think it would be useful if we introduced yourselves to these three : 

Background and Rationale for the Research

A brief word about the background and purpose of these meetings: You will ~~see~~ remember that the Commission in Jewish Education in North America decided at its October meeting to endorse an action plan. We are now in the process of drafting the recommendations flowing from these decisions. In a nutshell - if we are reading the Commissioners and advisors correctly the following are likely to be decided upon as the commission and its work and issues its report:

It looks like the following might be results:

- * To focus efforts on the Community and Personnel issues first
- * To begin the work on these issues in a number of Community Action Sites where solutions can be worked out, tried out and demonstrated.
- * To set up a mechanism for the implementation of decisions.
- * To generate the large funding needed for implementation.

Rather ~~than~~ detail this now -- we will give and send the documents to you as they are ready.

There are three research tasks to the work of the Commission:

1. An immediate one: To provide as much background data and knowledge as possible for the recommendations that will be included in the Commission report -- to inform the recommendations. The work we will discuss today and tomorrow belongs to this area. The research design that you have received outlines the task. The purpose is to provide the research that will allow translation into recommendations for policy. *Let's*
2. Work that will have to be carried out when the commission finishes its work: The data collection and research that the mechanism for implementation will need in order to do its job: set criteria for the selection of community action sites; study the needs and resources of the sites selected as part of the planning process; develop monitoring and implementation procedures and have them implemented; etc...

3. the long term:
Several commissioners said the last meeting argued convincingly for one of the important outcomes of the commission being: commission's work will be the development of resources for research - part of our work will involve spelling out elements of a long-term research agenda. Fortunately quite a few commissioners are committed to this idea and have expressed this strongly at the last commission meeting.
give examples

The meeting's content
Before turning to Dr Isa Aron for the first presentation and discussion two more points:
a brief status report on the current research program - and the papers you will be receiving in the coming months:
(Use the research design)

You will hear reports on four papers:
Isa
Aryeh
Joe
L.A. Isa
+ schedule *docs*

A number of papers are forthcoming

1. Isy Scheffler the link between Jewish education and Jewish continuity -- turn to Seymour
2. The Community Papers -- will be sent : their purpose: to point to current opportunities and development; to identify possible points of intervention for
3. the Gallop break. (discuss with Mike Inbar) Call on *Mike*.

let her tell
know
400
450

Later

4. CAJE and programmatic going on

MO for today

The commission is working now on what kind of response to these papers in addition to us. Could be panels.

It is my pleasure now to introduce Dr Isa Aron who will present her paper on

Dr Aron is

MO for Today

Dr Aron is

~~We turned to Isa because the issue of~~
~~memorandum is the central to~~
~~schaffler~~
~~hear from ARYEH, ISA, JO; will need something on informal~~
~~CAJE~~
~~ISRAEL EXPERIENCE -- JE~~
~~Community papers~~

in question
no

Gallup? -- pilot: the beginning Show maps

Last commission meeting and the role of research

Outcomes:

each feeling they are doing something terribly important
feedback from wise colleagues
panels

each reports + her answers

integration of research and relationship -- policy implications

beginning of research endeavour

one of our future assignments: research agenda for IJE

RESEARCHERS

Isa Aron, Ph.D.

Associate Professor, Rhea Hirsch School of Education, Hebrew Union College - Jewish Institute of Religion, Los Angeles

"Issues of Professionalism in Jewish Teaching"

+ L.A. + Data

Aryeh Davidson, Ph.D.

Assistant Professor of Education and Psychology and Head of the Department of Education, The Jewish Theological Seminary, New York.

"The Preparation of Jewish Educators in North America"

Joseph Reimer, Ph.D.

Assistant Professor of Jewish Communal Service, Hornstein Program, Brandeis University, Waltham, MA.

"The Synagogue as a Context for Jewish Education"

[Dr. Bruce Phillips, Associate Professor of Jewish Communal Service at HUC-JIR; Dr. Ron Reynolds, L.A. BJE: Analysis of L.A. Teacher Census Data]

~~The~~ We write ^{valid} to ^{desires} ~~debate~~

① Assurance of argument

Arguments

Common knowledge

② Are implications well drawn & justifiable

③ What ^{fully} other implication drawn or not

④ What ^{other or} question need to be asked?

THE PREPARATION OF JEWISH EDUCATORS IN NORTH AMERICA:

A STATUS REPORT

Welcome Sharon Feinman-Nemzer - we missed you yesterday and are glad you could make it today.

The Lamm story: at the first meeting of the Commission Jo made a presentation that gave a few quantitative data pieces to give those present a sense of the scope of the universe we were talking about: he gave enrolment figures, general demographics and more. For training he stated that ~~146~~ people graduate annually from all training for Jewish educators in North America. Norman Lamm got up and quite angrily told us that we had left Stern College out of the picture - we revised the total to add perhaps twenty more graduates and remained very much within the ballpark. If as we will hear only some 104 people are graduating this year. So our figures of graduating annually was an overestimate. And the ballpark - as will be made very obvious -- is quite insufficient to deal with a universe that has probably around 5000 full-time teachers; 3000 senior educators; some thirty thousand part-time teachers -- and until tonight a sense - but after Isa's report tonight's data -- that very many - and probably most are not qualified for their jobs.

The link of the training with the topic we discussed last night is clear. The Commission will need to address training needs, content, quality whatever staffing model is adopted.

So we turn to Dr Aryeh Davidson who is prof of education at JTSA and asked him to detail the training picture for the Commission. Our question to him was: what is really the score as regards existing training programs.

To provide us with an interpreted inventory as regards the current situation and future possibilities:

Dr Davidson

The inventory: 15 institutions and their categories
358455 students of which maybe 115 full time
157119 full time faculty of which 7 are really full-time
(104) graduating this year 1989

Funding: the split federation/denomination -- which fits well

up to 100 or so million for the day

Dr. Reinert ~~together~~ with many others (has argued
that ~~as~~ the commission ought to look at congregations
as a ~~central~~ ~~with the purpose~~ key setting in which do-facts Jewish
education is taking place. He has convinced us that
it would be important to look at



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HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION
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(213) 749-1424

November 28, 1989

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

Dear Annette,

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

L'hitraot,

Isa

hannan/9mn-w

6D

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

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

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

Background - What's been done:

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

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

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

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

What we want to do

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

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

Who will conduct the research?

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

Cost

Total projected cost: \$26,000

The Relationship Between Jewish Education and Jewish Continuity:
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THE SYNAGOGUE AS A CONTEXT FOR JEWISH EDUCATION

Introduction

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

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

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



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.

7

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.

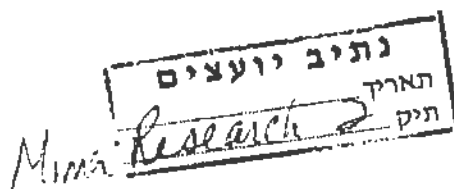
On Methodology

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.

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References

1. Board of Jewish Education of Greater New York, Jewish Supplementary Schooling: An Educational System in Need of Change. New York, 1988.
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with A.H.
Comments
on 51

Nov. 24, 1989

Preliminary Report

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

by
Aryeh Davidson

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

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

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

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

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

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

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

What follows is an overview of the results and initial findings prior to a thorough analysis of the findings. In preparation for t

onday

meeting, much of this document addresses the quantitative aspects of the results. The final report will also focus extensively on qualitative aspects of the results.

Inventory of Programs

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

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

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

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

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

Table 1 *cut*

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

incomplete

	B.A.	M.A. (p.t.)	M.A. (f.t.)	Doc.	T.C.	P.C.
<i>used</i>	15	45	<i>4 mt</i>	45	6	15
<i>teaching</i>	4	15		10	5	
<i>practicing</i>						
<i>?</i>	4	29	26	18	2	12
	2	7	13	4		6
	2	4	12	3	5	7
		3				
		2				
		1				
		2				
	9	10				

15

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

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

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

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

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

Full-time	19 * (6) → 3 only = pure educator
part-time	22 **
adjunct	44 ***

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

private
six

} general
ed

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

Table 3

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

	<u>Federation</u>	<u>Tuition</u>	<u>Other</u>
Independent schools	50-80	15-30	10-20
Denominational schools		15-25	85-75

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

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

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

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

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

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

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

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

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

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

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

Table 4

Typology of approaches to preparation programs in Jewish education

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

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

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

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

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

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

Issues and Topics

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

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

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

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

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

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

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

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

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

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

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

Nov. 24, 1989

Preliminary Report

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

by
Aryeh Davidson

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

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

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

1. Bulletins, program descriptions, published and unpublished reports of these institutions were gathered and reviewed.
2. Site visits were made to each institution, where feasible in order to observe classes, interview administration, faculty, ~~persons associated with these institutions and~~ meet with students enrolled in the education programs. A total of 68 interviews were conducted by the investigator. He also conducted group discussions with 57 students.
3. To place the issue of training within a context, existing published and unpublished studies and reports in the areas of teacher education and Jewish teacher education were reviewed.

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

What follows is an overview of the results and initial findings prior to a thorough analysis. In preparation for the Monday meeting, the reader's attention will be focused in this document on quantitative descriptions of the results. The final report

will also present an extensive qualitative analysis of the issues and findings emerging from analysis of the data. V

Inventory of Programs

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

*NOTE: 2-1-64
Hershey*

*inclusion of
Stanford
University*

1. Part-time /full-time students The majority of matriculating students in these programs are enrolled on a part-time basis (75%). Most part-timers view themselves as Jewish educators and are currently employed in Jewish schools. Depending on the community, the attainment of a degree permits one to both move up the ladder professionally and increase one's earnings. There is considerable variation among the part-timers with respect to age, national origin, and experience. (Much of the data needed to do a detailed analysis was unavailable.) Most part-timers enroll in the independent schools and two of the denominational schools. Overall the University-based programs and denominational schools require students to be full time students. The students in full time program students tend to be within the 25-32 age range. They come from diverse backgrounds and many view Jewish education as a career change. (Additional data is needed to develop a full profile of these students.)

*will be
obtained
not at
this time*

2. B.A./ M.A. Programs Most of the institutions are phasing out their B.A. programs in Jewish education and emphasizing their M.A. programs. This phenomenon appears to be the result of three factors: 1) there are decreasing numbers of American college-age students who choose to major in education programs. 2) B.A.

programs in Jewish education tend to be dominated by Israelis, who are interested in earning a B.A. while in the United States. Training institutions tend to discourage Israelis from majoring in education on the undergraduate level, but do encourage them to enroll in Jewish studies programs. 3) There is a trend in American teacher education programs to emphasize M.A. level programs over B.A. degrees in education.

In contrast to the U.S. institutions the Canadian schools encourage students to matriculate in B.A. level programs in education.

1. Doctoral programs The 67 students who are enrolled in doctoral programs are comprised of three types of students. Approximately 70% are pursuing a doctorate on a part-time basis while holding positions in Jewish education. These students view the doctorate as a way to develop expertise, gain a credential and move up the professional ladder. A smaller percentage (20%) view doctoral studies as a form of continuing professional education and therefore enroll in courses year after year until they are at the point of writing the dissertation. At that time many of these students become non-matriculating students. Approximately 10 % of the doctoral students in Jewish education intend to pursue careers in research and academia in Jewish education.

4. Program approaches Those programs which offer degree programs fall into three categories, those which prepare teachers, educational change agents and communal/educational professionals. Nine of the 15 programs enumerated purport to prepare their students to assume roles as classroom teachers (3 programs for the day school and 7 for supplementary schools). These programs currently have an enrollment of 17/ students. The second category educational change agent, is characteristic of programs that are designed to prepare Jewish professionals who will assume educational leadership roles in the Jewish community. Leadership connotes assuming administrative responsibility for a program. Of the 15 programs listed in Table 1, two, comprised of 21 students, have programs which prepare educational change agents.

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

5. Certification programs In addition to degree programs four programs offer a sequence of courses that will enable students to meet the requirements for NBL or local licensing agencies. The

7.6 page

lead teacher
Principal

course sequence generally consists of 4-6 courses in education and an internship or student teaching experience. As indicated in Table 1, 43 students are enrolled in these programs leading towards certification. Students in certification programs are expected to have strong Judaica backgrounds and demonstrate Hebrew language proficiency.

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

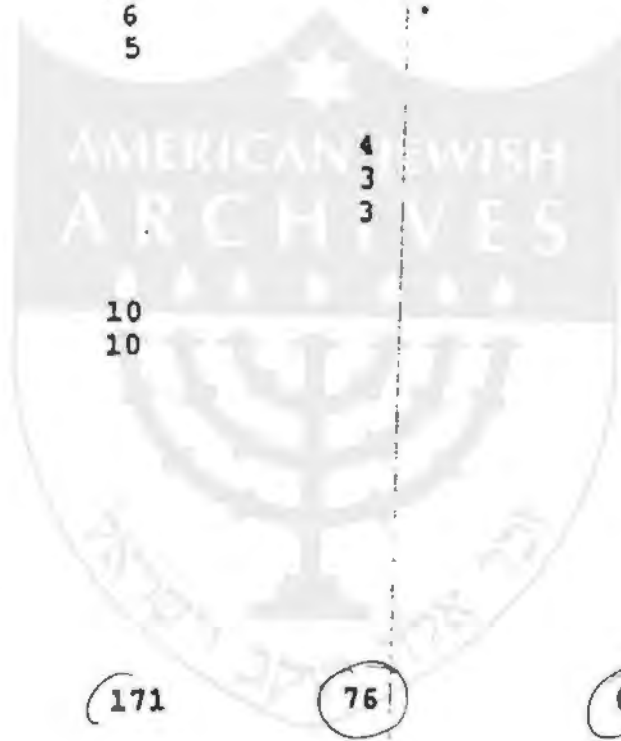
Table 1

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

B.A. M.A. (p.t.) M.A. (f.t.) Doc. T.C. P.C.

1	c	15	45		45	6	15
	e	4	15		10	5	
	g						
2	c	4	29	26	18	2	12
	e	2	7	13	4		6
	g	2	4	12	3	5	7
	c		3				
	e		2				
	g		1				
	c		2				
4	c						
	e						
	g						
5	c	9	10				15
	e						
	g						
6	c		45				
	e		38				
	g		6				
7	c	6	9	3			
	e	3	9				
	g	3	6				

8	c e g	10	2				
9	c e g			17 8 8		4	
10	c e g			23 13 12			
11	c e g	9 2 3	16 6 5				
12	c e g			4 3 3			
13	c e g		10 10				
14	c e g					35 16 15	
15	c e g	15 6 6					
Total		68	(171	(76	(67	43	(30)



on

c-current enrollment
e- entering class 1989
g -graduating class 1989

p.t.-part-time p.c.- principal certifi
f.t.-full-time
t.c.- teacher certification

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

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

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

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

Full-time	13 * (6)
part-time	22 **
adjunct	44 ***

* denotes faculty who assume full-time teaching responsibilities
Six faculty members listed as full-time devote at least 2/5ths of their time to administrative or other responsibilities

** denotes faculty who teach at least 2/5th of a full teaching load

*** denotes faculty are generally employed by another institution and teach only one course per year.

Funding The data in Table 3 speak for themselves. Denominational schools receive little or no funding from community federations. They rely primarily on fundraising for balancing their budgets. Independent schools to a large extent, are dependent on community funding. However, in recent years there is a tendency among these schools to seek outside funds and become less dependent and also less accountable to the federations. Additional data is required in this area to do a complete analysis. w 2 14 7

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Table 3

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

	<u>Federation</u>	<u>Tuition</u>	<u>Other</u>
Independent schools	50-80	15-30	10-20
Denominational schools		15-25	85-75

Approaches to Training Programs that focus on teacher training tend to be independent or denominationally based schools which view as their mission preparing teachers for local Jewish communities or movement schools. These programs to a large extent, follow the criteria for teacher standards set by the NBL, or other regional licensing agencies. The standards require a *strong* Judaica background, proficiency in Hebrew language, and a liberal arts background. They tend to attract students who either have fairly strong Judaica training or who are willing to devote considerable time to study in these areas prior to taking graduate work. Although programs included in this category differ substantially in their specific educational approaches and course offerings, they all emphasize three types of courses: the practical (methods and teaching courses), Judaica and foundation courses (philosophy of education, educational psychology, history of education). Each of these programs have practica which are linked to the student's place of employment (these students teach in afternoon schools),

The practicum generally is one semester in duration and involves supervision by college personnel. From the perspective of students interviewed in these programs the practicum does not assume a large role in the context of the overall program. These programs tend to rely on a few core faculty and hire several outside faculty as adjuncts to instruct in particular areas of expertise. From the perspective of students, these programs do not reflect a clear orientation. Rather than being guided by a strong vision of education, the programs are guided by courses and individual faculty and the general climate of the school.

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

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

Category three, education/administration programs place emphasis on the field placement. In fact students enroll in two practica. One in teaching and one in administration. However, in most other respects these programs correspond to category 1. This program also attracts many individuals from different walks of life who view the program as a means to making some impact on the Jewish educational community. Students in this program have considerable course work in Judaica and intensive Hebrew learning experiences including a summer Ulpan.

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

of program will be discussed at length in the final report. | 

Table 4

Typology of approaches to preparation programs in Jewish education

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

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

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

final report.

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

Issues and Topics

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

1. In 1967, Alvin Schiff reported that 1740 students were studying in 9 of the 15 institutions examined in this study. Of those approximately 500 planned a career in Jewish education. Hochstein reported in 1986 that only 65 individuals were being prepared by institutions of Jewish higher learning for positions as senior personnel. These differences in numbers reflect differences in sampling technique, methodology and a variety other issues which will be addressed. Do the findings of this study suggest renewed interest in Jewish education?

question
new data

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

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

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

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

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

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

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

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

11. Research is perceived as a need in the field by the denominational and university-based institutions, it is not a priority for the independent schools. What implications does this finding have for cooperative work among institutions? *TB*

12. There are several new types of programs emerging for training avocational teachers (Chicago, Providence, Philadelphia, New York, Pittsburgh, Washington, D.C.). Those establishing these programs often see no need to involve existing training institutions. Are there ways to utilize the talents of these institutions in the development of new programs? Are their model programs that successfully use the resources of the training institution? *good idea*

13. Many of those interviewed were ambivalent about the role Israel should play in training. Some saw it as an unsuccessful way to provide students with requisite skills and knowledge. Others viewed places like the Melton Center at the Hebrew University as a resource that was valuable but unfeasible because of funding issues. There are numerous issues that emerged from the data regarding the role of Israel in training.

14. In-service education programs for Jewish educators are booming. Many of those interviewed maintained that this is the population training institutions should attend to more extensively. How effective is in-service?

15. There is a good deal of short-term and extended in-service education conducted for JCC and JWB personnel. However, little or none of these in-service programs make use of the teacher preparation institutions. Moreover, there is little communication among those in informal education and the training institutions.

16. Good personnel in Jewish education tend to be pushed into administration and are less able to devote time to teaching and research.

17. Although some of the programs examined purport to train for religious education, there do not exist among these institutions an articulation of what it means to be a religious Jewish education.

18. Many of those interviewed mentioned the need to develop closer ties and joint programs with general schools and programs of education. On the other hand there were those who indicated that little could be gained by such associations. What are those factors that make for a good and mutually beneficial relationship among Jewish and general departments of education?



*what about the student
Scholarship issue*

304 BM

TEACHER SURVEYS

CITY	YEAR	RESPONSE RATE	TYPE OF INFO GIVEN
Denver (Day School Teachers, through schools)	In process	100%(?)	Raw data only, thus far.
Cleveland through schools)	1987-88 (now outdated)	100%	Annual wage per weekly hour; # of teachers.
Houston	In process		
X Los Angeles	1987-88	78%	Extensive
X Miami	1987-88	80%	Extensive
Midwest Day Schools	1981	40%	Age, place of birth, gender, experience, qualifications.
✓ Philadelphia	1987-88	54%	Not as extensive as Los Angeles or Miami.
Pittsburgh (through schools)	1985-86	100%(?)	Education background, hours/week taught; annual wage per weekly hour (avg. only).
Syracuse	In process	39%	Used L.A. questionnaire as model.

SALARY SCALES

CITY	RECEIVED	NOT YET RECEIVED	DAY SCHOOL	SUPPL. SCHOOL	DO SCHOOLS ADHERE TO THE SCALE?
Baltimore	X		X	X	No. info.
Buffalo		X			
Chicago		X			
Los Angeles	X		X	X	Questionable. Notes from extensive interview available.
Miami		X	X		Agency-funded schools adhere. In general, all Conservative and Orthodox Community schools are funded. They represent 2/3 of all Miami Day Schools.
Montreal	X		X		Probably can assume that all schools adhere.
(3. New Jersey		X		(No info.)	No info.
Providence		X		(No info.)	No info.
Toledo	X			(No info.)	No info. Scale requires extensive clarification.
Tuscon		X		X (Heb. High)	No info.

SENIOR LEVEL PERSONNEL

PLACE/ORG.	DATE	RESPONSE RATE	TYPE OF INFO. GIVEN
Cleveland	1987-88	100%	#, full-time/part time, salary ranges, benefits.
HUC Alumni Survey	1988-89	87% for full-time	Salary, benefits, crosstabulation with years of experience and size of school.
Los Angeles Report on Survey of Jewish Youth	1989	58%	Salary, benefits, median length of stay in field, "opportunity ratings" by personnel for creativity and growth.

JESNA Data on Personnel

JESNA has trends in participation

PRE-SCHOOLS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ RETENTION	PROF. DEVELOPMENT	NEW CONFIGURATIONS OF TEACHING
JWB 1989 Annual Survey and Report (Precise response rate unavailable.)	Data on full time (20 h.p.w. or more) directors and teachers, by size of center budget. Includes: number reporting, average, median, minimum and maximum salaries.		Information from phone interview with Dr. Edward Kagan, JWB Director of Statistics. Not hard data. Dr. Kagan believes that the turnover rate for directors is fairly low but for teachers is quite high. Must take into account local economic conditions and other demographic factors.	City/state regulated for pre-schools.	According to Dr. Kagan, JWB pre-schools have experienced a shortage of directors but not of teachers.		
LA BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale (15/70 pre-schools adhere to this schedule.)	Scale takes into account: units accumulated, hourly vs. monthly salary, degrees and credentials, and seniority. It also applies to assistants, teacher/directors and directors.			S t a t e requirements.			
THE 1988 MIAMI JEWISH EDUCATOR STUDY Early Childhood Education Summary (Response Rate: 87%, based on surveys.)	Under \$10,000-48% 10,000-24,000-44% 25,000-39,000-8% 40,000 and up-0% Average-11,900 Includes percentages of numbers of hours per week teachers are paid to work.	Medical-31% Pension-27%	Response to "probability of remaining in field in five years," and "expected position in five years."	Percentages: -highest level of education - c u r r e n t educational enrollment -measures of Jewishness (Jewish ID) - y o u t h group/camp/Israel experience -licenses -previous teaching experience	Percentages: -method of finding current position -measures of satisfaction (as perceived by teacher)	Percentages: -enrollment in CAJE workshops over past three years (83%) -other Judaic workshops (19%) -Teaching Methods courses (30%)	

ASSISTANTS/ SPECIALISTS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ ENTION	PROF. DEVELOPMENT	NEW CONFIG. OF TEACHING
LOS ANGELES BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale	Aides multiply scale by .8						
MIAMI JEWISH EDUCATOR STUDY (1988) Early Childhood Aides included in 87% response rate of ECE summary.	Under 10,000-86% 10,000-24,000-14% 25,000 and up-0% Average-5,800 Includes info on number of hours per week aides are paid to work.	Medical-10% Pension-7%	Info. on probability of remaining in field in five years and expected position in five years.	Percentages on: -highest level of education -current educational enrollment -measures of Jewishness (Jewish ID) -possession of license of any type (23%) -previous teaching experience	Info. on method of finding position and measures of satisfaction.	Percentages on: -enrollment in CAJE workshops in past three years (67%) -other Jewish workshops (12%) -teaching methods courses (17%)	

Information on Communal Allocations to Schools:

Baltimore
Cleveland
Hartford
JESNA Report
Kansas City
Pittsburgh
Toledo

Community Educator Proposals:

Boston
Cleveland

Community Educator Programs in Place:

Cleveland
Omaha

*I've been attempting unsuccessfully
for the past 3 days to transmit
this letter to you on your
staff, Angelo*

Nov. 19, 1989

To: Annette Hochstein & Seymour Fox

From: Aryeh Davidson

Re: Report recommendations

When we last spoke briefly on 11/10, you suggested that I submit recommendations, proposals etc., that I may have, though not necessarily emanating from my research.

The following recommendations flow from perceived needs noted by several of the persons I interviewed during the course of my research on the training institutions. They do not constitute my recommendation resulting from the research findings.

1) There is a need for additional faculty members in specific areas, e.g., early childhood, supervision (both as an area of study and the supervising of students in the field). The addition of faculty members to a department will also permit faculty members to devote more of their time to research and teaching instead of administrative tasks.

2) Many of those at training institutions saw the need for a center or centers for research in Jewish education. These would be institutes that would encourage faculty from different institutions to work together and individually on research needs of the field. The funding of these centers would also provide for funds to cover courses taught by these faculty members engaged in research.

3) Graduate students are deterred from enrolling in graduate programs in Jewish education because of the prohibitive costs of study. Most students enrolled in graduate study in Jewish education, on a full-time basis, incur debts of at least \$30,000 for two years of full time study. Given current salaries in the field, students bear the burden of debt for several years longer than other Jewish professionals. Many of those interviewed (staff and students) strongly urged the Commission to recommend the establishment of scholarship funds for persons pursuing graduate study in Jewish education. Unlike the Wexner Fellowship Program, these funds would be made available to all graduate students pursuing graduate education.

4) In each of the institutions I visited, I described the work of the Commission to both staff and students (when appropriate). Although all applauded the concept of the Commission and possible funding opportunities, there was a distinct feeling that unless people at the bottom, in addition to those at the top, are informed of the progress of the Commission they will feel disenfranchised. This translates into both informing people at

the bottom, teachers and administrators, of the progress of the Commission and inviting their suggestions. They do not want the final report to hit them without ever hearing of the Commission and its work. It was suggested that the Commission issue a newsletter that be sent to every Jewish school in North America. Special mailings should be sent to members of the various professional education groups e.g., EA, CJE, CAJE.

5) There is a perceived need for a major ~~joint recruitment~~ ^{Saul} campaign sponsored by the Commission ^{82 Foundation} promoting careers in Jewish education. Participants in the campaign would include all major institutions of higher learning having programs in Jewish education.

I will Fax to you by Nov. 24 a detailed outline of my presentation on Dec. 4.

I just received the Agenda from Mark for the sessions on the 4th and 5th. Unfortunately, I must be back in New York by 8:30 a.m. Dec. 6 to teach my graduate seminar. I therefore will need to book at 9:30 p.m. flight on Dec. 5.

4010

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

RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3788
(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.

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

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3798
(213) 740-3424

October 24, 1989

Professor Seymour Fox
Mayflower Hotel
61st Street and Central Park West
New York, NY 10023

Dear Seymour,

Enclosed is a package for Annette, which she probably told you to expect. It contains tables in which the print is too small to be legible after FAXing.

Sara filled me in on Monday's Commission meeting, so I understand that things are rolling along.

I look forward to seeing you on December 4th.

L'hitraot,


Isa Aron

IA:fj

PRE-SCHOOLS

SALARIES

BENEFITS

TURNOVER RATE

QUALIFICATIONS

RECRUITMENT/ RETENTION

PROF. DEVELOPMENT

NEW O OF TE

JWB 1989 Annual Survey and Report (Precise response rate unavailable.)

Data on full time (20 h.p.w. or more) directors and teachers, by size of center budget. Includes: number reporting, average, median, minimum and maximum salaries.

Information from phone interview with Dr. Edward Kagan, JWB Director of Statistics. Not hard data. Dr. Kagan believes that the turnover rate for directors is fairly low but for teachers is quite high. Must take into account local economic conditions and other demographic factors.

City / state regulated for pre-schools.

According to Dr. Kagan, JWB pre-schools have experienced a shortage of directors but not of teachers.

LA BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale (15/70 pre-schools adhere to this schedule.)

Scale takes into account: units accumulated, hourly vs. monthly salary, degrees and credentials, and seniority. It also applies to assistants, teacher/directors and directors.

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 (81%)
-other Judaic workshops (19%)
-Teaching Methods courses (30%)

1500

ADMINISTRATORS

SALARIES

BENEFITS

TURNOVER RATE

QUALIFICATIONS

RECRUITMENT/ RETENTION

PROF. DEVELOPMENT

NEW CONT OF TEACH

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: 63%)

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.

**YOUTH GROUP
WORKERS**

SALARIES

BENEFITS

TURNOVER RATE

QUALIFICATIONS

**RECRUITMENT/
RETENTION**

PROF. DEVELOPMENT

**NEW CONT:
OF TEACH**

**CLEVELAND JEWISH
COMMUNITY
FEDERATION**

1986 Report of the
Youth Commission
(No hard data;
Executive Summary
intended to
"intensify
planning efforts
in the area of
youth programming
and increase
community support
and resources for
youth group
activity.")

**LOS ANGELES JEWISH
FEDERATION COUNCIL**
1989 Report on the
Survey of Los
Angeles Jewish
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.

**ASSISTANTS/
SPECIALISTS**

LOS ANGELES BUREAU
OF JEWISH
EDUCATION
1988-89 Early
Childhood Salary
Schedule Rationale

SALARIES

Aides multiply
scale by .8

BENEFITS

Medical-10%
Pension-7%

TURNOVER RATE

Info. on
probability of
remaining in field
in five years and
expected position
in five years.

QUALIFICATIONS

Percentages on:
-highest level of
education
-current
educational
enrollment
-measures of
Jewishness (Jewish
ID)
-possession of
license of any
type (23%)
-previous teaching
experience

**RECRUITMENT/
RETENTION**

Info. on method of
finding position
and measures of
satisfaction.

PROF. DEVELOPMENT

Percentages on:
-enrollment in
CAJE workshops in
past three years
(67%)
-other Jewish
workshops (12%)
-teaching methods
courses (17%)

**NEW CL
TEACH**

MIAMI JEWISH
EDUCATION STUDY
(1988) Early
Childhood Aides
included in 87%
response rate of
ECE summary.

Under 10,000-86%
10,000-24,000-14%
25,000 and up-0%
Average-5,800

Includes info on
number of hours
per week aides are
paid to work.

K-12 TEACHERS

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.

**BUREAU OF
JEWISH EDUCATION**

1. 1988-89 Unified
Salary Schedule 2.
1987 report
entitled "Teacher
Benefits in Jewish
Schools in Los
Angeles: A Survey
and Proposal for
Action" (Benefits
Report based on a
survey of schools
for which the
response rate was:
Day Schools-73%
Supp. Schools-
20/72.)

3. Notes from
phone interview
with Yonatan
Shultz, Director
of Personnel, on
which schools
adhere to scale,
why, why not,
relationship
between Bureau
allocations to
schools and extent
to which scale is
followed etc...]

**1987 LOS ANGELES
JEWISH TEACHERS
CENSUS**

(Extensive
information in all
categories
forthcoming.)

**MIAMI JEWISH
EDUCATOR STUDY**

1988 report based
on survey of
teachers (Response
rate: Day Schools-
85%, Synagogue
Schools- 75%)

Scale per annual
hour of teaching,
based on units of
Judaica, degree in
Jewish studies and
teaching
experience. (No
data on percentage
of schools that
adhere to scale.)

Percentages of
Judaic and Secular
Studies Day School
teachers, and
Reform and
Conservative
synagogue school
teachers, who earn
from under
\$3000.00 to over
\$50,000. Includes
information on
hours paid and
hours spent on
job.

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.

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.

Katie

RETENTION
PROF.
DEVELOPMENT
OF TEACHING

SALARIES

SAN JOSE 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.

REPORTER
PHILADELPHIA
 Federation of
 Jewish Agencies
 Committee on
 Personnel in
 Jewish Education,
 1989 Report.
 (Response Rate:
 Day Schools, by
 school- from 51.6%
 to 68.4%; Suppl.
 Schools, by
 school- from 57.5%
 to 73.9%;
 Synagogue Schools-
 53.6%)

Day Schools:
 Percentages for
 General and Judaic
 full and part
 time. Scale less
 than \$10,000 to
 over \$30,000.

Suppl. Schools:
 For each school,
 by number of hours
 taught. Scale from
 volunteer to over
 \$10,000.

Syn. Schools:
 By number of hours
 taught. Scale from
 volunteer to over
 \$10,000.

Also includes
 statistics on
 importance of
 income to
 teachers' households for all
 three types of
 schools.

Day Schools:
 By General and
 Judaic, full and
 part time,
 percentages
 receiving:
 - sick leave w/pay
 -personal leave
 w/pay
 -free/reduced
 tuition for
 children
 -in-service ed.
 -health insurance
 -conference alloc.
 -pension
 -con't ed.
 subsidies
 -maternity leave
 -disability
 -sabbatical
 -day care

Suppl. Schools:
 Percentages by
 school of teachers
 receiving:
 -sick leave with
 pay
 -conference alloc.
 -tuition for
 children
 -in-service
 -membership in
 synagogue
 -personal leave
 with pay

Syn. Schools:
 -Percentages by
 number of hours
 taught of teachers
 receiving:
 -sick leave with
 pay
 -conference alloc.
 -tuition for
 children
 -in-service
 -membership in
 syn.
 -personal leave
 with pay

FIELD

Percentages for
 all three types of
 schools on:
 -likelihood of
 remaining in field
 in five years
 -plans of teachers
 w/1th no
 expectation to
 continue in field
 in five years

Percentages for
 all three types of
 schools on:
 -degree in Jewish
 Studies
 -Jewish Ed.
 license
 -highest level of
 completed
 schooling
 -secular ed.
 license
 -knowledge of
 Hebrew
 -subjects taught
 -settings in which
 Jewish Ed. was
 received
 -years in field

ATTENTION

Percentages for
 all three types of
 schools on:
 -factors that
 discourage from
 continuing in
 field
 -how teachers
 found jobs
 -factors which
 influence teachers
 decisions to
 select schools in
 which they are
 employed

DEVELOPMENT

Percentages for
 all three types of
 schools on:
 -specific kinds of
 support received
 at school
 -classes and
 workshops attended
 within past year
 -subjects
 addressed at
 workshops
 -auspices of
 classes or
 workshops attended
 -current interest
 in attending
 classes or
 workshops

SYRACUSE, NY
JEWISH FEDERATION
1989 Survey
sponsored by the
Professionalizing
the Profession
Task Force, a
committee of the
Syracuse Jewish
Education Forum
(Response Rate:
29%; summary still
in process.)

SENIOR LEVEL
PERSONNEL

SALARIES

BENEFITS

TURNOVER RATE

QUALIFICATIONS

RECRUITMENT/
RETENTION

PROF. DEVELOPMENT

NEW CONFIG.

[No information on
senior level
personnel has yet
been received.]

J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	TYPE	TOTAL	PRE-K	STUDENT POPULATION				1 DAY	2 DAY	3 DAY	# OF FAMILIES		
				K-3	4-7	8-10	11-12				CONG.	SCHOOL	AGE CONG.
A	C	167	14	66	62	25	0	38	11	79	325	111	21
B	R	321	9	112	151	38	11	144	151	0	465	191	14
C	R	260	5	72	110	70	0	147	113	0	425	275	13
D	C	200	6	55	60	50	20	80	30	90	700	150	32
E	C	134	7	56	46	21	4	77	0	57	160	65	8.5
F	R	230	6	69	84	75	3 TALIT	145	77	0	389	94	27
G	R	130	14	50	54	12	0	76	54	0	270	-	20
H	R	234	10	98	103	23	4 TALIT	148	86	0	265	136	7
I	R	89	9	37	43	0	0	89	0	0	120	80	17
J	R	309	0	120	146	43	0	163	0	150	650	175	44
K	R	213	6	81	85	41	0	128	85	0	-	-	60
L	R	123	0	47	52	24	0	79	0	44	310	100	25

ORANGE COUNTY
BUREAU OF JEWISH EDUCATION
2900 BRISTOL # 8302
COSTA MESA, CA 92626

J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	CLASS SIZE MIN/MAX	PRE-K	JUDAICA				CLASS SIZE MIN/MAX	HEBREW				HAY
			K-3	4-7	8-10	11-12		ALEF	BET	GIMEL	DALET	
A	11/20	2.25/1 MC	2.25/1	2/3	2/1	-	11/19	2/3	2/3	2/3	2/3	2/3
B	7/28	2.5/1	2.5/1	2.5/2	2/1	-	8/17	2.5/2	2.5/2	2.5/2	2.5/2	-
C	6/18	2.5/1	2.5/1	2.5/2	2.5/1	-	6/12	1.5/1	1.5/1	1.5/1	1.5/1	-
D	3/18	2/1	2/1	3/3	2-3/1-2	2-3/1-2	3/16	3/3	3/3	3/3	3/3	3/3
E	7/13	2/1	2/1	1/3	1.5/1	1.5/1	10/13	1/1	1/3	1/3	1/3	1/3
F	6/16	2/1	2/1	2/1	2/1	-	5/17	2/1	2/1	2/1	2/1	-
G	10/17	2.5/1	2.5/1	1-1.5/2	2/1	-	12/17	1-1.5/2	1-1.5/2	1-1.5/2	1-1.5/2	-
H	10/30	2/1	2/1	2/1	2/1	TALIT	17/25	1.75/1	1.75/1	1.75/1	1.75/1	-
I	6/15	1/1	2/1	2/1	-	-	6/15	1/1	1/1	-	-	-
J	15/32	-	2.5/1	2.5/3	2/1	-	6/17	1.5/2	1.5/2	1.5/2	1.5/2	-
K	-	2.5/1	2.5/1	4.5/2	2/1	-	-	2/1	2/1	2/1	2/1	-
L	3/20	-	2.5/1	2.5/1	2/1	-	3/20	1.5/2	1.5/2	1.5/2	1.5/2	-

J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	HOURLY STAFF SALARIES													
	JUDAICA			HEBREW			AIDES			AGE OF AIDES		SECRETARY		
	MIN	MAX	AVG	MIN	MAX	AVG	MIN	MAX	AVG	MIN	MAX	HOURS/WK	RATE /HR	VOLUNTEERS
A	\$5.00	\$20.00	\$16.00	\$17.00	\$20.00	\$18.50	\$5.00	\$5.00	\$5.00	13	-	-	-	-
B	\$10.00	\$19.00	\$14.50	\$15.00	\$21.00	\$18.00	\$3.00	\$5.00	\$4.00	13	-	-	-	-
C	\$7.50	\$21.00	\$14.00	\$18.00	\$24.00	\$21.00	\$1.75	\$3.50	\$2.50	14	-	5	\$6.56	17
D	\$14.00	\$22.50	\$18.25	\$14.00	\$21.00	\$16.50	\$5.00	\$7.50	\$6.25	16	18	20-30	\$13200/YR	-
E	\$13.00	\$19.00	\$17.00	\$14.00	\$19.00	\$17.25	-	-	-	14	-	-	-	-
F	\$14.00	\$17.00	\$15.50	\$16.00	\$22.50	\$19.25	\$18 PER SEMESTER			-	-	15	\$7.50	4
G	\$11.00	\$17.00	\$14.00	\$12.00	\$20.00	\$16.00	\$2.00	\$5.00	\$3.50	13	17	25	\$8.00	-
H	\$15.00	\$15.00	\$15.00	\$24.50	\$24.50	\$24.50	\$2.50	\$3.75	\$3.12	13	17	15	\$8.00	1
I	\$15.00	\$20.00	\$18.00	\$15.00	\$20.00	\$18.00	\$2.50	\$2.50	\$2.50	-	-	-	-	-
J	\$10.00	\$15.00	\$12.50	\$19.00	\$30.00	\$28.50	\$2.00	\$3.00	\$2.50	14	17	40	\$7.00	-
	-	-	-	\$20.00	\$25.00	\$22.50	\$3.00	\$8.00	PER SESS.	14	17	14	-	1
	\$10.40	\$20.00	\$14.22	\$16.66	\$20.00	\$18.77	\$2.40	\$6.00	\$3.30	15	18	7	9.89	9

J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	DIR TEACH	RABBI TEACH	CANTOR TEACH	SUPPORT STAFF		P.T.A./P.T.O.	S'HOOD ROLE	B'HOOD ROLE	OTHER
				BOARD OF ED	#/MTGS				
A	YES	YES	NO	20/1-MO	-	YES	YES	NO	-
B	HEB/DALED	CONF	MUSIC	9/MONTHLY	-	YES	YES	YES	NO
C	NO	CONF/B.M.	BAR MITZYAH	6/MONTHLY	-	NO	NO	NO	-
D	ADULT ED	CONF	CONF	17/MONTHLY	-	YES	YES	YES	-
E	HEB HIGH	HEB HIGH	-	6/ MONTHLY	YES	FOOD SUPPLIES	-	-	-
F	NO	NO	NO	7/MONTHLY	NO	YES	YES	NO	-
G	ADULT ED	8-10 GRADES	NO	7/MONTHLY	-	NO	NO	1 YEARLY EVENT	-
H	BET,HEB HIGH	DALED,CONF	NO	9/MONTHLY	-	NO	NO	NO	PARENTS
I	NO	BAR MITZYAH	NO	-	-	-	-	-	-
J	NO	CONF	LITURG MUSIC	16/MONTHLY	-	-	-	-	-
K	NO	9-10 GRADES	NO	15/MONTHLY	-	-	-	-	-
L	NO	NO	NO	5/RANDOM	YES	NO	NO	NO	NO

J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	TOT. BUDGET	SUPPLIES	FINANCES TEXTBOOKS	OTHER	EDUCATOR	YEARLY REGISTRATION				SUPPLIES & TEXTBOOKS				B.M.FEE	CONF FEE
						1 DAY	2 DAY	3 DAY	OTHER	1 DAY	2 DAY	3 DAY	OTHER		
A	\$33,916	\$1,890	\$2,000	\$3,000	\$20,800	\$125	\$185	\$275	\$40	\$10	\$10	\$20	-	\$275	\$15
B	\$58,395	-	-	-	\$28,500	\$125	\$250	-	-	-	-	-	-	\$400	-
C	\$46,652	\$2,500	\$500	-	\$7,908	\$125	\$175	-	-	\$20	\$35		-	75/300	\$100
D	\$55,000	\$2,800	\$2,800	\$500	\$30,700	\$100	\$200	\$225	-	\$35	\$35	\$35	-	\$150	\$165
E	\$23,910	\$1,000	\$3,000	-	\$19,000	\$150	-	\$350	-	\$50	-	\$50	-	\$350	-
F	\$50,000	\$1,500	\$5,000	-	\$24,380	\$125	\$250	-	-	INC	INC	-	-	\$125	\$125
G	\$32,000	\$8,000	\$4,000	-	\$34,000	\$195	\$295	-	-	INC	INC	INC	-	\$225	-
H	\$35,575	\$1,000	\$3,700	-	\$15,000	\$135	\$270	-	\$150	N/C	N/C	N/C	-	\$300	\$150
I	-	-	-	-	\$8,600	\$32 PER MONTH				VARIES WITH CLASS				\$350	-
J	\$69,000	\$6,000	\$5,000	\$1,200	\$40,600	\$125	-	\$225	-	\$20	-	\$20	-	\$250	\$170
K	\$75,000	\$3,500	\$4,500	-	\$16,000	\$100	\$150	-	-	\$35	\$35	-	-	\$175	\$500
L	-	-	-	-	\$15,000	\$125	-	\$25	-	INC	-	INC	-	\$200	\$60

J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE	TYPE OF POST	HRS PER WK. BUDGET/ACT.	YRS IN POST	CONTRACT TERM	EDUCATOR DETAILS						TOTAL
					BASE SALARY	PENSION	CONVENTION	MEDICAL	TRANSPORT	OTHER	
A	PART-TIME	30/35-40	3	2	\$20,000	-	\$800	-	-	-	\$20,800
B	-	-	3	2	\$28,500	INC	INC	INC	INC	INC	\$28,500
C	PART-TIME	10/12	10	-	\$7,908	-	-	-	-	-	\$7,908
D	FULL-TIME	40/50-60	2	2	\$30,000	-	-	-	-	\$700	\$30,700
E	PART-TIME	20/35	5	1	\$19,000	-	-	-	-	-	\$19,000
F	PART-TIME	-	3	1	\$23,800	-	-	-	-	-	\$23,800
G	FULL-TIME	40/50	8	2	\$28,000	\$4,500	\$1,500	-	-	\$1,000	\$35,000
H	PART-TIME	20/35	2	1	\$15,000	-	\$250	-	-	\$420	\$15,670
I	PART-TIME	-	4	-	\$8,600	-	-	-	-	-	\$8,600
J	FULL TIME	40/50	1	1	\$40,000	-	\$600	-	-	-	\$40,600
K	PART TIME	20/30-35	2	-	\$16,000	-	YES	-	-	-	\$16,000
L	PART TIME	17.5/25	3	1	\$15,000	-	-	-	-	-	\$15,000

J.E.A. ANNUAL EDUCATION SURVEY - 1989

TEMPLE FEES (ANNUAL)				
TEMPLE	FULL FAMILY	SINGLE PARENT	BUILDING FUND	YEARS TO PAY
A	\$600	\$300	\$1,000	3
B	-	-	-	-
C	\$600	\$300	\$1,500	5
D	\$675	\$285	\$500	5
E	\$720	\$500	\$100	
F	\$650	-	\$600	4
G	\$750	-	\$120	-
H	\$610 TO \$950	\$380 TO \$550	\$100	1
I	\$175	\$60 SENIOR	N/A	-
J	\$1,020	-	-	-
K				
L				

Appendix: Background Data

I. Demography

Jewish Population

	ESTIMATED JEWISH POPULATION	PERCENT OF TOTAL	
United States (1987)	5,944,000	2.5	(15)*
<i>School age population (ages 3-17)</i> 880,000-950,000			(5)

	ESTIMATED JEWISH POPULATION	PERCENT OF TOTAL	
Canada (1989)	310,000	1.2	(15)
<i>School age population (ages 3-17)</i> 57,000			(6)

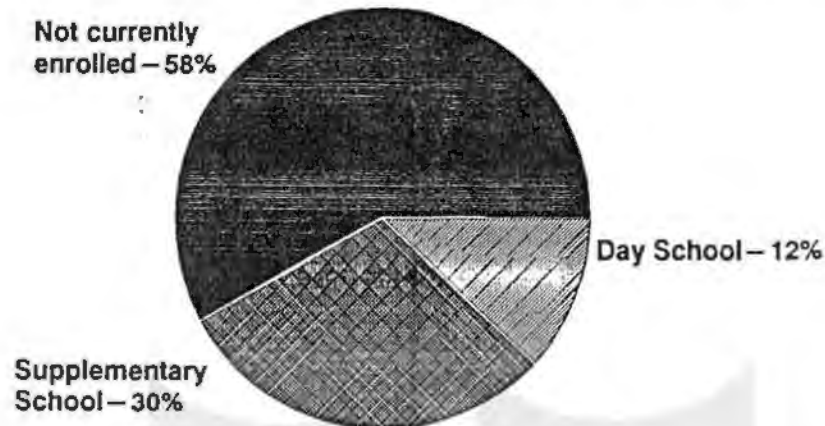
Denominational Breakdown in North America (1990)

Reform	29%	
Conservative	36%	
Orthodox	10%	
Reconstructionist	2%	
Just Jewish	21%	
Other/Refused	1%	(9)

Numbers in parentheses refer to sources on pp. 11-12.

II. School Age Population

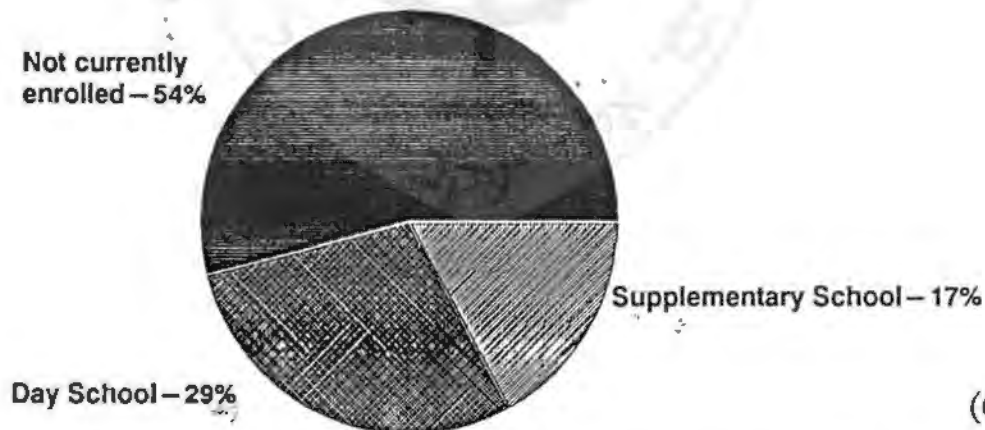
Enrollment in Day Schools & Supplementary Schools, U.S.A. (1982)



(5)

Summary: Approximately 58% of Jewish school age children in the United States are not enrolled in any type of Jewish schooling. Of the remaining 42%, 12% are enrolled in day school education and 30% are enrolled in the supplementary schools.

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



(6)

Summary: In Canada, 54% of the school age population are not enrolled in Jewish schools; of the 46% who are, 29% are enrolled in day schools and 17% are enrolled in supplementary schools.

Percent Enrollment by Grade (1982)

DAY SCHOOL			SUPPLEMENTARY SCHOOL		
	<i>U.S.A.</i>	<i>Canada</i>		<i>U.S.A.</i>	<i>Canada</i>
Pre-primary	24%	24%	Pre-primary	10%	14%
Grades 1-6	46%	53%	Grades 1-7/8	77%	78%
Grades 7-12	30%	23%	Post-bar mitzvah	14%	7%
	100%	100% (6)		100% *	100% * (5)

Summary: The age breakdown indicates a heavy presence of children in the "middle age years," grades 1-8 (ages 6-13). In the supplementary schools, there is a 60-70% drop out rate at the post-bar mitzvah level.

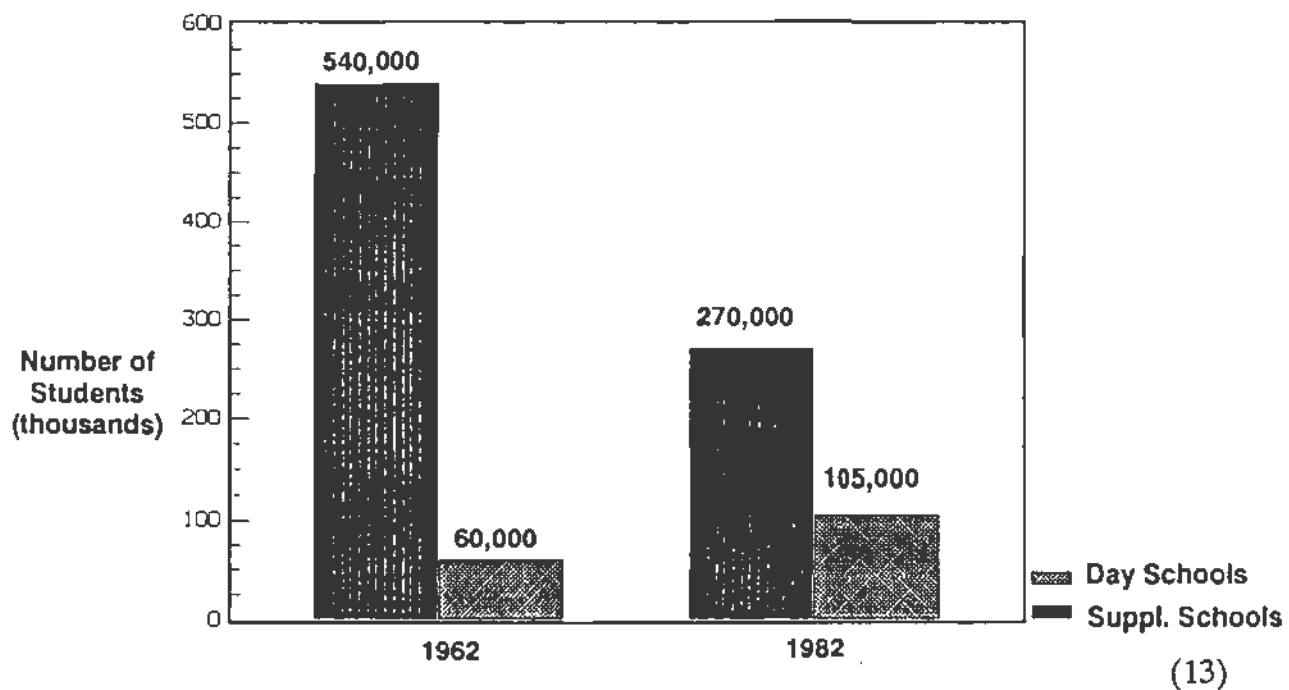
* Figures may not add to totals because of rounding.

III. Enrollment: Day School & Supplementary School

Day School & Supplementary School – Comparison of Enrollment (1982)

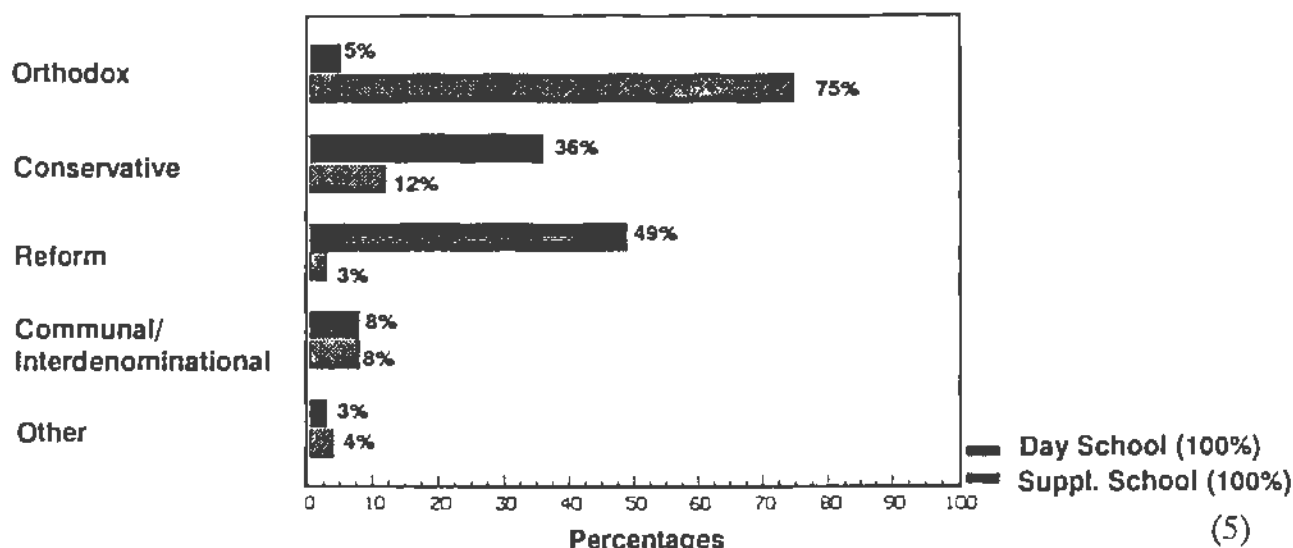
COUNTRY	DAY SCHOOL	SUPPLEMENTARY SCHOOL	
United States	28%	72%	(5)
Canada	63%	37%	(6)

Trends of Enrollment: Day School & Supplementary School in the United States



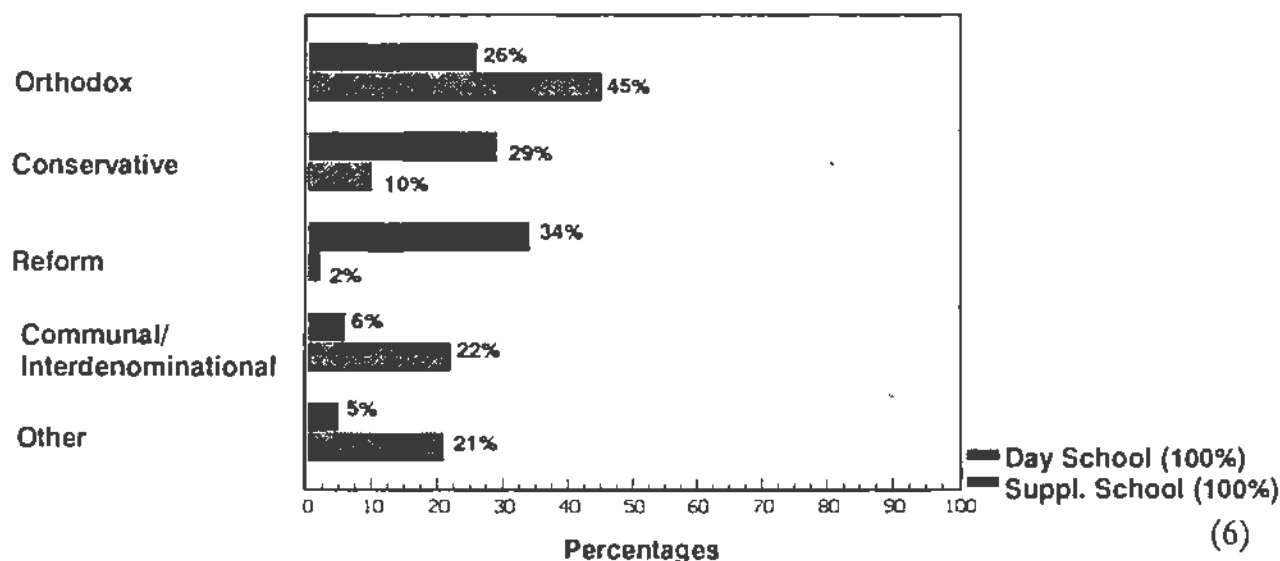
Summary: The total number of Jewish school age children has declined by as much as 15-20% between 1962 and 1982.

United States: Enrollment by Denominational Affiliation by Type of School(1982)



Summary: Children attending Reform and Conservative supplementary schools comprise 85% of current supplementary school enrollment. In the day schools the Orthodox community alone make up 75% of enrollment.

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



Summary: In Canada enrollment in supplementary schools is fairly evenly divided among the denominations: Orthodox schools 26%, Conservative schools 29%, and Reform schools 34%. The distribution of enrollment in day schools also significantly differs from that in the United States. Forty-five percent of total day school enrollment is in Orthodox schools; Communal/Interdenominational schools comprise 22% of total day school enrollment.

IV. Informal Education: North America

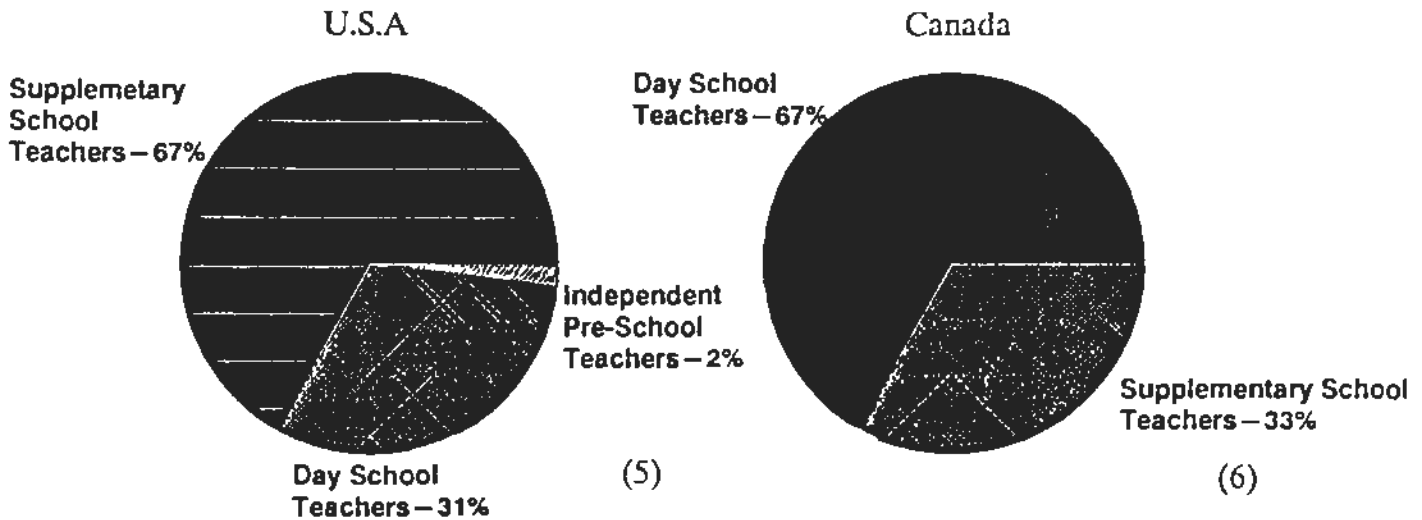
Updated data will be available following completion of the paper "Informal Education in North America" by Professor B. Reisman of Brandeis University.

Informal Educational Programs

TYPE OF PROGRAM	NUMBER OF PROGRAMS	NUMBER OF PARTICIPANTS	
Jewish Community Centers	Approximately 170 Jewish community centers	1,000,000	(11)
Camps	Day camps; resident camps	Data forthcoming	
Youth Groups	Synagogue; Zionist & communal youth organizations	Data forthcoming	
Education programs in Israel	Over 300 programs	25,000-30,000	(10)
College & university courses	Hillel Houses—385 in U.S. & Canada	400,000-500,000 Jewish students on campuses	(8)
	Other	Data forthcoming	
Adult education		It is estimated that one in ten adult American Jews is enrolled in adult Jewish education classes	

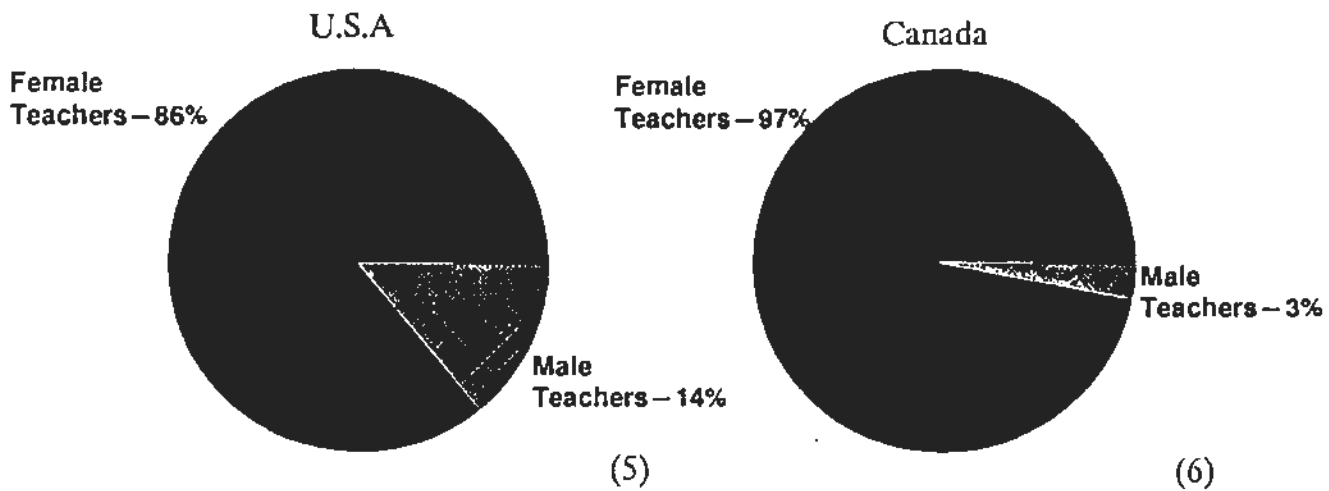
V. Teacher Profile

Teachers Working in Day Schools & Supplementary Schools (1982)

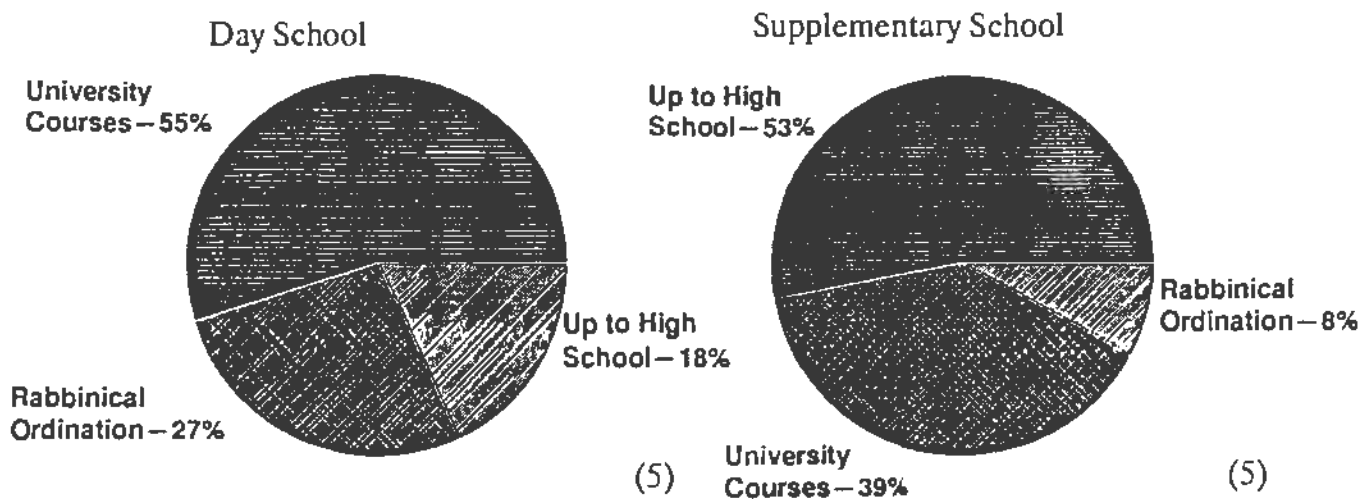


It is estimated that approximately 30,000 teachers and administrators work in day and supplementary schools in the U.S. Approximately two-thirds of these work in supplementary schools, and one-third in day schools. The reverse is true for Canada. It is estimated that approximately 5,000 educators hold full-time positions.

Sex Division Among Teachers (1982)

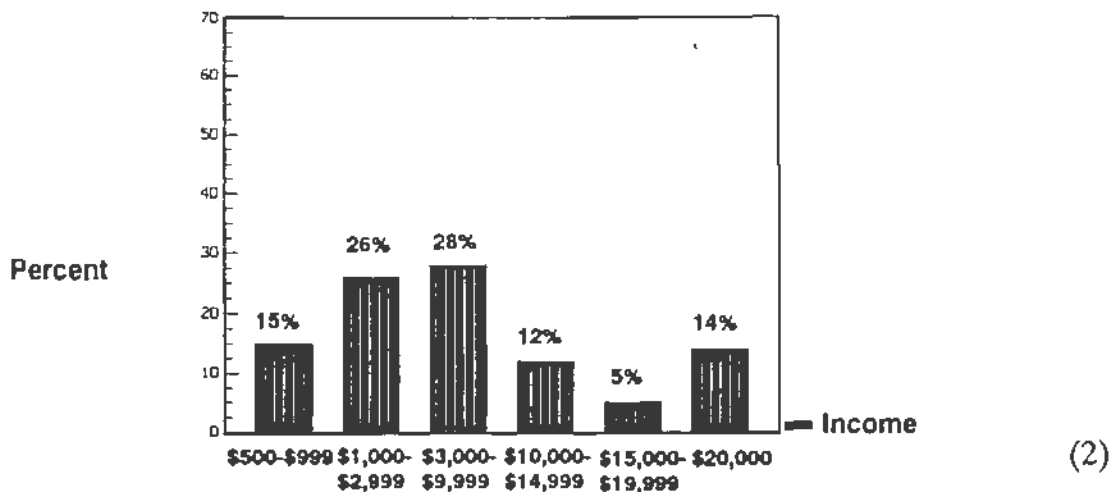


Jewish Education in the U.S. Among Supplementary & Day School Teachers (1982)



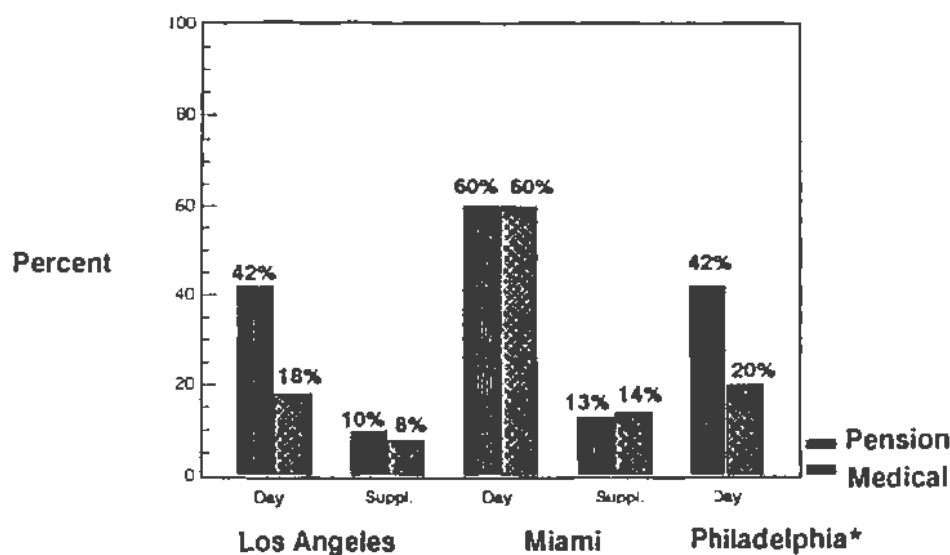
Summary: The differences in the Jewish educational background of day school and supplementary school teachers is illustrated by this study of teachers in the United States. Jewish education among 53% of supplementary school teachers is limited to the high school level. In contrast, 82% of day school teachers report having university course background.

Total Yearly Income from Jewish Teaching – Los Angeles (1989)



Summary: Sixty-Nine percent of the teachers in Los Angeles earn under \$10,000 a year; 41% earn under \$3,000 a year.

Benefits for Teachers – Los Angeles, Miami, Philadelphia (1989)



(3)

Summary: Recent studies of teachers in Los Angeles, Miami and Philadelphia reveal that only 42% of Los Angeles day school teachers, 60% of day school teachers in Miami and 42% of day school teachers in Philadelphia receive any medical coverage. Among supplementary school teachers the opportunity for benefits is very rare. Only 10-20% of the teachers in the cities surveyed have pension plans.

* No figures were provided for the supplementary schools in Philadelphia.

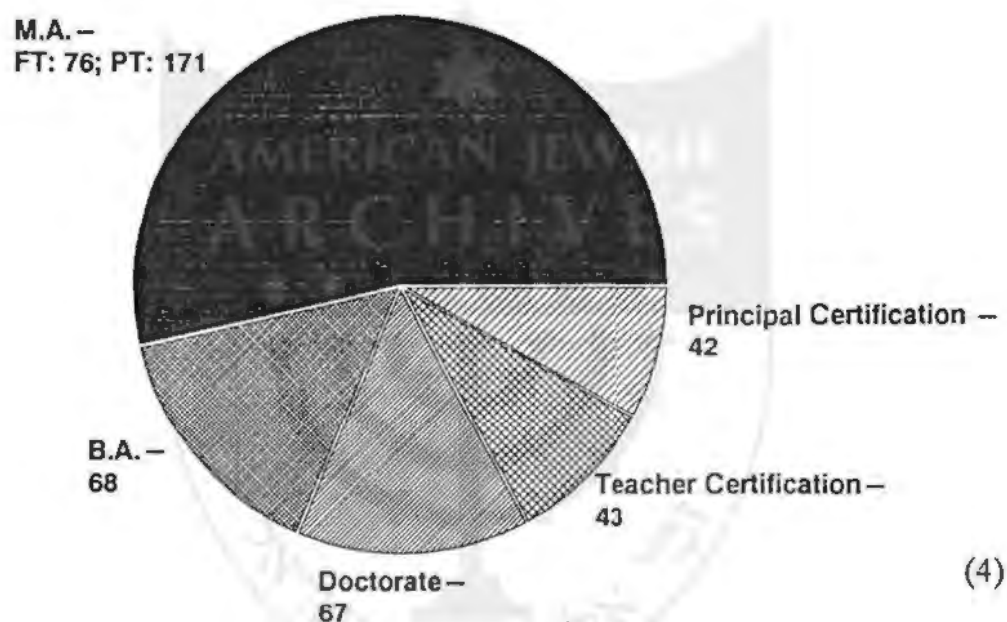
VI. Teacher Training

Student Enrollment (1989)

Full Time (FT): 144 students

Part Time (PT): 255 students


Graduating 1989: 100 students



Summary: Currently there are 467 students enrolled in Jewish institutions of higher learning. In 1989 there were approximately 100 students who graduated from the various programs.

Sources

- (1) Aron, Isa and Bank, Adrienne. *Dealing with the Shortage of Supplementary School Teachers*, unpublished manuscript commissioned by JESNA, 1986.
- (2) Aron, Isa and Markovic, Debra. *Studies in Personnel in Jewish Education: A Summary Report*, prepared for the Commission on Jewish Education in North America, 1990.
- (3) Aron, Isa and Phillips, Bruce. *Los Angeles Jewish Teachers Census*, Los Angeles: Hebrew Union College-JIR, forthcoming.
- (4) Davidson, Aryeh. *The Preparation of Jewish Educators in North America—A Research Study*, a research study prepared for the Commission on Jewish Education in North America, 1990.
- (5) Dellapergolla, Sergio and Dubb, Allie. *First Jewish Census of Jewish Schools in the Diaspora 1981/2-1982/3 United States of America*, Research Report Number 4, Jerusalem: Hebrew University of Jerusalem, Institute of Contemporary Jewry, Project for Educational Statistics, Jewish Education Service of North America Inc., 1986.
- (6) Dubb, Allie. *First Census of Jewish Schoools in the Diaspora 1981/82-1982/83 Canada*, Research Report Number 5, Jerusalem: Hebrew University of Jerusalem, Institute of Contemporary Jewry, Project for Jewish Educational Statistics, Jewish Education Service of North America Inc., 1987.
- (7) Fishman, Sylvia Barack. *Learning About Learning*, Massachusetts: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandies University, 1987.
- (8) Freeman Carnea, Ruth, Ed. *Jewish Life on Campus: A Directory of B'nai B'rith Hillel Foundations and Other Jewish Campus Agencies*, Washington D.C.: B'nai B'rith Hillel Foundations.
- (9) *Gallup (Israel) 1990*, for the Commission on Jewish Education in North America.
- (10) Hochstein, Annette. *The Israel Experience Report*, Nativ Policy and Planning Consultants, 1986.

- 
- (11) Jewish Welfare Board. *Century Two Committee Report*, 1989.
- (12) *Personnel in Jewish Education*. Philadelphia: Federation of Jewish Agencies of Greater Philadelphia Committee, Synagogue Schools Subcommittee, 1989.
- (13) Schiff, Alvin. *Jewish Education at the Crossroads: The State of Jewish Education*, 1983 report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.
- (14) Sheskin, Ira M. *The Miami Jewish Educator Study*, produced by the Central Agency for Jewish Education, 1988.
- (15) Singer, David and Seldin, Ruth R. Eds. *American Jewish Year Book*, Vol. 87, 88, New York: The American Jewish Committee, 1987, 1989.

8/22/89

Panels

29

DRAFT

DRAFT

DRAFT

DRAFT

Commission on Jewish Education in North America
Proposed Panels to Review Papers

I. On Community/Financing

David Ariel
Seymour Fox
Robert Hiller
Stephen Hoffman
Martin Kraar
Morton Mandel
Arthur Naparstek
Arthur Rotman
Herman Stein
Philip Wasserstrom
Jonathan Woocher
Bennett Yanowitz

Bro. Synanon

Markson

II. On Personnel

Seymour Fox
Annette Hochstein
Mike Inbar

Authors:

Walter Ackerman
Isa Aron
Aryeh Davidson
Joseph Reimer
Israel Sheffler

Commissioners:

Jack Bieler
Josh Elkin
Sara Lee
Alvin Schiff
Card Torgall

Dave Dubin

Others:

Barry Chazen
Sharon Feinman-Nemzer
Alan Hoffmann
Barry Holtz
Zev Mankowitz
Bernie Reisman

SM Cohen

Lee Shulman

Paul Feltner
Janey Wishe

Joe
Howard Alexander
Edmund ...
Levin
Finkel

8/22/89

DRAFT

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Commission on Jewish Education in North America
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Cand. Torgoff

Others:

Barry Chazen
Sharon Feinman-Nemzer
Alan Hoffmann
Barry Holtz
Zev Mankowitz
Bernie Reisman

SM Cohen
Lee Shulman

Joe
Herman Alexander
Minimum 1 hour a week
R. K. K. K.
Learning
Family

Dave Dubin

Stephen Feld
Paul Fleischer
Jenny W. W. W.

FAX REV.

DATE:

Nativ Policy and Planning Consultants
Jerusalem, Israel

מגעים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Mark Gurvis
FROM: Annette Hochstein
FAX NUMBER: 001-216-361-9962

DATE: November 27, 1989

NO. PAGES: 1

Dear Mark,

Hope you had a pleasant Canadian weekend. We have received background papers from both Aryeh Davidson and Joe Reimer -- they should all be forwarded to those attending the researchers' meeting.

We would appreciate hard copies of all materials sent to us to the Mayflower -- they'll be easier to read than what we have.

Best regards,

Annette
Annette

Nativ Policy and Planning Consultants
Jerusalem, Israel

AX SENT 221189

DATE:

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: November 26, 19

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

Hello,

Prof. Michael Inbar will need upon arrival in Cleveland the following funds:

\$1,290 for reimbursement for flight
\$ 480 for living expenses

\$1,770 TOTAL

We will explain this when we call later today.

Thanks,

Annette

HOOVER INSTITUTION
Stanford, CA 94305-6010
Telecopier No. (415) 723-1687

TELECOPIER COVER SHEET

Please deliver the following pages to:

Name: Annette Hochstein
From: S. M. Lipset
Date: 11/22/89 Time: 3 AM ☒ PM

Total Number of Pages (including cover sheet): 2

Special Instructions: _____



STANFORD UNIVERSITY, STANFORD, CALIFORNIA 94305

426C

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

810 HOOVER MEMORIAL BUILDING

November 22, 1989

Ms Annette Hochstein

Dear Ms Hochstein:

Here are questions which I consider useful for an analysis of American Jewish behavior. They can be used to explain differences in education as well as orientation to U.S. society and Israel.

1. The strength of American Jewish life depends heavily on ties to Israel.
2. I would feel comfortable belonging in Israeli society.
3. I can describe how close I feel to Israel as:
 - a) very close
 - b) fairly distant
 - c) very distant
4. I think anti-Semitism is a serious problem in the U.S. today.
5. When it comes to the crunch, Jews can only depend on other Jews.
6. I feel pride in the U.S. as a model of democracy for the rest of the world.
7. Of my three best friends, the following are Jews:
 - a) none
 - b) one
 - c) two
 - d) three
8. The reasons why I like being a Jew are:
 - a) I am personally more comfortable with other Jews
 - b) I like Judaism's values of social justice
 - c) I like being part of a community
 - d) I believe in the Torah
 - e) Because of Israel

Could you please let Shmuel and Seymour Fox know I got tickets and will arrive on Thursday, December 21. Please also thank them on my behalf.

Cordially,

Martin Lipset
Seymour Martin Lipset

SM/LJS

PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

11-22-89

☐ TELEX NO.

☐ MAILGRAM

☒ FAX NO. 011-972-2-49951

NO. OF PGS. 2

☒ URGENT - Time sensitive - must go at once

☐ REGULAR - Send at time rates are most economical

NAME

T. WANDERSLEBEN

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

NAME

J. FOX

COMPANY

NATIV

STREET ADDRESS

CITY, STATE, ZIP

Jerusalem, Israel

PHONE NUMBER

TELEX NO.: 6873015 PREMI UW

FAX NO.: 0163018327

TIME SENT:

MESSAGE:

AMERICAN JEWISH
ARCHIVES

474

TO: Professor Seymour Fox

FROM: Tracey Wandersleben

DATE: 11/22/89

.....

I reconfirmed your appointment with Eli Evans' secretary for 11/30 at 3:30 p.m.

I spoke with Rabbi Corson's secretary, and there has been some minor changes. Rabbi Corson would like to meet with you at 9:30 a.m., 11/29, at the Limited Headquarters located at 25 East 78th Street (at the corner of Madison and 78th Street). (There is no sign on the building; the Limited Headquarters is a white townhouse with wrought iron bars on the door.)

Please confirm the above changes with Rabbi Corson's secretary and Virginia Levi.

Thank you.





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

TELEFAX TRANSMITTAL FORM

To: Seymour Fox

Date: Nov. 22, 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

For your information: It looks as though Mort Mandel will be meeting with Orthodox group of Jewish Educators, convened by Lamm, January 25, 4:00 p.m. in New York.

Reform group to meet February 15 at 1:00 p.m. also in New York.

FAX SENT

DATE:

22/11/89

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: Ginny Levi

DATE: November 22, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

Dear Ginny,

Could you please try to make an appointment for me with Haskell Lookstein? The best time for me would be on Wednesday the 29th right after my appointment with Schorsch. Early Wednesday afternoon would also be a possibility.

Thank you.

Best wishes for a happy Thanksgiving.

Annette

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

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

☐ TELEX NO.
☐ MAILGRAM
☒ FAX NO. 011-972-2-699951
NO. OF PGS. 1
(INCL. COVER SHEET)

☒ URGENT - Time sensitive - must go at once
☐ REGULAR - Send at time rates are most economical

FROM:
NAME MARK GURVIS
COMPANY PREMIER
DEPARTMENT
COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163040007

TIME SENT:

MESSAGE:

216 3619962

Seymour:

I spoke with Alan Hoffman, who will be arriving in Cleveland 12/4 at about 3:20 p.m. I understand your need to meet with him in the late afternoon. We have also booked a CJENA staff meeting from 2:00 p.m. - 5:00 p.m. Should he go to the hotel first or come straight to Federation?

Please advise when we speak on November 27, 10:30 a.m. Cleveland time.

Mark

AMERICAN JEWISH
ARCHIVES

** TOTAL PAGE.01 **

Nov. 21, 1989

TO: Seymour Fox

FROM: Ginny Levi

1. HLZ asked me to report on his conversation with Steve Huberman, who was cordial and happy to know that we're considering his request. HLZ offered the following dates for an MLM visit: June 18 or 19, or July 8, 9, or 10.

Huberman was receptive and will work on that visit, but doesn't want to wait that long to consult on what their local commission is doing and to discuss the substance of our Commission. They would still like you to go in Feb.

Huberman proposes to meet with you all day on Mon., Feb. 12 (and possibly for some time on Sun., the 11th). You could catch a "red eye" to New York around midnight.

An alternative might be for you to go to LA for a meeting on the 9th, followed by your handling the HLZ assignment to meet with AR's JCC group. [This is our suggestion, not Huberman's.]

HLZ says that Huberman mentioned in passing that he and his president (Kaplan) might fly to Cleveland for a meeting at some point. If this could be arranged, it would seem ideal. We would gather a few key people in Cleveland for a preliminary meeting, to be followed up by MLM's summer visit to LA. [If this would work, HLZ would keep his date with JCC directors and would be glad to meet with Huberman briefly in LA on Sun., Feb. 11 to work out details.]

These seem to be the possible options. Please call me Mon. (11/27) with your reactions. I will talk with HLZ in New York later in the day to relay your thoughts and decide on next steps.

2. I spoke with Eli Evans' secretary, who says they are having meetings on Dec. 7 and 8, so those are not possible dates for a meeting with you. Eli already has three meetings on the 29th, none of which could be changed. She left 11/30 at 3:30 on the book.
3. I spoke with Corson, directly. He has meetings in NY on 11/28 and will be staying over. I realize you just wanted me to get an idea of his availability, but he wanted to set up a meeting for breakfast on the 29th at 9:00 a.m. He suggests that you meet him at the Mark Hotel, located at the NE corner of 77th and Madison, and you can go across the street to eat. His phone number there is 212-744-4300 and at the NY office is 212-439-4200. He never let me get in the question about Dec. 7 and 8. I did manage to say that I'd let him know if the breakfast arrangement won't work. Please let me know.



15 EAST 28TH STREET, NEW YORK, N.Y. 10010-1579

TELEFAX TRANSMITTAL FORM

To: Seymour FoxDate: Nov. 21, 1989Fax #: 011-972-2- 699-951

Time: _____

From: Art Rotman

Re: _____

Number of pages (including this cover page): 5

Please notify us if transmission is incomplete.

Tel. #: (212) 532-4949

Fax #: (212) 481-4174

Re meeting in Cleveland December 4th and 5th:

These are the names I submitted to Mark Gurvis re
"informal".



15 East 26th Street, New York, NY 10010 - [212] 532-4949

November 8, 1989

To: Art Rotman

From: Leonard Rubin

Re: Mandel Commission

Adult Jewish Education

Elaine Mann
Assistant Executive Director
JCC of Greater Washington
6125 Montrose Road
Rockville, MD 20852
(301) 881-0100

The Institute for Jewish Life under Mrs. Mann's supervision reaches over 2,000 adults each year many of them in the 21-35 age category in a variety of Jewish educational classes and workshops.

Rabbi Yehiel Poupko
Director of Judaica
JCCs of Chicago
5050 W. Church Street
Skokie, IL 60077
(312) 675-2200

Rabbi Poupko has enhanced the Florence Melton Adult Mini School program and has been a leader in understanding the needs and interest of the adult Jewish learner.

Media and Technology as Educational Tools

Dr. Eric Goldman, President
ERGO
320 Herrick Avenue
Teaneck, NJ 07666
(201) 692-0404

A former Director of The Jewish Media Service, Eric is an expert in the use of film as an educational tool. He has been a consultant to the 92nd Street Y for their film festivals.

Daniel Stern
Director of Humanities
92nd Street YM-YWHA
1395 Lexington Avenue
New York, NY 10128
(212) 427-6000

Coordinator Jewish Film Festival.

Joel Grishaver, President
Tora Aura Productions
4423 Fruitland Ave.
Los Angeles, CA 90056
800 - 238-6724

Joel is a very creative educator who develops media material for both formal and informal education.



Jewish Family Education

Harriet Blumberg
Asst. Director of Judaica
JCCs of Chicago
5050 West Church Street
Skokie, IL 60077
(312) 675-2200

Harriet is a former director of a Solomon Schechter Day School, and is currently focussed on Family Education at the Chicago JCC. She has a great deal of experience working with families in this area.



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

Jewish Family Education

Harlene Appelman
Coordinator of Jewish Experiences
for Families
6600 West Maple Road
West Bloomfield, MI 48322
(313) 661-0600

J.E.F.E. is a community-wide program under the auspices of the Jewish Welfare Federation of Detroit. Harlene also chairs the CAJE Network on Family Life Education.

Dr. Ronald Wolfson is Fingerhut Assistant Professor of Education of the University of Judaism in Los Angeles. He is Director of the Whizin Institute for Jewish Family Life.
(213) 476-9777

Early Childhood Education

Beatrice Chankin
Early Childhood Director
Valley Cities Jewish Community Center
13164 Burbank
Van Nuys, CA 91401
(818) 786-6310

Bea is a master early childhood teacher and director, is on the faculty of the University of Judaism and is a psychologist specializing in families with young children.

Nancy Livingston
Director, Early Childhood Education
Jewish Community Center
4800 East Alameda Ave.
Denver, CO 80222
(303) 399-2660

Nancy is author of a study examining the Preschool in the Jewish Community Center which was published in the Journal of Jewish Communal Service, Autumn 1978 and which was updated in 1988 and will be published shortly.

11/6/89

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ו
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

URGENT

TO: Henry L. Zucker

DATE: 21/11/89

FROM: S. Fox, A. Hochstein

NO. PAGES: 9

FAX NUMBER:

Dear Hank,

Seymour will call you at 8¹⁵ AM your time. Enclosed is a paper on the mechanism for implementation (IFE) and the recommendation that will appear on this topic - in the materials for an December 6 meeting. Seymour will discuss this with you at 8¹⁵.

Best regards

J. Amich

TO: Senior Policy Advisors

FROM: Virginia F. Levi

DATE: 11/20/89

Shirley

296BM

Attached are the open Commission-related assignments. Please review your responsibilities and due dates. I will be in touch in the near future to discuss them with you.





PREMIER INDUSTRIAL CORPORATION

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

72893 (REV. 10/88) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 85
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION	Commission on Jewish Education in NA		
SUBJECT/OBJECTIVE	Mandel Assignments		
ORIGINATOR	VFL	DATE	11/6/89

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 Twarsky.		MLM	2/9/89	11/1/89	
3.	Recommend an author for the final report to SF.		MLM	7/30/89	11/30/89	
4.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD	
5.	Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	TBD	
6.	Consider a trip to the west coast to meet with the local LA commission.		MLM	5/7/89	TBD	
7.	Consider attending a JESNA Board meeting to discuss Commission.		MLM	7/5/89	TBD	



PREMIER INDUSTRIAL CORPORATION

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

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 SEE MANAGEMENT MANUAL POLICY NO. 1.3
 FOR GUIDELINES ON THE COMPLETION
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION	Commission on Jewish Education in NA
SUBJECT/OBJECTIVE	Fox Assignments
ORIGINATOR	VFL
DATE	11/6/89

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. - Mona Ackerman - Charles Bronfman - Lester Crown - Alfred Gottschalk - David Hirschhorn - Sara Lee - Seymour Martin Lipset - Charles Ratner - Isadore Twersky Send summary of interviews to VFL for circulation to senior policy advisors.		SF	10/24/89	2/1/90	
2.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	1/15/90	
3.	Prepare draft of recommendations for final report.		SF	10/24/89	12/5/90	
4.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	TBD	
5.	Prepare progress report for fifth Commission meeting.		SF	10/24/89	1/15/90	
6.	Share with senior policy advisors the design for a paper on the organizational structure of Jewish education in North America.		SF	10/24/89	11/30/89	
7.	Recommend approach to programmatic options, with AH.		SF	10/24/89	11/15/89	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
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SEE MANAGEMENT MANUAL POLICY NO. 85
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL DATE 11/6/89

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> <p>H - David Arnow - Henry Koschitzky H - Norman Lamm - Haskel Lookstein - Robert Loup - Morton Mandel - Matthew Maryles - Florence Melton - Esther Leah Ritz - Ismar Schorsch - Peggy Tishman</p> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		AH	10/24/89	2/1/90	
2.	Recommend an author for the final report to SF.		AH	7/30/89	11/30/89	
3.	Chart commissioner absences, with VFL.		AH	10/24/89	11/15/89	
4.	Develop new list of combined options.		All	10/24/89	11/15/89	



PREMIER INDUSTRIAL CORPORATION

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

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

73690 (REV. 10/88) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR

VFL

DATE 11/6/89

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. - 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 C. Schwartz/M. Kraar to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Recommend an author for the final report to SF.		HLZ	7/30/89	11/30/89	
5.	Draft a community/financing paper with staff assistance of MG and VFL.		HLZ	7/30/89	1/15/90	
6.	Call Steve Solender for suggestion of a New York lay person to add to panel on community/finance.		HLZ	7/30/89	11/30/89	
7.	Work with Kraar, Hoffman, Gurvis to plan a presentation for the General Assembly		HLZ	7/30/89	11/15/89	
8.	Consider establishing a task force to work on an approach to developing federation support for Commission outcomes.		HLZ	10/24/89	1/15/90	
9.	Recommend a plan for telephone contact to encourage commissioner attendance at the fifth Commission meeting, with MG and VFL.		HLZ	11/8/89	12/6/89	
10.	Establish and work with a subcommittee for the selection of the author of the final report.		HLZ	11/8/89	1/15/90	



PREMIER INDUSTRIAL CORPORATION

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 FOR GUIDELINES ON THE COMPLETION
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- ☐ ASSIGNMENTS
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☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL DATE 11/6/89

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. - 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.	Recommend an author for the final report to SF.		AR	7/30/89	11/30/89	
3.	Work with HLZ to arrange for a Commission presentation at February meeting of JWB Center executives.		AR	8/24/89	12/15/89	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 85
FOR GUIDELINES ON THE COMPLETION
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73000 (REV. 10/88) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Reimer Assignments

ORIGINATOR

VFL

DATE 11/6/89

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"> - Jack Bieler - Josh Elkin - Arthur Green - Carol Ingall - Mark Lainer - Alvin Schiff - Lionel Schipper <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		JR	10/24/89	2/1/90	
2.	Draft paper on the synagogue as a context for Jewish education.					
3.	Recommend an author for the final report to SF.		JR	7/30/89	11/30/89	
4.	Take responsibility for completing the original option papers.		JR	8/24/89	12/1/89	
5.	Work with Alvin Schiff on a Commission report for COJEO's upcoming meeting.		JR	8/24/89	TBD	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
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☐ RAW MATERIAL
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FUNCTION	Commission on Jewish Education in NA
SUBJECT/OBJECTIVE	Woosher Assignments
ORIGINATOR	VFL
DATE	11/6/89

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. - Mandell Berman - Maurice Corson - David Dubin - Irving Greenberg - Lester Pollack - Harriet Rosenthal - Bennett Yanowitz Send summary of interviews to VFL for circulation to senior policy advisors.		JW	10/24/89	2/1/90	
2.	Recommend an author for the final report to SF.		JW	7/30/89	11/30/89	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
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FOR GUIDELINES ON THE COMPLETION
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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Follow procedure for scheduling fifth and sixth Commission meetings.		VFL	5/7/89	12/1/89	
2.	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	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 6.5
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☐ FUNCTIONAL SCHEDULE

71400 (REV. 10/88) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Stein Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Recommend an author for the final report to SF.		HDS	7/30/89	11/30/89	



PREMIER INDUSTRIAL CORPORATION

 SEE MANAGEMENT MANUAL POLICY NO. 83
 FOR GUIDELINES ON THE COMPLETION
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- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73000 (R7V 10/86) PRINTED IN U.S.A.

FUNCTION	Commission on Jewish Education in NA
SUBJECT/OBJECTIVE	Gurvis Assignments
ORIGINATOR	VFL
DATE	11/6/89

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.	Present Commission report at a future AIHLJE meeting.		MG	8/24/89	11/30/89	
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	11/30/89	
5.	Arrange for meeting of experts to develop programmatic areas.		MG	10/24/89	12/1/89	
6.	Review approach used to publicize Carnegie Report.		MG	10/24/89	2/1/90	
7.	Develop plans for involving key commissioners in representing the Commission to communities throughout North America for discussion with senior policy advisors on 12/6, with HLZ and VFL.		MG	11/8/89	12/6/89	
8.	Collect other Commission reports to use as prototypes.		MG	11/8/89	3/1/90	



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

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SEE MANAGEMENT MANUAL POLICY NO. 15
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hoffman Assignments

ORIGINATOR VFL DATE 11/6/8/89

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. - Ronald Appleby - Robert Hiller Send summary of interviews to VFL for circulation to senior policy advisors.		SHH	10/24/89	2/1/90	
2.	Recommend an author for the final report to SF.		SHH	7/30/89	11/30/89	



PREMIER INDUSTRIAL CORPORATION

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

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

SEE MANAGEMENT MANUAL POLICY NO. 8.3
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Kraar Assignments

ORIGINATOR VFL

DATE 11/6/89

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	11/30/89	
2.	Recommend an author for the final report to SF.		MK	7/30/89	11/30/89	

SENT

DATE: 17/11/89

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

Ginny Levi

November 17, 1989

TO: Seymour Fox and Annette Hochstein

DATE: 1

FROM: 001-216-361-9962

NO. PAGES:

FAX NUMBER:

Dear Ginny,

Re: Assignments and Minutes of the Senior Policy Advisors Meeting

1. The assignment lists: We have the following suggestions and remarks.

a. Fox Assignments: Number 3 -- there seems to be a misunderstanding about our current assignment. We are not preparing a draft of the final report, but a draft of the recommendations that will go in the final report. You may remember that this was discussed at the meeting of the Senior Policy Advisors, as is reflected in your minutes, on page 2, section II, A, paragraph 1. The draft of the final report can be undertaken following the meeting of February 14th.

Therefore, the assignment should read "prepare draft of recommendations for final report" and the due date should be December 5, 1989.

2. We have the following suggestions at the assignments of interviews of commissioners: We believe the interview with Field should wait till further discussion with MLM; Schulweis and Zeldin should probably not be further followed; Annette should interview Koschitzky and Lookstein.

3. Reimer assignment number 4 -- as discussed, Joe has indeed forwarded to us 2 more options, and we believe there is only 1 outstanding -- the one on innovation.

4. We think the minutes are just fine.

Shabbat Shalom

29 Annette

FAX SENT

DATE:

15/11/89

Nativ Policy and Planning Consultants
Jerusalem, Israel

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Arthur Rotman

DATE: November 15, 1989

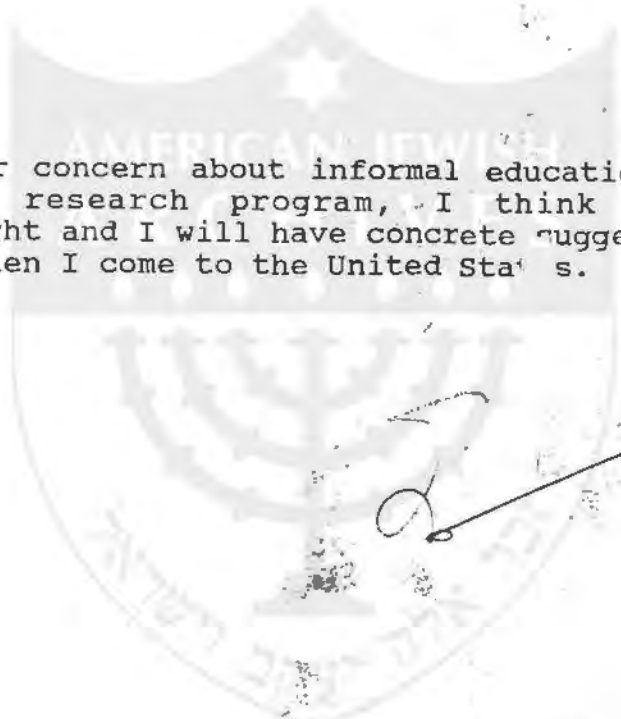
FROM: Seymour Fox

NO. PAGES: 1

FAX NUMBER: 001-212-481-4174

Dear Art,

Regarding your concern about informal education in the Commission's research program, I think you are absolutely right and I will have concrete suggestions to remedy this when I come to the United States.



FAX SENT

DATE:

15/11/89

ativ 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: Virginia Levi

DATE: November 15, 1989

FROM: Debbie Meline

NO. PAGES: 1

FAX NUMBER:

001-216-361-9962

Dear Ginny,

Annette and Prof. Fox asked me to inform you that they have no changes to suggest for the letter.

Prof. Fox will call Mr. Zucker between 11:00 a.m. and 12:00 p.m. Cleveland time today (Wednesday). If that is not convenient, please call Annette's office and let us know before 9:00 a.m. Cleveland time today.

Regards
Debbie

AMERICAN JEWISH
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NOV 14 '89 15:45

PREMIER CORP. ADMIN.

PAGE.01

PREMIER INDUSTRIAL CORPORATION

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

REQUEST FOR TELEX/MAILGRAM/FAX

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

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

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME

S. FOX

COMPANY

NATIV

STREET ADDRESS

CITY, STATE, ZIP

JERUSALEM

PHONE NUMBER

FROM:

NAME

V. LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

216 3619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163040027

TIME SENT:

MESSAGE:

Seymour - I have the info on Awi Federgrun, but no amount, bill, or other indication of how much to pay him and what to pay for. If you or he can send me something, we'll process as quickly as possible. Ginny

** TOTAL PAGE.01 **

NOV 14 '89 14:23

PREMIER CORP. ADMIN.

PAGE.01

PREMIER INDUSTRIAL CORPORATION

SPECIFY HOW TO SEND MESSAGE

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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME

S. FOX & A. HICHSSTEIN

COMPANY

NATIV

STREET ADDRESS

CITY, STATE, ZIP

JERUSALEM, ISRAEL

PHONE NUMBER

FROM:

NAME

V. LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

8619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163040027

TIME SENT:

MESSAGE:

Attached is a draft letter we propose to send to MLM, for your thoughts. I need it back tomorrow (Wed.) with your thoughts, especially on our description of meeting content. Thanks, Ginny

NOV 14 '89 14:20 PREMIER CORP. ADMIN.



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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11-14-89

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011-172-2-69951

NO. OF PGS.

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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME

Seymour Fox

COMPANY

NATIV

STREET ADDRESS

CITY, STATE, ZIP

Jerusalem, ISRAEL

PHONE NUMBER

FROM:

NAME

V. LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

3619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 216

TIME SENT:

MESSAGE:

HLZ has had a change in plans. Please call on
Wed., Nov. 15 after 8:45 a.m. our time.

Levin

** TOTAL PAGE.01 **

TO: Morton L. Mandel
Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

FROM: Mark Curvis

NAME

DEPARTMENT/PLANT LOCATION

DATE: 11/10/89

REPLYING TO

YOUR MEMO OF:

SUBJECT:

Jon Woocher has sent the list of Schorsch's education cabinet. I think we should consider sending them some background materials on the Commission in January. If you agree, I can work with Jon and Schorsch's office to coordinate.

1-11-89 (11/10/89) 11:17 AM

NOV 13 '89 15:20 PREMIER CORP. ADMIN.

PAGE.0

11/03/89

14:29

12126788000 6786788000

002

CHANCELLOR'S EDUCATION FORUM as of 10/89

NOV 09 1989

Rebbl Paul Freedman
United Synagogue Youth
155 Fifth Ave.
New York NY 10010

Dr. Aryeh Davidson
The Seminary

Dr. Robert Abramson
United Synagogue
155 Fifth Ave.
New York NY 10010

Dr. John Ruskey
The Seminary

Ms. Judith Siegel
The Jewish Museum
1109 Fifth Ave.
New York NY 10028

Dr. Eduardo Rauch
Melton Research Center

Mr. S. Hirsch Jacobson
Solomon Schachter Day School
721 Orange Ave.
Cranford NJ 07016

Dr. Steven M. Brown
Solomon Schachter Day School
Old Lancaster Rd./Highland Ave.
Bala Cynwyd PA 19004

Dr. Raphael Arzi
3 Mevo Hamavaaq
Jerusalem ISRAEL

Dr. David Lieber
University of Judaism
15600 Mulholland Drive
Los Angeles CA 90077

Mr. Richard S. Moline
Jewish Youth Directors Assn.
United Synagogue of America
180 N. Michigan Ave. Ste. 1710
Chicago IL 60601

Dr. Sheldon Dorph
261 So. LaPeer Drive
Beverly Hills CA 90211-2617

Rabbi Joel Meyers
The Rabbinical Assembly

From call with MG 13.11.89

25 PC

Scheduling

staff mtg 2-5 on the 4th

researchers begin at 7:00

Dinner will be called for 6:30 (with other group?)

Schedule should not commit us to particular content for each session

SF spoke to Lee - she's considering

SF will call Schiff, Elkin - we'll let MG know

Addresses for MG: Holtz, Feinman-Nemzer

Materials to send:

full packet to Holtz, F-N, Alexander

last report to all others

draft of Isa's professionalism paper - after approved by us

Isa's data sheet on L.A. - we'll decide if worth sending

Aryeh's summary of quantitative data - after we approve

MG will call JR to see what he has. AH is still waiting for response from JR. His paper must be approved here before sent out

Nov. 28th is the last day MG can send out stuff - maybe express mail

MG will find out when HLZ can talk to SF

Reimbursments:

AH stressed that money has to be given up front

MG will tell HLZ about it

SF will talk to HLZ

CAJE:

There can only be one perspective - the Commission's perspective

AH told MG exactly how to present options assignment to CAJE

AH will talk to JR

MG and JR are meeting Spack and Katz on Wed. - will find out who CAJE is assigning to options. We won't mix in with who they pick

NOV 10 '89 14:45

PREMIER CORP. ADMIN.

PAGE.01



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIAL FORM 10-010-000

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. **97226**NO. OF PGS. **3**
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go☐ REGULAR - Send at time rates are economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

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

FROM:

NAME **MR. RK GURVIS**
COMPANY **PREMIER**
DEPARTMENT
COST CENTER **090**
21639179.2

TELEX NO.: 6873015 PREMI UW

FAX NO.: **9403318327**

TIME SENT:

MESSAGE:

Jon Woocher shared the enclosed with me and I thought you would appreciate seeing it.

AMERICAN JEWISH
ARCHIVES

TEMPLE BETH SHALOM

Rabbi Robert P. Tabak

414/0

November 1, 1989

3 Cheshvan 5750

Dr. Jonathan Woocher
Jewish Education Service of North America
730 Broadway
New York, NY 10003

Dear Jonathan:

It has been several years since we've each come to the AJS. I hope to be in Boston this year. (In addition to my rabbinical work I'm completing my PhD dissertation on Philadelphia Jews from World I through World War II.)

While you have probably heard this, there were a lot of problems with the Mandel Commission presentation at the CAJE conference in Seattle, not the least of which was minimal time for discussion. In the discussion group for rabbis which I attended, almost all felt the thrust of Mandel was to strengthen federations and weaken synagogues and their schools. I was almost alone, seeing congregational schools as an historical development. Before World War II most Jewish education was communal, and in a few cities (Chicago and St. Paul) it still is, although the synagogues there have not fared away.

The thrust of the Mandel presentation seemed to focus on various central agencies. This left me thinking about the Jewish Communities (Spokane, Bellingham, Bismarck, Wichita) which may have large Jewish populations, at least one synagogue, but no agency for Jewish education and no real local federation (even if the name is used for the local JIA drive and for local needs). I have written the enclosed draft proposal for a North American Jewish Teachers Corps which I hope you can pass on to the Mandel Commission. I don't have an address for them.

I'm currently beginning a job search, and trying to look into the Jewish communal sphere more than congregations. While I don't see myself as a principal, I'm interested in roles that could use planning, planning, and resource sharing abilities. I have written Paul Flegenbaum but hope that with your wide contacts in the broader Jewish community you might also hear of some possibilities.

Geographical isolation makes face to face shmoozing with colleagues difficult. I will be stopping in New York in December either before or after AJS. Perhaps we can schedule a conversation at that time.

Sincerely,


Rabbi Robert P. Tabak

RPT:jb
Enclosure



Affiliated with The United Synagogue of America

Rabbi Robert P. Tabak
October, 1989 - Tishre 5750

2134
Temple Beth Shalom
1322 East 10th Avenue
Spokane, Washington 99203

DRAFT PROPOSAL FOR A NORTH AMERICAN JEWISH TEACHER CORPS

I. THE NEED

- A. One of the greatest needs confronting Jewish education across the ideological spectrum is personnel. The preliminary reports of the Mandel commission at the 1989 CAJE conference in Seattle, for example, stressed this need. For any of the many innovative curricula and programs to work, teachers and other educators are needed.
- B. Most of the ideas for strengthening teacher training and attracting new full and part-time Jewish teachers seem most appropriate for medium-sized and large Jewish communities that have full-time federations and Bureaus of Jewish Education.
- C. How can financial and other improvements benefit our smaller and generally more isolated Jewish communities (such as Spokane, Kalamazoo, or Wichita) where the only real Jewish institution may be one or two synagogues, the only professionals the rabbi and perhaps cantor? If there is a "federation" in these communities, it often is basically a conduit for the national UJA, with at most a few thousand dollars for local uses. Yet clearly there are dozens of such cities, and thousands of children (and teens and adults) in such communities where the presence of one trained teacher might bring a doubling of human resources.

II. A PLAN

- A. To encourage service to the Jewish people, to bring young people into Jewish education, and aid smaller communities, a North American Jewish Teacher Corps would be created for post-college (and older) teachers. In return for one or two years of teaching in a small community, they would receive a significant scholarship (or loan-forgiveness grant) for graduate education--perhaps \$10,000 a year.
- B. To prepare themselves, candidates would need a minimum amount of undergraduate course work or its equivalent in Jewish studies, plus a summer intensive program to prepare them for the classroom. I would recommend that this summer program include attendance at the CAJE conference.
- C. There would need to be provisions for supervision, regional contacts, and a minimum stipend and benefits (medical insurance). I would require some "sweat equity" from the host community, such as providing an apartment, so that although the teacher is subsidized from without he or she is also a local investment.

Draft Proposal for a North American Jewish Teacher Corps
Rabbi Robert P. Tabak Page 2 Spokane, Washington
Temple Beth Shalom October 1989 - Tishri 5730

- D. There would not be a requirement that the teacher permanently enter Jewish education after their period of service. At a minimum they would be more knowledgeable and experienced Jews, whatever their occupation. This experience would, I hope, encourage participants to consider careers in Jewish education, Jewish communal service, or the rabbinate. (Perhaps the scholarship grant should be increased for participants entering a Jewish career.)
- E. Models that might be examined include the former US National Teacher Corps and the American Jewish Joint Distribution Committee's Jewish Service Corps.

III. OUTREACH: A MODEST ADDITION

- A. There are Jewish communities in virtually every state that are even smaller than those I used as an example--they may have a congregation but are too small to have a rabbi or any Jewish professional. They may be totally dependent on lay leaders or untrained college students for both teaching and ideas. A modest outreach program might have the North American Jewish Teacher Corps members, in addition to their work in a host community, go to a nearby smaller community one or two days a month to bring programs for Jewish adults and children. (For example, in Eastern Washington there is a congregation in neighboring towns of Richland and Kennewick with some 65 families, and a 45-family Jewish community with a monthly Sunday school in Pullman, Washington-Moscow, Idaho. Neither group is big enough to employ professional leadership; both are hundreds of miles from the nearest large city, Seattle.)
- B. This outreach is something that rabbis, with a primary commitment to one congregation, have difficulty finding time to do.

The North American Jewish Teacher's Corps is a practical way to strengthen Jewish life in smaller Jewish communities, and potentially attract more teachers to this important field.



4160

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

THE PRESIDENT

3101 CLIFTON AVE. • CINCINNATI, OHIO 45220 2668
(613) 223-1874

November 10, 1989

Mr. Morton Mandel
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mort:

Thank you very much for sending me a copy of the minutes of the October 23rd meeting of the Commission on Jewish Education. I am sorry that I had to miss what was a very productive meeting.

I asked Sara Lee to compile a list of leaders in positions of responsibility in Jewish Education in the Reform movement. She has sent me the following names:

1. Dan Syme and Howard Bogot - representing the UAHC and its Department of Education.
2. Rabbi Jonathan Stein of Indianapolis and Robert Tornberg of Toronto - as the co-chairmen of the UAHC Commission on Education.
3. Rabbi Sam Karff - as the President of the CCAR.
4. Dr. Zena Sulkes - as the President of NATE.
5. Jane West of Baltimore, Maryland - a graduate of the Rhea Hirsch School, who serves as the Reform Consultant to the Baltimore Bureau of Jewish Education. She is a very bright and articulate young woman who represents the perspective of serving Reform congregations in a communal context.
6. Rabbi Steve Garten - of the Leo Baeck Day School in Toronto, who is the most knowledgeable and articulate spokesman for the perspective of Reform day schools.

I would like to invite the above individuals, plus any other educators you may wish to include, to meet with you on a convenient date in January. Sara Lee, of course, will be present at this meeting.

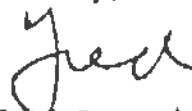
Mr. Morton Mandel
November 10, 1989
Page Two

Sara has suggested that the meeting take place in Los Angeles. I am doubtful if the people we would want to invite from New York would have the flexibility in their schedules to travel to Los Angeles.

Please advise me as to possible dates in January when this meeting to discuss education in the Reform movement could take place and what location would be preferred.

I look forward to seeing you soon.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alfred".

Alfred Gottschalk

AG/ns

FAX SENT

DATE:

8/11/89

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 Gorvis

DATE: 8.11.89

FROM: Debbie Meline

NO. PAGES: 1

FAX NUMBER: 216-361-9962

Mark,
Annette asked me to inform you
that Steven H. Cohen will not
be able to attend the meeting
in Cleveland on Dec. 4/5.

Debbie



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

11/9/89

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 9722699951NO. OF PGS. 16
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME SEYMOUR FOX

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME GINNY LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

216 3619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Seymour. MLM could meet during the day on Jan. 23 rather than the 22nd, but not in the evening. If you can take Tower Air at 11:30 PM on the 22nd, you could be at Kennedy at 6:30 a.m. and catch U.S. Air at 9:35, arriving in Cleveland at 11:08. We could schedule the meeting for noon to 5:00 at the airport. The only alternative, says MLM, is for you to miss your class and proceed with a meeting on the 22nd. Please let me know ASAP, so I can begin contacting others. Thanks, Ginny

P.S. Mazeltov again on the step-grandson!

NOV 9 '89 16:43

PREMIER CORP. ADMIN.

PAGE.02



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: SEYMOUR FOX

NAME ANNETTE HOCHSTEIN

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME GINNY LEVI

COMPANY

DEPARTMENT

COST CENTER 090

216 3919962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Annette - Peggy Tishman can't see you until after Dec. 11. Would you like to see Schorsch later on Nov. 29?

Ginny

P.S. Attached are a memo from Mark, a draft letter, and the letter and materials going to Senior policy advisors.

COMMISSIONERS
ON JEWISH EDUCATION
IN NORTH AMERICA

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

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Ronald Appleby
David Arrow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Maurice S. Gerson
Lester Crown
David Dubin
Stuart E. Eisenstar
Joshua Elkin
Eli N. Evans
Irwin S. Field
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Alfred Gottschalk
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Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia E. Levi
Joseph Reimer

November 9, 1989

Mrs. Annette Hochstein
Nativ Policy & Planning Consultants
P. O. Box 4497
Jerusalem, Israel 91044

Dear Annette:

Enclosed are minutes of the October 23 Commission meeting and the October 24 meeting of senior policy advisors, as well as a copy of the cover letter to commissioners which accompanied Commission meeting minutes. The assignment pages will be sent to you soon.

At the October 24 meeting, we talked about rescheduling the fifth Commission meeting from February 14 to March 4 and 5. Subsequently, we have found those dates unsatisfactory with various commissioners, so have returned to February 14 as the only practical date. We will extend the day by beginning at 9:00 a.m. and meeting until 5:00 p.m. Please mark your calendar for Wednesday, February 14. Plan also on meeting at 1:30 p.m. on Tuesday, February 13 and 8:30 a.m. on Thursday, February 15.

We recognize that this change in the timetable places a burden on us to meet the earlier deadline. We are doing all that we can to see that materials are prepared in time to take advantage of input from senior policy advisors.

As a result of this change in the date of the next Commission meeting, we believe that a February 1 meeting of senior policy advisors would be too late. We are working on finding a date in January, and will be in touch with you to work out a date.

The next meeting of senior policy advisors remains as previously announced, on Wednesday, December 6, 10:30 a.m. to 3:00 p.m. at the Sheraton Hopkins, Cleveland. I look forward to seeing you then.

Sincerely,

Henry L. Zucker

Henry L. Zucker

ON JEWISH EDUCATION IN NORTH AMERICA

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

Commissioners

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Arthur J. Naparstek

Staff

Virginia E. Levi
Joseph Reimer

November 9, 1989

Professor Seymour Fox
The Jerusalem Fellows
22A Hatzfira Street
Jerusalem, Israel 93152

Dear Seymour:

Enclosed are minutes of the October 23 Commission meeting and the October 24 meeting of senior policy advisors, as well as a copy of the cover letter to commissioners which accompanied Commission meeting minutes. The assignment pages will be sent to you soon.

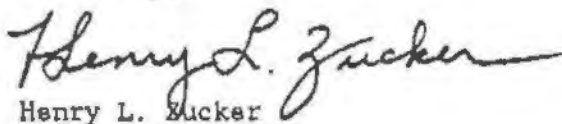
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The next meeting of senior policy advisors remains as previously announced, on Wednesday, December 6, 10:30 a.m. to 3:00 p.m. at the Sheraton Hopkins, Cleveland. I look forward to seeing you then.

Sincerely,


Henry L. Zucker

TO: Senior Policy Advisors

FROM: Henry L. Zucker

DATE: November 16, 1989

SUBJECT: Upcoming Meetings

.....
The following two meetings of Senior Policy Advisors will
take place at the Sheraton Hopkins, Cleveland.

Wednesday, December 6, 1989, 10:30 a.m. - 3:00 p.m.

Tuesday, January 23, 1990, 12:00 noon - 5:00 p.m.

These will be important meetings as we review findings and recommendations for the February 14 Commission meeting. Please call (216) 391-8300 and let Joan Wade know of your attendance plans.



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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72269951

NO. OF PGS.

4

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TO:

NAME ANNETTE HOCHSTEIN

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME GINNY LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

216 391 9962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE: Annette - Attached are the 3 letters we sent. MLM has not sent materials to Navon or Herzog.

Your appointments so far (Tishman hasn't returned calls):

Schorach - Nov. 29 - 8:30 a.m.

~~L. Asnow~~ - Nov. 30 - 9:30 a.m.

Lamm - Nov. 30 - 1:00 p.m.

Mayles - Nov. 30 - 4:00 p.m.

We're trying for Tishman later on 11/29. Schorach can be moved to a later time, if necessary.

Ginny

249

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103
216-391-8600

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Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia F. Levi
Joseph Rimmer

November 8, 1989

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

Dear Professor Cohen:

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

At its meeting on October 23, the Commission discussed a plan of action for implementing the findings of the Commission. We will keep you abreast as the work progresses and would be happy to receive your comments and reactions.

Sincerely,

Virginia F. Levi
Virginia F. Levi
Commission staff

Enclosure

3890

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103
216 891 8300

390 C

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Arthur J. Naparstek

Staff

Virginia F. Levi
Joseph Reimer

November 8, 1989

Professor David Cohen
College of Education
Michigan State University
516 Erickson Hall
East Lansing, MI 48824

Dear Professor Cohen:

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

At its meeting on October 23, the Commission discussed a plan of action for implementing the findings of the Commission. We will keep you abreast as the work progresses and would be happy to receive your comments and reactions.

Sincerely,

Virginia F. Levi
Virginia F. Levi
Commission staff

Enclosure

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103
216 391 8300

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Herman D. Stein
Jonathan Woscher
Henry L. Zucker

Director

Arthur J. Naparstek

November 8, 1989

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

Dear Dr. Abramson:

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

At its meeting on October 23, the Commission discussed a plan of action for implementing the findings of the Commission. We will keep you abreast as the work progresses and would be happy to receive your comments and reactions.

Sincerely,

Virginia F. Levi

Virginia F. Levi
Commission staff

Enclosure

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

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

☐ TELEX NO.
☐ MAILGRAM
☒ FAX NO. **9722699951**
 NO. OF PGS. **4**
 (INCL. COVER SHEET)

FAX SENT

DATE: **7/11/89**

נתיב-יועצים
 ירושלים

FROM:
 NAME **HENRY L. ZUC**
 COMPANY **PREMIER**
 DEPARTMENT
2163619962

TELEX NO.: 0073015 PREMI UW

FAX NO.: 2100010327

TIME SENT:

MESSAGE:

*Assignments have been
 received.*

Sinny

AMERICAN INDUSTRIAL
 ARCHIVE

NOV 17 '89 9:59

PREMIER CORP. ADMIN.

PAGE 01



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

☐ TELEX NO.
☒ MAILGRAM
☒ FAX NO. **9722699951**
 NO. OF PGS. **3**
 (INCL. COVER SHEET)

☒ UR Time sensitive - must go at once
☐ RE AR - Send at time rates are most economical

FROM:
 NAME **SINNY LEVI**
 COMPANY **PREMIER**
 DEPARTMENT
 COST CENTER **090**
2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2100010327

TIME SENT:

MESSAGE:

*Seymour + Annette - The attached is for your
 information. Where are my assignments?*

NTE Gal

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: Nov. 7, 1989

FROM: Debbie Heline

NO. PAGES: 3

FAX NUMBER: 216-391-9962

Dear Ginny,

Attached are the addresses you requested (except for Marc Besen's — I'm still trying to track that one down). You might want to keep the list on file because we'll undoubtedly need them again in the future.

I remember that you once had trouble with Prof. David Cohen's address (a package of material was returned to sender) so you might try calling his office for a clearer address. (517) 353-1716.

Regards,
Debbie

PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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DATE REQUESTED

11/6/89

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

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

FROM:

NAME

GINNY LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

2163619962

Annette Hochstein

ANY NATIV

ET ADDRESS

STATE, ZIP

JERUSALEM

NE NUMBER

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE: Seymour and Annette — Enclosed are the cover letter that went with background materials (as reviewed by MCM) and assignment sheets. Before I send out Sr. Policy Advisor minutes and assignments, I'd appreciate your reviewing these for completeness, for accuracy, and for appropriate due dates. I'd like to mail by mid-week, if possible.

Thanks. Ginny

PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

11/6/89

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 7722677751NO. OF PGS. 1
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

FROM:

NAME

GINNY LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

2163919962

TO:

NAME DEBBIE MELINE

COMPANY NATIV

CITY, STATE, ZIP

JERUSALEM

PHONE NUMBER

TELEX NO.: 0073015 PREMI UW

FAX NO.: 2163018327

TIME SENT:

MESSAGE:

Please send us addresses for the following persons:

Prof. David Cohen
 Prof. Steven M. Cohen
 Dr. Linda Darling-Hammond
 Dr. Jacob B. Ukeles
 Prof. James Coleman
 Dr. Barry Holtz
 Prof. Joe Lukinsky

Prof. Lee Shulman
 Prof. Ted Sizer
 Dr. Jaime Constantiner
 Gary Stock
 Marc Besen
 Isaac Joffe
 Felix Posen



15 EAST 26TH STREET, NEW YORK, N.Y. 10010-1578

400C

TELEFAX TRANSMITTAL FORM

To: Seymour Fox (via JWB Israel Office)

Date: Nov. 6, 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

I would like to speak with you re papers commissioned and consideration of the informal field. Please advise when would be good for me to call you. Possibilities are:

Wednesday - 4:30-6:00 p.m. (Israel time)

Thursday - 1:30-3:00 p.m. (" ")

Please advise best time and number to be called.

Thank you.

Seymour,

Please give us a call at the number above, but the Fax does not go through.

Thanks.

Bea

is correct

Thu 4-5

662 901

168 412

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103
Tel. 391-8300

Commissioners

Morton L. Mandel
Chairman
Mina Riklis Aderman
Ronald Appleby
David Arrow
Mendel L. Berman
Jack Butler
Charles R. Brothman
John C. Colman
Morton S. Cramer
Foster Crown
David Dublin
Stanley E. Encostas
Isaac Elkin
Ellen Evans
Iwan S. Field
Max M. Fisher
Alfred Gotschalk
Arthur Green
Irving Grossberg
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Charles Ratner
Esther Leah Ritz
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Isaac Schorsch
Harold M. Schulweis
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Ruth Zeldin

In Formation Senior Policy Advisors

David S. Ariel
Seymour Fox
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Stephen H. Hoffman
Arthur J. Naparstek
Arthur Rosman
Carin Schwartz
Herman D. Stein
Jonathan Woohler
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

November 2, 1989

prefix first last
title OB
company OB
street
address

Dear sal :

Enclosed are the minutes of the October 23rd meeting of the Commission on Jewish Education in North America.

This was another excellent meeting of the Commission. There was full participation from all of the persons present. I am more and more enthusiastic about the work of the Commission and about the complete dedication of so many commissioners.

We are about to enter the crucial part of the Commission's work, namely determining our findings and recommendations. Also, we have begun to consider what we must do to see that our findings and recommendations are implemented. We want Jewish education to be firmly established as a very high priority for the North American Jewish community, with the full moral and financial support of the community. And we want the good ideas of the Commission to be translated into action.

The next meeting of the Commission will be devoted to our findings and plans for their implementation. Specific information on time and place will be forthcoming as soon as possible. Between now and the next meeting we will send you a good deal of advance material which we hope you will read and consider before you come to the meeting. We look forward to involving you in the process of developing concrete findings and recommendations for our final report.

It continues to be a pleasure to work with you.

Morton L. Mandel



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL

DATE 11/6/89

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	11/1/89	
3.	Recommend an author for the final report to SF.		MLM	7/30/89	11/30/89	
4.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD	
5.	Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	TBD	
6.	Consider a trip to the west coast to meet with the local LA commission.		MLM	5/7/89	TBD	
7.	Consider attending a JESNA Board meeting to discuss Commission.		MLM	7/5/89	TBD	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL DATE 11/6/89

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. - Mona Ackerman - Charles Bronfman - Lester Crown - Alfred Gottschalk - David Hirschhorn - Sara Lee - Seymour Martin Lipset - Charles Ratner - Isadore Twersky Send summary of interviews to VFL for circulation to senior policy advisors.		SF	10/24/89	2/1/90	
2.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	1/15/90	
3.	Prepare draft of final report.		SF	10/24/89	1/15/90	
4.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	TBD	
5.	Prepare progress report for fifth Commission meeting.		SF	10/24/89	1/15/90	
6.	Share with senior policy advisors the design for a paper on the organizational structure of Jewish education in North America.		SF	10/24/89	11/30/89	
7.	Recommend approach to programmatic options, with AH.		SF	10/24/89	11/15/89	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL DATE 11/6/89

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 - Norman Lamm - Robert Loup - Morton Mandel - Matthew Maryles - Florence Malton - 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.	Recommend an author for the final report to SF.		AH	7/30/89	11/30/89	
3.	Chart commissioner absences, with VFL.		AH	10/24/89	11/15/89	
4.	Develop new list of combined options.		AH	10/24/89	11/15/89	



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FUNCTION	Commission on Jewish Education in NA	
SUBJECT/OBJECTIVE	Zucker Assignments	
ORIGINATOR	VFL	DATE 11/6/89

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. - 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 C. Schwartz/M. Kraar to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Recommend an author for the final report to SF.		HLZ	7/30/89	11/30/89	
5.	Draft a community/financing paper with staff assistance of MG and VFL.		HLZ	7/30/89	1/15/90	
6.	Call Steve Solender for suggestion of a New York lay person to add to panel on community/finance.		HLZ	7/30/89	11/30/89	
7.	Work with Kraar, Hoffman, Curvis to plan a presentation for the General Assembly in November.		HLZ	7/30/89	11/15/89	
8.	Consider establishing a task force to work on an approach to developing federation support for Commission outcomes.		HLZ	10/24/89	1/15/90	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL

DATE 11/6/89

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"> - Stuart Eizenstat - Eli Evans - Donald Mintz - Daniel Shapiro <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		AR	10/24/89	2/1/90	
2.	Recommend an author for the final report to SF.		AR	7/30/89	11/30/89	
3.	Work with HLZ to arrange for a Commission presentation at February meeting of JWB Center executives.		AR	8/24/89	12/15/89	



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FUNCTION	Commission on Jewish Education in NA		
SUBJECT/OBJECTIVE	Woocher Assignments		
ORIGINATOR	VFL	DATE	11/6/89

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.	<p>Recommend an author for the final report to SF.</p>		JW	7/30/89	11/30/89	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Follow procedure for scheduling fifth and sixth Commission meetings.		VFL	5/7/89	12/1/89	
2.	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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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Stein Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Recommend an author for the final report to SF.		HDS	7/30/89	11/30/89	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Curvis Assignments

ORIGINATOR VFL DATE 11/6/89

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	11/30/89	
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	11/30/89	
5.	Arrange for meeting of experts to develop programmatic areas.		MG	10/24/89	12/1/89	
6.	Review approach used to publicize Carnegie Report.		MG	10/24/89	2/1/90	



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FUNCTION	Commission on Jewish Education in NA		
SUBJECT/OBJECTIVE	Hoffman Assignments		
ORIGINATOR	VFL	DATE	11/6/8/89

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> <p>- Ronald Appleby - Robert Hiller</p> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		SHH	10/24/89	2/1/90	
2.	<p>Recommend an author for the final report to SF.</p>		SHH	7/30/89	11/30/89	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Kraar Assignments

ORIGINATOR VFL

DATE 11/6/89

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	11/30/89	
2.	Recommend an author for the final report to SF.		MK	7/30/89	11/30/89	

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

FROM: Mark Gurvis

DATE: October 31, 1989

Following is a post-Commission meeting press release draft. Rather than reporting on the content of the action plan, which was in the last release, Ken has tried to convey the flavor of discussions at the meeting.

Please let me know your reactions. Do you think we will need to clear quotes from individual commissioners?



10/31/89

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

FOR IMMEDIATE RELEASE

COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA

200 PM

.....
Education Commission Committed to
Seeing Its Ideas Implemented
.....

"Today should be a very important day in the life of this Commission."

With those words, Chairman Morton L. Mandel of Cleveland opened the fourth of six meetings of the COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA on October 23 in New York City.

And indeed, the fourth Commission meeting proved to be important in several ways:

1. It resulted in a solid consensus that the Commission--a blue-ribbon panel of 47 educators, scholars, philanthropists, religious and lay leaders from all over the world--is proceeding appropriately, not only regarding its goals of completely reshaping Jewish education, but regarding its methods as well.

2. It sharpened the focus of the Commission's objectives; to produce a report detailing the state of Jewish education, to make recommendations for

improvement, and to create a mechanism for implementing those recommendations.

3. It defined what has been accomplished so far, and what has yet to be done before June, 1990, when the Commission hopes to issue its historic report.

4. It enabled the Commission to move from the stage of talking about what needs to be done, to the action stage of actually implementing the Commission's goals.

The Commission, which hopes to reshape and improve Jewish education in North America, has been working for more than one year. When the Commission issues its findings on the state of the field of Jewish education next June, it will also announce the creation of a mechanism for implementing its recommendations.

As the Commission prepared to move from the planning stage to discussing implementation at the October 23 meeting, the commissioners engaged in a lively debate about the philosophy behind the Commission. In addition, commissioners spent much of the all-day session discussing how the Commission's findings will actually change the face of Jewish education.

"Behind all of this is a question," said Sara S. Lee, a professor of education at the Hebrew Union College in Los Angeles. "We need to heighten

the awareness of community leaders about questioning assumptions of Jewish education. There must be a consciousness-raising. We must challenge institutions to rethink what they have to be to serve the needs of the contemporary Jewish community."

One of the challenges the Commission has dealt with is building consensus among the many constituencies and institutions within Judaism. The religious denominations, Jewish educational organizations, Federations and Jewish Community Centers all have distinct concerns, yet many of the concerns overlap. "We need the marriage of all the powerful forces in Jewish life to make this work," said Mr. Mandel. Toward that end, many of the constituencies are represented on the Commission, and its leadership is reaching out to many Jewish institutions to get input and to garner cooperation with this massive effort at reforming Jewish education.

Martin Kraar, executive vice president designate of the Council of Jewish Federations and a member of the senior policy advisors group of the Commission, told the Commission of the interest of Jewish Federations. "Federations have put Jewish continuity as a high priority," Mr. Kraar said. "The Commission is three steps ahead of the Federations, but 13 local commissions, established by local Federations, are studying education as a means of improving continuity. The agendas of the Federations and of this Commission are coming together."

Several commissioners expressed their desire that research and analysis of Jewish educational programs be given a high priority. "We spend a lot of money on Jewish education, but we don't really know what works and what doesn't," said David Hirschhorn, who is vice chairman of American Trading and Production Corporation in Baltimore and a vice president of the American Jewish Committee.

While there was some debate among the commissioners, as there is in the Jewish community at large, about the advantages and disadvantages of formal, as opposed to informal education, Mr. Mandel vowed to keep the Commission's recommendations "staunchly pluralistic. I want every Jewish kid to get the best Jewish education he can possibly get, whatever his belief."

The commissioners discussed whether such across-the-board changes as will be suggested by the Commission are really desired by the Jewish community.

"We're presuming that consumers are dissatisfied with services being provided now," said Rabbi Jack Bieler, coordinator of Judaic studies and supervisor of instruction at the Hebrew Academy of Greater Washington. "Even assuming that is true, do they want what we have to offer, and will they be willing to pay the price in terms of money and effort?"

"To implement this, our vision must have more self-confidence," said Rabbi Norman Lamm, president of Yeshiva University in New York. "This is

an historic chance. Let's not blow it by being timid about what needs to be done."

At the end of the day's meetings, Mr. Mandel summed up where the Commission has been and where it is going. "You learn by doing," he said. "We're never going to have unanimity, but we have to dig in and get going. We've learned a lot and come a long way, but we're only at the tip of the iceberg. There's so much we don't know, but we must have the courage to plunge in."

Over the next few months, the Commission will be receiving results of research it commissioned, drafting an outline of the final report, designing an implementation mechanism and informing the various Jewish organizations and institutions of its progress. It's next meeting this winter will be a critical session focusing on the findings and recommendations to be included in its report.

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

240
FAX SENT 5/11

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

November 2, 1989

TO: Ginny Levi

DATE:

FROM: Debbie Meline

NO. PAGES: 9

001-216-361-9962

FAX NUMBER:

Dear Ginny,

Annette is already planning her next trip to the States and would appreciate your help in scheduling interviews.

She would like to see as many of her New York commissioners as possible on November 29 - 30. Could someone please try to make appointments for her with the following people:

Ismar Schorsch
Norman Lamm
Mathew Maryles
David Arnow
Peggy Tishman

Annette had a meeting with Peggy Tishman yesterday and she agreed to meet with Annette again in New York to discuss recommendations.

As usual, there are several people who should receive the progress report of October 23rd. I am sending you a list of those who live in the U.S. and other countries. We assume that Mark is sending the report to the federation planners. We, of course, will take care of distributing the report here in Israel. Did MLM send the complete package of Commission materials to Minister of Education Navon and President Herzog? If not, we can send it in his name.

Also attached is a suggested draft of a note to send along with the document. Please fax us your final version of the letter so that we can replicate it and use it for our Israel distribution.

Warm Regards,

Debbie

Dear _____

Seymour Fox
or Annette Hochstein
or Seymour Fox and Annette Hochstein

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

At its last meeting on October 23, the Commission discussed a plan of action for implementing the findings of the Commission. We will keep you abreast as the work progresses and would be happy to receive your comments and reactions.



DISTRIBUTION LIST

286 BM

U.S.

With the SF version of the note:

Prof. David Cohen
Prof. Lawrence Cremin

With the AH version:

Prof. Steven M. Cohen
Dr. Linda Darling-Hammond
Dr. David Mittelberg (53 Thorndike St. Brookline, MA. 02146)
Dr. Jacob B. Ukeles

With the SF/AH version:

Prof. Hannan Alexander
Prof. James Coleman
Prof. Samuel Heilman
Dr. Barry Holtz
Dr. Steve Huberman
Prof. Joe Lukinsky
Prof. Danny Pekarsky
Prof. Israel Scheffler
Barry Shrage
Prof. Lee Shulman
Prof. Ted Sizer
Jerusalem Fellows (see attached list)

OTHER COUNTRIES

(The note accompanying documents to these five people should be from MLM.)

Dr. Jaime Constantiner
Gary Stock
Marc Besen
Isaac Joffe
Felix Posen